

Exploring the Daily Hassles of Neophyte Cycling Coaches

Wood, Samuel; Richardson, Dave; Roberts, Simon; Fletcher, David

International Sport Coaching Journal

DOI:

[10.1123/iscj.2023-0013](https://doi.org/10.1123/iscj.2023-0013)

Published: 01/09/2024

Peer reviewed version

[Cyswllt i'r cyhoeddiad / Link to publication](#)

Dyfyniad o'r fersiwn a gyhoeddwyd / Citation for published version (APA):

Wood, S., Richardson, D., Roberts, S., & Fletcher, D. (2024). Exploring the Daily Hassles of Neophyte Cycling Coaches. *International Sport Coaching Journal*, 11(3), 393-403. <https://doi.org/10.1123/iscj.2023-0013>

Hawliau Cyffredinol / General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal ?

Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.



Exploring the Daily Hassles of Neophyte Cycling Coaches

Journal:	<i>International Sport Coaching Journal</i>
Manuscript ID	ISCJ.2023-0013.R2
Manuscript Type:	Original Research
Keywords:	coach, novice, qualitative, sport, stressors

SCHOLARONE™
Manuscripts

NEOPHYTE COACHES' EXPERIENCES OF DAILY HASSLES

1

1

2

3 **Manuscript title:** Exploring the Daily Hassles of Neophyte Cycling Coaches

4

5 **Submission date:** 9th February 2023

6

7 **Resubmission date:** 20th July 2023

For Peer Review

8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

Abstract

Sport coaching is increasingly acknowledged as a stressful activity, especially for those coaching in community contexts. This highlights the significant need to identify the diverse sources of key stressors. The aim of this research was to explore the recurrent stressors experienced by novice coaches to better inform their coping strategies and reduce the drop-out rate caused by stress. The novelty of this research lies in its longitudinal exploration of the daily hassles experienced by community sport coaches within their coaching role. Ontologically and epistemologically positioned within the interpretivist paradigm, we interviewed eight recently qualified cycling coaches over an 18-month period. Reflective thematic analysis developed three themes highlighting sources of stress over time: at the start of their participation, coaches discussed the hassles of *accessing facilities* and *struggling to fit in*; towards the end of their participation, coaches discussed *feeling isolated*. Results from this study can better inform the education and support delivered by national governing bodies of sport across the community and club landscape and increase sport psychology practitioners' awareness of the daily hassles experienced by coaches.

Keywords: coach, coaching, novice, qualitative, sport, stressors

26 **Exploring the Daily Hassles of Neophyte Cycling Coaches**

27 Forty decades of stress research highlights the substantial, damaging impact of stress on
28 mental health (e.g., psychological distress, depression, psychiatric disorders) and physical health
29 behaviours (e.g., substance abuse, alcohol dependence, smoking, and excessive eating) (see
30 Thoits, 2010; Umberson et al., 2008). Within the context of sport, coaching is increasingly
31 acknowledged as a stressful occupation (Carson et al., 2019; Frey, 2007; Kelley et al., 1999;
32 Levey et al., 2009). Literature examining coach stress has typically focused on elite settings (see
33 Didymus, 2017; Fletcher & Scott, 2010; Ntwanano et al., 2017) with a range of stressors
34 identified, including organisational stressors; scrutiny from parents, public, and the media; the
35 demands and expectations of the coach role; athletes' performance; athlete injury, coachability,
36 professionalism, attitude, and commitment (Norris et al., 2017). There is a significant positive
37 relationship between the frequency of organisational stressors and burnout, surface acting (i.e.,
38 emotional displays that do not reflect an individual's true feelings), and subjective performance
39 (Arnold & Fletcher, 2021). To this end, it is likely that psychological stress may contribute to the
40 drop-out of around 200,000 coaches in the United Kingdom (U.K.) — around 20% of the
41 workforce — each year (North, 2009; O'Connor & Bennie, 2006).

42 To maintain positive mental health, coaches may promote and protect positive
43 functioning by balancing different demands, learning and reflecting, and developing those who
44 they coach (Pankow et al., 2022). Yet there is insufficient evidence to inform the provision of
45 mental health support for coaches (Sherwin, 2017). **Moreover, sport coaching is a context-**
46 **specific process that occurs in both (pressured) high-performance and (less intense) participation**
47 **domains (Collins et al., 2022; Côté & Gilbert, 2009). In the U.K., the expansive (community**
48 **based) coach role within the participation domain, might include collaborating with others (i.e.,**

49 organisations and professionals); focusing on non-sport outcomes (i.e., social and health
50 inequalities); and delivering government policy (i.e., physical and mental wellbeing; individual,
51 economic, and social development) (Ives et al., 2021; Smith et al., 2021). Historically, stress has
52 been emphasised as a contextualised and transactional process, which implies not all events are
53 equally stressful for all individuals under all circumstances (Wright et al., 2020). Consequently,
54 coaches face a range of stressors depending on their role, experience, and setting (i.e., coaches
55 will experience different stressors if novice or expert, working in community or performance
56 domains).

57 Crucially, stressor-related research has focused on the *type* (e.g., competitive,
58 organisational, and personal; Rhind et al., 2013), rather than *dimensions* of stressors (Arnold &
59 Fletcher, 2021). One dimension is frequency, relating to how often the stressor is experienced
60 (Arnold et al., 2019; Arnold et al., 2013; Larner et al., 2016; Simms et al., 2020). This is
61 important given its relation to performers' health, well-being, and performance (Arnold et al.,
62 2019), and should be considered alongside intensity and duration (Arnold & Fletcher, 2021). The
63 intensity of a stressor highlights the impact on the individual in terms of how much adjustment is
64 needed to process it (Vagg & Spielberger, 1999). Duration relates to how long the stressor lasts
65 and is best considered on a continuum, leaving ambiguity of where short-term stress ends and
66 longer lasting stress starts (Smyth et al., 2013). Focusing on dimensions of stress identifies the
67 small, mundane stressors experienced throughout the lifespan (Fletcher et al., 2006; Lazarus &
68 Folkman, 1984; Wright et al., 2020). **These unpleasant, but transient stressors, caused by the**
69 **friction of daily life, have been coined daily hassles** (Lazarus & DeLongis, 1983; Wright et al.,
70 2020). Experienced frequently and for long time periods, hassles are not demanding in isolation
71 (Chamberlain & Zika, 1990; Kanner et al., 1981; Wright et al., 2020) but can adversely impact

72 an individual's health and well-being (see Kohn, 1996; Lazarus & Folkman, 1984; McLean &
73 Link, 1994; Wheaton, 1994). As such, the negative effects of hassles can far exceed those of
74 major life events (Landreville & Vézina, 1992; Weinberger et al., 1987). This highlights the need
75 for longitudinal studies examining experiences of stress.

76 Daily stress literature list numerous examples from a broad host of domains, such as
77 weather, traffic, work demands, arguments, meeting a deadline, sleep disturbances, and financial
78 concerns (Wright et al., 2020). Within a sport context, athlete hassles with a shorter duration
79 might include receiving a bad call or making a game error (Anshel & Anderson, 2002; Anshel &
80 Delaney, 2001; Anshel et al., 2000). Hassles with a longer duration might include retaining roster
81 spots, managing one's lifestyle and media demands (Schinke et al., 2012), extended injury
82 rehabilitation, and homesickness for immigrated athletes (Tenenbaum et al., 2003). Arguably,
83 these examples are low in intensity and manageable in isolation, but regular, recurrent, and
84 stressful when combined and experienced over time. Consequently, hassles change over time as
85 they may be appraised as salient and harmful to well-being, health, and psychopathology (i.e.,
86 underlying psychobiological dysfunction) more widely (Arnold & Fletcher, 2021; Chamberlain
87 & Zika, 1990; Lazarus, 1984; Wright et al., 2020). This highlights the need for longitudinal
88 studies examining experiences of daily hassles.

89 There is a lack of research specifically examining the daily hassles of sport coaching, or
90 how stressors change over time. Better understanding the stressors of coaching at the grassroots
91 or community level is crucial as it is these coaches who are most likely to experience mental
92 illness (e.g., depression and anxiety) and are typically unaware of strategies or policies regarding
93 available mental health support (Smith et al., 2020). **Of the thirty-eight studies included in Norris
94 et al.'s (2017) review, only three explicitly sampled coaches in a community context, with only**

95 one (see Stebbings et al., 2015) employing a longitudinal design. The novelty of this study is its
96 longitudinal focus on the daily hassles (stressors experienced frequently, but not intense in
97 isolation) of neophyte community sport coaches. The aim was to better understand coaches'
98 experiences of everyday psychological stress (hassles), to increase the evidence-base that
99 informs the provision of mental health support for coaches. This work extends previous
100 qualitative research on community sport coaching (e.g., Cronin et al., 2018; Gale et al., 2023;
101 Ives et al., 2021; Roberts et al., 2019) and advances sport coaching research, more broadly, by
102 researching the under-explored, every day contexts of coaches (see Allen & Shaw, 2009, 2013;
103 Stodter & Cushion, 2014, 2017). Findings will also better inform the support delivered by sport
104 psychology practitioners and the coach education and development opportunities delivered by
105 national governing bodies (NGBs) of sport.

106 Method

107 Study Design

108 This research explored individual's experiences of daily hassles in their coaching role
109 over an 18-month period. This captured participants' experiences of daily hassles over a whole
110 season within cycling. Ontologically, this work took a constructivist approach and was
111 epistemologically positioned within the interpretivist paradigm. This respected the multiple
112 realities of participants, rather than an absolute truth (Alvesson & Sckoldberg, 2009; Coe, 2012;
113 Markula & Silk, 2011). The first and third authors had continued interactions with the NGB and
114 the sport context providing insight into the cycling landscape and a depth of knowledge on the
115 theories, concepts, and literature surrounding stress in sport (Levitt et al., 2017).

116 Participants

117 Following institutional ethical approval, eight cycling coaches (2 female and 6 male)
118 aged 32-73 years old ($M=49$; $SD=14.94$) were recruited to voluntarily participate. The NGB
119 acted as a gatekeeper to participants. To ensure participants were independently leading the
120 planning and delivery of coaching activities, purposive sampling focused on those who had
121 recently completed a NGB Level 2 qualification. Participants gave signed consent and verbal
122 assent to participate. To protect participant confidentiality, all names used are pseudonyms. All
123 participants aligned with the same NGB within the U.K. The NGB is in the top half of Olympic
124 funded sports in the U.K. Operating nationally, with responsibility for the government and
125 development of sport from grassroots participation to the international stage, the organisation is
126 supported by 12,500 volunteers at a regional level.

127 **Data Collection**

128 Interviews are a widely used qualitative data collection method in sport and exercise
129 science, creating conversations where participants can interact, reflect, and reconstruct their
130 experiences, reaching shared meanings and understanding, offering insights into complex,
131 specific life events (Roberts, 2020; Sparkes & Smith, 2016). Positioned within the interpretivist
132 paradigm, interviews were socially constructed, where the first author and participants played
133 equal roles in creating the narrative (Brinkman & Kvale, 2015; Rubin & Rubin, 2011; Smith,
134 2009; Smith & Deemer, 2000). This dialogue progressed towards making sense of and
135 determining meaning of specific experiences in relation to daily hassles, reflecting a narrative
136 truth, rather than objective truth in some pristine form (Roberts, 2020; Sparkes & Smith, 2016).
137 This created multiple layers of truths, uncovering each person's character, values, and
138 idiosyncrasies across various situations.

NEOPHYTE COACHES' EXPERIENCES OF DAILY HASSLES

8

139 At the start of their participation, coaches were recently qualified. Semi-structured
140 interviews ($N=23$ interviews), ranging from 30.72 minutes to 101.62 minutes in length
141 ($M=59.34$; $SD=17.70$), were conducted using an interview guide developed in line with Castillo-
142 Montoya's (2016) four phase process (i.e., aligning interview questions with research questions;
143 constructing an inquiry-based conversation; receiving feedback on interview protocols; and
144 piloting the interview protocol). The guide served as prompts, more than questions, allowing
145 discussions to follow the flow of conversation and emerging issues (Jimenez & Orozco, 2021;
146 Purdy, 2014; Thelwell et al., 2008). Coaches were interviewed regularly (frequency ranged from
147 5 to 10; $M=6.12$; see Table 1) during the 18-month period to understand their occupational
148 practice and everyday action over time (Townsend & Cushion, 2021). This enabled the
149 identification of temporal changes across lives and exploration of responses to change
150 (Hermanowicz, 2013). Over time, the first author became more familiar with participants, and as
151 rapport strengthened, interviews became more spontaneous and conversational in nature. This
152 flexibility in questioning was key, demonstrating the rules of everyday conversation, enhancing
153 the quality of the interview data as coaches' experiences became more divergent (Aldiabat &
154 LeNavenec, 2018; Riessman, 2008; Turner, 2010). Consequently, unstructured interviews ($N=26$
155 interviews), ranging from 13.42 to 89.85 minutes in length ($M=54.77$; $SD=21.25$),
156 complemented semi-structured interviews.

157 All interviews ($N=49$) were audio recorded (totaling 46 hours) to capture the topic and
158 dynamics of the conversation. Audio files provided an opportunity to reflect, review, and recall
159 the interview dialogue and make sense of the participants' wider stress experiences (Kvale &
160 Brinkmann, 2009). All audio recordings were transcribed verbatim, producing 410,223 words

161 across 2,739 pages of single-spaced text. This created denaturalised, polished, and selective
162 transcripts that prioritised verbal speech (Oliver et al., 2005; Riessman, 2008).

163 **Data Analysis**

164 Thematic analysis was employed to conceptualise patterns of shared meaning across the
165 data set in relation to the central meaning that themes captured (Braun & Clarke, 2021). The
166 analysis was inductive, 'grounded in' the data, 'inescapably informed' by the paradigmatic,
167 epistemological, and ontological assumptions of the study (Braun & Clarke, 2021, p. 331). To
168 enable conceptual coherence, a reflexive thematic analysis was used to complement the
169 constructionist positioning of the research (Braun & Clarke, 2013, 2019). This utilised the
170 subjective skills of the researcher as an analytic resource (Braun & Clarke, 2021).

171 In line with a reflexive thematic analysis approach, there was no development or
172 application of a codebook (Braun & Clarke, 2021). Instead, semantic coding, interpretative and
173 conceptual across the analysis, provided a descriptive analysis as communicated by participants
174 (Byrne, 2022; Trainor & Bundon, 2021). Meaning resided at the intersection of the data and the
175 first author's contextual, theoretically embedded, interpretative practices – meaning knowledge
176 was constructed, rather than discovered (Braun & Clarke, 2021). Codes formed the basis of
177 repeated patterns across the data set that could be grouped in a meaningful way. Codes were
178 combined, refined, separated, or discarded, paying attention to contradictions, tensions, and
179 inconsistencies with meaning within the data (Braun & Clarke, 2006). Different iterations of
180 code clusters were tracked on an Excel spreadsheet (Byrne, 2022; Trainor & Bundon, 2021).
181 Tentative themes were then developed for each cluster, creating a 'thematic map', where the
182 relationship among codes was actively constructed, examined, and informed by the narrative of
183 each theme (Braun et al., 2016; Byrne, 2022). This provided insight to the significance of

184 individual themes (Braun & Clarke, 2006). Each theme was considered in relation to the research
185 question, producing a coherent and internally consistent account that fitted into the broader
186 overall story (Braun & Clarke, 2021). Theme titles were further refined during the write up of the
187 study's findings.

188 There was potential for constantly new understanding and insights within the data (Braun
189 & Clarke, 2021; Low, 2019; Mason, 2010). Coding quality came from the depth of engagement
190 – dwelling with the data (Ho et al., 2017) – and the situated, reflexive interpretation process. The
191 reader is asked to judge if they share our understanding of what constitutes codes and themes,
192 **outlined above**, considering the study's paradigmatic, ontological, and epistemological
193 assumptions about meaningful knowledge and knowledge production (Braun & Clarke, 2021).

194 **Methodological Integrity**

195 The interpretive qualitative methods reported in this study are packed with several layers
196 of truth, offering a representation of reality by revealing an interconnected, multi-dimensional
197 narrative experienced by the individuals in question (Salla, 1993). Positioned within a
198 constructionist epistemology, this research focused on understanding individual's experiences of
199 stress, through transactional critical incidents (Lazarus & Folkman, 1984). Here, social reality
200 was a product of how participants, both individually and collectively, made sense of daily hassles
201 in their social world (Markula & Silk, 2011; Smith, 1989). Member checking was avoided
202 because its ontological assumption clashed with the ontological relativism of the study
203 (Motulsky, 2021). To increase integrity, participants' points were clarified during interviews.
204 Inter-rater reliability was also avoided because of power differentials between the research team
205 (Smith & McGannon, 2018).

229 patterns across the data in relation to coaching, more than the complexity of participants' lives
230 during their participation.

231 **Entering the Coaching Role**

232 As participants entered their coaching role, the daily hassles they experienced related to
233 the new world they had entered. In this section, we discuss the themes of accessing facilities and
234 struggling to fit in.

235 *Accessing Facilities*

236 Accessing facilities included the hassles of needing further training beyond their initial
237 NGB qualification, the financial barrier of accessing venues, and the seasonal challenge of
238 coaching. Some coaches needed to undertake further training to access facilities, specifically
239 those wanting to coach in discipline-specific spaces. For example, Joe “levelled-up” his
240 qualification to access the trails in his mountain bike club and Adam completed additional
241 training to deliver the “in-house” rider programme at the velodrome. Hiring facilities also
242 brought a financial barrier. James wanted to take riders to his local velodrome — to offer riders
243 variety, and use his Track-specific qualification — but the cost made it prohibitive:

244 It was in excess of £900 for two hours. We've only got 10 kids, so I can't go to each kid
245 and ask for £90... then you've got to [travel], too – that's a two hour drive, or an hour
246 and forty on the train, if you can get your bike on the train, which is a definite no-go in
247 rush hour [...] If I lived [closer], I'd be there all day, every day. It means using the
248 velodrome is a no-no, so I'll be taking [the riders somewhere local], because that's
249 relatively cheap and I'll only have to charge each one £5 or £10 and I'll cover the
250 shortfall [...] they have bikes we can hire, too. Only downside is that they want their own
251 coaches there, but that's an insurance thing. (*James*)

252 Coaches also experienced hassles associated with the terrain of their physical coaching
253 environment. Joe struggled to access the park where he delivered sessions during the autumn and
254 winter months because it often closed due to flooding from the rain. Peter and Chris's club did
255 not have their own facility, so they used local primary schools. This tied in with the club's focus
256 of growing their junior membership, but the lack of artificial lighting restricted their coaching to
257 summer school-term times.

258 *Struggling to fit in*

259 On entering their coaching role, coaches discussed how they struggled to fit in with their
260 peers. Hassles included clubs being set in their ways, poor communication, a variation in
261 coaching, and misaligned goals. This was made worse by their strong connection with the NGB
262 — they were motivated, and proud, to have gained the social status of “Coach”. The NGB
263 qualifications endorsed their knowledge, with coaches discussing the comfort they felt knowing
264 they coached “the [NGB] way” (James). Moreover, identifying their development needs as they
265 engaged with riders, coaches became motivated to progress through the NGB's education
266 pathway, strengthening and shaping their relationship with the NGB. However, this strong
267 alignment with the NGB, and doing things the NGB way, caused challenges when coaches tried
268 to embed themselves into established clubs. Even though they had completed their training to
269 qualify as coaches in these settings, establishing themselves as a qualified coach – and an equal –
270 was challenging. There was a difference between the coaching they had been expected to deliver
271 through their formal education and the coaching they witnessed at their facilities. This hassle was
272 low in intensity, but a regular feature of sessions:

273 I started to watch the coaches a little bit more to see what they were doing and some of
274 them haven't got a clue. I emailed [the tutor] and said, “What you've told me to do on

NEOPHYTE COACHES' EXPERIENCES OF DAILY HASSLES

14

275 the course, I'm going to be crossing wires here and ruffling some feathers". He emailed
276 back saying, "What do you mean?", and I said, "They've got no idea of the concept of a
277 warm up, it's just full on, straight away"... they came out of the session, and they were
278 done in, they were just flat out, but they only did 30 laps. (*Adam*)

279 These clubs were "set in their ways" (Louise) and participants' ideas could come across
280 as too different and too big of a change. Coaches discussed disagreeing with some of the
281 techniques their peers coached but did not feel they "cared enough" to be corrected (Louise).
282 Some felt their clubs were under-resourced, leaving coaches with perceived responsibility to stay
283 involved with the club. The challenge was having peers "happy and on-board" with new ideas,
284 "without rocking the boat too much" (Louise):

285 I turned up at those Tuesday evening development centres and thought, 'Crikey, this is a
286 whole other level compared to Saturday mornings, which now feels like some sort of
287 OAP pedestrian activity' [...] The kids in the club are never going to win races with our
288 current approach to training, that's a fact, and then they're going to leave. (*Louise*)

289 Another aspect of coaches' struggles to fit in was session planning. Sharing the planning
290 responsibility was intended to reduce stress, splitting the workload. However, coaches felt the
291 more experienced, and sometimes senior, coaches they worked with were unreliable, haphazard,
292 unpredictable, and inconsistent with planning activities. When they did provide a session plan, it
293 "was on the back of a cigarette packet or something" (Joe), which created differences in the
294 standards, and perceived quality, of coaching sessions. This struggle to "get eyes on session
295 plans" and "chasing" (Louise) those who they coached with, left coaches feeling unprepared for
296 sessions and questioning their abilities:

297 You have to be adaptable to the needs of the person in front of you, but this very laid-
298 back approach, where we don't plan what we're doing, or who we're coaching, or where
299 we're taking them until we get there is frustrating... I'm not at a stage where I have the
300 knowledge to comfortably just go, "Yes, let's do sprinting and this is exactly the thing we
301 need to do" [...] One day I turned up and it turned out [the head coach] had told the kids
302 that he was doing a Mountain bike session, so all the kids were getting these old shitty
303 mountain bikes and cyclo-cross bikes from the container [...] I had my road bike, but I
304 have a mountain bike that I could have brought if he had told me [...] If you're not going
305 to communicate to me that I need to bring a different bike, how do you expect me to
306 continue to turn up to this? [...] Just the way the club is run, and the most basic thing of
307 him deciding what a coaching session is going to look like without even letting me know.
308 How am I meant to contribute to that, or plan for the coaching session? (*Louise*)

309 A lack of information before sessions also hindered coaches' ability to plan:
310 I've asked for their names beforehand, and I've kind of stalked them a little on Facebook,
311 and one or two of them I've added, and said, "Just so I can give you the best day for you,
312 on Sunday, can you let me know what you're hoping to work on and what kind of trails
313 you can ride?" [...] I might get three out of five of them reply, so that'll be our plan [...] I
314 just take a page, write down what I did in the last one and just jot down what I'm going to
315 work on. Then come Sunday morning, [one] will turn up and she's never done it before,
316 or she's really skilled and she'll totally throw whatever sort of plan I have. (*Beth*)

317 This difficulty to embed themselves in clubs meant coaches were left managing fragile
318 relationships with their peers. Moreover, however, they were unable to prepare for sessions. This
319 left them feeling that riders, especially those with more advanced technical skills, tested their

320 abilities and knowledge as coaches. This knocked participants' confidence, leaving them
321 questioning their legitimacy as coaches.

322 **Established in the Coaching Role**

323 As participants became established in their coaching role, nearing the end of their
324 participation in this study, the daily hassles they experienced related to being jaded and isolated.
325 In this section, we discuss the themes of being left in the cold.

326 *Left in the Cold*

327 When coaches first entered the coaching role, they felt a strong association with the
328 NGB; their new qualification endorsed their knowledge, and they liked coaching the NGB way.
329 Yet a year into their participation, when established in their role, this had changed, and coaches
330 felt disconnected from the NGB. At this point, coaches discussed how this impacted their long-
331 term relationship with the NGB. Coaches came to view the NGB as a certificate provider who
332 simply supplied them with the resources, knowledge, and certificate that enabled them to coach.
333 As such, coaches described a transactional relationship with the NGB:

334 [The NGB] run a course that gives you a certificate that says, 'You can do this', and
335 that's it, really. [...] You get the materials you need. So, they set you up to be a coach,
336 and I think that's how I see it. But the fact that they don't have any post-course checks,
337 to me, means that they have no involvement anymore. (*Peter*)

338 To address this disconnect, coaches wanted a NGB 'kit' – a wearable uniform – to
339 endorse and communicate their knowledge and status to those who they coached. Without it, as
340 coaches distanced themselves from the NGB, they identified more strongly as club coaches.
341 They also disconnected from the NGB's focus on elite cycling and winning Olympic medals,
342 which was removed from their community coaching environment:

343 [The NGB's] adverts, the quotes and what appears to be the ethos, is towards the racing
344 end of things. That's fine. I have no problem with that because every racer has got to start
345 somewhere. They've got to start with a love of cycling and get on with it. So, if I can do
346 that with the children that I have in my groups, then I'm more than happy [...] [The NGB]
347 needs people like us. (*Peter*)

348 When entering their coaching role, coaches were keen to coach "the [NGB] way". Yet
349 when established in their role, coaches discussed how this negatively impacted their practice.
350 This left them unable to deliver the coaching required by riders and "offering advice" to stay
351 within their insurance remit (Louise). For some, progressing through the coach education
352 pathway remedied this hassle by changing their coaching remit. Yet those who could not, or
353 lacked the interest to, progress through the pathway, were left with this hassle. This contrasts
354 against participants' motivations to progress through the NGB's qualifications upon entering
355 their coaching role, where the focus was to strengthen their relationship with the NGB. This links
356 to the hassle of completing further training, identified previously. Remember, upon entering the
357 coach role, Adam needed to attend additional training to be able to coach at his chosen facility. A
358 year into coaching, Adam was still travelling a "50-mile round trip", numerous times, voluntarily
359 observing and delivering sessions, completing this training, and still not coaching independently:

360 The Velodrome might as well teach me the [rider programme] that I'm learning now,
361 without me paying [to complete the NGB coaching award] [...] I'm never going to work
362 on a [NGB] race, and that's the only thing you need a [NGB] qualification for, so you
363 might as well be taught by the Track and pay the Track and then you've done what they
364 want straight away, and it would be a lot less process [...] I haven't got one of those

NEOPHYTE COACHES' EXPERIENCES OF DAILY HASSLES

18

365 [National] jobs I want... I can't understand why you would have to do a [National]
366 qualification when you're actually going to do something else for someone else (*Adam*)
367 **Findings show that, over time,** coaches became clearer on their own goals, motivations,
368 and focus, evaluating their place in the club structure(s) they were embedding themselves.
369 **Consequently, the hassle of 'fitting in' persisted through coaches' participation in this study. On**
370 **entering their role, coaches discussed struggling to offer ideas, and this was still the case a year**
371 **into their coaching. In addition, over time,** clubs who supported new coaches came to be
372 interpreted as overpowering and stunting development. Initially, this extra support helped
373 balance coaching alongside other life commitments (e.g., work and parenting). Yet coaches
374 **shared how this became a hassle, where** coaching became "quite circular", "tightly defined", and
375 a "narrow window" of "very niched" skills" (Oliver). The club had a "tried and tested method"
376 (Oliver), but this negatively impacted participants' coaching and development. **This reflected the**
377 **micro-level** misalignment between the goals, focus, and motivations of the coach and their club.
378 For example, some felt a different discipline focus, or race rather than a "bums on saddles" focus
379 (Joe), or a focus on commuting, encouraging riders to be lifelong cyclists:

380 We had the parents [at one school] fill out questionnaires [...] and one thing that they said
381 they wanted [the sessions] to give their children was confidence when it came to riding
382 on the road. I knew coaching alone wouldn't do that, really. We needed to get them on
383 the road to get confidence on the road and gain road awareness. [...] So that we're
384 coaching skills, then they could be of some use. [...]. It fulfils their parents' wishes, as
385 much as anything else, and it throws the obligation back to them, because they need to
386 come with them. I've had probably 4-5 parents come out with their children, which is
387 really quite exciting. (*Peter*)

388 To navigate this hassle, coaches discussed how exploring new opportunities facilitated
389 feelings of empowerment and added “extra validation” (Oliver) to their coaching. Coaches
390 discussed being “between a rock and hard place” (Louise), not wanting to “undermine” the
391 coaches’ efforts but wanting to create a “more fruitful learning experience” for riders. There
392 were “too many things that [she] didn’t agree with [...] to improve” the club, and she did not feel
393 she had the “power” or “time” to address these issues and so she removed herself from the club
394 (Louise). When established in their role, the challenge of integrating into their clubs’ practices
395 and routines left coaches transitioning from their clubs and operating independently, “in a silo”
396 (James). Moving away from their clubs offered some sense of freedom and eased the hassles of
397 becoming embedded in the club, longer term. Yet, over time, the repeated stress of feeling
398 unsupported meant coaches felt alone and isolated. One example of where coaches struggled was
399 in the extra resource needed to affiliate breakaway groups to the NGB – for example, welfare
400 and safeguarding officers – hindering the development of formalising clubs, further removing
401 them from the NGB activity associated with affiliated clubs.

402 In navigating one hassle, however, coaches found themselves experiencing another. For
403 example, Joe felt some of the trails were not always specific to the coaching points being
404 covered and still struggled to access the coaching site in winter months (reflecting the hassle of
405 accessing facilities discussed previously). A lack of artificial lighting in the physical coaching
406 environment restricted some participants’ coaching to weekends and summer months. This
407 means that these participants’ hassles changed throughout the year, as coaching became seasonal.
408 Whereas a lack of confidence left participants questioning their legitimacy upon entering their
409 coaching role, when established in their role, this hassle changed (i.e., a lack of consistency in
410 coaching) but still left participants questioning their legitimacy. To address this, Joe moved his

411 sessions to a school's all-weather courts, which were accessible all year. But changing his
412 coaching location changed his session focus, removing the mountain-bike specific nature of
413 sessions, and becoming more generic, or multi-discipline sessions. Infrequent engagement with
414 riders, which over time, increased the isolated feeling coaches discussed. The frequency of this
415 hassle increased when coaches consistently coached different riders, with a lack of continuity
416 hindering familiarity with riders, and, consequently, rapport:

417 I got nominated for [a national award of] talent development coach of the year by [the
418 NGB], which is all very exciting. But I feel a bit of a fraud because I don't individually
419 look after any riders. I couldn't really say, 'I coach this kid all the time and they have
420 progressed to this.' I'm always assisting the staff so I didn't get shortlisted, but I kind of
421 can understand why [...] I really undersold myself, but I guess I played it out in my
422 head, and the idea of getting nominated and winning it, and then someone saying, 'You
423 don't even coach that often?' I'd go, 'Yes, I know. I shouldn't be here' That's the thing I
424 hate about stepping away from [the club] ... I kind of feel like I don't have a legitimate
425 basis for my coaching because I'm always just helping. (*Louise*)

426 In summary, we see how when established in the coach role, participants discussed some
427 hassles had stayed constant (e.g., the challenge the fitting into the club, undertaking further
428 training), some had changed (e.g., coaches still questioned their legitimacy, but at this point it
429 was because of inconsistent coaching activity, not a lack of confidence because of being new to
430 the role), and some hassles were new (e.g., feeling disconnected to the NGB) with some being
431 the result of navigating existing hassles (e.g., transitioning away from their clubs, and changing
432 venues). An apparent dichotomy emerges: too much support left participants feeling that their
433 development was hindered; too little support, they felt isolated and alone. Both were perceived

434 stressful. When participants felt that the club's procedural rituals and culture were fixed and
435 static, they felt their ideas were negatively received, or ignored. They felt unable to contribute to
436 sessions and to the club more generally. Transitioning away from the club navigated the hassle,
437 but ultimately caused another: being left in the cold.

438 **Discussion**

439 This study explored the daily hassles experienced by neophyte sport coaches over an 18-
440 month period. Focused on the frequency and intensity of stressors (i.e., how demanding they
441 are), rather than the type of stressors experienced in coaching, the conceptual significance of this
442 work is its contribution to existing research by demonstrating the evolution of hassles over time.
443 Analysis generated three themes highlighting that on entering their coaching role, coaches
444 experienced the hassles of *accessing facilities* and *struggling to fit in*; and towards the end of
445 their participation, they experienced being *left in the cold*. To this end, findings focus on the
446 causes of stress more than its consequences or outcomes, increasing the evidence-base that
447 informs the provision of coaches' mental health support to facilitate environments that support
448 and retain coaches.

449 Some hassles are inevitable, but others can be managed, and perhaps minimised. We see
450 how coaches naturally engaged in task-centered coping (i.e., addressing the problem, rather than
451 emotional reactions; a primary prevention strategy) in attempts to reduce their perceptions of
452 hassles. For example, when becoming embedded in their club, they started with small tasks,
453 moving from the peripheries towards full participation within their socio-cultural practice (Lave
454 & Wenger, 2001). Yet, building on Capel et al.'s (2011) findings, this lack of accountability and
455 control over sessions was a hassle as coaches struggled to implement their ideas. Over time, the
456 misalignment between coaches' goals and those of the club increased coaches' struggle to fit in

457 with existing practices and routines. The reality shock of the coaching they witnessed, the
458 national and local standards, and the economic constraints of the clubs and facilities within
459 which coaches operated all risked coaches isolating themselves from their peers. This could
460 negatively impacted coaches' attitudes, behaviours, and, possibly, psychological health (see
461 Hellgren et al., 1999; Norris et al., 2017). Tackling the problem head-on, coaches' coping
462 strategies saw them transition away from their clubs. But this left them feeling isolated,
463 questioning their legitimacy as coaches.

464 Findings highlight how coaches in a community context can experience isolation as well
465 as the upper echelons (Potts et al., 2021). This emphasises the value of social support (e.g.,
466 mentoring systems, see Norris et al., 2020) to facilitate relationships and communication to
467 mitigate these stressors (Sias, 2009). This lack of support extended to participants wanting to feel
468 valued by their NGB, something that worsened over time. Care is an essential, yet undervalued
469 aspect of pedagogical relationships and a key aspect of supporting coach mental health (Cronin
470 & Armour, 2017; Cronin & Lowes, 2019; Grey-Thompson, 2017; Ives et al., 2019; Noddings,
471 1984; Smith et al., 2016). Noddings encourages dialogue to build trust, empathy, and
472 understanding. Modern sport has been subjected to a diverse range of social and political
473 influences, necessitating policies and practices concerning child welfare neglecting a focus on
474 coach welfare (Cronin & Lowes, 2019). Current findings raise the awareness of needing a
475 continued relationship between NGBs and their coaching workforce to better support community
476 coaches' mental well-being through a caring relationship.

477 Focused on the causes, rather than the consequences, of stress, current findings
478 theoretically contribute to primary stress management strategies (see Arnold & Fletcher, 2021;
479 Fletcher et al., 2006). Practically, NGB coach education could achieve this in two ways. Firstly,

480 introductory education should support coaches in identifying how their values and beliefs
481 influence their coaching. Coaches who are more aware of their own coaching values and
482 motivations could, where possible, align themselves with clubs who have similar values and
483 focus. This would limit coaches operating in clubs with conflicting values and focus. This would
484 not provide a shortcut for coaches' transition from the peripheries to full participation, but it
485 could make 'fitting in' less of a struggle. Secondly, NGBs should deliver education that raise
486 coaches' awareness of how daily hassles impact their psychological wellbeing, rather than
487 focusing solely on the stressors experienced by their athletes. The current study highlights the
488 more subtle forms of stress – the hassles that might be accepted norms within coaching
489 environments – aside from the stressors associated with major events.

490 In addition, findings begin to equip practitioners with information to move beyond
491 informal advice on handling general coaching demands and issues affecting coaching ability.
492 Findings highlight to sport psychology practitioners and coach developers the reality of the
493 coaches' stressors within this domain. Coaches should be supported in identifying the hassles,
494 and possible combinations of hassles, within their coaching environment. Sport psychology
495 practitioners and coach developers can work with coaches to identify which hassles are
496 changeable, which are not, and which are affecting their job performance or well-being the most.
497 From here, sport psychologists could build coaches' resilience to help them manage and mitigate
498 the negative impacts of hassles. This would move beyond the primary stress interventions
499 coaches naturally undertook in this study (i.e., dealing with the cause of the stress), towards
500 secondary and tertiary preventions (i.e., helping individuals recognise and manage their reactions
501 to stress). As such, sport psychologists should switch their intervention from a focus on the

502 environment to the individual, employing, for example, cognitive restructuring (see Didymus &
503 Fletcher, 2017) or mindfulness practice (see Kaiseler et al., 2017).

504 A strength of this work is its exploration of daily hassles of sport coaches, longitudinally,
505 rather than cross-sectionally. The ontological and epistemological positioning of this work means
506 findings are the result of subjective, multiple realities and do not represent an absolute truth. As
507 such, findings are contextualised to the sport of cycling and caution is required in translating
508 these findings across other sports and NGBs (Levitt et al., 2017; Smith, 2017). Therefore, the
509 implications discussed are not intended to suggest a developmental framework for the planning
510 and delivery of psychological support for coaches. Importantly, although the multiple quotes
511 presented offer deep insight into these participants' experiences, the sample size means it is
512 feasible that there are more identifiable hassles. Future studies may consider: 1) expanding the
513 number of participants, 2) exploring the often-neglected aspect of how neophyte coaches recover
514 from hassles, 3) using daily dairies, rather than interviews, to capture participants' experiences of
515 daily hassles, 4) exploring the subjective and objective assessment of the relationship between
516 stressors and symptoms, assessing coaches' cognitive appraisals of hassles to better understand
517 whether environmental changes or stress-management techniques are more effective, 5)
518 evaluating the effectiveness of interventions developed to support coaches' experiences of daily
519 hassles, and 6) developing measures to comprehensively, reliably, and vividly assess hassles.

520 In conclusion, the novelty and conceptual significance of this work rests in its
521 longitudinal exploration of daily hassles, rather than the type of stressors, experienced in
522 community coaching. Findings contribute to existing research by demonstrating the evolution of
523 hassles over time: on entering their coaching role, coaches experienced the hassles of *accessing*
524 *facilities* and *struggling to fit in*; and towards the end of their participation, they experienced

525 being *left in the cold*. These conceptual issues have significance for stakeholders across the
526 community sport landscape (e.g., NGBs, coach developers, coaches, and sport psychology
527 practitioners). A better understanding of the daily hassles experienced by community coaches
528 highlights the need to focus on effective, evidence-based stress management programmes that
529 inform the provision of mental health support for all coaches, rather than focusing on elite
530 coaches or athletes. Facilitating environments that promote psychological wellbeing and safety to
531 better support the management of the environmental demands that neophyte coaches experience
532 will retain more coaches within the coaching workforce.

533

References

- 534
535
536 Aldiabat, K. M., & LeNavenec, C.-L. (2018). Data saturation: the mysterious step in grounded
537 theory methodology. *The Qualitative Report* 23(1), 245-261.
538 <https://doi.org/10.46743/2160-3715/2018.2994>
- 539 Allen, J. B., & Shaw, S. (2009). Women Coaches' Perceptions of Their Sport Organizations'
540 Social Environment: Supporting Coaches' Psychological Needs? *The Sport Psychologist*,
541 23(3), 346-366. <https://doi.org/10.1123/tsp.23.3.346>
- 542 Allen, J. B., & Shaw, S. (2013). An Interdisciplinary Approach to Examining the Working
543 Conditions of Women Coaches. *International Journal of Sports Science & Coaching*,
544 8(1), 1-17. <https://doi.org/10.1260/1747-9541.8.1.1>
- 545 Alvesson, M., & Sckoldberg, K. (2009). *Reflexive methodology; new vistas for qualitative*
546 *research* (2nd ed.).
- 547 Anshel, M. H., & Anderson, D. I. (2002). Coping with acute stress in sport: linking athletes'
548 coping style, coping strategies, affect and motor performance. *Anxiety, Stress and*
549 *Coping: An International Journal*, 15, 193-209.
550 <https://doi.org/10.1080/10615800290028486>
- 551 Anshel, M. H., & Delaney, J. (2001). Sources of acute stress, cognitive appraisals, and coping
552 strategies of male and female child athletes. *Journal of Sport Behavior*, 24, 329-354.
553 <https://doi.org/10.1080/00224540009600515>
- 554 Anshel, M. H., Williams, L. R. T., & Williams, S. M. (2000). Coping style following acute stress
555 in competitive sport. . *The Journal of Social Psychology*, 140, 751-773.
556 <https://doi.org/10.1080/00224540009600515>

- 557 Arnold, R., Edwards, T., & Rees, T. (2019). Organizational stressors, social support, and
558 implications for subjective performance in high-level sport. *Psychology of sport and*
559 *exercise*, 39, 204-212. <https://doi.org/10.1016/j.psychsport.2018.08.010>
- 560 Arnold, R., & Fletcher, D. (2021). Stressors, hassles, and adversity. In R. Arnold & D. Fletcher
561 (Eds.), *Stress, well-being, and performance in sport* (pp. 31-62). Routledge.
- 562 Arnold, R., Fletcher, D., & Daniels, K. (2013). Development and validation of the
563 Organizational Stressor Indicator for Sport Performers (OSI-SP). *Journal of Sport and*
564 *Exercise Psychology*, 35(2), 180–196. <https://doi.org/10.1123/jsep.35.2.180>
- 565 Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in*
566 *Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- 567 Braun, V., & Clarke, V. (2013). Teaching thematic analysis: overcoming challenges and
568 developing strategies for effective learning. *The Psychologist*, 26(2), 120-123.
- 569 Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research*
570 *in Sport, Exercise and Health*, 11(4), 589-597.
571 <https://doi.org/10.1080/2159676X.2019.1628806>
- 572 Braun, V., & Clarke, V. (2021). To saturate or not to saturate? Questioning data saturation as a
573 useful concept for thematic analysis and sample-size rationales. *Qualitative Research in*
574 *Sport, Exercise and Health*, 13(2), 201-216.
575 <https://doi.org/10.1080/2159676X.2019.1704846>
- 576 Braun, V., Clarke, V., & Weaste, P. (2016). Using thematic analysis in sport and exercise
577 research. In B. Smith & A. C. Sparkes (Eds.), *Routledge handbook of qualitative*
578 *research in sport and exercise* (pp. 191-205). Eoutledge.

- 579 Brinkman, S., & Kvale, S. (2015). *Interviews: learning the craft of qualitative research*
580 *interviewing*. Sage.
- 581 Burke, S. (2016). Rethinking 'validity' and 'trustworthiness' in qualitative inquiry. In B. Smith
582 & A. C. Sparkes (Eds.), *Routledge Handbook of Qualitative Research in Sport and*
583 *Exercise* (pp. 330-339). Routledge. <https://doi.org/10.4324/9781315762012>
- 584 Burmeister, E., & Aitken, L. M. (2012). Sample size: how many is enough? . *Australian Critical*
585 *Care*, 25(4), 271-274. <https://doi.org/10.1016/j.aucc.2012.07.002>
- 586 Byrne, D. (2022). A worked example of Braun and Clarke's approach to reflexive thematic
587 analysis. *Quality & Quantity*, 56(3), 1391-1412. [https://doi.org/10.1007/s11135-021-](https://doi.org/10.1007/s11135-021-01182-y)
588 [01182-y](https://doi.org/10.1007/s11135-021-01182-y)
- 589 Capel, S., Hayes, S., Katene, W., & Velija, P. (2011). The interaction of factors which influence
590 secondary student physical education teachers' knowledge and development as teachers.
591 *European Physical Education Review*, 17(2), 183-201.
592 <https://doi.org/10.1177/1356336x11413184>
- 593 Carson, F., Malakellis, M., Walsh, J., Main, L. C., & Kremer, P. (2019). Examining the mental
594 well-being of Australian sport coaches. *International Journal of Environmental Research*
595 *and Public Health*, 16(23), 10.3390/ijerph16234601.
- 596 Castillo-Montoya, M. (2016). Preparing for interview research: The interview protocol
597 refinement framework. *The qualitative report*, 21(5), 811-831.
- 598 Chamberlain, K., & Zika, S. (1990). The minor events approach to stress: support for the use of
599 daily hassles. *British Journal of Psychology*, 81(4), 469-481.
600 <https://doi.org/10.1111/j.20448295.1990.tb02373.x>

- 601 Coe, R. (2012). The nature of educational research: Exploring the different understandings of
602 educational research. In J. Aruther, M. Waring, R. Coe, & L. Hedges (Eds.), *Research*
603 *Methods and Methodologies in Education* (pp. 5-14). Sage.
- 604 Collins, D., Taylor, J., Ashford, M., & Collins, L. (2022). It depends coaching – The most
605 fundamental, simple and complex principle or a mere copout? *Sports Coaching Review*,
606 1-21. <https://doi.org/10.1080/21640629.2022.2154189>
- 607 Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise.
608 *International Journal of Sports Science & Coaching*, 4(3), 307-323.
- 609 Cronin, C., & Armour, K. (2017). 'Being' in the coaching world: new insights on youth
610 performance coaching from an interpretative phenomenological approach. *Sport,*
611 *Education and Society*, 22(8), 919-931. <https://doi.org/10.1080/13573322.2015.1108912>
- 612 Cronin, C., & Lowes, J. (2019). Care in community sports coaching. In L. A. Gale & B. A. Ives
613 (Eds.), *Coaching in the community: developing knowledge and insight* (pp. 79-95).
614 Manchester Metropolitan University.
- 615 Cronin, C., Ryrie, A., Huntley, T., & Hayton, J. (2018). 'Sinking and swimming in disability
616 coaching': an autoethnographic account of coaching in a new context. *Qualitative*
617 *Research in Sport, Exercise and Health*, 10(3), 362-377.
- 618 Dibley, L. (2011). Analyzing narrative data using McCormack's lenses. *Nurse Researcher*,
619 18(3), 13-19. <https://doi.org/10.7748/nr2011.04.18.3.13.c8458>
- 620 Didymus, F. F. (2017). Olympic and international level sports coaches' experiences of stressors,
621 appraisals, and coping. *Qualitative Research in Sport, Exercise and Health*, 9(2), 214-
622 232. <https://doi.org/10.1080/2159676X.2016.1261364>

- 623 Didymus, F. F., & Fletcher, D. (2017). Organizational stress in high-level field hockey:
624 examining transactional pathways between stressors, appraisals, coping and performance
625 satisfaction. *International Journal of Sports Science and Coaching*, 12(2), 252–263.
626 <https://doi.org/10.1177/1747954117694737>
- 627 Dworkin, S. L. (2012). Sample size policy for qualitative studies using in-depth interviews.
628 *Archives of Sexual Behaviour*, 41(6), 1319-1320. [https://doi.org/10.1007/s10508-012-](https://doi.org/10.1007/s10508-012-0016-6)
629 [0016-6](https://doi.org/10.1007/s10508-012-0016-6)
- 630 Fletcher, D., Hanton, S., & Mellalieu, S. D. (2006). An organizational stress review: Conceptual
631 and theoretical issues in competitive sport. In S. Hanton & S. D. Mellalieu (Eds.),
632 *Literature reviews in sport psychology* (pp. 321-374). Nova Science.
- 633 Fletcher, D., & Scott, M. (2010). Psychological stress in sports coaches: A review of concepts,
634 research, and practice. *Journal of Sports Sciences*, 28(2), 127–137.
635 <https://doi.org/10.1080/02640410903406208>
- 636 Frey, M. (2007). College coaches' experiences with stress – “Problem solvers” have problems,
637 too. *The Sport Psychologist*, 21(1), 38-57. <https://doi.org/10.1123/tsp.21.1.38>
- 638 Gale, L. A., Ives, B. A., Potrac, P. A., & Nelson, L. J. (2023). Repairing relationship conflict in
639 community sport work: “Offender” perspectives. *Qualitative Research in Sport, Exercise*
640 *and Health*, 15(3), 417-430. <https://doi.org/10.1080/2159676X.2022.2127861>
- 641 Grey-Thompson, T. (2017). *Duty of Care in Sport: Independent Report to Government*.
- 642 Hellgren, J., Sverke, M., & Iskasson, K. (1999). A two-dimensional approach to job insecurity:
643 consequences for employee attitudes and well-being. *European Journal of Work and*
644 *Organizational Psychology*, 8(2), 179–195. <https://doi.org/10.1080/135943299398311>

- 645 Hermanowicz, J. C. (2013). The longitudinal qualitative interview. *Qualitative Sociology*, 36,
646 189-208. <https://doi.org/10.1007/s11133-013-9247-7>
- 647 Ho, K. H., Chiang, V. C., & Leung, D. (2017). Hermeneutic phenomenological analysis: the
648 'possibility' beyond 'actuality' in thematic analysis. *Journal of Advanced Nursing*, 73(7),
649 1757-1766.
- 650 Ives, B. A., Gale, L. A., Potrac, P., & Nelson, L. (2019). Uncertainty, shame and consumption:
651 negotiating occupational and non-work identities in community sport coaches. *Sport*
652 *Education and Society*, 26(1), 87-103. <https://doi.org/10.1080/13573322.2019.1699522>
- 653 Ives, B. A., Gale, L. A., Potrac, P. A., & Nelson, L. J. (2021). Uncertainty, shame and
654 consumption: negotiating occupational and non-work identities in community sports
655 coaching. *Sport, Education and Society*, 26(1), 87-103.
656 <https://doi.org/10.1080/13573322.2019.1699522>
- 657 Jimenez, T. R., & Orozco, M. (2021). Prompts, not questions: four techniques for crafting better
658 interview protocols. *Qualitative Sociology* 44(13), 507–528
659 <https://doi.org/10.1007/s11133-021-09483-2>
- 660 Kaiseler, M., Levy, A., Nicholls, A., & Madigan, D. (2017). The independent and interactive
661 effects of the big five personality dimensions upon dispositional coping and coping
662 effectiveness in sport. *International Journal of Sport and Exercise Psychology*, 17(4),
663 410-426. <https://doi.org/10.1080/1612197X.2017.1362459>
- 664 Kanner, A. D., Coyne, J. C., Schaefer, C., & Lazarus, R. S. (1981). Comparison of two modes of
665 stress measurement: Daily hassles and uplifts versus major life events. *Journal of*
666 *Behavioural Medicine*, 4(1), 1-39.

- 667 Kelley, B. C., Eklund, R. C., & Ritter-Taylor, M. (1999). Stress and burnout among collegiate
668 tennis coaches. *Journal of Sport and Exercise Psychology*, 21(2), 113-130.
669 <https://doi.org/10.1123/jsep.21.2.113>
- 670 Kohn, P. M. (1996). On coping adaptively with daily hassles. In M. Zeidner & N. S. Endler
671 (Eds.), *Handbook of coping: Theory, research, applications* (pp. 181-201). John Wiley &
672 Sons.
- 673 Kvale, S., & Brinkmann, S. (2009). *InterViews: Learning the craft of qualitative research*
674 *interviewing*. Sage.
- 675 Landreville, P., & Vézina, J. (1992). A Comparison between Daily Hassles and Major Life
676 Events as Correlates of Well-being in Older Adults. *Canadian Journal on Aging / La*
677 *Revue Canadienne Du Vieillissement*, 11(2), 137-149.
678 <https://doi.org/10.1017/S0714980800011685>
- 679 Larner, R. J., Wagstaff, C. R. D., Thelwell, R. C., & Corbett, J. (2016). A multistudy
680 examination of organizational stressors, emotional labor, burnout, and turnover in sport
681 organizations. *Scandinavian Journal of Medicine and Science in Sports*, 27(12), 2103–
682 2115. <https://doi.org/10.1111/sms.12833>
- 683 Lave, J., & Wenger, E. (2001). Legitimate peripheral participation in communities of practice. In
684 *Supporting lifelong learning* (pp. 121-136). Routledge.
- 685 Lazarus, R. S. (1984). Puzzles in the study of daily hassles. *Journal of Behavioural Medicine*, 7,
686 375-389. <https://doi.org/10.1007/BF00845271>
- 687 Lazarus, R. S., & DeLongis, A. (1983). Psychological stress and coping in ageing. *American*
688 *Psychologist*, 38(3), 245-254. <https://doi.org/10.1037/0003-066x.38.3.245>
- 689 Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.

- 690 Levey, A., Nicholls, A., Marchant, D., & Polman, R. (2009). Organisational stressors, coping,
691 and coping effectiveness: A longitudinal study with an elite coach. *International Journal*
692 *of Sports Science & Coaching*, 4(1), 831-845. <https://doi.org/10.1260/1747-9541.4.1.31>
- 693 Levitt, H. M., Motulsky, S. L., Wertz, F. J., Morrow, S. L., & Ponterotto, J. G. (2017).
694 Recommendations for designing and reviewing qualitative research in psychology:
695 Promoting methodological integrity. *Qualitative psychology*, 4(1), 2.
- 696 Low, J. (2019). A Pragmatic Definition of the Concept of Theoretical Saturation. *Sociological*
697 *Focus*, 52(2), 131-139. <https://doi.org/10.1080/00380237.2018.1544514>
- 698 Markula, P., & Silk, M. L. (2011). *Qualitative research for physical culture*. Springer.
- 699 Mason, M. (2010). Sample Size and Saturation in PhD Studies Using Qualitative Interviews.
700 *Forum Qualitative Sozialforschung Forum: Qualitative Social Research*, 11(3).
- 701 McLean, D. E., & Link, B. G. (1994). Unraveling complexity: Strategies to refine concepts,
702 measures, and research designs in the study of life events and mental health. In W. R.
703 Avison & I. H. Gotlib (Eds.), *Stress and mental health: Contemporary issues and*
704 *prospects for the future* (pp. 15-42). Plenum Press. [https://doi.org/10.1007/978-1-4899-](https://doi.org/10.1007/978-1-4899-1106-3_2)
705 [1106-3_2](https://doi.org/10.1007/978-1-4899-1106-3_2)
- 706 Motulsky, S. L. (2021). Is member checking the gold standard of quality in qualitative research?
707 *Qualitative psychology*, 8(3), 389-406. <https://doi.org/10.1037/qup0000215>
- 708 Noddings, N. (1984). *Caring: a feminine approach to ethics and moral education*. University of
709 California Press.
- 710 Norris, L. A., Didymus, F. F., & Kaiseler, M. (2017). Stressors, coping, and well-being among
711 sports coaches: A systematic review. *Psychology of sport and exercise*, 33, 93-112.
712 <https://doi.org/10.1016/j.psychsport.2017.08.005>

- 713 Norris, L. A., Didymus, F. F., & Kaiseler, M. (2020). Understanding social networks and social
714 support resources with sports coaches. *Psychology of Sport & Exercise*, 48, 101665.
715 <https://doi.org/10.1016/j.psychsport.2020.101665>
- 716 North, J. (2009). *The Coaching Workforce 2009-2016*.
- 717 Ntwanano, A., Toriola, A., & Didymus, F. (2017). Development and initial validation of an
718 instrument to assess stressors among South African sports coaches. *Journal of Sports
719 Sciences*, 36(12), 1378–1384. <https://doi.org/10.1080/02640414.2017.1385264>
- 720 O'Connor, D., & Bennie, A. (2006). The retention of youth sport coaches. *Change:
721 Transformations in Education*, 9(1), 27-38.
- 722 Oliver, D. G., Serovich, J. M., & Mason, T. L. (2005). Constraints and Opportunities with
723 Interview Transcription: Towards Reflection in Qualitative Research. *Social Forces*,
724 84(2), 1273-1289. <https://doi.org/10.1353/sof.2006.0023>
- 725 Pankow, K., Mosewich, A. D., McHugh, T. L. F., & Holt, N. L. (2022). The role of mental
726 health protection and promotion among flourishing Canadian university sport coaches.
727 *Sport, Exercise, and Performance Psychology*, 11(1), 28-43.
728 <https://doi.org/10.1037/spy0000277>
- 729 Potts, A. J., Didymus, F. F., & Kaiseler, M. (2021). Psychological stress and psychological well-
730 being among sports coaches: a meta-synthesis of the qualitative research evidence.
731 *International Review of Sport and Exercise Psychology*, 1-30.
732 <https://doi.org/10.1080/1750984X.2021.1907853>
- 733 Purdy, L. (2014). Interviews. In L. Nelson, R. Groom, & P. Potrac (Eds.), *Research Methods in
734 Sports Coaching* (pp. 161-170). Routledge. <https://doi.org/10.4324/9780203797549-15>

- 735 Rhind, D. J. A., Scott, M., & Fletcher, D. (2013). Organisation stress in professional soccer
736 coaches. *International Journal of Sport Psychology*, 44(1), 1-16.
737 <https://doi.org/10.7352/IJSP.2013.44.001>
- 738 Riessman, C. K. (2008). Constructing Narratives for Inquiry. In C. K. Riessman (Ed.), *Narrative*
739 *Methods for the Human Sciences* (pp. 21-51).
- 740 Roberts, R. E. (2020). Qualitative Interview Questions: Guidance for Novice Researchers.
741 *Qualitative Report*, 25(9).
- 742 Roberts, S. J., Baker, M., Reeves, M. J., Jones, G., & Cronin, C. (2019). Lifting the veil of
743 depression and alcoholism in sport coaching: how do we care for carers? *Qualitative*
744 *Research in Sport, Exercise and Health*, 11(4), 510-526.
745 <https://doi.org/10.1080/2159676X.2018.1556182>
- 746 Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data*. Sage.
- 747 Salla, M. (1993). There is no nonviolent future. *Social Alternatives*, 15(3), 41-43.
- 748 Schinke, R. J., Battochio, R. C., Dube, T. V., Lidor, R., Tenenbaum, G., & Lane, A. M. (2012).
749 Adaptation processes affective performance in elite sport. *Journal of Clinical Sport*
750 *Psychology*, 6, 180-195. <https://doi.org/10.1123/jcsp.6.2.180>
- 751 Sherwin, I. (2017). Commentary: From mental health to mental wealth in athletes: Looking
752 back and moving forward. *Frontiers in Psychology*, 8, 693.
753 <https://doi.org/10.3389/fpsyg.2017.00693>
- 754 Sias, P. M. (2009). *Organizing relationships: traditional and emerging perspectives on*
755 *workplace relationships*. Sage. <https://doi.org/10.4135/9781452204031>
- 756 Simms, M., Arnold, R., Turner, J., & Hays, K. (2020). A repeated-measures examination of
757 organizational stressors, perceived psychological and physical health, and perceived

- 758 performance in semi-elite athletes. *Journal of Sport Sciences*, 39(1), 64-77.
759 <https://doi.org/10.1080/02640414.2020.1804801>
- 760 Smith, A., Greenough, K., & Lovett, E. (2021). The Politics and Policy of Community Sport
761 Coaching. In B. A. Ives, P. Potrac, L. A. Gale, & L. Nelson (Eds.), *Community Sport*
762 *Coaching: Policies and Practice* (pp. 7-24). Routledge.
- 763 Smith, A., Haycock, D., Jones, J., Greenough, K., Wilcock, R., & Braid, I. (2020). Exploring
764 mental health and illness in the UK sports coaching workforce. *International Journal of*
765 *Environmental Research and Public Health*, 17(24).
766 <https://doi.org/10.3390/ijerph17249332>
- 767 Smith, A., Jones, J., Houghton, L., & Duffell, T. (2016). A political spectator sport or policy
768 priority? A review of sport, physical activity and public mental health policy.
769 *International Journal of Sport Policy Politics*, 8(4), 593-607.
770 <https://doi.org/10.1080/19406940.2016.1230554>
- 771 Smith, B. (2017). Generalizability in qualitative research: misunderstandings, opportunities and
772 recommendations for the sport and exercise sciences. *Qualitative Research in Sport,*
773 *Exercise and Health*, 10(1), 137–149. <https://doi.org/10.1080/2159676x.2017.1393221>
- 774 Smith, B., & McGannon, K. R. (2018). Developing rigor in qualitative research: problems and
775 opportunities within sport and exercise psychology. *International Review of Sport and*
776 *Exercise Psychology*, 11(1), 101-121. <https://doi.org/10.1080/1750984X.2017.1317357>
- 777 Smith, J. (1989). *The Nature of Social and Educational Enquiry: Empiricism versus*
778 *Interpretation*. Albex Publishing Corporation
- 779 Smith, J. (2009). Judging research quality: from certainty to contingency. *Qualitative Research*
780 *in Sport and Exercise*, 1(2), 91-100. <https://doi.org/10.1080/19398440902908928>

- 781 Smith, J., & Deemer, D. (2000). The problem of criteria in the age of relativism. In N. K. Denzin
782 & Y. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 877-896). Sage.
- 783 Smyth, J., Zawadzki, M., & Gerin, W. (2013). Stress and disease: A structural and functional
784 analysis. *Social and Personality Psychology Compass*, 7(4), 217-227.
785 <https://doi.org/10.1111/spc3.12020>
- 786 Sparkes, A. C., & Smith, B. (2016). Interviews: Qualitative interviewing in the sport and
787 exercise sciences. In B. S. a. A. C. Sparkes (Ed.), *Routledge Handbook of Qualitative
788 Research in Sport and Exercise*. (pp. 103-123). Routledge.
789 <https://doi.org/10.4324/9781315762012-19>
- 790 Stebbings, J., Taylor, I. M., & Spray, C. M. (2015). The relationship between psychological
791 well- and ill-being, and perceived autonomy supportive and controlling interpersonal
792 styles: A longitudinal study of sport coaches. *Psychology of sport and exercise*, 19, 42-
793 49. <https://doi.org/https://doi.org/10.1016/j.psychsport.2015.02.002>
- 794 Stodter, A., & Cushion, C. J. (2014). Coaches' learning and education: a case study of cultures in
795 conflict. *Sports Coaching Review*, 3(1), 63-79.
- 796 Stodter, A., & Cushion, C. J. (2017). What works in coach learning, how, and for whom? A
797 grounded process of soccer coaches' professional learning. *Qualitative Research in Sport,
798 Exercise and Health*, 9(3), 321-338.
- 799 Tenenbaum, G., Jones, C. M., Kitsantas, A., Sacks, D. N., & Berwick, J. P. (2003). Failure
800 adaptation: an investigation of the stress response process in sport. *International Journal
801 of Sport Psychology*, 34, 27-62.

- 802 Thelwell, R. C., Weston, N. J. V., Greenlees, I. A., & Hutchings, N. V. (2008). Stressors in elite
803 sport: a coach perspective. *Journal of Sports Sciences*, 26(9), 905-918.
804 <https://doi.org/10.1080/02640410801885933>
- 805 Thoits, P. A. (2010). Stress and health: Major findings and policy implications. *Journal of*
806 *Health and Social Behaviour*, 51, S41-S53. <https://doi.org/10.1177/0022146510383499>
- 807 Townsend, R. C., & Cushion, C. J. (2021). 'Put that in your fucking research': reflexivity,
808 ethnography and disability sport coaching. *Qualitative research*, 21(2), 251-267.
- 809 Trainor, L. R., & Bundon, A. (2021). Developing the craft: reflexive accounts of doing reflexive
810 thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 13(5), 705-726.
811 <https://doi.org/10.1080/2159676X.2020.1840423>
- 812 Turner, D. W. (2010). Qualitative interview design: a practical guide for novice investigators.
813 *The qualitative report*, 15(3), 754-760.
- 814 Umberson, D., Liu, H., & Reczek, C. (2008). Stress and health behaviour over the life course.
815 *Advances in Life Course Research*, 13, 19-44.
816 [https://doi.org/https://doi.org/10.1016/S1040-2608\(08\)00002-6](https://doi.org/https://doi.org/10.1016/S1040-2608(08)00002-6)
- 817 Vagg, P. R., & Spielberger, C. D. (1999). The job stress survey: assessing perceived severity and
818 frequency of occurrence of generic sources of stress in the workplace. *Journal of*
819 *Occupational Health Psychology*, 4(3), 288-292. [https://doi.org/10.1037/1076-](https://doi.org/10.1037/1076-8998.4.3.288)
820 [8998.4.3.288](https://doi.org/10.1037/1076-8998.4.3.288)
- 821 Weinberger, M., Hiner, S. L., & Tierney, W. M. (1987). In support of hassles as a measure of
822 stress in predicting health outcomes. *Journal Behaviour Medicine* 10, 19-30.
823 <https://doi.org/10.1007/BF00845125>

824 Wheaton, B. (1994). Sampling the Stress Universe. In W. R. Avison & I. H. Gotlib (Eds.), *Stress*
825 *and mental health. The springer series on stress and coping*. Springer.

826 https://doi.org/10.1007/978-1-4899-1106-3_4

827 Wright, A. G. C., Aslinger, E. N., Bellamy, B., Edershile, E. A., & Woods, W. C. (2020). Daily
828 stress and hassles. In K. L. Harkness & E. P. Hayden (Eds.), *The Oxford handbook of*
829 *stress and mental health* (pp. 27-44). Oxford University Press.

830 <https://doi.org/10.1093/oxfordhb/9780190681777.013.2>

831

832

For Peer Review

NEOPHYTE COACHES' EXPERIENCES OF DAILY HASSLES

40

833 **Table 1**834 *Details of Participant Interviews*

Participant	Interview Length (in minutes)										M Interview Length (in minutes) per participant	SD Interview Length (in minutes) per participant
	1	2	3	4	5	6	7	8	9	10		
Louise	67.65	87.37	101.62	54.10	69.38	78.72	96.21	41.18	58.60	64.30	71.91	19.09
Adam	74.48	64.02	33.80	48.15	54.35	N/A	N/A	N/A	N/A	N/A	54.96	15.47
Oliver	52.62	46.17	43.75	59.17	62.35	N/A	N/A	N/A	N/A	N/A	52.81	8.03
James	30.72	68.58	65.23	23.78	68.83	34.02	N/A	N/A	N/A	N/A	48.53	21.13
Joe	64.10	54.85	58.45	36.88	76.12	34.82	46.87	N/A	N/A	N/A	53.16	14.82
Peter	52.05	79.77	87.50	89.85	76.50	N/A	N/A	N/A	N/A	N/A	77.13	15.05
Chris	54.97	39.93	51.90	40.00	59.10	N/A	N/A	N/A	N/A	N/A	49.18	8.79
Beth	45.02	42.23	57.42	18.07	13.42	64.65	N/A	N/A	N/A	N/A	40.14	20.63
M	55.20	60.37	62.46	46.25	60.01	53.05	71.54	41.18	58.60	64.30		
Interview Length (in minutes) at each time point												
SD	13.76	17.59	22.34	22.55	20.38	22.27	34.89	N/A	N/A	N/A		
Interview Length (in minutes) at each time point												

835

836 **Table 2**837 *Developed Themes from Reflexive Thematic Analysis*

Timeline	Theme	Subtheme(s)
Entering the coaching role	Accessing facilities	Need for further training Financial barrier Seasonal challenges of coaching
	Struggling to fit in	Club set in their ways Poor communication Variation in coaching quality Misaligned goals
Established in coaching role	Feeling isolated	Disconnected from NGB Operating in a silo Questioned legitimacy as coach

839

For Peer Review

Exploring the Daily Hassles of Neophyte Cycling Coaches (Manuscript ID ISCJ.2023-0013.R1)

Responses to Reviewers Document

Dear reviewers,

Following receipt of your feedback on the manuscript, the authoring team met to review and discuss your comments. We would like to take this opportunity to thank you for your incisive and informative feedback, which has developed and improved the manuscript. The outcomes of our changes are identified and summarised in the table below, taking each comment in turn. To help the reviewers/EIC/AE evaluate the actions taken, we have provided explicit signposting and evidence of the amends in response to the reviewers' comments.

Comment/ response number	Editor's Comment	Authors' Response
1	<p>The reviewer(s) note strengths in the work but have also identified areas where the manuscript can be strengthened. Therefore, I invite you to respond to the reviewer(s)' comments and revise your manuscript. Please note that resubmitting your work does not guarantee eventual acceptance, as the manuscript may go through another review process.</p> <p>When submitting your revised manuscript, you will be able to respond to the comments made by the reviewer(s) in the space provided. Please provide a detailed, point-by-point response to every point the reviewers identified. If changes were made, please note them. If you chose not to alter the manuscript in response to a particular point, please provide the rationale for the decision.</p> <p>Because we are trying to facilitate timely publication of manuscripts submitted to the International Sport Coaching Journal, your revised manuscript should be uploaded as soon as possible. If it is not possible for you to submit your revision in a reasonable</p>	<p>Thank you for considering our submission and for providing us with the opportunity to resubmit our paper following major revisions.</p> <p>As requested, we have carefully considered all the issues mentioned by the Reviewers and outlined every change that we have made in response to them (including the corresponding manuscript page and line numbers) or offered a suitable rebuttal when appropriate. We have provided an overview of these changes in our response to the Associate Editor (see, Authors' Responses #2) and provided specific responses to each of the Reviewers' comments below (see, Authors' Responses #3-23). We hope that these revisions have brought the paper closer to the standard required to be accepted for publication within <i>International Sport Coaching Journal</i>.</p>

	amount of time, we may have to consider your paper as a new submission. Your revision is due on 21-Aug-2023.	
	Associate Editor's Comment	Authors' Response
2	Both reviewers were pleased with the revisions you engaged in. I agree with them that the manuscript is much stronger as a result. However, there are a few other aspects that could do with some sharpening. In particular, the longitudinal aspects could be leveraged further. Please have a look at the useful comments provided by both reviewers and we look forward to receiving the next iteration.	<p>Thank you for considering our submission and for facilitating the review process. We were grateful to receive both yours and the reviewers' constructive comments and also believe that our paper has been substantially strengthened through the guidance and direction. We are pleased to take this opportunity to resubmit our paper after making the revisions recommended.</p> <p>In response to Reviewer 1's comments, we have now:</p> <ul style="list-style-type: none"> • Added a brief summary of the NGB this work aligned to (lines 122-126) • Clarified our sentence around quality and rigour (line 192) • Formatted headings in our results section in line with the APA format • Reworked lines 131-320 (now lines 330-410) to clarify our points around participants feeling disconnected from the NGB • Clarified out point about coaches wanting to wear a NGB uniform that endorsed their knowledge and qualification on lines 325-326 • Formalised our writing on line 389, replacing "people power" with "resource" <p>In response to Reviewer 2's comments, we have now:</p> <ul style="list-style-type: none"> • Included a discussion around the different domains of coaching (lines 45-51) • Justified why community coaches are an important sample of coaches to focus this work (lines 93-103)

		<ul style="list-style-type: none"> • Provided examples of how stress can negatively impact physical and mental health (lines 28-29) • Clarified hassles are dimensions of stress (lines 59-67) and reworded our definition of hassles to aid clarity (lines 68-69) • Included the M and SD of all interviews – specifically for each time point and each participant (see Table 1) • Reworked the results section to leverage the longitudinal design of the study. Here, we highlight how participants discussed that some hassles had stayed constant (e.g., the challenge the fitting into the club, undertaking further training), some had changed (e.g., coaches still questioned their legitimacy, but at this point it was because of inconsistent coaching activity, not a lack of confidence because of being new to the role), and some hassles were new (e.g., feeling disconnected to the NGB) with some being the result of navigating existing hassles (e.g., transitioning away from their clubs, and changing venues). Please see pages 16-21.
Comment/ response number	Reviewer 1's Comment	Authors' Response
3	1. I appreciate the author's careful and extensive responses to reviewer comments. I feel the manuscript is generally more readable, although I do have a few specific questions were it is unclear to me.	Thank you. We appreciate the constructive tone with which you have provided your comments and pleased our responses to the first round of comments were extensive. We are pleased that our amends, as a result of your comments and feedback, now make the manuscript more readable.
4	2. I agree that the longitudinal data collection over time provides a strong in-depth and insider look at the coaching context in cycling. The method is carefully explained and well-referenced.	It's great to read that the relevance of our longitudinal study design and the insight this offers regarding the coaching cycling context stand out. We are also pleased to read that you feel the method is carefully explained and well-referenced.
5	3. I like the focus on dimensions of stress as opposed to types which as the author states, allows the smaller more everyday stressors to be considered.	Thank you for highlighting the relevance of focusing on this aspect of stress. We feel this aspect of our work contributes to the wider stress literature.

6	<p>line 102. I think that NGB is National Governing Body – I’m American so that’s the term I am familiar with, but... you might formally write it out in terms of the specific NGB. And because you talk a lot about the NGB in your results, you might say just a bit about it.</p>	<p>Thank you for drawing our attention to this. We apologise for the confusion caused here. We had written national governing body, before the abbreviation in the last line of the introduction (now line 105) to prevent any confusion for an international readership.</p> <p>We also appreciate your comment around explaining the NGB. We have added some detail around the NGB within the participant section (please see lines 122-126). However, this is a brief description as early in the writing process, we decided to protect the NGB by maintaining their anonymity.</p>
7	<p>line 176. I was a bit confused about “The reader is asked to judge if they...” I guess not having read the transcripts, I’m not sure how I can judge that. I think as readers we just judge if it makes sense and is clear. I’m not saying you should definitely change this line, but it confused me.</p>	<p>Thank you for drawing our attention to this. This sentence was intended to refer to the description of the thematic process outlined in lines 172-187. Here, following Braun and Clarke (2021), we feel that assessment of the rigour and quality of our analysis process resides with the reader. By providing a transparent description of our analysis process, we have detailed what constituted a code (i.e., a descriptive analysis of interviews that formed the basis of repeated patterns across the data) and theme (i.e., combined codes). To clarify that this sentence refers to our description of our analysis process, we have added ‘outlined above’ (please see line 192).</p>
8	<p>Headings in results section. These headings don’t appear to be in line with requested APA format. Suggest you check this.</p>	<p>Done. We have now amended this throughout the results section to meet the APA format.</p>
9	<p>lines 311-320. This isn’t clear. 312- you say coaches disconnected from the NGB. Do you mean they finished their contract period? Or were let go? Because is line 314 you say they felt isolated. The sentence “They came to view them as...” I don’t know who they are them are – it’s a very confusing sentence and paragraph. What do you mean by “operating in a silo?” Was this their words? Why did that make them question their legitimacy. Why did their connection with the NGB “fade” and that seems like a strange word to use. And what do you mean by “came to view it as a</p>	<p>As requested, we have now re-written this paragraph. Our intention here was to highlight that coaches felt disconnected and isolated from the NGB once established in their coaching role. We have added the word ‘felt’ before disconnected (line 330) to clarify that this is how coaches felt, rather than coaches (actually) disconnecting from the NGB.</p> <p>We have added clarity about they and them – coaches came to view the NGB as a certificate provider – and reworked the discussion</p>

	<p>transactional relationship, which enabled them to coach. I don't understand this at all, so please clarify for readers.</p>	<p>around a transactional relationship, and hope that this is now clearer (please see lines 330-333).</p> <p>“Silo” did come from participants, and the way one of them discussed feeling isolated. However, we appreciate the confusion this word causes out of context. We have replaced “silo” with “independently” (please see line 394-396).</p> <p>We have reworked this section to highlight the impact on coaches' long-term relationship with the NGB, which we hope adds more clarity (lines 329-331).</p> <p>Lastly, coaches discussed how they felt not coaching as much as they expected questioned their legitimacy as coaches. To add clarity, we have removed this from the initial opening of this section, and moved this specific sentence further through this section (please see line 408-410).</p>
10	<p>line 328. Why would the coach pay the NGB? I don't understand this.</p>	<p>Thank you for drawing our attention to this. This linked to the coach paying to complete one of the NGB coaching qualifications, which is common in the UK. We've added 'to complete the NGB coaching award' to clarify this point on line 361.</p>
11	<p>line 341. Do you mean a uniform that coaches would wear? This sort of came out of nowhere – why would not wearing a uniform make the feel pushed away, etc.?</p>	<p>Thank you for highlighting this point. Coaches discussed wanting to wear a NGB uniform that endorsed their knowledge and qualification. By not having a uniform, they did not feel that the NGB had a presence in their daily coaching environment, and therefore felt removed from them. We have moved this sentence earlier in this section, in the hope that it adds clarity (please see lines 338-340).</p>
12	<p>line 350. Here is the silo mentioned again. Explain what this means. I think you intended to, but make this clearer if you can.</p>	<p>As requested, we have added the word 'independently' here to add clarification, as outlined above. Please see line 395.</p>
13	<p>line 389 . “People power” is a slang term – perhaps put in quotes or formalize the writing. Also, I don't understand this point.</p>	<p>Done. We have replaced people power with 'resource'. We hope this formalises this sentence, as requested. Please see line 399.</p>

14	Discussion. This point isn't required or even recommended, but rather a thought. I know the study is about stressors for coaches, but I was struck thinking "is there anything positive that they gained from this experience?" Perhaps that is not for this paper, and I'm fine – please don't add something just because I brought it up. But I think that all of us experience daily hassles in our lives, and our "why" and the positives about living as we do make the daily hassles worth it. Just wanted to throw that out there!	This is a great point, and definitely something worth exploring in future research. Literature has looked at how stress and adversity can play a positive role in athlete development (e.g., Collins et al., 2016) and how this similarly plays a role in coach development would be an interesting exploration beyond this research. Thank you for raising this.
15	Thanks again for your hard work in revising the manuscript.	Thank you for your constructive comments which have progressed and improved this manuscript towards publication in <i>International Sport Coaching Journal</i> .
Comment/ response number	Reviewer 2's Comment	Authors' Response
16	Thank you to the author(s) for their hard work on the proposed feedback/changes to make it a stronger manuscript. The manuscript focus has originality by exploring hassles, community coaches, and social support, which are currently lacking in the literature. However, there are still some areas to develop before it can be accepted for publication. In particular, the emphasis on need for research on community coaches and representation of data as longitudinal could be stronger.	Thank you for your constructive feedback which has developed the manuscript and for recognising the originality of this work. We appreciate your constructive comments here around the importance of highlighting the emphasis on community coaches and representing the data in a stronger way to highlight the longitudinal design. Please response 17 and 23 for more detail to these specific points.
17	Introduction. For me, there still needs to be more discussion about different levels of coaches to develop the argument for your study exploring community coaches specifically. For example, what does the significant number of articles on stressors with sports coaches currently say and what level of coaches do they explore? (for your arguments about doing a longitudinal study, it might be worth doing the same with research design) This is important because your study is one of the very few that explores this phenomena in "lower" level coaches.	As requested, we have included reference to the complex, social, context-specific process of sport coaching, highlighting the landscape of coaching across high performance and participation domains (Collins et al., 2022; Côté & Gilbert, 2009). We also discuss the role of the community sport coach, including a focus on physical activity levels/non-sport outcomes, collaborating with different organisations and professions, and delivering on the government's policy priorities – citing the work of Ives et al. (2021) and Smith et al. (2021). Please see lines 45-51. To further highlight the need for research on a community coaching sample, we highlight that of the 38 studies in Norris et al.'s (2017)

		systematic review, only three sampled community coaches, with only one of these (see Stebbings et al., 2015) employing a longitudinal design (please see lines 93-95). As requested, we now explain how this work extends qualitative sport coaching research in community coaching (Cronin et al., 2018; Gale et al., 2023; Ives et al., 2021; Roberts et al., 2019) , and advances sport coaching research more broadly by employing a longitudinal design to explore coaches' every day contexts (Allen & Shaw, 2009, 2013; Stodter & Cushion, 2014, 2017) (please see lines 99-103). We hope that this highlights the need for research with this group of coaches and emphasises the novelty of this work by exploring stress in community coaching.
18	Page 3, lines 27 & 28. Can you provide examples of damaging impact on physical and mental health?	Done. We have provided examples of the impact on mental health (e.g., psychological distress, depression, psychiatric disorders) and physical health behaviours (e.g., substance abuse, alcohol dependence, smoking, and eating excessively) referencing the work of Thoits (2010) and Umberson et al. (2008) to support these examples (please see lines 28-29). We hope that this highlights the negative impact of stress on physical and mental health.
19	Page 4, line 62. This sentence was awkward to read.	As requested, we have reworked this sentence for clarity. Please see lines 68-69.
20	Page 4, line 64. Clarify what the difference is between 'hassles' and 'stressors' are for the reader.	Thank you for drawing attention to this. Hassles relate to the dimension of stress (Arnold & Fletcher, 2021). We explain the importance of focusing on dimension of stress, rather than type, on lines 59-67. We define hassles as the transient stressors caused by the friction of daily life (Lazarus & DeLongis, 1983; Lazarus & Folkman, 1984; Wright et al., 2020) - i.e., high in duration (Smyth et al., 2013), but low in intensity (Vagg & Spielberger, 1999) on line 68-69. We hope that the rewording of the sentence discussed in response 19 further clarifies this point (please see lines 68-69).
21	Method. Page 7, lines 124 & 125. You state that "At the start of their participation, coaches were recently qualified, and consequently in a similar situation." Why is it important that they	Thank you for raising this question. It is not important that coaches were in a similar situation. The main point here is that they were all

	are all in a similar situation?	recently qualified. As such, we have deleted this statement from the manuscript. Please see line 139.
22	You previously highlight that the 18-month time period helped you to build even better rapport with coaches. Therefore, it would be useful to also include the M and SD for length of interviews at each time point as well.	As requested, we have inserted a table to this effect (please see Table 1 on page 40). We hope this illustrates the points raised here. We have also added the M and SD for each participant to cover all bases.
23	Results. I still think the longitudinal aspect of the study could be made stronger in the results. What changed or stayed the same between/across the interview time points? Are the quotes all from the same time point or different ones? The longitudinal aspect could be developed in Table 1. Could this be broken down to show what was said at what time point? The above is important as you highlight in the discussion that "its contribution to existing research by demonstrating the evolution of hassles over time" and I am not sure that it currently does this strongly enough.	Thank you for raising this. As requested, we have addressed this point by overhauling the final theme within the Results section. Here, we have worked to highlight how participants discussed that some hassles had stayed constant (e.g., the challenge the fitting into the club, undertaking further training), some had changed (e.g., coaches still questioned their legitimacy, but at this point it was because of inconsistent coaching activity, not a lack of confidence because of being new to the role), and some hassles were new (e.g., feeling disconnected to the NGB) with some being the result of navigating existing hassles (e.g., transitioning away from their clubs, and changing venues). Please see pages 16-21.

References

- Allen, J. B., & Shaw, S. (2009). Women Coaches' Perceptions of Their Sport Organizations' Social Environment: Supporting Coaches' Psychological Needs? *The Sport Psychologist*, 23(3), 346-366. <https://doi.org/10.1123/tsp.23.3.346>
- Allen, J. B., & Shaw, S. (2013). An Interdisciplinary Approach to Examining the Working Conditions of Women Coaches. *International Journal of Sports Science & Coaching*, 8(1), 1-17. <https://doi.org/10.1260/1747-9541.8.1.1>
- Arnold, R., & Fletcher, D. (2021). Stressors, hassles, and adversity. In R. Arnold & D. Fletcher (Eds.), *Stress, well-being, and performance in sport* (pp. 31-62). Routledge.
- Braun, V., & Clarke, V. (2021). To saturate or not to saturate? Questioning data saturation as a useful concept for thematic analysis and sample-size rationales. *Qualitative Research in Sport, Exercise and Health*, 13(2), 201-216. <https://doi.org/10.1080/2159676X.2019.1704846>
- Collins, D., Taylor, J., Ashford, M., & Collins, L. (2022). It depends coaching – The most fundamental, simple and complex principle or a mere copout? *Sports Coaching Review*, 1-21. <https://doi.org/10.1080/21640629.2022.2154189>
- Collins, D. J., Macnamara, A., & McCarthy, N. (2016). Putting the Bumps in the Rocky Road: Optimizing the Pathway to Excellence [Perspective]. *Frontiers in Psychology*, 7. <https://doi.org/10.3389/fpsyg.2016.01482>

- Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International Journal of Sports Science & Coaching*, 4(3), 307-323.
- Cronin, C., Ryrle, A., Huntley, T., & Hayton, J. (2018). 'Sinking and swimming in disability coaching': an autoethnographic account of coaching in a new context. *Qualitative Research in Sport, Exercise and Health*, 10(3), 362-377.
- Gale, L. A., Ives, B. A., Potrac, P. A., & Nelson, L. J. (2023). Repairing relationship conflict in community sport work: "Offender" perspectives. *Qualitative Research in Sport, Exercise and Health*, 15(3), 417-430. <https://doi.org/10.1080/2159676X.2022.2127861>
- Ives, B. A., Gale, L. A., Potrac, P. A., & Nelson, L. J. (2021). Uncertainty, shame and consumption: negotiating occupational and non-work identities in community sports coaching. *Sport, Education and Society*, 26(1), 87-103. <https://doi.org/10.1080/13573322.2019.1699522>
- Lazarus, R. S., & DeLongis, A. (1983). Psychological stress and coping in ageing. *American Psychologist*, 38(3), 245-254. <https://doi.org/10.1037/0003-066x.38.3.245>
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.
- Norris, L. A., Didymus, F. F., & Kaiseler, M. (2017). Stressors, coping, and well-being among sports coaches: A systematic review. *Psychology of sport and exercise*, 33, 93-112. <https://doi.org/10.1016/j.psychsport.2017.08.005>
- Roberts, S. J., Baker, M., Reeves, M. J., Jones, G., & Cronin, C. (2019). Lifting the veil of depression and alcoholism in sport coaching: how do we care for carers? *Qualitative Research in Sport, Exercise and Health*, 11(4), 510-526. <https://doi.org/10.1080/2159676X.2018.1556182>
- Smith, A., Greenough, K., & Lovett, E. (2021). The Politics and Policy of Community Sport Coaching. In B. A. Ives, P. Potrac, L. A. Gale, & L. Nelson (Eds.), *Community Sport Coaching: Policies and Practice* (pp. 7-24). Routledge.
- Smyth, J., Zawadzki, M., & Gerin, W. (2013). Stress and disease: A structural and functional analysis. *Social and Personality Psychology Compass*, 7(4), 217-227. <https://doi.org/10.1111/spc3.12020>
- Stebbing, J., Taylor, I. M., & Spray, C. M. (2015). The relationship between psychological well- and ill-being, and perceived autonomy supportive and controlling interpersonal styles: A longitudinal study of sport coaches. *Psychology of sport and exercise*, 19, 42-49. <https://doi.org/https://doi.org/10.1016/j.psychsport.2015.02.002>
- Stodter, A., & Cushion, C. J. (2014). Coaches' learning and education: a case study of cultures in conflict. *Sports Coaching Review*, 3(1), 63-79.
- Stodter, A., & Cushion, C. J. (2017). What works in coach learning, how, and for whom? A grounded process of soccer coaches' professional learning. *Qualitative Research in Sport, Exercise and Health*, 9(3), 321-338.
- Thoits, P. A. (2010). Stress and health: Major findings and policy implications. *Journal of Health and Social Behaviour*, 51, S41-S53. <https://doi.org/10.1177/0022146510383499>
- Umberson, D., Liu, H., & Reczek, C. (2008). Stress and health behaviour over the life course. *Advances in Life Course Research*, 13, 19-44. [https://doi.org/https://doi.org/10.1016/S1040-2608\(08\)00002-6](https://doi.org/https://doi.org/10.1016/S1040-2608(08)00002-6)
- Vagg, P. R., & Spielberger, C. D. (1999). The job stress survey: assessing perceived severity and frequency of occurrence of generic sources of stress in the workplace. *Journal of Occupational Health Psychology*, 4(3), 288-292. <https://doi.org/10.1037/1076-8998.4.3.288>
- Wright, A. G. C., Aslinger, E. N., Bellamy, B., Edershile, E. A., & Woods, W. C. (2020). Daily stress and hassles. In K. L. Harkness & E. P. Hayden (Eds.), *The Oxford handbook of stress and mental health* (pp. 27-44). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190681777.013.2>

For Peer Review