Navigating a Path: Multidisciplinary Perspectives on Transitions in Sport Coaching

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**Abstract**

This editorial for the Special Issue on Coaching Transitions in Sport highlights the importance of understanding the range of within-sport career transitions individuals experience while moving into and throughout their careers. Currently, the ways in which coaches adapt, evolve, and sustain their roles amid diverse and often complex career transitions have been largely unexamined. While other research has centered largely on topics such as coach effectiveness, stress, burnout, and well-being, this issue takes a multidisciplinary approach to broaden our understanding of coaching careers, focusing on transitions that occur over time and across contexts. Drawing on perspectives from psychology, sociology, pedagogy, and management, the manuscripts in this Special Issue provide much-needed insights into how coaching transitions are influenced by factors such as organizational support, interpersonal relationships, and cultural expectations. To grow this field of study, future research must examine diverse contexts beyond elite sport, incorporate experiences from marginalized groups, explore institutional and policy impacts, and consider the personal and systemic impacts of transitions. The cumulative impact of this Special Issue is intended to be the stimulation of a more comprehensive and supportive approach to coaching development, as well as continued interest in conducting research in this area.

**Keywords:** coach, professional development, career, culture, identity

Introduction

Transitions in Sport Coaching is the central theme across this Special Issue providing a scholarly exploration of the varied events and experiences that sports coaches undergo as they move into, through, and out of coaching roles and environments. Specific attention on these processes across time and space is timely because despite the pivotal role of the coach and increasing demands placed on them, relatively little is known about their experiences as professionals beyond the scholarly focus on coach effectiveness and, more recently, on coaches’ stress, burnout, and well-being.

Transitions mark a process or period of time between phases of development (and performance) and where and when different roles and settings come into play. Acknowledging and understanding transitions both as events and experiences that the sport coaches’ undergo creates opportunities for the individuals and organizations to prepare, manage, and learn (Chroni et al., 2020; Chroni & Dieffenbach, 2022). Research on transition events and experiences can further inform the development of educational and professional support materials as well as policymaking.

Taking multidisciplinary and interdisciplinary approaches to understanding transitions in sport coaching offers the potential for valuable insights because of the complex and multifaceted nature of coaching. Pedagogy, with its focus on learning and development, provides insight into how coaches acquire skills and adapt to new roles during transitions, emphasizing the importance of tailored education and mentorship (Callary et al., 2020). From a psychological perspective, transition demands, coping mechanisms, resource management, and acculturation are key factors that influence how individuals handle changes, such as shifting roles and/or environments (Stambulova et al., 2021). Sociology helps uncover the sport-specific and broader societal dynamics that shape cultures and traditions within which transitions occur, such as gender, race, and institutional power known to impact coaching careers and decision making (Nesseler et al., 2021). Finally, management approaches, including employment policies and organizational change, provide a structural understanding of how policies affect success and sustainability in coaching tenures (Johnson et al., 2023). Together, these perspectives can offer holistic insights into transitions, addressing not only the individual experiences but also broader social and organizational aspects, ultimately leading to more effective support systems for coaches and athletes.

While the transitions athletes undergo inside (e.g., junior to senior) and out of sport (e.g., retirement) have been studied closely for more than 20 years, a focus on coaches’ transitions has been far more limited and often tied to athletic transitions (e.g., retiring elite athletes transiting to coaching). Nonetheless, the developing scholarly attention from psychological, pedagogical, and sociological perspectives has shown that the transition experiences of coaches are complex and worthy of further unpacking. In drawing together different researcher insights related to coach transitions, this Special Issue offers support to the development and advancement of coaches, the professionalization of coaching as well as the performance and well-being of coaches.

Understanding the career transitions of sport coaches is essential for supporting individual coaches, the organizations that employ them as well as the broader profession of sport coaching. Transitions, such as moving between coaching levels (e.g., changing from developmental to high-performance sport), changing teams (e.g., moving to another professional sporting franchise), or stepping into coaching leadership roles (e.g., shifting from a head coach role to a director of coaching role) present challenges that can impact a coach’s ability to adapt to the new environment while maintaining their performance level. Research shows that transitions often involve learning new skills, managing evolving expectations, and coping with changing team dynamics (Callary et al., 2020). As a result, there is a strong need for structured support systems, informed by a sound evidence base, to help coaches develop the adaptive skills necessary to navigate these changes successfully. This will, in turn, enhance coaches’ effectiveness and professional sustainability.

Career transitions also have significant personal implications for coaches. As coaches progress in their careers, they face new stressors such as higher performance expectations, relationship building, and, sometimes, conflicts with organizational culture (Stambulova et al., 2021). Effective coping strategies, emotional resilience, and professional development programs can help mitigate the adverse effects of such pressures. By offering support, organizations can not only foster the well-being of individual coaches but also contribute to healthier work environments and improved athlete/team outcomes, alongside developing well-regulated and well-adjusted coaches who are better equipped to mentor and guide their athletes.

From a broader perspective, understanding career transitions in coaching also benefits the profession as a whole by informing policy development that promotes sustainability, diversity, and inclusion within the field. Broader social and organizational challenges, such as oppressive power dynamics and gender and race discriminations, are often reflected in the coaching profession, influencing hiring practices and career advancement opportunities (Nesseler et al., 2021). By addressing these issues through informed policies and coaching career support systems, the profession can create more diverse and equitable opportunities for all coaches, leading to a more inclusive, dynamic, and sustainable coaching workforce.

**Exploring More and Less Travelled Transitions**

In developing a Special Issue focused on transitions experienced by sport coaches, it was anticipated that the issue would uncover a rich array of circumstances and challenges faced by individuals across all levels and contexts of sport. This expectation was grounded in the understanding that transitions within the coaching profession are multifaceted, encompassing career shifts, role changes, and personal development (Chroni et al., 2021). Areas such as commencing coaching (along with the associated lines of inquiry related to marginalized populations and athlete-to-coach transitions), personal impacts of transitions, attrition from coaching (including the less-studied phenomenon of re-entry into the coaching workforce) as well as the navigation of coaching paths across boundaries (including international ones) have all received some consideration in the existing literature.

**Transitions Into Coaching**

Entering into a coaching career has regularly been characterized as a complex and demanding experience. Social scholars in particular have drawn on an array of sociological theory in considering power dynamics throughout the various levels of sport. In seeking to understand what it is that coaches are entering into, previous research has analyzed the macro level of how national governing bodies of sport have first developed and then supported initial coach learning and development from an organizational perspective (Chapman et al., 2024). Alternatively, other studies have analyzed the relationships at a meso level within individual club structures, such as the interactions between youth academy settings and elite first teams (Blackett et al., 2019), or the intricacies at a micro level with respect to personal relationships between individuals like mentors and mentees (Sawuik et al., 2017). These individual manuscripts have helped identify how coaching ideologies are produced upon entry to the field and then socially reproduced. In some cases, this has enriched understanding on toxic coaching practices and outmoded approaches to supporting the coach–athlete relationship (e.g., Zehntner et al., 2019). Such sociological analyses in some cases have attempted to address the agency-structure dichotomy (e.g., Kim et al., 2020). The desire in this Special Issue was that the manuscripts received here would build upon this work so more practical advances, which better signpost prospective coaches, can be achieved.

Recruitment processes are a key feature of the initial transition into coaching. Of particular interest are the criteria used by sporting directors in making coach appointments. Previous research has established that overt and covert discrimination of marginalized populations is still enacted, prohibiting a greater diversity of individuals occupying coaching roles. This is evidenced by the majority of individuals occupying an elite level coaching role who are largely homogenous in their identities and characteristics— white, heterosexual, and able-bodied males. An increasing amount of empirical research that focuses on gendered coaching experiences is being published (e.g., Allen & Reid, 2019; Graham & Blackett, 2022; Murray et al., 2022). The geographical breadth of this work signifies the global difficulties of women who aspire to reach coaching at an elite level. Nevertheless, it could be argued that we are reaching saturation by continuing to report on gendered inequalities in a one-dimensional manner. Researchers are acknowledging the intersectional identities, but more can be done.

The conflation of coaches’ identities is still a feature which that prevents work from insightfully adding to the foundations that Norman and LaVoi et al. (2019) and others have laid. Therein, this Special Issue was hoping to receive manuscripts that advance understanding on how the identities of coaches are shaped. This includes their individual biographies, of which their career transitions are central to, but also their protected characteristics—sexuality, disability, ethnicity, race, and class. How these variables influence aspirant, novice, and experienced coaches across amateur to professional contexts are areas of analysis that could extend our understanding as to what is prohibitive as well as what works and why.

Previous studies on the transition phenomena have focused attention on the initial transitory phases of “becoming” a coach, especially when individuals approach the end of their careers as athletes (e.g., Chroni et al., 2021; Graham & Blackett, 2022; Leeder & Beaumont, 2023). The expectation therein was that this Special Issue would receive further scholarly analysis on this phase of the coach lifecycle, building upon the understanding that former athletes enter into coaching, develop their coaching identities, and then strengthen their coaching philosophies either through active preparation throughout their playing careers or passively doing so (Blackett et al., 2018). The latter point of passive development has been frequently recorded through anecdotal media stories and within empirical studies as a regular occurrence. Reflecting upon this transitory milestone, former players have frequently considered themselves as having “fallen” into coaching, deeming it as the “next logical step” following retirement as a competitive player (e.g., Blackett et al., 2022; Chroni et al., 2021). This supports the notion of a “fast-tracked” coaching pathway, one that contrasts with a “traditional” route in which formal coaching qualifications and a history of working up the proverbial coaching ladder is undertaken over a prolonged time (Rynne, 2014). Both conceptions have been noted as long-standing and now accepted transitory routes for becoming a coach. Appraisal relating to the efficacy of either pathway and the value of each one for different populations, those with and without a competitive athletic sporting careers, is still limited, however.

Better understanding the above areas connected with initiation into coaching may aid coaches and all those associated with coach learning, development, education, and their practice on two fronts. First, broadening the potential pool of prospective coaches and enhancing the experience of those people when they first seek to undertake coaching work have the potential to improve the quality of the sporting environment for all. Second, empirical evidence about the movement into coaching has the potential to reduce volatility and attrition in coaching by reducing the chances that coaches will be unprepared, ill-prepared, or discriminated against.

**Personal Impacts and Coach Attrition**

Given the ways that coaching work has been characterized (e.g., complex and chaotic) and the additional stressors that have been associated with transitions, it is not surprising that a variety of works have focused on ways to cope with and/or alleviate stress with the aims of increasing retention (and performance) of coaches. Regardless, there are still numerous situations where coaches transition out of their careers, momentarily or permanently, by personal choice or decisions by others. Indeed, the issue of coach attrition is generally positioned as a concern for all parties, spanning individual coaches and the organizations that invest time and resources for their development. Successful coach autobiographies are a mainstay of bookshops, and the question of “why have coaches succeeded?” has largely dominated scholarly literature. Yet, the continual narrative reported through the media are the times when coaches have not succeeded. Whether this is because expectations of a coaching career have not matched the reality, individuals were not fully prepared and thus voluntarily withdrew from the role, or as is often the case across elite settings, coaches are dismissed because of “poor” performances by the athletes and teams that they coach. Again, a sociological lens has been applied to these transitory events, indicating push and pull factors underpinning the transitory phase of leaving the coaching role. Alongside these sociological studies has been psychological analysis where attention has centered on lessons learned from case studies of individuals having left coaching for multiple reasons and the effects a coaching career has caused, for instance when toxic behaviors experienced in one’s athletic life are perpetuated in one’s coaching practice (see McMahon et al., 2020).

Interestingly, the potential for people to reenter coaching has not been documented to the same extent as when they enter at the beginning of their careers. If lifelong learning and continual introspection are advocated (see Downham & Cushion, 2024) akin to other professions, then these are important transitory junctures that remain largely unexamined. Does learning occur that could be relevant to future coaching? If so, to what extent, and how? What tangible adaptations are seen, and does this lead to improved performance from athletes, the coach, and associated coaching staff across mono-, inter- and multidisciplinary teams upon reentry to coaching (see Wylleman, 2024)? All are important questions to advance coach learning, development, and education for the betterment of coaches between these transitions.

**Moving Across Boundaries**

When coaches change roles, whether this is for perceived career progression, new challenges, or because of external variables indirect to coaching (i.e., relocation and family commitments), the effects have not been fully analyzed. There is some emerging empirical work in this area, which has enlightened the field about the migratory possibilities for coaches and the experiences of such transitions (e.g., Borges et al. 2024; Orlowski et al. 2018); yet, the subsequent resettlement, adjustment, and resocialization have not been captured and fully understood. Transitions across national borders appear to be very common at the elite level, while transitions across borders at lower levels can be just as important and influential. Moving between contexts such as from community settings to high-performance youth settings and then from youth to elite team environments has not been documented fully. Blackett et al. (2021) reported that some former elite male football players struggled to adjust to coaching in youth academy environments because the win at all costs ideologies and short-term development focus was superseded by a long-term approach toward athlete development, not a “win by Saturday” ideology. Again, how individual coaches plan, respond, and reflect when transitioning from one space to the next is still lacking, as are the awareness of the intended and unintended consequences along with the mechanisms and structures of support.

To help furnish individuals and organizations with the remit of supporting coach learning, development, and education, the Special Issue called for researchers to not only build upon some of the existing research base outlined above; the challenge was also issued that they might consider alternative ways in designing their research and, importantly, how data were generated. As has been previously acknowledged, coaches’ career journeys and associated transitions are influenced by a variety of factors, including the organizational environment, team dynamics, and external pressures, such as societal expectations and the competitive nature of sport. Therein, the goal here was to capture diverse perspectives that highlight both the universal and context-specific challenges coaches encounter, contributing to a broader understanding of how transitions impact their professional and personal lives (Jones et al., 2020; Mallett & Rynne, 2015). By providing insights from multiple contexts, the issue aspires to expand the knowledge about the complexities of coaching transitions and inform both theory and practice.

**New Knowledge on Transitions in Coaching**

Eleven articles were selected for this Special Issue based on their focus on the professional career transitions experienced by individuals in sport coaching. The first four articles provide an in-depth exploration of early career transitions within sport coaching, shedding light on the challenges and adaptations individuals face as they navigate entry into professional roles in coaching. The first article, Reconstructing identity and purpose in the athlete-to-coach transition: A case study of two contrasting Division I graduate assistant coaches in the U.S., investigates the identity shifts required of former athletes transitioning to graduate assistant coaching roles in the U.S. collegiate sports system. Through a qualitative case study, this article explores how individuals navigate a change from an athlete-centered to a coach-centered perspective, often with limited formal support systems, and emphasizes the importance of mentorship and self-reflection in facilitating their identity redefinition. Similarly, the second article, A Foucauldian auto-ethnographic account of a male soccer player’s move to coaching female players: A call to problematise the importation of gendered assumptions during a common coaching transition, underscores the role of professional conversations and timely support in aiding transitions, especially as individuals move into coach developer roles. This study highlights the reliance on informal networks due to insufficient structural support, suggesting the need for institutional resources to ease these challenging transitions. Both articles offer insight into how early career coaches adapt to their roles, highlighting the role of organizational support in facilitating or hindering these transitions.

The third and fourth articles broaden the perspective on early within-sport career transitions by examining how relational, cultural, and leadership dynamics shape coaching roles across varying levels of professionalization. In From a junior coach to the senior ranks: Relational transition from a collaborative autoethnographic perspective, the authors employ a collaborative autoethnography and the cultural transition model to analyze the relational and cultural factors influencing a junior coach’s ascent to senior ranks. This study signals the complexities of adapting to performance- centered elite environments, advocating for diverse career narratives and targeted support in navigating sociocultural shifts. Meanwhile, Development of leadership knowledge and competences on official UEFA Football Coach Courses: Trainers’ perception examines Union of European Football Associations football coach training in Portugal and identified a gap in structured leadership training within technical curricula. Together, these articles provide critical insights into the early stages of coaching careers, underscoring the need for enhanced mentorship, relational adaptability, and leadership skills to support professional growth.

Following the exploration of early career within-sport transition, six articles within this Special Issue delve into the nuanced experiences of professional coaches as they navigate career transitions within the sport industry, emphasizing their ongoing professional development, and adaptation to evolving roles. The article Reconceptualising intra-career transitions as perpetual becomings: A rhizomatic narrative case study of a U.S. basketball coach uses a poststructuralist lens to explore the complex, nonlinear transitions of a U.S. college basketball coach, introducing the idea of “coach-becomings” to frame coaching as a fluid and dynamic process. By examining how interpersonal relationships, institutional structures, and systemic power dynamics influence a coach’s evolving identity, this article challenges traditional conceptions of career progression in sports coaching, emphasizing that such transitions are shaped by ongoing adaptation rather than fixed pathways. This piece provides a thought-provoking foundation for understanding coaching as an iterative process influenced by both personal and structural factors.

The impact of cultural and gendered expectations on coaching transitions is revealed in the sixth article, In every end, there is also a beginning: Experiences of transition through sport, and the seventh article, An ecological investigation of Polish Olympic coaches’ career pathways and their experiences of career transition to Olympic coaching roles. The former employs a Foucauldian autoethnography to examine a male coach’s transition into coaching female athletes, highlighting the influence of ingrained gender biases on his coaching style and relationships with players. The latter article investigates the career pathways of Polish Olympic coaches, emphasizing the social, cultural, and historical factors shaping their transitions within Poland’s unique postcommunist context. These studies emphasize the importance of considering the individual, their background, and the cultural and sporting context in which they work when examining their professional journeys. Both studies demonstrate how the role of gender and gendered expectations within a sociocultural context can profoundly impact coaches’ career progression (and daily work). The eighth article Bridging boundaries between life and sport: Exploring sports coaches’ micro role transitions focuses more inwardly and explores how personal responsibilities spill over into coaching roles, impacting coaches’ mental health, job satisfaction, and boundary management. This article highlights the need for structured boundary management strategies to mitigate stress and enhance coaches’ effectiveness and well-being.

In the next two studies, career-related experiences associated with across-border coaching, cultural adaptation, and the impact this has on an individuals’ professional and personal lives are examined in Coaching across borders: Lessons from Finnish high performance ice hockey coaches and Coaching transitions across borders: The pursuit of individuals advancing coaching careers in the competitive global landscape of Olympic sports. The former investigates the adaptation strategies of Finnish high-performance coaches working in 11 different countries. The article emphasizes the importance of flexibility, cultural awareness, and proactive communication in handling acculturation challenges and hierarchical dynamics. Similarly, the latter explores the experiences of individuals from South Korea working as coaches in high performance sport when they migrate to Western nations to advance their careers. In following a professional pathway to seek both new opportunities and escape rigid hierarchies, these individuals faced challenges associated with “performance imbalances” and “modernization imbalances” that arise from cultural incompatibilities, which are highlighted by the coaching methods employed by the coaches. Both studies underscore the essential role of sports organizations in facilitating successful across-border transitions, advocating for structured support systems that foster cultural integration and enhance coaching effectiveness in diverse settings.

The final article of this special issue focuses on the professional development involved in within-sport transitions as an individual moves from coaching into a coach educational role. The article Redeveloping expertise in the transition from coach to coach education tutor examines the challenges U.K.-based coaches face when transitioning into educational roles, emphasizing the need for adaptation in content knowledge, relational dynamics with learners and colleagues, and teaching environments. These findings underscore the essential role of structured professional development systems in supporting smooth and successful transitions into educational roles, contributing valuable insights to the broader landscape of career progression within sports coaching.

**Opportunities to Evolve the Field**

While this Special Issue on coaching transitions provides a significant first step in expanding an important area of study, it also helps identify notable gaps that present promising areas for future investigation. One of the most noteworthy, especially given the numerous initiatives across sport organizations to address underrepresentation among their coaching populations, is the lack of work examining the careers among coaches from marginalized communities, such as individuals with disabilities, women, and people of color (e.g., internationally, the International Olympic Committee launched in 2022 the Women in Sport High-Performance Pathway Program, while at the national level, the Australian Institute of Sport launched in 2023 the Women in High Performance Coaching Action Plan). The predominance of European and North American-centric work further contributes to a limited understanding of diverse coaching experiences, highlighting the importance of cross-cultural studies that can explore the intersectionality of factors (Else-Quest & Hyde, 2016) that contribute to an individual’s experiences. These unique transitions often include additional challenges and pressures that are overlooked in current studies, suggesting the need for more inclusive research that addresses these experiences and considers how intersectional identities influence coach transitions within sport.

In addition, there remains a scarcity of research that explores career pathways of individuals into specialized coaching roles, including tactical management, athletic directorship, sport science, or program leadership. These specialized roles require a distinct blend of technical, cultural, and interpersonal competencies which must be developed and supported uniquely within each transition. Expanding the literature to explore specialized coaching pathways could provide a more holistic understanding of career development and advancement within sports coaching that could support both individual and sport systems.

The absence of institutional or systems-level perspectives on coaching transitions research brings attention to the gap in understanding the role of the environment in which coaches transition. While understanding within-sport transitions from the individual standpoint provides valuable insights into their experiences and how to support their development, how organizational policies, development and support programs, or mentorship initiatives can influence these career shifts is overlooked. In examining the role of sport organizations that facilitate within-sport transitions, researchers and coach development practitioners will gain a better understanding of how institutions can support professional development and smooth transitions. This can also be expanded to include specialized organizational strategies to support unique transition experiences such as for foreign or across-border coaches. Taking a systemic approach in exploring within-sport transition could also uncover barriers that institutions may unintentionally impose, thereby creating more inclusive and supportive pathways for a diverse coaching workforce.

Elite sport presents an understandable draw for research exploration, given the time, resources, and cultural emphasis (along with accessibility to it). The more established career pathways and professional expectations for elite coaching may also contribute to the focus on examining transitions within elite sport in the existing literature, mostly overlooking the experiences of transition for coaches at other levels (e.g., youth and scholastic) or within areas that have been marginalized, such as parasport, Special Olympics, and women’s sport. This elite-centric focus fails to address the nuanced transitions that occur in grassroots, youth, or recreational sports or non ‘mainstream’ settings. Another overlooked context is tertiary coach education. The value and impact this has on coach transitions has been ignored to a large degree. Instead, the focus has been on the impact of formal coach education coordinated by national governing bodies of sport (see Rynne et al., 2024).

Lastly, there is limited exploration of the psychological and relational challenges that coaches face during transitions, including impacts on well-being, relationship strain, job satisfaction, and boundary management practices such as transition rituals. These “dark sides” of transitions, including issues like divorce, job dissatisfaction, and lack of coping skills, remain underexplored. A more robust investigation into the toll of transitions on mental health and personal relationships as well as how coaches cope or, unfortunately, fail to cope with these changes could provide a more comprehensive understanding of the support coaches need to navigate their careers successfully. Addressing these gaps could inform the development of targeted mentorship and support programs that aid coaches in managing the demands of their career transitions.

**Closing Thoughts: Next Steps for Researching This Path**

The variety of articles received and published in this Special Issue clearly shows an appetite by scholars in this discipline to better understand the experiences and effects of career transitions into, within, and out of sports coaching. Pleasingly, the work produced in these manuscripts advances the understanding of the experiences individuals negotiate in the sport coaching profession through various theorizations and conceptualizations. These cover specific episodic transitions or transitions over the life journey and careers without producing linear and oversimplified models of stage-based career progressions, which attempt to generalize pathways to expertise. While further encouragement is offered for more longitudinal study designs that account for temporality, reflecting in, on, and after transitional events, the breadth of research designs for each of the manuscripts published offer important insight for understanding the lived experiences of coaches across a variety of contexts while reporting on the significant personal and professional challenges that are encountered by those who coach. Unfortunately, a theme that is indicative across these studies echoes that of previous studies: individuals are often unsupported and left to their own devices to navigate the shifting expectations in meeting new cultural demands, striving for better work–life balances, and acquiring knowledge largely through unmediated modes of learning within coaching (McMahon et al., 2019).

Consequently, the primary recommendation associated with this Special Issue is that future research consider these areas and engage in more practical advance studies. These are research projects designed in conjunction with organizations that administer coach education, learning, and development programs. To date, there are limited applied practice articles that have been published —none in this Special Issue. Future studies of this nature, which evaluate the impact of supporting coach development through the multitude of transitions covered in this Special Issue, would enable a greater understanding of the underlying mechanisms and thus bring an increased chance to shape policy and practice. Transitions, such as moving between roles, navigating career stages, and adjusting to new organizational environments, have profound effects on an individual’s identity, effectiveness, and well-being within the coaching profession (Jones et al., 2013). Therefore, further research is necessary to develop strategies and interventions that can support coaches during these critical periods, ultimately enhancing the quality of the sport experience for all participants (Rynne, 2014).

Expanding our understanding of these transitions will contribute to the development of more sustainable coaching careers, benefiting both coaches and athletes, as well as fostering a more positive and effective sporting environment. Importantly, this is not solely to better understand the “what” and “how” to coach, which remain important attributes, but to delve deeper into the person behind “who” is coaching, so they, as individuals and communities, can be better prepared to achieve success however this is defined within their contexts. As guest editors of this Special Issue, we were grateful for the authors of the published papers for contributing to this topic, extending knowledge, and understanding for the betterment of supporting coaches. Moving forwards, we welcome continued analysis and, along with the journal’s editorial board, are keen to receive news of how this Special Issue has framed individuals, clubs, and organizations practices when striving to improve coach education, learning, and development.

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