

***SPORTS COACHING REALITIES IN SOUTH AFRICA: AN
EXPLORATORY STUDY***

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Thesis submitted in fulfilment of the requirements for the degree

Doctor of Management in Technology and Innovation

at

The Da Vinci Institute for Technology Management

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21 September 2022



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Acknowledgements

Being a PhD student has been a relentless anecdotal journey. Picking up tools for my life provided a sense of new meaning. My research has allowed me to lean closer, reflect on my life and gain a new, energised perspective.

I dedicate this research to all my mentors, sports coaches, coach developers, research participants and the athletes who have engaged in this fascinating journey over the years and to all who have welcomed my suggestions and shared thoughts and ideas on improving the lives of athletes, sports coaches and participants in sport.

Several people have helped me unwittingly through this research journey. Generations of athletes and sports coaches, in South Africa and abroad, have plied me with ideas through their questioning of what I have said to them during our discussions. I wish to thank specific individuals for prompting me to think about documenting my journey in sports coaching realities in South Africa. I extend my acknowledgement and appreciation, wherever you may be. As my Dad would say: "One thing remains when we are gone ... our memories of one another last forever".

I would like to say a special "thank you" to my mentor and supervisor, Professor Ben Anderson, without whom I would not have survived this journey. He provided me with direction, inspirational support and motivation. He challenged me when I needed challenging and supported me when I needed support. His contribution to sports coaching and his positive energy have been boundless. He has opened doors for advancing the sports coaching industry, nationally and internationally. I do not know how he manages to do what he does, but I do know that I have truly been blessed to have him as my supervisor. Not even loadshedding, COVID lockdown challenges or my attempts to have our research meetings postponed could deter his supervision. Nor could storms or heatwaves flurried him and, when needed, he would turn his car into a remote research office. His unwavering support, commitment and determination to help his students are remarkable.

I would also like to thank the following people for their assistance:

Every participant, national federation, SASCOC, the provincial sports confederations, the South Africa Department of Sports, Arts and Culture, representatives from CATHSSETA and SAQA, as well as sports organisations across the globe for their support and commitment to my research journey.

My parents, Jumbo and Saras Naidu, who were my first teachers and who have always been my cheerleaders. They have encouraged me not to ever stop seeking knowledge and to pursue opportunities to learn and grow. I am forever thankful for their unconditional love, care and support.

Kandice, Kyllin, Sholen, Megan, Arya and Reyan for their support and understanding through moments of pain and mental saturation. They have supported me every step of the way, even when I disappeared from our family gatherings to my study.

Without the support of my husband and soul mate, Size Vardhan, it would have been difficult to take on this labour of love that we both share so passionately.

My amazing JD family, for their encouragement and support throughout my life.

To the Sports Coaching Lab (SCL) and Nancy-Anne Anderson, International Council for Coaching Excellence (ICCE), the Global Athletics Coaching Academy (GACA), international, national and provincial sports federations, sports coaches, sports coaching leaders, and all the national and international athletes with whom I engaged over the years: thank you so much for enriching my life with your contributions.

Dr Ladislav Petrovic, Professor Frank Dick, John Bales, Professor Sergio Lara-Bercial, Penny Crisfield, Lorraine Lafrenière, Karen Livingstone, Istvan Balyi, Adrienne Berkowitz, Dr Elizabeth Smith and Prof. Yoga Coopoo and Charl Malherbe from Design Garage – you all played a significant role in clarifying matters of importance to me in the course of this research process.

The Da Vinci Institute, Prof. H.B. Klopper, Dr Marla Koonin, Prof. Paul Singh, Nara Mashiane, Mompoti Ramatshego, Sushie Padayachee, Riaan van Niekerk and the Da Vinci Institute staff – thank you for accommodating me, the way you did.

I wish to thank my dear sports coaching colleagues, Professor Pat Duffy, Ronnie Chetty and Nico Coetzee, who have left us too soon, for their contributions and invaluable information on sports coaching matters. Rest in peace and know that your contributions are appreciated.

Carlien Kahl for her assistance with the ATLAS.ti support.

Lucia Geyer and Jeannette Menasce for their meticulous editing of my thesis, and Mark Falconer for his invaluable comments and critique.

I have had many hands guiding my pen and many minds adding richness and depth to this journey. All of you have been exceedingly helpful, and I offer my humble and heartfelt gratitude.

Abstract

The notable influence of sports coaching and the development of sports coaches on sports results and competition have been a consistent focus point. Therefore, sports coaches and the need for a sports coaching system have been receiving increased attention and recognition. The context of winning and/or losing records in a developing socio-economic context has lent itself to this research. It also begs the question, “Why do athletes continue to subject themselves to non-professional sports coaches who are often unqualified and fairly inexperienced?”

The purpose of this research was to explore the sports coaching realities in South Africa as experienced by national athletes, national sports coaches and national sports coaching leaders. The researcher gathered data by means of a qualitative methodology, supported by a grounded theory mode of enquiry and supplemented by a literature review. This was done in an attempt to develop multiple insights into the sports coaching realities of sports coaches in South Africa. The research population consisted of national athletes (30 participants representing 21 national federations), national sports coaches (80 participants representing 69 national federations) and national sports coaching leaders (172 participants, representing 76 national federations) in the South African sports arena. The primary data was collected through semi-structured interviews and focus group discussions. The secondary data was obtained from document reviews and reflections on the literature review. This was collected by means of three cohorts during the period 2014 – 2019. The data was analysed by means of Atlas.ti software. Throughout the study the researcher attempted to be sensitive in acknowledging the socio-economic background of the participants as outlined by Udjo, Simelane and Booysen (2000).

The contribution of this research can be summarized with the emergence of five themes probing the sports coaching experiences of individuals and groups in the sports fraternity, which subsequently formed the core structure of the proposed draft conceptual framework.

Key words: Sports, coaches, professional, development, pathway, socio-economic, contexts, apartheid, socio-political system

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List of abbreviations and acronyms

Note: The abbreviations for the 85 sporting codes that are members of SASCOC are given in Annexure A4 of this document.

AIS	Australian Institute of Sport
APA	Athlete Performance Award
ASC	Australian Sports Commission
ASCB	Australian Sports Commission Board
BBC	British Broadcasting Corporation
CAC	Coaching Association of Canada
CATHSSETA	Culture Art Tourism Hospitality and Sport Sector Education and Training Authority
CCES	Canadian Centre for Ethics in Sport
CCGP	Community Coaching General Principles
CHE	Council for Higher Education
COC	Canadian Olympic Committee
COGP	Community Officiating General Principles
COPSI	Canadian Olympic and Paralympic Sport Institutes
CPC	Canadian Paralympic Committee
CPD	Continuous Professional Development
DBE	[Republic of South Africa] Department of Basic Education
DHET	[Republic of South Africa] Department of Higher Education and Training
DSAC	[Republic of South Africa] Department of Sport, Arts and Culture
FETC	[Republic of South Africa] Further Education and Training College
GDP	Gross Domestic Product
HEI	Higher Education Institution
HP	High Performance coach/coaches
HPP	High Performance Pathway/s
IAAF	International Associations of Athletics Federation
ICCE	International Council for Coaching Excellence
IF	International Federation
IOA	Indian Olympic Association
IOC	International Olympic Committee

IPC	International Paralympic Committee
ISP	Institute of Sport Professionals
JAAA	Jamaican Athletic Administrative Association
LTCD	Long Term Coach Development
LTPD	Long Term Participant Development
NA	National Athlete / Athletes
NCAS	National Coaching Accreditation Scheme [Retired by ASC from September 2017]
NCCP	National Coaching Certification Program [Canada]
NCCPACD	National Coaching Certification Program Advanced Coaching Diploma [Canada]
NF	National Federation
NGB	National Governing Body
NOAS	National Officiating Accreditation Scheme [Retired by ASC from September 2017]
NQF	National Qualifications Framework
NSC	National Sports Coach/Coaches
NSCL	National Sports Coaching Leader/s
NSO	National Sport Organisation/s
NSRP	National Sport and Recreation Plan/s
OPEX	Operational Excellence
OTP	Own the Podium
PCC	Provincial Coaching Commission
PSC	Provincial Sports Confederation/s
QCTO	Quality Council for Trades and Occupation/s
PTCR	Provincial Territory Coaching Representative/s
RCM	Responsible Coaching Movement
RPL	Recognition of Prior Learning
RSA/SA	Republic of South Africa
SA	South Africa
SACF	South African Coaching Framework
SAI	Sports Authority of India
SAIDS	South African Institute for Drug-Free Sport

SAQA	South African Qualifications Authority
SAS4L	South African Sport for Life
SASCOC	South African Sports Confederation and Olympic Committee
SASMA	South African Sports Medicine Association
SCE	Sports Coaching Entity/Entities
SCL	Sports Coaching Lab
SDC	Social Development Commission
SDF	The Sports Development Foundation
SERI	Socio-Economic Rights Institute of South Africa
SME	Subject Matter Expert/s
SRSA	Sport and Recreation South Africa
Team SA	Team South Africa
UK	United Kingdom
UKCC	United Kingdom Coaching Certificate
WADA	World Anti-Doping Agency
WRA	Willing Ready and Able

Chapter 1: Background to the Study

1.1 Introduction

“Coaches don’t count quantity of medals, they count quality of athletes lives” (Dick, 2017). As observed by Gideon Sam, President of SASCOC from 2008 to 2020:

Coaching is a core function for all national federations. It is our full intention to put in place a high-quality and sustainable coaching infrastructure that will form a vital part of the back bone of our sporting system (SASCOC, 2017: 1; SASCOC, 2011a: xii).

Sport has become increasingly competitive (ICCE, 2012), with increased media attention and the popularity of major sports events having given sport the status of an issue of “national importance” (Resende & Gome, 2020). This would point to the eminent need for a well-defined and articulate sport-development system in support of sports coaching programmes.

In view of the foregoing, it can be assumed that an effective sports coaching system needs to form an integral part of a well-articulated sports system. An efficient and effective sports policy has become more important than ever. Politics and the lack of effective sports policies are often blamed for inferior achievements in sport. In this regard, the President of SASCOC, Gideon Sam, indicates that changes need to be effected by sports coaches to “fix” the sports performance system (SASCOC, 2015b).

This research intends to explore the sports coaching realities in the context of a developing world and as experienced and reflected by national athletes, national sports coaches and national sports coaching leaders. Nash, Sproule and Horton (2011) remark that education programmes in sport are a construct that may seek to foster and facilitate excellence in athlete performances and contribute to the enrichment of participants in sport, which, in turn, should lead to active and healthy lifestyles. An athlete can be likened to an art in which coaches are involved in the complex orchestration of the elements of planning, execution and competition. The relentless pursuit of excellence and participants’ experiences of sports coaching realities in a developing socio-economic context may contribute to the design of a draft framework.

Sports coaching involves more than the simple teaching the technical and tactical skills required for the profession and, therefore, helping performance athletes strive to be people first – instead of simply training the athlete – is increasingly emphasised (Whitley, Wright & Gould, 2016). When medals are won, people often probe the secret behind the successful athlete or team performance. Inevitably the athlete and, occasionally, the sports coach is called to explain the secret. These two seldom involve the same idea of what has actually resulted in the exceptional performance.

Becker (2009) and Sports Coach UK (2012) describe the constructed connection between the sports coach and the athlete as vulnerable to differing social pressures and constraints. Furthermore, any activity that involves human beings is a complex interpersonal variable that is challenged at the levels of significance, beliefs, values and practice. The interpersonal relationship between the sports coach and the athlete is considered essential in the development pathway of both the athlete and the coach.

Athletes' past experiences and levels of enjoyment contribute to their enthusiasm to continue or to discontinue their future sports participation. If the experience is positive, the participant is more likely to continue with that sport. If the experience is negative, on the other hand, the participant may drop out of sport and/or lose interest in physical activity (Visek, Achrati, Mannix, McDonnell, Harris & DiPietro, 2015). These scholars further observe that the top four reasons for termination of sport participation among youth athletes interviewed in their study, included, amongst others, the lack of interest in the sport, the absence of fun, and the perception that the coach is "playing [championing] favourites" and is a poor teacher (Visek *et al.*, 2015).

Although it is not difficult to find previous studies on inappropriate spectator or athlete behaviours, it is extremely difficult to trace research articles on inappropriate or poor sports coaching practices (ICCE, 2013). There is a tendency for the media to over-glorify winning athletes and sports coaches (Ott & Van Puymbroeck, 2008).

In comparing studies conducted on athletes' experiences of poor sports coaching and those of great sports coaching, sports coaches with a track record of winning have become "household names" – pre-dominantly because of widespread publicity (Tastad, 2010). In contrast, poor sports coaching experiences are not recorded, discussed or exposed to the public (ICCE, 2013).

In the study conducted by Gearity (2009), the athletes reported on receiving critical and negative comments from sports coaches, including the following: "O, we flipped flopped offences, we flipped flopped defences ..." (Gearity, 2009: 76). Gearity (2009) opines that athletes describe their sports coaching experiences as inspirational and enthusiastic. The same author notes that successful sports coaches tend to be head-hunted by athletes and sports coaching organisations for their competence, high-performance strategies and technical inputs (Gearity, 2009). Furthermore, the author shares that athletes expressed how their sports coaching experiences had been shaped by their own positive learning experiences and engagements. They asserted that sports coaches frequently bring novel information back to their teams.

The context of winning and/or losing records and the experiences and the voice of the athletes and coaches made it highly suitable for research, which contended that the athletes' experiences of sports coaching and the coaches' experiences of the current system would determine the strategic direction for future sports coaching in South Africa. According to SASCOG President (2011), "Sports coaches need a clearer structure within which they can develop their skills; receive formal and on-going education; be recognized for their experience and qualifications and have access to employment and deployment opportunities ..." (SASCOG, 2011a: xii)

In South Africa, socio-economics, political-factors and compensation for professional sports coaching has been playing a critical role in the evaluation of the challenges faced by athletes and sports coaches over an extended period (Singh & Surujlal, 2006). Therefore, it is important to heed, among other things, the complexities created by the apartheid socio-political system in terms of accessibility and availability to attain and attend credible quality sports coaching programmes, which used to be reserved for the whites-only community (Ranchod, 2019).

It is interesting to note that, 27 years after the dismantling of the apartheid system, more than 95 % of the current sports coaching professionals in South Africa are still white males (SASCOC, 2013). There have been pressure on South Africans to meet the international obligation of the socio-economic factors. The six categories of socio-economic factors, as identified by Udjo, Simelane and Booyesen (2000), are:

- Population;
- Access to services;
- Resources, assets and opportunities;
- Institutional arrangements;
- Rights, responsibilities and choices; and
- Participation.

These six categories will be discussed in detail the literature review (Section 2.2).

In South Africa, sport has been gazetted (RSA, 1998) and recognised as a “fundamental right” and as “an important contributor to the quality of life for citizens of the country” (SRSA, 2010a:3; SASCOC, 2011a: 15; SRSA, 2012: 28). As a central feature of South African society for several years, sport has demonstrated significant performance successes and achievements in recent times. South Africa hosting and winning the Rugby World Cup in 1995 (TRU, 2017) is an excellent example in this regard. During 1996, the South Africa national men’s football team (Bafana Bafana) claimed the title of the Africa Cup of Nations (SAHO, 1996a). When she became the only woman in the history of the Olympics to win the 100 m and 200 m breaststroke in 1996, Penny Heyns captured the headlines at the Atlanta 1996 Olympic Games. Her coach was Jan Bidrman from Czechoslovakia (SAHO, 1996c). Josiah Thugwane stunned the world by claiming gold in the 42 km marathon in the Atlanta 1996 Olympics. His trainer was Jacques Malan (SAHO, 1996b).

Natalie du Toit, coached by the Hungarian coach, Karoly Von Törrös, participated in both the abled-bodied and disabled-bodied swimming events in the Manchester 2002 Commonwealth Games. This was a year after her left leg was amputated (IPC, 2012).

At the 2002 Manchester Commonwealth Games, Natalie qualified for the final of the abled-bodied event and won gold medals in two disabled-bodied events, setting new world times in each. She was unanimously named the first winner of the David Dixon Award for outstanding athlete at the Manchester Games (IPC, 2012). During the 2008 Olympic Games in Beijing, Natalie du Toit made history when she was the flag bearer for the South African Olympic and Paralympic teams (Alchetron, 2022). She won all five swimming events that she entered in the Paralympics. She was also awarded the Whang Youn Dai Achievement Award (IPC, 2012).

The International Paralympic Committee (2012) acknowledges Natalie's stellar achievement, noting she has won 13 gold medals in the Paralympic events before retiring after the London 2012 Paralympic Games.

South Africa's Wayde van Niekerk, who was successfully coached by Ans Botha, claimed a new world record in this track event and winning the 400 m Olympic gold medal during the 2016 Rio Olympic Games (SASCOC, 2017). The majority of the sports coaches of these high performing athletes were foreign coaches (SASCOC, 2011a).

By establishing a recognised profession for sports coaches, the issues resulting from the apartheid regime and the developing South African socio-economic context would be resolved (SASCOC, 2012b). The statement made by Nelson Mandela at the 2000 Laureus Sports Awards supports this notion:

“Sport has the power to change the world ... it has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can awaken hope where there was previously only despair. It is more powerful than government in breaking down racial barriers” (Mandela, 2000).

One of the core pillars of transformation in post-apartheid South Africa has been employing sport in the fostering of unification and nation building. Since democratisation in 1994, the South African Government has focused, to varying degrees, on the potential role of sport in nation building in a post-apartheid era (RSA, 2012: 7–11).

No data exists on the sports coaching workforce at the time, the domain, type, and qualification level of sports coaches in South Africa. In 2009–2010, SASCOG conducted a sports coaching audit and the outcome confirmed a strong reliance on volunteer or part-time paid coaches operating at all levels of participation (SASCOG, 2010a). SASCOG (2010a) also points to the potential impact of the lack of structure and limited resources on the professionalism and type of coaches emerging in the sector. The next section focuses on defining the research problem involved in this study.

1.2 Research Problem

Sports coaches in South Africa do not seem to be recognised as being professional – i.e. not designated – or as being part of a professional body, or to have a voice on matters related to sports development (SASCOG, 2011a). In 2011, the South African Government took the decision to recognise sports coaching as a profession – a decision that was outlined in the 2010–2014 strategic plan of Sport and Recreation South Africa (SRSA, 2010a: 17) and resulted in the amendment of the National Sport and Recreation Act, No. 110 of 1998 (RSA, 1998) and the National Sport and Recreation Amendment Act, No. 18 of 2007 (RSA, 2007), allowing for the licensing of sports coaches in South Africa (SASCOG, 2011a: 15; SRSA, 2010a).

In view of the foregoing, one may ask:

- Why do sports coaches not take the opportunity to organise themselves towards being recognised as a profession (SRSA, 2010a: 17)?
- What prevents sports coaches from pursuing a professional development pathway and, in doing so, becoming the future sports coach?

It also begs the following question: “Why do performance athletes continue to subject themselves to non-professional sports coaches who are often unqualified and inexperienced?”

This research intends to investigate:

- (i.) What does the potential future of South African sports coaching look like, as informed by, among other things, the athletes and sports coaches themselves?
- (ii.) What trends and societal changes may influence the direction that sports coaching needs to take to keep up with international best practices?

The study may provide direction towards an alternative strategy for sports coaching and how such a strategy may inform practices relevant to sports coaching professionals in different sporting federations and organisations.

The intention is to explore the following research questions (RQ):

- RQ 1: Are sports coaches too focused on winning?
- RQ 2: Are sports coaches appropriately aligned with the development pathway of athletes?
- RQ 3: What are the socio-economic indicators, challenges, success factors and lessons learned from the current sports coaching system?
- RQ 4: What are the mechanisms for sustainable sports coaching effectiveness?
- RQ 5: What prevents sports coaches from pursuing a professional development pathway?

The researcher plans on involving international and national level athletes, national sports coaches, as well as representatives from the national federation sports coaching leadership in South Africa.

1.3 Research Aim and Objectives

The aim of this research is to explore the sports coaching realities in South Africa, as experienced by national athletes (NA), national sports coaches (NSC) and national sports coaching leadership (NSCL) representatives in South Africa. In order to meet the research aim, the following objectives (O) are to be employed to guide the study:

- O1: To review the literature on reported experiences of sports coaching of national athletes (NA) and national sports coaches (NSC).

- O2: To review the literature on reported experiences of sports coaching from national federation sports coaching leaders (NSCL).
- O3: To review existing international and national sports coach education programmes.
- O4: To review the relevance of socio-economic indicators impacting on sports coaching.

1.4 Research Context

This study explores the sports coaching realities, athletes' perceptions of their sports coaching experiences and the experiences of sports coaches in a developing socio-economic context. Because the study has a South African focus, the researcher uses the lived experiences of national athletes, national sports coaches and national sports coaching leaders to evaluate the current sports coaching system in an attempt to ensure alignment of the needs of the different stakeholders in the ecosystem. The four-layered (microsystem, mesosystem, exosystem and macrosystem) ecosystem may affect and be affected by participant development and sports coaching experiences (Bronfenbrenner, 1989).

The starting point of evaluating the effectiveness of the current sports coaching programmes is to engage sports coaching leaders, sports coaches and the athletes about their sports coaching experiences. This involves reducing the volume of raw information; sifting significant themes and identifying significant patterns; and designing a fit-for-purpose framework for the future of sports coaching in a developing socio-economic context – specifically South Africa.

1.5 Literature Review

The literature review traces the history of sports coaching, comparing and contrasting various models and programmes of coaching. Distinct skill-based competencies, coach behaviours and categories of sports coaching are identified. What constitutes coaching in the South African socio-economic context will also be explored, as well as the way in which it differs from the interventions of countries.

By doing this, the researcher intends to direct efforts towards the evaluation of the existing sports coaching programmes and, through the voices of the athletes, coaches and coaching leaders' experiences of sports coaching, assess the variables that may affect the coaching outcomes. The review of the literature may provide themes for sports coaching interventions designed to assist athletes and sports coaches to enhance the quality of their performances.

The researcher has decided to embrace an exploratory research direction with the intent of widening the search beyond the usual and traditional content of knowledge and theoretical-based sports coaching programmes. The need to recalibrate the South African sports coaching system appears to become an imperative, as reflected in the research aim and objectives of the study (Saunders, Lewis & Thornhill, 2012).

1.6 Research Direction

Sinclair (2007: 39) describes *research* as a "journey towards an endpoint to develop new knowledge that will contribute to practice". This research will be guided by the exploration of existing sports coaching ecosystems through the lens of athletes, sports coaches, national federation sports coaching leaders, coaching education programmes, as well as socio-economic factors impacting on sports development.

The study is framed by a constructivist ontological understanding allowing participants to construct different and multiple versions of their experiences of reality and guided by an epistemological orientation in which the researcher and the participant will be linked to co-construct knowledge. It also places the athletes' experiences of sports coaching and the experiences of the sports coach(es) and national federation sports coaching leader(s) at the focal point of the research problem. Additionally, it also presents sports coaches with the opportunity to reflect on their technical, tactical, emotional and social competencies, as well as the relevance of their sports coaching qualifications.

The athletes must be seen in the context of their lived world experiences, so as to allow the sports coaches to reflect on their own perceptions, impulses and reactions as contributory factors to the athletes' experiences of sports-coaches' behaviours. Finally, it affords sports coaches an opportunity to reflect on their athletes' experiences and to examine whether their athletes could possibly have reacted differently in general.

1.6.1 *Ontology*

"Ontology" involves a philosophical study and may refer to a perspective on reality and whether there is truth to be discovered (Hudson & Ozanne, 1988). Because of the nature of reality, it cannot be separated from the individual's knowledge of it. This means that the researcher's values are inherent in the research and that truth is negotiated through dialogue. The researcher will review the athletes' perceptions from the essence of a real-life sports coaching experience and the sports coaches' perceptions, as well as the personal coaching experiences of national sports coaching leadership representatives.

1.6.2 *Epistemology*

Epistemology deals with "how we know what we know" (Crotty, 1998: 8). Carson, Gilmore, Perry and Grønhaug (2001: 7) define *epistemology* as "the relationship between the researcher and the reality" or how this reality can be known. Bryant (2011: 15) avers "an epistemological issue concerns the question of what is (or should be) regarded as acceptable knowledge in a discipline".

The researcher will be exploring the sports coaching realities in South Africa through the experiences of national athletes, national sports coaches and national sports coaching leaders, which may maximise the proximity between the researcher and the researched. This would imply that the knowledge acquired through this research will be constructed socially, via a group of participants from sports coaching, representing the social constructs. In other words, it will not be measured objectively (Carson *et al.*, 2001).

1.7 Research Design and Methodology

Thornberg (2012: 245) describes *research design* as a strategic framework for action that serves as bridge between research questions and the execution of the research. Mouton (2001: 55) regards “research design” as a “‘plan’ or ‘blueprint’ of how the researcher intends conducting the research.” Saunders *et al.* (2012: 168–171) concur that the research design is the general plan of how the researcher will go about answering the questions, why is my research necessary and what strategy would suit my study?

This research will be guided by an interpretive phenomenological approach. The research questions will serve as a broad guide to achieve the research aim and objectives of the study. At the same time, the researcher does not intend to utilise the research questions to solve a problem, but rather as a means to collect information. In view of the above, the researcher intends to gain insight into the essence of the sports coaching experience of national athletes, national sports coaches and national sports coaching leaders in an attempt to map a way forward for sports coaching in the context of South Africa as a developing country.

This research will investigate the sports coaching experiences of national athletes, national sports coaches and national sports coaching leaders and, therefore, the exploration will be based on real-life contexts, as experienced by athletes, sports coaches, national federation sports coaching leaders, as well as subject matter experts and sports coaching entities.

The participants – both individually and collectively – should be able to provide valuable information as part of this exploratory study, in an attempt to develop insight into the social phenomenon of sports coaching. In this way, the researcher will employ the interpretivist perspective, thereby abandoning the notion of an objective or absolute truth. Qualitative research is regarded as appropriate design for this research (Engel & Schutt, 2014), as the researcher aims at developing a sports coaching system that is holistic, inclusive, fit-for-purpose, athlete-centred, coach-led and creates opportunities for employment and collaboration.

A graphic depiction of the proposed framework for the development of a systemic sports coaching system (for developing socio-economic contexts, as informed by the research) will also be developed.

Saunders, Lewis and Thornhill (2009) divide types of research according to the purpose for which the research is to be conducted. In view of the aim and objectives of this study, the researcher has decided to employ an exploratory research direction.

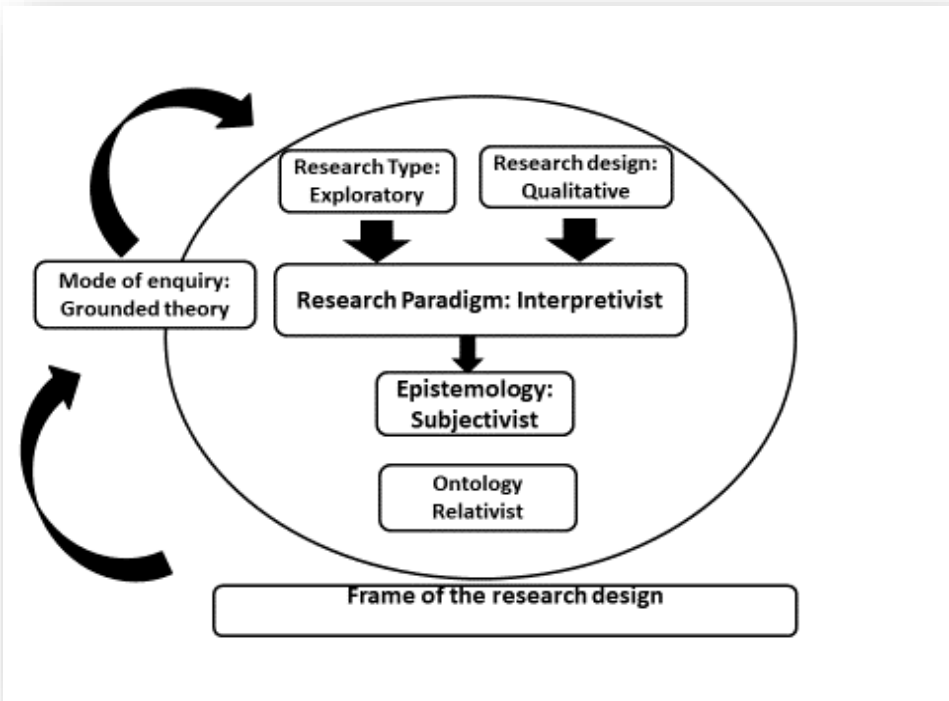
1.7.1 Research framework design

The three main elements in the study are:

- 1. A comprehensive literature review;
- 2. An exploratory qualitative methodology;
- 3. A grounded theory mode of enquiry.

Figure 1.1 illustrates the research framework design.

Figure 1.1: Overarching research framework design



Source: Researcher's own design

The qualitative research design employed in this study is informed by grounded theory as the mode of inquiry into the topic of sports coaching realities in South Africa. The specific mode of enquiry will be grounded theory. While exploratory research is used to clarify and define the nature of the research problem (Zikmund, Babin & Wang, 2010; Babbie, 2013), it can also be used to define a problem precisely; to identify courses of action to be taken; to develop hypotheses; and to establish priorities for further research (Malhotra, 2001).

Primary data is to be collected by means of semi-structured interviews and the secondary source of data in the exploratory research design comprises surveys and qualitative inputs (Malhotra, 2001; Babbie, 2013). Once this has been concluded, a theory will be developed, considering the results and findings of the data emerging from the literature and the exploratory fieldwork. The participants will provide valuable information, thereby making it possible to create meaning by digging deeply into their experiences with the aim of gaining in-depth knowledge of the sports coaching experiences in a developing socio-economic context.

As noticed in the foregoing discussion, academic research is organised within the framework of a particular research paradigm whereby presumptions, generalisations, values and beliefs include the foundations of the specific disciplines within which the researcher is working. Kuhn (1970: 1650) explains a “discipline” as a paradigm that:

- Serves as a guide to the professionals across disciplines by indicating the important problems and issues confronting the discipline(s);
- Develops an explanatory framework in which practitioners can try to solve the issues;
- Establishes the criteria for appropriate “tools” to be used to solve the issues; and
- Provides an epistemology in which the preceding tasks can be viewed as organising principles for conducting the “normal work” in the research.

This study, which will comprise three stages, will be steered to explore the need for sports coaching personnel to develop an effective sports coaching system to form an integral part of a well-articulated sports system. This will be discussed in more detail in Chapter 3 (Research Design and Methodology).

1.7.2 Research methodology

On a fundamental level, research methodology can be regarded as the procedures or techniques that the researcher uses to identify, select, process and analyse information on a particular research topic. In other words, the research methodology address to questions: how has the primary data been collected and analysed?

1.7.2.1 Qualitative methodology

Baker, Edward & Doidge (2012: 8) opine that qualitative research allows the researcher to immerse him/herself in the minutiae of “the data to discover important categories and interrelationships”. Because qualitative research methodology may involve the use of a greater degree of subjectivity, personal opinions and perceptions, the qualitative approach is often used when it is necessary to examine and/or understand human behaviour, mostly in work situations, but not restricted to work situations. In the present research, grounded theory will be utilised as the qualitative tool (method), in an attempt to derive general abstract theory of a process of action, or interaction, grounded in the views of the participants, as per Strauss and Corbin (1990).

1.7.2.2 Sampling

In the exploration involved in this study, the research will employ purposive sampling to identify the sports coaching stakeholders, who include the athletes, sports coaches and national federation sports coaching leaders who meet the criteria of national and/or international experiences in a sports coaching environment. Creswell (2014) asserts that purposive sampling is undertaken when the research participants, who are familiar with the topic, are selected for a particular purpose.

The researcher will identify national federation athletes, national sports coaches and national federation sports coaching leaders who have related expertise and experiences in the sports coaching environment; particularly athletes and sports coaches who have competed at national level or who have represented South Africa in a particular sport.

1.7.2.3 Field work and data collection

The most frequently used data collection tools for qualitative research include questionnaires, interviews, documentary evidence, including field diaries, field notes and observations (Koshy, 2010). Semi-structured, in-depth individual interviews will serve as the primary mode of data collection for this study, being generally accepted as a suitable vehicle for data collection in grounded theory research (Glaser, 1992).

Gray (2014) indicates that semi-structured interviews allow for the probing of views and opinions where it is desirable for participants to expand on their answers, thereby making them a meaningful choice for qualitative researchers, allowing for the in-depth exploration of the topic. In addition to individual interviews and document reviews, focus group interviews will be used as a second data collection.

1.7.2.4 Data analysis

It is the intention to use data analysis software to assist in all three types of coding in the study, as the initial open coding of concepts should assist in forming dimensions along a specific continuum or range (Strauss & Corbin, 1998: 117). Atlas.ti software is reputed for adding significantly to the rigour and trustworthiness of qualitative inquiries (Tajuddin, 2015).

Strauss and Corbin (1998) differentiate between three types of coding, namely open, axial and selective coding. With the Atlas-ti software, this should lead to the formation of conceptual families or categories, and axial coding should, in turn, reveal connections among categories, including the identification of an underpinning central theme. The approach to data analysis is explained in more detail in Chapter 3.

1.8 Outline of the Thesis

This thesis is structured in the following six chapters:

Chapter 1 presents the background on and context of the research.

Chapter 2 will provide a detailed review of the relevant literature on sports coaching, with specific reference to circumstances in a developing socio-economic context.

Chapter 3 describes the research design and methodology used to conduct the research.

Chapter 4 presents a synopsis of the field work.

Chapter 5 provides the research results and discussions of the research findings.

Chapter 6 concludes the study and makes recommendations, based on the research findings. A graphic presentation of the proposed framework of a systemic sports coaching system (for developing socio-economic contexts, as informed by the research) will also be included.

1.9 Conclusion

This chapter provided the context of and motivation for this study. The background on and the motivation for the study were explicated and the problem statement was presented and the research aim, objectives and questions were identified. The sports coaching experiences and expertise of national athletes, national sports coaches and national sports coaching leaders in a developing socio-economic context will be discussed. A brief outline of each chapter was provided.

The next chapter presents the literature review, which aims at exploring the sports coaching realities and the experiences of national athletes, national sports coaches and national sports coaching leaders in South Africa.

Chapter 2: Literature Review

2.1 Introduction

This chapter, which presents the literature review, provides an overview of and highlight existing knowledge relevant to this study. Apart from addressing the main concepts, models and gaps involved in this field, the literature review also informed the interview questions. The researcher acknowledges the debate between traditional studies and grounded theory research when it comes to data collection. The notion of conducting a literature review on the topic of enquiry, prior to the data collection process, might have hindered the grounded theory research process, as it could contaminate the objective thinking of the researcher (Ramalho, Adams, Huggard & Hoare, 2015). However, Charmaz (2014: 306) asserts that a lack of familiarity with the existing literature is both “unlikely and untenable”, as most researchers “hold perspectives and possess knowledge in their fields prior to engaging in specific research”.

Ramalho *et al.* (2015) further argue that the researcher's influence occurs through his/her review of scholarly literature that it is neither avoidable nor undesirable. These authors argue for an active, ongoing and deliberate commitment from the grounded theory researcher to explore and acknowledge her/his epistemological position explicitly in the early stage of the research, as it is this positioning that will ultimately frame the usefulness and potential influence of the literature review, conducted prior to the data collection and analysis process, on the resulting grounded theory.

Strauss and Corbin (1990: 216) advocate a balanced interpretation, indicating that familiarity with the relevant literature may “enhance sensitivity to subtle nuances in data”, just as it may “block creativity”. What is important in a grounded theory study is that the literature is not given a position of privilege over the emerging data from the empirical study, but that it is treated as equally important data.

The researcher approached the literature review with the grounded theory mode of enquiry in mind, treating the literature review as data equal to the data to be collected during the exploratory study.

The researcher took great care not to force her preconceived ideas and theories on the interviewing process, or to arrive at conclusions too soon during the data analysis process.

Researchers emphasise that sports coaches are ranked according to their athletes' and/or teams' performances. In this way, the reputation of sports coaches depends on what transpires in the sports arena. Sports coaches "can never gain absolute predictive control, they are inclined to manage the coaching process and the coaching environment tightly" (Jones & Wallace, 2005: 119–).

The next section describes the context by presenting the socio-economic indicators and the description of sports coaching concepts, so as to provide nuance to this broader landscape of sports coaching realities in South Africa.

2.2 Role of Socio-Economic Indicators

International organisations have developed socio-economic indicators to measure development across developed and developing countries (Udjo *et al.*, 2000). This study acknowledged the role of socio-economic contexts in sports development in general and specifically in sports coaching. A number of socio-economic factors were acknowledged in the research as being critical in the development of society, including housing, access to water, access to health care, access shelter (Bowen & Quintilani, 2019), as well as access to decent employment (Ranchod, 2019).

In line with the foregoing, there have been a number of initiatives in South Africa to meet the international obligation of the socio-economic indicators that takes the specific needs of the country into consideration. A team was appointed to identify the socio-economic indicators from each of the following six categories during the presentation of a paper in Gaborone (Botswana) at the May 2000 Millenium Conference of Commonwealth Statisticians (Udjo *et al.*, 2000).

1. Population and housing characteristics;
2. Access to services;
3. Resources, assets and opportunities;
4. Institutional arrangements;
5. Rights, responsibilities and choices;
6. Participation.

2.2.1 Population and housing characteristics

Housing is essential to meet basic needs, such as shelter, but it is not just a question of four walls and a roof. Housing should offer a place to sleep and rest; a place where people feel safe and have privacy and personal space; somewhere they can raise a family (Bowen, Quintiliani, Goodman & Smith, 2018). Bowen *et al.* (2018) also point out affordable housing may be difficult – particularly in families with low, unstable incomes – for young people, families with children and seniors and those unemployed.

Housing characteristics and living conditions, including the environment, irrespective of socio-economic context, are significant factors contributing to an increase in the rate of chronic diseases and physical inactivity (Clark & D’Ambrosio, 2019). Statistics South Africa (Stats South Africa) makes provision for core indicators that monitor the living conditions in the country, which include living in formal housing, access to electricity for lighting, tap water inside the dwelling, a flush or chemical toilet, telephone in the dwelling, regular refuse removal, level of education of the household head, average household size, children younger than five years old, annual income and unemployment (Clarke & D’Ambrosio, 2019).

In view of the latter, the researcher deduced that physical inactivity may pose a significant challenge to participants in the sports coaching fraternity in developing socio-economic contexts, as is the case in South Africa as a developing economy.

2.2.2 Access to services

According to the Organization for Economic Co-operation and Development (OECD) (2015), quality of life differs across regions in Africa, which is largely attributed to the local availability of public services, including a lack of access to basic needs, such as piped water or sewage facilities, in places that are historically under-served, too isolated geographically, and marginal economically. Poor access to services is also a key dimension of poverty in slums and in the peripheries of large cities (OECD, 2015).

Access to services affects the way in which people obtain basic services for quality of life, although this may differ in terms of satisfying their needs and wants. People are often denied access to fundamental human rights, including the right to health, education, basic housing and medical care. Some of the legal and practical obstacles that prevent migrants from enjoying their rights effectively include lack of identification or proof of residence, financial barriers, lack of information, linguistic difficulties and the fear of being reported to immigration enforcement bodies, which may result in detention or deportation (OECD, 2015).

In developing countries, such as South Africa, India and Jamaica, sport is neither a top priority in the state budget, nor a pillar of the education system. Access to services in sport is challenging in these countries and sports coaches are often denied access to coach education programmes (Andreff, 2008). Moreover, in developing countries access to sports coaching research and data on sports coaches is hindered by limited resources and a lack of coach development programmes (Coopoo & Morris-Eyton, 2014).

According to Kubayi and Coopoo (2018), sports coaching data in South Africa is often unreliable, as data is collected from small geographical areas that are accessible to researchers, thereby resulting in the lower the level of the economy and the lower the level of accessibility to reliable data (Coopoo & Morris-Eyton, 2014). Due to the limitation on the accessibility of credible coach education programmes and the limited spaces available for such programmes offered by their national and international federations, most sports coaches make limited progress in sports coaching, although they complete an entry level sports coaching education and training programme

(Coopoo & Morris, 2014). According to Andreff (2008), sports coaches opt to be trained abroad. Alternatively, the national sports organisations in developing countries simply “import” foreign coaches.

2.2.3 Resources, assets and opportunities

According to Guría (2013), investment requires revenue being turned into job opportunities, while skill shortages are addressed. Overcoming the scarcity of training opportunities and improving vocational training must therefore be amongst the priorities. The 2013 African Economic Outlook put forward a promising four-layered policy opportunity from natural resources based on structural transformation (Gurría, 2013: 3):

- Layer 1: Enabling the right framework conditions
- Layer 2: Strengthening the natural resource sector
- Layer 3: Managing natural resources efficiently and sustainably
- Layer 4: Harnessing the potential of the resource sector to achieve structural transformation

The shortage of skilled and qualified sports coaches in South Africa remains a challenge, while job opportunities are scarce (Kubayi & Coopoo, 2018). The budget for capacitating sports coaches and deploying sports coaches is often non-existent in a developing country like South Africa (Andreff, 2008).

The three developing countries identified in this research study – i.e. Jamaica, India and South Africa – reflect on the high prices for results-driven sports performance context and the desire to win medals, instead of prioritising the sustainability of sport (Luiz & Fadal, 2010). In developing countries, sport policies and funding are too focused on the results-driven agenda (Luiz & Fadal, 2010).

2.2.4 Institutional arrangements

Regardless of the institutional form, public environmental expenditure management should involve institutional structures and procedures that promote environmental effectiveness; embody fiscal prudence; and use financial and human resources efficiently (OECD, 2019).

The OECD (2019) suggests the following three-level institutional structure:

1. A programming entity;
2. An implementation unit;
3. A technical support unit.

The OECD (2019) also suggests a possible division of responsibilities across these three entities and describes the minimum operating regulations required to manage the programme.

Given the foregoing information, the South African *White Paper on Sport and Recreation* "... sets out the vision, strategic objectives, policy directives for promoting and providing sport and recreation and programmes as well as the promoting the development of a 'coaches' framework, coaches' association, database of accredited coaches and World-beating coaches" (SRSA, 2012: 35). As remarked by Luiz and Fadal (2010), sports policies in developing countries protect the results-driven agenda and their desire to win Olympic medals.

2.2.5 Rights, responsibilities and choices

Development practitioners are becoming increasingly aware of the role of socio-economic and political structures in shaping a country's direction for improved results (Worldbank, 2006).

The objective of the checklist in the United Nations (UN) Secretary-General's policy brief on COVID-19 and human rights is to provide initial guidance to help the UN in examining whether socio-economic impact assessments, responses and recovery plans apply a human-rights-based approach, ensuring that no one is left behind. Socio-economic rights are given to people to access certain basic needs necessary to lead dignified lives. In order to foster the South African economic recovery, more jobs need to be created; public finances should be brought under control; and improved confidence in foreign and business investment should be established (Parsons, 2020).

The South African Constitution (Act 108 of 1996) provides several ways for claiming and defending basic needs, such as our socio-economic rights to housing, health care, food and water, which significantly impacts on research in and the development of sports coaching in a socio-economic context (RSA, 1996; Dugard, 2013).

The foregoing information makes it clear that athletes and sports coaches in developing countries are facing significant socio-economic challenges. More than 98 % of South African sports coaches are volunteers. SASCOG conducted a sports coaching audit in 2009 and 2010 and the results confirmed that national federations had a strong dependence on volunteer or part-time sports coaches (SASCOG, 2010a).

2.2.6 Participation

According to Onyando (2016), the African continent is the second largest in the world, with a population averaging 1.2 billion people in 2016 (worldpopulationreview.com). Although most African countries have a high population growth rate and the youth forms the biggest voting bloc, they are seldom involved in policy formulation or even in the running of political parties (Onyando, 2016).

With numerous youth members “completing” their education at the secondary or primary level, those well-equipped to foster participation in terms of contribution to entrepreneurship are still limited with little skill acquired after completing secondary education (Onyando, 2016). The lack of income disenfranchises the youth and alienates them from full participation and from the decision-making system. Unemployment turns most youth members into mere survivors, rather than active participants in the programmes aiming at capacitating and developing them, so as to end the extreme poverty they are facing (Onyando, 2016).

Education for sports coaches is a highly significant factor linked to sports participation and performance (Luiz & Fadal, 2010). Sports coaches report on limited access to sports coaching programmes resulting from the lack of funds, the limitation on the number of attendees and the mode of delivery of the education programmes (classroom-based), which marginalizes those residing outside the area of delivery of the sports coaching programmes (Luiz & Fadal, 2010; OECD, 2019).

According to Mlaba (2020), South Africa has been ranked 114 out of 189 countries assessed in the index – due to its declining standards of living and worsening income inequality. Since 2014, the country has dropped two ranks lower on the index, and the COVID-19 pandemic has resulted in the loss of more than 2 million jobs (Parsons, 2020). However, even in this socio-economic context, there lies much potential in sport participation, given the potential of South African athletes and sports coaches and while noting that South Africa won medal(s) at every Summer Olympic and Paralympic Games (SASCOC, 2012b). Kubayi and Coopoo, (2018) point to the absence of data on the South African sports coaching workforce.

2.3 Description of Sports Coaching Concepts

Sports coaching descriptions and concepts introduce the key issues involved in every stage of the coaching process, presenting important new material on topics that the researcher selected as the central features of exploring the sports coaching needs of the athlete, the sports coach and the sports coach leader (Trudel, Culver & Werthner, 2013). The conceptual issues underpinning sports coaching practice, theory and work-based challenges attempted to provide a complete conceptual framework for the understanding of sports coaching. The concepts and the sports coaching descriptions presented in this study were orientated towards exploring and familiarising the reader with the language and terminology of the sports coaching process; to describe the concepts and the role of the sports coach; and to reach a deeper understanding of the relationship between the coach and the sports performer (Rynne & Mallett, 2014).

2.3.1 Sports coaching

Although the definition of sports coaching has received much attention in the literature (e.g. Côté, Salmela, Trudel, Baria & Russell, 1995; Jones & Wallace, 2005), no consensus about a common definition is evident in scholarly literature. Nash *et al.* (2011) observe that coaching is the orchestration of a complex array of variables that requires applying a coach's knowledge and the use of their skills to contextualise and synthesise the needed components for any given situation to achieve performance and, for this research, sport performance.

Smith (2010: 43) defines *sports coaching* as “a set of strategies designed to increase a coach’s ability to influence the behaviour of team members and athletes more effectively”. Lyle and Cushion (2017: 25) are of the opinion that:

“Sports coaching is a very complex and complicated process. It is a process that requires input from a variety of specialist sub disciplines within the area. The management and the uniting of these specialist areas into a strategy to improve sporting performance is the major role of the coach”.

The researcher expressed her view of sports coaching being an emerging profession in South Africa and the sports coach having an increasing number of responsibilities. For the purposes of this study, sports coaching components included: (i) sports coaching knowledge, qualifications and CPD (both formal and informal); (ii) integrity in sports coaching, sports coaching charter, code of ethics, integrity-based coaching (like anti-doping, police clearance and safe sport policies); and (iii) support of sports coaches, including the practical or on-the-field coaching, integrity-based coaching and the code of conduct (Dick, 2016).

Jones and Wallace (2005: 32) describe this complexity as “pathos”, while pointing to an unbridgeable gap that exists for a sports “coach” as the would-be influencer of others’ (sporting) actions, although it cannot be ensure that the results will be as planned. Hoyle (1986: 51) defines *organizational pathos* as “the discrepancy between proclaimed organizational (sport performance) goals and their achievement”.

The development needs of athletes are diverse and the “one-size-fits-all” model of development is often inappropriate. Therefore, sports coaches have the potential to provide an agile and flexible responsive approach in support of an increasing number of athletes or players in the national organisation. Sports coaching may help to support athletes, as it has the adaptability and flexibility to support a range of athletes with different learning styles. The ultimate sustainability of building sports coaching rests with the ability to recognise and create the profession and to attract and build the best sports coaches to achieve the athlete’s performance objectives (Lafrenière & Vardhan, 2017).

2.3.2 Sports coach

The sports coach guides athletes to achieve optimal performances. This goes beyond enhancing technical and tactical performance of the athletes. Dick (2016) argues that a sports coach is a practical craftsman who understands the subject matter of a given sport or of strength and conditioning; who understands people and how to address their specific needs; and who can observe, orientate, decide and act in any given situation in the interest of the athlete. According to Singh and Surujlal (2006), a professional sport coach is considered an employed individual with a body of knowledge of a particular sport, who derives his/her main income by imparting this knowledge.

Sports coaches are involved in several tasks in striving to create an enabling high-performance environment to improve the performance of their athlete or teams (Nash & Collins, 2006). Therefore, sports coaches have an important role to play in developing competence, confidence, social skills and values among young people. Dick (2016) asserts that the function of a (sports) coach is to take athletes from who they are to whom they are capable of becoming. Therefore, the coach prepares performers to achieve sporting success and results, while preparing them through the experience to achieve optimal performance and results in life. Dick (2016) opines that the outcome in the arena is the consequence of what transpires during the practice sessions. The Australian Sports Commission states that a sports coach needs to be – among other things – a mentor, teacher, psychologist, physiologist and confidante (Dawson, Wehner, Phillips, Gustin & Salmon, 2013). They should also be equipped with skills, such as diplomacy, negotiation, facilitation, organisation, problem-solving and motivation.

Sports Coach UK (2013a: 2) describes “sports coaching” as follows:

“Coaching needs skilled coaches at every level to enable participants to be the best they can possibly be, whatever their level, motivations or environment. Coaches’ own development is paramount to the development of their participants and performers”.

Sports coaches inspire their athletes' desires and courage and push them to fulfil their sporting dreams. Duda and Ballaguer (2007: 586) opine that, "regardless of the athlete's age or sport level, coaches should possess the necessary technical and tactical background of the sport".

The South African coaching framework (SASCOC, 2011a) states that sports coaching has a key role to play in delivering transformation and in supporting the creation of an active and winning nation. Sport coaches provide positive experiences in sport for millions of South Africans every year. Sport coaching is in a pivotal position to support transformation, in that it promotes engagement and inclusion (including the coaching of athletes with disabilities), and contributes to the health and well-being of the nation.

2.3.3 *Performance sports coach, development sports coach and participant sports coach*

Performance sports coaching is characterised by relatively intense preparation and involvement in competitive sports competitions (Bogle, 2016). The developing sports coach, on the other hand, is characterised by rapid skills learning and a developing engagement with a sport-specific competition programme. This is a key stage of talent identification, where sports coaches are accelerating their way to performance coaching. Participation coaching largely deals with initiation into sport and with basic skills of teaching (Jones & Allison, 2014).

2.3.4 *Sports coaching leader*

For the purposes of this study and in the developing socio-economic context, the sports coaching leaders are the anchors for promoting and advancing the agenda of sports coaching in an organisation.

Petrovic (2013) opines that there can be several variations of a sports coach leader's role. The sports coach leader may be the head coach of a national team; a performance director, who heads all performance-related people and departments and/or a head coach for youth and women; a process manager leading the talent or high-performance pathway; a head coach for leading the active life-plan pathway; the head of the sports coaching system or sector for the national governing body or

national federations; sports coaches who become masters of practical sports coaching; sports coaches who become lead or master trainers in coach-developer training; and sports coaches who lead aspects of the sports coaching culture from national to regional to club/school and university level.

Sports coaching leaders are vital in the successful implementation of a sports coaching framework within their respective national federations. Described as the “Directors of coaching”, they are responsible for the sports coaching strategies and effective implementation and monitoring of all sports coaching programmes (Lafrenière & Vardhan, 2017).

Sports coaching leaders oversee the smooth operation of various processes that may contribute to the optimum performance of sports coaching personnel. They exercise their leadership, skills and diligence for the benefit and purpose of sports coaching, and they share the responsibility of overall leadership and management of the sports coaching mandate (Lafrenière & Vardhan, 2017). Lafrenière and Vardhan (2017) also point out that there should be effective communication and quality assurance for their respective sports coaching systems – through an informed decision-making process aligned with organisational strategies.

Table 2.1 presents a list of the roles of sports coaching leaders.

Table 2.1: Roles of sports coaching leaders

Sports coaching leaders' roles	
1.	Providing consistent and continuous guidance, instruction and support to transform into a better leader and sports coach.
2.	Aligning to best practices; ensuring credible quality of Sports Coach education; and benchmarking these programmes against the international best practices of the sport.
3.	Developing and coordinating the implementation of the sport-specific strategic sports coaching plan.
4.	Managing membership of sports coaching personnel.
5.	Liaising between the key organisations on sports coaching matters.

Sports coaching leaders' roles	
6.	Advising the national leadership and membership on sports coaching matters for strategic and operational goals and sports coaching communiqués.
7.	Providing and updating the leadership with communiqués on national and international sports coaching matters.
8.	Providing leadership on the sports coaching mandate within national federation(s).
9.	Managing the sports coaching budget.
10.	Performing stakeholder management.
11.	Designing and overseeing the sports coaching calendar and activities.
12.	Monitoring and supporting the recognition of prior learning (RPL) process by providing all necessary and required documentation.
13.	Ensuring effective communication.
14.	Providing leadership in the development of future generations of sports coaches.

Source: Researcher's own compilation

The foregoing roles of sports coaching leaders are a common thread in the developed and developing socio-economic contexts identified in the research.

2.4 Sports Coaching In Developed Socio-Economic Contexts

Sport has become increasingly competitive and plays a significant role in the growth and appeal of a country. The increased media attention and popularity of major sports events has given sports the status of an issue of “national importance” (Petrovic, 2013). Sport is a driver of economic development and has a substantial bearing on tourism, lifestyle, public health and ultimately and the country's reputation (Surbhi, 2015). The Development Policy and Analysis Division (DPAD) of the Department of Economic and Social Affairs of the United Nations Secretariat (Surbhi, 2015), classifies all countries of the world into three broad categories: developed economies, economies in transition and developing economies.

Surbhi (2015) maintains that countries are divided into two major categories by the United Nations, based on their socio-economic context – developed socio-economic contexts and developing socio-economic contexts. In this study, the researcher selected the two major categories defined by the United Nations.

Therefore, the study focused on three developed socio-economic contexts (United Kingdom (UK), Canada and Australia) and on three developing socio-economic contexts (India, Jamaica and South Africa).

The researcher sought clarity as to how to distinguish the indicators for developed and developing countries for sports coaching. Most studies indicate success based on the number of medals won at the Olympic Games; and the number of top or world-ranking athletes and teams that provide an indication of a country's success. Less consensus exists on the influence of other factors (such as the political system, number of sports coaches, number of clubs, number of sports codes, Gross Domestic Product (GDP) or population size). While the researcher focused on South African sports coaching, indicators were selected that influenced the measure of sports coaching – i.e. the key socio-economic indicators of population and housing characteristics; access to services; resources, assets and opportunities; institutional arrangements; rights, responsibilities and choices; and participation (Udjo *et al.*, 2000; Segwaba, Vardhan & Duffy 2013; SASCO, 2011a & 2011b).

The most salient information on sports coaching in developed socio-economic contexts is presented in Table 2.2.

Table 2.2: Sports coaching represented in developed socio-economic contexts (United Kingdom, Canada, Australia)

	United Kingdom (UK)	Canada	Australia
Indicator	<p>UK Coaching. (2017a). <i>The UK Coaching strategy, 2017–2021</i>. http://www.ukcoaching.org/sites/default/files/UK%20Coaching%20Strategy%202017-21.pdf</p> <p>Sports Coach UK. (2013a). <i>Sports Coach UK Strategy, 2013–2017</i>. Leeds: National Coaching Foundation.</p> <p>Sports Coach UK. (2013b). <i>Funding opportunities for coaching</i>. Leeds: National Coaching Foundation</p> <p>Sports Coach UK. (2013c). <i>The UK Coaching Framework: embedding excellent coaching practice</i>. In Baker, A. & McQuaid, S. (Eds.), <i>UK coach education and development strategy: technical document</i>. Leeds: National Coaching Foundation.</p>	<p>CAC [Coaching Association of Canada] (2017). <i>Annual Report, 2016-2017</i>. Ottawa: Coaching Association of Canada.</p>	<p>ASC [Australian Sports Commission]. (2018). <i>Australian Sports Commission</i>. https://www.ausleisure.com.au/news/sports</p> <p>Dawson, A., Wehner, K., Phillips, P., Gatin, P & Salmon, J. (2013). <i>Profiling the Australian coaching workforce</i>. Melbourne: Deakin University. School of Exercise and Nutrition Sciences. Centre for Exercise and Sports Science.</p>
Total population	65 000 000	36 000 000	24 100 000
Sports coaching population	3 600 000 (> 5.5 %)	1 343 000 (> 3.7 %)	659 000 (> 2.7 %)
Participation in sport	52 %	19 %	70 %

	United Kingdom (UK)	Canada	Australia
Indicator	<p>UK Coaching. (2017a). <i>The UK Coaching strategy, 2017–2021</i>. http://www.ukcoaching.org/sites/default/files/UK%20Coaching%20Strategy%20017-21.pdf</p> <p>Sports Coach UK. (2013a). <i>Sports Coach UK Strategy, 2013–2017</i>. Leeds: National Coaching Foundation.</p> <p>Sports Coach UK. (2013b). <i>Funding opportunities for coaching</i>. Leeds: National Coaching Foundation</p> <p>Sports Coach UK. (2013c). <i>The UK Coaching Framework: embedding excellent coaching practice</i>. In Baker, A. & McQuaid, S. (Eds.), <i>UK coach education and development strategy: technical document</i>. Leeds: National Coaching Foundation.</p>	<p>CAC [Coaching Association of Canada] (2017). <i>Annual Report, 2016-2017</i>. Ottawa: Coaching Association of Canada.</p>	<p>ASC [Australian Sports Commission]. (2018). <i>Australian Sports Commission</i>. https://www.ausleisure.com.au/news/sports</p> <p>Dawson, A., Wehner, K., Phillips, P., Gatin, P & Salmon, J. (2013). <i>Profiling the Australian coaching workforce</i>. Melbourne: Deakin University. School of Exercise and Nutrition Sciences. Centre for Exercise and Sports Science.</p>
Population using coaches when participating in sport	27 %	24 %	28 %
Male sports coaches	69 %	68 %	75 %

	United Kingdom (UK)	Canada	Australia
Indicator	<p>UK Coaching. (2017a). <i>The UK Coaching strategy, 2017–2021</i>. http://www.ukcoaching.org/sites/default/files/UK%20Coaching%20Strategy%20017-21.pdf</p> <p>Sports Coach UK. (2013a). <i>Sports Coach UK Strategy, 2013–2017</i>. Leeds: National Coaching Foundation.</p> <p>Sports Coach UK. (2013b). <i>Funding opportunities for coaching</i>. Leeds: National Coaching Foundation</p> <p>Sports Coach UK. (2013c). <i>The UK Coaching Framework: embedding excellent coaching practice</i>. In Baker, A. & McQuaid, S. (Eds.), <i>UK coach education and development strategy: technical document</i>. Leeds: National Coaching Foundation.</p>	<p>CAC [Coaching Association of Canada] (2017). <i>Annual Report, 2016-2017</i>. Ottawa: Coaching Association of Canada.</p>	<p>ASC [Australian Sports Commission]. (2018). <i>Australian Sports Commission</i>. https://www.ausleisure.com.au/news/sports</p> <p>Dawson, A., Wehner, K., Phillips, P., Gatin, P & Salmon, J. (2013). <i>Profiling the Australian coaching workforce</i>. Melbourne: Deakin University. School of Exercise and Nutrition Sciences. Centre for Exercise and Sports Science.</p>
Female sports coaches	31 %	32 %	25 %
Sports coaching qualifications	> 50 %	> 50 %	> 50 %
Involvement of qualified sports coaches representing	45 %	49 %	45 %

	United Kingdom (UK)	Canada	Australia
Indicator	<p>UK Coaching. (2017a). <i>The UK Coaching strategy, 2017–2021</i>. http://www.ukcoaching.org/sites/default/files/UK%20Coaching%20Strategy%202017-21.pdf</p> <p>Sports Coach UK. (2013a). <i>Sports Coach UK Strategy, 2013–2017</i>. Leeds: National Coaching Foundation.</p> <p>Sports Coach UK. (2013b). <i>Funding opportunities for coaching</i>. Leeds: National Coaching Foundation</p> <p>Sports Coach UK. (2013c). <i>The UK Coaching Framework: embedding excellent coaching practice</i>. In Baker, A. & McQuaid, S. (Eds.), <i>UK coach education and development strategy: technical document</i>. Leeds: National Coaching Foundation.</p>	<p>CAC [Coaching Association of Canada] (2017). <i>Annual Report, 2016-2017</i>. Ottawa: Coaching Association of Canada.</p>	<p>ASC [Australian Sports Commission]. (2018). <i>Australian Sports Commission</i>. https://www.ausleisure.com.au/news/sports</p> <p>Dawson, A., Wehner, K., Phillips, P., Gatin, P & Salmon, J. (2013). <i>Profiling the Australian coaching workforce</i>. Melbourne: Deakin University. School of Exercise and Nutrition Sciences. Centre for Exercise and Sports Science.</p>
Middle and high-income groups (self-funded) estimate			
Involvement of qualified sports coaches in low-	Funding made available to support development of coaches in low-income areas.	Fewer volunteers available. No data available.	Owing to the lack of health professionals and coaching

	United Kingdom (UK)	Canada	Australia
Indicator	<p>UK Coaching. (2017a). <i>The UK Coaching strategy, 2017–2021</i>. http://www.ukcoaching.org/sites/default/files/UK%20Coaching%20Strategy%20017-21.pdf</p> <p>Sports Coach UK. (2013a). <i>Sports Coach UK Strategy, 2013–2017</i>. Leeds: National Coaching Foundation.</p> <p>Sports Coach UK. (2013b). <i>Funding opportunities for coaching</i>. Leeds: National Coaching Foundation</p> <p>Sports Coach UK. (2013c). <i>The UK Coaching Framework: embedding excellent coaching practice</i>. In Baker, A. & McQuaid, S. (Eds.), <i>UK coach education and development strategy: technical document</i>. Leeds: National Coaching Foundation.</p>	<p>CAC [Coaching Association of Canada] (2017). <i>Annual Report, 2016-2017</i>. Ottawa: Coaching Association of Canada.</p>	<p>ASC [Australian Sports Commission]. (2018). <i>Australian Sports Commission</i>. https://www.ausleisure.com.au/news/sports</p> <p>Dawson, A., Wehner, K., Phillips, P., Gatin, P & Salmon, J. (2013). <i>Profiling the Australian coaching workforce</i>. Melbourne: Deakin University. School of Exercise and Nutrition Sciences. Centre for Exercise and Sports Science.</p>
Income areas (self-funded)	No data available.		<p>Personnel, fewer available volunteers to organise and deliver sport.</p> <p>An increased risk of sports injuries in rural areas.</p> <p>No data available.</p>
Age group of sports coaches	16–54 years	16–55 years	18–59 years

	United Kingdom (UK)	Canada	Australia
Indicator	<p>UK Coaching. (2017a). <i>The UK Coaching strategy, 2017–2021</i>. http://www.ukcoaching.org/sites/default/files/UK%20Coaching%20Strategy%20017-21.pdf</p> <p>Sports Coach UK. (2013a). <i>Sports Coach UK Strategy, 2013–2017</i>. Leeds: National Coaching Foundation.</p> <p>Sports Coach UK. (2013b). <i>Funding opportunities for coaching</i>. Leeds: National Coaching Foundation</p> <p>Sports Coach UK. (2013c). <i>The UK Coaching Framework: embedding excellent coaching practice</i>. In Baker, A. & McQuaid, S. (Eds.), <i>UK coach education and development strategy: technical document</i>. Leeds: National Coaching Foundation.</p>	<p>CAC [Coaching Association of Canada] (2017). <i>Annual Report, 2016-2017</i>. Ottawa: Coaching Association of Canada.</p>	<p>ASC [Australian Sports Commission]. (2018). <i>Australian Sports Commission</i>. https://www.ausleisure.com.au/news/sports</p> <p>Dawson, A., Wehner, K., Phillips, P., Gatin, P & Salmon, J. (2013). <i>Profiling the Australian coaching workforce</i>. Melbourne: Deakin University. School of Exercise and Nutrition Sciences. Centre for Exercise and Sports Science.</p>
Sports codes with greatest number of sports coaches	<p>Football</p> <p>Swimming</p> <p>Rugby</p> <p>Cricket</p> <p>Athletics</p>	<p>Golf</p> <p>Ice hockey</p> <p>Baseball</p> <p>Swimming</p> <p>Basketball</p>	<p>Soccer</p> <p>Basketball</p> <p>Cricket</p> <p>Netball</p> <p>Aussie Rules Football</p>
Self-funded non-formal	> 80 %	> 80 %	> 80 %

	United Kingdom (UK)	Canada	Australia
Indicator	<p>UK Coaching. (2017a). <i>The UK Coaching strategy, 2017–2021</i>. http://www.ukcoaching.org/sites/default/files/UK%20Coaching%20Strategy%202017-21.pdf</p> <p>Sports Coach UK. (2013a). <i>Sports Coach UK Strategy, 2013–2017</i>. Leeds: National Coaching Foundation.</p> <p>Sports Coach UK. (2013b). <i>Funding opportunities for coaching</i>. Leeds: National Coaching Foundation</p> <p>Sports Coach UK. (2013c). <i>The UK Coaching Framework: embedding excellent coaching practice</i>. In Baker, A. & McQuaid, S. (Eds.), <i>UK coach education and development strategy: technical document</i>. Leeds: National Coaching Foundation.</p>	<p>CAC [Coaching Association of Canada] (2017). <i>Annual Report, 2016-2017</i>. Ottawa: Coaching Association of Canada.</p>	<p>ASC [Australian Sports Commission]. (2018). <i>Australian Sports Commission</i>. https://www.ausleisure.com.au/news/sports</p> <p>Dawson, A., Wehner, K., Phillips, P., Gatin, P & Salmon, J. (2013). <i>Profiling the Australian coaching workforce</i>. Melbourne: Deakin University. School of Exercise and Nutrition Sciences. Centre for Exercise and Sports Science.</p>
Sports coach education activity			
Education and training sports coaching qualifications at	Yes	Yes	Yes

	United Kingdom (UK)	Canada	Australia
Indicator	<p>UK Coaching. (2017a). <i>The UK Coaching strategy, 2017–2021</i>. http://www.ukcoaching.org/sites/default/files/UK%20Coaching%20Strategy%20017-21.pdf</p> <p>Sports Coach UK. (2013a). <i>Sports Coach UK Strategy, 2013–2017</i>. Leeds: National Coaching Foundation.</p> <p>Sports Coach UK. (2013b). <i>Funding opportunities for coaching</i>. Leeds: National Coaching Foundation</p> <p>Sports Coach UK. (2013c). <i>The UK Coaching Framework: embedding excellent coaching practice</i>. In Baker, A. & McQuaid, S. (Eds.), <i>UK coach education and development strategy: technical document</i>. Leeds: National Coaching Foundation.</p>	<p>CAC [Coaching Association of Canada] (2017). <i>Annual Report, 2016-2017</i>. Ottawa: Coaching Association of Canada.</p>	<p>ASC [Australian Sports Commission]. (2018). <i>Australian Sports Commission</i>. https://www.ausleisure.com.au/news/sports</p> <p>Dawson, A., Wehner, K., Phillips, P., Gatin, P & Salmon, J. (2013). <i>Profiling the Australian coaching workforce</i>. Melbourne: Deakin University. School of Exercise and Nutrition Sciences. Centre for Exercise and Sports Science.</p>
Tertiary institution			
Sports coaching licensing scheme	Yes	Yes	Yes
Sports coaching system and	Yes UKCC (UK Coaching Certificate)	Yes	Yes

	United Kingdom (UK)	Canada	Australia
Indicator	<p>UK Coaching. (2017a). <i>The UK Coaching strategy, 2017–2021</i>. http://www.ukcoaching.org/sites/default/files/UK%20Coaching%20Strategy%202017-21.pdf</p> <p>Sports Coach UK. (2013a). <i>Sports Coach UK Strategy, 2013–2017</i>. Leeds: National Coaching Foundation.</p> <p>Sports Coach UK. (2013b). <i>Funding opportunities for coaching</i>. Leeds: National Coaching Foundation</p> <p>Sports Coach UK. (2013c). <i>The UK Coaching Framework: embedding excellent coaching practice</i>. In Baker, A. & McQuaid, S. (Eds.), <i>UK coach education and development strategy: technical document</i>. Leeds: National Coaching Foundation.</p>	<p>CAC [Coaching Association of Canada] (2017). <i>Annual Report, 2016-2017</i>. Ottawa: Coaching Association of Canada.</p>	<p>ASC [Australian Sports Commission]. (2018). <i>Australian Sports Commission</i>. https://www.ausleisure.com.au/news/sports</p> <p>Dawson, A., Wehner, K., Phillips, P., Gatin, P & Salmon, J. (2013). <i>Profiling the Australian coaching workforce</i>. Melbourne: Deakin University. School of Exercise and Nutrition Sciences. Centre for Exercise and Sports Science.</p>
Strategic or corporate plan	<p>See</p> <p>Sports Coach UK. (2011). <i>The UK Coaching Framework: coaching workforce, auditing and planning: 10 top tips for success</i>. Leeds: National Coaching Foundation.</p>	<p>NCCP [National Coaching Certification Program]</p> <p>see</p> <p>CAC (2016) Annual Report, 2015–2016</p>	<p>NCAS [National Coach Accreditation Scheme]</p> <p>AIS [Australian Institute of Sport] Centre for Performance Coaching and Leadership; AIS, 1989)</p>

	United Kingdom (UK)	Canada	Australia
Indicator	<p>UK Coaching. (2017a). <i>The UK Coaching strategy, 2017–2021</i>. http://www.ukcoaching.org/sites/default/files/UK%20Coaching%20Strategy%20017-21.pdf</p> <p>Sports Coach UK. (2013a). <i>Sports Coach UK Strategy, 2013–2017</i>. Leeds: National Coaching Foundation.</p> <p>Sports Coach UK. (2013b). <i>Funding opportunities for coaching</i>. Leeds: National Coaching Foundation</p> <p>Sports Coach UK. (2013c). <i>The UK Coaching Framework: embedding excellent coaching practice</i>. In Baker, A. & McQuaid, S. (Eds.), <i>UK coach education and development strategy: technical document</i>. Leeds: National Coaching Foundation.</p>	<p>CAC [Coaching Association of Canada] (2017). <i>Annual Report, 2016-2017</i>. Ottawa: Coaching Association of Canada.</p>	<p>ASC [Australian Sports Commission]. (2018). <i>Australian Sports Commission</i>. https://www.ausleisure.com.au/news/sports</p> <p>Dawson, A., Wehner, K., Phillips, P., Gatin, P & Salmon, J. (2013). <i>Profiling the Australian coaching workforce</i>. Melbourne: Deakin University. School of Exercise and Nutrition Sciences. Centre for Exercise and Sports Science.</p>
	<p>UK Coaching. (2017a). <i>UK Coaching Strategy, 2017–2021</i>. http://www.ukcoaching.org/sites/default/files/UK%20Coaching%20Strategy%202017-21.pdf</p> <p>UK Coaching. (2017b). <i>UK Coaching Annual Review, 2016–2017. A review of the work of UK Coaching (formerly Sports Coach UK)</i>.</p>		

	United Kingdom (UK)	Canada	Australia
Indicator	<p>UK Coaching. (2017a). <i>The UK Coaching strategy, 2017–2021</i>. http://www.ukcoaching.org/sites/default/files/UK%20Coaching%20Strategy%20017-21.pdf</p> <p>Sports Coach UK. (2013a). <i>Sports Coach UK Strategy, 2013–2017</i>. Leeds: National Coaching Foundation.</p> <p>Sports Coach UK. (2013b). <i>Funding opportunities for coaching</i>. Leeds: National Coaching Foundation</p> <p>Sports Coach UK. (2013c). <i>The UK Coaching Framework: embedding excellent coaching practice</i>. In Baker, A. & McQuaid, S. (Eds.), <i>UK coach education and development strategy: technical document</i>. Leeds: National Coaching Foundation.</p>	<p>CAC [Coaching Association of Canada] (2017). <i>Annual Report, 2016-2017</i>. Ottawa: Coaching Association of Canada.</p>	<p>ASC [Australian Sports Commission]. (2018). <i>Australian Sports Commission</i>. https://www.ausleisure.com.au/news/sports</p> <p>Dawson, A., Wehner, K., Phillips, P., Gatin, P & Salmon, J. (2013). <i>Profiling the Australian coaching workforce</i>. Melbourne: Deakin University. School of Exercise and Nutrition Sciences. Centre for Exercise and Sports Science.</p>
	<p>https://www.ukcoaching.org/resources/topics/downloadables/board-of-directors/uk-coaching-annual-review-2016-17</p>		

Source: Researcher's own compilation

2.4.1 United Kingdom (UK) coaching

In the revised UK Coaching Framework 2012 (Sports Coach UK, 2012: 3), the vision for coaching in the UK is “excellent coaching every time for everyone”. In January 2012, the Board of the Sports Coach UK tasked its Coaching Committee with reviewing the UK Coaching Framework, after which an industry-wide consultation exercise was undertaken. The UK Coaching Framework provides a common vision and reference point for the development of coaching. Following a review of the Sports Coach UK Coaching Framework (Sports Coach UK, 2012), and to ensure that it represents the current UK environment, the framework has been revised. The UK Coaching Framework provides the coaching industry with a common vision and a practical reference point to drive the development of excellent coaching practice over the period 2013–2017 (Sports Coach UK, 2012).

UK Coaching works with the county sports councils of Scotland, Northern Ireland and Wales. The mission of UK Coaching has placed sports coaching at the “heart of physical activity and sport” (UK Coaching, 2017a: 8). UK Coaching (2017a) broadened its definition of *coaching* and extended the reach of coaching to:

- Raise the profile of coaching so that it is recognised for the wider benefits it brings to society and individuals
- Help our partners create coaching systems to deliver a fit-for-purpose workforce that better reflects society
- Make coaching easier to get into and maintain involvement;
- Supply the coaching workforce with the information they need;
- Be participant focused;
- Be a hub of research excellence for coaching;
- Help coaches feel better connected, more knowledgeable and confident; and
- Be central to the sport and physical activity landscape.

In line with the vision of “Excellent Coaching Every Time for Everyone”, the framework contains the following four headline objectives contributing to sustained and increased participation and improved performances in sport (UK Coaching, 2017a):

- More appropriately qualified and skilled coaches;
- A more diverse workforce;
- A culture of self-improvement;
- A better-supported workforce.

The UK Coaching Framework (UK Coaching, 2017a) identifies eight components to guide the development of coaching across the UK (see Table 2.3).

Table 2.3: Guiding components for the development of sports coaching in the UK

Component		Purpose
1.	Participant modelling	Set out and implement a clear, comprehensive and inclusive model for the long-term development of sports participants.
2.	Coach modelling	Set out and implement a clear, comprehensive and inclusive model for the long-term development of coaches.
3.	Coaching strategy	Identify the key elements of the coaching system and develop inclusive, needs-led coaching strategies.
4.	Workforce planning	Audit and plan for a needs-led approach to the development of an active, skilled and qualified coaching workforce, including coach developers, to ensure that supply matches demand, including the targeted development of population-specific coaches.
5.	Workforce management	Develop and implement systems and processes to recruit, develop and retain coaches and coach developers to meet the needs of the participant pathway.
6.	Coach education and development	Develop and implement accessible, relevant and sustainable qualifications and training, supported

Component		Purpose
		by a highly skilled coach-developer workforce and underpinned by a learning culture.
7.	Profile and recognition	Raise the profile of coaching and recognise the efforts of the coaching workforce.
8.	Research	Underpin the development of coaching with research to inform, embed excellent coaching practice and evaluate impact.

Source: UK Coaching Framework, 2017a: 36

The success of sports coaches in the UK is quantified by competition ranking and medals won, the number of medallists developed, and the quality of the systems and processes in place to find and support the nation's most-promising future champions (UK Coaching, 2017a). Apart from running a number of world-leading centralised strategic support services, UK Sport supports the development of world-class coaches and invests in talent identification programmes “to fast-track future medallists into the right sport” (UK Coaching, 2017a: 9).

2.4.2 Coaching Association of Canada (CAC)

The Coaching Association of Canada (CAC 2016a: 3):

“Unites stakeholders and partners in its commitment to raising the skills and stature of sports coaches, and ultimately expanding their reach and influence. Through its programs, CAC empowers coaches with knowledge and skills, promotes good ethics, fosters positive attitudes, builds competence, and increases the credibility and recognition of coaches”.

The CAC mission is to enhance the experiences of all Canadian athletes through quality coaching. CAC has the following four strategic imperatives (CAC, 2016a: 5):

1. Sustainable coach education;
2. Coaching leadership;
3. Coaching profession;
4. Organisational excellence.

In order to enhance the National Coaching Certificate Program (NCCCP) and to deliver standardised quality coaching education throughout Canada, a partnership was established with 66 sports and every province and territory, as well as the federal government (CAC, 2016a). The CAC unites stakeholders across Canada in the delivery of workshops and training by providing policy and minimum delivery standards. The CAC drives constant solutions to support accelerated development and delivery by providing centralised services and expertise in consulting; managing a highly customised national database (The Locker); and hosting national sports organisation workshops; supporting advancement of programmes twinned with coach developer training.

In order to provide for economies of scale, the CAC gathers similar sport organisations – along with experts – to fast track the development of programmes. The collaboration and support among partners and investors are demonstrated in their success. The cooperation and collaboration of the National Sport Organizations (NSOs) and the Provincial Territory Coaching Representatives (PTCR) have strengthened the NCCP. This is further supported by the Canadian government and corporate partners (CAC, 2016a), who also indicate their intent to create a better society through sport.

The Responsible Coaching Movement (RCM) is a multi-cohort, system-wide movement coordinated by the Coaching Association of Canada (CAC, 2017) and the Canadian Centre for Ethics in Sport, which has the potential to affect all sport organisations and coaches. The RCM is a call for action for organisations to implement realistic change, based on their individual state of readiness to protect youth at risk. The initiative is meant to provide expertise, resources and services to create sustainable change throughout the country from community to high performance. The first cohort (CAC, 2017) addresses the gaps. Some of the gaps identified are the lack of uniform policies; club capacity; communication strategy; a tracking mechanism for coaches; and a coordinated approach by sport organisations to address responsible coaching practices (CAC, 2017: 5).

Collaboration and partnership remain a significant focus in all programmes and services, with emphasis on national partnerships among the Canadian government and Own the Podium (OTP), the Canadian Paralympic Committee (CPC), the Canadian Olympic Committee (COC), the Canadian Centre for Ethics in Sport (CCES), the Canadian Olympic and Paralympic Sport Institutes (COPSI) and Sport for Life Society (S4L) (CAC, 2017: 5). The goal is to align their respective resources actively and continually, so to ensure that Canadian NSOs have the support they require to build their sport throughout the country (CAC, 2016a).

The Coaching Association of Canada (CAC) is committed to enhancing the profession of coaching throughout the country. The CAC has the dual function of education/accreditation and supporting the regulatory standards for the profession. As such, the CAC grants the official designation of Chartered Professional Coach and the status of registered coach to professionals in the field of coaching. The CAC provides multiple services to coaches and promotes the integral role of coaches in the success and effectiveness of sport programmes and athlete development in Canada (CAC, 2016a).

The CAC delivers cutting-edge approaches to competitive sports coaches in learning and development through programmes such as the Advanced Coaching Diploma, which is delivered in partnership with the high-performance institutes throughout the country (CAC, 2016a). In addition, their partnership with Own the Podium is shifting elite coach education to a highly customised, on-time and on-demand approach to meet performance objectives. A new strategic imperative is taking the CAC to align with Canadian universities to enhance the profession and to direct more resources towards coaching in Canada (CAC, 2017).

The Women in Coaching programme of the CAC is a “multi-faceted national campaign to increase the number of coaching opportunities for women, at all levels of sport (CAC, 2016b:1).” Directed by the CAC, the programme enjoys the support of numerous individuals and organisations committed to improving the coaching environment for women in sport. Initiatives include apprenticeships, workshops, customised professional development, networking, research and mentorship initiatives.

Women represent an untapped resource throughout the sport community. While female athletes constitute as much as 50% (and sometimes more) of the members of national teams, the percentage of women coaching at that level is lower than the number of male coaches. Women have different life and leadership experiences, values and attitudes, which equip them with valuable sport expertise and perspectives (CAC, 2016b).

The CAC also states their interest to strengthen impact in coaching by creating innovative partnerships with education and training service providers (CAC, 2016b). The CAC Board of Directors, which remains an important source of strategic guidance to staff within their mandate, also provides quality coaching education and development throughout the country. The members of the Board support the CAC's focus on excellence, inclusion and ethical standards.

2.4.3 Australian Institute of Sport Centre for Performance Coaching and Leadership

The Australian Sports Commission (ASC) is the Australian Government agency responsible for supporting and investing in sport and comprises Sport Australia and the Australian Institute of Sport (AIS).

Since the establishment of the AIS, sport in Australia has gone through a series of major changes (ASC, 1998), which have influenced the way in which the nation's high-performance sport organisations have been managed. The demand for the development of high quality sports coaches has emerged as a significant role in shaping the structure of high performance sport in Australia by providing dedicated facilities to train and house elite Australian athletes and offering them comprehensive sports science and sports medicine services (ASC, 1998).

Sports leadership is essential in supporting the coaching environment and to ensure that the coaches are equipped with the appropriate skills, qualifications and competencies to improve the athletes' performance. The Australian federal government plays a key role in the high performance management of Olympic NSOs (Green & Houlihan, 2005).

High-performance coaching in Australia increasingly demands additional financial support for coaching through public interest and expectations related to pressures of national pride to achieve improved results.

The Chairperson of the Australian Sports Commission, Josephine Sukkar, maintains that (ASCB, 2021: 25):

“Extended high-performance funding to the AIS. National Sporting Organisations (NSOs) have been requesting longer-term funding to plan further ahead. In response, the funding commitment through to the Paris 2024 Olympic and Paralympic Games helps establish the future of Australian high-performance sport. This funding is a huge show of support for our current Australian athletes, as well as a wonderful commitment to developing our champions of the future”.

The AIS (2018) reports that Australia is one of the premier sporting nations in the world and that their success has not come by chance. Behind the scenes, there are some outstanding coaches that prepare the best athletes for the highest level of competition. The AIS has also increased investments in research and innovation and are playing a new role in the development of the best coaches and high-performance leaders through the AIS Centre for Performance Coaching and Leadership. At the same time, the AIS has agreed on a renewed focus on unearthing Australia’s talent through the AIS sports draft (AIS, 2018).

Implementation of the proposed sports draft involves the following (AIS Centre for Performance Coach Leadership, 2013: 2):

- Performance investment;
- Performance excellence;
- Athletes, coaching and leadership;
- Performance preparation;
- Performance science and innovation.

The NSO needed to review their approach to developing their sports coaching capacity and the training and support programmes, to align with the trends and best practices and to meet the performance needs.

In 2015, the ASC released new resources and introduced professional development workshops to provide NSO personnel with information and tools to develop their own frameworks and programmes (ASC, 2016). The reframing of the delivery or facilitation structure of the sports coaching training modules encourages a blended learning approach to coaches and officials, “where a range of ongoing education and training opportunities is accessible to coaches and officials at all levels of sport” (ASC, 2016: 1–3).

With the shift from compliance to support, there was no longer a need for a system in which the ASC would approve and register the various coaching and officiating frameworks and programmes. As a result, from September 2017, the ASC has retired the NCAS and NOAS programmes (Sports Australian, 2017). The ASC will continue iteratively to develop content and programmes that assist the sport sector, including the online Community Coaching General Principles (CCGP) and the Community Officiating General Principles (COGP), as well as other generic coaching and officiating resources.

As part of this iterative development approach, the ASC partnered with a range of organisations and institutions to reframe towards professional standards and continuing professional development; to improve the quality of sports coaching at all levels; and to introduce new approaches to address the issues of coach retention and quality (ASC, 2018).

The Coach Developer projects focused on the importance of ongoing contact with coaches to provide both professional development and general support. The results include improved quality of coaching; improved parental approval of the child’s sport experience; and improved coach retention. A range of resources has been produced to support this.

The current challenge is to upscale and extend the pilot projects, so that every one of Australia’s 650,000 coaches has access to the training and support they need (AIS, 2018: 1–2).

The following eight key programmes and projects are part of Australia's objectives in accordance with its role in the high-performance system (ASCB, 2021):

1. Managing performance pathways;
2. Providing national frameworks and guidelines to support and educate NSOs (National Sports Organizations) to maximise high-performance investment;
3. Collating, cleansing, managing and sharing data sets to support high-quality analysis of sport high-performance and AIS data;
4. Providing services and support to sports for high-performance camps;
5. Supporting the high-performance sport system by providing ongoing national medical leadership, proactively addressing key issues for sport;
6. Supporting sports through world-leading engineering equipment with a focus on paralympic sport and specialised sport equipment and technology;
7. Leading the system with integrated research and inter-disciplinary leadership and education; and
8. Prioritising athlete health through athlete performance health checks.

2.5 Sports Coaching in Developing Socio-Economic Contexts

The most salient information on sports coaching in developing socio-economic contexts is presented in Table 2.4.

Table 2.4: Sports coaching in developing socio-economic contexts (Jamaica, India & South Africa)

	Jamaica	India	South Africa
Indicator	<p>Franklyn, D. (2010). Sport in Jamaica: a local and international perspective. <i>The GraceKennedy Foundation Public Lecture</i>, 2010. Kingston, Jamaica: GraceKennedy Foundation. https://docplayer.net/36450318-Sport-in-jamaica-a-local-and-international-perspective-delano-franklyn.html</p> <p>Bogle, D. (2016). World-class coaches improving Excelsior's track and field lot. <i>The Star</i>, 3 March 2016. https://www.pressreader.com/jamaica/the-star-jamaica/20160303/281736973540592</p> <p>Patterson, O. (2016). The secret of Jamaica's runners. <i>The New York Times</i>, 13 August 2016. https://www.nytimes.com/2016/08/14/opinion/.../the-secret-of-jamaicas-runners.html</p> <p>Worldometers. (2019b). <i>Jamaica Population (2017, 2018)</i>. www.worldometers.info/world-population/jamaica-population</p>	<p>SAI. (2016). <i>List of seniority coaches (01/09/2016)</i>. http://www.sportsauthorityofindia.nic.in/index1.asp?ls_id=1256</p> <p>KPMG. (2016). <i>The business of sports: playing to win as the game unfurls</i>. KPMG & Confederation of Indian Industry. https://www.studocu.com/in/document/tamil-nadu-physical-education-and-sports-university/sports-biomechanics/the-business-of-sports/37940744</p> <p>Pal, S. (2015). Indian sport: problems and prospects. <i>International Journal of Research in Engineering, Social Sciences</i>, 5(1), January 2015. https://www.indusedu.org/pdfs/IJRES_S/IJRESS_731_14634.pdf</p> <p>Worldometers. (2019a). <i>India Population (2017, 2018)</i>. www.worldometers.info/world-population/India-population/</p>	<p>Duffy, P. (2010). Duffy, P. (2010). <i>South African Coaching Framework: scoping visit report</i>. Johannesburg: SASCOC.</p> <p>Segwaba, J., Vardhan, D. & Duffy, P. (2013). Coaching in South Africa. <i>International Sport Coaching Journal</i>, 1(1) pp. 33–41.</p> <p>SASCOC. (2011a). <i>The South African Coaching Framework (SACF)</i>. Johannesburg: SASCOC.</p> <p>Worldometers. (2019c). <i>South Africa Population (2018)</i>. www.worldometers.info/world-population/South-Africa-population/</p>
Total population	2 890 299	1 345 582 365	57 130 784
Sport-coaching Population as a	< 10 % 289 029	< 5 % 67 279 118	< 5 % 2 856 539

	Jamaica	India	South Africa
Indicator	<p>Franklyn, D. (2010). Sport in Jamaica: a local and international perspective. <i>The GraceKennedy Foundation Public Lecture</i>, 2010. Kingston, Jamaica: GraceKennedy Foundation. https://docplayer.net/36450318-Sport-in-jamaica-a-local-and-international-perspective-delano-franklyn.html</p> <p>Bogle, D. (2016). World-class coaches improving Excelsior's track and field lot. <i>The Star</i>, 3 March 2016. https://www.pressreader.com/jamaica/the-star-jamaica/20160303/281736973540592</p> <p>Patterson, O. (2016). The secret of Jamaica's runners. <i>The New York Times</i>, 13 August 2016. https://www.nytimes.com/2016/08/14/opinion/.../the-secret-of-jamaicas-runners.html</p> <p>Worldometers. (2019b). <i>Jamaica Population (2017, 2018)</i>. www.worldometers.info/world-population/jamaica-population</p>	<p>SAI. (2016). <i>List of seniority coaches (01/09/2016)</i>. http://www.sportsauthorityofindia.nic.in/index1.asp?ls_id=1256</p> <p>KPMG. (2016). <i>The business of sports: playing to win as the game unfurls</i>. KPMG & Confederation of Indian Industry. https://www.studocu.com/in/document/tamil-nadu-physical-education-and-sports-university/sports-biomechanics/the-business-of-sports/37940744</p> <p>Pal, S. (2015). Indian sport: problems and prospects. <i>International Journal of Research in Engineering, Social Sciences</i>, 5(1), January 2015. https://www.indusedu.org/pdfs/IJRESS/IJRESS_731_14634.pdf</p> <p>Worldometers. (2019a). <i>India Population (2017, 2018)</i>. www.worldometers.info/world-population/India-population/</p>	<p>Duffy, P. (2010). Duffy, P. (2010). <i>South African Coaching Framework: scoping visit report</i>. Johannesburg: SASCOC.</p> <p>Segwaba, J., Vardhan, D. & Duffy, P. (2013). Coaching in South Africa. <i>International Sport Coaching Journal</i>, 1(1) pp. 33–41.</p> <p>SASCOC. (2011a). <i>The South African Coaching Framework (SACF)</i>. Johannesburg: SASCOC.</p> <p>Worldometers. (2019c). <i>South Africa Population (2018)</i>. www.worldometers.info/world-population/South-Africa-population/</p>
percentage of total population (estimate) Numerical estimate			
Participation in sport (estimate)	< 10 %	< 10 %	< 10 %

	Jamaica	India	South Africa
Indicator	<p>Franklyn, D. (2010). Sport in Jamaica: a local and international perspective. <i>The GraceKennedy Foundation Public Lecture</i>, 2010. Kingston, Jamaica: GraceKennedy Foundation. https://docplayer.net/36450318-Sport-in-jamaica-a-local-and-international-perspective-delano-franklyn.html</p> <p>Bogle, D. (2016). World-class coaches improving Excelsior's track and field lot. <i>The Star</i>, 3 March 2016. https://www.pressreader.com/jamaica/the-star-jamaica/20160303/281736973540592</p> <p>Patterson, O. (2016). The secret of Jamaica's runners. <i>The New York Times</i>, 13 August 2016. https://www.nytimes.com/2016/08/14/opinion/.../the-secret-of-jamaicas-runners.html</p> <p>Worldometers. (2019b). <i>Jamaica Population (2017, 2018)</i>. www.worldometers.info/world-population/jamaica-population</p>	<p>SAI. (2016). <i>List of seniority coaches (01/09/2016)</i>. http://www.sportsauthorityofindia.nic.in/index1.asp?ls_id=1256</p> <p>KPMG. (2016). <i>The business of sports: playing to win as the game unfurls</i>. KPMG & Confederation of Indian Industry. https://www.studocu.com/in/document/tamil-nadu-physical-education-and-sports-university/sports-biomechanics/the-business-of-sports/37940744</p> <p>Pal, S. (2015). Indian sport: problems and prospects. <i>International Journal of Research in Engineering, Social Sciences</i>, 5(1), January 2015. https://www.indusedu.org/pdfs/IJRESS/IJRESS_731_14634.pdf</p> <p>Worldometers. (2019a). <i>India Population (2017, 2018)</i>. www.worldometers.info/world-population/India-population/</p>	<p>Duffy, P. (2010). Duffy, P. (2010). <i>South African Coaching Framework: scoping visit report</i>. Johannesburg: SASCOC.</p> <p>Segwaba, J., Vardhan, D. & Duffy, P. (2013). Coaching in South Africa. <i>International Sport Coaching Journal</i>, 1(1) pp. 33–41.</p> <p>SASCOC. (2011a). <i>The South African Coaching Framework (SACF)</i>. Johannesburg: SASCOC.</p> <p>Worldometers. (2019c). <i>South Africa Population (2018)</i>. www.worldometers.info/world-population/South-Africa-population/</p>
Population using coaches to participate in sport (estimate)	< 5 %	< 5 %	< 5 %

	Jamaica	India	South Africa
Indicator	<p>Franklyn, D. (2010). Sport in Jamaica: a local and international perspective. <i>The GraceKennedy Foundation Public Lecture</i>, 2010. Kingston, Jamaica: GraceKennedy Foundation. https://docplayer.net/36450318-Sport-in-jamaica-a-local-and-international-perspective-delano-franklyn.html</p> <p>Bogle, D. (2016). World-class coaches improving Excelsior's track and field lot. <i>The Star</i>, 3 March 2016. https://www.pressreader.com/jamaica/the-star-jamaica/20160303/281736973540592</p> <p>Patterson, O. (2016). The secret of Jamaica's runners. <i>The New York Times</i>, 13 August 2016. https://www.nytimes.com/2016/08/14/opinion/.../the-secret-of-jamaicas-runners.html</p> <p>Worldometers. (2019b). <i>Jamaica Population (2017, 2018)</i>. www.worldometers.info/world-population/jamaica-population</p>	<p>SAI. (2016). <i>List of seniority coaches (01/09/2016)</i>. http://www.sportsauthorityofindia.nic.in/index1.asp?ls_id=1256</p> <p>KPMG. (2016). <i>The business of sports: playing to win as the game unfurls</i>. KPMG & Confederation of Indian Industry. https://www.studocu.com/in/document/tamil-nadu-physical-education-and-sports-university/sports-biomechanics/the-business-of-sports/37940744</p> <p>Pal, S. (2015). Indian sport: problems and prospects. <i>International Journal of Research in Engineering, Social Sciences</i>, 5(1), January 2015. https://www.indusedu.org/pdfs/IJRESS/IJRESS_731_14634.pdf</p> <p>Worldometers. (2019a). <i>India Population (2017, 2018)</i>. www.worldometers.info/world-population/India-population/</p>	<p>Duffy, P. (2010). Duffy, P. (2010). <i>South African Coaching Framework: scoping visit report</i>. Johannesburg: SASCOC.</p> <p>Segwaba, J., Vardhan, D. & Duffy, P. (2013). Coaching in South Africa. <i>International Sport Coaching Journal</i>, 1(1) pp. 33–41.</p> <p>SASCOC. (2011a). <i>The South African Coaching Framework (SACF)</i>. Johannesburg: SASCOC.</p> <p>Worldometers. (2019c). <i>South Africa Population (2018)</i>. www.worldometers.info/world-population/South-Africa-population/</p>
Male sports coaches (estimate)	< 10 %	< 10 %	< 10 %
Female sports coaches (estimate)	< 10 %	< 5 %	< 5 %

	Jamaica	India	South Africa
Indicator	<p>Franklyn, D. (2010). Sport in Jamaica: a local and international perspective. <i>The GraceKennedy Foundation Public Lecture</i>, 2010. Kingston, Jamaica: GraceKennedy Foundation. https://docplayer.net/36450318-Sport-in-jamaica-a-local-and-international-perspective-delano-franklyn.html</p> <p>Bogle, D. (2016). World-class coaches improving Excelsior's track and field lot. <i>The Star</i>, 3 March 2016. https://www.pressreader.com/jamaica/the-star-jamaica/20160303/281736973540592</p> <p>Patterson, O. (2016). The secret of Jamaica's runners. <i>The New York Times</i>, 13 August 2016. https://www.nytimes.com/2016/08/14/opinion/.../the-secret-of-jamaicas-runners.html</p> <p>Worldometers. (2019b). <i>Jamaica Population (2017, 2018)</i>. www.worldometers.info/world-population/jamaica-population</p>	<p>SAI. (2016). <i>List of seniority coaches (01/09/2016)</i>. http://www.sportsauthorityofindia.nic.in/index1.asp?ls_id=1256</p> <p>KPMG. (2016). <i>The business of sports: playing to win as the game unfurls</i>. KPMG & Confederation of Indian Industry. https://www.studocu.com/in/document/tamil-nadu-physical-education-and-sports-university/sports-biomechanics/the-business-of-sports/37940744</p> <p>Pal, S. (2015). Indian sport: problems and prospects. <i>International Journal of Research in Engineering, Social Sciences</i>, 5(1), January 2015. https://www.indusedu.org/pdfs/IJRESS/IJRESS_731_14634.pdf</p> <p>Worldometers. (2019a). <i>India Population (2017, 2018)</i>. www.worldometers.info/world-population/India-population/</p>	<p>Duffy, P. (2010). Duffy, P. (2010). <i>South African Coaching Framework: scoping visit report</i>. Johannesburg: SASCOC.</p> <p>Segwaba, J., Vardhan, D. & Duffy, P. (2013). Coaching in South Africa. <i>International Sport Coaching Journal</i>, 1(1) pp. 33–41.</p> <p>SASCOC. (2011a). <i>The South African Coaching Framework (SACF)</i>. Johannesburg: SASCOC.</p> <p>Worldometers. (2019c). <i>South Africa Population (2018)</i>. www.worldometers.info/world-population/South-Africa-population/</p>
Sports coaching qualifications (estimate)	< 3 %	< 2 %	< 1 %
Numerical estimate	< 500	< 962	< 500

	Jamaica	India	South Africa
Indicator	<p>Franklyn, D. (2010). Sport in Jamaica: a local and international perspective. <i>The GraceKennedy Foundation Public Lecture</i>, 2010. Kingston, Jamaica: GraceKennedy Foundation. https://docplayer.net/36450318-Sport-in-jamaica-a-local-and-international-perspective-delano-franklyn.html</p> <p>Bogle, D. (2016). World-class coaches improving Excelsior's track and field lot. <i>The Star</i>, 3 March 2016. https://www.pressreader.com/jamaica/the-star-jamaica/20160303/281736973540592</p> <p>Patterson, O. (2016). The secret of Jamaica's runners. <i>The New York Times</i>, 13 August 2016. https://www.nytimes.com/2016/08/14/opinion/.../the-secret-of-jamaicas-runners.html</p> <p>Worldometers. (2019b). <i>Jamaica Population (2017, 2018)</i>. www.worldometers.info/world-population/jamaica-population</p>	<p>SAI. (2016). <i>List of seniority coaches (01/09/2016)</i>. http://www.sportsauthorityofindia.nic.in/index1.asp?ls_id=1256</p> <p>KPMG. (2016). <i>The business of sports: playing to win as the game unfurls</i>. KPMG & Confederation of Indian Industry. https://www.studocu.com/in/document/tamil-nadu-physical-education-and-sports-university/sports-biomechanics/the-business-of-sports/37940744</p> <p>Pal, S. (2015). Indian sport: problems and prospects. <i>International Journal of Research in Engineering, Social Sciences</i>, 5(1), January 2015. https://www.indusedu.org/pdfs/IJRESS/IJRESS_731_14634.pdf</p> <p>Worldometers. (2019a). <i>India Population (2017, 2018)</i>. www.worldometers.info/world-population/India-population/</p>	<p>Duffy, P. (2010). Duffy, P. (2010). <i>South African Coaching Framework: scoping visit report</i>. Johannesburg: SASCOC.</p> <p>Segwaba, J., Vardhan, D. & Duffy, P. (2013). Coaching in South Africa. <i>International Sport Coaching Journal</i>, 1(1) pp. 33–41.</p> <p>SASCOC. (2011a). <i>The South African Coaching Framework (SACF)</i>. Johannesburg: SASCOC.</p> <p>Worldometers. (2019c). <i>South Africa Population (2018)</i>. www.worldometers.info/world-population/South-Africa-population/</p>
Education and training sports coaching qualifications at tertiary institution	No	No	No

	Jamaica	India	South Africa
Indicator	<p>Franklyn, D. (2010). Sport in Jamaica: a local and international perspective. <i>The GraceKennedy Foundation Public Lecture</i>, 2010. Kingston, Jamaica: GraceKennedy Foundation. https://docplayer.net/36450318-Sport-in-jamaica-a-local-and-international-perspective-delano-franklyn.html</p> <p>Bogle, D. (2016). World-class coaches improving Excelsior's track and field lot. <i>The Star</i>, 3 March 2016. https://www.pressreader.com/jamaica/the-star-jamaica/20160303/281736973540592</p> <p>Patterson, O. (2016). The secret of Jamaica's runners. <i>The New York Times</i>, 13 August 2016. https://www.nytimes.com/2016/08/14/opinion/.../the-secret-of-jamaicas-runners.html</p> <p>Worldometers. (2019b). <i>Jamaica Population (2017, 2018)</i>. www.worldometers.info/world-population/jamaica-population</p>	<p>SAI. (2016). <i>List of seniority coaches (01/09/2016)</i>. http://www.sportsauthorityofindia.nic.in/index1.asp?ls_id=1256</p> <p>KPMG. (2016). <i>The business of sports: playing to win as the game unfurls</i>. KPMG & Confederation of Indian Industry. https://www.studocu.com/in/document/tamil-nadu-physical-education-and-sports-university/sports-biomechanics/the-business-of-sports/37940744</p> <p>Pal, S. (2015). Indian sport: problems and prospects. <i>International Journal of Research in Engineering, Social Sciences</i>, 5(1), January 2015. https://www.indusedu.org/pdfs/IJRESS/IJRESS_731_14634.pdf</p> <p>Worldometers. (2019a). <i>India Population (2017, 2018)</i>. www.worldometers.info/world-population/India-population/</p>	<p>Duffy, P. (2010). Duffy, P. (2010). <i>South African Coaching Framework: scoping visit report</i>. Johannesburg: SASCOC.</p> <p>Segwaba, J., Vardhan, D. & Duffy, P. (2013). Coaching in South Africa. <i>International Sport Coaching Journal</i>, 1(1) pp. 33–41.</p> <p>SASCOC. (2011a). <i>The South African Coaching Framework (SACF)</i>. Johannesburg: SASCOC.</p> <p>Worldometers. (2019c). <i>South Africa Population (2018)</i>. www.worldometers.info/world-population/South Africa-population/</p>
Involvement of qualified sports coaches representing middle and high-income groups (self-funded)	Not available	Not available	Not available

	Jamaica	India	South Africa
Indicator	<p>Franklyn, D. (2010). Sport in Jamaica: a local and international perspective. <i>The GraceKennedy Foundation Public Lecture</i>, 2010. Kingston, Jamaica: GraceKennedy Foundation. https://docplayer.net/36450318-Sport-in-jamaica-a-local-and-international-perspective-delano-franklyn.html</p> <p>Bogle, D. (2016). World-class coaches improving Excelsior's track and field lot. <i>The Star</i>, 3 March 2016. https://www.pressreader.com/jamaica/the-star-jamaica/20160303/281736973540592</p> <p>Patterson, O. (2016). The secret of Jamaica's runners. <i>The New York Times</i>, 13 August 2016. https://www.nytimes.com/2016/08/14/opinion/.../the-secret-of-jamaicas-runners.html</p> <p>Worldometers. (2019b). <i>Jamaica Population (2017, 2018)</i>. www.worldometers.info/world-population/jamaica-population</p>	<p>SAI. (2016). <i>List of seniority coaches (01/09/2016)</i>. http://www.sportsauthorityofindia.nic.in/index1.asp?ls_id=1256</p> <p>KPMG. (2016). <i>The business of sports: playing to win as the game unfurls</i>. KPMG & Confederation of Indian Industry. https://www.studocu.com/in/document/tamil-nadu-physical-education-and-sports-university/sports-biomechanics/the-business-of-sports/37940744</p> <p>Pal, S. (2015). Indian sport: problems and prospects. <i>International Journal of Research in Engineering, Social Sciences</i>, 5(1), January 2015. https://www.indusedu.org/pdfs/IJRESS/IJRESS_731_14634.pdf</p> <p>Worldometers. (2019a). <i>India Population (2017, 2018)</i>. www.worldometers.info/world-population/India-population/</p>	<p>Duffy, P. (2010). Duffy, P. (2010). <i>South African Coaching Framework: scoping visit report</i>. Johannesburg: SASCOC.</p> <p>Segwaba, J., Vardhan, D. & Duffy, P. (2013). Coaching in South Africa. <i>International Sport Coaching Journal</i>, 1(1) pp. 33–41.</p> <p>SASCOC. (2011a). <i>The South African Coaching Framework (SACF)</i>. Johannesburg: SASCOC.</p> <p>Worldometers. (2019c). <i>South Africa Population (2018)</i>. www.worldometers.info/world-population/South-Africa-population/</p>
Involvement of qualified sports coaches in low-income group (self-funded) (estimate)	< 5 %	< 5 %	< 5 %

	Jamaica	India	South Africa
Indicator	<p>Franklyn, D. (2010). Sport in Jamaica: a local and international perspective. <i>The GraceKennedy Foundation Public Lecture</i>, 2010. Kingston, Jamaica: GraceKennedy Foundation. https://docplayer.net/36450318-Sport-in-jamaica-a-local-and-international-perspective-delano-franklyn.html</p> <p>Bogle, D. (2016). World-class coaches improving Excelsior's track and field lot. <i>The Star</i>, 3 March 2016. https://www.pressreader.com/jamaica/the-star-jamaica/20160303/281736973540592</p> <p>Patterson, O. (2016). The secret of Jamaica's runners. <i>The New York Times</i>, 13 August 2016. https://www.nytimes.com/2016/08/14/opinion/.../the-secret-of-jamaicas-runners.html</p> <p>Worldometers. (2019b). <i>Jamaica Population (2017, 2018)</i>. www.worldometers.info/world-population/jamaica-population</p>	<p>SAI. (2016). <i>List of seniority coaches (01/09/2016)</i>. http://www.sportsauthorityofindia.nic.in/index1.asp?ls_id=1256</p> <p>KPMG. (2016). <i>The business of sports: playing to win as the game unfurls</i>. KPMG & Confederation of Indian Industry. https://www.studocu.com/in/document/tamil-nadu-physical-education-and-sports-university/sports-biomechanics/the-business-of-sports/37940744</p> <p>Pal, S. (2015). Indian sport: problems and prospects. <i>International Journal of Research in Engineering, Social Sciences</i>, 5(1), January 2015. https://www.indusedu.org/pdfs/IJRESS/IJRESS_731_14634.pdf</p> <p>Worldometers. (2019a). <i>India Population (2017, 2018)</i>. www.worldometers.info/world-population/India-population/</p>	<p>Duffy, P. (2010). Duffy, P. (2010). <i>South African Coaching Framework: scoping visit report</i>. Johannesburg: SASCOC.</p> <p>Segwaba, J., Vardhan, D. & Duffy, P. (2013). Coaching in South Africa. <i>International Sport Coaching Journal</i>, 1(1) pp. 33–41.</p> <p>SASCOC. (2011a). <i>The South African Coaching Framework (SACF)</i>. Johannesburg: SASCOC.</p> <p>Worldometers. (2019c). <i>South Africa Population (2018)</i>. www.worldometers.info/world-population/South-Africa-population/</p>
Age group of sports coaches	> 30 to 70 years	> 30 to 65 years	> 30 to 80 years
Sports codes with greatest number of sports coaches	Football Cricket Netball	Cricket Soccer/Football Field hockey	Athletics Cricket Swimming

	Jamaica	India	South Africa
Indicator	<p>Franklyn, D. (2010). Sport in Jamaica: a local and international perspective. <i>The GraceKennedy Foundation Public Lecture</i>, 2010. Kingston, Jamaica: GraceKennedy Foundation. https://docplayer.net/36450318-Sport-in-jamaica-a-local-and-international-perspective-delano-franklyn.html</p> <p>Bogle, D. (2016). World-class coaches improving Excelsior's track and field lot. <i>The Star</i>, 3 March 2016. https://www.pressreader.com/jamaica/the-star-jamaica/20160303/281736973540592</p> <p>Patterson, O. (2016). The secret of Jamaica's runners. <i>The New York Times</i>, 13 August 2016. https://www.nytimes.com/2016/08/14/opinion/.../the-secret-of-jamaicas-runners.html</p> <p>Worldometers. (2019b). <i>Jamaica Population (2017, 2018)</i>. www.worldometers.info/world-population/jamaica-population</p>	<p>SAI. (2016). <i>List of seniority coaches (01/09/2016)</i>. http://www.sportsauthorityofindia.nic.in/index1.asp?ls_id=1256</p> <p>KPMG. (2016). <i>The business of sports: playing to win as the game unfurls</i>. KPMG & Confederation of Indian Industry. https://www.studocu.com/in/document/tamil-nadu-physical-education-and-sports-university/sports-biomechanics/the-business-of-sports/37940744</p> <p>Pal, S. (2015). Indian sport: problems and prospects. <i>International Journal of Research in Engineering, Social Sciences</i>, 5(1), January 2015. https://www.indusedu.org/pdfs/IJRESS/IJRESS_731_14634.pdf</p> <p>Worldometers. (2019a). <i>India Population (2017, 2018)</i>. www.worldometers.info/world-population/India-population/</p>	<p>Duffy, P. (2010). Duffy, P. (2010). <i>South African Coaching Framework: scoping visit report</i>. Johannesburg: SASCOC.</p> <p>Segwaba, J., Vardhan, D. & Duffy, P. (2013). Coaching in South Africa. <i>International Sport Coaching Journal</i>, 1(1) pp. 33–41.</p> <p>SASCOC. (2011a). <i>The South African Coaching Framework (SACF)</i>. Johannesburg: SASCOC.</p> <p>Worldometers. (2019c). <i>South Africa Population (2018)</i>. www.worldometers.info/world-population/South-Africa-population/</p>
	Track and field	Badminton Tennis Table Tennis	Football Rugby Tennis Netball

	Jamaica	India	South Africa
Indicator	<p>Franklyn, D. (2010). Sport in Jamaica: a local and international perspective. <i>The GraceKennedy Foundation Public Lecture</i>, 2010. Kingston, Jamaica: GraceKennedy Foundation. https://docplayer.net/36450318-Sport-in-jamaica-a-local-and-international-perspective-delano-franklyn.html</p> <p>Bogle, D. (2016). World-class coaches improving Excelsior's track and field lot. <i>The Star</i>, 3 March 2016. https://www.pressreader.com/jamaica/the-star-jamaica/20160303/281736973540592</p> <p>Patterson, O. (2016). The secret of Jamaica's runners. <i>The New York Times</i>, 13 August 2016. https://www.nytimes.com/2016/08/14/opinion/.../the-secret-of-jamaicas-runners.html</p> <p>Worldometers. (2019b). <i>Jamaica Population (2017, 2018)</i>. www.worldometers.info/world-population/jamaica-population</p>	<p>SAI. (2016). <i>List of seniority coaches (01/09/2016)</i>. http://www.sportsauthorityofindia.nic.in/index1.asp?ls_id=1256</p> <p>KPMG. (2016). <i>The business of sports: playing to win as the game unfurls</i>. KPMG & Confederation of Indian Industry. https://www.studocu.com/in/document/tamil-nadu-physical-education-and-sports-university/sports-biomechanics/the-business-of-sports/37940744</p> <p>Pal, S. (2015). Indian sport: problems and prospects. <i>International Journal of Research in Engineering, Social Sciences</i>, 5(1), January 2015. https://www.indusedu.org/pdfs/IJRESS/IJRESS_731_14634.pdf</p> <p>Worldometers. (2019a). <i>India Population (2017, 2018)</i>. www.worldometers.info/world-population/India-population/</p>	<p>Duffy, P. (2010). Duffy, P. (2010). <i>South African Coaching Framework: scoping visit report</i>. Johannesburg: SASCOC.</p> <p>Segwaba, J., Vardhan, D. & Duffy, P. (2013). Coaching in South Africa. <i>International Sport Coaching Journal</i>, 1(1) pp. 33–41.</p> <p>SASCOC. (2011a). <i>The South African Coaching Framework (SACF)</i>. Johannesburg: SASCOC.</p> <p>Worldometers. (2019c). <i>South Africa Population (2018)</i>. www.worldometers.info/world-population/South-Africa-population/</p>
Self-funded, non-formal coach education activity	< 5 %	< 5 %	< 5 %
Sports coaching licensing scheme	No	No	No

	Jamaica	India	South Africa
Indicator	<p>Franklyn, D. (2010). Sport in Jamaica: a local and international perspective. <i>The GraceKennedy Foundation Public Lecture</i>, 2010. Kingston, Jamaica: GraceKennedy Foundation. https://docplayer.net/36450318-Sport-in-jamaica-a-local-and-international-perspective-delano-franklyn.html</p> <p>Bogle, D. (2016). World-class coaches improving Excelsior's track and field lot. <i>The Star</i>, 3 March 2016. https://www.pressreader.com/jamaica/the-star-jamaica/20160303/281736973540592</p> <p>Patterson, O. (2016). The secret of Jamaica's runners. <i>The New York Times</i>, 13 August 2016. https://www.nytimes.com/2016/08/14/opinion/.../the-secret-of-jamaicas-runners.html</p> <p>Worldometers. (2019b). <i>Jamaica Population (2017, 2018)</i>. www.worldometers.info/world-population/jamaica-population</p>	<p>SAI. (2016). <i>List of seniority coaches (01/09/2016)</i>. http://www.sportsauthorityofindia.nic.in/index1.asp?ls_id=1256</p> <p>KPMG. (2016). <i>The business of sports: playing to win as the game unfurls</i>. KPMG & Confederation of Indian Industry. https://www.studocu.com/in/document/tamil-nadu-physical-education-and-sports-university/sports-biomechanics/the-business-of-sports/37940744</p> <p>Pal, S. (2015). Indian sport: problems and prospects. <i>International Journal of Research in Engineering, Social Sciences</i>, 5(1), January 2015. https://www.indusedu.org/pdfs/IJRESS/IJRESS_731_14634.pdf</p> <p>Worldometers. (2019a). <i>India Population (2017, 2018)</i>. www.worldometers.info/world-population/India-population/</p>	<p>Duffy, P. (2010). Duffy, P. (2010). <i>South African Coaching Framework: scoping visit report</i>. Johannesburg: SASCOC.</p> <p>Segwaba, J., Vardhan, D. & Duffy, P. (2013). Coaching in South Africa. <i>International Sport Coaching Journal</i>, 1(1) pp. 33–41.</p> <p>SASCOC. (2011a). <i>The South African Coaching Framework (SACF)</i>. Johannesburg: SASCOC.</p> <p>Worldometers. (2019c). <i>South Africa Population (2018)</i>. www.worldometers.info/world-population/South-Africa-population/</p>
Sports coaching system and strategy or corporate plan	<p>Partial plans</p> <p>Not clearly defined</p>	<p>Partial plans</p> <p>Not clearly defined</p>	<p>Yes</p> <p>Implementation plan not supported</p>

Source: Researcher's own compilation

2.5.1 Sports coaching in Jamaica

Bogle (2016: 1) notes that Riley, the head coach of Wolmer Boys' school, opined:

“We invested in the coaches, and the expertise of the coaches with other systems we have in place has led to the performance of the athletes and students there being much improved. We have been transforming the students by exposing them to the world-class coaching. Jamaica has a number of very committed and hard-working sports coaches at all levels but a system of profiling and upgrading of the skills must be sought”.

Franklyn (2010: 9) asserts:

“While courses for coaches have been undertaken at the coaching school, every effort must be made to have the best of our coaches constantly exposed to high-level coaching sessions at the international level. Our teams will only become better if our coaches can be ranked with the best in the world”.

As observed by Franklyn (2010: 10), the culture of “winning at all costs” by the support staff and sport coaches at school level competition are some of the factors that contribute to the “serious injury without them being afforded proper medical care.” This culture of “win at all costs” is prevalent among the track and field school athletes as well and, sadly, means that many athletes have to retire from sport prematurely following serious injury.

Patterson (2016: 2–3) points to the reason for the dominance of Jamaican track and field athletes. – As an island of only 2.8 million people, Jamaica showcases “the world’s fastest man and woman ... with nineteen of the 26 fastest times recorded in the 100 m events”. Patterson (2016) maintains that among the most enigmatic features of Jamaica, an island of only 2.8 million people, is its astonishing supremacy in running. Jamaica’s global dominance is broad and deep, both male and female, and started to emerge over a century ago.

Usain Bolt was crowned the most decorated Olympian of all time after his success at the 2016 Rio Olympic Games (winning gold in 100 m, 200 m and the 4 x 100 m relay) and Shelly-Ann Fraser-Pryce won gold medals in the 100 m race at the 2008 Beijing Olympic Games.

At the 2012 London Olympic Games, she was the third woman to repeat her performance as the 100 m Olympic champion and anchored the gold medal for the Jamaican 4 x 100 m relay.

Led by Usain Bolt and Shelly-Ann Fraser-Pryce, Jamaican athletes won 11 of possible 18 sprint medals at the 2012 London Olympics, including first and second in the men's 100 m, and first, second and third in the men's 200 m. Their success raised eyebrows and suspicions (Moore, 2015). At the 2012 Olympics in London, Jamaica was ranked 18th and in the 2016 Olympics in Rio Jamaica it was ranked 16 by the International Olympic Committee (IOC) – an unprecedented clean sweep in track and field events.

The question arises as to how Jamaicans do it. The vast majority of Jamaicans' ancestors originated in West Africa, which has relatively few outstanding sprinters. Nor can genetics explain why Jamaicans outperform other African athletes in America, particularly in Brazil, which has 36 times as many African-descendant citizens than America. Jamaica argues that the outcome of their success as sprinters is largely informed by the success and rigour related to the annual track and field championships of Jamaica (Patterson, 2016: 2–3). The world got a taste of Jamaica's track culture in Beijing, where Bolt, on the verge of winning the 100 m in record time, slowed down, thumped his chest and spread his arms in a taunting, triumphant gesture. "We are a confident people," he later told the BBC (Patterson, 2016: 2).

Jamaica has also creatively exploited its proximity to the United States of America (USA). Some of their best runners are registered at colleges in the USA, on athletic scholarships, and they often stay and compete as Americans, as many now do for Britain and Canada. However, a critical number of the world-record holders – e.g., Dennis Johnson and Herb McKenley – and a former Jamaican national coach, returned to train the next generation of new stars. Jamaican student athletes also acquire international experience by participating in American track and field meetings, like the annual Penn Relays, where they frequently excel (Patterson, 2016: 2).

Until recently, Jamaican athletes who have not received scholarships or coaching jobs, tended to leave the sport after high school, but this situation is changing. Beginning nearly 20 years ago (ca 1996), Jamaicans started establishing for-profit track and field-clubs, which have brought American-style sports entrepreneurship to the island. Now (2016), nearly all the major track stars of the island are being trained locally, thereby greatly reducing the talent drain and shifting the focus to adult runners, lengthening their careers and, with their greater local visibility and wealth, intensifying the island's passion for the sport (Patterson, 2016: 2).

During 2017, Jamaica and China signed a cooperation agreement on sports coaching (Williams, 2017: 1). On 23 October 2017, the governments of Jamaica and the People's Republic of China signed a three-year letter of exchange for a technical cooperation project on sports coaching. In this project, a team of coaches from China will be collaborating with local coaches and athletes for one month to provide technical assistance in the areas of swimming, synchronised swimming, badminton and gymnastics, as well as volleyball, football and basketball. The assignment of coaches commenced in January 2018 and, during the life of the project, Jamaica sent 138 athletes, coaches and other support personnel to China for training and competitions for two months. Under this Jamaican and Chinese sports-coaching, the coaches are being provided at the cost of the Chinese Government (Williams, 2017). This project is estimated to cost USD 7 million and is being funded by the Government of the People's Republic of China.

As opined by Patterson (2016), sport occupies a special place in all communities. It is one of the primary motivating factors driving the work of the Social Development Commission (SDC) and the Institute of Sports in Jamaica. Both institutions realise the importance of communities being engaged, among other things, in meaningfully organised sport competitions. Outside of schools, it is around the communities that several national sport associations organise their activities – particularly cricket and football (Williams, 2017). In many of these communities – in which high levels of unemployment, underemployment and youth crime can be found – sport activities have been a meaningful way of engaging the unchanneled energy of young people into meaningful activities (Franklyn, 2010).

The impact of this financial injection on the clubs and the communities from which these players are drawn immediately enhances their development and has an economic multiplier effect (Patterson, 2016).

No other country with the size of Jamaica (a population of 2.8 million) has been as successful as Jamaica at either the 2008 Olympic Games, or the 2009 World Championships. In fact, the performances of their athletes at both events have made Jamaica the sprint capital of the world – an achievement that formerly belonged to the United States of America (USA). The USA has a population of more than 300 million, and incomparable financial and human resources that are used to facilitate their track and field programme. “What has caused this little country, daunted by illusive economic growth and serious challenges in the areas of education and crime, to outperform much larger and resource rich countries?” (Franklyn, 2010).

Wright (2009) asserts that Jamaica has been able to retain its athletes coming through the junior system in Jamaica, because they have developed home-grown track and field clubs, marshalled and superintended by coaches who can be ranked among the best in the world. The MVP Track Club and Glen Mills of Racers Track Club have produced some of the world’s finest athletes and “this centre has been the incubator not only for home-grown talent but also Caribbean talent, exposing athletes to the finest coaching Jamaica has to offer” (Franklyn, 2010: 34–35). Prior to the establishment of these local clubs, athletes performing well would continue their higher education and track and field involvement by pursuing scholarships in the USA. The G.C. Foster College of Physical produced several sports coaches who are plying their knowledge throughout Jamaica, thereby guiding sports men and women and those they serve to realise their potential (Franklyn, 2010).

Franklyn (2010: 82–85) poses the following question: “Is everything possible being done to galvanise our potential in using sport as a vehicle for nation building?” Regrettably, the answer is: “No, it is not.” At that time (2010), there was “no national strategic plan” guiding the development of sport in Jamaica (Franklyn, 2010: 82).

In 1999, the Jamaican Parliament adopted a National Sport Policy, which is currently “out of sync” with modern sport development. In 2008, the then Minister of Sport said that her ministry, “Has started the work of developing a dynamic and effective sport policy” (Franklyn, 2010: 84).

Wright (2009) notes that sport in Jamaica has been administered by too many different state agencies, without any semblance of central coordination and without any indication as to which agency has lead responsibility. The Sports Development Foundation (SDF) allocates funds on behalf of the state, but the Institute of Sports, which administers sports on behalf of the state in communities and through schools, is dependent on funds from the Ministry of Sports (Franklyn, 2010). In 2000, a Memorandum of Understanding (MoU) was developed between the Institute of Sports, the Social Development Commission (SDC) and the Ministry of Education and Culture, in order to ensure that sport programmes are streamlined; to eliminate duplication of programmes; and to ensure that resources are pooled to maximise the effectiveness of programmes.

Despite the acknowledged work of the SDF in assisting with the development of sport facilities in the country, more facilities are needed. For example, a former Jamaican athlete is, quite rightly, calling for the establishment of a “state-of-the-art weight training room where athletes from all sport can benefit, but this time with proper management” (Franklyn, 2010: 83).

On 19 July 1983, Errol Anderson, the Jamaican Minister of Youth and Community Development with responsibility for sport, said (Franklyn, 2010: 84):

“We wish to begin preparation for a Hall of Fame in the Institute of Sport. Little is known of our sportsmen. No records have been kept of them. No places can be found where their pictures were hung”.

According to the SDC there are 873 communities and 2 757 districts in Jamaica (Franklyn, 2010: 84). In any national sport strategic plan or policy in this context, emphasis must be placed on the development and growth of sport in the communities. Of the USD 400 m allocated to sport by the SDF in 2009/2010, USD 220 m (55 %) went to national associations.

There needs to be a shift towards the communities in the allocation of these funds. There is also the need for the strengthening of the Institute of Sports, which is the state's main vehicle through which sport in communities is administered. The Institute of Sports requires a fixed budget to undertake its work; the number of community officers at its disposal must be increased. There also needs to be greater coordination between the Institute of Sports and all stakeholders involved in the administration of sport at community level (Franklyn, 2010).

In Jamaica, all components of sport have greatly enhanced Jamaica as a "brand", and sport contributes to 2.6 % of the GDP. The challenge is to turn sport into a substantial factor in Jamaica's search for economic growth (Franklyn, 2010).

One of the challenges that Jamaica is facing is that they do not have a properly worked out national strategic plan to develop sport as an industry, with a mandate to systematically add value from the athletes branding through entertainment, craft, manufacturing, tourism, agriculture and other types of investments that generate employment and create wealth (Franklyn, 2010).

Franklin (2010: 100–101) maintains that:

"Jamaica's ability to competently build on its sport legacy will be greatly enhanced by fixing the education system, generating consistent and sustainable economic growth accompanied by social equity, the eradication of crime and the restoration of law and order. This is not only the duty of the state but also that of the private sector. Businesses need sustainable societies to protect their own sustainability" (p. 100).

"This also requires the input of every individual in the society, as to stop the economic and social erosion, it must begin with serious and meaningful self-examination. For sport to flourish Jamaicans must demand a country in which people get on, do well, and make a success of their lives; a country in which ambition and compassion are seen as partners, not opposites; a country in which they value public service as well as material wealth; a country in which the people are not isolated from the actions of the state or its agencies" (p. 101).

2.5.2 Sports coaching in India

Similar to Jamaica, information on sports coaching and the development of a sports coaching framework and system is not well documented and published. Therefore, the researcher provides a summary of information provided by the Government of India, the Sports Authority India (SAI) (SAI, 2016), Pal (2015), Topend Sports (2017) and Bose (2017).

The information related to sports coaching in India covers the following key aspects:

- India is also one of the few countries that has retained the popularity of their indigenous games among its people (Topend Sports, 2017). Some of the oldest forms of martial arts originated from games like *gilli-danda*, *kabaddi*, *pehlwani* and *kho kho*, e.g. *musti yuddha*, *kalerippayattu*, *silambam* as well as *marma adi*.
- A few board games are also played in India, the most popular of which is *chaturanga*, believed to be the origin of modern chess. This is further reinforced with the rise of a number of chess grandmasters from India.
- Modern games have taken over the Indian scene, with cricket being the most popular.
- India has hosted several sporting events, such as the Asian Games (1951 and 1982), Cricket World Cup (1987, 1996 and 2011), Hockey World Cup (2018) and the Commonwealth Games (2010) (SAI, 2016).
- During the 2012 Olympic Games, India won only six medals and ended at 55th position in the medal tally (Pal, 2015).
- Administrative issues are the primary concern in Indian sports. There is no common code/rule/legislation/law for governing the administration (elections, funding, schedules and events, qualifications, and time limit for different administration posts) of different sports associations. Associations mostly have their own constitutions and rules. As a result, they are neither transparent nor fair to athletes and officials. A tussle between the Indian Hockey Federation (IHF) and Hockey India (HI) about which is the official governing body has caused enormous harm to Indian hockey, including the worst-ever show by Indian hockey in the Olympics (with 12th and last position in the 2012 Olympics). Another

example is the Archery Association of India (AAI), which has been headed by same person for the last 40 years (Pal, 2015).

- The National Sports Development Code of India (Government of India, 2011: 18) indicates that the “Government of India may approve appointment of foreign [sports] coaches and meet the expenditure on salary and other benefits as per contract”.
- The SAI appoints the national coaches and assistant coaches, which is done in consultation with the National Sports Federation and the Government of India. The Government of India pays the salaries of the national coaches appointed (Government of India, 2011: 18).
- The National Sports Federation appoints the Selection Committee for the national and assistant sports coaches (Government of India, 2011).
- The SAI develops and builds its expertise in specific disciplines. A specific training centre for each discipline will be identified to ensure that the best in coaching, equipment support and scientific and medical support are available for that particular sport discipline at that venue (Government of India, 2011).
- A recommendation made by the Shri T.S. Krishan Murty Committee involves one ex-international medal winner being appointed by the Government, as well as a nominee from the Indian Olympic Committee, who are to be members on the Selection Panel of the national coaches and support staff (Government of India, 2011).
- Once selected, the team of sports coaches and sports sciences experts shall not normally be changed or modified, until the Asian/Olympics Games are over. The National Coach evaluates the progress and performance of the sports persons in the coaching camps and makes recommendations to the Selection Committee regarding elimination of sports persons (Government of India, 2011).

The standards, utilisation and development of coaches in respect of each discipline, is basic to any long-term plan to improve sports. The specific requirements of each federation in respect of each aspect of coaching are then developed and implemented.

While undertaking this exercise, as per the Government of India (2011), federations are advised to consider:

- Making better use of ex-Olympians and senior players, who have the potential for becoming a coach, by giving them the added responsibility of coaching;
- Using the various facilities offered by international federations and the IOC to improve coaching standards significantly;
- Suggesting different coaching grades on the international pattern to make the best use of coaching skills; and
- Introducing a system of accountability for the performance of coaches at every level. It is acknowledged that the management of coaching is a complex problem requiring a detailed exercise in respect of each federation.

It is for this reason that proposals to enable a federation to make use of professional advice have been included in the section on improving management standards (Government of India, 2011).

Other challenges impacting on the sports system in India are that there no appropriate mechanism to nurture the talent at school, block and district levels and to promote the talented athletes to state and national levels.

Most funding in India comes from the government. At the London 2012 Olympic Games, Deepika Kumari, ranked as the number one woman archer, did not qualify, as she was unable to acclimatise to the competition. Would Deepika Kumari's performance have been different, if she had been able to afford a professional coach? (Pal, 2015).

The magnitude of this lack-lustre performance prompted Sports Minister, Rajyavardhan Singh Rathore, a former Olympic silver medallist in shooting in the 2004 Olympic Games in Athens, to reaffirm and prioritise India's mantra "Sammaan aur Savidha" where "sports persons, coaches and fans alike are at the top of the table" (Bose, 2017: 1).

2.5.3 Sports coaching in South Africa

Sport has played a meaningful role in South African society, serving as a powerful tool by the international community to fight against apartheid system and being used by the South African government as a reunification strategy in the post-apartheid era (Whitley *et al.*, 2016). Similarly, the department of SRSA (2010) envisions sport as a key towards physical well-being, including citizenship, skills development, job creation, and nation building.

“Sport coaching in South Africa has become a perilous, stressful and uncertain profession” (Surujlal, 2016: 599). At the 2013 ICCE Global Coaching Conference (GCC), Roger Barrow, South African gold medal Olympic Rowing Coach (London 2012), stated the following: “Coaches should bring out the best in athletes. We need guidance as coaches, it’s too lonely on your own” (Barrow, 2013; ICCE, 2013).

South Africa experiences tremendous social and economic challenges, including:

- Rampant income inequality: 53.8% of the population living below the national poverty line, crime, corruption, mismanagement and unemployment (Surujlal, 2016: 598; World Bank, 2016);
- The largest epidemic of HIV and AIDS in the world: 17.3% HIV prevalence occurring among the general population aged 15–40 years (Bongani, Mayosi & Benatar, 2014); and
- Primary education quality ranked 133 out of 144 countries (WEF, 2016).

In 2010, SASCOC (South African Sports Confederation and Olympic Committee), recognised by the Minister of Sport and Recreation in terms of the National Sport and Recreation Amendment Act, No. 18 of 2007, signed a declaration with the sports leaders (SASCOC membership), so as to introduce a blueprint for a sports coaching system (SASCOC, 2010C; 2011a: 23).

This aligns to the SRSA vision. – The Government of South Africa set out the vision of “an active and winning nation” in which participation levels and international success in sport will be increased. Sport is also seen as “fostering inclusive citizenship and nation building” (SRSA, 2011b: 40–41).

SRSA is the national department responsible for sport and recreation in South Africa. In line with the Constitution of the Republic of South Africa, Act 108 of 1996. SRSA is assigned to the powers and functions to develop and implement national policies and programmes regarding sport and recreation in the country (SRSA, 2012). In order to provide for the promotion and development of sport and recreation and the coordination of relationships in sport, the National Sport and Recreation Act (1998) and the National Sport and Recreation Amendment Act, No. 18 of 2007 have been enacted.

The key role players in South African sport, who had committed to a positive impact for the seamless operation towards building an efficient and effective South African sports system, were identified. According to the *White Paper on Sport and Recreation*, “there must be one driver and there must be one direction, and this must be consistent with the government policy” (SRSA, 2012: 52). Through the legislation, SRSA defined the roles of Sport and Recreation South Africa (SRSA) and the South African Sports Confederation and Olympic Committee (SASCOC). This framework has placed responsibilities on both organisations in the training of sport and recreation leaders, including the development and continuing updating of a “strategic framework for education and training”, as indicated in Table 2.5.

Table 2.5: SASCOC scoping report

Policy objective (Summary)	Potential contribution of coaching
Inclusive citizenship	Coaching can play a key role in increasing and sustaining the number of people participating in sport and recreation. Sports coaches themselves are key agents and catalysts in inclusive citizenship, either as volunteers working in clubs and communities, or as part-time or full-time paid professionals. Coaches provide the opportunities on a daily basis that contribute to positive engagement; guide improvement and the opportunity for the development of individual goals and talents at all levels.
Nation building	A skilled and differentiated coaching workforce, working with children; for participation; talent development and high performance is a central part of the infrastructure required to build the opportunities and pathways that will be part of the process of transforming the sporting lives of South Africans. Coaches have a key role in addressing inequalities and in providing the longer-term developmental focus that will underpin international success. Coaches, drawn and deployed from all sections of society, can play a strong role in harnessing the positive force of sport in nation-building. The impact of this role can

Policy objective (Summary)	Potential contribution of coaching
	be maximized through the development of a sustained national programme that has the support of key agencies.
Improved participation in sport and recreation	Children's coaches and participation coaches provide the basis for the recruitment of increased number of participants into sport and for sustaining involvement in sport. Coaches working in clubs; communities and schools organise the activity and practice sessions that are the back-bone of ongoing involvement and provide the basis for further choices and development in sport and recreation.
Improve international performances	Talent development and high performance coaches play a central role in designing and overseeing the practice, developmental and competitive opportunities underpinning international performance
Playing a part in enabling the achievement of key outcomes	Coaching itself is an important enabler to increase participation and to improve international performances, recognised in the draft White Paper. Coaching also contributes significantly to other enablers, such as volunteers; education and training; school sport; tertiary institutions; and the academy system. Through the development of a coherent framework and longer term plan, coaching can play a strong role in providing a skilled and motivated workforce to underpin the key outcomes of increasing participation and improving international performances.

Source: (SASCOC, 2010c: 22)

The National Sport and Recreation Plan (NSRP) has 31 strategic objectives (SRSA, 2011a). Strategic Objective 13 refers to the support and empowerment of South African sports coaches (SRSA, 2011a: 41). The commitment towards the creation of a sports coaching system derives from a strong need for coaching to hold the key to releasing untapped potential and, to provide important sporting, social, economic and policy dividends through an effective coaching system, (Duffy, 2010). The strategic focus of the NSRP is to reconstruct and revitalise the delivery of sport and recreation towards building an active and winning nation that will improve the lives of all South African (SRSA, 2011a: 41).

The National Sport and Recreation Plan vision of "An active and winning nation" (SRSA, 2010a:16) and the nine core values of the envisaged sports system (including accessibility, athlete centredness, coach driven, equitability, ethics, excellence, fairness, shared leadership and unified purpose) play a central role in sports coaching.

The South African Coaching Framework (SACF), which was launched jointly by the SRSA and SASCOC in 2011, sets out the following vision for coaching in South Africa: “To create an effective, inclusive, cohesive and ethical coaching system that promotes transformation and excellence in an active and winning nation” (SASCOC, 2011a: 23).

Emerging from the launch of the South African Coaching Framework, the South African Qualifications Authority (SAQA), the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET), the Department of Culture, Art, Tourism, Hospitality, and Sport Sector Education and Training Authority (CATHSSETA) (formerly known as the Tourism and Hospitality Education and Training Authority (THETA)), the International Council of Coaching Excellence (ICCE) committed to support SASCOC in redressing the scars of the apartheid education system and to provide support towards SASCOC in establishing the South African Coaching Framework as a system for sports coaching (SASCOC, 2011a). SRSA (2002: 17) affirms: “Coaching has been identified by the ministerial task team as an absolute essential for success and one of the major deficiencies in the current system”.

In moving towards the implementation of the sports coaching framework, several measures and supporting structures were suggested to facilitate the process. The actual delivery of sports coaching was identified as the responsibility of the national federations, working with schools, provinces and national organisations, as agreed in November 2011 at the National Sports Coaching Conference that launched the South African Coaching Framework, where the signing of the declaration on 20 November 2011 was adopted and signed by the Minister of Sport (SRSA) and the SASCOC President. The Declaration (SASCOC, 2011a: iii) reads as follows:

“This conference formally endorses the South African Coaching Framework as the official reference point and action plan for the development of the South African Coaching system up to 2018. The conference also formally supports the commencement of the implementation of the Framework with immediate effect, with a status report to be provided to the 2012 National Coaching Conference”.

In the close cooperation with Sport and Recreation South Africa (SRSA), SAQA, DBE, DHET, the CHE, the QCTO and the CATHSSETA are important stakeholders and a prerequisite listed in Table 2.6 for the successful implementation of a sports coaching framework (SRSA, 2010b).

Table 2.6: Key areas in the South African Coaching Framework

Readiness	Partners are willing, ready and able to commit to the development of coaching based on a clear needs analysis and in support of the vision of an active and winning nation.
Reference document	Partners are willing to use the South African Coaching Framework as the reference point in the development of their coaching systems.
Participant development	An evidence-based participant development model outlining the capabilities and pathways required to support mass participation, talent development and high performance.
Coach development	An evidence based coach development model outlining the capabilities and pathways for children's coaching; talent coaching; high performance and participation coaching.
Coaching workforce	A methodology for mapping the coaching workforce and projecting future needs.
Coach education and qualifications	A system for the education, continuous professional development and qualification of coaches.
Coach deployment, registration and licensing	Guidelines for the recruitment, employment, deployment, registration and licensing of coaches.
Research and development	Ongoing research and development to inform best practice in coaching and the implementation of the South African Coaching Framework.
Resources	Alignment of resources in four key areas: employment/deployment of coaches; education and CPD; capacity to manage and deliver with federations; capacity to manage and support within lead and support agencies at national and provincial levels.

Ways of working	An agreed structure to coordinate the development of the coaching system, as part of the overall structure of South African sport and recognising the energy and autonomy of participating agencies.
<p>* The South African Coaching Framework (SASCOC, 2011a) is the reference document for all legitimate and recognised organisations involved in the development of sports coaching in the country. In the context of the provisions of the National Sport and Recreation Amendment Act (RSA, 2007), SRSA and SASCOC have agreed that the South African Coaching Framework will provide the strategic framework for the education and training of coaches to support mass participation; talent development and high-performance sport. The South African Coaching Framework will also extend beyond education and training in that it will deal with the creation of a sustainable coaching system for South Africa to support the national objective of building an active and winning nation.</p>	

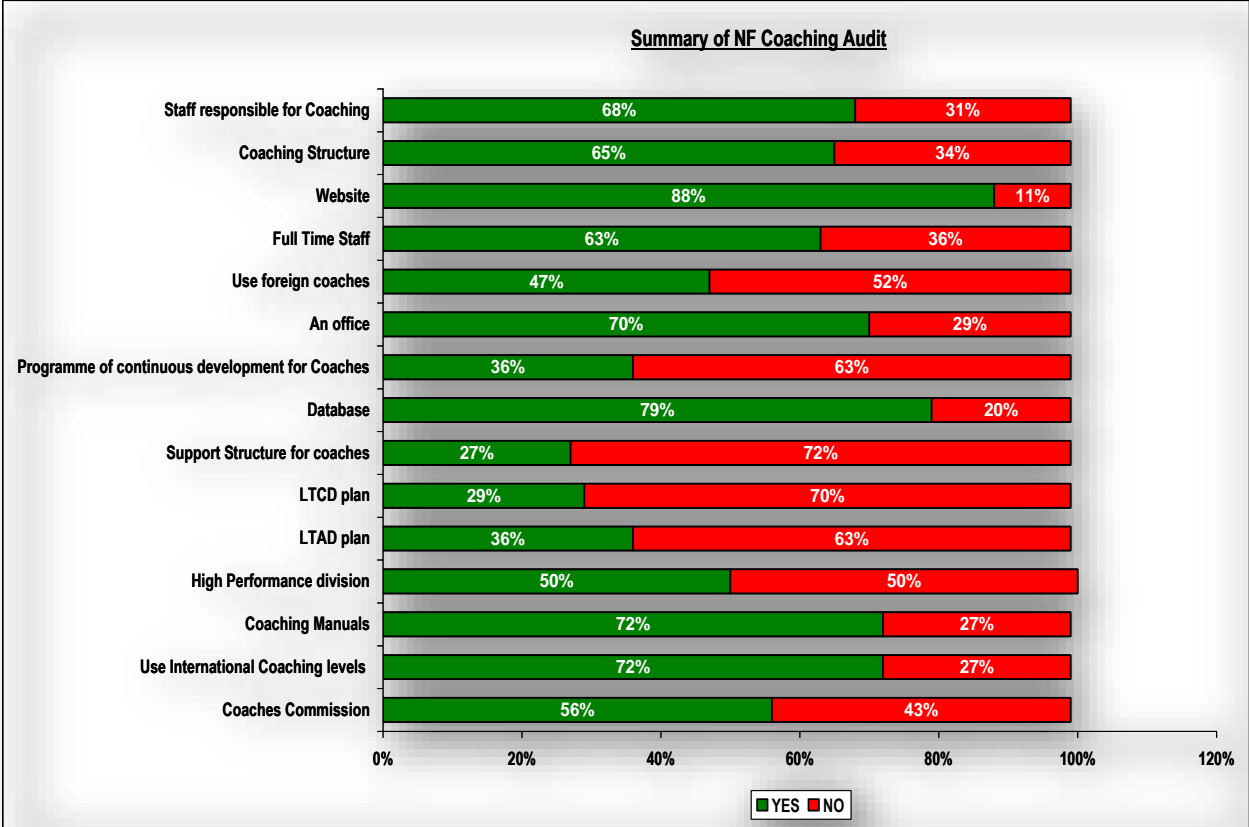
Source: SASCOC, 2010b: 14; SASCOC, 2012b

The current NSRP policy document makes reference to the sports coaching framework, which requires the commitment and support of key stakeholders; capacity and capability to implement the policies; the sports federation; regional and local structures; localised delivery mechanisms for sports coaching and the support for sports coaches; strong commitment of key stakeholders to align existing resources with any proposed coaching framework; and commitment to seek or generate additional resources for prioritised aspects of the proposed framework. The national federations have to look towards legislation of sports coaching, as well as sports leadership, so as to commit to the policy implementation strategies of a coordinated national federations coaching system (Duffy, 2010).

Surujlal, Singh and Hollander (2004) opine that the South African sport industry has experienced a high turnover of professional sports coaches, which has resulted from the absence of a recognised trade union for coaches. National federations are reported as preferring international coaching contracts, which also contributed to the high turnover of South African coaches (Surujlal & Singh, 2007).

As part of the implementation strategy, SASCOC was commissioned to identify and train sport-specific coach educators, allowing national federations to make a meaningful impact on coaching development at municipal, provincial and national levels (Segwaba *et al.*, 2013; SASCOC, 2011a & 2011c). Table 2.7 presents a summary of the National Federation Coaching Audit.

Table 2.7: Summary of the National Federation Coaching Audit



Source: SASCOC, 2010a: 5

The findings of the National Federation Coaching Audit (SASCOC, 2010a) were used as the core reference in drafting the South African Coaching scoping report in 2010. The National Federation Coaching Audit reflects that 71% of the national federations did not have a Long Term Coaching Plan (LTCD) and 64% did not have a Long Term Athlete Plan (LTAD). Sixty-five percent (65%) indicated that they had a coaching structure and plan. Only four national federations submitted their coaching structure. Of the total number of national federations, 47% employed foreign coaches.

The full-time staff of 63% reflected the general administration staff overseeing the operations of the national federations and did not reflect sports coaches' full time employment. The Database of National Federations reflected that 79% had this in place, while less than 10% of the national federations made this available to SASCOC.

Based on the study conducted in South Africa, Whitley (2016: 8) concludes that

“...the big problem in South Africa is the competitiveness ... [Programme leaders] want to win at all costs. And then, they forget that they have a certain role and that sports plays that important role in society as well ... We're in this competitive system”.

Although the main provisions of the South African coaching framework set out a vision and related reference points, the implementation of the South African coaching framework was not considered a priority by SASCOC and its member federations. The provisions listed in Table 2.5 were widely consulted and documented. However, the lack of coordination, political will, investment and alignment of resources, from the national federations, the SASCOC leadership and the SRSA at large hindered the implementation of the South African sports coaching framework towards the establishment of professionalisation of sports coaching by 2018.

2.6 Summary

In summary: the researcher articulated the following from the perspectives gained from developed and developing socio-economic contexts (see Table 2.8).

Table 2.8: Comparison of sports coaching domains for developed and developing socio-economic contexts

Indicator	Developed socio-economic contexts: United Kingdom, Canada and Australia	Developing socio-economic contexts: Jamaica, India and South Africa
Sports coaching-population estimate	> 10 % of the country's population	< 5 %
Participation in sport	> 19–70 %	< 10 %
Population using coaches when participating in sport	> 24 %	< 5 %
Male sports coaches	> 68 %	< 10 %
Female sports coaches	> 25 %	< 5 %
Sports coaching qualifications	> 50 %	> 3 %
Involvement of qualified sports coaches representing middle and high-income groups (self-funded) estimate	> 45 %	Not available
Involvement of qualified sports coaches in low-income areas (self-funded)	Funding made available to support development of coaches in low-income areas. No data available.	< 5 %
Age group of sports coaches	16–59 years	30–80 years
Sports codes with highest number of sports coaches	Football / Soccer (UK and Australia) Swimming (UK, Canada) Rugby (UK) Cricket (UK, Australia) Athletics (UK) Golf (Canada) Ice Hockey (Canada)	Football (India, Jamaica and South Africa) Cricket (India, Jamaica and South Africa) Netball (Jamaica and South Africa) Track and field/Athletics (Jamaica, & South Africa) Tennis (India and South Africa) Field hockey (India) Table tennis (India)

Indicator	Developed socio-economic contexts: United Kingdom, Canada and Australia	Developing socio-economic contexts: Jamaica, India and South Africa
	Baseball (Canada, Australia) Netball (Australia)	Badminton (India) Swimming (South Africa) Rugby (South Africa)
Self-funded non-formal coach education activity	> 80 %	< 5 %
Sports coaching licensing scheme	Yes	No
Sports coaching system and strategic or corporate plan	Yes: Sports Coaching Framework, strategies supported for implementation.	Partial plan in two countries and one country has a plan, but no implemented support plan.

Source: Researcher's own compilation

Information gathered from India, Jamaica and South Africa indicated their need to improve their sports coaching programmes and coach education standards. Developing socio-economic contexts depend on a combination of actions, which include improving infrastructure, resources, people management, leadership, policymaking, implementation and monitoring, and boost in education and training. Developing economic contexts are worst placed to make adjustments because of lack of human and physical capital, poorly developed infrastructures, institutions that function poorly and, in most cases, political instability. Implementation of sports coaching frameworks in developing socio-economic contexts are not prioritised.

The literature review reinforced that, in developed socio-economic contexts, the following areas were considered key priorities:

- All three developed socio-economic contexts – i.e., UK, Australia, and Canada – prioritised their sports coaching accreditation certification programmes and their coaching standards group to ensure quality coach education programmes within their national sports federations.
- UK: eight strategies; CAC: five strategies, and AIS: four strategies were listed and enforced with a strong implementation and monitoring system.
- The sports strategies were frequently reviewed and revised, and new programmes are considered in view of the evaluation outcomes.

The following sports coaching areas were highlighted in the six socio-economic indicators categories identified by Udjo *et al.* (2000):

- A sports coaching framework was partially implemented in South Africa.
- Athletes continued to subject themselves to non-professional coaches, who were often not designated and are fairly inexperienced.
- Sports coaches in South Africa seemed not to be recognised as being professional (not designated), or being part of a professional body.
- Sports coaches were not prioritised on matters related to sports development, including aspects related to athlete performance and coach performance.
- Sports coaching and coach education were not listed as a priority in national federations.

- A need for a functional national standardisation group for recognising international best-practice alignment of content, assessment, facilitation and review of coaching programmes.
- Coaches tend to be competitive and their “win at all cost” attitude caused injuries to athletes and ended their athletic careers.
- Duplication of programmes fragmented sport in developing socio-economic contexts.
- Resources were not pooled to maximise the effectiveness of the sports coaching programme delivery.
- Administrative tasks and writing of reports appeared to be a major challenge for the sports coaches

The potential role that socio-economic factors could play in sport coaching will be discussed in greater detail in the next section.

2.7 Conclusion

While the literature review attempted to provide a preliminary overview of the main sports coaching concepts, theories and models related to sports coaching, it also served as a basis from which specific ideas and/or concepts could be identified to be incorporated into the anticipated interview questions and the field work.

For purposes of this research, which was to explore sports coaching realities in South Africa, the researcher chose to follow an exploratory qualitative research , underpinned by an interactive, grounded theory mode of enquiry. In terms of the literature review, it should be stated at this point that the field work had started long before the literature review had commenced, based on the researcher’s experiences in the field as an athlete, sports administrator, as well as her experience as a sports coach.

Therefore, the researcher wishes to share some of the work she had done prior to the literature review as related to the following:

- Documenting experiences with athletes, sports leaders and other sports coaches.
- Reading published articles on developments in sports coaching, sport administration and publications in the leadership in sport; and
- Developing working documents to be used as part of workshops and peer review meetings, on aspects related to sports coaching.

In view of the foregoing, the researcher's ideas and concepts, as emerging from the field work conducted prior to the literature review, were considered for inclusion in the design and development of specific data collection instruments as part of the field work. These may include a structured questionnaire, a semi-structured interview schedule and agenda items for sports federation coaching workshops, to be compiled as part of the research field work.

Based on the literature review, the researcher's experiences and competence, the researcher formalised an exploratory journey consisting of three cohorts:

Cohort 1 (2014–2017): Exploratory field work and questions

Based on the original field work and the literature review, the researcher translated some *core concepts into questions* using a semi-structured interview design to develop a sense of the current sports coaching realities in South Africa as a developing country.

Cohort 2 (2016–2018): Continuation of the literature review and the formalisation of semi-structured interview schedules

The researcher extended her knowledge base and revised her exploratory questions by treating the literature review as data of equal weight to the data collected from the semi-structured interview schedules. The literature review led to the formalisation of questions (as part of the semi-structured interview schedules) related to the following aspects:

- The definition of sports coaching;
- The voice of the athlete and the voice of the sports coach;
- The athlete-coach relationship;
- The role of a sports coach;
- Coach education and accreditation;
- The role of socio-economic indicators;
- Professionalism and licensing of sports coaches.

Cohort 3 (2018–2019): Status quo of the emerging realities of the current field work

The next chapter explains the research design and methodology, as introduced in Chapter 1, in more detail.

Chapter 3: Research Design and Methodology

3.1 Introduction

Given the nature of this research, the researcher will proceed to explore new knowledge and integrate it with experience, existing knowledge and data, which should lead to the discovery of new patterns (Glaser & Strauss, 1967). This may lead to the emergence of innovative relationships linked to the development of a sports coaching system that serves the needs and expectations of relevant stakeholders in the sports fraternity in South Africa.

An exploratory approach was employed in this research. In Chapter 1, the researcher discussed her ontological and epistemological perspectives, the research approach to the study, the proposed research paradigm and research type, the research design and grounded theory as the mode of inquiry and the research objectives of the study, which were to review:

1. The literature on reported experiences of sports coaching from national athletes (NA) and national sports coaches (NSC);
2. The literature on reported experiences of sports coaching from national federation sports coaching leaders (NSCL);
3. Existing international and national sports coach education programmes; and
4. The relevance of socio-economic factors impacting on sports coaching.

3.2 Research Direction

This research occurred in a complex sports coaching environment in South Africa as a developing socio-economic context involving multi-coded sports system with more than 70 sports codes, as stated in Chapter 2. Therefore, the researcher intended to acknowledge the need for cooperative problem-probing mechanisms around work-based application, being sports coaching in the sports federations of South Africa. In this context, the research should have a purpose for and positive impact on the community, while engaging with communities at local, national and international level (Du Plessis, Sehume & Martin, 2013).

The following five research questions (RQ) informed the research aim and objectives of the study:

- RQ 1: What is the essence of the experiences of national athletes, national sports coaches and national sports leaders in sports coaching?
- RQ 2: What is the relevance of socio-economic contexts to sports coaching ecosystems?
- RQ 3: What is the impact on sports coach education programmes?
- RQ 4: Who is responsible for and how are sports coaches influenced by current regulation and policies?
- RQ 5: How are the current system(s) influencing the professionalisation of sports coaching?

In view of the foregoing, the researcher intended to gain insight into the essence of the sports coaching experiences of national athletes, national sports coaches and national sports coaching leaders, so as to map a way forward for sports coaching in South Africa as a developing country.

3.3 Research Design

Merriam and Tisdell (2015) emphasise the importance of choosing a research design that is philosophically aligned with the worldview, personality and skills of the researcher and aligned with the proposed research questions. The research design can be described as “a strategic framework for action that serves as [a] bridge between research questions and the execution or implementation of the research” (Thornberg, 2012: 245). Babbie (2011) describes a “research design” as a logical arrangement, or a master plan specifying the methods and procedures for collecting data and analysing the needed information (Zikmund *et al.*, 2010). It spells out the type of research; sampling methods; sources of data; procedures for data collection; measurement issues; and data analysis plans (Babbie, 2015). The research design is dictated by the type of research being undertaken, as well as the aim of the study (Neuman, 2007; Sekaran & Bougie, 2010).

This research probed the sports coaching experiences of national athletes, national sports coaches and national sports coaching leaders, based on the real-life contexts of athletes, sports coaches and the national federation sports coaching leader.

This research explored the experiences of sports coaching by employing a qualitative research approach. National athletes, national sports coaches and national sports coaching leaders should provide data as experienced by themselves (individually) and among others (collectively), thereby providing insight into the phenomenon of sports coaching realities in South Africa.

From an interpretivist perspective, the researcher intended to abandon the notion of an objective or absolute truth and, therefore, a qualitative research design was befitting for the study. Given the interpretivist perspective and the qualitative research approach, the following research design framework was used as a guideline for the study (Khan, 2014: 3): “The qualitative research design that will be utilised for this study will be interactive. The specific mode of enquiry will be grounded theory”.

While exploratory research is used to clarify and define the nature of a problem (Zikmund *et al.*, 2010; Babbie, 2013), it can also be used to define a problem precisely; to identify courses of action to be taken; to develop hypotheses; and to establish priorities for further research (Malhotra, 2001). In view of the researcher’s ontology, as explained in Chapter 1, the study aimed at investigating the sports coaching experiences of national athletes (NA), national sports coaches (NSC) and national sports coaching leaders (NSCL) and, therefore, the sources of data for exploratory research design could comprise secondary data that included books, organizational records, reports, documents, case studies, sources, journals, reports, newspapers, meetings, government surveys and qualitative inputs (Malhotra, 2001; Babbie, 2013).

The research design of this study took two main elements into account, namely a comprehensive literature review, followed by an exploratory qualitative study (mode of enquiry: grounded theory). Once this had been concluded, the development of a theory followed, considering both the data emerging from the literature and the data from the exploratory study.

In this regard, the stakeholders should provide valuable information, where truth was created by meaning and experiences through digging deep into their own experiences, with the aim of gaining in-depth knowledge of sports coaching related to their sporting federation.

3.3.1 Literature review

As the researcher chose a grounded theory mode of enquiry, the literature review was not given a position of privilege over the emerging data from the empirical study. Instead, it was treated as equally important data (Ramalho, Adams, Huggard & Hoare, 2015).

The literature review (Chapter 2) covered the theory in the field of sports coaching and the defined the key concepts. The concepts identified informed the research instruments (interview questionnaire for in-depth one-to-one interviews and a semi-structured interview schedule for focus group discussions) utilised during the exploratory cohort.

3.3.2 Exploratory study

As previously stated, the exploratory cohort took the form of a grounded theory in exploring the realities of sports coaching experiences and needs of athletes and sports coaches in South Africa. The results from the literature review and the exploratory study were used to develop a sports coaching framework. This phase of the research journey is termed “theory building” (Compton & Barrett, 2016), which will be elaborated on in the next section.

3.3.3 Theory building

The third step in this study related to the ultimate goal of a grounded theory study, namely to generate a substantive theory that is grounded in verifiable data from an empirical study of a particular group of people (Compton & Barrett, 2016). Theory construction can, therefore, be regarded as a process of “puzzling out” and problem-solving that draws on existing ways of understanding a particular phenomenon (Timmermans & Tavory, 2012).

Grounded theory scholars differentiate between “substantive theories”, which attempt to conceptualise the people observed only and do not infer a universal theory for the broader sociological canon, and “formal theory” (Compton & Barrett, 2016), which aims at addressing a “generic issue that cuts across several substantive areas of study, containing abstract and general concepts, and specifies links between these concepts” (Charmaz, 2014: 343). It was envisaged that the current study would contribute to knowledge development and the construction of a theory grounded in the data (Timmermans & Tavory, 2012).

The ultimate goal of the study was to design an inductive framework that showed the dynamic relationships among the emergent concepts, themes and dimensions resulting from a grounded theory study, which should not only reflect the essential concepts, themes and/or dimensions in the data structure, but also the relational dynamics among those concepts, which would have become transparent (Gioia, Corley & Hamilton, 2013).

The researcher outlined the three key steps to be followed in the study, namely, the literature review, exploratory study and, finally, the construction of a grounded theory. This provided a “big picture” overview of the study. The grounded theory mode of enquiry will be explored in more detail in the next section.

3.3.4 Mode of enquiry: Grounded theory

As indicated in Chapter 1 and previously explained, the qualitative research design was employed in the study, with the mode of enquiry being that of a grounded theory. This choice will be explained in more detail in this section.

Grounded theory was well suited for this study, which was aimed at theory development that privileged multiple, co-created realities, the linkage between values and facts and the provisional truth (Lowry, Cartier, Back & Delconte, 2015). The grounded theory process involves the use of multiple stages of data collection and the refinement and interrelationship of categories of information (Strauss & Corbin, 1990 & 1998).

Two primary characteristics of the design of this study were the constant comparison of data with emerging categories and purposive sampling of different groups, so as to maximise the similarities and differences of information.

As stated in Chapter 1, the researcher's ontological and epistemological perspectives required a more personal and flexible research structure (Carson *et al.*, 2001) and for the acknowledgement of the researcher's own voice (Mruck & Breuer, 2003).

The theory-building phase took the findings from the data emerging from the literature, as well as the data from the exploratory study into account. The conceptual framework, which aimed at generating theory grounded in the data, would enhance the expressed needs and experiences of athletes, sports coaches and national sports coaching leaders in the South African developing socio-economic context.

3.4 Research Methodology

As indicated previously, this study employed a qualitative research methodology. In other words, a qualitative research methodology was used to explore the lived experiences of the participants selected for the study. Patton (2002) indicates that qualitative research is based on the appreciation of the subjective, experiential life and world of people and in-depth description of experiences. Whittaker (2012) further notes that, while quantitative research emphasises objectivity through scientific methods by using numbers, counts and measures of things, qualitative research seeks to explain the meaning of social phenomena by exploring the ways in which individuals understand their worlds, rather than seeking to develop testable hypotheses.

An exploratory inquiry, for a period of five to six years over three phases, with five categories of participants, was considered appropriate for the data collection process from an "insider" perspective (Gray, Stensaker & Jansen, 2012).

For the purposes of this study, the researcher participated in a bracketing interview. She reflected on and discussed her own observations, insights, encounters, practices and experiences with an experienced professional expert with extensive experience in qualitative methodology.

During this interview, the researcher discussed her own experiences and perceptions of sports coaching. The goal was to increase her awareness of pre-conceptions, so as to avoid imposing when conducting interviews with research participants and/or analysing the collected primary data (Tufford & Newman, 2012). Employing a qualitative research methodology allowed the researcher to immerse herself in the details and specifics of the acquired data to discover important concepts, categories, as well as emerging themes (Tufford & Newman, 2012).

For the purposes of this research, the following research methodology was used: Grounded theory in which the researcher will attempt to derive general, abstract theoretical constructs through a process of action and interaction, grounded in the views of the national athletes, national sports coaches, and national sports coaching leaders.

The researcher acknowledged that, in the research design, the data collection and analysis may occur concurrently, and that theory may have emerged from the data gathered during the collection phase. From Whittaker's (2012) description, it becomes clear that qualitative research is not necessarily objective. – Qualitative research tends to be inductive and, therefore, the researcher should become immersed in details and specifics of the data, so as to discover categories and inter-relationships (Rubin & Babbie, 2013).

Apart from the population and sampling, the following sections explore the processes of the data collection and data analysis.

3.5 Population and Sampling

A population or sample universe is generally understood as the total number of individuals who meet the criteria, or who possess the attributes that qualify them to participate in a study (Robinson, 2014; Ritchie, Lewis, Nicholls & Ormston, 2013). This study explored the needs and experiences of national athletes, national sports coaches and national sports coaching leaders.

The approach to sampling in qualitative studies is complicated and contested. The literature often uses the terms *purposeful, selective and theoretical sampling* interchangeably (Ritchie *et al.*, 2013), with wide-ranging and occasionally contradictory meanings (Emmel, 2013). According to Creswell (2014), purposive sampling is undertaken when the participants are selected for a particular purpose, as they are familiar with the topic, in which case the researcher chooses people, based on their knowledge of and expertise in the research topic to participate in the study.

Patton (2015) describes “purposive sampling” as the purposeful selection of information-rich cases for an in-depth study, with a view of gaining insight and in-depth understanding. Ritchie *et al.* (2013) define *theoretical sampling* similarly to purposive sampling, indicating that it allows the researcher to identify participants on the basis of their proximity to the research question/s and their ability to provide the richest and most relevant information (Ritchie *et al.*, 2013).

From the foregoing definitions, it became clear that the main differentiation between purposive and theoretical sampling is guided purely by the conceptual and information needs of the study (Emmel, 2013) and the fact that sample selection, field work and analysis may be undertaken iteratively, rather than sequentially (Ritchie *et al.*, 2013), allowing flexibility in the sample selection, based on the nature of the initial findings.

Theoretical sampling is appropriate for exploratory studies, when it may be difficult to identify the groups and characteristics that need to be included in the sample (Ritchie *et al.*, 2013) in advance, and it is the preferred sampling method in grounded theory studies (Charmaz, 2003).

In qualitative studies, sample sizes are generally much smaller than those in quantitative studies, because the sample is expected to be data-rich. The exact number of participants depends on the type of study, the nature of the research question/s, and the research context. Different authors recommend different sample sizes for qualitative studies involving individual interviews, ranging between 20 to 30 participants (Bryman, 2012), 50 participants (Ritchie *et al.*, 2013), and a minimum of 60 participants (Gerson & Horowitz, 2002).

However, Silverman (2010) argues that data collection in qualitative studies should be monitored – mainly because the data collecting progresses, sample sizes may be altered as required, based on theoretical or practical grounds.

Time, costs and accessibility prohibit the collection of data from every possible participant (Somekh & Lewin, 2011). Consequently, a sampling strategy needs to be developed to ensure the selection of specific data sources that are representative of a population – in this case, national athletes (NA), national sports coaches (NSC) and national sports coaching leaders (NSCL), from whom data could be collected to meet the research objectives (Gentles, Charles, Ploeg & Kibbon, 2015).

3.5.1 Selection of participants

The researcher determined the sampling technique, which included the snowballing method to recruit athletes and coaches for this study. The selection of the participants involved an initial convenience sample of a minimum of 30 current or former national athletes (NA) and 40 national sports coaches (NSC) from a variety of sports, who represented South Africa as national athletes and met the criteria for participating in this study. With regard to the national sports coach leaders (NSCL), six focus groups were conducted, with a minimum of 50 representatives from the 70 national federations. In addition, sports coaching entities (SCE) and subject matter experts (SME), who were identified in published documents in the literature review, were included as the third voice in the study.

Given the foregoing discussion, the researcher planned to follow a theoretical sampling strategy, keeping the theoretical purpose and theoretical relevance of the sample in mind (Ritchie *et al.*, 2013) through the individual interviews. Six focus group discussions, which involved national federation sports coaching leaders (NSCL) responsible for the national federation sports coaching system, were interviewed. The researcher approached the leadership of the national federations for permission to conduct interviews with the national athletes (NA), national sports coaches (NSC) and national sports-coach leaders (NSCL).

In keeping with the theoretical sampling approach, the sample size would be adjusted, if the researcher realised that there was a need for data collection from participants not included in the original sample universe (Robinson, 2014), or when data saturation had been reached (Strauss & Corbin, 1998). Silverman (2010) opines that the sample size may be adjusted on practical grounds.

The researcher identified national federation athletes (NA), national sports coaches (NSC) and national sports coaching leaders (NSCL) with relevant experiences in the sports coaching environment. Athletes and coaches, who had competed at the highest performance competition at national or international level, were specifically included. The intention was to develop an in-depth exploration of the coaching experiences of national athletes (NA), national sports coaches (NSC) and national sports coaching leaders (NSCL).

The five categories of participants for the study were:

1. National athletes (NA);
2. National sports coaches (NSC);
3. Sports coaching entities (SCE);
4. National sports coaching leaders (NSCL);
5. Subject matter experts (SMEs).

The following criteria were considered for inclusion in the research:

- The participants in the study included current or former national athletes (NA) and national sports coaches (NSC), who had represented South Africa at an international level in their specific sport code.
- For the purposes of this study, the national athletes (NA) were defined as any individual who represented his/her country in any sports code at an international sports event in a code of sport, and in any discipline of the sport in the context of international representation.
- The participants were profiled as national federation high-performance and/or OPEX (SASCOC-Operation Excellence Programme) athlete and sports coaches.
- The identified national sports coaching leaders (NSCL) were from the SASCOC membership list of national federations and/or provinces Annexure A8.

- The national athletes (NA), national sports coaches (NSC), and sports coach leaders had to be willing to share their experiences of their sports coaching journeys.
- Sports entities and subject matter experts from published documents who had been identified for the literature review.

The next section focuses on the data collection process.

3.6 Data Collection

This research intended to use the real-life experiences of participants to evaluate the current sports coaching system in the ecosystem. The experiences of athletes, sports coaches and the national federations sports coaching leaders had the potential to facilitate the future direction of sports coaching in South Africa. The participants' responses involved reducing the volume of raw data; sifting significant themes; identifying significant patterns; and, if required, constructing a South African Sports Coaching Framework.

3.6.1 *The data collection process*

The objectives supporting the achievement of the research aim were to explore the sports coaching experiences and needs of athletes and sports coaches in South Africa. To achieve the research objectives, qualitative data had to be collected from the sample, including national athletes, national coaches and National Federation sports coaching leaders. The most commonly used data collection tools for qualitative studies may include questionnaires, interviews, documentary evidence, field diaries and notes and observations (Koshy, 2010).

Semi-structured interviews served as the primary mode of data collection for this study, being generally accepted as a suitable vehicle for data collection in grounded theory research (Glaser, 1992). Gray (2014) indicates that semi-structured interviews allow for the probing of views and opinions, when it is desirable for participants to expand on their answers, thereby making it a good choice for qualitative researchers, allowing for the in-depth exploration of the topic. Focus group discussions were used as a second data collection method, in addition to individual interviews.

Grounded theory was the most appropriate approach to data collection and analysis, given the flexible nature of the constant comparative method (Slatyer, Williams & Michael, 2015), which implied that data could be collected and analysed concurrently (Strauss & Corbin, 1998), allowing the researcher to discover patterns, themes, continuities and discontinuities in the data (Anderson & Jack, 2015).

The qualitative data collection consisted of lengthy periods of gathering information directly involving individual athletes' detailed personal views, the research will need to provide a detailed description of these procedures for the participants to confirm their acceptance to be interviewed.

Typically, qualitative interview questions are open ended and general, lending support to a non-invasive stance by the researcher (Thomas & Pollio, 2002). Kruegar and Casey (2000: 41) regard open-ended questions as "the hallmark of group interviews" and recommend that questions sound conversational, are short, clear, easy to understand and one-dimensional (ask only one thing).

In this study, the researcher included a list of the interview questions to determine how sensitive the questions may be. "The opening question is worded to allow for a broad range of descriptive responses from each participant" (Thomas & Pollio, 2002: 32). According to Idhe (1986: 33), "What is sought (by the researcher) is what is given; what is sought is what is immediate or present to the experiencer".

The goal of the study was not to lead participants in certain directions, but to support them in elaborating on various aspects of their experiences (Thomas & Pollio, 2002). Therefore, interviews were typically guided by unstructured open-ended questions (Polkinghorne, 1989). As pointed out by Polkinghorne (1989: 48), the purpose of research is to "describe the structure of the experience and not the characteristics of a group" and, therefore, participation will be open to participants regardless of age, sport or gender.

According to Merriam, (1998), the researcher needs to reach a saturation point and, when the researcher finds that he/she is not obtaining any new data, or the new information is negligible, the researcher is assumed to have reached a saturation point.

The researcher will determine experiential saturation, this point is a subjective judgment that is decided by the researcher, the point at which participants do not offer any new perceptions. In this study, the researcher used the lived experiences of participants to evaluate the current sports coaching system in the ecosystem.

The athletes' coaching experiences and the sports coaches' experiences, as well as the national federations sports coaching leaders' experiences facilitated the future direction of sports coaching in South Africa. The participant responses involved reducing the volume of raw information, sifting significance themes and identifying significant patterns and, if required, constructing a South African Sports Coaching framework.

3.6.2 Data collection instruments

For this study, the researcher employed questionnaires, semi-structured interviews, documentary evidence, field diaries and notes and observations (Koshy, 2010) as data collection instruments (see also annexures). As stated previously, the intention was to collect data via semi-structured interviews with national sports coaching leaders, national athletes and sports coaches at a location and at a time chosen by the participants, as well as focus group interviews with the national federation sports coaching leaders, responses to sports documents, and field notes and observations.

The number of questions was limited and phrased in such a way that they were expansive, rather than having a large number of small, detailed questions, thereby allowing the free flow of information from participants and the materialisation of unexpected data from participants (Jacob & Furgerson, 2012). To achieve in-depth responses, questions were phrased as open and non-threatening as possible. Jacob and Furgerson (2012) recommend the phrase "tell me about" as being both an invitation and a non-threatening, subtle command to encourage the interviewee to start talking in response to the question/s. Due to the fact that the focus group interviews targeted a different group of participants – i.e. national federation sports coaching leadership – a different interview schedule was used for the semi-structured group interviews (focus groups).

3.6.2.1 *Semi-structured interviews*

The qualitative researcher may choose interviews as a primary data collection method – mainly because of its flexibility, adaptability and the opportunity to ask probing questions to understand the participants' feeling and emotions (Harding, 2013: 22). In this way, the semi-structured interview facilitates a deeper understanding of the phenomenon being studied. The researcher chose semi-structured interviews as the primary data-collection instrument for this study, because she wished to engage with the participants in a conversational manner that was conducive to obtaining information-rich data.

In-depth individual interviews are generally accepted as a suitable vehicle for data collection in grounded theory research (Glaser, 1992). Gray (2014) indicates that semi-structured interviews allow for the probing of views and opinions, when it is desirable for participants to expand on their answers, thereby making it a meaningful choice for qualitative researchers, allowing for the in-depth exploration of the topic. The semi-structured interviews employed in this research comprised defined questions around national athletes and national sports coaches' experiences of sports coaching.

Given the foregoing information, the researcher used semi-structured, in-depth interviews as the primary source of data for this study, supplemented by focus group discussions and documentary evidence. While both individual interviews and focus group discussions are resource-intensive data collection methods, these methods provide insight into the world of the participants, their opinions, thoughts and feelings (Sánchez-Gordón & O'Connor, 2015).

In-depth interviews provide the opportunity for a detailed exploration of each participant's personal perspective, the personal context within which the research phenomenon is located, and for highly detailed subject coverage (Ritchie & Lewis, 2006). This goes beneath the surface of ordinary conversation, bridging the limitations posed by etiquette, social conventions and inaccessibility, resulting in the collection of rich data (Charmaz, 2003).

Because semi-structured, in-depth interviews also allow for flexibility, they were used as the primary data collection instrument in this study, with a view of allowing candid in-depth discussions (Sánchez-Gordón & O'Connor, 2015). The semi-structured interviews were based on a set of prepared questions, but the researcher also used sub-questions to delve deeper into each interviewee's responses.

The researcher intended to conduct 30–60 interviews with participants, who could make a meaningful contribution, adding rich data towards answering the research question. The duration of each interview was approximately 40–60 around minutes in duration, and they were conducted in a private, neutral environment, after the participants' informed consent had been obtained (Jacob & Furgerson, 2012). All interviews were recorded, transcribed in detail, and the transcripts were checked against the recordings, so as to ensure reliability of the data and to increase the “detail richness” (Sánchez-Gordón & O'Connor, 2015).

The researcher also wrote case-based memos directly after each interview, capturing her initial ideas (Charmaz, 2003), observations and reflections concerning the context and constraints within which the participants provided her with information (Tajuddin & Jauhar, 2015). These descriptions (Geertz, 1973) of the participants, settings and themes should add to the credibility of the study (Creswell & Miller, 2000). The writing of notes or memos also serves the purpose of documenting the enquiry process; keeping a research log of all activities; developing a data collection chronology; and recording data analysis procedures clearly (Koshy, 2010), thereby establishing an audit trail, which adds to the validity and reliability of the study.

Kruegar and Casey (2000: 41), who call open-ended questions “the hallmark of group interviews”, recommend questions to have a conversational tone; and to be brief, clear, easy to understand and one-dimensional (ask only one thing). They further recommend limiting the number of questions, pointing out that 5–20 minutes should be allowed for discussion on each question (Kruegar & Casey, 2000).

The selected group interviews were supplemented by focus group discussions as an additional data collection method. The focus groups are explained in the next section.

3.6.2.2 *Focus groups*

Focus groups, also known as *group interviews*, can be defined as organised, interactive discussion sessions with selected groups of individuals to gain their views on a research topic (Gibbs, 2012). Marczak and Sewell (2007) stipulate that the group usually has some common interest or characteristics, while Krueger and Casey (2014) add the element of a permissive, non-threatening environment.

Focus groups foster dynamic group interaction, resulting in enhanced data gathering; activating details of forgotten experiences; and generating better data through a wide range of responses (Sánchez-Gordón & O'Connor, 2015). Focus groups also illuminate the differences between participants' experiences and create the opportunity for these differences to be directly and explicitly discussed (Ritchie & Lewies, 2006). Krueger and Casey (2014) recommend focus groups to consist of five to eight people. This is considered small enough to afford all the participants the opportunity to share their views, yet large enough to allow for a diversity of perspectives (Krueger & Casey, 2014).

The researcher planned to host at least six to eight focus group discussions with between four to 10 participants in each, using the same interview questions designed for the individual interviews, with slight adaptations to allow for group discussions.

The data analysis process will be explained in the following section.

3.7 Data Analysis and Data Integrity

Qualitative data analysis aims at producing a convincing explanation of the phenomenon under investigation (Tajuddin & Jauhar, 2015), in order to "make sense of, or interpret meanings" (Creswell, 2013: 8).

Coding, which can be described as the critical link between collecting data and understanding its meaning, allows the researcher to develop more abstract conceptual categories for the synthesis, explanation and understanding, as well as development of patterned relationships in the data (Charmaz, 2003).

Three major types of coding can be used, namely, open coding, axial coding and selective coding. All three types of coding were used in this study, as the initial open coding of concepts should assist in forming dimensions along a specific continuum or range (Strauss & Corbin, 1998: 117). These should lead to the formation of conceptual families or categories, and axial coding should, in turn, reveal connections among categories, including the identification of an underpinning, central theme.

A number of software programmes for qualitative research enables the effective storage, organisation, analysis and retrieval of data (Foley & Timonen, 2015). This alleviates the burden of the manual coding of data, while allowing the researcher to interpret the coded data. After careful consideration and discussions with experienced grounded theory scholars, the researcher decided to use Atlas.ti software to analyse the data collected through individual and group interviews. Atlas.ti is believed to add significantly to the rigor and trustworthiness of qualitative inquiries (Tajuddin & Jauhar, 2015), despite criticism from grounded theory scholars such as Charmaz (2000: 520), who warns against the dangers of “objectivist grounded theory”, which does not allow the researcher to draw his/her “own constructions and interpretations”.

In addition, Atlas.ti was particularly well-suited to grounded theory studies, in that it enabled the researcher to:

- Conduct the initial open coding and, at a later stage, connect the codes, detecting the relationships between the various codes (axial coding);
- Add number categories, thereby assisting with the quantitative verification of the data, in line with the interplay between qualitative and quantitative, as envisaged by Strauss and Corbin (1998), as well as memo writing (Friese, 2014). This enabled the researcher to focus on the discovery of patterns, themes and categories to be further explored.

The classification of codes into categories allows the contextualisation of findings, the comparison between subgroups and the linkage and the potential relation among categories (Bendassolli, 2013).

The six years of data collection included the following overlapping periods:

1. Cohort 1 (Exploratory field work and overview of the strategies related to implementation of the South African Coaching Framework) ran from 2014 to 2017 (with an overlap in 2016 and 2017 in Cohort 2);
2. Cohort 2 (Continuation of the literature review and the formalisation of semi-structured interview schedules) ran from 2016 to 2018 (with an overlap in 2016, 2017 in Cohort 1 and 2018 in Cohort 3); and
3. Cohort 3 (*Status quo* of the emerging realities of the current field work) ran from 2018 to 2019 (with an overlap in 2018 in Cohort 2).

Table 3.1 outlines the topics and questions that were posed to participants during the semi-structured interviews during the data collection process.

Table 3.1: Cohort 2 (2016–2018) and Cohort 3 (2018–2019): Interview guide for semi-structured interview

Questions	Questions in interview guide	
Pre-entry attributes	1	1.1 Tell me about your background and your career as a national athlete / national sports coach or as a national sports coaching leader. 1.2 Who are the influencers in your career and why?
Sports coaching experiences	2	2.1 Tell me about the sports coaching environment? 2.2 How did you establish your sports coaching career goals? 2.3 Tell me about your sports coaches' behaviours, attitudes and the effectiveness of these relationships? 2.4 How are decisions made in the sports coaching environment? 2.5 What characteristics differentiate your sports coaches and why? 2.6 How did you select / appoint your sports coaches for your athlete(s)/player(s) or team? 2.7 Tell me about the lessons learnt during your sports coaching journey? 2.8 How will you monitor the performance of your sports coaches?

Questions	Questions in interview guide	
Sports coach education and qualifications	3	<p>3.1 What are your thoughts about your coaches' education qualifications?</p> <p>3.2 How important is the use of technology by your sports coaches in assisting you to meet your goals?</p> <p>3.3 How is coach education delivered and knowledge shared? (Please explain in more detail)</p> <p>3.4 What are your thoughts about creating a pipeline or career progression pathway towards the development of world-class sports coaches?</p> <p>3.5 Tell me about how your sports coaches communicate?</p> <p>3.6 What communication tools do you prefer?</p>
Who is responsible for sports coaching?	4	<p>4.1 How is sports coaching regulated? (Please explain in more detail).</p> <p>4.2 How has this responsibility (who is in charge) of sports coaching influenced your career?</p> <p>4.3 What sports coaching system exists in your national federation and how do you benefit from the system?</p>
How does the current sports system influence the professionalisation of sports coaching?	5	<p>5.1 What are your thoughts about being licensed to practise as a sports coach?</p> <p>5.2 What are your thoughts on the compulsory requests for sports coaches to sign up to a code of conduct and a code of ethics?</p> <p>5.3 How do you stay updated on matters related to sports coaching?</p> <p>5.4 What are your thoughts on continuous [continual] professional development / life-long learning and the need for continual improvement?</p> <p>5.5 How does your sports coach keep abreast with technology and innovation?</p> <p>5.6 How does your sports coach share knowledge?</p>

Questions	Questions in interview guide	
Recommendations and/or suggestions for the future South African sports coaching	6	6.1 What suggestions would you want to make regarding the improvement of the sports coaching system?
		6.2 Is there anything else you would like to share towards this research?

Source: Researcher's own compilation

The information collected in the three cohorts by means of focus group discussed is captured as follows:

- Information on the exploratory fieldwork sessions of Cohort 1 (2014–2017) is contained in Annexure A2;
- Cohort 2 (2016–2018): information from the semi-structured interviews for the national athletes and the national sports coaches is in Annexure A3 and Annexure A4;
- (Cohort 3) (2018–2019) obtained detailed information from the focus group (FG) discussions (see Annexure A6); and
- Field diary notes and observations are included in Annexure A7.

It was the intention to collect data via semi-structured interviews with national athletes (NA), national sports coaches (NSC) and national sports coaching leaders (NSCL), at a location and at a time chosen by the participants. Data from focus group (FG) interviews with South Africa's national federation sports coaching leaders (NSCL), responses to sports documents, as well as field notes and observations were also collected and analysed.

The number of questions posed to participants was limited and questions were phrased to be targeted and to probe deeply (rather than having many small, detailed questions), thereby allowing the free flow of information from participants and the materialisation of unexpected data from participants (Jacob & Furgerson, 2012). To achieve in-depth responses, questions were also phrased as open and non-threatening as possible.

Krueger and Casey (2014: 41) refer to open-ended questions as “the hallmark of group interviews” and recommend that questions sound conversational, are short, clear, easy to understand and one-dimensional (ask only one thing). Jacob and Furgerson (2012:3) recommend the use of the phrase “tell me about ...”, as this is both an invitation and a subtle command to encourage the interviewee to start talking. It is also a non-threatening way to phrase an open question.

Since the focus group interviews targeted a different group of participants – namely, national federation sports coaching leadership (NSCL) – a different interview schedule was used for the semi-structured group interviews of the focus groups (FG).

3.7.1 *Semi-structured interviews*

Researchers undertaking qualitative research may choose interviews as a primary data-collection method – mainly because of the flexibility and adaptability of interviews. Qualitative research facilitates deeper understanding of the phenomenon being studied and interviews present the researcher with an opportunity to ask probing questions to understand the participants’ feelings and emotions (Harding, 2013). In-depth interviews facilitate the detailed exploration of each participant’s personal perspective, the personal context within which the research phenomenon is located, and highly detailed subject coverage (Ritchie & Lewis, 2006). This goes beneath the surface of ordinary conversation, thereby bridging the limitations posed by etiquette, social conventions and inaccessibility, resulting in the collection of rich data (Charmaz, 2003).

The researcher selected semi-structured, in-depth interviews as the primary data-collection source for this study – supplemented by focus group discussions and documentary evidence – because she wished to engage with the participants in a conversational manner conducive to obtaining information-rich data. Therefore, the researcher used semi-structured, in-depth interviews as the primary source of data for this study.

While both individual interviews and focus group discussions are resource-intensive data collection methods, these methods provide insight into the world of the participants; their opinions, thoughts and feelings (Sánchez-Gordón & O'Connor, 2015). The semi-structured interviews had of prepared questions, but the researcher also used sub-questions to delve deeper into what the interviewee is saying.

The researcher intended to conduct 30–60 interviews with participants who could make a meaningful contribution to the research by adding rich data towards answering the research questions, as discussed in Section 3.5. Each interview had a duration of 40–60 minutes in duration, and was conducted in a private, neutral environment. Written consent (Annexure A11) will be collected at the beginning of each interview (Jacob & Furgerson, 2012).

All interviews were recorded, transcribed in detail and the transcripts were checked against the recordings, ensuring reliability of the data and increasing the detailed richness of information (Sánchez-Gordón & O'Connor, 2015). The researcher also wrote case-based memos directly after each interview, capturing her initial ideas (Charmaz, 2003), observations and reflections concerning the context and constraints within which the participants provided their information (Tajuddin, 2015). These detailed descriptions (Geertz, 1973) of the participants, settings and themes should add to the credibility of the study (Creswell & Miller, 2000).

The writing notes or memos also served the purpose of documenting the enquiry process; keeping a research log of all activities; developing a data collection chronology; and recording data analysis procedures clearly (Koshy 2010), thereby establishing an audit trail that added to the validity and reliability of the study.

The selected group interviews were supplemented by focus group discussions (FG). The rationale for including focus groups as an additional data collection method will be explained in the next section. Tables 4.2 and 4.3 contain a schedule of the Cohort 1 exploratory sessions. The semi-structured interview questionnaire used for Cohort 2 (2016–2018) and Cohort 3 (2018–2019) is captured in Table 3.1.

3.7.2 Focus groups

Focus groups, also known as *group interviews*, can be defined as organised, interactive discussion sessions with selected groups of individuals to gain the views of the participants on a research topic (Gibbs, 2012). Marczak and Sewell (2007) stipulate that the group usually has “some common interest or characteristics”, whereas Krueger and Casey (2014) add the element of a permissive, non-threatening environment. Focus groups foster dynamic group interaction, resulting in enhanced data gathering, activating details of forgotten experiences and also generating better data through a wide range of responses (Sánchez-Gordón & O’Connor, 2015). Focus groups also illuminate the differences between participants’ experiences, while creating the opportunity for these differences to be directly and explicitly discussed (Ritchie & Lewis, 2006).

Krueger and Casey (2014) recommend focus groups consisting of five to eight people. This is considered small enough to afford all the participants the opportunity to share their views, while being large enough to allow for the diversity of perspectives (Krueger & Casey, 2014). The researcher planned on hosting at least six focus group discussions with four to ten participants in each discussion, using the same interview questions designed for the individual interviews, with slight adaptations to allow for group discussions.

Having provided the schedules for the exploratory discussion, the semi-structured interviews, and the focus group discussions, the data integrity will be explained in the next section.

3.7.3 Data analysis and integrity

Qualitative data analysis aims at producing a convincing explanation of the phenomena under investigation (Tajuddin, 2015), so as to “make sense of or interpret meanings” (Creswell, 2013).

“Coding” can be regarded as the critical link between collecting data and understanding its meaning. Coding allows the researcher to develop more abstract conceptual categories for the synthesis, explanation and understanding and development of patterned relationships in the data (Charmaz, 2003).

There are three major types of coding that can be used, namely open coding, axial coding and selective coding. The classification of codes into categories allows the contextualisation of findings, the comparison between subgroups and the linkage and the potential relation among categories (Bendassolli, 2013).

In this study, the researcher employed all three coding types, as the initial open coding of concepts should assist in forming dimensions along a specific “continuum or range” (Strauss & Corbin, 1998: 117). These should lead to the formation of conceptual families or categories, while axial coding should, in turn, reveal connections among categories, including the identification of an underpinning central theme.

A number of software programmes for qualitative research enables the effective storage, organisation, analysis and retrieval of data (Foley & Timonen, 2015). This alleviates the burden of the manual coding of data, while allowing the researcher to interpret the coded data.

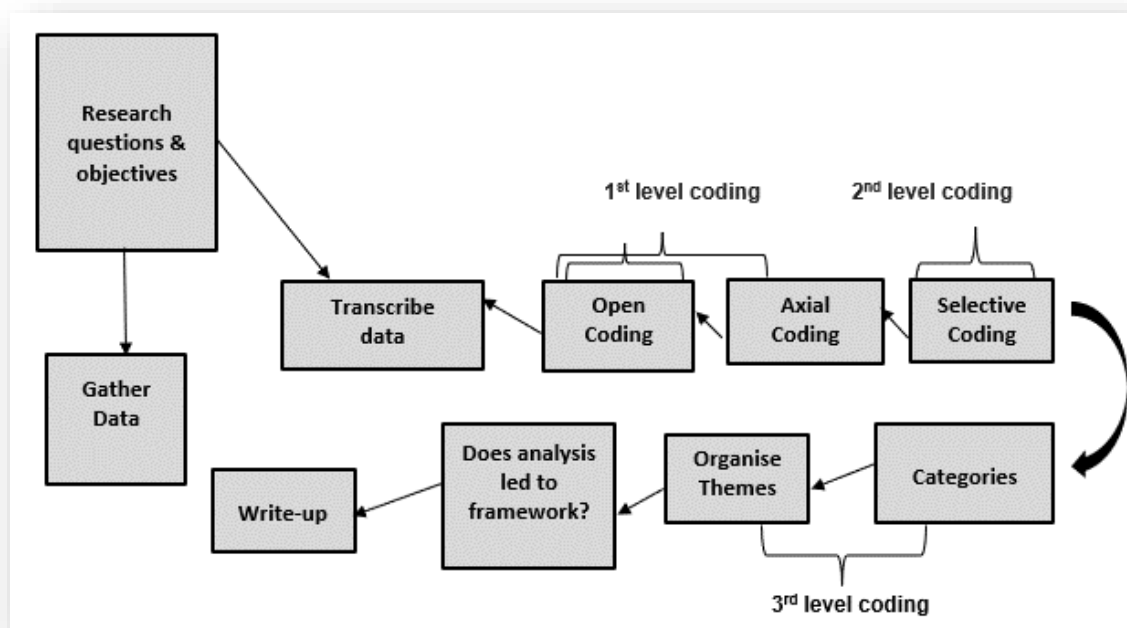
After careful consideration and discussions with experienced grounded theory scholars, the researcher decided to use ‘Atlas.ti’¹ software to analyse the primary data collected by means of individual and group interviews. Atlas.ti is believed to add significantly to the rigour and trustworthiness of qualitative inquiries (Tajuddin, 2015) – despite criticism from grounded theory scholars such as Charmaz (2000: 520), who warns against the danger of objectivist grounded theory, which does not allow the researcher to draw his/her own constructions and interpretations.

¹ Atlas.ti software available from: <https://atlasti.com/>

In addition, the use of Atlas.ti is particularly well-suited to grounded theory studies, as it can both conduct the initial open coding and can also at a later stage by connecting the codes and detecting the relationships between the various codes (axial coding). It can list and number categories, assisting with the quantitative verification of the data, in line with the ‘interplay between qualitative and quantitative’ envisaged by Strauss and Corbin (1998) and memo writing (Friese, 2014). This enables the researcher to focus on the discovery of patterns, themes and categories to explore further.

Figure 3.1 is a schematic presentation of the Atlas.ti systematic approach to data analysis, from first-level coding to third-level coding, leading from the themes to a potential framework.

Figure 3.1: Atlas.ti systematic approach



Source: Researcher's own design

Because the researcher chose grounded theory as the mode of enquiry, she attempted to maintain a “willing suspension of belief” or “witting ignorance” of previous theorising, in order to allow openness in the discovery process (Gioia *et al.*, 2013).

The steps taken by the researcher to ensure the integrity of the study will be discussed under validity and reliability in the next section.

3.7.4 Validity and reliability

Noble and Smith (2005) indicate that judgements of the reliability of a research are based on the application and appropriateness of the research design and methodology and the integrity of the final conclusions. Yin (2014: 41) adds that the term *research integrity* means that the researcher's "word/s can be trusted as truthful positions and statements".

Tajuddin (2015) refers to Guba and Lincoln's (1982) substitution of the words *reliability* and *validity* with the parallel concept of trustworthiness, which they describe this as the strategy followed by the researcher to ensure qualitative rigour or thoroughness, which affects the legitimacy or integrity of the research (Tajuddin, 2015).. This supports Yin's (2014) above-mentioned definition of "research integrity".

It appears as if trust in the validity and reliability of a study can be obtained by disclosing as much as possible about the methodological conditions of the study, as well as the researcher's personal ontology and bias. This was done in Chapter 1, where the ontological perspective of the researcher was disclosed.

In addition, the researcher adopted a reflexive approach by recording and recognizing constructs that might influence the research process, either implicitly or explicitly (Guba & Lincoln, 2005). The planned triangulation of sources (Creswell & Miller, 2000) as described in (Section 3.5) and the national federation sports coaching leader reviews or debriefings with peers (Creswell & Miller, 2000) should add to the credibility of the data analysis process for this study. Lastly, the use of Atlas.ti as data analysis tool should ensure objectivity during the coding and analysis of data, thereby adding to the trustworthiness of the data analysis process of the study.

3.8 Limitations of the Study

The focus of qualitative researcher is the extent to which the study generates useful knowledge and addresses common or universal aspects of the current human condition, rather than the generalisability of the research findings of the study (Chapman, Hadfield & Chapman, 2015).

The current study focused on exploring sports coaching experiences and needs of athletes and sports coaches in South Africa. The bounded nature of the theory to be produced to the characteristics of this particular participant group and the geographical, organisational and political context was recognised (Chapman *et al.*, 2015). This aligned with the intention of providing an African perspective on the issue of sports coaching experiences in South Africa as a developing country.

By their very nature, grounded theory studies are more subjective than quantitative studies, which may lead to opportunities for error and bias (Chapman *et al.*, 2015). This risk was declared under the reliability and validity of the study (Section 3.5.2.6) and was managed appropriately.

The ethical aspects of the study will be explored in the next section.

3.9 Ethical Considerations

In 2009, the researcher was requested by SASCOC to develop the South African Sports Coaching Framework. The South African Sports Coaching Framework was launched on 18 November 2011 (SASCOC, 2011a). The declaration to implement the sports coaching framework is an official document, signed by SRSA and SASCOC on 18 November 2011, of which the President of SASCOC said: “The South African Coaching Framework is hereby recognized as the official reference point and action plan for the development of the South African coaching system up to 2018” (SASCOC, 2011a: iii).

The implementation and action plan mandate included a proposed new structure for sports coaching with a legislative base by 2016 (SASCOC, 2011a: 4). It also predicted the establishment of a new sports coaching organization (The South African Sports Coaching Council) to be recognised by SRSA and SASCOC as the regulatory body for sports coaching in South Africa (SASCOC, 2011a: 5).

In this way, the researcher was mandated by the SASCOC Executive to undertake an exploratory study within, among others, the membership of SASCOC (Annexure A8), which should include the nine provincial sports confederations, which formed the basis for Cohort 1 (exploratory work) of the research. The Da Vinci Institute also agreed to become involved in assisting with the research under the supervision of Prof Benjamin Anderson.

As an integral part of the research journey, the researcher acknowledged the ethical principles as stated by Houser (2012), Schmidt and Brown (2009) and Polit and Beck (2008). Houser (2012), Schmidt and Brown (2009) and Polit and Beck (2008), for example, emphasise that there are three foundational ethical principles relevant to the ethics of human subjects that a researcher should consider when conducting research – i.e. beneficence, respect for human dignity and justice – i.e. according to the Belmont Report. In addition, the researcher incorporated the ethical principles of autonomy, beneficence, non-maleficence and justice, as stated by Dhai and McQuoid-Mason (2011). The researcher upheld these principles throughout the entire research process.

3.9.1 *Respect for autonomy*

Participants were given a letter with the full disclosure of the research involved in the study, thereby allowing them an opportunity to make an informed decision about their participation in the study. The informed consent was signed by willing participants, including permission for the interviews to be audiotaped (Annexure A10). Participation in the study was entirely voluntary. Research integrity was also maintained by obtaining the necessary approval from the National Olympic Committee (SASCOC) (Annexure A9) and the Da Vinci Institution (Annexure A9b) (Yin, 2011). Since the researcher was involved in the study, she intended to remain objective and impartial during the panel discussions, and to allow participants to state their opinions.

3.9.2 Non-maleficence

The researcher ensured the participants' confidentiality of information and privacy. It was not possible to maintain anonymity in the focus group discussions, but data-sharing was confidential and all participants were required to such consent. Only the researcher and supervisor have access to the audio tapes.

3.9.3 Beneficence

The researcher has an obligation to avoid, prevent or minimise harm (i.e. maleficence), by refraining from subjecting the participants to unnecessary discomfort and to respect any request for anonymity during the study. In this study, the researcher exercised sensitivity and vigilance during in-depth probing. The potential benefits for the participants and respondents were that they would be part of the development of the strategies to design and implement the framework and the sports coaching programmes.

3.9.4 Justice

The researcher honoured all agreements and those who withdrew from the study were respected, without being judged. The participants were treated fairly at all times. The study used the supervisors' expert knowledge in qualitative research and theory to ensure the rigour of the research process. The study was conducted with utmost honesty and integrity.

In 2009, the researcher was requested by SASCOC to develop the South African sports coaching framework. The South African coaching framework was launched on 18 November 2011 (SASCOC, 2011a). The declaration to implement the sports coaching framework was an official document signed by SRSA and SASCOC on 18 November 2011 (SASCOC, 2011a: iii). "The South African Coaching Framework is hereby recognized as the official reference point and action plan for the development of the South African coaching system up to 2018". The implementation and action plan mandate included a proposed new structure for sports coaching with a legislative base by 2016 (SASCOC, 2011a: 4).

It also predicted the establishment of a new sports coaching organization (The South African sports coaching council) to be recognised by SRSA and SASCOG as the professional body for sports coaching in South Africa (SASCOG, 2011a: 5).

The researcher was mandated to conduct widespread exploratory work with the membership of SASCOG (Annexure A8), which included the nine provincial sports confederations which formed the basis for Cohort 1 (exploratory work) of the study.

The researcher shared the personal experiences, views and expressions of the participants. The principles of ethics in the research were followed, which minimised the elements of risks and exposure of the participants. It also ensures their anonymity.

Houser (2012), Schmidt and Brown (2009) and Polit and Beck (2008), for example, stress that there are three foundational ethical principles relevant to the ethics of human subjects that a researcher should consider when conducting research: beneficence; respect for human dignity, and justice, according to the “Belmont Report”. The researcher noted that Dhai and McQuoid-Mason (2011) contend that the ethical principles of autonomy, beneficence, non-maleficence and justice are also important. Therefore, these principles were upheld throughout the research process.

The ethical principles of autonomy, beneficence, non-maleficence and justice were observed throughout the research study.

3.10 Conclusion

In providing a detailed discussion of the qualitative research design and methodology, it may be concluded that this chapter provided a detailed discussion of the research and the rationale for the research methodology. The qualitative research approach, the interpretivist research paradigm, data collection through the three cohorts, and the exploratory nature of the study were explained.

The researcher positioned grounded theory as the ideal mode of enquiry for this study; explained the approach to data collection through individual and group discussions; and outlined the use of Atlas.ti software for data analysis. Validity and reliability, as they related to this study, were discussed and the scope and limitation of the study were outlined.

The next chapter will describe the field work.

Chapter 4: Field Work

4.1 Introduction

Chapter 3 outlined the intended research design and methodology for this study. Chapter 4 should be read against the backdrop of Chapter 3 (Sections 3.4 and 3.5), where it was indicated that grounded theory would serve as the mode of enquiry for the study. The data collection tools included a semi-structured interview schedule and relevant sports coaching documents. These documents were referenced by sports coaches during their interviews and discussions during the period 2014 to 2019. In this chapter, the researcher provides an extensive description of how the data collection process was executed (Tajuddin, 2015). This was important, because the context of discovery is an imminent quality of the methodology of grounded theory and it is constituted by often serendipitous findings (Konecki, 2008).

Before commencing with the data collection process, the researcher participated in a bracketing interview. Tufford and Newman (2012: 1) explain “bracketing” as “... a method used in qualitative research to mitigate the potentially deleterious effects of preconceptions that may taint the research process”.

In view of the foregoing, the researcher engaged in the following three actions in support of bracketing: memoing, documenting observational comments, and engaging in an interview with the researcher’s supervisor. These were done to mitigate any potential adverse effects of the researcher’s perceptions on the research, thereby facilitating a process that would allow the researcher to reflect at a deeper level on what transpired from the research journey (Tufford & Newman, 2012).

The aim of the bracketing interview was to increase the researcher’s awareness of preconceptions related to the research, so that she could avoid imposing such on the participants when conducting the semi-structured interviews or analysing the data. The researcher was known to the participants, as she is a full-time employee at the National Olympic Committee of South Africa (SASCOC). Her professional practice includes the establishment and implementation of a sports coaching blueprint for South African sports coaches.

Some of the preconceptions that surfaced during the bracketing interview were: sports coaching legislation; challenges related to a lack of funding; participants referring to limitations to sports coach education and the lack of support from the sports leadership and the member federations in South Africa; participants questioning whether sports coaches would take ownership of professionalised sports coaching, and whether athletes should not be subjecting themselves to unqualified and poorly skilled sports coaches currently involved in the sports coaching system in South Africa (SASCOC, 2011a: 23), as captured in Section 2.2.1.1.2 (Chapter 2).

The vision of the South African Coaching Framework was to create a system for sports coaching (SASCOC, 2011a: 23):

“An effective, inclusive and cohesive coaching system that promotes transformation and excellence in an active and winning nation. The achievement of this vision will be based on sustained action and cooperation among a wide range of stakeholders operating at national, provincial and municipal level over three main phases (Laying the base, 2010–2012; Making an impact, 2010–2014; Transforming the system, 2014–2018)”.

Acknowledging these presuppositions prior to the research and during the entire research process, as grounded theory initial data analysis (Cohort 1: 2014–2017), was used in an iterative process to inform the questions for Cohorts 2 and 3 (Charmaz, 2006).

In addition, the researcher – being aware of her potential for being biased because of the particular mode of enquiry employed in this research – presented a summative review of her perspectives, interests and positions that might have informed the outcome of the research. This was detailed in Section 3.4 (Chapter 3), in an attempt to align this research with what Engward and Davis (2015), who refer to reflecting on experiences to develop theories from inductive data (Charmaz, 2003), with the specific intention to strengthen the rigour of the research process, and to make an informed judgement regarding the reliability of the research outcomes.

A total of 515 annexures were compiled across a six-year period. The research was broken down into three sampling cohorts. The sampling consisted of responses to sports coaching documents and the researcher’s field diary notes and observations (Annexure A7). The responses of the participants served as primary data sources for this study, which aligns with what Glaser (1992) refers to as appropriate and suitable for the collection of data in grounded theory research.

For the purposes of this chapter, the following tables are referenced in Table 4.1 and contain the annexures supporting the research:

- Tables 4.2 and 4.3: Cohort 1 (2014–2017)
- Table 3.1: Cohort 2 (2016–2018)
- Table 4.6: Cohort 3 (2018–2019)

Table 4.1: Annexures supporting the research

Annexure heading	Annexure number
Axial code and category description	A1
Summary of selective codes and emerging themes	A2
The five categories of “active” research participants (NA, NSC, NSCL, SCE and SME)	A3
Demographics of the five categories of research participants (NA, NSC, NSCL, SCE and SME)	A4
Open coding	A5
Axial coding	A6
Field/diary notes and observations	A7
SASCOC membership list	A8
Approval for research from Da Vinci Research and Ethics Committee	A9
Invitation to participate in the research	A10
Participant Consent Form	A11

Source: Researcher’s own compilation

In the next section, the researcher discusses the details regarding the purposive sampling procedure that was followed for this study.

4.2 Sampling

The aim of the research was to explore the sports coaching realities in South Africa, as experienced by national athletes, national sports coaches and national sports coaching leadership representatives in South Africa. In this regard, Creswell (2013: 155) remarks that “it is essential that all participants have experience of the phenomenon [sports coaching experiences] being studied”.

The researcher purposively selected participants who could share their lived experience and answer the research questions resulting from the three cohorts, as described Section 2.5 (Chapter 2). Creswell (2014) points out that purposive sampling is undertaken if research participants, who are familiar with the topic, are selected for a particular purpose. This means the researcher chooses people, based on their knowledge of and expertise in sports coaching.

It was intended that participants would describe their lived experiences and would be probing questions to explore a full range of variations of their sports coaching experiences, based on the questions posed to them. Participation in the research was open to all national athletes, national sports coaches and national sports coaching leaders regardless of age, sport, gender, or race and was not limited to any particular sport code or organisation, as discussed in Section 3.5.1 (Chapter 3).

The population size of 120 participants, as identified in Section 3.5.2, needed to be adjusted during the field work. The final number was 515 participants, who were made up as follows:

- Cohort 1 (2014–2017) (4 years): 407 participants
- Cohort 2 (2016–2018) (2 years): 68 participants
- Cohort 3 (2018 to 2019) (2 years): 40 participants

The increase in the number of participants resulted from several factors, including the five participant categories and the practice sessions with participants; the research approach (grounded theory); rich in-depth, triangulation; the prolonged research time-frame (the field work took six years, as stated in Section 3.5.2.2) to cover the three cohorts between 2014 and 2019 by using data collection tools (to improve the generalisability from the participants and to draw better conclusions to gain in precision).

Of the 515 participants, 302 were identified as being “active” participants in the study, with *active* referring to those participants whose voices were recorded. The remaining 213 participants supported the discussion by agreeing to proposals made and decisions taken. The 302 active participants were confined to current or former national sport representatives, as either an athlete (NA), a national sports coach (NSC), or a national sports coaching leader (NSCL). The researcher identified ten subject matter experts (SME) and ten sports coaching entities (SCE) during the literature review process (Chapter 2). These were included as a potential third voice, based on their contributions in the sports coaching field, prior to the research (Table 4.3 and Annexure A4).

In order to account for the variety of sports coaching experiences in South Africa as a developing socio-economic context, the researcher identified/selected criteria for participants, national sports coaching leaders (NSCL), national athletes (NA) and national sports coaches (NSC) to participate in this research. The researcher invited both male and female participants, regardless of their age, gender or race from the SASCO membership list (Annexure A8). The SASCO Membership List included the 85 members of SASCO, of whom 75 members (88 %) participated in the research. (The membership list included federations from 76 national sport federations and nine provincial sports federations).

There were 302 active² participants, who were divided as follows:

- 30 National athletes (NA);
- 172 National sports-coach leaders (NSCL);
- 80 National sports coaches (NSC);
- 10 Sport-coaching entities (SCE);
- 10 Subject-matter experts (SME).

However, as stated in Section 2.2 (Chapter 2) and Section 1.1.2 (Chapter 1) and in the selection criteria, the following sports coaching stakeholders also played a critical role in the data collection process:

- Representatives from the Sector Education and Training Authority (SETA) for the sports fraternity in South Africa;
- Representatives from the International Council of Coaching Excellence (ICCE);
- Representatives from institutions of higher education;
- Representatives from the South African Department of Sport and Recreation South Africa (SRSA), the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET);
- Representatives from national and provincial sports federations; and
- Representatives from the South African Sports Confederation and Olympic Committee.

In keeping with the purposive sampling approach, the sample size increased as the researcher embarked on the field work, and the need for broader engagement emerged. The increase in participants was informed by insufficient data obtained during Cohort 1 (2014–2017). The data is captured in Tables 4.2 and 4.3.

² **Active** means those participants whose voice(s) were recorded and transcribed.

Table 4.2: Cohort 1 (2014–2017): Exploratory sessions with sports coaching interest groups and individuals, national sports coaching leaders (NSCL) and national sports coaches (NSC)

Date	Number of Data sources	Number of participants	Active participants	Exploratory sessions	Transcript annexure
2014–2017 (38 meetings)	17 + 5 = 22	Total = 407	194		
2014	13	161	27	Exploratory session questions	
19/02/2014	Joint stakeholder meeting	8	(5) NSCL-P1 NSCPL-P2 NSCL-P3 NSCL-P4 NSCL-P6	What is the status of the implementation of the SACF from the key stakeholders of South African Sport?	1
20/03/2014	Report 11 NFs 1 st Wave meeting	18	(11) NSC-P9 NSCL-P12 NSCL-P14 NSCL-P17 NSCL-P21 NSC-P24 NSCL-P27 NSC-P30 NSCL-P34 NSCL-P37	What is the status of the alignment to the Priority codes national federations (11 NFs) to the implementation of the SACF?	2

Date	Number of Data sources	Number of participants	Active participants	Exploratory sessions	Transcript annexure
2014–2017 (38 meetings)	17 + 5 = 22	Total = 407	194		
			NSCL-P41		
24/04/2014	North West Coaching	69 (9)	NSC-P102	What is the status of the alignment and implementation process of the 9 Provinces to the SACF?	3
24/04/2014	KZN Coaching Presentation		NSC-P76		4
24/04/2014	Western Cape Coaching Presentation		NSC-P111		5
24/04/2014	Gauteng Coaching Presentation		NSC-P68		6
24/04/2014	Northern Cape		NSC-P99		7
25/04/2014	Mpumalanga Presentation		NSC-P90		8
25/04/2014	Eastern Cape Coaching Presentation		NSC-P49		9
25/04/2014	Free State Coaching Presentation		NSCL-P59		10
25/04/2014	Limpopo Coaching Presentation		NSCL-P64		11
31/07/2014	SACF - Legislation of sports coaching		28		(1) NSCL-P1
28/08/2014	Coaching matters	17	(1) NSCL-P241	The NFs status on the implementation of the SACF and the voice of Coaching Matters	13
20/11/2014 and 21/11/2014	SACF Implementation workshop	21	(21) NSCL-P118 NSCL-P119 NSCL-P120 NSCL-P146 NSCL-P147	How can we meet SAQA's criteria to be the recognised as a Professional Body for sports coaching	14

Date	Number of Data sources	Number of participants	Active participants	Exploratory sessions	Transcript annexure
2014–2017 (38 meetings)	17 + 5 = 22	Total = 407	194		
			NSCL-P148 NSCL-P149 NSCL-P150 NSCL-P151 NSCL-P153 NSCL-P155 NSCL-P156 NSCL-P157 NSCL-P19 NSCL-P191 NSCL-P202 NSCL-P45 NSCL-P53 NSCL-P67 NSCL-P68 NSCL-P75 NSCL-P85 NSCL-P99		
Cohort 1 to 2015	2	57	20		
18/02/2015	OPEX Athletes and Coaches' Workshop	12	(12) NSC-P194	What are the underlying principles to ensure buy into the sports coaching programme and	15

Date	Number of Data sources	Number of participants	Active participants	Exploratory sessions	Transcript annexure
2014–2017 (38 meetings)	17 + 5 = 22	Total = 407	194		
			NSCL-P241 NSC-P244 NSC-P245 NSC-P246 NSCL-P247 NSC-P248 NSC-P249 NSC-P250 NSC-P251 NSC-P252 NSC-P253	commitment to the SACF by the OPEX (NSC) to performance excellence?	
16/07/2015	Towards a professional body	45	(8) NSCL-P1 NSCL-P6 NSCL-P20 NSCL-P21 NSCL-P27 NSCL-P37 NSCL-P41 NSCL-P45	Who is responsible? Who should take the lead in establishing the multi sports coaching professional body?	16
Cohort 1 to 2016	22	141	120		

Date	Number of Data sources	Number of participants	Active participants	Exploratory sessions	Transcript annexure
2014–2017 (38 meetings)	17 + 5 = 22	Total = 407	194		
10/03/2016	Bowls SA	5	5	What is the state of Willingness, Readiness and Able (WRA meetings and documents (2014 to 2016)) of the national federations to commence with the implementation towards a professional body?	17
03/06/2016	Canoe SA	3	3		18
15/04/2016	Equestrian	3	3		19
10/03/2016	Fencing	3	3		20
16/03/2016	Figure skating	3	3		21
10/05/2016	Hockey	3	3		22
23/03/2016	Lifesaving	2	2		23
26/02/2016	Netball	5	5		24
14/04/2016	Orienteering	4	4		25
07/04/2016	Powerlifting	4	4		26
16/03/2016	Rowing	4	4		27
19/05/2016	SAFA (Football)	5	5		28
29/04/2016	SARU (Rugby)	4	4		29
15/04/2016	SAGF (Gymnastics)	4	4		30
23/03/2016	Softball	4	4		31
16/03/2016	Swimming	5	5		32
20/05/2016	Triathlon	5	5		33
19/04/2016	Volleyball	5	5		34
07/04/2016	Wrestling	4	4	35	

Date	Number of Data sources	Number of participants	Active participants	Exploratory sessions	Transcript annexure
2014–2017 (38 meetings)	17 + 5 = 22	Total = 407	194		
05/05/2016 and 06/05/2016	Towards a professional body for sports coaching - joint consultative workshop	51	39 NSC-P3 NSC-P14 NSCL-P6 NSCL-P12 NSCL-P13 NSCL-P15 NSCL-P17 NSCL-P19 NSCL-P21 NSCL-P24 NSCL-P27 NSCL-P30 NSCL-P37 NSCL-P41 NSCL-P45 NSCL-P59 NSCL-P67 NSCL-P68 NSCL-P70 NSCL-P76	What is the state of readiness of the national federations and provinces to commence towards the implementation of the professional body?	36

Date	Number of Data sources	Number of participants	Active participants	Exploratory sessions	Transcript annexure
2014–2017 (38 meetings)	17 + 5 = 22	Total = 407	194		
			NSCL-P96 NSCL-P97 NSCL-P102 NSCL-P103 NSCL-P111 NSCL-P116 NSCL-P120 NSCL-P121 NSCL-P130 NSCL-P210 NSCL-P239 NSCL-P256 NSCL-P257 NSCL-P152 NSCL-P153 NSCL-P155 NSCL-P147 NSCL-P239		
11/11/2016	SACF – Implementation of coaching association of SA – joint meeting	35	(6) NSCL-P12 NSCL-P27	Discussion on the readiness of the membership for the Professional Body	37

Date	Number of Data sources	Number of participants	Active participants	Exploratory sessions	Transcript annexure
2014–2017 (38 meetings)	17 + 5 = 22	Total = 407	194		
			NSCL-P43 NSCL-P210 NSCL-P258 NSCL-P45	focusing on the status of coaching within the national federation and provinces: i) National federations' readiness to implement the professional body? ii) The coaching scorecard iii) Coaching structures; iv) Coaching programmes v) Coaching plans vi) Long-term coach development	
Cohort 1 - 2017	1	28	7		
10/03/2017	CASA - Joint meeting	28	7	Clarity on the sports coaching matters; South African coaching pathway, what are the criteria and requirements	38

Source: Researcher's own compilation

Table 4.3: Cohort 1 (2014–2017): Exploratory sessions with literature review sources

Organisation	Participant	Sports coaching entity (SCE)	Sports coach expert (SME)
Green and Houlihan (2005)	P438		SME-P438
UK Coaching (2017a)	P439	SCE-P439	
UK Coaching – Our Coaching Strategy (2016)	P440	SCE-P440	
CAC [Coaching Association of Canada] (CAC, 2016)	P441	SCE-P441	
Dawson, Wehner, Phillips, Gastin & Salmon (2013)	P442		SME-P442
Blood (2018)	P443	SCE-P443	
Australian Institute for Sport [AIS] (AIS, 2016)	P444	SCE-P444	
Australian Institute for Sport [AIS] New directions in coaching and officiating development (AIS, 2018)	P445	SCE-P445	
Bogle (2016)	P446		SME-P446
Franklyn (2010)	P447		SME-P447
Pal (2015)	P448		SME-P448
Government of India (2011)	P449	SCE-P449	
SRSA [Sport and Recreation South Africa] (SRSA, 2011)	P450	SCE-P450	
ICCE-GCC [International Council for Coaching Excellence] (ICCE-GCC, 2013)	P451	SCE-P451	
SASCOC [South African Sport Confederation and Olympic Committee] (SASCOC, 2011a)	P452	SCE-P452	
Duffy (2010)	P453		SME-P453
Bronfenbrenner (1995)	P454		SME-P454
Nash, Sproule, and Horton (2011)	P455		SME-P455
Dick (2016)	P456		SME--P456
Lyle (2002)	P457		SME-P457

Source: Researcher's own compilation

Cohort 2 (2016–2018) included data collection by means of individual interviews by using a semi-structured interview schedule developed for national athletes (NA) (Table 4.4) and national sports coaches (NSC) (Table 4.5).

Table 4.4: Cohort 2 (2016–2018): Semi-structured interview schedule for 30 national athletes (NA)

Date	Organisation	National Athletes Total: 30	Data sources = 30	Transcription annexure
18/03/2016	Team SA: Rio 2016 Olympics	NA-P408	12	39
18/03/2016	Team SA: Rio 2016 Olympics	NA-P409		40
18/03/2016	Team SA: Rio 2016 Olympics	NA-P410		41
18/03/2016	Team SA: Rio 2016 Olympics	NA-P411		42
18/03/2016	Team SA: Rio 2016 Olympics	NA-P412		43
18/03/2016	Team SA: Rio 2016 Olympics	NA-P413		44
18/03/2016	Team SA: Rio 2016 Olympics	NA-P414		45
18/03/2016	Team SA: Rio 2016 Olympics	NA-P415		46
18/03/2016	Team SA: Rio 2016 Olympics	NA-P416		47

Date	Organisation	National Athletes Total: 30	Data sources = 30	Transcription annexure
18/03/2016	Team SA: Rio 2016 Olympics	NA-P417		48
18/03/2016	Team SA: Rio 2016 Olympics	NA-P418		49
18/03/2016	Team SA: Rio 2016 Olympics	NA-P419		50
26/08/2017	Swimming South Africa	NA-P420	2	51
26/08/2017	Swim SA: (Durban: International event)	NA-P421		52
22/08/2018	DanceSport South Africa [formerly FEDANSA (Federation of Dance Sport SA)]	NA-P422	16	53
06/05/2018	Cricket South Africa	NA-P423		54
07/05/2018	Volleyball South Africa	NA-P424		55
07/05/2018	Martial Arts South Africa	NA-P425		56

Date	Organisation	National Athletes Total: 30	Data sources = 30	Transcription annexure
08/05/2018	Volleyball South Africa	NA-P426		57
08/05/2018	Volleyball South Africa	NA-P427		58
08/05/2018	Athletics South Africa	NA-P428		59
10/05/2018	Athletics South Africa	NA-P429		60
15/05/2018	Wrestling South Africa	NA-P430		61
15/05/2018	Wrestling South Africa	NA-P431		62
16/05/2018	Wrestling South Africa	NA-P432		63
05/06/2018	Netball South Africa	NA-P433		64
08/06/2018	Netball South Africa	NA-P434		65

Date	Organisation	National Athletes Total: 30	Data sources = 30	Transcription annexure
11/06/2018	Netball South Africa	NA-P435		66
11/06/2018	Netball South Africa	NA-P436		67
11/06/2018	Netball South Africa	NA-P437		68

Source: Researcher's own compilation

Table 4.5: Cohort 2 (2016–2018): Semi-structured interview schedule for 38 national sports coaches (NSC)

Date	Organisation	National sports coaches total: 38	Data sources = 38	Transcription annexure
18/03/2016	Team SA: Rio 2016 Olympics	NSC-P370	10	69
18/03/2016	Team SA: Rio 2016 Olympics	NSC-P371		70
18/03/2016	Team SA: Rio 2016 Olympics	NSC-P372		71
18/03/2016	Team SA: Rio 2016 Olympics	NSC-P373		72
18/03/2016	Team SA: Rio 2016 Olympics	NSC-P374		73
18/03/2016	Team SA: Rio 2016 Olympics	NSC-P375		74
18/03/2016	Team SA: Rio 2016 Olympics	NSC-P376		75
18/03/2016	Team SA: Rio 2016 Olympics	NSC-P377		76
18/03/2016	Team SA: Rio 2016 Olympics	NSC-P378		77
18/03/2016	Team SA: Rio 2016 Olympics	NSC-P379		78
24/08/2017	Cricket SA	NSC-P380	1	79
25/09/2017	Snow Sport	NSC-P381	1	80
24/01/2018	Archery	NSC-P382	3	81
24/01/2018	Netball	NSC-P383		82
24/01/2018	Netball	NSC-P384		83

Date	Organisation	National sports coaches total: 38	Data sources = 38	Transcription annexure
27/01/2018	Athletics	NSC-P385	3	84
27/01/2018	Netball	NSC-P386		85
27/01/2018	Netball	NSC-P387		86
13/04/2018	Rowing	NSC-P388	6	87
13/04/2018	Rowing	NSC-P389		88
13/04/2018	Rowing	NSC-P390		89
13/04/2018	Rowing	NSC-P391		90
13/04/2018	Netball	NSC-P392		91
13/04/2018	Rowing	NSC-P393		92
17/04/2018	Rowing	NSC-P394	3	93
17/04/2018	Netball	NSC-P395		94
17/04/2018	Netball	NSC-P396		95
14/05/2018	Wrestling	NSC-P397	3	96
14/05/2018	Wrestling	NSC-P398		97

Date	Organisation	National sports coaches total: 38	Data sources = 38	Transcription annexure
14/05/2018	Wrestling	NSC-P399		98
16/05/2018	Fencing	NSC-P400	1	99
26/05/2018	Football	NSC-P401	1	100
30/05/2018	DanceSport South Africa [formerly FEDANSA]	NSC-P402	2	101
30/05/2018	Netball	NSC-P403		102
24/06/2018	Equestrian	NSC-P404	2	103
24/06/2018	Athletics	NSC-P405		104
05/07/2018	Volleyball	NSC-P406	2	105
05/07/2018	Tennis	NSC-P407		106

Source: Researcher's own compilation

Details regarding the data collection process will be discussed in the next section.

Cohort 3 (the period between 2018 and 2019) involved the collection of data by means of six focus-group discussions with national sports coaching leaders (NSCL) (Table 4.6) by using a semi-structured discussion questionnaire.

Table 4.6: Cohort 3 (2018–2019): Focus Group discussion schedule for 40 national sports coaching leaders (NSCL)

Date	Organisation	National sports coaching leaders Total: 40	Data sources = 6	Transcription annexure
19/04/2018	Focus Group 1 (FG 1) Gauteng	NSCL-P17	1	107
		NSCL-P18		
		NSCL-P21		
		NSCL-P37		
		NSCL-P75		
21/04/2018	Focus Group 2 (FG 2) KwaZulu-Natal	NSCL-P11	1	108
		NSCL-P45		
		NSCL-P143		
		NSCL-P144		
24/04/2018	Focus Group 3 (FG 3) Western Cape	NSCL-P27	1	109
		NSCL-P42		
		NSCL-P160		

Date	Organisation	National sports coaching leaders Total: 40	Data sources = 6	Transcription annexure
		NSCL-P191		
24/05/2018	Focus Group 4 (FG 4) Swimming South Africa	NSCL-P41 NSCL-P43 NSCL-P44 NSCL-P170 NSCL-P240 NSCL-P242 NSCL-P243 NSCL-P244	1	110
09/06/2018	Focus Group 5 (FG 5) National Members' meeting (SASCOC) Johannesburg	NSCL-P6 NSCLP-44 NSCL-P67	1	111

Date	Organisation	National sports coaching leaders Total: 40	Data sources = 6	Transcription annexure
		NSCL-P197		
		NSCL-P199		
		NSCL-P247		
		NSCL-P353		
08/06/2019	Focus Group 6 (FG 6) National Members' meeting (SASCOC) Johannesburg	NSCL-P6	1	112
		NSCL-P36		
		NSCL-P44		
		NSCL-P67		
		NSCL-P100		
		NSCL-P109		
		NSCL-P197		
		NSCL-P353		
		NSCL-P354		
		NSCL-P355		
		NSCL-P356		
		NSCL-P357		

Source: Researcher's own compilation

4.3 Data Collection Process

As indicated in Section 4.2, the data collection occurred throughout all three cohorts of the research. During the data collection process, the researcher acknowledged:

- Responses to sports coaching documents (Section 4.3.1);
- Responses to the semi-structured interview schedule (Section 4.3.2);
- Content of the researcher's field diary notes (Section 4.3.3); and
- Insights emerging from the literature review regarding the role of sports coaching entities and subject matter experts in the sports coaching field (Section 4.1.4).

4.3.1 Responses to sports coaching documents

During the data collection process, the following sports coaching documents were included for soliciting responses during Cohort 1 (2014–2017), Cohort 2 (2016–2018) and Cohort 3 (2018–2019). These documents included: the South African Sports Coaching Framework (SASCOC, 2011a), the South African Long-Term Coach Development model (SASCOC, 2012b), and the South African Sport-for-Life model (SASCOC, 2012a). Also included were the South African Qualifications Authority (SAQA) policy and criteria to be recognised as a professional body (SAQA, 2018); the National Sports and Recreation Plan (NSRP) (SRSA, 2011), and the International Sports Coaching Framework (ICCE, 2012). Published articles and comments made by subject-matter experts and sport-coaching entities served the purpose of a *third voice* during this study.

The data collected in the exploratory sessions of Cohort 1 (2014–2017) is presented in Tables 4.2 and 4.3. Table 4.2 shows the active participants and the details of the exploratory sessions. There were 13 data sources for 2014. Twenty-seven of the 161 were active participants. For 2015, there were two data sources and 20 of the 57 were active participants. For 2016, there were 22 data sources and 120 'active participants out of a total of 141 participants. In 2017, there was one data source and seven out of the 28 participants were active. The total number of data sources for Cohort 1 (2014–2017) was 38 from a total of 120 active participants.

Participants' responses regarding their support towards the development of a meaningful sports coaching system for South Africa, the professionalisation of sports coaching, and the potential impact on the proposed framework were documented (SASCOC, 2011a).

4.3.2 Responses to the semi-structured interview schedule

The semi-structured interview schedule was utilised to conduct Focus Group discussions with 40 national sports coaching leaders (NSCL), one-to-one interviews with 30 national athletes (NA) and one-to-one interviews with 38 national sports coaches (NSC). During this process participants' assumptions about their experiences of sports coaching were documented as per SASCOC (2011a). The researcher read and reread the transcripts to check for accuracy.

During Cohort 2 (2016–2018), a total of 68 one-to-one interviews was conducted (Table 4.4 and Table 4.5) that included the 30 national athletes (NA) and the 38 national sports coaches (NSC). These interviews took place during 2016, 2017 and 2018 at the University of Pretoria High Performance Centre and at Olympic House (South African Sports Confederation and Olympic Committee base (SASCOC) in Johannesburg.

In relation to the focus group discussions, Cohort 3 (2018–2019), the researcher chose to incorporate the responses of only those participants in the focus groups who participated actively (voices recorded) during these sessions. The six focus group discussions took place during Cohort 3 (2018–2019) (in which there were 40 active participants).

While conducting the semi-structured interviews, the need emerged to capture, by way of field diary notes, key terms, references to important events, references to relevant documents, references to stakeholders and influencers in the sports coaching arena. These will be discussed in more detail in the following section.

4.3.3 Content of the researcher's field diary notes

The researcher made reference to three types of field notes, which she incorporated as part of the data collection process. LeCompte and Schensul (1999) opine that field notes may include inscription, description and transcription.

These different types of field notes were used as follows in this study:

- Inscription notes, which included mental notes that the researcher scribbled on a notepad, were used (Annexure A7) in Cohort 1 (2014–2017), Cohort 2 (2016–2018) and Cohort 3 (2018–2019);
- Description notes were used in Cohort 1 (2014–2017), where the researcher made notes on the conclusion of each of the exploratory sessions (Annexure A7); and
- Transcription notes were used in Cohort 1 (2014–2017), Cohort 2 (2016–2018) and Cohort 3 (2018–2019) and included interview recordings of the dialogues that took place between the participants and the researcher. The transcriptions of the recordings were downloaded on to a computer and transcription took place while the researcher listened to the recordings and simultaneously transcribing the interviews (Cohort 1: Annexures 1–44; Cohort 2: Annexures 74–120; Cohort 3: Annexures 45–73).

4.3.4 Insights emerging from the published documents of sports coaching entities and SMEs in the sports coaching field

As part of the data-collection process in Cohort 1 (2014–2017), the researcher included responses published by sports coaching entities (SCE) and subject-matter experts (SME) in the sports coaching field. Details on the insights gathered from these published documents are presented in Table 4.3.

In the next section, the researcher will summarise, for completeness, the integration of Cohort 1 (2014–2017), Cohort 2 (2016–2018) and Cohort 3 (2018–2019) as being part of the data-collection process.

4.3.5 Cohorts of data collection

Reference was made to the three cohorts of data collection in Chapters 1, 2 and 3. For completeness, an overview of these three cohorts, as they relate to the data-collection process, is given in the following sections.

4.3.5.1 Cohort 1 (2014–2017): The exploratory sessions

Cohort 1 (2014–2017) included exploratory sessions with individuals and group discussions, meetings and workshops, compilation of diary notes (Annexure A7), and tracking the progress of implementation of the sports coaching-related documents, from 2014 to 2017.

The researcher commenced with exploratory sessions (Cohort 1 2014–2017) (Tables 4.2 and 4.3). The exploratory field work was followed by primary data collection in Cohort 2 (2016–2018) (Tables 4.2 and 4.3 and Annexures 1–38) and primary data collection in Cohort 3 (2018–2019) (Focus group discussions in Table 4.6).

The exploratory field work commenced in 2014, with meetings and workshops with 152 national sports coaching leaders (NSCL) and 42 national sports coaches (NSC). During the workshops and meetings, the researcher used a technique to “open up” the discussion and encourage the participants to be spontaneous in their responses to the questions on sports coaching (Table 3.1). The technique used at the workshops and meetings involved specific topics that had not been researched previously. These secondary data sources were relevant to generalise the knowledge of the research problem.

The notion of Cohort 1 (2014–2017) as the exploratory cohort included 194 *active* representatives, as detailed in Table 4.2, who participated actively at the meetings and workshops, and insight from the 407 participants, who participated in 38 interactive sessions during the period 2014–2018.

In addition, the researcher also included the ten subject-matter experts (SME) and ten sports coaching entities (SCE) from the literature review (Chapter 2) in the exploratory sessions.

These qualitative inputs provided the researcher with an opportunity to take the findings from the data emerging from the exploratory sessions and the literature review to assist in framing the questions for Cohort 2 (2016–2018) and Cohort 3 (2018–2019).

4.3.5.2 *Cohort 2 (2016–2018)*

The most valuable way of determining the performance of sports coaches is to engage with the national athletes (Gould, Dieffenbach & Moffett, 2002a & 2002b). The researcher engaged both the athlete and sports coach in the one-to-one semi-structured interviews. A total of 30 national athletes (NA) and 38 national sports coaches (NSC) from the various sports codes listed in the SASCOC membership list (Annexure A9) represented 16 sports codes at national and international level. These included cricket, swimming, netball, football, volleyball, wrestling, dance sport, martial arts, athletics (track and field), netball, snow sport, archery, rowing, football, tennis and equestrian.

The exploratory sessions were conducted at the 2016 Rio Olympic camp and the individual (one-to-one) interviews took place at locations and times convenient to the participants. The athletes were based across the nine provinces of South Africa. Six athletes were based abroad. Eighteen of the 30 national athletes (NA) were interviewed online (as per their request and at their convenience). The 12 national athletes (NA) and 18 national sports coaches (NSC) were interviewed at the 2016 Rio Olympic preparation camp, held at the High-Performance Centre at the University of Pretoria. Ten of the national sports coaches (NSC) were interviewed at Olympic House (SASCOC) and ten were interviewed online (at a time suitable for the participants) as per the national sports coaches' (NSC) requests. One semi-structured interview schedule was designed for the 30 national athletes (NA) and 38 national sports coaches (NSC).

The summary of the semi-structured interviews is presented in Tables 4.4 and 4.5 and Annexures 39–106 (Cohort 2 (2016–2018)). Cohort 3 (2018–2019) was supported by the information provided in Annexures 107–112.

4.3.5.3 Cohort 3 (2018–2019)

Cohort 3 (2018–2019) included the six focus group discussions with 40 national sports coaching leaders (NSCL), as described in Section 4.2 and presented in Table 4.6.

For this research, the 40 national sports coaching leaders (NSCL) were identified from a wider participant group that identified by their membership federation (Annexure A9). NSC (40 participants) and NSCL (40 participants) were also included in the list of research participants in Cohort 1 (2014–2017).

Table 4.7 provides a data collection process map of the three cohorts involved in the data collection process.

Table 4.7: Summary of data collection in the three cohorts

COHORT	DATA SOURCE							Active participants (AP)	Participants (P)	Annexure
	<2014	2014	2015	2016	2017	2018	2019			
Cohort 1	X	X	X	X	X			194	407	1 to 38
	12* + 5	19**	3**	28**	3***					
	Total = 63									
Cohort 2				X	X	X		68	68	39 to 106
				30****	2****	36****				
	Total = 68									
Cohort 3						X	X	40	40	107 to 112
						5****	1****			
	Total = 6									
Total number of cohorts = 3	17	19	3	58	5	41	1	AP = 302	P = 515	Annexure A4 (Summary of the participants)
	Total number of data sources (17+19+3+58+5+41+1 = 137)									

*	Published documents of literature review and SASCOC.
**	Exploratory sessions, minutes constituting the outcomes from the workshops and/or meetings and recordings, field diary notes and reflections on published documents from SMEs and SCEs.
***	Minutes constituting the outcomes from the workshops and/or meetings, recordings, field diary notes and reflections on published documents from SMEs and SCEs.
****	Transcripts from one-to-one and/or focus group interviews, recordings, field diary notes, reflections on published documents from SMEs and SCEs.

Source: Researcher's own compilation

4.4 Use of Atlas.ti Software

As indicated in Section 3.5.2.5 (Data analysis and integrity), the researcher used Atlas.ti³ software to analyse the primary data collected through the individual interviews and the focus group discussions. The coding process followed by the researcher will be explained in detail in the sections that follow.

4.4.1 Coding process and results

Charmaz (2006) urges grounded theorists to avoid expectations and assumptions, but rather to examine the data in search for potential emerging patterns. The coding process was, therefore, aimed at attaching conceptual labels to the phenomena raised by participants (including documents of individuals and entities incorporated as part of the data collection process), developing these into categories with same or similar characteristics, and finally integrating these into emerging themes, interlinked to form the basis for the creation of a potential theoretical framework (Charmaz, 2006).

4.4.1.1 Initial (open) coding

The first step followed in the analysis of the data, was the [initial] open coding of the transcripts of the interview and focus group sessions, minutes of exploratory sessions, workshop notes, presentations and outcomes. Memos were included in the minutes, workshop notes and presentations and documents published by experts in the sports coaching field and sports coaching entities. This was done by using Atlas.ti software.

The researcher read the transcripts and other documents referred to above attentively and line-by-line, searching for phenomena raised by the participants (Charmaz, 2006). She continued to fracture the data, while continuously comparing and contrasting similar phenomena in the data and assigning conceptual labels (codes) to these (Strauss & Corbin, 1990), producing a list of codes identified by each participant.

³ Atlas.ti software available from: <https://atlasti.com/>

Throughout this process, the researcher used constant comparison, revisiting the codes assigned to specific phenomena, as she came across them again in the different transcripts, comparing them for similarity and potential differences (Strauss & Corbin, 1990). This allowed the researcher to group similar phenomena under the same conceptual label, conveying underlying uniformities in the data (Dey, 1999). However, the researcher made no conscious effort to interpret the data in relation to emerging categories in this cohort. – That was reserved that for the axial coding cohort.

While grounded theory methodology typically does not use quantifying data to obtain meaning (Birks & Mills, 2015), the researcher kept the frequency with which the concepts occurred in the interview in mind, as she regarded this as a useful indication of their importance for the interviewees. She decided to include concepts mentioned by single participants in Cohort 1 (2014–2017), as each participant in Cohort 1 would have been given a mandate from their representing organisation.

Triangulation was indeed confirmed through the strong focus on the data process in Cohort 1 (2014–2017), Cohort 2 (2016–2018) and Cohort 3 (2018 to 2019) through the interviews, exploratory discussions validating and confirming the convergence of information, which, in turn, confirmed triangulation and a level of saturation was achieved.

At this stage, the researcher was satisfied that no additional or new data was being found for further or new categories to be developed. This first step of the coding process was satisfactorily concluded, in terms of consistency in the application of the code, the accurate and fair representation of the concepts, as well as the validation and confirmation of converging codes entered into the next cohort of coding, namely axial coding, which will be explained in Section 4.4.1.2.

Table 4.8 provides a summary of the detailed interpretation of the open codes for the detail related to the 1 468 open codes. There were ten open codes with the highest frequency responses (> 100), and details of the participants who provided the highest responses can be viewed in Table 4.9.

Table 4.8: Summary of conclusive open codes

*** Open codes for the three cohorts	**** Frequency of response on groundedness	** Participants with highest (> 100) responses		* Data sources for the three cohorts
1 468	Z001-21 I003-20 BB056-20	NSC-P84	194	Cohort 1 = 58 Cohort 2 = 68 Cohort 3 = 6 Total = 132
	D002-19 T026-18 N001-17 U015-13 C044-13	NSCL-P1	130	
	BB011-13 BB012-13 O001-12 V003-11	NSCL-P17	124	
	CCC032-10 B003-10 C054-10	NSCL-27	104	
	R008-10 W003-10 V035-10 EEE002-10 W001-10 Note: 842 codes were mentioned once	NSCL-P37	158	

*** Open codes for the three cohorts	**** Frequency of response on groundedness	** Participants with highest (> 100) responses	* Data sources for the three cohorts
Please see next page for the notes to the table.			
* Data sources – reference to transcripts of interviews, transcripts of focus group discussions, South African Coaching reference books (South African coaching framework, South African Long Term Coach Development, South African Sport for Life) meetings, outcomes from workshop and / or documents.			
** Participants are individuals who responded in writing and / or orally during meetings scheduled as part of the data collection process.			
*** Open codes.			
**** “Groundedness” is the frequency of responses related to a specific concept.			

Source: Researcher's own compilation

Table 4.9: Open coding: ten highest frequency responses aligned to the three cohorts

Open codes for the three cohorts	*Frequency of response on groundedness	**Participants with the highest (> 100) responses		*Data sources for the three cohorts
1,468	Z001-21 I003-20 BB056-20	NSC-P84	194	Cohort 1 = 58 Cohort 2 = 68 Cohort 3 = 6 Total = 132
	D002-19 T026-18 N001-17 U015-13 C044-13	NSCL-P1	130	
	BB011-13 BB012-13 O001-12 V003-11	NSCL-P17	124	
	CCC032-10 B003-10 C054-10	NSCL-27	104	
	R008-10 W003-10 V035-10 EEE002-10 W001-10 842 codes were mentioned once	NSCL-P37	158	
<p>* Data sources = reference to transcripts of interviews, transcripts of focus group discussions, meetings, outcomes from workshop(s) and/or documents.</p> <p>** Participants = individuals responded in writing and or orally during meetings scheduled as part of the data collection process.</p> <p>*** Groundedness = the frequency of responses related to a specific concept.</p> <p>**** Open codes.</p>				

Source: Researcher’s own compilation

4.4.1.2 Axial coding

During this stage of coding, the researcher created categories or overarching labels, organising the codes into code families and establishing relationships between codes (Böhm, 2004), while refining the differentiating between concepts and putting them into categories (Böhm, 2004). The researcher also developed individual categories with connecting sub-categories, and linked related categories with one another to reconnect the data presented in Annexure A1.

While it was noted that Charmaz (2006) opines that axial coding should be a less-formalised engagement of reflecting on categories and sub-categories, the researcher preferred to follow a more structured approach, as she regarded such as more defensible, in terms of the validity and reliability of the study. With axial coding, the researcher reflected on the codes and the underlying data to find how the codes can be grouped into categories. A total of 21 categories were created, based on existing codes.

The development of categories assisted the researcher in reducing the substantial number of concepts to a manageable number, with the intent of establishing a holistic view of the data collected in the field work. The summary of axial coding is listed in Table 4.10 and Annexure A7 provides a detailed description of axial coding.

Table 4.10: Axial coding for the five groups of participants

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME							
Open codes					Number of open codes	Category description	Axial code
A001	A002	A003	A004	A005	276	The role of legislation, policy and sports coaching frameworks	C1
A006	A007	A008	A009	A010			
A011	A014	A017	A018	AAA022 AAAA022			
B001	B002	B003	B004	B005			
B006	B007	B008	B009	B011			
B012	B013	B016	BB005	BB012			
BB015	BB018	BB030	BB072	BBB001			
BBB009	BBB012	BBB014	BBB016	BBB017			
C013	C014	C015	C016	C017			
C021	C072	CC021	CCC066	CCC071			
CCC078	CCC082	CCC108	CCCC001	CCCC002			
CCCC003	CCCC004	CCCC005	CCCC006	CCCC007			
CCCC008	CCCC009	CCCC010	CCCC011	CCCC012			
CCCC013	CCCC014	CCCC015	CCCC016	CCCC017			
CCCC018	CCCC019	CCCC020	CCCC021	CCCC022			
CCCC023	CCCC024	CCCC025	CCCC026	CCCC027			
CCCC028	CCCC029	CCCC030	CCCC031	CCCC032			
CCCC033	CCCC034	CCCC035	CCCC036				
D003	D004	D006	D007	D008			
D009	D011	D016	D017	D018			
D019	D020	D025	D027	D028			

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME

Open codes					Number of open codes	Category description	Axial code
D030	D034	D035	D036	D038			
D041	D043	DD006	DD007	DD008			
DD009	DDD015	DDD029	DD030	DD051			
DD055	DDD011	DDD021	DDD028	DDD026			
DDD032	DDD038	DDD040	DDD041	DDD049			
DDD075							
E004	EE011	EE014					
G002	GG009	GG011	GG015	GG040			
I001	I002	I003	I004	I005			
I006	I007	I008	I009	I010			
I011	I012	I013	I014	I015			
I016	I017	I018	I019	I020			
I021	I0211	I023	I024	I025			
I026	I027	I028	I030	I031			
I032	I033	I034	I035	I036			
I037	I038	I039	I040	I041			
I042	I043	I046	I047	I048			
I049	I050	I051	I052	I053			
J017	JJ009						
K004	KK003	KK004					
LL001	LL003	LL004	LL006	LL009			
LL010	LL016	LL017	LL019	LL020			

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME

Open codes					Number of open codes	Category description	Axial code
M013	LLL001	MM017	MM050				
N001	NN002	NN003	NN005	NN009			
NN011	NN014						
OO001	OO002	OO003	OO004				
PP004	PP019	PP020	PP024				
Q001	Q002	Q003	Q004	Q005			
Q006							
RR003							
T012	T034	TT001	TT002	TT003			
TT004	TT005						
U002	U034						
W019	W038	W073	W075	W085			
W086							
X001	X002	X003	X004	X005			
X008	X009	X010	X011	X012			
X013	X014	X015	X018	X019			
X022	X026	X027	X028	X030			
X031	X032	X033	X034	X035			
X036	X037	X039	X040	X041			
AAA001	AAA002	AAA003	AAA004	AAA005	28	Lack of diversity in sports coaching	C2
AAA006	AAA007	AAA008	AAA009	AAA011			

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME							
Open codes					Number of open codes	Category description	Axial code
AAA012	AAA013	AAA014	AAA016	AAA017			
AAA018	AAA019	AAA021	AAA023	AAA024			
AAA025	AAA026						
C011	CCC092						
D044							
GG030	GG045						
PP015							
T045							

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME

Open codes					Number of open codes	Category description	Axial code
B017	BB001	BB007	BB014	BB016	176	The lack of credible research-based educational programmes for sports coaching	C3
BB017	BB020	BB021	BB022	BB023			
BB024	BB027	BB028	BB029	BB03			
BB034	BB035	BB036	BB037	BB038			
BB039	BB040	BB041	BB042	BB043			
BB044	BB046	BB047	BB048	BB049			
BB050	BB051	BB052	BB053	BB054			
BB055	BB056	BB057	BB058	BB059			
BB060	BB061	BB062	BB063	BB064			
BB066	BB067	BB068	BB071	BB073			
BB074	BB076	BB077	BB078	BB081			
BB082	BB083	BB084	BB085	BB086			
BB087	BB088	BB090	BB091	BB092			
BBB088							
C004	C012	C013	C014	C016			
C018	C020	C023	C024	C025			
C026	C027	C029	C075	CC010			
CC023	CC001	CC002	CC003	CC004			
CC005	CC006	CC007	CC008	CC009			
CC011	CC020	CC022					
D010	DD023	DD031	DD033	DDD006			
DDD009	DDD010	DDD044	DDD048	DDD052			

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME

Open codes					Number of open codes	Category description	Axial code
EE003	EE004	EE010	EE015	EE018			
EEE005	EEE008	EEE009					
F001	F002	F004	F005	F006			
F007	F008	F009	F010	F011			
F012	F013	F014	F015	F016			
FF018	FF021	FFF006	FFF008	FFF007			
FFF010							
GGG010							
H001	H002	H003	H004	H005			
H006	H007	H008	H009	H011			
H012	H013	H014	H015	H016			
H017	H018	H019	H020	H021			
H022	HH020						
I005							
K024	KK002						
MM018	MM032						
NN004							
PP007							
QQ002	QQ003	QQ004					
R011	R013						
Z001	Z003	Z004	Z005	Z006			
Z007	Z008	Z009					

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME

Open codes					Number of open codes	Category description	Axial code
AAAA001	AAAA002	AAAA003	AAAA004	AAAA005	245	The need for establishing a sports coaching system with specialist sports coaches	C4
AAAA006	AAAA007	AAAA008	AAAA009	AAAA010			
AAAA013	AAAA015	AAAA016	AAAA017	AAAA018			
AAAA019	AAAA020						
BB008	BB009	BB019	BB026	BB069			
BB070	BB079	BB080	BB089				
C002	C003	C005	C006	C037			
C038	C044	C056	C058	C061			
CCC002	CCC003	CCC005	CCC006	CCC007			
CCC009	CCC011	CCC012	CCC013	CCC014			
CCC016	CCC017	CCC021	CCC033	CCC045			
CCC051	CCC052	CCC055	CCC065	CCC077			
CCC080	CCC106	CCCC001					
D001	D002	D012	D013	D014			
D022	D024	D026	D029	D042			
DD001	DD002	DD003	DD004	DD005			
DD010	DD011	DD013	DD014	DD015			
DD016	DD020	DD021	DD022	DD024			
DD025	DD026	DD027	DD028	DD032			
DD034	DD035	DD039	DD040	DD042			
DD046	DD047	DD048	DD056	DD058			
DD060	DD061	DD062	DD068	DDD017			

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME

Open codes					Number of open codes	Category description	Axial code
DDD019	DDD020	DDD026	DDD031	DDD036			
E003	E007	E013	E015	EE001			
EE002	EE005	EE006	EE008	EE020			
EE021							
F003	FF001	FF003	FF004	FF005			
FF006	FF008	FF009	FF013	FF014			
FF015	FF016	FF020	FFF002	FFF005			
FFF009	FFF011	FFF013					
G001	G006	GG012					
H010	HH006						
I045							
J007	J014	JJ001	JJ002	JJ003			
JJ004	JJ005	JJ008					
K001	K002	K003	K005	K006			
K007	K008	K009	K016	K017			
K018	K019	K020	K021	K022			
L001	L002	L003	L004	L005			
L006	L007	L008	LL002	LL005			
LL007	LL012	LL018	LLL002				
M003	M005	M011	M014	MM001			
MM002	MM004	MM007	MM008	MM010			
MM011	MM013	MM014	MM021	MM023			

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME						
Open codes				Number of open codes	Category description	Axial code
MM024	MM037	MM038	MM042			
NN001	NN008	NN010				
P001	P009	P010	P014	PP017		
P022	PP001	PP002	PP003	PP005		
PP009	PP010	PP011	PP012	PP013		
PP014	PP022	PP023				
QQ002	QQ005					
R004	R005					
S010						
T036	T047	T048,	T067	T074		
W004	W016	W064	W069	W074		
W082	W083					
X017	X020	X029				
Y002	Y004	Y005				
Z002						
A012	A013	AAAA026				
C057	C060	CCC008	CCC070	CCC089		
CCC091						
D031	D032	D037	D033	DD036		
DD037	DD050	DD052	DD054	DD057		
DDD055	DDD058	DD059	DDD070			
EE012	EE013					
					99	Factors to be considered in professionalisation of sports coaching
						C5

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME

Open codes					Number of open codes	Category description	Axial code
FF007	FF017						
GG033							
K015							
L009	L010	LL013	LL014	LL015			
M012	MM031	MM034	MM041	MM045			
T015							
U032							
V031							
W001	W002	W005	W007	W008			
W009	W010	W012	W014	W015			
W020	W021	W022	W023	W024			
W025	W027	W028	W029	W031			
W033	W035	W037	W039	W042			
W043	W047	W048	W050	W052			
W053	W054	W056	W057	W058			
W059	W060	W061	W063	W065			
W066	W067	W068	W070	W071			
W078	W079	W080	W084	W087			
W088	W089	W090	W091	W093			
X021							
C063	C064	C071	C073	CCC067	78	Incorporating the experiences of athletes to	C6
CCC068	CCC074	CCC075	CCC087				

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME

Open codes					Number of open codes	Category description	Axial code
D040	DDD033	DDD054	DDD056	DDD057		inform the professionalisation of sports coaching	
DDD062	DDD067						
GG001	GG002	GG003	GG004	GG007			
GG013	GG016	GG017	GG018	GG019			
GG021	GG022	GG023	GG024	GG025			
GG026	GG027	GG034	GG037	GG039			
GG042	GG043						
MM003							
T013	T022	T025	T027	T028			
T030	T031	T032	T033	T035			
T037	T041	T043	T044	T049			
T050	T051	T052	T053	T054			
T055	T056	T058	T059	T060			
T068	T070	T071	T072	T073			
T075	T076	T077	T078	T079			
T081							
W051							
X023							

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME

Open codes					Number of open codes	Category description	Axial code
BBB088							
C001	C007	C008	C009	C018			
C019	C028	C030	C032	C034			
C035	C036	C040	C041	C046			
C047	C049	C051	C054	C055			
C059	C062	C064	C066	C067			
C070	CC028	CC029	CC030	CCC001			
CCC002	CCC010	CCC018	CCC027	CCC028			
CCC029	CCC030	CCC031	CCC032	CCC034			
CCC035	CCC036	CCC037	CCC038	CCC039			
CCC040	CCC041	CCC046	CCC047	CCC048			
CCC049	CCC050	CCC076	CCC081	CCC083			
CCC084	CCC086	CCC088	CCC090	CCC093			
CCC094	CCC095	CCC096	CCC097	CCC098			
CCC099	CCC100	CCC102	CCC103	CCC104			
CCC105	CCC109						
DD017	DD038	DDD053	DDD060	DDD061			
DDD064	DDD076						
E010	EE021						
GG006	GG036						
M004	M005	M012	MM005	MM006			
MM025	MM026	MM027	MM028	MM029			
					105	Incorporating the experiences of sports coaches to inform the professionalisation of sports coaching	C7

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME							
Open codes					Number of open codes	Category description	Axial code
MM041	MM044	MM046					
T019	T029	T038	T042	T061			
W026							
X042							
Y001							
AAA015							
B015							
C010	C012	C043	C065	C073			
C074	CCC004	CCC044			14	Creating a culture of excellence for sports coaching	C8
DDD071							
GG041							
T020	T045						
CCC062							
DDD022							
GG028	GG038						
W006	W013	W017	W019	W030	12	The lack of the existence of an ethical code of conduct for sports coaches	C9
W045	W049	W081					

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME

Open codes	Number of open codes	Category description	Axial code
AAAA022 B018 B019 BB002 BB003 BB006 BB011 BB013 BB025 BB032 BB049 BBB004 BBB005 BBB008 BBB010 BBB013 BBB014 C022 C033 C052 CCC057 CCC063 D005 D015 DDD016 DD018 DD019 DD045 DD049 DDD035 E008 E009 E011 EE007 EEE006 FFF005 GG008 GG010 GGG001 GGG002 GGG003 GGG004 GGG005 GGG006 GGG007 GGG008 GGG009 HH008 HH009 II001 II002 II003 JJ006 JJ007 M010 MM015 MM033 MM036 MM040 MM047 MM048 MM049 N002 R002 RR002 T014 W062	67	Factors influence the success of sports coaches	C10

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME

Open codes					Number of open codes	Category description	Axial code
B010	BB051	BB075	BBB006	BBB019	54	The holistic development of sports coaches	C11
CCC072	CCCC002						
DDD037	DDD042	DDD059					
EE016	EE022	EEE001	EEE002	EEE003			
EEE007	EEE011	EEE012	EEE013	EEE015			
EEE016	EEE017	EEE019	EEE020	EEE021			
EEE022	EEE023	EEE024	EEE025	EEE026			
FF008	FF010	FF011					
G003							
K023							
L007							
MM022	MM039	MM030	MM041				
NN007	NN013						
PP008							
S001	S002	S003	S004	S005			
S006	S007	S008	S009				
W076							
X016							
C031	C039				4	Criteria to be considered for vetting and appointing sports coaches	C12
I054							
W049							

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME

Open codes					Number of open codes	Category description	Axial code
AA001	AA003	AA004	AA006	AA007	91	The lack of appreciation of the importance of the relationship between the sports coach and athlete	C13
AA008	AA009	AA010	AA011	AA012			
AA013	AA014	AA015	AA016	AAAA025			
BBB002	BBB007	BBB011	BBB018				
C042	C046	C050	C053	CCC019			
CCC061	CCC069	CCC073	CCC107				
D021	D023	DDD034					
E006	EEE010	EEE014					
G004	GG005	GG014	GG031	GG032			
HH014	HH019						
I044							
K010	K011	K012	K013	K014			
M001	M002	M006	M007	M009			
MM024							
P002	P003	P004	P005	P006			
P007	P008	P011	P012	P013			
P015	P016	P017	P018	P019			
P021	P022	P023	P024	P025			
PP018	PP022						
T001	T002	T003					
T017	T018	T021	T023	T024			
T039	T040	T046	T080				

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME							
Open codes					Number of open codes	Category description	Axial code
U015 WW001 X038 Y003							
BB065 CC017 CC019 CC026 CC053 CCC101 DD043 DDD011 DDD012 DDD014 DDD018 DDD046 E002 G005 KK001 MM019 MM020 RR001 U001 U003 U005 U006 U007 U008 U009 U010 U011 U012 U013 U014 U016 U017 U018 U019 U020 U021 U022 U023 U024 U025 U026 U027 U028 U029 U030 U031 U033 W018 W040 W046 W072					51	The absence of a formalised registry of sports coaches	C14
E001 O001					7	The lack of acknowledging the	C15

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME

Open codes					Number of open codes	Category description	Axial code																																
T062	T063	T064	T065	T066		influence of the socio-economic environment on sports coaching																																	
C048	T004	T005	T007	T008	T009	8	The necessity to align a sports coach development pathway with the athlete development pathway	C16																															
C045	CC031	CC056	CCC015	CCC020	CCC064	DD012	DD029	DD053	DDD024	DDD025	DDD043	DDD045	DDD066	E014	EEE004	FFF012	GG034	HH015	J001	J002	J003	J004	J005	J006	J008	J009	J010	J011	J012	J013	J015	M008	NN006	P020	PP016	QQ007	90	The lack of resources and professional services required for supporting and establishing the development of sports coaching	C17

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME

Open codes					Number of open codes	Category description	Axial code
R001	R003	R006	R007	R008			
R010	R012	R014	R015				
T016							
U004							
V001	V002	V003	V004	V005			
V006	V007	V008	V009	V010			
V011	V012	V013	V014	V015			
V016	V017	V018	V019	V020			
V021	V022	V023	V024	V025			
V026	V027	V028	V029	V030			
V031	V032	V033	V034				
W003	W034	W036	W041	W044			
W077	W092						
X025							
CO68	CCC054	CCC085					
DDD051	DDD072						
E005	EE017						
FF019							
LL008							
MM041							
QQ001	QQ006						
V018	V020						

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME

Open codes	Number of open codes	Category description	Axial code
AAAA027 BB010 CC029 CCC024 CCC026 CCC057 CCC058 D008 D039 DD002 DDD027 DDD030 DDD039 DDD047 DDD050 DDD065 DDD069 E012 EEE018 G007 GG035 HH001 HH002 HH003 HH004 HH005 HH007 HH010 HH011 HH012 HH016 HH017 HH018 HH021 HH022 JJ006 MM012 MM035 O002 T057 V017 V022 V026 V035 X006 X007 X024	57	Sports coaching challenges	C19
AAA015 B015 C010 C012 C043 C065 C073 C074 CCC004 CCC044 DDD071 GG041	16	Creating a culture of “giving back” to the sports coaching system	C20

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME

Open codes	Number of open codes	Category description	Axial code
T014 T020 T045 W062			

NOTE: Five participant groups were identified for this study, namely NCSL, NSC, NA, SCE & SME

Open codes					Number of open codes	Category description	Axial code
B019	BB002	BB003	BB006	BB011	65	Factors considered for the sustainable development of sports coaches	C21
BB013	BB025	BB032	BB049	BBB004			
BBB005	BBB008	BBB010	BBB013	BBB014			
C022	C033	C052	CCC057	CCC063			
D005	D015	DDD016	DD018	DD019			
DD045	DD049	DDD035					
E008	E009	E011	EE007	EEE006			
FFF005							
GG008	GG010	GGG001	GGG002	GGG003			
GGG004	GGG005	GGG006	GGG007	GGG008			
GGG009							
HH008	HH009						
II001	II002	II003					
JJ006	JJ007						
M010	MM015	MM033	MM036	MM040			
MM047	MM048	MM049					
N002							
R002	RR002						
T014							
W062							

Source: Researcher's own compilation

4.4.1.3 *Selective coding*

Selective coding is the culmination of the grounded theory process and its purpose is either to define a new theory, or to modify an existing theory, based on current research (Evans, 2013; Saldaña, 2013). The researcher connected related categories to form an emerging theme(s).

Selective coding is the third and final stage in which the researcher attempted to connect categories to emerging themes. The researcher attempted to integrate the various categories and relationships among categories, with the view of identifying the centrally relevant themes that emerged from the research. The levels of saturation experienced by the researcher in the open-coding cohort was iterated in the conclusion of the axial coding, as there was a real sense of convergence of the data triangulation.

4.5 Conclusion

This chapter provided a detailed overview of the field work conducted in the three cohorts. The five themes emerging from the field work will be discussed in more detail in the next chapter.

The purposive sample size of 515 participants produced 1 468 concepts. The 40 national sports coaching leaders, who participated in Cohort 3 (2018–2019) (focus group discussions), were also participants in the exploratory sessions in Cohort 1 (2014–2017) and, remarkably, the 40 national sports coaching leaders (NSCLs), who formed part of the exploratory Cohort 1 (2014–2017), volunteered to be included in Cohort 3 (2018–2019) focus group discussions.

The observations made by the researcher during the field work included the following:

- Several participants referenced the lack of support towards the agreed sports coaching framework for South Africa;
- Participants confirmed that there would be a lack of focus on capacity building for sports coaching and sports coaches;
- The need to open access to formalised education for all sports coaching stakeholders; and

- A lack of benchmarking South African sports coaching developments with global practices.

The data analysis process will be explained in more depth as part of the research findings in the next chapter. Chapter 5 will, therefore, continue the process of creating meaning from the data by presenting the data in the themes that emerged from the selective coding processes.

Chapter 5: Discussion of the Findings

5.1 Introduction

This chapter highlights the experiences of sports coaching of the national athletes, national sports coaches, national sports coaching leaders, sports coaching experts and subject matter experts. In alignment with Holton's view, the purpose at this point was to build theory from the ground up (Holton, 2007). The discussion of the findings will attempt to develop insight into the relevance of the emerging themes towards the understanding of sports coaching realities in the South African developing socio-economic context.

For the purposes of theory building data emerging from the literature and the data from the exploratory study will be considered towards the design of a framework to enhance the expressed needs and experiences of athletes, sports coaches and national sports coaching leaders in South Africa, as indicated in Section 2.2 (Chapter 2).

5.2 Discussion of Themes

In an attempt to develop insight from the data collected during the research, the researcher will reflect on the emerging five themes:

- Theme 1: Developing an inclusive sports coaching system, fit-for-purpose, athlete-centred and coach-led;
- Theme 2: Acknowledging the need for cooperation and collaboration of stakeholders;
- Theme 3: Professionalisation of sports coaching practices;
- Theme 4: Acknowledging barriers towards the emergence of a professional sports coaching system (South Africa);
- Theme 5: Embracing evolving global sports coaching practices, as recorded in Table 4.9.

This section elaborates the story-line generated through the grounded theory analysis processes to provide an in-depth description and discussion of the resulting themes.

During the field work, the researcher discovered that the sports structures were created through some people in leadership positions and their actions were routinely conducted without intent to implement the sports coaching framework. The experiences of the participants reflected this and that the country's leadership in sport perpetuated the strong protection around the traditional ethos, structures and processes they created. As mentioned in Chapter 1, the President of SASCOC, Gideon Sam, mentioned that effective sports coaching will "fix" the sports performance system (SASCOC, 2015b).

5.2.1 Theme 1: Developing an inclusive sports coaching system

The first emerging theme was distilled from the following eight of the resulting 21 categories: (i) the role of legislation, policy and sports coaching frameworks; (ii) the lack of diversity in sports coaching; (iii) the need to create a sports coaching system with specialist sports coaches; (iv) creating a culture of excellence for sports coaching; (v) the absence of an ethical code of conduct for sports coaches; (vi) the holistic development of sports coaches; (vii) the lack of acknowledging the influence of the socio-economic environment on sports coaching; and (viii) the lack of resources and professional services required for supporting and establishing the development of sports coaching.

There has been an increased recognition of the role of sports coaching and a need for a fit-for-purpose athlete-centred and coach-led workforce (SASCOC, 2015). The exploratory journey, detailing the rollout of the implementation of a sports coaching framework for South Africa in collaboration with representatives from 76 national federations and nine provinces (Annexure A8), confirmed the need for the development of an inclusive fit-for-purpose, athlete-centred and coach-led system.

Despite the above-mentioned policy direction, only a handful of national federations and provinces prioritised the implementation of a sports coaching framework, the South African long-term athlete development (SAS4L) policy model, and the long-term coach development (LTCD) policy model.

At the same time, SASCOC agreed to develop membership (Annexure A8) sports-coach education programmes; appoint key personnel to lead the sports coaching portfolio in the organisation; and to drive the national agenda for sports coaching development.

The participants' responses clearly highlighted the deficits in the South African sports coaching system, as expressed by participants in Cohort 2 (2016–2018) and Cohort 3 (2018–2019). The next section will provide detail regarding the participant voices as reflected in these categories.

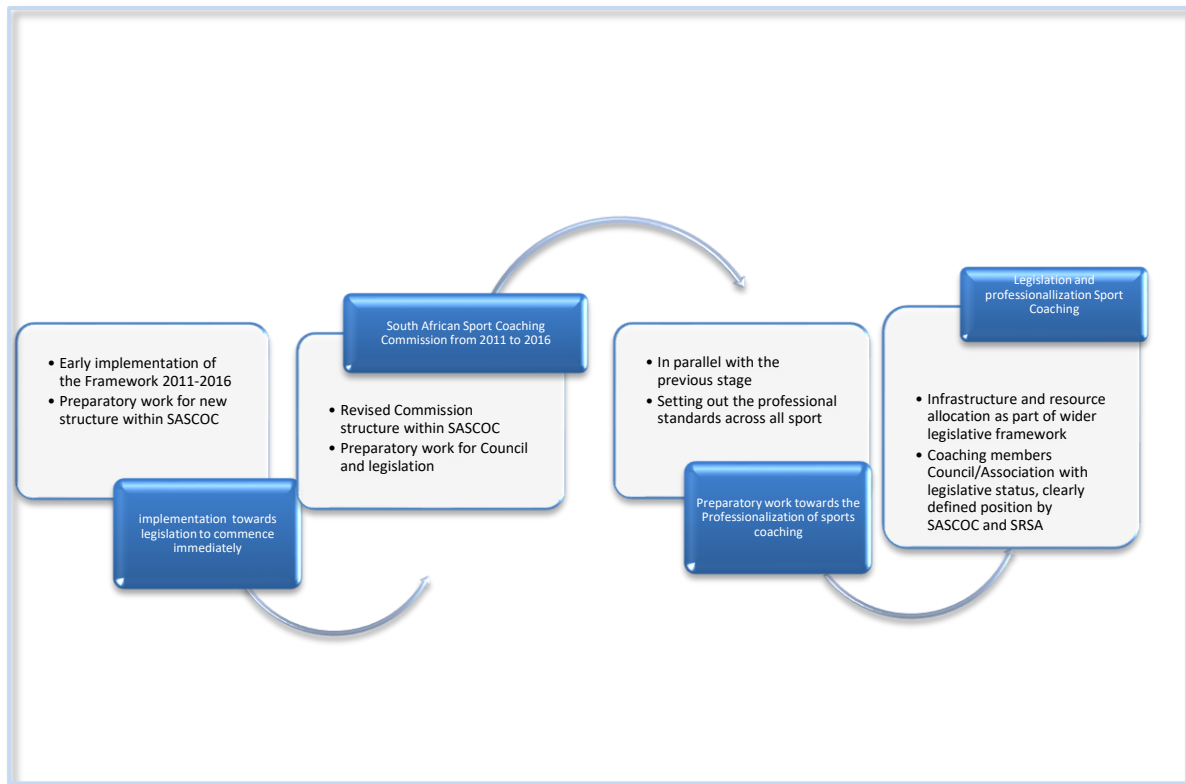
5.2.1.1 Role of legislation, policy and sports coaching frameworks (C1)

The participants agreed that legislation, policy and the South African Coaching Framework would add credibility to their profession by establishing unified and credible coaching standards across all levels of sports coaching. The participating sports coaches expressed their concern regarding the non-engagement of stakeholders to review the amendment of the National Sport and Recreation Act (No. 18 of 2007). The participants stated that legislation should compel policymakers to review their funding policies, and to reprioritise the development of a sports coaching system in South Africa.

Discussions held in Cohort 2 (2016–2018) and Cohort 3 (2018–2019) highlighted the apathy for the implementation of the sports coaching framework reflecting in a dwindling of resource allocations towards sports coaching and less pronouncement on sports coaching matters.

Figure 5.1 illustrates the aspirations of sports coaches, who pinned their hopes on legislation, policies and the professionalisation of sports coaching since the launch of the South African Coaching Framework in 2011 (SASCOC, 2011a).

Figure 5.1: Aspirations of sports coaches



Source: SASCOC, 2011a: 36

The findings provided evidence that sports coaches placed confidence in the legislation mandate to add credibility to their profession (see Table 4.2). The participants observed that the establishment of sports coaching standards and norms at all levels of sports coaching should regulate the profession, while adding value to the professionalisation of the sports coaching system.

The following participant interview excerpts support the importance of legislation:

<p>NSCL-P1 (I002:44-29)</p>	<p><i>SRSA will ensure that coaching is regulated in the country. The first step is to insert a clause in the National Sport and Recreation Act to cater for an empowering provision for regulation on coaching. The amendment to the National Sport and Recreation Act are now in a process of consultation.</i></p>
<p>NSCL-P1 (B004:21-19)</p>	<p><i>As highlighted in the South African Coaching Framework, there is a dire need to legislate the coaching space in the country to afford it a firm and properly regulated foundation ... both SRSA and SASCOC shall advise to that effect accordingly. SRSA as the custodian of the National Policy shall lead this process.</i></p>

NSCL-P1 (B004:21-19)	<i>In support of the above participants NSCL-P1 (B004: 21.19) confirmed the roles of SRSA and SASCOG.</i>
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NSCL-P18 (DD030:63-2)	<i>We should also explore the route of legislation for coaching.</i>
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NSCL-P1 (GG009:21-26)	<i>[in support of] national federations, provincial coaching commissions, provincial sport confederations need to generate inputs (items) to be considered for the legislation process</i>
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NSCL-P143 (A005:69-5)	<i>We hope that the legislation for coaches and licensing happens very soon.</i>
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As far as policy is concerned, a declaration signed by all the relevant South African stakeholders affirmed the importance of implementing a sports coaching framework that would enable the preparedness and readiness for the professionalisation and licensing of sports coaches by 2016 (Annexure 51). As indicated in Figure 5.1, this declaration required immediate action, (SASCOG, 2011a: 36) in terms of planning and preparing for the legislation and professionalisation of sports coaching.

Participants expressed their views on the lack of sports coaching structures and support from their national federations to implement the South African coaching framework as follows:

NSCL-P143 (JJ006:69-42)	<i>There are no coaching structures to follow, we have the coaching framework, but cannot implement [it], our NF stated there is no money for developing coaches ...</i>
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However, it should be noted that the participants stated that the lack of support to implement the South African coaching framework (as confirmed by participant NSCL-P143 (JJ006:69-42)), would lead to the *status quo* of lack of accountability and the *status quo* of wasting of resources due to an unprotected and unregulated environment for sports coaches would also remain unchanged.

<p>NSCL-P37 (TT003:63-204)</p>	<p><i>Parents are responsible for supporting an unregulated system by remunerating sports coaches who are not accredited or recognised by an organisation that oversees sports coaching professional standards are adhered to.</i></p> <p><i>... If a mother takes a kid for sport or when she pays and she's getting second-rate coaching, then she's not investing in her child. Parents are prepared to pay if they know they're on the right path. Because of no overseeing body, the people are throwing money in the water and other people are just accepting it and I think until such time we don't have a controlling body, I don't know ... we are left in an unprotected, unregulated environment that is [a] 'free for all'.</i></p>
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The participants confirmed the establishment of sports coaching standards and norms at all levels of sports coaching should regulate the profession, while adding value to the professionalisation of the sports coaching system.

5.2.1.2 Lack of diversity in sports coaching (C2)

Sports coaching in South Africa is in a pivotal position to support transformation, in that it promotes engagement and inclusion. Yet, recent empirical evidence indicates that little has changed in the post-apartheid era (1994–) and black and women sports coaches are still under-represented (Luiz & Fadal, 2010).

Tables 5.1 and 5.2 reflect the demographics of the three Olympic Game cycles in which South Africa participated.

Table 5.1: Diversity in South African Olympic Games teams

Olympic Games	SPORTS COACHES				TOTAL
	Male		Female		
	Black	White	White	Black	
Tokyo: 2020 (2021)	13	17	9	3	42
Rio de Janeiro: 2016	1	12	1	0	14
London: 2012	0	13	1	0	14
TOTAL	14 (21 %)	42 (78 %)	11 (16 %)	3 (4 %)	70 (100 %)

Source: Researcher's own compilation

Team South Africa had 70 sports coaches, who participated in the three Olympic Games (London 2012, Rio de Janeiro 2016 and Tokyo 2020). Some of these sports coaches were involved in more than one of the Olympic games. A total of 78 % were white sports coaches, and 19 % were black sports coaches. By gender, 21% were female coaches; 16% were white female coaches and 4% were black female sports coaches. There was an increase in the number of black sports coaches and an increase in the number of female sports coaches and black female sports coaches.

The demographics for the paralympic coaches reflect 29 male coaches and seven female coaches: 7% were black male and 66% white male. No black female coaches and 7% white female coaches were involved.

Table 5.2: Diversity in Team South Africa: Paralympic Games

Paralympic Games	SPORTS COACHES				TOTAL
	Male		Female		
	Black	White	White	Black	
Tokyo: 2020 (2021)	4	4	4	0	12
Rio de Janeiro: 2016	1	5	2	0	8
London: 2012	0	15	1	0	16
TOTAL	5 (7 %)	24 (66 %)	7 (19 %)	0	36 (100 %)

Source: Researcher's own compilation

In summary, Team South Africa demonstrated an improvement in the number of black sports coaches participating at the Olympic games.

The following participant responses strengthen the case for the lack of diversity in South African sports coaching:

NSC-P394 (AAA001:101-9)	<i>Being a coloured man in a sport event (Javelin) dominated by white people was tough. Very negative comments were made in the beginning of my coaching career. Over time I have earned the respect of many due to my success as a coach.</i>
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NSC-P395 (CCC094:102-28)	<i>We need to have diversity matters included in coach education programmes.</i>
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Stakeholders and sports coaching leaders need to prioritize the transformational agenda and create more opportunities from the outset to sustain a longer developmental pathway for their sports-specific coaches. Insufficient sports coaching programmes and coach-education programmes are dedicated to addressing the lack of diversity in sports coaching matters.

NSC-P395 (AAA016:102-20)	<i>A bad experience for me was when the 'quota system' was introduced.</i>
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NSC-P381 (AAA006:87-14)	<i>... another priority is addressing transformation. There is too much talk and no action.</i>
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The participants also shared positive and encouraging experiences:

NSC-P386 (BBB018:92-2)	<i>Nation building with all its diversity bringing us together as one.</i>
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NSC-P39 (AAA015:101-12)	<i>Coaching brought a lot of people over the culture diversity barrier.</i>
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Transformation for sports coaches has a positive interaction when they are appointed to represent their sport at national and international levels should be considered on competencies of sports coaches, rather than quota appointments to teams. The practice of consistent and unconditional sports coaching behaviours promotes trust and provides the foundations for stronger interpersonal relationships.

The national sports coaches told their experiences of diversity and the next section will discuss some of the opportunities provided to address transformational matters when the participants state their need to create a sports coaching system with specialist sports coaches.

5.2.1.3 Need for a sports coaching system with specialist sports coaches (C4)

As indicated in the following responses, participants expressed the need for the development of a sports coaching system with a specific focus on the role and impact of specialist sports coaches:

NSCL-P37 (CCC038:63-137)	<i>The coaches inside those systems are actually producing the results. They coach from a place of love and we to recognize that in our country. We are coaching from a place of fear, that's where we currently coach from.</i>
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NSCL-P42 BB074:71-9)	<i>No coaches programme offered in most SA sport. They focus on national and international competition. No coach education programmes, it must not only be high-performance coaching, a dire need for all stages and especially children and youth. We need sustainability and depth in sports and coaching.</i>
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NSCL-P243 (BB079:73-52)	<i>We need a system for coaching and coach leadership to have a forum discussion at least a schedule of meeting and topics.</i>
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The findings reflected that fewer prospects existed for sports coaches to continue their sports training (with a view to take on a specialist sports role) and, therefore, the opportunity to develop an inclusive and sustainable sports coaching system appeared to be hindered, as indicated by the following participant responses:

NSCL-P27 (C011:53-64)	<i>The need to focus on specialist coaches of children and youth, disability athletes; women and girl coaches.</i>
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NSCL-P243 (BB079:73-53)	<i>We need children coaches that are qualified to coach children. They must be vetted and sign a coaches code of conduct. We need a system for coaching and coach leadership to have a forum discussion ... at least a schedule of meeting and topics. Children are coached by youngsters, just out of school and no experience or competence in coaching</i>
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The participants stated that, having a well-articulated sports coaching system, would among others, imply having a well-coordinated team of professional people driving the implementation of key performance indicators as agreed between different stakeholders in the system.

In the next section, more detail is provided on the development of the culture of excellence for sports coaches.

5.2.1.4 Creating a culture of excellence for sports coaching (C8)

Sports coaches need to feel inspired, valued and to feel the willingness of the entire team, and the organisation to be forward-looking to invent the future performance athlete(s) are recognised and their voices and their work is valued, significant and valued based.

The interviews with the participants reflected on the importance of building a culture of excellence for sports coaches. Building a culture of excellence will help create organisational capacity and a structure that empowers and engages with its people by mind-set of change and growth (Senduk, 2018). Dictionary.com (2023) defines *culture* as the total of the inherited ideas, beliefs, values, and knowledge constituting the shared bases of social action. *Excellence*, as defined by *Collins English dictionary* (2023), is the state or quality of excelling or being exceptionally good; extreme merit; superiority.

Significantly, the participants looked to the critical role of the national sports federation and the National Olympic Committee in building the organisational culture that would uphold excellent performances for athletes and sports coaches.

The participants expressed the following responses to the culture of excellence:

NA-P413 (DD0041:122-3)	Culture is key ...
NSC-P395 (DDD068:103-13)	<i>The lack of a support system at home, in society and insufficient coach education programmes offered, sometimes results in the coaches falling through the cracks and not being able to sustain their athletes' performances.</i>
NSC-P27 (L006:71-28)	<i>...to define excellence in the future? Not only do athletes need to go through a journey to get there, but the coaches also have to do that.</i>
NSC-P380 (C073:86-26)	<i>Building a culture where we are tolerant of each other's culture.</i>
NSCL-P21 (DD032:63-78)	<i>...most of them did it on their own, there is no system that helped them to get there, which I think is a very unhealthy place for a country to be at. Because if there are one or two people producing athletes in this country, when they leave the country then we have no athletes coming through the system .So... and for me... it was quite evident that all those coaches and athletes came through, so there's no system that created me... I created myself.</i>

Sports coaches are considered as role models for their athletes. Therefore, the participants' statements were an important consideration for the aim of the study, as well as the response to the research question being confirmed with the duty of care for sports coaches. From the interviews with the participants and the literature reviews, building a culture of excellence for sports coaching would seem to be the direction for sustained improvement.

5.2.1.5 *The holistic development of sports coaches (C11)*

Sports coaches have been known to prioritise the performance and welfare of their athletes and teams over their own wellness in pursuit of their athletes' and teams' performance goals (Dick, 2017).

The holistic development and welfare of sports coaches appears to be a recent area of interest (North, Piggott, Lara-Bercial, Abraham & Muir, 2019).

Participants reflected on the need to improve themselves to reach both professional and personal goals as follows:

NA-P433 (GG101:144-13)	<i>They are judged or measured by winning and how many players make the provincial or national team. I wish they could consider other ways to measure coaches like how coaches holistically coach on and off the field; how they influence and impact our lives.</i>
NA-P241 (CCC080:149-19)	<i>We need professional coaches and NFs to take our coaches seriously. We must give them every opportunity to prepare them for world-class performance.</i>
NSC-P382 (C044:88-1)	<i>A coach fulfils many roles, not only that of instructor, but also mentor, friend, support, confidante. A coach needs to be willing to learn and develop alongside their athlete, to be trustworthy, have empathy.</i>
SCE-P44 (GG010:151-111)	<i>The daily training environment becomes a 'working laboratory' where ideas for improvement can be tested scientifically and new training methods can be validated against performance measures.</i>
NSC-P395 (CCC090:102-6)	<i>Develop the holistic person [person holistically] and not just the players.</i>

Sports coaches are role models for their athletes. Therefore, the participants' statements confirmed the duty of care and holistic development of the sports coach as important influence for the athletes, parent and sports organisations. Such considerations might be valuable in exploring the sports coaching realities in South Africa as a developing socio-economic context.

5.2.1.6 *Lack of resources and professional services in support of the development of sports coaching (C17)*

Sport in South Africa is recognised as a basic human right and as an important contributor to the quality of life for citizens of the country. However, as stated in the Constitution of the Republic of South Africa (RSA, 1996), the importance of sport has not been sufficiently appreciated.

Developing a sports coaching system was agreed by the 85 members of SASCOG listed in Annexure A8 at the 2010 and 2011 national sports coaching conference hosted by SASCOG. SASCOG member federations signed the declaration in 2011 to implement the South African coaching framework (SACF) (SASCOG, 2011a & 2011b), which provided the basis for the design and implementation of a system for sports coaching that would be inclusive and lead to the legislation and professionalisation of sports coaching by 2016 (SASCOG, 2011a & 2011b).

Participants opined that sports coaches had no say when it came to the allocation of resources and sports coaches had to justify their roles and status by their athletes' ranking and their own competitive ranking as sports coaches based on performance results.

The following participant responses were expressed and captured:

NSCL-P242 (V022:73-13)	<i>The allocation given to our NF for building capacity for coaches and developing coaches resources are used by NFs for competition.</i>
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NSC-P390 (EEE002:97-5)	<i>Only high-performance coaches and athletes benefit from funding and resources. Inequality with funding support for men and women in rowing. Funding is lacking.</i>
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NSCL-P170 (V022:73-27)	<i>We have no say in the allocation of resources, we have no voice. Coaches will be victimised by the NF and SASCOC ... We have to do as they want. I am extremely frustrated and this is causing a resource drain as our top coaches want to leave for greener pastures.</i>
NSCL-P242 (I1003:73-43)	<i>Athletes suffer the most due to unqualified and inexperienced coaches.</i>
NSC-P380 (V015:95-10)	<i>Funding is lacking, on [the] junior scale coaches are volunteer[s] and it takes away from running a tight programme. Access to coach education, resources and equipment and a base for all juniors to train together makes consistency an issue.</i>
NA-P434 (DDD066:148-28)	<i>I feel like there's too much distance between the elite athletes and the development of the sport.</i>
NSC-P397 (V001:104-23)	<i>Financial resources and support would make a difference.</i>

South Africa's sports coaching policies are also documented in the National Sports and Recreation Plan (SRSA, 2012): Strategic Number 13. This policy remains to be implemented and support the programmes identified for sports coaching.

5.2.1.7 Summary

The statements made by the participants as reflected in the ten categories sought to integrate a solution for South Africa's sports coaching system, as reflected in Theme 1. Their statements on the lack of research, coach education, unregulated service providers, coach education provision by national federations, and less support for junior or youth sports coaches were particularly noteworthy.

According to Piggott (2015), provision for formal coach education has been reported to be diminishing and is less valued than experiential learning and other informal opportunities. Piggott (2015 & 2012) in particular found that formal coach education delivered in closed circles and providing a prescriptive model of practice were reported by coaches as useless.

The participants' contributions and views pointed to the vital need for the development of an inclusive sports coaching system that is fit-for-purpose, athlete-centred and coach-led for a strategy to improve the South African sports coaching system.

5.2.2 *Theme 2: Acknowledging the need for stakeholder cooperation and collaboration*

The participants indicated their involvement in the collaboration process should address the socio-economic challenges faced by sports coaches in the South African context. In support of this view, Waśkowki (2015) indicates that network relations, shaped by outer and inner engagements, could form the basis of the development of a collaboration culture between organisations and stakeholders. The collaboration of the stakeholders in South African sport has influenced sports coaching directly, has lent itself to the research objectives, and to review the relevance of the socio-economic factors impacting sports coaching.

In this regard, two categories (factors) were considered as influencing the success of sports coaches and the need to establish employment opportunities for sports coaches of the 21 categories will be discussed.

The following 16 participant voices emerged from the study on the cooperation and collaboration of stakeholders in relation to the success in sports coaching, and the need to establish employment opportunities for sports coaches: NSC-P102, NSC-P404, NSCL-P160, NSC-P407, NSCL-P353, NSCL-P37, NSCL-P42, NSCL-P160, NSC-P404, NSC-P390, NSCL-P75, NSC-P403, NSC-P399, NSC-P403, NA-P433 and NSCL-P18.

5.2.2.1 Factors influencing the success of sports coaches (C10)

Although there are interlinked factors contributing to this category, the participants indicated the need for factors to be considered that would influence the collaboration between key stakeholders, close cooperation among stakeholders and the impact they could have on the success of sports coaches.

In this regard, 67 participants supported the assertion and some of these excerpts listed by participants are captured below:

NSC-P102 (BB003:25-35)	<i>Allocation of funds for building coaching capacity.</i>
NSC-P404 (BB003:111-23)	<i>Building capability over time enables future performance and sustainability.</i>
NSCL-P160 (DDD035:71-35)	<i>Infrastructure is required to ensure the success of a sports coach.</i>
NSC-P407 (C052:113-11)	<i>We need our university to support (sports) coaching.</i>
NSC-P407 (DD019:42-71)	<i>... agility of winning mind-set in being adaptable and creative in a climate of constant change that the international arena represents.</i>
NSCL-P353 (DD045:74-56)	<i>We must change the mind-set of national federations. It's the biggest thing; the mind-set change.</i>
NSCL-P37 (II002:63-201)	<i>We're operating in an uncontrolled environment we've also got clubs popping up all over with unqualified coaches and the worst part is they're exploiting parents.</i>

NSCL-P42 (CCC051:71-32)	<i>Taking a hard line that will make people feel uncomfortable, we should not be satisfied with making the final (competition).</i>
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NSCL-P160 (DD041:71-12)	<i>The effectiveness of the (sports) coaching system must include a strong support team, that is, sports scientists, psychologists, physiologists, logistics, management of logistics, medical and rehabilitation.</i>
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In view of the foregoing, the participants' responses highlighted success factors that had not yet been in place in the South African sports coaching system and that needed to be addressed to develop a sustainable sports coaching system for South Africa.

5.2.2.2 *Need to establish employment opportunities for sports coaches (C18)*

Sports coaches provide a service to guide the performances of athletes. In developing socio-economic contexts, more than 95 % of the national sports coaches are volunteers and receive no payment for their services as sports coaches (SASCOC, 2012b).

Participant P75, stated that *98 % of sports coaches in South Africa are volunteers*, whereas P 390 stated that *only high-performance coaches and athletes receive resources*.

The participants mentioned the challenges faced by sports coaches including remuneration for their services, as reflected by the following comments:

NSC-P390 (DDD066:97-8)	<i>Only high-performance coaches and athletes benefit from funding and resources and payment...junior-scale coaches are volunteers.</i>
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NSCL-P75 (KKK002:10-173)	<i>98 % are volunteer coaches.</i>
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NSC-P399 (V035:106-8)	<i>We don't really have funds for coaches ... financial support will really make a difference, especially for the women coaches.</i>
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NSC-P403 (DDD051:110-20)	<i>There's not really money to pay coaches on a full-time basis.</i>
NSC-P403 (C012:110-24)	<i>When you just coach as a volunteer, it's a different pathway. You still have to do a lot of this work, in between ... and you need to take a lot of time off work from your day job to get there if you want to participate at the top.</i>
NA-P433 (C054:144-4)	<i>Coaches are passionate and are spending their own money on athletes and to finance athletes' participation.</i>
NSCL-P18 (M010:63-96)	<i>We've got people with enormous amounts of experience and, once they are recognised, then the next step will be "How do we create coaching spaces for them?" and "How do we secure such spaces through the entire coaching pathway?"</i>

The researcher probed the participants responses on the assumption of 98% of sport coaches were volunteers. Participant P75 validated the response with reports and statistics from the national federation and as a provincial sports coaching leader. The researcher deduced that there was a need for full-time employment of sports coaches in a well-defined sports coaching system.

5.2.2.3 Summary

The need for full-time employment of sports coaches and the understanding of the factors influencing the success of sports coaching seem to be critical building blocks to enhance the cooperation and collaboration of stakeholders in the sports coaching arena.

5.2.3 Theme 3: Professionalisation of sports coaching

The participants provided their perspectives on the professionalisation of sports coaching by arguing that sports coaches in the current system were not being recognised and their voices are ignored and dismissed. Theme 3 emerged as a result of seven categories formalised from 19 concepts presented by the participants.

5.2.3.1 Factors to be considered in professionalisation of sports coaching (C5)

This category considers the factors acknowledged by participants that strengthened their request for the professionalisation of sports coaching.

Taylor and Garratt (2016) observe that the vast majority of individuals engaged in sports coaching do so within the frame of a voluntary spirit, often juggling time around social commitments, their full-time job and family. Singh and Surujlal (2010: 107) identify the safety dimensions and “legal duties” in school sport personnel including sports coaches and confirmed that the minimum requirements were not met and that sports coaches were not adequately aware of the “legal liability”.

In view of the above-mentioned, the following contributions echoed the need to professionalise sports coaching:

NSCL-P143 (A005:29-17)	<i>There is a dire need to legislate the coaching space. We still awaiting the decision from the 2011 declaration signed by SASCOC and SRSA to have an independent professional body endorsed by SASCOC membership. We need all our coaches especially those representing South Africa to be registered and have a valid license before they are appointed to represent our country.</i>
NSCL-P1 (AAAA026:152-75)	<i>Firstly, it was necessary for enabling legislation to be drafted and for SASCOC Constitution to be amended to provide for SASCOC to establish this body. Secondly, accepted by all national federation and be accredited to SAQA Thirdly, it was always envisaged that it will be a professional body for coaches and run by coaches.</i>
NSC-P391 (CCC035:81:3)	<i>Coaches currently have no voice, they are pushed from pillar to post. We are not in favour of private individuals running the sport professional coaching body, because sport governing bodies such as SASCOC and Sports and Recreation exist to monitor and exercise control over funds</i>

NSCL-P241 (W031:81-109)	<i>Take personal ownership of every moment and I recall during 2011 coaching conference, SASCOC and government of sport in South Africa stated that by 2016, if coaches are not registered by the SASCOC Professional Coaches Body then you will not be allowed to coach</i>
NSC-P383 (CCC070:89-14)	<i>Coaches and athletes need to be able to have a voice in a safe environment where they feel that whatever they're going to say can add value and that they are not ignored or dismissed</i>
NSC-P407 (CCC066: 84-19)	<i>Politics in our sport and lack of governance have slowed the process. We need to have licensed coaches that sign up to the code of conduct. We also need to have a body that is a strong voice for coaches. Members and the coaching body will be accountable to its organisation's membership in the same way SASCOC Board is accountable to this membership</i>
NSCL-P1 (A012:44-30)	<i>SRSA will ensure that coaching is regulated in the country. The first step is to insert a clause in the National Sport and Recreation Act to cater for an empowering provision for regulation of coaching.</i>
NSCL-P45 (W040:61-30)	<i>W040: Licensing system must be enforced at all levels of coaching and coaches to sign a code of ethical conduct. Coaches, must have an organization that stand up for them, be their eyes and ears and a strong voice on coaching agenda</i>

Participant (P1), mentioned regulation as one of the variables that assures sports coaches receive credible sports coaching qualification to practice their craft. Sports coaches acknowledge the need for professionalisation and regulation for sports coaches. They expressed the need to improve their status, coaching career, accountability, ethics and benefits.

5.2.3.2 Incorporating the experiences of athletes to inform the professionalisation of sports coaching (C6)

The athletes interviewed during the field work reflected on their sports coaching experiences and the competencies of their sports coaches. The athletes' experiences highlighted the awareness of what should be the characteristics, behaviours and/or factors that sports coaches should demonstrate for the professionalisation of sports coaching, as stated in the following responses:

NA-P430 (CCC032:141-22)	<i>... some coaches tend to take all decisions by themselves and ignore the athlete's voice and have poor communication skills. My previous coaches made me feel inadequate and I left the training broken.</i>
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NA-P432 (CCC001:143-13)	<i>I think sports coaching is a very big portfolio, there are a lot of requirements you need, to understand your athletes emotionally as well as physically. You need to be knowledgeable about the sport itself ... how to train athletes, understand their diets and also prepare them for competition. You also need to constantly stay updated with the current trends to be adaptable to new things and where they require you to do different things for each competition. My coach also has to do a bit of presentation and communication and presenting skills are essential.</i>
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NA-P423 (T080:134-22)	<i>The important thing is that the coach understands each and every player because he/she needs to know what sort of language he/she can use with each player because each player reacts differently.</i>
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NA-P425 (R006:141-13)	<i>I think every single coach should go to a coaches' course, attend seminars and get themselves upgraded to a certain level if they want to stay relevant. My coach uses technology and brings in university graduates to assist with areas of research and what is new from wrestling. My coach is also the continental top coach. Despite the lack of resources, my coach is innovative and brings in new technological ideas and activities at most of our sessions."</i>
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NA-P433 (GG021:144-11)	<i>...she is a world-class coach, and she brought her experience to South Africa and has obviously changed the way we play and we see ourselves as players, she's really made us believe that we can do anything and that anything is possible. She's makes really good decisions; has good communication and she's created a leadership group and the players are more involved with decision making as well.</i>
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The demands made by athletes and controls placed by all the sectors involved with training the athletes for performance, seem to place higher demands on the sports coach for success.

5.2.3.3 *Incorporating sports coaches' experiences to inform the professionalisation of sports coaching (C7)*

Similar to the national athletes, the national sports coaches and national sports coaching leaders reflected on their sports coaching experiences and the competencies of the sports coaches. From the field study sports coaches depend on their national federations and those who get contracted do so on the national federations', terms. Sports coaching job dismissal is a common consequence for failure, particularly in professional team sport.

From the interview excerpts, the following dimensions were noted: the lack of recognition of sports coaches; the demands for excellent services from sports coaches to produce world class athletes; the need for credible and professional sports coach education offered by experts in the industry; the need for more research in sports coaching; and the engagement of parents. These dimensions had shaped their sports coaching experiences that informed their need for professionalisation of sports coaching.

NSCL-P160 (CCC047:71-17)	<i>It is inconceivable that we are required to coach for world-class athlete performance, yet we – as coaches – are given no recognition. We don't have world-class people supporting our athletes and coaches. We need excellent services to develop coaches to produce World-class athletes.</i>
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NSC-P388 (T027:95-7)	<i>Professional body will bring about professional education offered to coaches and stop the infiltration of consultants making money from coaches, we call this a bottomless pit of money handed to them for sub-standard education to our coaches.</i>
NSC-P380 (H015:53-22)	<i>Research and coaching qualifications in South African coaching is [sic] unheard off. Coaches find solution[s] with other coaches and Google and use internet, YouTube to find solutions.</i>
NSC-P389 (TT005:96-26)	<i>Parents, too, play a large role in influencing coaching in a positive or negative way. Also, parents pay for their children's coaching... they need to pick quality coaches.</i>
NSC-P398 (T049:105-2)	<i>If you can be with your athletes on a weekly basis, you are a fortunate coach, and you can learn what the personality of this person, or this athlete, is and what makes him 'tick' or not and you learn about his background as well. That's very important for me and to even know the parents. Coaches need support to improve and uplift themselves and in other words they need to get courses where they can learn from credible and trusted programmes."</i>

The work of sports coaches is currently more transparent to the public. The sports coach needs to have sensitivity for the athlete or team, incorporating the non-sporting aspects too, thereby bringing the entire personality into the sports coach's field of vision.

5.2.3.4 Criteria to be considered for vetting and appointing sports coaches (C12)

Vetting and appointment of sports coaches is a process that is thoroughly conducted by a sports federation or organizations. Vetting includes a background check of the sports coach. During the field work, it seemed that one of the factors that might contribute to the appointing of coaches was the lack of a selection policy by national federations.

The following responses provided examples of how sports coaches were appointed to the position of national sports coach:

NSCL-P160 (DD043:71-20)	<i>There is no system or criteria that NFs can share on how they select and appoint coaches besides being 'measured by the silverware'.</i>
NSCL-P45 (CCC044:69-33)	<i>Politics plague and destroy South African sport. Power hungry people do not understand recruitment and appointment of coaches. We need a clear and transparent process. Not only about winning. Coaches need to be recognised for their competencies. The ranking of coaches must be reviewed.</i>
NSC-P400 (I054:107-2)	<i>I was an athlete and transitioned to coaching. There is no vetting of foreign coaches and foreign coaches dominate my sport... These national coaches have been the same people holding the national position for 20 years and no mentoring or growing the talent in SA.</i>
NSCL-P42 (DDD046:71-42)	<i>Appointment and selection criteria are unavailable by most national federations. Top athletes that transition to a sports coach, must go through a process of recruitment and coaching pathway. Younger Coaches/next generation Coach. They do not have the Observational skills to call these skills and decisions but rely on evidence (GPS, video analysis) ... then waiting to get the data could be days later and they have forgotten.</i>
NA-P424 (DDD046:71-36)	<i>They recruit the best coaches ... to be recruited and be paid 'top dollar' will have to continually be educating themselves and pushing themselves. And so, without that kind of incentive cycle, it's a lot more difficult when you're relying only on, for the most part ... on volunteers who are doing it because they love the game.</i>

NSC-P400 (DDD073:107-16)	<i>Coaches should be treated as another profession and people must sign up and be professional. We have coaching programmes and most of them are brought by foreigners and we are implementing by trial and error ... Several foreign coaches are our national coaches. Coaching resource is a huge costs[sic] and foreign coaches are paid far more than South African coaches. Federations do not hesitate to pay foreign coaches but expect us to volunteer ... they do not pay South African coaches.</i>
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What emerged from the participant responses was that there was no coherent system for the appointment of sports coaches in the South African sports coaching context (SASCOC, 2011a & 2012b; Singh & Surujlal, 2010).

5.2.3.5 *Need to align a sports coach development pathway with an athlete development pathway (C16)*

The aligning of an athlete and sports coach development pathway and the lack of coherence and implementation of these pathways were presented by participants as a challenge, as indicated in the following responses:

NSCL-P21 (DDD007:63-60)	<i>We've made all these promises and people were on board ... The most difficult part. I think, we're going to lose them because of the promise of support ... process of aligning the athlete and coach's pathway.</i>
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NSCL-P37 (CCC030:63-48)	<i>The coaches were motivated by the fact that we don't minimise their mental capacity anymore ... they want to learn the big stuff and aligning the athletes' development with their coaching levels ... I think that has been for the whole process we need.</i>
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NSCL-P381 (DD048:87-16)	<i>Volunteer coaching is problematic. Very little regulation is available about coach education and the credibility of coaches. We need more coach education programmes, more research and programmes in place to align the system for athletes and coaches. My sport code needs to align with the national athlete and coaching pathway that includes children coaching, performance coaching, high-performance coaching with an athlete-development pathway.</i>
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NSC-P30 (FF001:24-1)	<i>Final pathway with linkage to long-term participant development and own coaching levels are pending.</i>
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NSCL-P75 (DDD014:63-104)	<i>Our younger coaches are not being provided with opportunities ... They never get the opportunity to prove themselves as coaches, so there's got to be some way to implement the long-term coach development. Currently, the same people are getting the opportunities. It is a big problem but, hopefully, with the implementation of the alignment of athletes and coaches pathway this will be sorted out.</i>
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As the sports coaching profession evolves, a well-articulated sports coach pathway, aligned with a similarly well-articulated athlete development pathway, is imperative, as indicated above.

5.2.3.6 Sports coaching challenges (C19)

Sports coaches, who intend to provide solutions to athletes to reach their performance goals, also seem to solve challenges presented. The sports coach prepares athletes for unexpected challenges, but the challenges presented by participants seem beyond the control of the sports coaches. One of the contributing factors to the latter could be the regulation of sports coaching. In relation to the above, the participants averred:

NSC-P394 (V034:101-17)	<i>Our social responsibilities are to assist and develop those with lesser opportunities and financial abilities to have access to qualified coaching. Everyone involved in sport is responsible for coaching. If the professional body is implemented it can improve coaches' accountability and we will have fewer challenges with abuse of athletes and quality professional standards will occur.</i>
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NSCL-P143 (T023:69-27)	<i>Sports administrators lack the knowledge of understanding athletes and coaches' needs. Focus is on competition and very little preparation for sustained performance towards excellence. High-performance sport is misunderstood. We need high-performance thinkers, role models for South Africa.</i>
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NSCL-P27 (QQ001:53-65)	<i>The need to focus on specialist coaches of children and youth; disability athletes; women and girl coaches. Coaches of beginners and children need to be highly specialised. This curriculum needs much more attention by NFs. Must have good quality leadership for coaching.</i>
NSCL-P44 (D036:74-28)	<i>The practicalities right now are that coaching is embedded and controlled by federations.</i>
NA-P144 (X023:63-30)	<i>The boardroom people do not listen to athletes' and coaches' voices ... they are out of touch.</i>
NSC-P399 (V033:106-8)	<i>We don't really have funds for coaches, so it's difficult at national level to participate in bigger competitions and give them that experience. So financial support will really make a difference for training, especially for the women ... there's not a lot of women coaches at this stage.</i>
NSC-P394 (T043:101-13)	<i>I think the biggest lesson learned is that you can't give quick fixes to athletes all the time. Continual improvement is only possible if you work throughout the year. Coach education is poor and the facilitation of these programmes needs to improve our standard. We need to have universities that work with coaches and national federations.</i>
NSCL-P27 (HH017:53-80)	<i>[It is] due to the lack of interest in [the] appointment of coaching capacity that these coaching policies have been pushed down the priority lists by their NF leadership.</i>

The participants were of the view that sports coaching was not supported adequately. In several instances, sports coaching is not regulated which places huge responsibility on sports coaches to improve and invest in themselves.

5.2.3.7 Summary

During the discussion of the seven categories, the participants confirmed that sports coaches were not legislated, not regulated and that the vast majority of individuals engaged in sports coaching did so within the frame of a voluntary structure.

Various aspects of the sports coaches' skills, mentioned by the athletes and sports coaches, seemed essential for the sports coach to perform their coaching roles and to guide the athletes towards a podium performance. Sports coaches have little time for research. Pedagogy and access to coach education resources are also a challenge.

The position of sports coaching towards professional recognition is clearly highlighted by the considerable problems evident in the voices of the participants in transforming a mainly voluntary structure and workforce, towards one that can provide a sustainable future that serves the national federations, meets government directives and policy, and supports the sports coaching professionals.

Theme 4 will further articulate some of the barriers that may influence the process of developing a professional sports coaching system for South Africa.

5.2.4 Theme 4: Acknowledging barriers towards the emergence of a professional sports coaching system

The field work indicated that sports coaches in South Africa were not to be well-aligned with the wider professional workforce in the country. Three categories were identified in this regard, leading towards the emergence of Theme 4 (Acknowledging barriers towards the emergence of a professional sports coaching system), including: the lack of credible research-based educational programmes for sports coaching; an awareness of the lack of the existence of an ethical code of conduct for sports coaches; the lack of appreciation for the importance of the relationship between the sports coach and the athlete; the absence of a formalised registry of sports coaches; and a lack of acknowledgment of the influence of the socio-economic environment on sports coaching and sports coaching challenges (in the South African context).

5.2.4.1 *Lack of credible research-based educational programmes for sports coaching (C3)*

Matters relating to research and the credibility of research-based educational programmes for sports coaching were mentioned by a number of participants. Drawing on the sports coaching workforce indicators conducted by SASCOC during 2011 (SASCOC, 2011a & 2011b), this emergent issue arose from the national federations and was stated by the research participants in view of the lack of assessing credible competencies of sports coaches against professional standards.

Furthermore, the participants confirmed their quest for credible, research-based educational programmes in the sports coaching domain and the lack of research articles available in the area of sports coaching as indicated by the following participant responses:

NSCL-P170 (BB045:73-46)	<i>Quality and credible research-based coaching programmes are essential with a self-assessment and evaluation and monitoring tools.</i>
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NA-P423 (H001:134-27)	<i>Coaches should have a library that they can go to and they can pull up their own research and own information.</i>
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Participant (P423) remarked that they had little access to online, e-learning platforms and proposed a repository as a shared resource for sports coaches.

NSC-P75 (H014:63-184)	<i>Research sits there with the institution ... so we need to get this ... we need to create a platform where whatever coaching, whatever athlete, whatever sport-related research has been done, it needs to be shared with the federations that are going to assist our coaches. It's going to assist our athletes ... all that research is sitting in the silos and it's not getting out to where it should be.</i>
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NSCL-P44 (R011:73-56)	<i>Lack of SA coaching articles and research in coaching. We do have universities that will conduct research on the identified problems that sports coaching report on. Coaches are despondent because of the lack of support.</i>
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The participants referred to the lack of professionalised standards and the lack of support, as weakening the sports coaching research agenda. As a result they related the latter to problems encountered by sports coaches involving, among others, repeated criticisms about the competencies, education accessibility, skills and ability in providing tools for enhancing sports coaching.

NSCL-P44 (R011:73.56)	<i>Our coaches do have access to universities that will conduct research on the identified problems reported by sports coaches. Improve linkage between research... and practise knowledge transfer. Useful research information that informs practice. Coaches need to make evidence-based decisions.</i>
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NSCL-P42 (H021:71.24)	<i>Research and coaching qualifications in South African coaching are unheard of. Coaches find solutions by communicating with other coaches and use google and internet, YouTube to find solution?</i>
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NSCL-P75 (H014:63.184)	<i>Whatever sport-related research has been done, it needs to be shared with the federations, it needs to be shared through whatever platform we can find and that is going to assist our coaches, it's going to assist our athletes, because at this point in time all that research is sitting in the silos and it's not getting out to where it should be.</i>
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Participants alluded to the need for appropriately aligned coach education and qualifications that would assist with their sports and the essentialness of sports coaching to be taken seriously. The participants attributed their development of sports coaching knowledge to their own experiences and observing experienced coaches (Partington & Cushion, 2013). Participants agreed with this, but also stated that the provision of coach education was unregulated. The participants in this study agreed with this, but indicated that provisions for forums for sharing information and experiences were not encouraged by their sports organisations, and that coach education developments were generally informal and tended to be amongst friends and close colleagues.

Another barrier for discussion in this theme was the establishment of an ethical code of conduct, which will be discussed in the next section.

5.2.4.2 *Absence of an ethical code of conduct for sports coaches (C9)*

One of the key drivers for establishing an ethical code of conduct for sports coaches is to define a professional approach for sports coaching as an occupation, as professionalism and ethical codes are succinctly tied (Gels, 2017).

The participants stated that there was a growing awareness of policies and processes forming only a part of an effective governance structure. The behaviour, values and culture of the people in the organisation were the key components to a high-performance environment. While the sports coaches' roles and employment are constantly challenged, they are compelled to advocate professional conduct on and off the field and commit to signing a code of conduct. Hence, the need for the development of an ethical code of conduct for sports coaches.

NA-P427 (W013:138-48)	<i>It's about the ... the respect, that the coach has for his players ... code of conduct in terms of how he engages with those players... So, the openness, the honesty, the respect and the code of conduct in terms of how we engage.</i>
NSCL-P41 (BBB008:44-58)	<i>NFs were requested to review and provide feedback on the Code of Conduct for all participants.</i>
NSCL-P240 (W043:73-57)	<i>The licensing of coaches will regulate coaching, and coaches will need to sign up annually to the code of ethics.</i>
NA-P432 (W013:143-16)	<i>I think as a sports coach you need to understand ethics and have professional practice because you are the one that's coaching the athlete and also advises the athlete on a lot of things... the athletes rely a lot on the coach feedback ... so, if your ethics and professionalism is not correct that message will corrupt the athletes.</i>

SCE-P441 (W013:152-30)	<i>... empowers coaches with knowledge and skills, promotes ethics, fosters positive attitudes, builds competence, and increases the credibility and recognition of coaches.</i>
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It was encouraging to note that the participants were requesting commitment to a professional code of conduct for sports coaches. While sports organisations create policies of protection for the athletes' rights and these rights are articulated in the organisations' regulatory documents, there is little or no mention of the protection of rights for sports coaches. Participants had an understanding and appreciation of the critical role of an ethical code of conduct could play in professionalising sports coaching in South Africa. In the next section, the relationship between the sports coach and the athlete will be discussed.

5.2.4.3 Lack of appreciation of the importance of the relationship between the sports coach and the athlete (C13)

Jowett (2007) believes the relationship between the sports coach and the athlete to be crucial for the performance and success of athletes. Côté and Gilbert (2009) investigated the constructs of closeness, commitment, complementary and co-orientation in relation to the potential implications for the development of the professional, interpersonal, and intrapersonal knowledge of the sports coach.

The importance of the relationship between the sports coach and the athlete was highlighted by the following participant responses:

NA-P409 (AA0017:134-3)	<i>My relationship with the coach was fear and he will not listen to suggestions, it was painful.</i>
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NA-P423 (T018:134-11)	<i>I didn't enjoy the over-friendly relationship with the coach because I always think there needs to be a boundary. The coach needs to understand that boundary must be firmly set and, once that boundary is crossed, the sort of respect that goes out of the window.</i>
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NSC-P377 (DDD001:138-42)	<i>I would say I'm having challenges, athletes want much more from their coaches, money and equipment.</i>
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NSCL-P37 (DDD021:63-130)	<i>The relationship needs to have the level of respect and he states you shouldn't question him or he shouts at you. Our sports coaches reported negative experience with agents, parents and athletes. lack of respect for him as a coach... appreciation was lacking and where you cannot open up and coaching this athlete became problematic</i>
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The relationship between the sports coaches and the athletes, therefore, formed a central part of the sports coaches' and the athlete's life cycle (P423). In the next section, the importance of establishing a registry for sports coaches is discussed.

5.2.4.4 Absence of a formalised registry of sports coaches (C14)

From the field work it emerged that data management in sports coaching should form the underlying foundation for the development of a rigorous and sustainable sports coaching system. Such a system could inform the development of relevant structures, competencies and professional standards that may add value to the sports coaching system.

The participants below expressed their views on the importance of establishing a formalised registry for sports coaching in South Africa:

NSCL-P8 (U023:32-153)	<i>Need the database for coaches, we waiting [sic] for federations for their programmes on capacitating coaches and records of training done.</i>
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NSCL-P3 (HH021:53-178)	<i>There is an absence of the CATHSSETA database of coaches trained over the past 3 years, which is a challenge for national federations in view of recording their database for membership.</i>
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NSC-P68 (U003:16-5)	<i>Immediate priority for national federation is creating a coaches' data base.</i>
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NSCL-P37 (U023:44-75)	<i>Each person or member will receive a registration number after the national federations ratify and upload information of each member.</i>
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Participants expressed their acknowledgement that the formation of a registry and the value of developing a database should be a priority for sports coaching in South Africa. This could provide improved resources for the sports coaching domain in national federations for the various domains of sports coaching (SASCOC, 2011a:40; 2012a: 20–21 & 2012b: 21). As a result, it might increase the articulation of the roles and responsibilities of sports coaches in the system.

The next section addresses the potential influence of the socio-economic environment on the development of sports coaching as a profession in South Africa.

5.2.4.5 Lack of acknowledgement of the influence of the socio-economic environment on sports coaching (C15)

In reading the participants' transcripts, the researcher became increasingly aware of South Africa as a young democracy with several socio-economic indicators influencing sports coaching. Specific to sports coaching, these socio-economic factors were indicated and expressed by participants during the field work, as captured in Section 2.2. The six identified socio-economic indicators are: (i) Population and housing characteristics; (ii) Access to services; (iii) Resources, assets and opportunities; (iv) Institutional arrangements; (v) Rights, responsibilities and choices; and (vi) Participation (Udjo *et al.*, 2000). These socio-economic indicators are critical in informing the development of sports coaching in the South Africa context.

Sports and Recreation South Africa provided an undertaking during the launch of the South African Coaching framework (SASCOC, 2011a) to professionalise sports coaching and to pass an amendment to the National Sports Act (RSA, 2007) by 2016 (SASCOC, 2011b). However, the six socio-economic indicators and the networking and opportunities of sports organisations for the sustainable development of sports coaching are barriers hampering the advancement of the professionalisation of a sports coaching system.

The researcher sought current perspectives from the participants and their voices stated the common area of these challenges that seemed to be centred on accessibility to resources for coach education programmes, employment opportunities, monetary support for sports coaches and seeking opportunities abroad or falling out of the system due to the socio economic challenges. Below are some of the responses from participants:

NSCL-P394 (V035:101-241)	<i>Our biggest threat to our sport is the financial burden on the athlete / coach because of a lack of funding or sponsorships.</i>
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Participants reflected on the coach education programmes offered to them, which were often not aligned with their sports coaching needs.

NSC-P395 (B017-102:14-19)	<i>Insufficient and no aligned coach education programmes, studies opportunities when institutions offer degrees in coaching.</i>
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NSC-P403 (V035:110-21)	<i>There's not really money to pay...uhmm... coaches on full time.</i>
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In view of the above, the researcher intended to acknowledge the plight of sports coaches regarding matters of socio-economic concern. This research was conducted in South Africa and the voices of the 515 participants representing South Africa were from diverse socio-economic backgrounds. Participants' voices provided insights into their perspectives on some factors that might be at play regarding sports coaching in a financially fettered socio-economic environment.

5.2.4.6 Summary

Theme 4 comprised five categories articulating barriers as encountered by participants in this study.

The participants were facing specific challenges that could influence and impact the development of a sports coaching system in South Africa. They were aware of a need to modify their expectations related to the development of a sustainable sports coaching system for the country.

Therefore, it was appreciated that the participants acknowledged the need to equip themselves and to be prepared to search for new and innovative tools and resources to enhance their capacity in co-creating a sustained professional capacity in sports coaching.

5.2.5 Theme 5: Embracing evolving global sports coaching practices

Theme 5 constituted two categories reflecting on global sports coaching practices. The researcher was of the opinion that, among others, sports coaching could arguably form part of a holistic global health system by creating awareness of healthy and holistic lifestyle among athletes and support teams. Marlow (2015) also argues that, in combining and realigning developed-developing country healthy learning processes, appropriate solutions could be generated for global health systems.

The researcher recognised that the global pool of knowledge in this area was still in its infancy and that more work needed to be undertaken to advance the understanding of evolving sports coaching influences in a larger global health system and realising the full potential of sports coaches with a global cooperation between developed and developing world context. In the next section, the researcher will discuss the first category contributing to the emergence of the above theme.

5.2.5.1 Creating a culture of “giving back” to the sports coaching system (C20)

The current way of working towards creating a culture of excellence involves resource and knowledge sharing in the national federations. Sports coaching in South Africa encouraged cross sports participation and participants P33 and P59 expressed their appreciation to SASCO for this positive experience and creating a culture of sharing and learning.

From the field work, it became clear that it was important for existing sports coaches to work cooperatively towards establishing a culture of excellence for sports coaching and, in doing so, impact positively on related developments in sport, sports coaching and society at large:

NSC-P382 (C046:88-6)	I wanted to give something back to the sport and to help others achieve their goals.
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NSCL-P75 (V016:63-45)	As a national federation lead, it's always very difficult to try to implement what you want to give the resources available.
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NSC-P393 (T034:100-5)	I am passionate about coaching. I want to provide a positive experience for the athletes, and provide opportunity to allow them to grow, and achieve their goals.
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SME-P447 (Z002:152.69)	This centre has been cited as an incubator not only for home-grown talent but ... exposing athletes to the finest coaching... Prior to the establishment of these local clubs, athletes who did well would continue their higher education and track and field involvement by pursuing scholarships in the USA.
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Participants expressed a need to “give back” and grow the national sports coaching context. Although opportunities to do the latter seem to be limited in South Africa, the participants indicated the imperative to attend to the establishment of a culture of excellence among sports coaches urgently. The next section highlights the factors to be considered that may influence the success of sports coaches.

5.2.5.2 *Factors considered in the sustainable development of sports coaches (C21)*

The participants identified specific factors that might influence the success of sports coaching. In this regard, the researcher observed:

NSCL-P18 (Z009:63-73)	<i>We cannot afford to be copycats, we need to develop who we are without ignoring international trends so that we can compete on [an] equal footing... , and bring that which is our own uniqueness, to develop in such a manner that we can develop and compete against other's entities.</i>
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NSCL-P148 (Z001:10-67)	<i>Looking at the best practices internationally ... on how continual professional development points should be allocated to coaches.</i>
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NSC-P247 (L001:42-65)	<i>National federations must ... contribute to the process as critical partners for the highest level intelligence of winning performance. The components specific to the athlete's discipline and coach's needs ... must be shared, understood and pursued.</i>
NSCL-P251 (CCC019:42-153)	<i>Where possible, careful selection should be made of the next generation of coaches, performance support practitioners, leaders etc. to shadow existing staff as part of succession planning and preparation beyond the current Olympic campaign.</i>
NSCL-P43 (Z004:51-31)	<i>The two Olympic [coaches] were encouraged by the coaching initiatives ... They pleaded with South African coaches to share their international expertise and support for each other in developing our South African Coaching system.</i>
NSCL-P41 (DDD047:73-46)	<i>We need peer review, bringing coaches communities together, networking internationally and addressing our common challenges for problem solving. The cross-sport interaction and collaboration is working very well.</i>

The research, therefore, indicated, among other things, that international engagements could play a critical role in the success of sports coaching. In this regard, P18 stated, *We need to develop without ignoring international trends*". In support of the latter, P148 averred, *South Africa should consider the best practices internationally.*

It was obvious that, in a global context, *careful selection should be made of the next generation of sports coaches ... as part of (the) succession planning for (athletes)* (P251). In addition, P41 responded by remarking that, *networking internationally and addressing our common challenges for problem solving*, appear to influence the development of a sustainable culture of excellence for sports coaching. The participants wanted to see stronger networking, engagement and integration of the international best practices in South African communities of sports coaches, so as to encourage a culture of excellence for sports coaching beyond the Olympic campaign.

5.2.5.3 Summary

Despite South Africa being almost three decades into democracy (since 1994), there is a lack of professional awareness and a lack of expertise in dealing with the complexities related to sports coaching in South Africa. Most participants suggest that the key stakeholders in the sports coaching environment were not aware of what should be done to foster a sustainable culture of *giving back* to sports coaching. The research also made it clear that the stakeholders seemed pre-occupied by the same concerns of non-professionalism, as expressed by the shared aspirations of the participants, related to the creation of a culture of *giving back*, acknowledging that sustainability is critical for the successful development of sports coaching in South Africa.

5.3 Conclusion

In conclusion, this chapter reported the findings of the fieldwork of the study that culminated from the collected primary data, resulting in the five themes explored in the foregoing sections. The responses reflect the voices of national athletes, national sports coaches, national sports coaching leaders and authors of sports coaching literature, as related to sports coaching realities in South Africa.

As an overarching theme, participants in this study, supported the professional advancement of sports coaching in South Africa. The five themes highlighted the need for the development of an inclusive sports coaching system, which should be fit for purpose, athlete-centred, coach-led, creating sports coaching employment opportunities, understanding the factors influencing the success of a sports coaching system, and one which will enhance the cooperation and collaboration of all stakeholders in the sports coaching ecosystem.

The next chapter contains the recommendations, conclusions, as well as the limitations of the study, possible directions for future research, and practices to enhance the sports coaching landscape in South Africa and similar socio-economic developing contexts.

Chapter 6: Conclusions and Recommendations

6.1 Introduction

Chapter 5 presented the research findings, whereas this chapter serves as a concluding chapter, presenting the interpretation of the data analysis and relating these to the proposed conceptual framework, as indicated in Chapter 1. Therefore, the researcher intends to make a contribution towards addressing the sport coaching realities of South African representatives – in the main – as perceived and experienced by the research participants of the study. As such, the researcher assumed an implicit and explicit interconnectedness between several components and interactions (Fadelli, 2020).

Furthermore, the emergent themes in themselves would be meaningless without the cognitive reframing of the proposed conceptual framework (Section 1.6), as these emerged because of the interpretation, observed interconnectivity and significance of the data that, as a result of the study, could lead to the formulation of a proposed value proposition for sports coaching in South Africa (Leedy & Ormrod, 2014).

The implementation of aspects involved in the outcomes of this research requires real-life application. The researcher was of the view that the proposed themes could enhance the change required to develop an inclusive and sustainable sports coaching system for South Africa. Arriving at this conclusion, the researcher built on the literature reviews and the emergent findings from the data to construct a theory that could be relevant to the sports coaching fraternity in South Africa and potentially other developing socio-economic contexts. As such, Chapter 6 deliberates on the research results and presents a draft framework for enhancing the professional development of sports coaching in South Africa.

As indicated above, the research employed a systems-thinking framework. The researcher's endeavours were to construct a theory from the empirical findings of the study and to create a conceptual framework for the South African sports coaching environment.

The study is grounded in the research respondents' responses from, or as termed by Charmaz (2009), an imaginative interpretation of studied life. Charmaz (2009) opines one of the defining characteristics of grounded theory is that it should aim at generating theory that is grounded in data. The process of undertaking grounded theory research involves, therefore, the visualisation of the interplay between method and process, as discussed in the next section.

6.2 Theory Building

The final step in the completion of this research linked to the objective of grounded theory studies, which is to generate substantive theory, grounded in the data (Compton & Barrett, 2016). Both systems theory and the work of Bronfenbrenner (1986 & 1995), Bronfenbrenner and Crouter (1983) and Hayes, O'Toole and Halpenny (2017) served as a guiding conceptual framework in building theory for this research.

As mentioned in Chapter 1, the research aimed at exploring sports coaching realities in a developing socio-economic context, as experienced by national athletes, national sports coaches and national sports coaching leader representatives in South Africa.

The researcher reflected on the five themes that emerged from the research by viewing these through a systems-thinking lens and incorporating constructs related to the work of Bronfenbrenner (1986 & 1995) and Bronfenbrenner and Crouter (1983). As the five themes unfolded, Bronfenbrenner's work, which allows for an ecosystemic perspective, provided a suitable context within which the research data could be interpreted. As part of this reflective phase, the researcher related the five emerging themes to the different sub-systems (micro, meso, exo and macro) referred to in his ecosystemic framework. The researcher opined that such integration could potentially enhance and broaden the way in which these five themes interconnect, both at a conceptual and a practical level. Similarly, the analysis of the themes could be articulated in relation to the micro, meso, exo and macro levels in the sports coaching context, acknowledging the critical importance of engagement, both from within and outside the sports coaching system.

6.3 Research Contribution

With no coherent sports coaching system having been established in South Africa at the onset of this study, and, because of the existence of a fragmented sports coaching education system, combined with the lack of professional engagements from both industry and government, the researcher deemed it important to understand the underlying dynamics and potential factors that could have led to the emergence of such reality at the time.

As a result of this study, involving a range of stakeholders in the sports coaching system, over a continued period (2014–2019), the study created an awareness of the South African Coaching Framework Scoping report, declaration (2010) and the timeframe of implementation from 2012 to 2018 (SASCOC, 2010c: 29), as well as the potential contributions that each of the different stakeholders could make towards the enhancement of the sports coaching system in South Africa. Utilising the individualised contributions of research participants, this research allowed participants (be it at the micro, meso, exo or macro levels of the ecosystem) to appreciate their role towards working in a cooperative and collaborative way with different stakeholders, so as to build an inclusive system for the professionalisation of sports coaching in South Africa.

As a result of the study, stakeholders in the South African sports coaching fraternity have already formed three communities of practices for sports coaches: the Da Vinci Master's Degree Programme (acknowledging and recognising the need to develop sports coaching managerial leaders and performance-sports coaches, acknowledging prior sports coaching-related learning experiences), the South African Sports Coaching Association (SASCA) and the Sports Coaching Lab, supporting the advancement of a robust and professionally formalised sports coaching system, which should all be fit-for-purpose and should reflect an identity and mind-set relevant to its surrounding ecosystem, whilst also embracing global best practices.

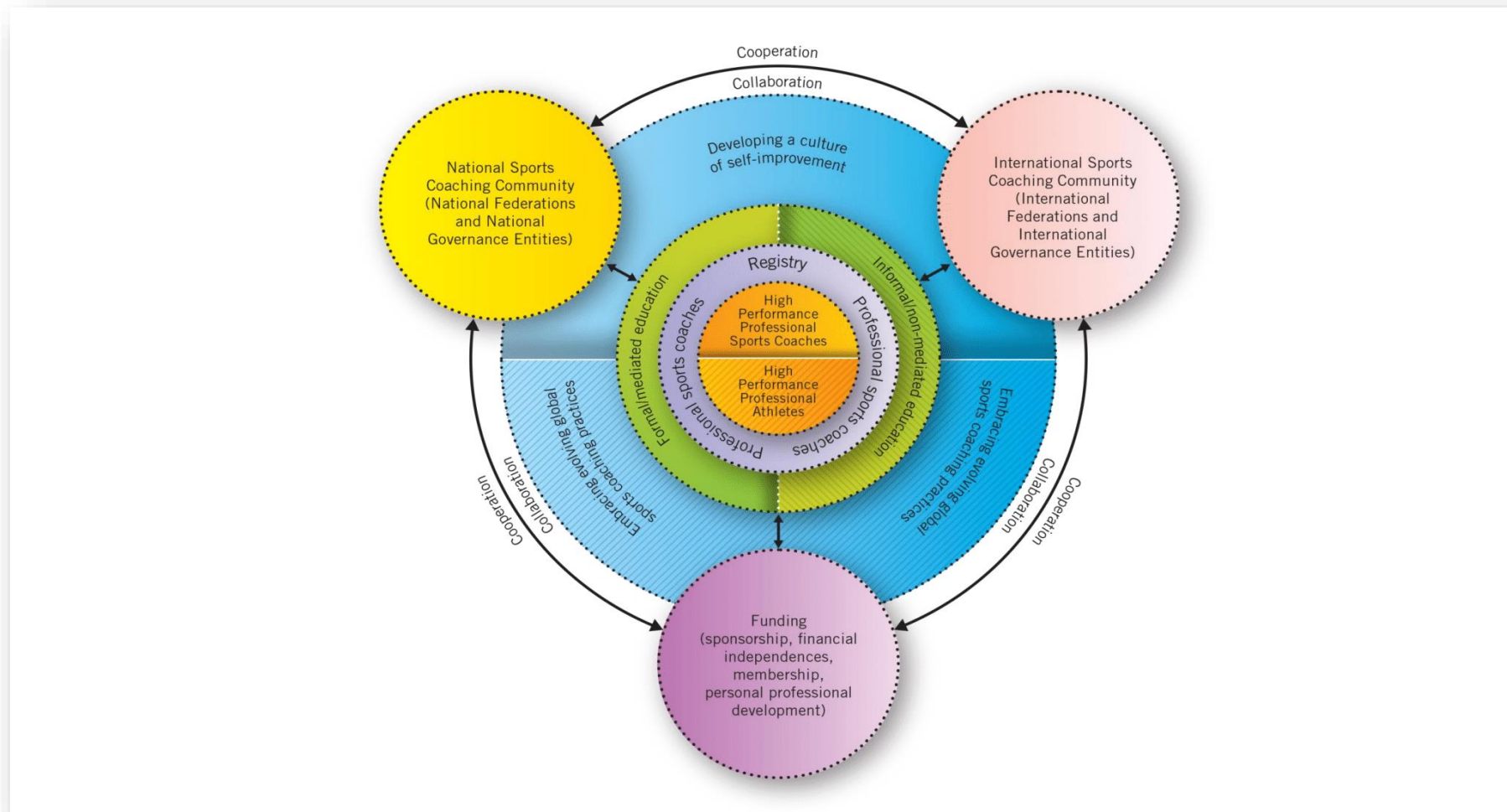
In an attempt to contribute to sustained and increased participation and improved performances in sport as a sub-system in the broader sports coaching context, the following contributions are acknowledged as articulated by the research participants:

1. To raise the profile of sports coaching in SA, so that it is recognised for the wider benefits it brings to society (macro system) and individuals (micro and meso systems).
2. To increase investments for developing sports coaching capacity for a more diverse workforce (meso and exo systems).
3. To create a high performance sports coaching system to deliver a fit-for-purpose, athlete-centred and coach-led framework (exo system).
4. To create a registry of sports coaches, thereby improving the profile of the sports coaching workforce of South Africa (meso-system).
5. To have future-proofing sports coaches for sustained capacity of high-performance sports coaches (micro-system).
6. To create sustainable coach education programmes and improve the publications of research in sports coaching (exo system).
7. To create a culture of self-improvement, and to create opportunities to access coach-education information for the sports coaching workforce to stay relevant and attuned to the global trends and practices (macro-system).

6.3.1 Draft framework for developing a systemic sports coaching system for developing socio-economic contexts

Figure 6.1 presents a graphical depiction of the draft conceptual framework.

Figure 6.1: Graphic representation of the proposed conceptual framework



Source: Researcher's own design

Note: Perforated lines denote open and free-flowing energy amongst and between the different subsystems as indicated.

In the context of this study, the following five themes were integrated into the draft framework indicated in Figure 6.1.

- Theme 1: Developing an inclusive sports coaching system, fit-for-purpose, athlete-centred and coach-led.
- Theme 2: Acknowledging the need for cooperation and collaboration of stakeholders.
- Theme 3: The professionalisation of sports coaching practices.
- Theme 4: Acknowledging barriers towards the emergence of a professional sports-coaching system (South Africa).
- Theme 5: Embracing evolving global sports coaching practices.

Although Theme 4 (Acknowledging barriers towards the emergence of a professional sports coaching system (South Africa)) is not listed as part of Figure 6.1, it is articulated as a positive referring to developing a culture of self-improvement and embracing evolving global sports coaching practices.

Figure 6.2: Key to graphic

	<ul style="list-style-type: none"> - Collaboration and cooperation among national sports coaching communities, international sports coaching communities and funding (Theme 2)
	<ul style="list-style-type: none"> - National sports coaching communities (Theme 1)
	<ul style="list-style-type: none"> - International sports coaching community (Theme 1)
	<ul style="list-style-type: none"> - Funding (Theme 4)

	<ul style="list-style-type: none"> - High-performance professional sports coaches (Theme 3) - High-performance professional athletes (Theme 3)
	<ul style="list-style-type: none"> - Registry: Professional sports coaches (Theme 3)
	<ul style="list-style-type: none"> - Formal/mediated education (Theme 4) - Informal/non-mediated education (Theme 4)
	<ul style="list-style-type: none"> - Developing a culture of self-improvement (Theme 1) - Embracing evolving global sports coaching practices (Theme 5)

Source: Researcher's own design

6.4 Overall Research Aim and Objectives

The aim of this research was to explore the sports coaching realities in South Africa as experienced by national athletes, national sports coaches and national sports coaching leaders. To achieve the aim, a number of research objectives were formalised, which are outlined in the following sections.

6.4.1 *Review of literature on reported experiences of national athletes and national sports coaches*

As discussed in Chapters 1 and 2, the sports coach-athlete relationship should help to improve sport-specific skills, tactics of athletes, and improve the life skills of athletes (North, Piggott, Lara-Bercial, Abraham & Muir, 2019). Furthermore, Côté and Gilbert (2009: 314) argue for an athlete-centred approach and to develop athletes holistically.

The literature on reported experiences of national athletes and national sports coaches indicates that there seems to be well-articulated challenges for both athletes and sports coaches resulting in hindrances to develop an inclusive sports coaching system for South Africa (Themes 1 and 3).

6.4.2 *Review of literature on reported experiences of national federation sports coaching leaders*

Similarly, the review of the literature on reported experiences from national federation sports coaching leaders (NSCL) indicate – as is the case with national athletes and national sports coaches –specific barriers, preventing the national sports coaching leaders from being successful in guiding and implementing a desired sports coaching system for South Africa (Themes 3, 4 and 5).

6.4.3 *Review of existing international and national sports-coach education programmes*

As part of the literature review, the researcher explored the existence of different sports coaching programmes in different developing socio-economic contexts. Aspects related to these programmes, as experienced by the participants, were incorporated as being part of aspects related to Themes 1, 3 and 4.

6.4.4 *Review of the relevance of socio-economic factors impacting on sports coaching*

The research findings explicated in Theme 1, Theme 3, Theme 4 and Theme 5 presented the responses on socio-economic factors impacting on sports coaching. There are significant relationship between the socio-economic status and the development of sports coaching.

6.5 Recommendations for Further Study

The results of this study should provide the foundation for additional research on sports coaching development. Having outlined the contribution of this study to the sports coaching body of knowledge, the researcher makes the following seven recommendations for future research:

1. The formalisation of professional standards for the development of professional sports coaches.
2. Refining the research outcomes as related to identified barriers for the implementation of an inclusive sports coaching system (South Africa).

3. The incorporation of advanced technologies in the sports coaching system to enhance both athlete and sports coaching performances.
4. Explore the value of current sports coaching education offerings in relation to requirements stipulated by the participants during the study.
5. Review the benefits of SASCA as a professional sports coaching body for South Africa.
6. Establish an inclusive registry of sports coaches for South Africa.
7. Review the existing sports coaching charter in relation to the requirements as expressed by the participants during the study.

The current study may also promote the development of instruments and tools for evaluating various strategies to be considered for developing a sports coaching system for developing socio-economic context.

6.6 Limitations of the Study

The sports coaching environment in South Africa is not well articulated and, therefore, this section presents an overview of the researcher's reflections on the limitations of this study. The major limitations of the study involved the inclusion of participants who demonstrated national sports coaching experience only.

6.7 Conclusion

As demonstrated in the course of this study, sports coaching in South Africa has been neglected by sports coaches, athletes, parents, government officials, the National Olympic Committee representatives, as well as national federation representatives.

Based on the research results, it may be concluded that:

- South Africa requires a holistically designed sports coaching system to develop world-class coaches.
- Representatives in the sports coaching system need to run the race together.
- The sports coaching leadership in South Africa needs to be both cooperative and inclusive, so as to demonstrate real support for sports coaches and athletes.

Finally, the true essence of the question (identified in Chapter 1), “What prevents sports coaches from pursuing a professional development pathway?” was captured in the participants’ descriptions of the need to develop a holistic sports coaching system. Therefore, the final contribution of this research can be summarized as follows: the research resulted in the emergence of five themes, which formed the core structure of the draft conceptual framework towards probing the sport coaching experiences of individuals and groups in the sporting fraternity.

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Annexures

Annexure A1: Axial code and category description

Axial code	Category description
C1	The role of legislation, policy and sports coaching frameworks
C2	The importance of diversity in sports coaching
C3	The importance of developing credible research based educational programmes for sports coaching
C4	The need for establishing a sports coaching system and supporting structures
C5	Factors to be considered in establishing a professional sports coaching body
C6	Incorporating the experiences of sports coaches to inform the professionalisation of sports coaching
C7	Incorporating the experiences of athletes to inform the professionalisation of sports coaching
C8	Creating a culture of excellence for sports coaching
C9	Establishing an ethical code of conduct for sports coaches
C10	Factors influence the success of sports coaches
C11	Holistic development of sports coaches
C12	Criteria to be considered for vetting and appointing sports coaches
C13	The importance of the relationship of the Sports Coach and Athlete
C14	The importance of establishing a registry of sports coaches
C15	Acknowledging the influence of the socio-economic environment on sports coaching
C16	The necessity of aligning the sports coach development pathway with the athlete development pathway
C17	Resources and professional services required for supporting and establishing the development of sports coaching
C18	The need to establish an employment opportunity system for sports coaches
C19	Challenges experienced by sports coaches

Source: Researcher's own compilation

Annexure A2: Summary of selective codes and emerging themes

Number of open codes	Number of axial codes	Selective codes and emerging themes	Number of participants
953	10 (C1, C2, C3, C4, C8, C9, C11, C14, C15, C17)	Developing an inclusive sports coaching system, fit-for-purpose, athlete-centred and coach-led	79
387	4 (C1, C15, C17, C18)	Co-operation and collaboration of sports coaching stakeholders	88
962	10 (C1, C5, C6, C7, C10, C12, C13, C16, C17, C19)	Policy for the professionalisation of sports coaching practices (workforce development, codes of conduct, meaningful engagements)	191
1220	17 (C2, C3, C4, C5, C6, C7, C8, C9, C11, C12, C13, C14, C15, C16, C17, C18, C19)	Acknowledging barriers towards the emergence of a professional sports coaching system	58
281	7 (C8, C10, C11, C12, C13, C15, C19)	Embracing evolving global sports coaching practices	97

Source: Researcher's own compilation

**Annexure A3: Five categories of ‘active’ research participants
(NSCL, NSC, NA, SCE and SME)**

Participant	Category of Participant
NSCL = National Sports Coaching Leader = 172 participants (of whom 40 were in Cohort 3);	
NSC = National Sports Coach = 80 participants (of whom 68 were in Cohort 2);	
NA = National Athlete = 30 participants (of whom all 30 were in Cohort 2);	
SCE = Sports Coaching Entity = 10 participants;	
SME = Subject Matter Expert = 10 participants	
Total number of ‘active’ participants = 302	
P1	NSCL
P2	NSCL
P11	NSCL
P12	NSCL
P17	NSCL
P18	NSCL
P20	NSCL
P100	NSCL
P109	NSCL
P116	NSCL
P118	NSCL
P119	NSCL

Participant	Category of Participant
NSCL = National Sports Coaching Leader = 172 participants (of whom 40 were in Cohort 3);	
NSC = National Sports Coach = 80 participants (of whom 68 were in Cohort 2);	
NA = National Athlete = 30 participants (of whom all 30 were in Cohort 2);	
SCE = Sports Coaching Entity = 10 participants;	
SME = Subject Matter Expert = 10 participants	
Total number of 'active' participants = 302	
P120	NSCL
P121	NSCL
P143	NSCL
P144	NSCL
P146	NSCL
P147	NSCL
P148	NSCL
P149	NSCL
P150	NSCL
P151	NSCL
P153	NSCL
P155	NSCL
P156	NSCL
P157	NSCL

Participant	Category of Participant
NSCL = National Sports Coaching Leader = 172 participants (of whom 40 were in Cohort 3); NSC = National Sports Coach = 80 participants (of whom 68 were in Cohort 2); NA = National Athlete = 30 participants (of whom all 30 were in Cohort 2); SCE = Sports Coaching Entity = 10 participants; SME = Subject Matter Expert = 10 participants Total number of 'active' participants = 302	
P160	NSCL
P170	NSCL
P191	NSCL
P197	NSCL
P199	NSCL
P247	NSCL
P253	NSCL

Participant	Category of Participant
NSCL = National Sports Coaching Leader = 172 participants (of whom 40 were in Cohort 3);	
NSC = National Sports Coach = 80 participants (of whom 68 were in Cohort 2);	
NA = National Athlete = 30 participants (of whom all 30 were in Cohort 2);	
SCE = Sports Coaching Entity = 10 participants;	
SME = Subject Matter Expert = 10 participants	
Total number of 'active' participants = 302	
P102	NSC
P111	NSC
P194	NSC
P24	NSC
P244	NSC
P245	NSC
P246	NSC
P248	NSC
P249	NSC
P250	NSC
P251	NSC
P252	NSC
P30	NSC
P34	NSC
P370	NSC
P371	NSC
P372	NSC

Participant	Category of Participant
NSCL = National Sports Coaching Leader = 172 participants (of whom 40 were in Cohort 3); NSC = National Sports Coach = 80 participants (of whom 68 were in Cohort 2); NA = National Athlete = 30 participants (of whom all 30 were in Cohort 2); SCE = Sports Coaching Entity = 10 participants; SME = Subject Matter Expert = 10 participants Total number of 'active' participants = 302	
P373	NSC
P374	NSC
P375	NSC
P377	NSC
P378	NSC
P379	NSC

Participant	Category of Participant
NSCL = National Sports Coaching Leader = 172 participants (of whom 40 were in Cohort 3);	
NSC = National Sports Coach = 80 participants (of whom 68 were in Cohort 2);	
NA = National Athlete = 30 participants (of whom all 30 were in Cohort 2);	
SCE = Sports Coaching Entity = 10 participants;	
SME = Subject Matter Expert = 10 participants	
Total number of 'active' participants = 302	
P408	NA
P409	NA
P410	NA
P411	NA
P412	NA
P413	NA
P414	NA
P415	NA
P416	NA
P417	NA
P418	NA
P419	NA
P420	NA
P421	NA
P422	NA
P423	NA
P424	NA
P425	NA
P426	NA
P427	NA
P428	NA
P429	NA
P430	NA
P431	NA
P432	NA
P433	NA
P434	NA
P435	NA
P436	NA

Participant	Category of Participant
NSCL	= National Sports Coaching Leader = 172 participants (of whom 40 were in Cohort 3);
NSC	= National Sports Coach = 80 participants (of whom 68 were in Cohort 2);
NA	= National Athlete = 30 participants (of whom all 30 were in Cohort 2);
SCE	= Sports Coaching Entity = 10 participants;
SME	= Subject Matter Expert = 10 participants
Total number of 'active' participants = 302	
P437	NA

Participant	Category of Participant
NSCL = National Sports Coaching Leader = 172 participants (of whom 40 were in Cohort 3);	
NSC = National Sports Coach = 80 participants (of whom 68 were in Cohort 2);	
NA = National Athlete = 30 participants (of whom all 30 were in Cohort 2);	
SCE = Sports Coaching Entity = 10 participants;	
SME = Subject Matter Expert = 10 participants	
Total number of 'active' participants = 302	
P439	SCE
P440	SCE
P441	SCE
P443	SCE
P444	SCE
P445	SCE
P449	SCE
P450	SCE
P451	SCE
P452	SCE
P438	SME
P442	SME
P446	SME
P447	SME

Participant	Category of Participant
NSCL	= National Sports Coaching Leader = 172 participants (of whom 40 were in Cohort 3);
NSC	= National Sports Coach = 80 participants (of whom 68 were in Cohort 2);
NA	= National Athlete = 30 participants (of whom all 30 were in Cohort 2);
SCE	= Sports Coaching Entity = 10 participants;
SME	= Subject Matter Expert = 10 participants
Total number of 'active' participants = 302	
P448	SME

Source: Researcher's own compilation

**Annexure A4: Demographics of the five categories of research participants
(NSCL, NSC, NA, SCE and SME)**

Participant	Categories	Organisation
NSCL = National Sports Coaching Leader NSC = National Sports Coach NA = National Athlete		
P1	NSCL	SRSA
P2	NSCL	SRSA
P100	NSCL	SRSA
P109	NSCL	NCSC
P11	NSCL	ASA
P116	NSCL	CATHSSETA
P118	NSCL	CSA
P119	NSCL	SAQA
P12	NSCL	CSA
P120	NSCL	SASCOC
P121	NSCL	CHE
P143	NSCL	Chess SA
P144	NSCL	KZN DSR
P146	NSCL	SAEF
P147	NSCL	SAFA
P148	NSCL	SASACC
P149	NSCL	SATTB
P150	NSCL	SAWF
P151	NSCL	WCSC
P153	NSCL	PSA
P155	NSCL	Sailing SA
P156	NSCL	Softball SA
P157	NSCL	Softball SA
P160	NSCL	Snow Sport SA
P17	NSCL	SAFA
P170	NSCL	SAWF
P18	NSCL	SAFA
P191	NSCL	Orienteering
P197	NSCL	SAEF
P199	NSCL	SAGF

Participant	Categories	Organisation
NSCL = National Sports Coaching Leader NSC = National Sports Coach NA = National Athlete		
P20	NSCL	SAFA
P247	NSCL	USSA
P253	NSCL	NSA
P378	NSC	Team SA-2016 Rio Camp
P102	NSC	NWSC
P111	NSC	WCSC
P194	NSC	PSA
P24	NSC	Tennis SA
P244	NSC	Softball SA
P245	NSC	Bowls SA
P246	NSC	Cycling SA
P248	NSC	Snow Sport SA
P249	NSC	FFSA
P250	NSC	SAGF
P251	NSC	Jukskei SA
P252	NSC	Triathlon SA
P30	NSC	Basketball SA
P34	NSC	Chess SA
P370	NSC	Team SA 2016 Rio Camp
P371	NSC	Team SA 2016 Rio Camp
P372	NSC	Team SA 2016 Rio Camp
P373	NSC	Team SA 2016 Rio Camp
P374	NSC	Team SA 2016 Rio Camp
P375	NSC	Team SA 2016 Rio Camp
P377	NSC	Team SA 2016 Rio Camp
P379	NSC	Team SA 2016 Rio Camp
P408	NA	Team SA 2016 Rio Camp
P409	NA	Team SA 2016 Rio Camp
P410	NA	Team SA 2016 Rio Camp
P411	NA	Team SA 2016 Rio Camp
P412	NA	Team SA 2016 Rio Camp
P413	NA	Team SA 2016 Rio Camp
P414	NA	Team SA 2016 Rio Camp

Participant	Categories	Organisation
NSCL = National Sports Coaching Leader NSC = National Sports Coach NA = National Athlete		
P415	NA	Team SA 2016 Rio Camp
P416	NA	Team SA 2016 Rio Camp
P417	NA	Team SA 2016 Rio Camp
P418	NA	Team SA 2016 Rio Camp
P419	NA	Team SA 2016 Rio Camp
P420	NA	Swimming South Africa
P421	NA	Swimming South Africa
P422	NA	Dance Sport South Africa [formerly FEDANSA (Federation of Dance Sport SA)]
P423	NA	Cricket South Africa
P424	NA	Volleyball South Africa
P425	NA	Martial Arts South Africa
P426	NA	Volleyball South Africa
P427	NA	Volleyball South Africa
P428	NA	Athletics South Africa
P429	NA	Athletics South Africa
P430	NA	Wrestling South Africa
P431	NA	Wrestling South Africa
P432	NA	Wrestling South Africa
P433	NA	Netball South Africa
P434	NA	Netball South Africa
P435	NA	Netball South Africa
P436	NA	Netball South Africa
P437	NA	Netball South Africa

Source: Researcher's own compilation

Participant	Literature Review Participants	
	SCE = Sports Coaching Entity	SME = Sports Coaching Expert
P439	SCE	
P440	SCE	
P441	SCE	
P443	SCE	

Participant	Literature Review Participants	
	SCE = Sports Coaching Entity	SME = Sports Coaching Expert
P444	SCE	
P445	SCE	
P449	SCE	
P450	SCE	
P451	SCE	
P452	SCE	
P438		SME
P442		SME
P446		SME
P447		SME
P448		SME
453		SME
P454		SME
P455		SME
P456		SME
P457		SME

Source: Researcher's own compilation

Annexure A5: Open coding

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
23	NSCL-P6	Legislation of coaching	A001	1
23, 24	NSCL-P1 NSCL-P17 NSCL-P37 NSC-P30 NSC-P9	Complete different interventions to assist the legislation process	A002	5
75	NSCL-P355	Enabling the legislation process	A003	1
23	NSCL-P6	Legislation	A004	1
21, 69	NSCL-P1 NSCL-P143	Need for the legislation process for the coaching space	A005	2
21, 44, 113	NSCL-P1 NSC-P407	Legislation and properly regulated process	A006	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
32	NSC-P84	Constitution (enabling legislation process)	A007	1
21, 23, 44, 53, 152,	NSCL-P1 NSCL-P27 NSCL-P21 SME-P447 SME-P448 SME-P453	National Sports Policy	A008	6
44	NSCL-P1	National Sport and Recreation Act	A009	1
21 If more than one data source	NSCL-P1	Legal Instruction	A010	1
21	NSCL-P1	Initiation of the promulgation process	A011	1
44	NSCL-P1	(Legislation) Will ensure that coaching is regulated in the country	A012	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
44, 107	NSCL-P1 NSC-P400	The professionalisation will be an empowering provision for regulation on coaching	A013	2
44	NSCL-P1	The amendment to the National Sport and Recreation Act	A014	1
74	NSCL-P7	The act governing sports coaching still needs to be finalised	A017	1
74	NSCL-P237	Legislation can guide us on the process	A018	1
32, 138	NSC-P84 NA-P427	Engagement	AA001	2
10	NSCL-P75	Strong commitment of stakeholders	AA003	1
23	NSCL-P1	The working relationship (between NFs, athletes and sport coaches)	AA004	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
21, 44, 113	NSCL-P1 NSC-P407	Need to work together	AA006	2
32	NSC-P84	Work closely with (Stakeholders)	AA007	1
14	NSCL-P76	To liaise with stakeholders	AA008	1
32, 44, 51	NSC-P84 NSCL-P20 NSCL-P210	Contacts and relationship (networking)	AA009	3
27, 105, 108, 111, 134, 135,	NSCL-P111 NSC-P398 NSC-P401 NSC-P404 NA-P423 NA-P424	Relationships	AA010	6
32	NSCL-P1	To serve and liaise (with stakeholders)	AA011	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
32	NSC-P84	Had a very good relationships	AA012	1
32	NSC-P84	Good relationships	AA013	1
16	NSC-P68	All stakeholders (work together to transform sport through sport(s) coaches)	AA014	1
10	SCE 3-P441 SME 6-P453	Need engagement with stakeholders	AA015	2
92, 94, 117, 133, 134, 136, 138, 146	NSC-P387 NA-P408 NA-P422 NA-P423 NA-P427 NA-P428 NA-P436	Engage openly, honestly and with a listening attitude to agree on solutions	AA016	7

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
25, 53, 94, 101	NSC-P102 NSCL-P21 NSC-P387 NSC-P394 SME 3-P446 SME 4-P447	Addressing transformation	AAA001	6
12	NSCL-P59	Representative of the demographics (in addressing transformation)	AAA002	1
21	NSCL-P1	The principles of transformation	AAA003	1
63	NSCL-P75	Those who are living in a certain area have the opportunity	AAA004	1
63, 140	NSCL-P18 NA-P429	Coaches are key to transforming SA	AAA005	2
87	NSC-P381	Another priority is addressing Transformation – too much talk and no action	AAA006	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
88	NSC-P382	Period of South Africa's political isolation from the sporting world	AAA007	1
90	NSC-P384	First black head coach for the SA u/21 team... there was a lot of pressure to prove myself	AAA008	1
90	NSC-P384	I was not fully accepted but the determination and perseverance lead me to go through	AAA009	1
92	NSC-P386	Insufficient sporting facilities present problems with equal opportunity	AAA010	1
94	NSC-P387	Black coaches are still marginalised	AAA011	1
94	NSC-P387	Insufficient opportunity provided to coaches of colour	AAA012	1
95, 138	NSC-P388 NA-P427	Inequality in men and women	AAA013	2
97	NSC-P390	Inequality in coach education	AAA014	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
101, 122	NSC-P394 NA-P413	Coaching brought a lot of people over the culture diversity barrier	AAA015	2
102	NSC-P395	A bad experience for me was when the “quota system” was introduced	AAA016	1
102	NSC-P395	“Quota player”	AAA017	1
102, 136	NSC-P395 NA-P425	I’m going to show you how a quota player plays netball	AAA018	2
102	NSC-P395	Refuse to select players based on the colour of their skin	AAA019	1
103	NSC-P396	A lot of pressure to prove myself as a person of colour	AAA020	1
103	NSC-P396	Not fully accepted but the determination and perseverance lead me to go through	AAA021	1
103	NSC-P396	Politics will always be part of the influences	AAA022	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
106, 138	NSC-P399 NA-P427 SCE-3-P441	There should be a women coaches for the woman athletes (coaches)	AAA023	3
114	NSC-P406	Women coaches are snubbed	AAA024	1
135	NA-P424	Discriminatory coaches	AAA025	1
136	NA-P425	Apartheid did hold me back	AAA026	1
23	NSCL-P6	The bricks we are putting in	AAAA001	1
24	NSCL-P17 NSCL-P37 NSC-P30 NSC-P9	Focus on rules of the game	AAAA002	4
42	NSC-P247	Focuses on quality	AAAA003	1
53	NSCL-P27	The need to focus on specialist coaches	AAAA004	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
27, 69	NSC-P111 NSCL-P143	Focused on the needs	AAAA005	2
21	NSCL-P1	Sub-committees	AAAA006	1
42	NSC-P244	What we strive for in Sports coaching	AAAA007	1
42, 53	NSC-P244 NSCL-P3	What we stand for in Sports coaching	AAAA008	2
42	NSC-P244	What we live for in sport	AAAA009	1
10, 141	NSCL-P148 NA-P430	Keep abreast (will include relevance to sport coaching)	AAAA010	2
42	NSC-P246	Experts regularly review the process in practice	AAAA013	1
21	NSCL-P1	To draw parameters (for sport coaching qualifications)	AAAA015	1
63	NSCL-P75	A South African context.	AAAA016	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
		A programme that is workable for us		
63	NSCL-P18 NSCL-P21	What SASCOC has been doing has been very enriching for NFs	AAAA017	2
74	NSCL-P67	We want to make sure is that we put our structures in place	AAAA018	1
74	NSCL-P67	SASCOC members to all have coaching structures that are well-oiled machines	AAAA019	1
74	NSCL-P67 NSCL-P199	Making sure that the Commission is functional	AAAA020	2
71, 138	NSCL-P42 NA-P427	Lack of understanding of development structures	AAAA022	2
74	NSCL-P237	We have a policy in place, but we're struggling with practice	AAAA022	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
87, 111, 134	NSC-P381 NSC-P404 NA-P423	People to understand and drive commitment and management	AAAA025	3
86,136, 146, 152	NA-P425 NA-P436 NSC-P380 SCE-1-P439 SME-4-P447	Understanding the benefits sport provides	AAAA026	5
102	NSC-P395	Failure or setbacks as are opportunity to rest, recuperate and come back stronger	AAAA027	1
23, 152	NSCL-P6 SCE-10-P452	Signing the South African Coaching Framework (SACF)	B001	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
23, 63, 113, 114	NSCL-P1 NSCL-P75 NSC-P407 NSC-P406	Demonstrate support for the SACF	B002	4
10, 12, 14, 16, 21, 32, 44, 115	NSCL-P202 NSCL-P151 NSCL-P119 NSCL-P59 NSC-P76 NSC-P68 NSCL-P1 NSC-P84 NSCL-P20 NSC-P402	(Sports) Coaching Framework	B003	10
16	NSC-P68	Reference points (for the SACF)	B004	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 21, 23, 53	NSCL-P120 NSCL-P1 NSC-P2 NSCL-P239	Based on the SACF	B005	4
8, 133	NSCL-P241 NA-P422	Status (of implementing the SACF)	B006	2
10	NSCL-P120	Will be revised in 2015 (SACF)	B007	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 16, 21, 32, 42, 44, 51, 53, 60, 63, 108, 118, 133, 152	NSCL-P146 NSC-P68 NSCL-P1 NSC-P84 NSC-P251 NSCL-P20 NSCL-P210 NSCL-P121 NSCL-P67 NSCL-P75 NSC-P401 NA-P409 NA-P422 SCE-10-P452	Responsibilities for implementation of the SACF	B008	14
12, 152	NSCL-P59 SCE-2-P440	Roadmap for the implementation of the SACF	B009	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
24, 101, 115	NSCL-P17 NSCL-P37 NSC-P30 NSC-P9 NSC-P394 NSC-P402	Mentorship programme for coach development	B010	6
26	NSC-P99	Inception (of SACF)	B011	1
26	NSC-P99	Accurate construction (of the SACF)	B012	1
12, 94, 140	NSCL-P59 NSC-P387 NA-P429	Successes of the SACF	B013	3
42	NSC-P251	Voluntary or paid (sport coaches)	B015	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
69, 98	NSCL-P143 NSC-P391	We have the coaching framework, but cannot implement it. NFs state no money for developing coaches because need money to... for overseas trips and competitions	B016	2
87, 102, 129	NSC-P381 NSC-P395 NA-P415	We need more coach education programmes	B017	3
73	NSCL-P240	Measured against the requirements of our own coach education system	B018	1
142, 152	NA-P431 SCE-1-P439	Sports coaching should be measured	B019	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 12, 23, 25, 26, 32, 51, 53, 63, 149, 152	NA-P421 NSCL-P118 NSCL-P147 NSCL-P59 NSC-P2 NSC-P102 NSC-P99 NSC-P84 NSCL-P210 NSCL-P239 NSCL-P18 NSCL-P17 NSCL-P120 NSCL-P202 NSCL-P191 SCE-3-P441	Coach education	BB001	13
32	NSC-P84	Capacitating (Coaches)	BB002	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
25, 111	NSC-P102 NSC-P404	Capacity building allocation (for Coaches)	BB003	2
10	NSCL-P75	Gauteng department support for coaching	BB005	1
10, 111	NSCL-P75 NSC-P404	Building capacity in sport - Role of HE	BB006	2
8, 10, 19, 44, 53, 102, 140	NSCL-P241 NSCL-P148 NSC-P90 NSCL-P37 NSCL-P45 NSC-P395 NA-P429	Different methods of delivering (coach education programmes)	BB007	7
42	NSC-P194	Interfere with the preparation process	BB008	1
42, 149	NSC-P250 NA-P421	Support the preparation process	BB009	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
53	NSCL-P6	Lack of capacity	BB010	1
53, 137, 152	NSCL-P27 NA-P426 SCE-6-P445	Capacity (for sports coaching)	BB011	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 12, 23, 24, 53, 60, 63	NSCL-P120 NSCL-P118 NSCL-P155 NSCL-P59 NSC-P2 NSCL-P17 NSCL-P37 NSC-P30 NSC-P9 NSCL-P210 NSCL-P27 NSCL-P41 NSCL-P75	Aligned to LTCD	BB012	13
53	NSCL-P3	Support given to (capacitate sport coaches)	BB013	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 26, 42, 53, 63, 99, 108, 119	NSCL-P118 NSCL-P75 NSC-P99 NSC-P246 NSC-P249 NSCL-P27 NSCL-P239 NSCL-P18 NSCL-P37 NSC-P392 NSC-P401 NA-P410	Coach education programmes	BB014	12
42	NSC-P247	Contribute to the process as critical partners (to implement the SACF))	BB015	1
10	NSCL-P120	Based on the 10 level Descriptors	BB016	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 21	NSCL-P118 NSCL-P153 NSCL-P119 NSCL-P1	Presentations (coach education)	BB017	4
19	NSC-P90	Teaching aids(for implementation of the SACF)	BB018	1
53, 88	NSCL-P3 NSCL-P382	Significant progress with respect to sports coaching	BB019	2
8, 10, 19, 21, 42, 53	NSCL-P241 NSCL-P120 NSC-P90 NSCL-P1 NSC-P247 NSCL-P3	Coaches learnt useful ways to look at styles of delivery	BB020	6

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
8, 53	NSCL-P241 NSCL-P3 NSCL-P121	Will be conducting a skills audit on NFs coaches	BB021	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
24, 25	NSCL-P17 NSC-P9	Included for all coaches on all levels	BB022	2
10	NSCL-P151	Adapting that material	BB023	1
42	NSC-P245	Materials to help guide faster learning	BB024	1
10, 24, 53	NSCL-P149 NSCL-P17 NSCL-P37 NSC-P30 NSC-P9 NSCL-P239 NSCL-P116	Workplace assessment (for sport coaches)	BB025	7
44	NSCL-P1	In a process of consultation	BB026	1
53	NSCL-P239	Verification-parity of esteem (Sport coach education)	BB027	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
12, 74, 135, 137	NSCL-P59 NSCL-P353 NA-P424 NA-P426	To fulfil certification requirements (for Sport coaches)	BB028	4

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
8, 10, 53	NSCL-P241 NSCL-P148 NSCL-P202 NSCL-P3	On needs basis and request about courses (for Sport coaching)	BB029	4
27, 118	NSC-P111 NA-P409	Promotion and quality assurance (for the implementation of the SACF)	BB030	2
10	NSCL-P150 NSCL-P156	Club to district level (build capacity)	BB032	2
63	NSCL-P37	Realised how little I really knew about coach education	BB033	1
63, 95	NSCL-P37 NSC-P388	Thought I knew everything as far as coaching development and coach education was concerned	BB034	2
10, 21	NSCL-P155 NSCL-P146 NSCL-P151 NSCL-P1	NFs focus on Level 1 and Level 2	BB035	4

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
24, 51, 113, 114, 134, 142, 148	NSCL-P17 NSCL-P37 NSC-P30 NSCL-P43 NSC-P407 NSC-P406 NA-P431	Coaching qualifications	BB036	7
8, 147, 148, 152	NA-P437 NA-P434 SCE-6-P445	Standard to be establishment for coach education	BB037	3
10	NSCL-P67	To ensure that there is consistency	BB038	1
51, 53	NSCL-P210 NSCL-P27 NSCL-P45 NSCL-P116	Concerns regarding the coaching qualification being developed	BB039	5

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10	NSCL-P119	Towards the achievements of certain criteria	BB040	1
53	NSCL-P116	Phasing out of Human Movement Science (as students requested sport coaching)	BB041	1
53	NSCL-P239	Have national standard assessment	BB042	1
53, 152	NSCL-P116 NSCL-P27 NSCL-P3 NSCL-P121 NSC-P244 SCE-3-P441 SCE-7-P449	Develop coaching standards	BB043	8
73	NSCL-P43	Coaches will adequately meet the current RPL requirement for assessment	BB044	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
73, 87, 100, 101, 103, 107, 139, 152	NSCL-P170 NSC-P381 NSC-P393 NSC-P394 NSC-P396 NSC-P400 NA-P428 SME-2-P442	Quality and credible coaching programmes with a self-assessment, and monitoring and evaluation tool	BB045	8
53	NSCL-P116 NSCL-P116	Bachelor's Degree in Sports Coaching	BB046	2
53	NSCL-P210	Subject matter experts and modules for the Master's Degree programme	BB047	1
53	NSCL-P116	Agree on the degree modules for the programme for sports coaching at NQF 7	BB048	1
53	NSCL-P257	Support the MSc degree programme	BB049	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
53	NSCL-P210	Proposed Master's Degree programmes	BB050	1
60	NSCL-P210	Master's Degree – Sports Coaching and Coach Developer	BB051	1
60	NSCL-P210	Master's Degree programme will commence	BB052	1
60	NSCL-P210	40 applicants had applied for the Master's Degree Programme	BB053	1
60	NSCL-P120	Prospective Master's Degree students	BB054	1
10, 21	NSCL-P120 NSCL-P1	The required content (for sports coaching qualifications)	BB055	2
10, 16, 24, 44, 51, 53, 60, 80, 127, 144	NSC-P30 NSC-P374 NSC-P68 NSC-P9	Designation and qualification for coaches	BB056	20

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSCL-P148 NSCL-P120 NSCL-P17 NSCL-P37 NSCL-P21 NSCL-P27 NSCL-P45 NSCL-P210 NSCL-P116 NSCL-P21 NSCL-P256 NSCL-P121 NSCL-P119 NSCL-P120 NA-P417 NA-P433			
53	NSCL-P116	Presented on the progress of developing qualifications	BB057	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
8, 138	NSCL-P24 NA-P427	Qualified coach	BB058	2
10	NSCL-P148 NSCL-P120	SAQA (South African Qualification Authority)	BB059	2
10	NSCL-P202	Need to renew your qualification	BB060	1
42	NSC-P251	Coaches are qualified and competent for their role	BB061	1
53, 107, 113, 114, 116	NSCL-P210 NSC-P400 NSC-P407 NSC-P406	The two coaching designations of Master Coach and National Coach Education Advisor at NQF level 9	BB062	4
60, 90	NSCL-P120 NSC-P384	For Master Coach, Senior Coach / NCEA and NCD designations	BB063	2
60	NSCL-P120	The recommended fee structure (for the coaching qualification and designations)	BB064	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 42, 144, 148	NSCL-P120 NSC-P245 NA-P433 NA-P434	OPEX coach performance database	BB065	4
63	NSCL-P75	We didn't have anything in terms of coach education	BB066	1
63	NSCL-P75	The gradual implementation of our own Coach Education Programme	BB067	1
63, 106, 111, 119, 128, 139, 143	NSCL-P17 NSC-P399 NSC-P404 NA-P410 NA-P418 NA-P428 NA-P432	To improve coaching courses	BB068	7
63	NSCL-P75	The requirements for our own coach education system	BB069	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63, 69, 96	NSCL-P75 NSCL-P11 NSC-P389	Coach education implementation depends on first how big that federation is and the resources	BB070	3
63	NSCL-P18	Producing 10 000 coaches per annum means each and every province must have a coach education programmes	BB071	1
63	NSCL-P21	The whole coaching framework was initiated for the establishment of the professional body	BB072	1
71, 113	NSCL-P42 NSC-P407	Coach education appears to be foreign and not a priority for NFs	BB073	2
71, 113	NSCL-P42 NSC-P407	No coach education programmes, the NF focus is high-performance competition	BB074	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63, 71, 140, 152	NSCL-P17 NSCL-P160 NA-P429 SCE-2-P440	The coach developer programme is excellent, but NFs do not send the right people to coach developer programmes and training	BB075	4
71	NSCL-P42	Emotional Intelligence. Making the athlete comfortable will not help winning?	BB076	1
73	NSCL-P43	Long-term coach development – the master coach would be the head coach of a team	BB077	1
73	NSC-P244	We cannot allow sub-standard coach education	BB078	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
73, 96, 115, 138, 140, 145, 148	NSCL-P243 NSC-P389 NSC-P402 NA-P427 NA-P429 NA-P435 NA-P434	We need a system for coaching and coach leadership	BB079	7
74	NSCL-P237	It is not the core business of federations. Why don't we identify universities to help us?	BB080	1
95	NSC-P388	Have better quality coach education programmes	BB081	1
91, 108	NSC-P385 NSC-P401	Governed by highest ethical standards and appropriate security ensured	BB082	2
91	NSC-P385	Provide relevant education and advice for athlete and coach	BB083	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
95, 97, 136	NSC-P388 NA-P425 NSC-P390	Access to coach education	BB084	3
91	NSC-P385	Persistent search for current performance and coaching-related intelligence	BB085	1
101	NSC-P394	The coach education is poor	BB086	1
101, 115	NSC-P394	We need to do more to improve our standard	BB087	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 42, 53	NSCL-P118 NSC-P253 NSC-P3	Review of existing (sport coaching qualifications)	BB088	3
53	NSCL-P27 NSCL-P45	Guide the academics	BB089	2
53	NSCL-P210	Master's degree modules for sports coaching	BB090	1
63	NSCL-P37	Coaches will adequately meet the current RPL requirement for assessment	BB091	1
100	NSC-P393	We should have a university degree offered for coaches	BB092	1
21, 24, 44	NSCL-P1 NSCL-P17 NSCL-P37 NSC-P30	To generate inputs (feedback)	BBB001	4

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
26, 51, 53	NSC-P99 NSCL-P43 NSCL-P256	Were encouraged by the coaching initiatives	BBB002	3
10, 26	NSCL-P148 NSC-P99	Indicated that they will feedback to	BBB004	2
10, 44, 51, 53, 137	NSCL-P151 NSCL-P37 NSCL-P41 NSCL-P210 NSCL-P258 NSCL-P6 NA-P426	Valuable feedback gained	BBB005	7

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
8, 14, 32, 96, 98, 99	NSCL-P241 NSC-P76 NSC-P84 NSC-P389 NSC-P391 NSC-P392	Mentoring other coaches	BBB006	6
51	NSCL-P210	Comment and make recommendations	BBB007	1
44	NSCL-P41	To review and provide feedback	BBB008	1
26, 44	NSC-P99 NSCL-P37	As a collective (for implementation of the SACF)	BBB009	2
12, 24, 53	NSCL-P59 NSCL-P17 NSCL-P37 NSC-P34 NSCL-P6	Feedback and input on coaching matters	BBB010	5

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 16, 32, 44, 53	NSC-P68 NSC-P84 NSCL-P41 NSCL-P239 NSCL-P3	Engagement & Agreement (for implementation of the SACF)	BBB011	5
25	NSC-P102	Proven to be rigorous (for implementation of the SACF)	BBB012	1
24	NSC-P9	NFs to complete (provide feedback)	BBB013	1
10	NSCL-P120 NSCL-P202 NSCL-P191	WRA completed	BBB014	3
23	NSCL-P3	Amend all contracts	BBB015	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
24	NSC-P9 NSCL-P17 NSC-P30 NSCL-P37 NSCL-P241	Provision for contracts (agreements)	BBB016	6
63, 69	NSCL-P45	Grown immensely through this process (SACF implementation journey)	BBB017	1
92, 152	NSC-P386 SME-4-P447 SCE-8-P450	Nation building with all its diversity bringing us together as one	BBB018	3
95, 97, 98, 105, 149	NSC-P388 NSC-P390 NSC-P391 NSC-P398 NA-P421	Keep an open mind	BBB019	5

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
8, 12, 14, 16, 24, 26, 27, 32, 42, 110, 111, 114, 115, 118, 148	NSCL-P241 NSCL-P59 NSCL-P76 NSCL-P68 NSCL-P17 NSCL-P37 NSC-P30 NSC-P9 NSC-P99 NSC-P111 NSC-P84 NSC-P251 NSC-P253 NSC-P245 NSC-P403 NSC-P404 NSC-P406 NSC-P402 NSC-P405	Coach(es) / Sport Coach(es)	C001	22

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NA-P409 NSCL-P148 NA-P428			
10, 139	NSCL-148 NA-P428	New coaching methods	C002	2
8	NSCL-P241	Rules (for coaching)	C003	1
24	NSCL-P17 NSCL-P37 NSC-P30 NSC-P9 NSCL-P148 NSC-P84	(Apprentice coach) Pre-coach used as entry requirement	C004	6
10, 32	NSCL-P148 NSC-P84	Will be acknowledged by (Sport Coaches)	C005	2
26	NSC-P99	Catalyst (for sport coaching)	C006	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
12, 115	NSCL-P59 NSC-P402	Platform (for Sport coaches)	C007	2
10	NSCL-P118	Need to be ratified (with Sport coaches)	C008	1
53	NSCL-P45	Without consultation with the NFs	C009	1
10	NSCL-P148	Voluntary (Sport Coach)	C010	1
16, 53	NSC-P68 NSCL-P27	Disability sector coaches	C011	2
10, 63, 97, 98, 110	NSCL-P75 NSCL-P18 NSC-P390 NSC-P391 NSCL-P403	Volunteer coaches (98 %)	C012	5

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 44, 53	NSCL-P118 NSCL-P41 NSCL-P6	Willing Ready and Able (WRA) (for implementation of the SACF)	C013	3
10, 53	NSCL-P155 NSCL-P75 NSCL-P150 NSCL-P151 NSCL-P41	WRA submitted (for implementation of the SACF)	C014	5
44	NSCL-P41	WRA and Action note submissions (for implementation of the SACF)	C015	1
53	NSCL-P41	Purpose of WRA (for implementation of the SACF)	C016	1
53	NSCL-P41 NSCL-P27	To submit their WRA document (for implementation of the SACF)	C017	2
10	NSCL-P202	Previous and older coaches	C018	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
42	NSC-P245	Discussed first with the coach	C019	1
8, 53	NSCL-P241 NSCL-P27	Beginner coaches	C020	2
60	NSCL-P120	NF Coaching lead should recommend candidates	C021	1
42	NSC-P246	Coaches may have their own form of templates	C022	1
42, 116, 152	NSCL-P241 NSCL-P252 NSCL-P245 SME9-P456	Head Coach	C023	4
10	NSCL-P120	Master Coach	C024	1
10	NSCL-P202	Domain coaches	C025	1
10	NSCL-P151	Pre-Coach	C026	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
12, 26	NSCL-P59 NSC-P99	Provincial coaches	C027	2
25	NSC-P102	Addressing Coaches	C028	1
19	NSC-P90	Coaches were taught	C029	1
8, 10, 14, 26, 53	NSCL-P241 NSCL-P202 NSCL-P191 NSCL-P150 NSC-P76 NSCL-P151 NSCL-P147 NSCL-P156 NSC-P99 NSCL-P27	(Sport) Coaching	C030	10

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
23, 146, 152	NSCL-P1 NA-P436 SCE-P449	Foreign coaches (donors)	C031	3
8	NSCL-P241	For coaches	C032	1
8, 60	NSCL-P241 NSCL-P67	Coaching matters	C033	2
53	NSCL-P20 NSCL-P241	For coaching	C034	2
53, 60, 108, 110, 114, 140, 143	NSCL-P239 NSCL-P259 NSC-P401 NSC-P403 NSC-P406 NA-P429 NA-P432	Sport coaching	C035	7

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10	NSCL-P120	Sport coaching in South Africa	C036	1
10, 138	NSCL-P146 NSCL-P427	The impact of sport coaching	C037	2
115, 146	NSC-P402 NA-P436	What coaching can do for an athlete	C038	2
63, 107, 145	NSCL-P18 NSCL-P400 NSCL-P435	We need to vet the foreign coaches. This is an open market	C039	3
86	NSC-P380	Lead a group of highly skilful players and great record, talented players	C040	1
86	NSC-P380	High-pressured job. I was learning and received feedback of doing a good job or not	C041	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
86	NSC-P380	Could not find the answer as to why they were not the best in the world and what was wrong.	C042	1
87, 95, 113, 135	NSC-P381 NSC-P388 NSC-P407 NA-P424	Sport volunteer coaches is problematic	C043	4

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
88, 89, 102, 105, 110, 116, 119, 121, 130, 135, 152	NSCL-P382 NSCL-P383 NSCL-P395 NSCL-P398 NSCL-P403 NSCL-P405 NA-P410 NA-P412 NA-P419 NA-P424 SCE-3-P441 SME-P456 SCE-P452	A coach fulfils many roles-not only that of instructor, also mentor, friend, support, confidant	C044	13
88, 148	NSCL-P382 NA-P434	Be willing to seek advice from professionals when needed	C045	2
88	NSC-P382	You (the sport coach) play a pivotal role in the championing and endorsing a winning attitude	C046	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
88, 89, 115	NSC-P382 NSC-P383 NSC-P402	My experience, both locally and abroad, is that the coach who believes he/she has all the answers is hopelessly lost and misguided	C047	3
88	NSC-P382	Assist with the development of your athletes	C048	1
89	NSC-P383	Becoming and being a coach is most certainly a long-term process	C049	1
114, 116, 148	NSC-P406 NSC-P405 NA-P434	Coach prepares performers to achieve sports performance and result goals	C050	3
116, 117, 134	NSC-P405 NA-P408 NA-P423	Coach is a practical craftsman who understands the athlete and subject matter of a given Sport	C051	3
113, 116	NSC-P405 NSC-P407	Still learning and growing in the coaching world	C052	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
71, 82, 113, 137, 142, 144	NSC-P407 NA-P426 NA-P430 NA-P431 NA-P433 NSCL-P24 NSC-P377	Coaches guide the performance of athletes and children	C053	7
114, 118, 123, 133, 138, 140, 141, 142, 144, 145	NSC-P406 NA-P409 NA-P414 NA-P422 NA-P427 NA-P429 NA-P430 NA-P431 NA-P433 NA-P435	As a passionate coach I am willing to give my all and expect nothing back	C054	10

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
114	NSC-P406	Sports coaching is a service	C055	1
116	NSC-P405	Observe, Orientate, Decide and Act	C056	1
116, 146, 152	NSC-P405 NA-P436 SME-P456	Role of the coach leader in the professional body	C057	3
131	NA-P420	The right coaches in South Africa	C058	1
149	NA-P421	As a coach, what are you putting yourself through?	C059	1
133, 135	NA-P422 NA-P424	Value of a coach cannot be denied	C060	2
134	NA-P423	Business coaching would be good for coaches	C061	1
134	NA-P423	Coaches that didn't have such a big impact were more likely to call them like fact sheet drivers	C062	1
138	NA-P427	Coaches have the theoretical knowledge	C063	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
147	NA-P437	Coaches are not driven	C064	1
73, 106	NSCL-P240 NSC-P399	Currently several of our national coaches are volunteers	C065	2
73, 96, 100, 137	NSCL-P242 NSC-P389	Several NF coaches that wear their heart on their sleeve and are passionate volunteers	C066	2
88	NSC-P382	In a volunteer driven sport code there are always the few willing horses, but eventually they too will get tired	C067	1
63	NSCL-P18	We can volunteer but what we need to bring food to the table	C068	1
134	NA-P423	Coaches' language	C070	1
134	NA-P423	Coach to understands each and every player	C071	1
44	NSCL-P20 NSCL-P241	Lead Coaching personnel (NSCL)	C072	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
86	NSC-P380	What is the glue, building a culture where we are tolerant of each other culture	C073	1
135	NA-P424	Coaches who in the face of extraordinary pressure	C076	1
51	NA-P210	Delegates volunteered their support	C074	1
8	NSCL-P241	Student (sport coach)	C075	1
8, 10, 32, 53, 60	NSCL-P241 NSCL-P120 NSCL-P202 NSCL-P191 NSCL-P84 NSCL-P3 NSCL-P27 NSCL-P45	RPL (Recognition of prior learning)	CC001	8

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
24, 63	NSCL-P17 NSCL-P37 NSCL-P30 NSCL-P9 NSCL-P75	Important for RPL (Recognition of Prior learning)	CC002	5
10, 63	NSCL-P18 NSCL-P75	RPL process has been piloted	CC003	2
10, 53	NSCL-P120 NSCL-P3	The panel (RPL)	CC004	2
10	NSCL-P120	RPL (Recognition of prior learning)	CC005	1
10	NSCL-P120	Applied to be RPL	CC006	1
10	NSCL-P119	How they (HEIs) relate to the Recognition for Prior Learning (RPL)	CC007	1
10	NSCL-P119	Supporting the RPL	CC008	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 53, 69, 74	NSCL-P119 NSCL-P120 NSCL-P144 NSCL-P353	Rolling out the RPL process	CC009	4
26, 113	NSC-P99 NSC-P407	Podium coaches (Podium Sports Coaches)	CC010	2
53	NSCL-P120	Submitted their RPL numbers	CC011	1
10	NSCL-P120	To each individual who has been found competent for RPL	CC012	1
53	NSCL-P120	Input on RPL model	CC013	1
53	NSCL-P120	Requested RPL to be conducted in other languages	CC014	1
60	NSCL-P120	The role of the NF in the RPL process	CC016	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
60	NSCL-P120	Validation and authentication of the applicant (sports coach)	CC017	1
60	NSCL-P120	RPL should be continual and must not have a closing date	CC018	1
60	NSCL-P120	NF President should then endorse application	CC019	1
12, 14, 32	NSCL-P50 NSC-P76 NSC-P84	Portfolio of Evidence -(POE) (RPL)	CC020	3
60, 115	NSCL-P120 NSCL-P402	NF Coaching lead person should be on NF executive	CC021	2
63, 74	NSCL-P18 NSCL-P44	Whole idea of RPL, people were excited	CC022	2
63, 74	NSCL-P37 NSCL-P44	RPL them into a qualification within our federation	CC023	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
74	NSCL-P44	Coaches accredited at whatever level we can upload (on registry of sport coaches)	CC026	1
89	NSCL-P383	Being an active coach puts one into a perpetual learning process	CC028	1
89	NSCL-P383	Level of instruction offered by clubs to new novice members ranged from dismal to non-existent	CC029	1
89	NSCL-P383	Attendance at these seminars was done on my own initiative and at my own expense (as a Sports Coach)	CC030	1
89	NSCL-P383	Consider the time and funds expended on attendance at these seminars	CC031	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63, 107, 134, 136, 137, 142, 143, 147	NSCL-P75 NA-P423 NSCL-P400 NSCL-P425 NSCL-P426 NSCL-P431 NSCL-P430 NSCL-P437	To get the voices of the coaches, get the voices of the athletes	CCC001	8
27, 32	NSC-P111 NSC-P84	Support federations and academies	CCC002	2
14	NSC-P76	Assist federation(s)	CCC003	1
12	NSCL-P59	Render support services	CCC004	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
12, 25, 97, 114, 119	NSCL-P59 NSC-P102 NSC-P390 NSC-P406 NA-P410	Ensure continuous support for sport coaches (Enjoy full support)	CCC005	5
16	NSC-P68	Create (develop) support	CCC006	1
32	NSC-P84	Is fully adhered to	CCC007	1
32	NSC-P84	Assist us wherever they can	CCC008	1
8, 19, 63, 96, 103, 131	NSCL-P241 NSC-P90 NSCL-P18 NSC-P389 NSC-P396 NA-P420	In a positive and supportive climate	CCC009	6
10	NSCL-P148	You have to adhere to certain things	CCC010	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
42	NSC-P247	Support programme (for coaches)	CCC011	1
53	NSCL-P6 NSCL-P3	Benefited NFs during this process	CCC012	2
10	NSCL-P75	In terms of assisting them	CCC013	1
21	NSCL-P1	For further handling	CCC014	1
42	NSCL-P244	Services supported	CCC015	1
42, 95	NSC-P247 NSC-P388	In a climate of constant change	CCC016	2
8, 140	NSCL-P241 NA-P429	Coaching process	CCC017	2
26	NSC-P99	Benefited	CCC018	1
42, 108	NSC-P251 NSC-P401	Performance support practitioners	CCC019	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
53	NSCL-P3	Support for industry funding and delivery	CCC020	1
42, 106, 110, 111, 113, 139	NSC-P247 NSC-P248 NSC-P251 NSC-P399 NSC-P253 NSC-P403 NSC-P404 NSC-P407 NA-P428	Coaching and performance support staff readiness	CCC021	9
53	NSCL-P3	Do not support	CCC024	1
10, 102	NSC-P99 NSC-P395	Challenge is getting support	CCC026	2
51	NSCL-P43	They pleaded with SA coaches to share expertise and support for each other	CCC027	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63	NSCL-P37	As a coach my coaching has changed drastically and I think I've become through this process, I've become a much better coach	CCC028	1
63, 135	NSCL-P37 NA-P424	I've become a much more effective coach, I've become a much more level-headed coach, I'm a lot less emotional coach	CCC029	2
63, 131	NSCL-P37 NA-P420	Coaches are motivated by the fact that we don't minimise their mental capacity	CCC030	2
63	NSCL-P37	(Coaches) They want to learn the big stuff	CCC031	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63, 101, 110, 113, 134, 138, 139, 140	NSCL-P75 NSCL-P21 NSCL-P75 NSC-P394 NSC-P403 NSC-P407 NA-P423 NA-P427 NA-P428 NA-P429	Coaches and athletes need a voice for a safe environment	CCC032	10
63	NSCL-P21	Brought in a current athlete to say how do they experience coaching; how do they experience the system	CCC033	1
63	NSCL-P18	Even before we are human beings, then we need to be treated by the NFs, as the NFs treat players	CCC034	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63, 73	NSCL-P18 NSCL-P170	Coaches currently have no voice. They are pushed from pillar to post	CCC035	2
63	NSCL-P18	We need to be treated with dignity and the title of a coaches [sic] needs to carry weight in SA sport	CCC036	1
63, 101	NSCL-P37 NSC-P394	Every world-class coach I've ever met that produced a string of Olympians	CCC037	2
63, 99, 145	NSCL-P37 NSC-P392	The current sport system wants the results but the coaches inside those systems actually don't have that in our country	CCC038	2
63	NSC-P37	We coach from a place of fear. That's where we currently coach from	CCC039	1
63, 110, 140	NSCL-P17 NSCL-P403 NSCL-P429	My full-time job is Football for the last 20 years and I did this. Before that I spent about 40 years without being paid	CCC040	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
69	NSCL-P144	Due to lack of coaches, I was forced to be an athlete and coach my team. Started coaching at 18 years	CCC041	1
69	NSCL-P144	Very little literature and Coaching knowledge. From previous journey with coaches that coached me	CCC042	1
69, 145, 152	NSCL-P144 NSCL-P45 NA-P435 SCE-P440	Not about winning only, coaches need to be recognised	CCC044	4
69, 111	NSCL-P44 NSC-P404	A reflection session on what can be done better for the sport-coaching system through the athletes	CCC045	2
69	NSCL-P144	All my coaching experiences over the years will be recognised and, therefore, my job as a coach cannot be taken by somebody who doesn't even have a qualification or the experience that I have	CCC046	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
71	NSCL-P160	It is inconceivable that we are required to coach for World-class performance, yet we, as coaches, are given no recognition	CCC047	1
71, 118, 141	NSCL-P160 NA-P409 NA-P430	We need excellent services to develop coaches	CCC048	3
71, 84, 105, 118, 138	NSCL-P160 NSC-P378 NSC-P398 NA-P409 NA-P427	Athletes go through rigorous training programmes. We need the same for coaches	CCC049	5
71	NSCL-P42	Even if you are the chief Coach ... Who is measuring you on all? Who are you accountable to? What you know, what you don't know? So that you could be supported	CCC050	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
71, 138	NA-P427	Taking a hard line and will make people feel uncomfortable, we should not be satisfied with making the final	CCC051	1
71, 145	NSCL-P27 NA-P435	Athlete to prepare and Compete	CCC052	2
71	NSCL-P42	Every coach must go through a process of recruitment	CCC053	1
73	NSCL-P41	Coaches (in some NFs) do this (coaching) as a business and this is their full-time job and they earn a living from being a coach	CCC054	1
73	NSCL-P41	We are not ambitious about coaching in SA	CCC055	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
73, 74, 77, 96, 98, 99, 101	NSCL-P240 NSCL-P237 NSC-P371 NSC-P389 NSC-P391 NSC-P392 NSC-P394	Great coaches are technically sound and have good communication skills	CCC056	7
73	NSCL-P240	NFs dismiss your reports	CCC057	1
73, 139	NSCL-P41 NA-P428	Our NFs to not care about the depth of coaches	CCC058	2
73, 139	NSCL-P41 NA-P428	Cross-sport interaction is working very well	CCC061	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
73, 75, 87, 94, 100, 104, 116, 138, 147, 148, 152	NSCL-P170 NSCL-P197 NSC-P381 NSCL-P387 NSC-P393 NSC-P397 NSC-P427 NA-P437 SME-P456	Coaches too, must be held accountable for their conduct	CCC062	9
73	NSCL-P170	There is no checks and balances in place	CCC063	1
73	NSCL-P170	Tertiary institution wants recognition and branding of winners and medals	CCC064	1
75	NSCL-P67	Currently there are a few Coaching Commissions within federations	CCC065	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
75	NSCL-P67	Members and the Coaching Body will be accountable to its organisation's membership	CCC066	1
76, 123, 135	NSC-P370 NA-P414 NA-P424	Very important, because he/she (sport coach) be the best guidance and support the athlete/team needs	CCC067	3
88, 114, 119	NSC-P382 NSC-P406 NA-P410	A coach needs to be willing to learn and develop alongside their athlete, be trustworthy, have empathy	CCC068	3
89	NSC-P383	The presence and support of the coach will be essential to the athlete	CCC069	1
89	NSC-P383	For a long while the status of a coach seemed to be that of an after-thought	CCC070	1
89	NSC-P383	Clubs, Provincial Associations and (at times) even the National Body gave virtually no attention to coaching	CCC071	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
89	NSC-P383	Coaches becoming individualistic and isolated with no interaction or commonality of approach	CCC072	1
89	NSC-P383	Coaches were reluctant to approach other coaches	CCC073	1
89, 135	NSC-P383 NA-P424	Having a coach to whom they can turn for advice and support	CCC074	2
89	NSC-P383	Aspiring coaches	CCC075	1
90, 95, 103, 131, 137, 138	NSC-P384 NSC-P388 NSC-P396 NA-P420 NA-P426 NA-P427	The lesson learned is to stand ground on whatever decision you take as a coach and earn respect	CCC076	6
90	NSC-P384	Working with the diverse group of players, my style was more traditional	CCC077	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
90, 106, 116, 148	NSC-P384 NSC-P399 NSC-P405 NA-P434	Leaders in the sport influence your style of training	CCC078	4
95, 149	NSC-P388 NA-P421	To take coaching seriously	CCC080	2
96, 113, 141	NSC-P389 NSC-P407 NA-P430	Great coaches produce great athletes	CCC081	3
96	NSC-P389	SASCOC, NFs, coaches and athletes have played a large role in influencing coaching	CCC082	1
97	NSC-P390	Coaches are strong minded	CCC083	1
97	NA-P420	Important to have a strong coaching voice	CCC084	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
100, 134, 135	NSC-P393 NA-P423 NA-P424	Full-time coach	CCC085	3
102	NSC-P395	Always wanted to be to coach	CCC086	1
102, 145	NSC-P395 NA-P435	My coaches have been positive role models	CCC087	2
102	NSC-P395	Always wanted to give back to the sport, not only as an administrator, but also as a coach	CCC088	1
102	NSC-P395	Use sport as a tool to empower young girls and affect their life in a positive way	CCC089	1
102, 103, 115, 138, 139	NSC-P395 NSC-P396 NSC-P402 NSC-P427 NSC-P428	Develop the holistic person and not just the players	CCC090	5

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
102	NSC-P385	I know every time I went through a tough time (my sport) was my “Happy place”	CCC091	1
102	NSC-P395	Selection based on performance rather than the colour of your skin	CCC092	1
102	NSC-P395	The one size does not fit all	CCC093	1
102	NSC-P395	We need to have diversity in coach education programs.	CCC094	1
103, 134, 135, 137, 142, 145, 147	NSC-P396 NA-P423 NA-P424 NA-P426 NA-P430 NA-P431 NA-P435 NA-P437	Earn the respect of the people you are working with	CCC095	8

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
104	NSC-P397	It's always at a red flag line around you must be cautious	CCC096	1
104	NSC-P397	No changes in terms of what you get as a coach, NFs want results	CCC097	1
104, 111, 133	NSC-P397 NSC-P404 NSC-P422	The most knowledgeable coaches should be working with beginner level	CCC098	3
107	NSC-P400	I was an athlete and transited to coaching	CCC099	1
107, 152	NSC-P400 SCE-P441	Coaches should be treated as another profession	CCC100	2
108	NSC-P401	Selection of next generation coaches	CCC101	1
115, 152	NSC-P402	Seeking good skilled sports coaches	CCC102	3
115	NSC-P402	Coaches have it very tough	CCC103	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
115, 133, 152	NSC-P402 NA-P422 SCE-P451	A coach brings out the best in athletes	CCC104	3
137	NA-P426	A deeper meaning of coaching	CCC105	1
71	NSCL-P191	The “Best in the World”... what does this look like? Is it being better than the current world/Olympic champ?	CCC106	1
82	NSC-P377	Having not only a coach but a friend or parent in a coach	CCC107	1
131		Pondering situation	CCC108	1
63, 95	NSCL-P75 NSCL-P18 NSC-P300	It's imperative that you have to have... coaches have to have a voice	CCC109	3
97	NSC-P390	Pondering situation	CCC083	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 12, 16, 19, 21, 32	NSCL-P120 NSCL-P118 NSCL-P59 NSC-P68 NSC-P90 NSCL-P1 NSC-P84	Development Cohorts (for sport-coaching programmes)	CCCC001	7
60	NSCL-P41	Commencement of the 2 nd Wave Coach Developer programme	CCCC002	1
32	NSC-P84	Athletics (NF-1)	CCCC001	1
32	NSC-P84	Archery (NF-2)	CCCC002	1
32	NSC-P84	Arm-wrestling (NF-3)	CCCC003	1
32	NSC-P84	Blackball (NF-4)	CCCC004	1
32	NSC-P84	Boxing (NF-5)	CCCC005	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 25, 32	NSCL-P118 NSC-P102 NSC-P84	Chess (NF-6)	CCCCC006	3
10, 25, 32, 51, 53	NSC-P102 NSC-P84 NSC-P12 NSCL-P3 NSCL-P119 NSCL-P157	Cricket (CSA)-(NF-7)	CCCCC007	6
32	NSC-P84	Dance (NF-8)	CCCCC008	1
32	NSC-P84	Fencing (NF-9)	CCCCC009	1
25, 32, 53	NSC-P102 NSC-P84 NSCL-P3 NSCL-P120	Football (SAFA) (NF-10)	CCCCC010	4

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
32	NSC-P84	Goalball (NF-11)	CCCCC011	1
25, 32, 53	NSC-P102 NSC-P84 NSCL-P6 NSCL-P120	Gymnastics – SAGF (NF-12)	CCCCC012	4
32	NSC-P84	Handball (NF-13)	CCCCC013	1
32	NSC-P84	Hockey (NF-14)	CCCCC014	2
32	NSC-P84	Horse-riding (NF-15)	CCCCC015	1
32	NSC-P84	Drum Majorettes (NF-16)	CCCCC016	1
10, 32, 53	NSCL-P75 NSCL-P121 NSC-P84	Netball (NF-17)	CCCCC017	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 25, 32	NSCL-P118 NSC-P102 NSC-P84 NSCL-P6	Rugby (NF-18)	CCCCC018	4
32, 53		Softball (NF-19)	CCCCC019	3
25, 32	NSC-P102 NSC-P84	Swimming (NF-20)	CCCCC020	2
32, 53	NSC-P84 NSCL-P121	Tennis (NF-21)	CCCCC021	2
32, 53	NSC-P84 NSCL-P120	Table Tennis (NF-22)	CCCCC022	2
25, 32	NSCL-P102 NSC-P84	Volleyball (NF-23)	CCCCC023	2
32	NSC-P84	Basketball (NF-24)	CCCCC024	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
32	NSC-P84	Cross country (NF-25)	CCCCC025	1
10	NSCL-P118 NSCL-P155	Angling (NF-26)	CCCCC026	2
10	NSCL-P202 NSCL-P3	Sailing (NF-27)	CCCCC027	2
10, 53	NSCL-P75 NSCL-P147	Lifesaving (NF-28)	CCCCC028	2
10, 53	NSCL-P150 NSCL-P120	Bowls (NF-29)	CCCCC029	2
10, 53	NSCL-P151 NSCL-P6	Orienteering (NF-30)	CCCCC030	2
110	NSCL-P191	Wrestling (NF-31)	CCCCC031	1
10	NSCL-P75	Squash (NF-32)	CCCCC032	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10	NSCL-P75	DISSA (NF-33)	CCCCC033	1
53	NSCL-P120	SA Figure Skating (NF-34)	CCCCC034	1
53	NSCL-P120	Rowing South Africa (NF-35)	CCCCC035	1
53	NSCL-P120	SA Powerlifting Federation (NF-36)	CCCCC036	1
23	NSCL-P6	What is required by each (national federation) NF and PF (Provincial Federation)	D001	1

10, 14, 21, 24, 26, 32, 44, 51, 53, 115	NSCL-P118 NSC-P76 NSCL-P1 NSCL-P17 NSCL-P21 NSCL-P37 NSCL-P41 NSC-P30 NSC-P9 NSC-P99 NSC-P84 NSCL-P27 NSCL-P20 NSCL-P210 NSCL-P239 NSCL-P3 NSCL-P120 NSCL-P121 NSC-P402	NF (national federation) requirement	D002	19
108	NSC-P401	But limited opportunities presented by NFs	D003	1
10	NSCL-P118	Status of each NF (national federation)	D004	1
44	NSCL-P45	To review their (NFs) submissions in view of the coaching	D005	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10	NSCL-P118 NSCL-P149	The 11 NFs	D006	2
10	NSCL-P118	From the 9 NFs	D007	1
10, 51	NSCL-P151 NSCL-P210	Small NF	D008	2
10	NSCL-P157	What do the NFs need from HEIs	D009	1
51, 53	NSCL-P12 NSCL-P120	Delegates requested for a national and provincial decentralised RPL model	D010	2
44, 53	NSCL-P45 NSCL-P41	NFs submitted	D011	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
12, 14, 16, 25, 26, 27, 32	NSCL-59 NSC-P76 NSC-P68 NSC-P102 NSC-P99 NSC-P111 NSC-P84	(Provincial) Federation (PF)	D012	7
10, 23	NSCL-P118 NSCL-P75 NSC-P2	International Federation(s)	D013	4
53, 115	NSCL-P41 NSCL-P27 NSCL-P120 NSC-P402	National federation (NF) Status Update	D014	4

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10	NSCL-P147 NSCL-P153 NSCL-P67 NSC-P68 NSC-P99	PCC (Provincial Coaching Commission) activity report	D015	5
53, 139	NSCL-P41 NA-P428	NFs were provided a number of opportunities	D016	2
53	NSCL-P41 NSCL-P6 NSCL-P27	NFs had one-to-one meetings	D017	3
53	NSCL-P6	NFs confirmed	D018	1
10	NSCL-P75	Operating (in six provinces)	D019	1
53	NSCL-P6	Of a top-down approach to smaller NFs	D020	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
21, 53	NSCL-P1 NSCL-P116	To facilitate a consultation meeting with the NFs	D021	2
10	NSC-P99	Federations are urged to work with provincial sport confederation (PSC)	D022	1
8	NSCL-P241	What it takes	D023	1
24	NSCL-P17 NSCL-P37 NSC-P30 NSC-P9	National federation (NF) approval	D024	4
53	NSCL-P239	And involves all NF	D025	1
23, 42, 44, 51, 53	NSCL-P1 NSC-P247 NSCL-P41 NSCL-P27 NSCL-P210	Provinces and national federations will assist	D026	5

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
44	NSCL-P45 NSCL-P41 NSCL-P37	17 NFs requested	D027	3
44	NSCL-P41	NF were requested to	D028	1
10	NSCL-P191	National and provincial coaching pathway	D029	1
104	NSC-P397	NF to support and drive the coaching agenda	D030	1
10, 25, 27, 53	NSC-P68 NSC-P99 NSC-P102 NSC-P111 NSC-P21	Provincial coaching conference	D031	5
51	NSCL-P57	Provincial activity	D032	1
10	NSCL-P67	Coaching message in each province	D033	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
32	NSC-P84	Registered federations	D034	1
10	NSCL-P151	Provincial, academies	D035	1
73, 74	NSCL-P41 NSCL-P44	NF must be held accountable for their coaching system	D036	2
74	NSCL-P6	NF were unsure of expectation for the professional body for sports coaching	D037	1
74	NSCL-P6	Leadership of the federation to oversee sports coaching	D038	1
12, 14, 27, 32	NSCL-P59 NSCL-P76 NSC-P111 NSC-P84	Provincial coaching development challenges	D039	4
74, 101	NSCL-P67 NSC-P394	It's in your hands to make sure that we can be successful	D040	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
74	NSCL-P199	The board... you can hold them accountable	D041	1
75	NSCL-P67	A process of consultation with the respective federations	D042	1
103, 147	NSC-P396 NA-P437	NFs are very harsh with decision for black coaches	D043	2
103	NSC-P396	Cover their (NF) tracks with quotas and incompetent selection	D044	1
8, 104, 152	NSC-P397	System	DD001	1
51	NSCL-P43	In developing our SA coaching system	DD002	1
69	NSCL-P144	We need to create a system and again	DD003	1
10, 148	NSCL-P146 NA-P434	Academy system	DD004	2
42	NSC-P244	Putting the SA flag at the top	DD005	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
25	NSC-P102	Provincial academy of sport (9 provinces)	DD006	1
32	NSC-P84	Limpopo academy of sport / Lotto	DD007	1
32	NSC-P84	Limpopo academy	DD008	1
10, 98	NSC-P391	National academy	DD009	2
23	NSCL-P3	Drafting a framework and project plan	DD010	1
32	NSC-P84	Webpage	DD011	1
27	NSC-P111	To develop a web-based interactive coaching club for development	DD012	1
42	NSC-P247	Identifies and eliminates errors in coaching practice and process	DD013	1
42	NSC-P246	Things which can afford advantage and gain are leveraged	DD014	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
42	NSC-P247	Identifies and leverages where marginal gains can be made	DD015	1
10, 12	NSCL-P146 NSCL-P147 NSCL-P59	Work closely with the academies	DD016	3
10, 149	NA-P421 NSCL-P151	Difficult with mindset	DD017	2
42	NSC-P246 NSC-P247	All preparation plans must address the planning to win	DD018	2
42, 96, 98	NSC-P247 NSC-P389 NSC-P391	Agility of winning mind-set in being adaptable and creative	DD019	3
63, 104	NSCL-P75 NSC-P397	Putting together a coach-education system	DD020	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63	NSCL-P75	We could go and try to set up our own system	DD021	1
63	NSCL-P18	South African coaching pathway was developed in and for South Africa	DD022	1
63, 113	NSCL-P18 NSC-P407	Bring that little extra from a South African perspective on the international stage where we are equals	DD023	2
63, 96	NSCL-P75 NSC-P389	Developing of the athletes at the high-performance level whilst there is no high-performance coaching system in place	DD024	2
63, 71, 111, 129	NSCL-P75 NSCL-P42 NSC-P404 NSC-P415	Putting robust systems in place that can be sustainable	DD025	4
63	NSCL-P21	Moving from the old to the new system is going to be the most difficult part	DD026	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63	NSCL-P75	You can't be authoritarian in your approach when you're setting up structures	DD027	1
63, 152	NSCL-P75	Processes and those kinds of structures in place	DD028	2
63	NSCL-P18	Question on the service providers, needs to be revisited	DD029	1
63	NSCL-P18	Legislation process is something that can be relied upon for the professional body implementation	DD030	2
63	NSCL-P18	We must be able to bring ourselves on the international stage to be able to compete	DD031	1
63	NSCL-P21	We need to create a system	DD032	1
63	NSCL-P75	RPL process is inherent in there, we can't do without it	DD033	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63, 69	NSCL-P75 NSCL-P37 NSCL-P143	We don't have a coach education system in place	DD034	3
63, 73, 137, 138	NSCL-P37 NSCL-P43 NA-P426 N-P427	Getting the opportunity is that there must be a guiding force that puts down the main rules	DD035	4
63	NSCL-P75	Educate coaches and athletes about sensitive issues such as abuse	DD036	1
63	NSCL-P75	Create safe spaces for coaches and athletes	DD037	1
63, 138	NSCL-P37 NA-P427	Top-producing coach, a tough job with little or no recognition and is not full-time employed	DD038	2
69	NSCL-P144	It was quite evident that all those coaches and athletes came through, so there's no system	DD039	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
69	NSCL-P144	Athletes are paying coaches, need a system for coaches	DD040	1
71, 99, 111, 122, 135	NSCL-P42 NSC-P392 NSC-P404 NA-P413 NA-P424	The effectiveness of the coaching system must include a strong support team	DD041	5
71, 101, 104, 149	NSCL-P42 NSC-P394 NSC-P397 NA-P421	Everybody must know their roles and responsibilities	DD042	4
71, 107, 152	NSCL-P161 NSCL-P42 NSC-P400	Process to select and appoint of coaches	DD043	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
74, 99, 105	NSCL-P353 NSC-P392 NSC-P398	We must change the mindset. It's the biggest thing... the mindset change	DD045	3
77, 96, 130, 135	NSC-P371 NSC-P389 NA-P419 NA-P424	It is a good system to develop a team of world-class coaches	DD046	4
78	NSC-P372	A system of visibility and excellence is priceless	DD047	1
87, 110	NSC-P381 NSC-P403	Coaching pathways include: Children coaching, emerging, performance coaching, HP coaching, Participants	DD048	2
95, 128	NSC-P388 NA-P418	Learnt a lot of patience	DD049	2
96, 99	NSC-P389 NSC-P392	Enjoyment of the sport	DD050	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
96	NSC-P389	Social media to me is a positive a negative influence	DD051	1
96	NSC-P389	Sport to get exposure	DD052	1
96, 99, 107, 118, 126, 134	NSC-P389 NSC-P392 NSC-P400 NA-P416 NA-P423	Strong communication helps the trust, ethical commitment	DD053	6
111	NSC-P404	Excellent development coaching is worth more than the medal	DD054	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
97, 98, 99, 100, 101, 103, 105, 108, 113, 129	NSC-P390 NSC-P391 NSC-P392 NSC-P393 NSC-P394 NSC-P396 NSC-P398 NSC-P401 NSC-P407 NA-P415	NF, government department, SASCO, Provinces, coaches, stakeholders are all responsible for the turnaround (accountable)	DD055	10
99, 100	NSC-P392 NSC-P393	Where we are going and how we are getting there	DD056	2
100	NSC-P393	To make the professional body system work	DD057	1
104	NSC-P397	Had to change the competition system	DD058	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
104	NSC-P397	For youngsters learn to train for fun and enjoyment instead of just winning	DD059	1
104	NSC-P397	Started reintroducing structured and meaningful competition	DD060	1
60, 104, 134	NSCL-P27 NSC-P397 NA-P423	Stopped the youth system completely from the age of seven to the age of nine	DD061	3
104	NSCL-P397	Coaches made that paradigm shift	DD062	1
115	NSC-P402	To date we have had nothing from our NF	DD063	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
14, 25, 26, 63, 101, 131, 139, 140, 148	NSC-P76 NSC-P102 NSC-P99 NSCL-P18 NSC-P394 NA-P420 NA-P428 NA-P429	Challenges (minor, huge and major)	DDD001	8
25	NSC-P102	Drop out (from coaching system)	DDD002	1
53	NSCL-P6	NF had been guided through challenges encountered	DDD003	1
53	NSCL-P3	Which is a challenge	DDD004	1
63	NSCL-P18	We are lagging behind	DDD005	1
63	NSCL-P21 NSCL-P37	Credibility (of sport coaches and coach developers)	DDD006	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63	NSCL-P37	Lose their support, because they haven't heard after all the promises	DDD007	1
63	NSCL-P21	No system helped them to get there, which I think is a very unhealthy place for a country	DDD008	1
63, 113	NSCL-P75 NSC-P407	I've got 30 years of coaching experience; I don't need to come and do all this nonsense	DDD009	2
63	NSCL-P18	Many people waiting in the queue and with the uncertainty	DDD010	1
63	NSCL-P21 NSCL-P37	Opportunities are repeatedly provided to the same people	DDD011	2
63, 135	NSCL-P37 NA-P424	They receive repeated opportunities and they are deemed successful by SASCOC	DDD012	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63	NSCL-P37	Younger coaches are not being provided with opportunities they never get the opportunity to prove themselves as coaches	DDD014	1
63	NSCL-75	SRSA and SASCOC should be fair to all NF and offer opportunities to all NF	DDD015	1
63	NSCL-P75	Coaches will have a different measurement (scoring) system	DDD016	1
63, 73	NSCL-P75 NSCL-P243	SASCOC system... there's a big discrepancy between what is available	DDD017	2
63, 139	NSCL-P37 NA-P428	Top level coaches are getting all the opportunities because they've always done it	DDD018	3
63	NSCL-P37	We are not nurturing and growing coaches with the current model	DDD019	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63	NSCL-P37	We wouldn't have been able to access that system even if we were ready	DDD020	1
63	NSCL-P37	They don't share with parents. So it comes to a point where it actually becomes an emotionally abusive relationship where coaches mostly blackmail kids to stay with a particular coach	DDD021	1
63, 137	NSCL-P18 NA-P426	Unfortunately, this very bad practice by coaches who are either driven by the desire just to enrich themselves unfairly, therefore, becoming more and more unethical	DDD022	2
63	NSCL-P37	Federation call on unauthorised private coaching education provider	DDD024	1
63	NSCL-P75	Unregulated service providers offering coaches courses	DDD025	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63	NSCL-P17	All this work that was done by SASCOC and it stands at risk of being destroyed	DDD026	1
63	NSCL-P17	Identifying the weaknesses in SASCOC	DDD027	1
63	NSCL-P17	Legitimacy and authority of SASCOC (for sports coaching)	DDD028	1
63	NSCL-P17	How does SASCOC as the professional body help me as a coach?	DDD029	1
69	NSCL-P11	Insufficient implementation	DDD030	1
69, 73	NSCL-P11 NSCL-P170	Need to implement optimally the programmes	DDD031	2
69	NSCL-P160	Sports leaders appoint National coaches	DDD032	1
71	NSCL-P160	We don't have world[-class] people supporting our athletes	DDD033	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
71	NSCL-P160	Putting coaches through. preparing our team/athlete for future performance	DDD034	1
71	NSCL-P160	Not all of the NF have the infrastructure and build capacity and depth for growing coaches	DDD035	1
73	NSCL-P42 NSCL-P43	Developing sports coaches	DDD036	2
73	NSCL-P43	Our better younger coaches are not being provided with opportunities they never get the opportunity to prove themselves	DDD037	1
73	NSCL-P243	NF didn't necessarily have the same opportunities that the first wave had. SRSA and SASCOC should be fair to all NF	DDD038	1
73, 152	SME-P447 NSCL-P170	Causing a resource drain as our top coaches want to leave for greener pastures	DDD039	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
73	NSC-P244	Coaches are not supported by NF and SASCOC and SRSA	DDD040	1
73, 114	NSC-P244 NSC-P406	Organisations just want medals and they provide no support	DDD041	2
73	NSCL-P41	Coach Developers have no recognition and support from NF	DDD042	1
73	NSCL-P41	Service providers impact on the credibility of the standard of coach education	DDD043	1
73	NSCL-P240	They did not attend coach education courses... They could not afford this. Do we cast them aside?	DDD044	1
73	NSCL-P41	Blame NF and SASCOC and SRSA for no monitoring system for coach education providers	DDD045	1
71	NSCL-P242	No appointment or selection criteria use by most NF	DDD046	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
73	NSCL-P41	Need peer review, networking and addressing our common challenges and problem solving	DDD047	1
73	NSCL-P240	Some coaches have been coaching for over 50 to 60 years and have no recognition from their NF	DDD048	1
113	NSC-P407	Sport administrators are too focused on ranking and medals	DDD049	1
74	NSCL-P191	Understand, what are the deeper issues that are linked to your challenges	DDD050	2
86, 95, 102, 110	NSC-P380 NSC-P388 NSC-P395 NSC-P403	We professionalised sport at such a young age... School sport should not be professional	DDD051	4
86	NSC-P380	Focused on education as the priority	DDD052	1
86	NSC-P380	I was floundering and I knew I was coming to the end	DDD053	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
88	NSC-P382	Many athletes participate in a sport, achieve greatness and then move on	DDD054	1
113	NSC-P407	Politics in our sport and lack of governance has slowed the process	DDD055	1
114	NSC-P406	Sports coaches are not planning enough	DDD056	1
114	NSC-P406	Everyone is chasing podium finishers	DDD057	1
117	NA-P408	Difficult to manage all sport under one professional body	DDD058	1
131	NA-P420	Lack of coaching knowledge	DDD059	1
131	NA-P420	All coaches in South African Olympic team are facing challenges	DDD060	1
89	NSC-P383	It is much easier to remain on the side-lines, make no contribution	DDD061	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
96, 138, 139	NSC-P389 NA-P427 NA-P428	A negative impact on teams and players	DDD062	3
91	NSC-P385	Lack of confidence in their national federation	DDD063	1
96, 98	NSC-P389 NSC-P391	Does not happen in South African sport	DDD064	2
96, 99	NSC-P389 NSC-P392	Poor communication, no professionalism, no support from federations for sports coaches	DDD065	2
97, 148	NSC-P390 NA-P343	Only high-performance coaches and athletes benefit from funding and resources	DDD066	2
97	NSC-P390	Stuck in their ways	DDD067	1
102	NSC-P395	The lack of support system	DDD068	1
102	NSC-P395	Other social ills that take over	DDD069	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
102	NSC-P395	This professional body is a challenge	DDD070	1
104	NSC-P397	I'll lose income because... you know... if I'm not on the road to see my customers	DDD071	1
106	NSC-P399	I'm not a full-time coach	DDD072	1
107	NSC-P400	Coaching resource is costs... and foreign coaches are paid far more than SA	DDD073	1
115	NSC-P402	Many doors slammed on us	DDD074	1
115	NSC-P402	Coaches are bullied by NF	DDD075	1
115	NSC-P402	Coaches really suffer	DDD076	1
23, 32	NSCL-P6 NSC-P84	Identify the gaps	E001	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 12, 152	NSCL-P148 NSCL-59 SCE-P440	Identify coaches (and coaching needs)	E002	3
8, 94	NSCL-P241 NSC-P387	To turn it into opportunity	E003	2
42	NSC-P194	Identifying and reducing factors	E004	1
10, 152	NSCL-P146 SCE-P446	Talent identification (of coaches)	E005	2
10	NSCL-P148	A very productive discussion	E006	1
63, 69	NSCL-P11	The future of our national federations' coaching	E007	2
63	NSCL-P21	Have a reflection session on what can be done better	E008	1
10	NSCL-P191 NSCL-P150	Will be reviewed	E009	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
69	NSCL-P45	When we came on board a lot of promises was on the table	E010	1
71	NSCL-P42	No development is done in sport and no coaching plan	E011	1
71	NSCL-P42	No coaches programme offered in SA	E012	1
71	NSCL-P42	They focus on national and international competition	E013	1
115, 133	NSC-P402 NA-P422	It becomes an affordability matter	E014	2
107, 111, 152	NSC-P400 NSC-P404 SCE-P449	No mentoring or growing the talent in SA	E015	3
23, 106, 152	NSCL-P6 NSC-P399 SME-P446	Invested in their training	EE001	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
8, 12, 14, 16, 19, 25, 26, 27, 32, 51, 97, 135, 139, 152	NSCL-P241 NSCL-P59 NSC-P76 NSC-P68 NSC-P90 NSC-P102 NSC-P99 NSC-P111 NSC-P84 NSCL-P210 NSCL-P390 NA-P424 NA-P428 SCE-P440	Training coaches	EE002	13
12, 32, 149	NSCL-P59 NSC-P84 NA-P421	(Sport coaching) Courses	EE003	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10	NSCL-P156	Developing basic short courses	EE004	1
8, 10, 42, 95, 139, 149	NSCL-P241 NSCL-P149 NSC-P245 NSC-P249 NSC-P252 NSC-P388 NA-P428 NA-P421	Training programme	EE005	8
8, 10, 19	NSCL-P241 NSCL-P151 NSC-P90	Facilitation (of coaching programmes)	EE006	3
8	NSCL-P241	Teaching and learning	EE007	1
10	NSCL-P150	Fewer courses held	EE008	1
10	NSCL-P156	Non credit-bearing short courses to be looked at	EE010	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
42, 51, 53, 95	NSC-P244 NSCL-P210 NSCL-P3 NSC-P388	Administration and management	EE011	4
42, 152	NSC-P194 SCE-P452	Health and well-being management	EE012	2
42	NSC-P194	Stress-related risk factors (such as Psychologist, Doctor, and Physio)	EE013	1
42	NSC-P251	Leaders, managers and administrators	EE014	1
53	NSC-P239	Be accredited by the Quality Council for Trades and Occupation (QCTO)	EE015	1
53	NSCL-P239	Status to facilitate	EE016	1
53	NSCL-P239	Subject matter experts	EE017	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
42	NSC-P194	Injury prevention exercise units (modules for sport coaches)	EE018	1
63	NSCL-P17	We just need to get our coaching to that higher level	EE019	1
147	NA-P437	Coaches focus more on process than skill	EE020	1
104	NSC-P11 NSC-P403	Getting coaches ready for competition	EE021	1
71, 110, 131, 149	NSCL-P42 NSC-P403 NA-P420 NA-P421	Younger coaches need observational skills	EE022	4
12, 63, 83, 96, 143, 146, 152	NSCL-P59 NSCL-P37 NSC-P389 NA-P432 NA-P436	Sharing knowledge	EEE001	5

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
12, 83, 97, 99, 100, 102, 106, 115, 131, 133, 137, 143	NSC-P390 NSC-P392 NSC-P393 NSC-P395 NSC-P399 NSC-P402 NSC-P420 NA-P422 NA-P426 NA-P432	Share experience(s)	EEE002	10
8	NSCL-P45 NSCL-P241	Life experience	EEE003	2
8, 69	NSCL-P241 NSCL-P45	Professional expertise count	EEE004	2
42, 152	NSC-P245	Coach competence	EEE005	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
42	NSC-P194	Lifestyle Management (Psychologist, Team Manager, Coach)	EEE006	1
42	NSC-P250	Access to necessary competitions as part of learning experience	EEE007	1
42	NSC-P251	Are (sport coaches) qualified and competent for their role within OPEX	EEE008	1
42	NSC-P251	Have the necessary competencies (for sport coaching)	EEE009	1
42	NSC-P253	With expert input consultation against agreed objectives	EEE010	1
53	NSCL-P6	As well as sharing of expertise	EEE011	1
89	NSC-P383	Despite my wealth of information, my offers of advice and assistance were largely ignored	EEE012	1
60	NSCL-P41	We have a national expert group for Coach Developer	EEE013	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
8, 10, 25, 42, 119, 133, 138, 152	NSCL-P241 NSCL-P118 NSC-P102 NSC-P253 NA-P422 NA-P427	High performance coaching	EEE014	10
63	NSCL-P75	We take ownership of the knowledge	EEE015	1
63, 140	NSCL-P75 NA-P429	Spread more knowledge and become better coaches, better practitioners	EEE016	2
71, 82, 110, 152	NSCL-P191 NSC-P377 NSC-P403	Networking, Sharing of Knowledge across sport and having a Mentor	EEE017	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
73, 113, 137, 141, 148	NSCL-P170 NSC-P407 NA-P426 NA-P430 NA-P434	Need more sharing of information, we come from different sport but we have similar challenges	EEE018	5
86	NSC-P380	Competitive advantage and edge, having access to knowledge and cutting edge	EEE019	1
86	NSC-P380	HP teams consistently needs access to data and knowledge	EEE020	1
88, 92, 94, 95, 136, 152	NSC-P382 NSC-P387 NSC-P388 NA-P425 SCE-P439	Sharing their knowledge or experiences with others and in particular the youngsters	EEE021	5
135	NA-P424	A deep knowledge of sport	EEE022	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
135	NA-P424	Have the love and the knowledge of the sport	EEE023	1
95, 97, 99, 100	NSC-P388 NSC-P390 NSC-P392 NSC-P393	Sharing your vision	EEE024	4
102	NSC-P395	Offers Opportunities	EEE025	1
135	NA-P424	Wealth of knowledge	EEE026	1
10, 23	NSCL-P118 NSCL-120 NSCL-P151 NSC-P2	NQF	F001	4
1	NSCL-P118	Coach Education Alignment	F002	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
8, 51, 60, 94	NSCL-P241 NSCL-P27 NSCL-P210 NSC-P387	South African Coaching Pathway	F003	4
12, 24	NSCL-P151 NSCL-P17 NSCL-P37 NSC-P30 NSC-P9	Aligned to Ustd (Unit standard)	F004	5
10, 24	NSC-P68 NSCL-P17 NSCL-P37 NSC-P30 NSC-P9	Matrix for level and standards	F005	5
10	NSCL-P120	Aligned	F006	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10	NSCL-P118	Of the alignment exercise	F007	1
10	NSCL-P118	Alignment	F008	1
10	NSCL-P118	In some instances, there is a comprehensive alignment	F009	1
10, 111	NSCL-P202 NSC-P404	Aligned these framework	F010	2
10	NSCL-P191	Registered unit standards	F011	1
42	NSC-P249	Aligned with strategic goal	F012	1
42	NSC-P249	In preparation for the strategic goal	F013	1
10, 23, 53	NSCL-P120 NSC-P2 NSCL-P3 NSCL-P116 NSCL-P119	At the required NQF level	F014	5

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
53	NSCL-P239	National qualifications will need all involved	F015	1
53	NSCL-P45	CHE working group for developing Coaching standards	F016	1
24, 63	NSC-P30 NSC-P9 NSCL-P75 NSCL-P37	SA Coaching Pathway	FF001	4
8	NSCL-P241	What it takes to travel the path (of Sport coaching)	FF002	1
8	NSCL-P241	Plan to take the right path (for Sport coaching)	FF003	1
10	NSCL-P118	Planning and preparation (SA Sport coaching)	FF004	1
10, 51, 53, 152	NSCL-P118 NSCL-P151 NSCL-P27	Coaching pathways	FF005	3
10	NSCL-P118	The main focus (of the SACF)	FF006	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
53	NSCL-P116	SAQA for approval	FF007	1
51	NSCL-P27	Provision in the pathway for Coach Developer	FF008	1
51	NSCL-P27	A person may choose only one pathway (for coaching)	FF009	1
51, 94	NSCL-P27 NSC-P387	Coach pathway or a Coach Developer pathway	FF010	2
60	NSCL-P27	To the 2 streams of Coach and Coach Developer	FF011	1
60, 134	NSCL-P27 NA-P423	The Youth coaching stream to fall away	FF012	2
12, 16	NSC-P59 NSC-P68	Planning and readiness (SA Coaching)	FF013	2
8, 10, 95	NSCL-P241 NSCL-P148 NSC-P388	Career advise (for sports coaches)	FF014	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
42	NSC-P244	Planning process guide (SA Coaching)	FF015	1
42	NSC-P249	Camps are carefully selected and planned (for sport coaching)	FF016	1
42	NSC-P250	For competitive readiness; qualifying	FF017	1
42	NSC-P194	Provide relevant education	FF018	1
32	NSC-P84	Deploying (of sport coaches)	FF019	1
8	NSCL-P241	Specifics (in the coaching pathway)	FF020	1
10, 16	NSCL-P118 NSCL-P120 NSC-P68	Mapping (of coach education programmes)	FF021	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 26, 32, 53, 96	NSCLIP119 NSC-P99 NSC-P84 NSCL-P21 NSC-P389	Sport programmes	FFF001	5
27	NSC-P111	Annual programmes (for sport coaching)	FFF002	1
10, 51, 101	NSCL-P150 NSCL-P258 NSC-P394	Coaching career programme	FFF003	3
10	NSCL-P147	Love life (Programme)	FFF004	1
10, 53	NSCL-P147 NSCL-P3	Internship programme (for capacity building in provinces)	FFF005	2
10	NSCL-P156	Phasing out Human Movement Studies programme	FFF006	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10	NSCL-P119 NSCL-P156	Including biokinetics	FFF007	2
10	NSCL-P45	Only offer sports science	FFF008	1
42	NSCL-P244	GROWL program planning	FFF009	1
42	NSC-P247	Science, technology, medical, paramedical and coaching practice	FFF010	1
51, 53, 134, 140, 148	NSCL-P210 NSCL-P3 NSCL-21 NSCL-P121 NA-P423 NA-P429 NA-P434	Coaching programmes	FFF011	7
60	NSCL-P210	Prospective students (coaches) will be finalized	FFF012	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
78, 104	NSC-P372 NSC-P397	Bring a competitive and stimulating programme	FFF013	2
16	NSC-P68	Immediate priorities	G001	1
23	NSCL-P1	NFs offer support to those priority codes	G002	1
25	NSC-P102	As number one priority (coach developer)	G003	1
23	NSCL-P6	SRSA & SASCOC meeting with the agreed priority codes	G004	1
10	NSCL-P118	Selected from the priority code list	G005	1
42	NSC-P249	Key competitions are used to monitor development/performance progress	G006	1
53	NSCL-P27	Pushed down the priority lists	G007	1
25, 63, 137, 139, 143, 144	NSC-P102	Athlete voice on the Sport Coaching score card (progress on SACF)	GG001	8

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSCL-P75 NSCL-P21 NSCL-P17 NA-P426 NA-P428 NA-P432 NA-P433			
12, 24	NSCL-P59 NSC-P30 NSC-P9	LTPD (Long Term Participant Development)	GG002	3
24	NSCL-P17 NSCL-P37 NSCL-P12 NSC-P30 NSC-P9	Athlete voice completion of alignment of LTPD to LTCD	GG003	5

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
26, 42, 101, 115	NSC-P99 NSC-P245 NSC-P394 NSC-P402	Athlete performance support plan (LTPD)	GG004	4
60	NSCL-259	Relationship between Physical Education, the sports coaching designation and LTPD	GG005	1
51, 53	NSCL-P210 NSCL-P12 NSCL-P258 NSCL-P21	The Coaching Score Card... Who and What?	GG006	4
10, 26, 27, 42, 152	NSCL-P146 NSC-P99 NSC-P111 NSC-P253 NSC-P245	Athlete preparation plan (LTPD)	GG007	4

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	SCE-P440			
42, 53, 71	NSC-P244 NSCL-P41 NSCL-P42 NSCL-P160	To provide an NF scorecard	GG008	4
21, 53, 60	NSCL-P1 NSCL-P239 NSCL-P3 NSCL-P120 NSCL-P41	To submit suggestions	GG009	5
10, 12, 14, 21, 23, 26, 32, 42, 44, 53, 73, 138, 140, 141, 142, 144, 149, 152	NA-P427 NA-P429 NA-P430 NA-P431 NA-P433 NA-P421	Measure progress	GG010	20

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSCL-P148 NSCL-P59 NSC-P76 NSCL-P1 NSC-P99 NSC-P84 NSC-P244 NSC-P194 NSC-P253 NSCL-P21 NSCL-P239 NSCL-P243 SCE-P444 SCE-P449			
53	NSCL-P3	Based on the annual performance plan(for implementation of the SACF)	GG011	1
63	NSCL-P75	To put in a whole lot of systems for athlete monitoring	GG012	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63	NSCL-P37	Athlete in the system feel threaten because he needs to please the NF and SASCOC	GG013	1
71, 149	NA-P421 NSCL-P27	Athletes to be properly prepared, give them every opportunity to prepare them for World class performance	GG014	2
91	NSC-P380	Made them accountable	GG015	1
91	NSC-P385	Athletes achieving OPEX status have done so without the national federation's influence or support	GG016	1
136	NA-P425	My dad was my coach	GG017	1
136	NA-P425	Encourage athletes even if you see them, not performing	GG018	1
136, 138	NA-P425	Push me in the direction	GG019	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
136, 138	NA-P425 NA-P427	Listening to me as well	GG020	1
136, 138, 141, 144	NA-P425 NA-P427 NA-P430 NA-P433	The decision was always with all his athletes	GG021	4
136	NA-P425	Together with these ideas to make us excel	GG022	1
136, 139, 141	NA-P425 NA-P428 NA-P430	Favouritism	GG023	3
136	NA-P425	Social problems	GG024	1
136, 143	NA-P425 NA-P432	Athletes resource centre that we could go to	GG025	2
136	NA-P425	Help all our athletes	GG026	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
136	NA-P425	Know your athletes' weaknesses and work on the strengths and weaknesses	GG027	1
136	NA-P425	Coach in their tracksuit drinking in a bar	GG028	1
137	NA-P426	Being scared of a coach is an ideal relationship	GG029	1
140	NA-P429	We work just as hard (paralympic coaches) as an Olympic athlete would	GG030	1
137	NA-P426	Important to find a balance	GG031	1
137, 138	NA-P426 NA-P427	Instilling fear in the players	GG032	2
138	NA-P427	Things that shouldn't be there that are surrounding the team	GG033	1
138	NA-P427	This is happening behind closed doors	GG034	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
138, 143	NA-P427 NA-P432	The final decision is with the coach	GG035	2
138	NA-P427	(Sports coaches) Know how to get the best out of each and every one of your players	GG036	1
138	NA-P427	Lose interest because they feel either side-lined	GG037	1
138	NA-P427	Coach has been under the influence of alcohol	GG038	1
139	NA-P438	Coach, he is outgoing, positive and caring person	GG039	1
139, 143, 148	NA-P438 NA-P432 NA-P434	Coach influenced decision and detrimental to our team	GG040	3
139	NA-P428	Coaches lose the focus and negative environment	GG041	1
140	NA-P429	Sometimes coaches can also push too hard	GG042	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
71, 82	NSC-P377 NSCL-P42	Athletes need coaches to guide them and help them perform	GG043	2
141	NA-P430	Coaches and athletes are neglected	GG044	1
140	NA-P429	Paralympic athlete	GG045	1
12	NSCL-P59	Report(s)	GGG001	1
32	NSC-P84	Progress report	GGG002	1
19	NSC-P90	Outcome	GGG003	1
32	NSC-P84	Records	GGG004	1
10	NSCL-P148	Are recorded	GGG005	1
42	NSC-P244	To achieve intended results	GGG006	1
42, 119	NA-P410	In competition programme results	GGG007	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSC-P246			
53	NSCL-P3	Reported to the delegates	GGG08	1
53	NSCL-P21	Reporting back	GGG09	1
51	NSCL-P27	Will be redesigned in view of this outcome	GGG010	1
32, 51, 53, 134, 152	NA-P423 NSC-P84 NSCL-P210	Research (sports coaching)	H001	3
16, 149, 152	NA-P421 NSC-P68 SCE-P444	Conducting research	H002	3
16, 141, 142	NSC-P68 NA-P430 NA-P431	Research in progress	H003	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
32, 53	NSC-P84 NSCL-P116	Links with [Department of] Higher Education and research	H004	2
27	NSC-P111	Undertake research and impact evaluation	H005	1
8, 136	NSCL-P241 NA-P425	Researcher	H006	2
10	NSCL-P148	A study being conducted	H007	1
10	NSCL-P119	One of the main reasons for the involvement of HEIs is research	H008	1
10	NSCL-P119	Is to grow research in sports coaching	H009	1
10	NSCL-P119	Higher levels of sports coaching	H010	1
10	NSCL-P157	Articles for publication, part of their research committee	H011	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10	NSCL-P157	Articles in journal very low volume	H012	1
42, 108, 152	NSC-P248 NSC-P401	Research and innovation	H013	2
63	NSCL-P75	Sport related research	H014	1
53	NSCL-P21	Due to the lack of coaching research	H015	1
53	NSCL-P21	Coaching studies	H016	1
42	NSC-P248	There is persistent search for (research articles)	H017	1
42	NSC-P248	Gather current performance and coaching related intelligence	H018	1
10, 134, 142	NA-P423 NA-P431 NSCL-P157	Research contribution	H019	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63	NSCL-P75	We need these research team for coaching	H020	1
71	NSCL-P42	Research and coaching qualifications in South African coaching is unheard off	H021	1
63	NSCL-P75	Research is sitting in the silos and it's not getting out to where it should be	H022	1
24	NSC-P9	Not Applicable	HH001	1
24	NSCL-P17	Not required	HH002	1
32	NSC-P84	Are not all fully functional	HH003	1
32	NSC-P84	The functionality of the districts is still not up to standard	HH004	1
51	NSCL-P27	Postponement was due to lack of awareness	HH005	1
10	NSCL-P118	In some instances, we found that not all the programmes are aligned	HH006	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10	NSCL-P75	No coach-education pathway	HH007	1
10	NSCL-P151	No previous coach-education framework	HH008	1
10	NSCL-P150	No international structures	HH009	1
10	NSCL-P151	Not active in	HH010	1
42	NSC-P194	Risk Radar	HH011	1
53	NSCL-P41	Disappointment with the NFs responses	HH012	1
53	NSCL-P6	Submission was not accurate	HH013	1
53	NSCL-P6	Agreed at the General Council meeting	HH014	1
53	NSCL-P27	What academics have developed for NFs	HH015	1
53	NSCL-P27	(Did not have) a code of conduct for coaches	HH016	1
53	NSCL-P27	Due to the lack of interest	HH017	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
53	NSCL-P3	Indicated their dissatisfaction	HH018	1
60	NSCL-P27	Due to various Federations misunderstanding	HH019	1
53	NSCL-P3	Are not aligned to	HH020	1
53	NSCL-P3	There is an absence	HH021	1
53	NSCL-P27	CHE did not include NFs	HH022	1
23	NSCL-P1	Organisations involved in sport coaching	I001	1
16, 21, 23, 44	NSCL-P1 NSCL-P3 NSCL-P6	SRSA (Sport and Recreation South Africa)	I002	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 12, 16, 21, 23, 24, 32, 42, 44, 51, 53, 60, 63	NSC-P34 NSC-P9 NSC-P68 NSC-P244	SASCOC (South African Sports Confederation and Olympic Committee)	I003	20

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSCL-P1 NSCL-P3 NSCL-P6 NSCL-P148 NSCL-P147 NSCL-P59 NSCL-P17 NSCL-P21 NSCL-P27 NSCL-P41 NSCL-P30 NSCL-P37 NSCL-P84 NSCL-P210 NSCL-P116 NSCL-P18			

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 23, 26, 27, 53	NSCL-P151 NSCL-P147 NSCL-P1 NSCL-P3 NSCL-P8 NSCL-P111 NSCL-P239 NSCLP-99	CATHSSETA (Culture Art Tourism Hospitality Sport Sector Education and Training Authority)	I004	8
21, 23, 53	NSCL-P1 NSCL-P3 NSCL-P27	NCSG (National Coaching Standards Group)	I005	3
21, 23	NSCL-P1 NSCL-P3	SACC (South African Coaching Commission)	I006	2
23	NSC-P8	FET (Further Education and Training)	I007	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 23, 53	NSC-P148 NSC-P8 NSCL-P1 NSCL-P21	HEIs (Higher Education Institutions)	I008	4
32	NSC-P84	Limpopo Province Sport and Recreation Council	I009	1
12, 14, 21, 25, 26, 32, 53	NSC-P102 NSC-P99 NSC-P84 NSC-P76 NSCL-P59 NSCL-P1 NSCL-P120	PSC (Provincial Sport Confederation)	I010	7

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 12, 14, 16, 21, 25, 26, 27, 32	NSC-P102 NSC-P111 NSC-P84 NSC-P76 NSC-P68 NSCL-P67 NSCL-P59 NSCL-P1	Provincial Coaching Commission (PCC)	I011	8
12, 25, 27, 32	NSCL-P59 NSC-P102 NSC-P111 NSC-P84	District commissions	I012	4
14, 32	NSC-P76 NSC-P84	Districts and Local municipalities	I013	2
10, 16	NSC-P68	Gauteng	I014	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
16	NSC-P68	Gauteng Coaches' Commission	I015	1
14	NSC-P76	KZN (KwaZulu-Natal)	I016	1
12	NSC-P68	FSSC (Free State Sport Confederation - PCC	I017	1
12	NSCL-P59	FSSC Coaches' Commission	I018	1
10	NSCL-P153	ECSC Coaches' Commission (Eastern Cape)	I019	1
19	NSC-P90	Mpumalanga	I020	1
14	NSC-P76	KZN Coaches Commission	I021	1
10, 26	NSC-P91	Northern Cape	I022	1
10, 27	NSC-P111 NSCL-P149	Western Cape	I023	2
10, 32	NSC-P84	Limpopo	I024	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSCL-P147			
16	NSC-P68	District (region) level	I025	1
32	NSC-P84	Department of Sport and Education	I026	1
32	NSC-P84	Provincial Departments	I027	1
32	NSC-P84	Department of Sports, Arts and Culture	I028	1
32	NSC-P84	Department of Education	I030	1
53	NSCL-P116	UFS had requested SASCOC assistance (University of Free State)	I031	1
32	NSC-P84	Higher institutions of learning	I032	1
10	NSCL-P75	University of Johannesburg	I033	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10	NSCL-P156	Free State University	I034	1
10	NSCL-P157	University of Pretoria	I035	1
10	NSCL-P45	Durban University of Technology	I036	1
53	NSCL-P116	UFS had requested SASCOC assistance (University of Free State) (2)	I037	1
10	NSCL-P155	9 Provinces Coaching Commissions	I038	1
10	NSCL-P191	National Coaching Commission	I039	1
10	NSCL-P153	University of Fort Hare	I040	1
21	NSCL-P1	The SA Commission (South African)	I041	1
53	NSCL-P239	QCTO (Quality Council for Trade and Occupation)	I042	1
53	NSCL-P116 NSCL-P21	CHE (Council of Higher Education)	I043	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
53, 60	NSCL-P210	Extensively engaged with SASCOC	I044	1
53, 98, 152	NSC-P391 NSCL-P257	Coaching Centre (TCC)	I045	2
21	NSCL-P1	Both SRSA and SASCOC	I046	1
53	NSCL-P121	TVETS (Technical Vocational Educational Training)	I047	1
53	NSCL-P121	National Higher Education Institute of Physical Education (NHEIPE)	I048	1
74	NSCL-P67	There are two pillars of our mandate	I049	1
74	NSCL-P44	SASCOC still plays the big brother role, or the parent role	I050	1
74	NSCL-P44	SASCOC still plays the overarching role until we've completed that process with SAQA	I051	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
75	NSCL-P109	We do not require SASCOC to train or accredit coaches but endorse Federations	I052	1
87, 91	NSC-P381 NSC-P385	SASCOC must be held responsible and accountable to sport and for the professionalisation and licensing of sport coaches	I053	2
91, 107	NSC-P385 NSC-P400	Vetting and selection are a huge gap in the system	I054	2
8, 108	NSC-P401 NSCL-P241	Unqualified coaches	II001	2
63	NSCL-P37	Uncontrolled environment with unqualified coaches	II002	1
73, 138, 145	NA-P247 NA-P427 NA-P435 NSCL-P242	Athletes suffer the most due to unqualified and inexperienced coaches	II003	4

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
16, 32, 51, 53	NSC-P68 NSC-P84 NSCL-P210 NSCL-P239 NSCL-P3	Service providers for sport coaching (SACF)	J001	5
10	NSCL-P75	Service provider for Life Guard (Service provider)	J002	1
51	NSCL-P258 NSCL-P210	Service Providers' offerings (to implement Coach education)	J003	2
53, 63	NSCL-P3	To non-accredited service providers	J004	1
53	NSCL-P3	Why service providers are delivering (non-aligned) such programmes	J005	1
51	NSCL-P210	NFs must be consulted by Service providers	J006	1
51	NSCL-P210	NFs must be faculty members of the service providers coaching programmes	J007	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
51	NSCL-P210	Service providers delivering sports coaching programmes must be accredited with CASA (Professional body)	J008	1
53	NSCL-P3	Funding to service providers should be streamlined	J009	1
27, 53	NSC-P111 NSC-P12	Local training providers	J010	2
32	NSC-P84	Accredited Training providers	J011	1
10, 23	NSCL-P119 NSCL-P1	SAHEPSC (South African Higher Education platform for Sports Coaching) to include HEI and other training providers that deliver programmes	J012	2
63	NSCL-P75	Unrecognised service providers are still out	J013	1
51	NSCL-P258	Sports Coaching (service) offerings	J014	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
32	NSC-P84	Universities (University of Limpopo and University of Venda)	J015	1
10	NSCL-P148	Be recognised (for the implementation of the SACF)	J016	
10	NSCL-P118	Complied and are willing to participate (to implement the SACF)	J017	1
26	NSC-P99	Compliment the structures (towards implementing the SACF)	JJ001	1
8, 14, 16, 32	NSCL-P241 NSC-P76 NSC-P68 NSC-P84	Structures (for SACF implementation)	JJ002	4
14, 63, 74, 115	NSC-P76 NSC-P402	Coaches' structures	JJ003	5

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSCL-P18 NSCL-P17 NSCL-P237			
16	NSC-P68	Core structure (for SACF implementation)	JJ004	1
63, 69	NSCL-P18 NSCL-P11	SASCOC is being acknowledged in my federation as key to optimum implementation	JJ005	2
63	NSCL-P18	The critical thing has always been insufficient implementation	JJ006	1
69	NSCL-P143	There are no coaching structures to follow	JJ006	1
71	NSCL-P42	Organisational structures are weak in SA	JJ007	1
75	NSCL-P6	Have been waiting patiently to get structures in place	JJ008	1
75	NSCL-P6	Amend SASCOC Constitution to align with SAQA requirements	JJ009	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
23	NSCL-P1	Programmes and activity for sport coaching	K001	1
10, 12, 25, 26, 32, 53	NSC-P84 NSCL-P118 NSCL-P59 NSCL-P99 NSCL-P45	Coaching activity	K002	5
10, 12, 14, 26, 53	NSC-P76 NSC-P68 NSC-P99 NSC-P84 NSCL-P147 NSCL-P149 NSCL-P59 NSCL-P3	Conference (for implementation of SACF)	K003	8
26	NSC-P99	Event (for implementation of the SACF)	K004	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
27	NSC-P111	(District) Workshops (for implementation of the SACF)	K005	1
10, 12, 14, 25, 32	NSC-P102 NSC-P99 NSC-P84 NSCL-P118 NSCL-P155 NSCL-P202 NSCL-P75 NSCL-P150 NSCL-P59 NSCL-P76	Calendar of events	K006	10
16	NSC-P68	Conference topics (relevance to implementation of the SACF)	K007	1
32, 53	NSC-P84 NSCL-P3	Tasks and projects (for implementation of the SACF)	K008	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
115	NSC-P402	Workshops and seminars (for implementation of the SACF)	K009	1
32	NSC-P84	Meetings and agendas (for implementation of the SACF)	K010	1
25	NSC-P102	Executive meeting (for implementation of the SACF)	K011	1
25	NSC-P102	General meeting (for implementation of the SACF)	K012	1
25, 152	NSC-P102 SCE-P440	Strategic planning meeting (for implementation of the SACF)	K013	2
53	NSCL-P121	An immediate meeting be called (for implementation of the SACF)	K014	1
51	NSCL-P210	Strategic intent document was presented in a pamphlet (for implementation of the SACF)	K015	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10	NSCL-P153	Hosted a Coaching Conference (for implementation of the SACF)	K016	1
10	NSC-P68	To present in conferences (for implementation of the SACF)	K017	1
10	NSC-P99	Their roles (for implementation of the SACF)	K018	1
10	NSCL-P149	All Western Cape activities (for implementation of the SACF)	K019	1
10	NSCL-P67	Need an intense coaching workshop (for implementation of the SACF)	K020	1
14	NSC-P76	Roles and activities (for sports coaching activity)	K021	1
32	NSC-P84	Road show (SACF)	K022	1
63, 137	NSCL-P17 NA-P426	Gained a lot of knowledge outside from the various workshops, conventions, people coming from overseas	K023	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
91, 115	NSC-P385 NSC-P402	A coach education and certification programme compliant with SACF is established	K024	2
24, 136, 140, 141	NA-P425 NA-P429 NA-P430 NSC-P30 NSC-P9 NSCL-P17 NSCL-P37	Accreditation of sport coaches (recognition)	KK001	7
26	NSC-P99	Very important (to be accredited as a sport coach)	KK002	1
14, 32	NSC-P76 NSC-P84	Terms and reference (for accreditation and recognition process)	KK003	2
53	NSCL-P6	NFs emphasised the importance (of sport coaching)	KK004	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
26, 42	NSC-P99 NSC-P244 NSC-P247 NSC-P248 NSC-P252	Exercising highest values in practice	L001	5
23, 108	NSC-P401 NSCL-P1	Create a job description for the Coaching personnel	L002	2
32	NSC-P84	Will be presented by Federations	L003	1
42	NSC-P250	Essential preparation and training opportunities	L004	1
42, 131	NA-P420 NSC-P250	Learning opportunities in South Africa or abroad for camps and day-to-day practice	L005	2
71, 136, 141	NA-P425 NA-P430 NSCL-P27	Defining excellence for athletes and coaches need to go through a journey to get there	L006	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
71	NSCL-P191	Elite level coaches need to have access to people who can help	L007	1
74	NSCL-P67	High-performance programme, in terms of team delivery need good quality coaches	L008	1
94	NSCL-P387	Coaching many winning teams and earning many individual awards	L009	1
94	NSCL-P387	The benefits of participation and fun that sport provides	L010	1
10	NSCL-P119	HEI have a significant role to play (for implementation of the SACF)	LL001	1
14	NSC-P76	To draw an action plan (for sport coaching)	LL002	1
10, 53	NSCL-P75 NSCL-P27	Workshops as well as several one-to-one sessions (for implementation of the SACF)	LL003	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
53	NSCL-P239	Need a meeting with CATHSSETA (for implementation of the SACF)	LL004	1
32	NSC-P84	Still to be implemented	LL005	1
32	NSC-P84	Action plan	LL006	1
24, 25, 53	NSC-P30 NSC-P9 NSCL-P17 NSCL-P37 NSCL-P102 NSCL-P27 NSCL-P120	Implementing programmes	LL007	7
12	NSCL-P59	Provincial teams (Sport coaches)	LL008	1
16, 53, 115	NSC-P68 NSC-P402	Implementation(for implementation of the SACF)	LL009	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSCL-P27			
53	NSCL-P120	Implementation plans (for implementation of the SACF)	LL010	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
53, 101, 147	NA-P437 NSC-P394 NSCL-P41	Professional body implementation	LL011	3
42	NSC-P246	Progression and trends in performance structure	LL012	1
53	NSCL-P27	Prepared for the implementation of the professional body	LL013	1
53	NSCL-P3	Implementation of the Professional body for sports coaching	LL014	1
53	NSCL-P6	Implementation of the Professional Body	LL015	1
10, 12, 14	NSC-P76 NSCL-P59	Role of HE (Higher education institutions)(for implementation of the SACF)	LL016	2
32	NSC-P84	Province (Limpopo)	LL017	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
53	NSCL-P41 NSCL-P3	Impacts on NFs coaching progress	LL018	2
53	NSCL-P121	NHEIPE is piloting this project in KZN	LL019	1
53	NSCL-P3	This meeting welcomes the close co-operation (for implementation of the SACF)	LL020	1
10, 12, 14, 16, 26, 32, 53	NSC-P76 NSC-P68 NSC-P99 NSC-P84 NSCL-P3 NSCL-P59 NSCL-P191 NSCL-P151	Province(s)	LLL001	8
42	NSC-P250	Facilities and equipment are available and accessible in some provinces Federations (for sport coaches)	LLL002	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
8, 19, 23, 95	NSC-P90 NSC-P388 NSCL-P1 NSCL-P241	Warm people to drive the coaching programme	M001	5
24	NSC-P30 NSC-P9 NSCL-P17 NSCL-P37	Co-ordinate with relevant parties.	M002	4
8	NSCL-P241	To do things better	M003	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
8, 116	NSC-P405 NSCL-P241	To whom they are capable of becoming	M004	2
8	NSCL-P241	Coaches change their role (coaches serve in many roles)	M005	1
8	NSCL-P241	Team ship (across sport codes)	M006	1
10, 21, 42	NSC-P244 NSC-P252 NSCL-P146 NSCL-P75 NSCL-P1 NSCL-P253	Working together (as sport coaches)	M007	5
53	NSCL-P121	How NHEIPE (training provider) will collaborate with NFs	M008	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
32, 99	NSC-P84 NSC-P392	Networking (amongst sport coaches)	M009	2
63	NSCL-P18	We've got people with enormous amounts of experience	M010	1
78, 117, 129. 142	NA-P408 NA-P415 NA-P431 NSC-P372	Set goals and realistic targets for athletes	M011	4
78, 129	NA-P415 NSC-P372	Having athletes approach me and thank me for the hard work, as well as for inspiring them	M012	2
10, 134	NA-P423 NSC-P395	Positive is the benefits that sport offers any individual	M012	2
131, 135	NA-P420 NA-P424	Need people who truly believe that sports have to be run clean	M013	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
53	NSCL-P3	Raised this (sport coaching) matter	M014	1
10, 26, 63	NSC-P99 NSCL-P147 NSCL-P75 NSCL-P17	Build a case for (sport) coaching	MM001	4
10	NSCL-P150	Seamless (sport coaching system)	MM002	1
12	NSCL-P59	Expectation (of athletes about sport coaching)	MM003	1
116	NSC-P405	Provides a central base for Coach Development	MM004	1
8	NSCL-P241	Coaches change people to meet the needs of those coached	MM005	1
19, 147, 148	NA-P437 NA-P434 NSC-P90	Coaching children	MM006	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
42	NSC-P244	A no excuses, no limits	MM007	1
10	NSCL-P155	Various discipline (for sport coaching)	MM008	1
10	NSCL-P75	Used as community service (Sport Coaching)	MM010	1
42, 81, 108	NSC-P251 NSC-P375 NSC-P401	Succession planning and preparation beyond the current Olympic campaign	MM011	3
101	NSC-P394	We will have less challenges with abuse of athletes	MM012	1
12	NSCL-P59	All coaching-related matters	MM013	1
8	NSCL-P241	Make a winning difference	MM014	1
12	NSCL-P59	Audit to be conducted on the progress of sport coaching	MM015	1
10	NSCL-P191	Coaches' commission	MM017	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 25, 26, 32	NSC-P99 NSC-P84 NSCL-P149	Graduate ceremony (for sport coaches)	MM018	3
14, 16, 27, 42, 44, 135	NA-P424 NSC-P76 NSC-P68 NSC-P111 NSC-P251 NSCL-P27 NSCL-P20	Recruitment, appointment and retention of coaches	MM019	7
42	NSC-P251	Careful selection is made of next-generation coaches	MM020	1
10	NSCL-P75	Having discussions (with sport coaches and stakeholders)	MM021	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
53	NSCL-P239	In consultation with (stakeholders on sport coaching matters)	MM022	1
8	NSCL-P241	Performers (ranking of sport coaches)	MM023	1
53	NSCL-P239	To resolve these roles for sport coaching	MM024	1
8	NSCL-P241	Take personal ownership of every moment (as a sport coach)	MM025	1
10	NSCL-P148	Looking at the best practices (for sport coaching)	MM026	1
63, 149	NA-P421 NSCL-P37	A very tough journey, initially when we came on board a lot of promises was on the table	MM027	2
8, 42	NSC-P249 NSC-P252 NSC-P245	Personal attitude (towards sport coaching)	MM028	5

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSCL-P241 NSCL-P244			
63	NSCL-P75	We didn't have any benchmarks	MM029	1
63, 120	NA-P411 NSCL-P37	Importance of having a coaches' development programme	MM030	2
63	NSCL-P18	Some sports codes are much more highly developed than others	MM031	1
63	NSCL-P18	RPL courses	MM032	1
63	NSCL-P18	Inexperienced coaches down at the bottom of the pyramid	MM033	1
63	NSCL-P21	Abuse is a massive problem... it's been common in most sports	MM034	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63, 146, 148	NA-P436 NSCL-P21 NSCL-P75 NSCL-P434	Collective environment and people must feel that decisions include their voices	MM035	4
63	NSCL-P37	Losing talent and intellect	MM036	1
63	NSCL-P37	An African saying “it takes a village to raise a child”, we think we can produce world-class athletes in pockets	MM037	1
63, 77	NSC-P371 NSCL-P18	Create platforms for developing coaches	MM038	2
63, 69, 134, 137, 139	NA-P426 NA-P428 NSCL-P17 NSCL-P144	Cross-sport coaching was very helpful and shared knowledge amongst coaches in my community	MM039	4

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
69	NSCL-P11	As a physical education teacher, I was expected to coach	MM040	1
69, 76, 96, 100, 135, 139, 141, 147	NA-P424 NA-P428 NA-P430 NA-P437 NSC-P370 NSC-P389 NSC-P393 NSCL-P144	Able to develop into an income-making practitioner	MM041	8
74	NSCL-P67	Presidents, heads of coaches in our federations to start walking the talk	MM042	1
74, 147	NA-P437 NSCL-P67	It not only about SASCOG, it's about the entire sports system in South Africa	MM043	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
74	NSCL-P67	Start taking coaching seriously. Without coaching our sports is doomed in the country	MM044	1
86, 148	NA-P434 NSC-P380	People look at professional sport as in winning matches and I get introduced by my stats	MM045	2
86	NSC-P380	Should have been number one in the world	MM046	1
86	NSC-P380	My last coaching job, I got fired, we had a 20 % win ratio, but my greatest coaching experience and I learnt so much about myself	MM047	1
94	NSC-P394	Being gracious in both victory and defeat and always respecting your opponents	MM048	1
117	NA-P408	Obtaining goals and building a course of action	MM049	1
118	NA-P409	Change agents	MM050	1
69	NSCL-P11	Relied on my community and peers and life mentors	MM051	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
73	NSCL-P41	We need human development	MM052	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
8, 21, 23, 24, 42, 44, 51, 53, 60	NSC-P30 NSCL-P241 NSCL-P1 NSCL-P6 NSCL-P17 NSCL-P37 NSCL-P245 NSCL-P41 NSCL-P45 NSCL-P27 NSCL-P21 NSCL-P20 NSCL-P210 NSCL-P3 NSCL-P116 NSCL-P6 NSCL-P120	Address factors that cause (training) time loss (for implementation of the SACF)	N001	17

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 12, 21, 42, 44	NSC-P244 NSC-P245 NSC-P247 NSC-P194 NSC-P249 NSCL-P41 NSCL-P148 NSCL-P59 NSCL-P1	Holding camps and key competitions (for athletes and sport coaches to be assessed)	N002	9
26	NSC-P99	Shoulder to the wheel	NN001	1
91, 108, 133, 139, 140, 142, 143, 146	NA-P422 NA-P428 NA-P429 NA-P430 NA-P431 NA-P436	Communication and planning is crucial (for the implementation of the SACF)	NN002	8

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSC-P385 NSC-P401			
8, 12, 14, 27, 42, 53, 79, 115	NSC-P76 NSC-P111 NSC-P244 NSC-P373 NSC-P402 NSCL-P241 NSCL-P59 NSCL-P256	Communication, passion and commitment	NN003	8
21, 32, 42, 53	NSC-P84 NSC-P248 NSC-P249 NSC-P252 NSCL-P1 NSCL-P6	Gathering and communicating Performance Intelligence	NN004	6

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
32	NSC-P84	Communication and newsletter	NN005	1
51	NSCL-P27	With creating awareness	NN006	1
51, 63, 90, 96, 104, 113, 114, 133, 134, 144	NA-P422 NA-P423 NA-P433 NSC-P384 NSC-P389 NSC-P397 NSC-P407 NSC-P406 NSCL-P43 NSCL-P37	Shared their coaching experience and positive views	NN007	10
42	NSC-P244	In going the extra mile (sport coaching practices)	NN008	1
10	NSCL-P155	Captain in the team	NN009	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 104	NSC-P397 NSCL-P148	The right to practice	NN010	2
53, 94, 101	NSC-P387 NSC-P394 NSCL-P257	Shared coaching principles of business and sport coaching	NN011	3
60, 98	NSC-P391 NSCL-P120	Dissemination of information	NN013	2
60	NSCL-P120	Communication and updates on the website with current information (on sport coaching)	NN014	1
10, 32, 42, 108, 131, 133, 137, 146	NA-P420 NA-P422 NA-P426 NA-P436	Identify and control the controllables	O001	12

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSCL-P148 NSC-P84 NSCL-P247 NSC-P246 NSC-P401			
90	NSC-P384	Take a stand and go through the hard decisions taken (in view of transformation)	O002	1
10	NSC-P146	Mandate (Sport coaching)	OO001	1
10	NSCL-P146	The specific mandate (Sport coaching)	OO002	1
42	NSC-P245	Management meetings to regularly review the mandate (of sport coaching)	OO003	1
12, 14, 32	NSC-P84 NSCL-P59 NSCL-P76	Mandate to service the affiliated national federations (for sport coaching)	OO004	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10	NSCL-P59	Performance pathway for sport coaches	P001	1
12	NSCL-P59	Enhance performance(s)	P002	1
8, 32	NSC-P84 NSCL-P241	Performance (of sport coaches)	P003	2
8	NSCL-P241	Coaching performance	P004	1
42	NSC-P244	Performance targets	P005	1
42	NSC-P244	Performance-related	P006	1
42	NSC-P244	Personal and collective performance	P007	1
42	NSC-P246	Performance(s) as a current plan	P008	1
42	NSC-P244	Performance structure as a key performance determinants	P009	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
42, 135	NA-P424 NSC-P247	Harmonising partnership in an integrated performance	P010	2
42	NSC-P247	Consistency of performance	P011	1
42	NSC-P194	Performance focussed agenda (Coach, Head Coach)	P012	1
42	NSC-P249	Learn performance consistency under pressure of “delivering on the day”	P013	1
42	NSC-P252	Performance structure is on track	P014	1
51	NSCL-P258	Track provincial performances	P015	1
104, 149	NA-P421 NSC-P397	High-performance coach wants people to believe in what's right	P016	2
42, 149	NA-P421 NSC-P244	To achieve world-class performance	P017	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
42	NSC-P244	Olympic performances	P018	1
42, 152	NSC-P247 SME-P447	Relates to delivering a winning performance “on the day”	P019	1
42, 152	NSC-P250 SCE-P439	Performance-related technology for athletes/coaches	P020	1
42	NSC-P246	Coach, athlete and performance	P021	1
91	NSC-P385	OPEX program to have optimal effect on national federation high performance pathway	P022	1
73, 152	NSCL-P41	Focus on high performance athletes and coaches	P023	2
86	NSC-P380	Autonomy for HP sport is important	P024	1
89	NSC-P383	Focus and concentrate on the performance of the athlete	P025	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 24	NSC-P30 NSCL-P75 NSCL-P17 NSCL-P37	To be developed	PP001	4
10, 138	NA-P427 NSCL-P75	Developing	PP002	2
10	NSCL-P149	In developing coaches	PP003	1
10	NSCL-P75	Developing the Coaching Framework	PP004	1
10	NSCL-P156	Sports Development	PP005	1
21	NSCL-P1	SRSA as the custodian	PP006	1
10	NSCL-P150	Designing of syllabus for coaching	PP007	1
10	NSCL-P150	Developing countries need for coaching programme	PP008	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
42, 108	NSC-P249 NSC-P401	Tactically sound design	PP009	2
27	NSC-P111	Develop plans (short term, medium term and long-term plans)	PP010	1
12	NSCL-P59	Development Areas	PP011	1
8, 25, 32, 63, 90	NSC-P102 NSC-P84 NSC-P384 NSCL-P241 NSCL-P17	Development	PP012	5
27	NSC-P111	Co-ordinate the development (Sport coaching)	PP013	1
14	NSCL-P76	Develop the coach(es)	PP014	1
12	NSCL-P59	Inclusively (for sport coaches)	PP015	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
8	NSCL-P241	Own professional and personal development (for sport coaching)	PP016	1
139	NA-P428	To identify key strategic partners (for performance coaching)	PP017	1
10, 111	NSC-P404	Willing to form partnership (for the implementation of the SACF)	PP018	2
12, 16, 53	NSC-P68 NSCL-P59 NSCL-P239	An inclusive process (for the implementation of the SACF)	PP019	3
53	NSCL-P45	CHE must partner with NFs from the outset (for coach education)	PP020	1
27	NSCL-P111	Develop a coaching web-site	PP021	1
27, 32	NSC-P84	Develop the coaching network	PP022	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSCL-P111			
10	NSCL-P151	Developed this framework (for sport coaches)	PP023	1
10, 42	NSC-P245 NSCL-P148	Recognised for the implementation of the SACF	PP024	2
53	NSCL-P27	Coaching policies	Q001	1
26	NSC-P99	Domestic or provincial sport policies	Q002	1
53	NSCL-P3	NSRP (National Sport and Recreation Plan) policies for coaching	Q003	1
69	NSCL-P11	A number of policies that have been devised by great minds with the intention to reach World-class success	Q004	1
63	NSCL-P75	SASCOC's policies and documents to be implemented into our own programme	Q005	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63	NSCL-P18	We have quite a number of policies that have been devised	Q006	1
10, 24, 53	NSC-P9 NSC-P30 NSCL-P202 NSCL-P146 NSCL-P17 NSCL-P37 NSCL-P41 NSCL-P27	Highly specialised coaches	QQ001	9
53	NSCL-P27	Curriculum needs much more attention by NFs (for training of specialised training)	QQ002	1
53, 60	NSCL-P121 NSCL-P259	Review of the PE (Physical Education) curriculum	QQ003	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
60	NSCL-P259	Sport coaching to be included in the course curriculum for Physical Education	QQ004	1
71	NSCL-P42	A dire need for all stages and especially children and youth	QQ005	1
73, 110	NSC-P403 NSCL-P243	We need children's coaches, that are qualified to coach children	QQ006	2
108	NSC-P401	Athletes need better skilled and professionalize guidance and support from coaches	QQ007	1
8, 12, 42, 134, 136, 138, 140	NA-P423 NA-P425 NA-P427 NA-P429 NSC-P250	Relevant training in the use of technology is available	R001	7

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSCL-P59 NSCL-P241			
27, 101, 134, 136, 137, 138, 140, 143, 147	NA-P423 NA-P425 NA-P426 NA-P427 NA-P429 NA-P432 NA-P437 NSC-P111 NSC-P394	Provide technical advice and reports	R002	9
8	NSCL-P241	Technical behavioural	R003	1
26	NSC-P99	Code-specific coaching forums	R004	1
63	NSCL-P75	If we don't implement it... so we're already on the back foot	R005	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
69, 98, 114, 140, 141	NA-P429 NA-P430 NSC-P391 NSC-P406 NSCL-P143	Coaches need to be up to speed with new technology and innovation	R006	5
69	NSCL-P143	Things are evolving daily, rules changes	R007	1
71, 94, 98, 106, 107, 113, 114, 133, 135, 137	NA-P422 NA-P424 NA-P426 NSC-P387 NSC-P391 NSC-P399 NSC-P400 NSC-P407 NSC-P406	Coaches find solutions with other coaches and Google and internet, YouTube to find solution?	R008	10

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSCL-P42			
71	NSCL-P42	GPS and video analysis (Technological skills for sport coaching)	R009	1
86, 88	NSC-P380 NSC-P382	Books, podcasts a must for sport leaders and sports coaches	R010	2
73, 149	NA-P421 NSCL-P44	Lack of SA coaching articles and research in coaching	R011	2
89, 96, 106, 136, 141	NA-P425 NA-P430 NSC-P383 NSC-P389 NSC-P399	We need to be attuned with innovation and technology	R012	5

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
91	NSC-P385	Research and innovation; synthesis of such to inform decision making of all coaching and performance related support staff	R013	1
136, 137, 142	NA-P425 NA-P426 NA-P431	Our coach downloads those videos	R014	3
140, 152	NA-P429	Technical skills	R015	1
75	NSCL-P197	Coaches that are not registered will not be allowed to coach	RR001	1
75	NSCL-P355	Unregistered coaches who refuse to become part of a Federation	RR002	1
74	NSCL-P6	When the Act is promulgated unregistered sport coach will be coaching our athletes	RR003	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
8, 10, 12, 14, 16, 19, 23, 25, 26, 32, 60	NSC-P8 NSC-P76 NSC-P68 NSC-P90 NSCL-P6 NSC-P102 NSC-P99 NSC-P84 NSCL-P3 NSCL-P41 NSCL-P59 NSCL-P120 NSCL-P149 NSCL-P241	Coach developer	S001	14
23, 26	NSC-P99 NSC-P102 NSCL-P3	Currently assisting with financing PCD (Provincial Coach Developer) programme	S002	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10	NSC-P68	Use PCD candidates	S003	1
27	NSC-P111	Provincial Coaching Development	S004	1
10	NSCL-P118	For coach developer programme	S005	1
10, 98	NSC-P391 NSCL-P146	Coaches' development	S006	2
27, 94, 115	NSC-P111 NSC-P387 NSC-P402	PCD coaches' involvement (Provincial Coach developer)	S007	3
26	NSC-P99	Dependant on the allocation (Coach developer)	S008	1
63	NSCL-P37	The development of the coaches' developers, identifying people who are of the right calibre	S009	1
63	NSCL-P37	The facilitators or the trainers, the NCD's, the PCD, the NCEA training is even more important	S010	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
42, 81, 83, 136, 137, 140, 152	NA-P425 NA-P426 NA-P429 NSC-P6 NSC-P245	Coach and athlete relationship	T001	5
42	NSC-P247	Athlete-coach partnership	T002	1
26	NSC-P99	Largely compromising the athlete-coach (relationship)	T003	1
42	NSC-P194	Advice for athlete and coach	T004	1
42	NSC-P252 NSC-P245	Athlete/coach/process review	T005	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
8, 12, 26, 42, 96, 98, 99, 100, 101, 104, 152	NSC-P99 NSC-P244 NSC-P389 NSC-P392 NSC-P393 NSC-P394 NSC-P397 NSCL-P59 NSCL-P241	Athlete development pathway	T007	9
10	NSCL-P157	Looking at the medical history of the athlete	T008	1
42, 63	NSC-P244 NSC-P253 NSCL-P18	The process is Athlete Centred (coach driven)	T009	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
42	NSC-P246 NSC-P245 NSC-P253	Athlete preparation plan template	T010	3
42	NSC-P245	Athlete profile checklist	T011	1
12	NSCL-P59	SAS4L (South African Sport for Life)	T012	1
42	NSC-P247	Specific to the athlete's discipline in the international arena	T013	1
42	NSC-P252	Athlete tracking (monitoring by sport coaches)	T014	1
10, 110, 134, 152	NA-P423 NSC-P403 NSCL-P202 SCE-P441	Safety aspect critical for athletes and coaches	T015	4
42	NSC-P250	Best equipment for athletes and coaches is available	T016	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
42	NSC-P246 NSC-P248	Compromise performance that reduces or eliminates opportunities for the athlete	T017	2
63, 105, 134, 148	NA-P423 NA-P434 NSC-P398 NSCL-P21	Relationship between the coach and the player is an area that needs much studying and investigating	T018	4
42, 81	NSC-P247 NSC-P375	Will serve to shape athlete preparation planning	T019	2
63, 138	NA-P427 NSCL-P21	Coaches to know on how to deal with players, there are so many cultural differences	T020	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63, 85, 118, 134, 135, 142	NA-P409 NA-P423 NA-P424 NA-P430 NA-P431 NSC-P379 NSCL-P21 NSCL-P37	Players to make decisions whilst coaches guide their performances	T021	8
63, 73	NSCL-P17 NSCL-P170	Athletes and coaches feel that they can be victimised	T022	2
69	NSCL-P45 NSCL-P143	Sports administrators lack understanding of the athlete-coach relationship	T023	2
73, 84, 106, 131	NA-P420 NSC-P378 NSC-P399	We need to improve on coach- athlete relationship	T024	4

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSCL-P240			

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
76, 81, 82, 114, 121, 123, 127, 128, 135, 140, 143, 148	NA-P412 NA-P414 NA-P417 NA-P418 NA-P429 NA-P432 NA-P434 NSC-P370 NSC-P375 NSC-P377 NSC-P406	To trust in what you do with your coach	T025	11

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
77, 80, 81, 84, 85, 95, 96,105, 106, 117, 118, 128,130, 135, 136,137, 138, 140	NA-P408 NA-P409 NA-P418 NA-P419 NA-P424 NA-P425 NA-P426 NA-P427 NA-P429 NSC-P371 NSC-P374 NSC-P375 NSC-P378 NSC-P379 NSC-P388 NSC-P389 NSC-P398 NSC-P399	Coaching is all about trust, relationship and honesty	T026	18

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
80, 81, 96, 118, 128, 135, 136,	NA-P409 NA-P418 NA-P424 NA-P425 NSC-P374 NSC-P375 NSC-P389	To promote understanding and trust for athletes	T027	7
81	NSC-P375 NSC-P380	Always be patient with the players	T028	2
82	NSC-P377	Making or breaking an athlete	T029	1
86	NSC-P380	Integrity, just be solid, being a father figure, be approachable, have understanding the value of humility	T030	1
86	NSC-P380	Be a good solid human being, players have some issues, pressure from people that was closed to them	T031	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
86, 106, 110, 115, 135	NA-P424 NSC-P380 NSC-P399 NSC-P403 NSC-P402	Players only value you if you win their trust, players must make decision	T032	5
86	NSC-P380	Take away that self-centredness and you will find a champion.... performing for a bigger purpose	T033	1
88, 97, 99, 100, 117, 121, 131, 133, 139	NA-P408 NA-P412 NA-P420 NA-P422 NA-P428 NSC-P382 NSC-P390 NSC-P392 NSC-P393	Working for the best interests of the athlete with open and honest communication but with positive reinforcements	T034	9

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
88, 95	NSC-P382 NSC-P388	Most importantly of all a coach must believe in their athlete	T035	2
88, 136	NA-P425 NSC-P382	Give something back to the sport and to help others achieve their goals and help them to develop their big match temperament	T036	2
88	NSC-P382	Having a coach to whom they can turn for advice and support	T037	1
89	NSC-P383	If I have to do it for them, what are they going to do when I am not there?	T038	1
90	NSC-P384	Social relationship was not a problem as there was a good relationship with the players	T039	1
91	NSC-P385	Building a relationship between athlete/coach national federation and SASCOC's OPEX team	T040	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
98, 134, 138	NA-P423 NA-P427 NSC-P391	All athletes are different	T041	3
99, 114, 130	NA-P419 NSC-P392 NSC-P406	Provide opportunity to allow them to grow	T042	3
101	NSC-P394	Biggest lesson learned is that you can't give quick fixes to athletes	T043	1
94, 102, 120, 139	NA-P411 NA-P428 NSC-P387 NSC-P395	Emphasising life skills that one (athlete) can learn from participating in (sport) netball	T044	4
102, 152	NSC-P395 SCE-P440	To elevate poverty, expose the players to the world, expose them to other cultures and ways of living	T045	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
102	NSC-P395	Players falling through the cracks and not being able to sustain their performance	T046	1
102	NSC-P395	Player is lost and has fallen out of the “system”.	T047	1
104	NSC-P397	The process to become international level athlete	T048	1
105	NSC-P398	If you can be with your athletes on a weekly basis, you can learn what the personality of this person or this athlete is	T049	1
105	NSC-P398	You know, you can see them grow from camp to camp	T050	1
105	NSC-P398	It's very important that they (coach) know where's the line, where you draw the line	T051	1
105	NSC-P398	(Coach) knows every guy who's in my team, will look at the strong and the weak points	T052	1
113, 138	NA-P427	Athletes struggle with decisions in the arena	T053	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSC-P407			
118	NA-P409	Help build confidence in athletes	T054	1
118	NA-P409	Develop and turn you into a champion	T055	1
118	NA-P409	Strives for best results, hence hard work	T056	1
131, 138	NA-P420 NA-P427	How coaches make decisions on and off the field	T057	2
131	NA-P420	Coaches gamble with their athletes	T058	1
82	NSC-P377	Making or breaking an athlete	T059	1
131	NA-P420	Despite how we feel as athletes	T060	1
131	NA-P420	My coach would train me	T061	1
131	NA-P420	It's miserable outside and I'm crying	T062	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
131	NA-P420	Everything else is falling apart	T063	1
131	NA-P420	World record and staring at success, but what about my coaches' world record	T064	1
131	NA-P420	We all have to run the race together	T065	1
131	NA-P420	When we stumble and fall, do we choose to get up and carry on?	T066	1
149	NA-P421	We put athletes through rigorous training programmes	T067	1
149	NA-P421	(NFs) Make athletes the victim of the rules rather than being the beneficiaries of the rules	T068	1
133	NA-P422	An athlete shouldn't be bullied	T069	1
133	NA-P422	Athletes sometimes can become complacent	T070	1
134	NA-P423	They (coaches) didn't understand player management	T071	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
134	NA-P423	Players is different in terms of personality	T072	1
134	NA-P415 NA-P423	There needs to be a boundary	T073	2
134	NA-P424	Each coach has a different approach to their athlete/player	T074	1
135	NA-P424	My coaches have always been ones who believed in us as people	T075	1
135	NA-P424	Coaches that I've appreciated	T076	1
135	NA-P424	Worst experience with were the ones who I thought didn't care	T077	1
135	NA-P424	My coach only cared about my success (on the field)	T078	1
137	NA-P426	Yelling at you know, demanding you listen	T079	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 63, 106, 110, 134, 135, 140, 142, 143, 147, 148	NA-P423 NA-P424 NA-P429 NA-P430 NA-P432 NA-P437 NA-P434 NSC-P399 NSC-P403 NSCL-P75 NSCL-P18	Athlete and coach relationship	T080	11
131	NA-P420	My coach was my anchor	T081	1
8, 136	NA-P425 NSCL-P241	Parents	TT001	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
27, 105, 152	NSC-P111 NSC-P398 SCE-P445	Involvement of parents (in sport coaching)	TT002	2
63	NSCL-P37	If a mother takes a kid to a gymnastic... or when she pays and she's... not, she's getting second-hand coaching she's investing, she's not investing... parents are prepared to pay if they know they're on the right path	TT003	1
69	NSCL-P45	Parents used coaches as baby sitters	TT004	1
96	NSC-P389	Parents, they pay for their child's coaching, they need to pick quality coaches	TT005	1
24, 53, 60, 74	NSC-P30	Database (Sport coaches)	U001	6

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSCL-P3 NSCL-P9 NSCL-P6 NSCL-P17 NSCL-P37			
90	NSC-P384	Politics will always be part of the influences	U002	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 16, 24, 27, 32, 53, 60	NSC-P68 NSC-P84 NSCL-P17 NSCL-P37 NSCL-P111 NSCL-P151 NSCL-P155 NSCL-P202	Creating (establishing) a coaches' database	U003	8
51	NSCL-P210	CASA (professional body) will have a Service provider database	U004	1
14	NSC-P76	Data capturing	U005	1
16, 44, 53, 152	NSC-P68 NSCL-P45 SCE-P439 SCE-P440	Coaching workforce	U006	4

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10	NSCL-P75	Want to have a dataset of coaches	U007	1
32	NSC-P84	Data Management System	U008	1
44	NSCL-P45	Coaching workforce data	U009	1
42	NSC-P252	Relevant data gathering and analysis is in place	U010	1
44	NSCL-P37	Information capturing system	U011	1
44	NSCL-P37	Look and feel of the data-capturing system	U012	1
44	NSCL-P20	Uploading of data (of sport coaches)	U013	1
53	NSCL-P6	Coaching workforce document	U014	1
10, 12, 14, 32, 42, 44, 60	NSC-P6 NSC-P76 NSC-P84 NSC-P99 NSC-P252	(Sport Coaching) members agreed	U015	13

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSCL-P20 NSCL-P21 NSCL-P27 NSCL-P37 NSCL-P41 NSCL-P45 NSCL-P59 NSCL-P120			
12, 25, 32, 44, 51, 53	NSC-P84 NSC-P102 NSCL-P27 NSCL-P37 NSCL-P59 NSCL-P210	Member Committee (Sport coaching workforce)	U016	6
60	NSCL-P37	Data loads submission to SAQA	U017	1
60	NSCL-P67	Database Management System	U018	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
24, 32, 44, 53	NSC-P9 NSC-P30 NSC-P84 NSCL-P27 NSCL-P17 NSCL-P37 NSCL-P45	Applications (for sport coaching membership)	U019	7
44, 138	NA-P427 NSCL-P20	License renewal (Process for sport coaching)	U020	2
53	NSCL-P45	Why a Licence to Coach?	U021	1
44	NSCL-P20	On the license renewal duration	U022	1
10, 32, 44	NSCL-P37 NSCL-P148 NSC-P84	Registration form and number	U023	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
69, 108, 115	NSC-P401 NSC-P402 NSCL-P144	Database will include registry of all coaches	U024	3
74	NSCL-P237	Collecting data and making sure that it is formulated	U025	1
74	NSCL-P199	Getting data, the gathering of data	U026	1
10, 27	NSCL-P148 NSCL-P111	Registering sport coaches (SAQA Recognition process)	U027	2
75, 111	NSC-P404 NSCL-P6	Coach may voluntarily register to enjoy the benefits of belonging to that body	U028	2
74	NSCL-P44	Current coaches to be registered	U029	1
74	NSCL-P6	NFs need to forward names of their registered coaches	U030	1
75	NSCL-P355	A body that will be responsible for the registry (of Sport coaches)	U031	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63	NSCL-P18	There are 10 000 coaches per annum that need to be licensed with the professional body	U032	1
10	NSCL-P75	Registered (Sport coaches)	U033	1
90, 152	NSC-P384	Impact and influence	U034	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
21, 26, 104, 135, 136, 144, 152	NA-P425 NA-P433 NSC-P99 NSC-P397 NSC-P424 SME-P447 SME-P454	Financial resources	V001	7
21	NSCL-P1	Consolidated proposed items (for funding of sport coaching programmes)	V002	1
10, 14, 25, 27, 53, 60, 98, 152	NSC-P68 NSC-P99 NSC-P76 NSC-P102 NSC-P111 NSC-P391	Funding of programmes (sport coaching)	V003	11

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSCL-P239 NSCL-P3 NSCL-P120 NSCL-P150 SCE-P439			
26	NSC-P99	To curtail costs	V004	1
27, 95	NSC-P111 NSC-P388	Bring together resources	V005	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
12, 14, 16, 51	NSC-P76 NSCL-P37 NSCL-P59	To draw up the budget	V006	3
44	NSCL-P37	Payments will be every 12 months / 24 months	V007	1
44	NSCL-P37	To recommend fee	V008	1
44, 53	NSCL-P12 NSCL-P20	Membership fees	V009	2
53	NSCL-P3	Invoices for the projects	V010	1
60	NSCL-P120	Fee structure	V011	1
25	NSC-P102	Grant allocation	V012	1
26	NSC-P99	Sponsorship to assist	V013	1
53	NSCL-P3	Funded by CATHSSETA	V014	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
53, 95	NSC-P388 NSCL-P3	Provision of coaching funds	V015	2
63	NSCL-P75	Always very difficult to try to implement what you want to, given the resources available	V016	1
63	NSCL-P18	Coaches in this country, particularly with Football, always raised the question of the distribution of resources	V017	1
63	NSCL-P18	The best paid coaches are at the highest level (Performance sport coaches)	V018	1
63, 137	NA-P426 NSCL-P18	From passion one is able to develop into an income-making practitioner	V020	2
69	NSCL-P144	Question of the distribution of resources	V021	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
73, 113	NSC-P407 NSCL-P242 NSCL-P240 NSCL-P170	Allocation given to our NF for building capacity for coaches and developing coaches' resources are used by NFs for competition	V022	4
73	NSCL-P44	Coaching funds are used for national and international competition	V023	1
73	NSCL-P44	Private providers are funded by CATHSSETA	V024	2
73	NSC-P244	We get the crumbs if we lucky or nothing comes to coach education	V025	1
74, 97, 104	NSC-P390 NSC-P397 NSCL-P6 NSCL-P353	Due to challenges of funding etc we got stuck	V026	4

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
74, 94, 98	NSC-P387 NSC-P391 NSCL-P6 NSCL-P44	The issue of the cost we need to address collectively	V027	4
74	NSCL-P44	Nothing stops us from saying registration is R1 000.00 then increase it gradually	V028	1
75	NSCL-P355	How will the independent body raise funds?	V029	1
75	NSCL-P67	The (professional) body will be responsible to become self-sustainable in the long term	V030	1
75	NSCL-P354 NSCL-P44	Agree with independence but it must be under the auspices of SASCO to be in the best interests of sports coaches	V031	2
94	NSC-P387	Need to be subsidised	V032	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
101	NSC-P394	Responsibilities are to assist and develop those with lesser opportunities and financial abilities	V033	1
101, 106	NSC-P394 NSC-P399	Biggest threat to our sport is the financial burden on the athlete/coach	V034	2
101, 102, 106, 110, 115, 133, 136, 138, 144, 146	NA-P422 NA-P425 NA-P427 NA-P433 NA-P436 NSC-P394 NSC-P395 NSC-P399 NSC-P403 NSC-P402	Lack of funding or sponsorships	V035	10
10, 23, 24, 44, 53, 60	NSC-P2	Professional body for sports coaching	W001	9

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSCL-P1 NSCL-P3 NSCL-P6 NSCL-P27 NSCL-P41 NSCL-P67 NSCL-P148 NSCL-P256			
24, 44, 63, 80	NSC-P9 NSC-P30 NSC-P374 NSCL-P17 NSCL-P37 NSCL-P41	Points allocation to be refined with Professional Body (CPD-Continuous professional development)	W002	6
8, 10, 42, 44, 53, 60, 63, 101, 108, 127, 149, 152	NA-P417 NA-P421	Experience and CPD (continuous professional development)	W003	10

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSC-P394 NSC-P401 NSCL-P12 NSCL-P37 NSCL-P41 NSCL-P148 NSCL-P241 NSC-P251			
8, 101, 134	NA-P423 NSC-P403 NSCL-P241	A profession (career opportunities for sport coaches)	W004	3
10	NSCL-P148	What is required to be a professional body	W005	1
10, 96	NSC-P389 NSCL-P148	Purpose of this is to protect the public interest	W006	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
44, 104	NSC-P397 NSCL-P41	In view of the Professional Body	W007	2
10, 99	NSC-P392 NSCL-P148	How long will it take to achieve Professional status?	W008	2
10	NSCL-P148	Stipulations of the professional body,	W009	1
10, 16, 23, 32, 63	NSC-P2 NSC-P68 NSC-P84 NSCL-P18 NSCL-P120	It aims to establish (Professional Body)	W010	5
10	NSCL-P148	It [the license] provides you the right to practise (as a sports coach)	W011	1
44	NSCL-P6	Agreed that SASCOC must be the Multi-Sport Coaching Association for SA	W012	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
12, 101, 104, 115, 133, 136, 138, 141, 143, 152	NA-P422 NA-P427 NA-P430 NSC-P394 NSC-P402 NSCL-P59	Code of ethics	W013	6
53	NSCL-P27	SAQA met with SASCOC for a site visit (readiness to establish a professional body)	W014	1
53	NSCL-P27	Name of the Professional Body	W015	1
53	NSCL-P27	Delegates indicated their preference for Institute instead of Association	W016	1
8, 10, 44, 63, 69, 115, 136, 137, 138	NA-P425 NA-P426 NA-P427 NA-428	There should be a Code of Conduct	W017	11

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSC-P402 NSCL-P241 NSCL-P148 NSCL-P41 NSCL-P75 NSCL-P18 NSCL-P143			
10	NSCL-P148	It can be revoked (License)	W018	1
135	NA-P424	Poor conduct	W019	1
53	NSCL-P239	Be accredited by the QCTO	W019	1
53	NSCL-P239	Applied for the development Qualification Partner (DQP) and (AQP)	W020	2
51	NSCL-P210	To ensure awareness of the professional body	W021	2
10	NSCL-P148	Professional (Sport coach)	W022	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
51, 53, 60, 63	NSCL-P27 NSCL-P43 NSCL-P75 NSCL-P210	Coaching Association of South Africa (CASA)	W023	4
53, 106	NSC-P399 NSCL-P239	Should be the Professional Body [a partner]	W024	2
53	NSCL-P27	SASCOC Board endorsed the establishment of the Professional Body (CASA)	W025	1
51, 113	NSC-P407 NSCL-P27	Coaching Voice	W026	2
21, 53, 134	NA-P423 NSCL-P1 NSCL-P6 NSCL-P27	[Professional body to be] led by SASCOC	W027	4

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
53	NSCL-P27	On the progress to implement the Professional body	W028	1
53	NSCL-P41	Readiness to implement the Professional body	W029	1
8	NSCL-P241	Coaches' charter (for professional body)	W030	1
8, 10	NSCL-P241 NSCL-P148	Regulation and representation	W031	2
10	NSCL-P151	Activate (the professional body)	W033	1
10, 152	NSCL-P148	Funding allocation to coaches (not ring-fenced for sports coaching)	W034	2
63	NSCL-P37	Wanted professionalism for coaches	W035	1
63, 69, 96, 147, 152	NA-P437 NSC-P389 NSCL-P37 NSCL-P144	Professional environment for coaches to be trained	W036	4

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63, 107	NSC-P400 NSCL-P37	Professional body for the coaches must put down the rules	W037	2
63, 134, 143, 147	NA-P423 NA-P432 NA-P437 NSCL-P18	To secure a safe coaching environment for coaches crafting of influential policies are required	W038	4
63	NSCL-P21	Professional licence for every coach is a must have	W039	1
63, 101, 105	NSC-P394 NSC-P398 NSCL-P17 NSCL-P37	Licensing system must be enforced at all levels of coaching	W040	4
63, 71, 108	NSC-P401 NSCL-P75	With regards to CPD, it also needs to be accessible and affordable	W041	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63, 134	NA-P423 NSCL-P37	Controlling body for the regulation of sport coaching to protect the unprotected, unregulated environment that is 'free for all'	W042	2
69, 73	NSCL-P144 NSCL-P240	We need a home for SA coaches, need them to carry a card, like a licence	W043	2
69, 82, 96, 104, 105, 107, 123	NA-P414 NSCL-P144 NSC-P377 NSC-P389 NSC-P397 NSC-P398 NSC-P400	We need professionals to lead and be role models	W044	7
69	NSCL-P143	Mismanagement and Unethical conduct must be viewed seriously	W045	1
71, 94, 113, 138	NA-P427	Coaches, must have a licence not just a qualification	W046	4

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NSC-P387 NSC-P407 NSCL-P27			
73, 76, 87, 92, 114, 117, 131, 133, 149	NA-P408 NA-P420 NA-P421 NA-P422 NSC-P17 NSC-P370 NSC-P381 NSC-P406 NSCL-P170	We need a professional body that we can vent and share our challenges and what working for us	W047	9
73, 106, 138	NA-P427 NSC-P399 NSCL-P41	We need to license our coaches through a regulated system	W048	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
73	NSCL-P243	Vetted and sign a coaches' code of conduct	W049	1
73	NSCL-P170	We take so long to get a policy for regulating coaching	W050	1
73	NSCL-P170	Need to sign up and protect athletes and stop the abuse and bullying of athletes	W051	1
74	NSCL-P6	Requested SAQA to provide recognition of SASCOC as the Professional body for sports coaching	W052	1
74	NSCL-P6	The non-compliance of SASCOC as a professional body for coaching	W053	1
74, 83	NSCL-P6	Professional body for Sports Coaching will be based at SASCOC	W054	2
74	NSCL-P6	SASCOC is the only Professional body for sports coaching	W056	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
74, 102	NSC-P395 NSCL-P44	SASCOC should be overlooking the Professional body until it can sustain itself	W057	2
74	NSCL-P44	We support the formation of a professional body wholeheartedly	W058	1
74	NSCL-P197	Launching the PB as it is the only way their coaches will be affiliated to the PB (Professional body)	W059	1
74	NSCL-P197	Get the Board elected as quickly as possible and get CASA launched	W060	1
75	NSCL-P354	Professional Body should have its own governance structure, to manage and run its own affairs, to raise funding for sustainability	W061	1
75	NSCL-P6	If they (Professional body) are independent, who will they report to?	W062	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
75, 149	NA-P421 NSCL-P63	The Professional Coaches' Body is intended for all coaches in South Africa	W063	2
75	NSCL-P6	Anyone who is coaching must be affiliated and endorsed by a Federation	W064	1
75	NSCL-P197	On 9 June 2018 SASCOC committed to launching the Professional Body	W065	1
75	NSCL-P355	SASCOC is mandated to have its own Professional Body with a training institute	W066	1
75, 88	NSCL-P355 NSC-P382	Coaches must be card-carrying members accredited by a Federation	W067	2
87, 115	NSC-P381 NSC-P402	(The Professional body is viewed with) Scepticism and had reservations on the professional body for coaching	W068	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
75	NSCL-P67 NSCL-P100	Structure to become the Professional Coaches' Body	W069	2
78	NSC-P372	Appreciate the fact that CASA (professional body) promotes accountability and responsibility for athletes	W070	1
87	NSC-P381	(The Professional body)... this is taking too long to implement	W071	1
87	NSC-P381	Top priority to establish a Professional system – accreditation and designation	W072	1
87, 111	NSC-P381 NSC-P404	We need the right people to lead sport coaching	W073	2
88	NSC-P382	We need a system and structure to professionalise sport coaching	W074	1
89	NSC-P383	A National Coaching Committee that oversees the whole intellectual space of coaching in South Africa	W075	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
89	NSC-P383	Depth and breadth of knowledge and experience to allow it to function optimally	W076	1
89	NSC-P383	Do not see this happening, reduces the whole concept to the level of farce	W077	1
91, 113, 141, 149	NSC-P385 NSC-P407 NA-P430 NA-P421	We need a professional body to hold our NFs and coaches accountable	W078	4
94, 103	NSC-P387 NSC-P396	This professional body is a must have	W079	2
103, 152	NSC-P396 SCE-P441 SME-P438	Professionalisation mean for sport in SA, Coaches will need to get a card to coach	W080	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63, 114	NSCL-P17 NSC-P406	Ethics and code of conduct is not a priority with most coaches	W081	2
114	NSC-P406	Need an institution of hope for sports coaches	W082	1
75	NSCL-P197	Federations have spent thousands to comply with SASCOC requirements (for a professional body)	W083	1
75	NSCL-P44 NSCL-P197	Agree with independence but it must be under the auspices of SASCOC	W084	2
75	NSCL-P109	Clear reference is made that SASCOC will develop a coaching framework guideline to establish a Professional Body for Sports Coaching	W085	1
75	NSCL-P357	Require guidance on how the body will be defined and governed	W086	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
74, 133, 134, 142	NA-P422 NA-P423 NA-P431 NSCL-P67	Need full-time dedicated staff to this (professional body) programme aligned with the SAQA	W087	4
74	NSCL-P197	Our people on the ground want some concrete proof that this (Professional body) is actually happening	W088	1
75	NSCL-P354	Unanimously adopted that CASA (as a professional body) will be established	W089	1
75	NSCL-P6	SASCOC proposed (the professional body should be independent) has its own board, account, governance structure, and to manage and run its own affair	W090	2
63	NSCL-P18	Will the professional body be nationally recognised?	W091	1
75	NSCL-P197	Not in favour of private individuals running a sport-coaching body	W092	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
75, 98	NSCL-P356 NSCL-P391	Recognised the professional body is SASCOC as an entity and therefore the Board of SASCOC is also the Board of the Professional Body	W093	2
75	NSCL-P356	Sport-coaching professional body has to comply with SAQA regulations	W094	1
8, 63, 99, 152	NSC-P392 NSCL-P241 NSCL-P37 SCE-P441 SCE-P444 SME-P442	Leadership in Sport coaching	X001	6
53, 63, 135, 138	NSCL-P27 NSCL-P37 NA-P424 NA-P427	Must have good quality leadership	X002	4

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
53	NSCL-P27	By their NF leadership	X003	1
51	NSCL-P12	Leadership look [sic] at this model	X004	1
8, 12, 21, 32, 42	NSCL-P59 NSCL-P1 NSC-P84 NSC-P244 NSC-P251	Taking the lead (for sport coaching)	X005	5
8, 42, 73, 108	NSCL-P241 NSCL-P242 NSC-P248 NSC-P253 NSC-P245 NSC-P401	Decision making for sport coaching	X006	6
8, 122, 140	NSCL-P241	Quality decisions under pressure	X007	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NA-P413 NA-P429			
26, 42, 79	NSC-P99 NSC-P244	Excellence (as sport-coaching leaders)	X008	2
32	NSC-P84	Leaders to understand (the role of a sport coach)	X009	1
21	NSCL-P1	Discussion as to what form and shape (in leading sport coaches)	X010	1
53	NSCL-P3	Proposed a resolution (for sport coaching)	X011	1
53	NSCL-P27	Board resolution (taking for leaders for sport coaching)	X012	1
63, 69	NSCL-P37 NSCL-P144	The sport leaders, did not know where they were going	X013	2
63, 69	NSCL-P37 NSCL-P144	Unclear who is responsible for professionalisation of coaching	X014	2

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63	NSCL-P37	It's important that SASCOC needs to take responsibility	X015	1
63	NSCL-P37	Do not compromise the people that are going to teach the people to teach	X016	1
63	NSCL-P37	Whoever is in that federation at that point in time makes the rules that suit them at that point in time	X017	1
63	NSCL-P37	New leadership brings new rules regarding team allocations, coaches' allocations	X018	1
63, 147	NSCL-P75 NA-P437	Our leadership don't feel it's money well spent	X019	2
69	NSCL-P11	SASCOC, which is actually holding the future of our National federations at stake with coaching	X020	1
69	NSCL-P11	Attaining this international success that one such coaching body is recognised by SASCOC and SRSA	X021	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
69	NSCL-P11	Two organisations (SASCOC and SRSA) which are actually holding the future of sport for this country in its own hands	X022	1
69	NSCL-P144	Boardroom people do not listen to athletes' voice... they are out of touch	X023	1
69	NSCL-P45	Politics plague and destroy South African sport	X024	1
71	NSCL-P42	Sports leaders focus on national teams only and take the development funding and use this for national competition	X025	1
86	NSC-P25 NSC-P380	Leaders are the ones giving feedback	X026	2
86	NSC-P380	Needed a different leadership style need in my leadership style	X027	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
86, 149	NSC-P380 NA-P421	Leadership space needed to be different, need to show more guidance	X028	2
86	NSC-P380	Give more directive to show them a path or a way	X029	1
86	NSC-P380	Those two years taught me to become better as a person and better as a leader of people	X030	1
86	NSC-P380	Do not care who gets credit	X031	1
86	NSC-P380	“When team works together” and not “Who lifts the trophy?”	X032	1
86	NSC-P380	Leadership – what impact or significant difference in someone’s life	X033	1
86, 98, 99, 100	NSC-P380 NSC-P391 NSC-P393	Bigger purpose - this badge that you wear for 1.2 billion people, it's about your country and heart	X034	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
88	NSC-P382	My leadership style is to exhibit the boundless passion I have for the sport and to help others achieve their goals	X035	1
88	NSC-P382	We need more role models in sport and more people giving back to sports codes	X036	1
91	NSC-P385	National federation leadership and management have access to a competence expansion programme	X037	1
91, 133	NSC-P385 NA-P422	Providing support for athletes and coaches aspiring to international achievement.	X038	2
95	NSC-P388	Working with NFs, SASCOC are responsible together with athletes and coaches	X039	1
111	NSC-P404	Leaders learn from the past, focus on the present	X040	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
120, 121, 140	NA-P411 NA-P412 NA-P429	Coach is a great person and even a phenomenal leader	X041	3
131	NA-P420	Everyone can be great because greatness is from service you provide	X042	1
60	NSCL-P67	Long Term Coach Development Model (Career path for sport coach)	Y001	1
26, 97	NSC-P99 NSC-P390	Coach development (career path)	Y002	2
10	NSCL-P118	In relation to the Long-Term Coach Development	Y003	1
10, 152	NSCL-P120	As a blended profession (as a sport coach)	Y004	2
82, 83, 131	NA-P420 NSC-P377	The ability and responsibility of carrying out an individual career or future in your own hands	Y005	3

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
10, 81, 88, 89, 104, 108, 115, 128, 134, 136, 137, 138, 143, 144, 145, 146, 147, 148	NSCL-P148 NSCL-P120 NSCL-P202 NSCL-P151 NSC-P375 NSC-P382 NSC-P383 NSC-P397 NSC-P401 NSC-P402	International best practices (for Sport Coaching)	Z001	21

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
	NA-P418 NA-P423 NA-P425 NA-P426 NA-P427 NA-P432 NA-P433 NA-P435 NA-P436 NA-P437 NA-P434			
152	SME-P447	Centres of Excellence (for sport coaching)	Z002	1
42	NSC-P244	World Champions (in sport coaching)	Z003	1
51	NSCL-P43	Olympic Sports Coaches	Z004	1
42	NSC-P252	Challenging for gold in the Olympic Arena (as a sport coach)	Z005	1

Data Source*	Participant**	Concept***	Open code****	Groundedness (Frequency of response)*****
Open Coding				
63	NSCL-P18	Intention to reach this international success	Z006	1
63	NSCL-P18	Will provide further enlightenment that will assist us in finally attaining this international success	Z006	1
63	NSCL-P18	To reach this international success	Z007	1
63	NSCL-P18	Bring that which is our own uniqueness and compete against other entities in the world	Z008	1
63	NSCL-P18	We cannot afford to be copycats, need to develop who we are without ignoring international trends	Z009	1
Source: Own compilation.				

Annexure A6: Axial coding

Open Codes						Category description	Axial code
A001	A002	A003	A004	A005	A006	The role of legislation policy and sports coaching frameworks	C1
A007	A008	A009	A010	A011	A014		
A017	A018	AAA022	AAAA022				
B001	B002	B003	B004	B005	B006		
B007	B008	B009	B011	B012	B013		
B016	BB005	BB012	BB015	BB018	BB030		
BB072	BBB001	BBB009	BBB012	BBB014	BBB016		
BBB017							
C013	C014	C015	C016	C017	C021		
C072	CC021	CCC066	CCC071	CCC078	CCC082		
CCC108	CCCC001	CCCC002	CCCC003	CCCC003	CCCC004		
CCCC005	CCCC006	CCCC007	CCCC008	CCCC009	CCCC010		
CCCC011	CCCC012	CCCC013	CCCC014	CCCC015	CCCC016		
CCCC017	CCCC018	CCCC019	CCCC020	CCCC021	CCCC022		
CCCC023	CCCC024	CCCC025	CCCC026	CCCC027	CCCC028		
CCCC029	CCCC030	CCCC031	CCCC032	CCCC033	CCCC034		
CCCC035	CCCC036						

Open Codes						Category description	Axial code
D003	D004	D006	D007	D008	D009		
D011	D016	D017	D018	D019	D020		
D025	D027	D028	D030	D034	D035		
D036	D038	D041	D043	DD006	DD007		
DD008	DD009	DDD015	DDD029	DD030	DD051		
DD055	DDD011	DDD021	DDD028	DDD026	DDD032		
DDD038	DDD040	DDD041	DDD049	DDD075			
E004	EE011	EE014					
G002	GG009	GG011	GG015	GG040			
I001	I002	I003	I004	I005	I006		
I007	I008	I009	I010	I011	I012		
I013	I014	I015	I016	I017	I018		
I019	I020	I021	I0211	I023	I024		
I025	I026	I027	I028	I030	I031		
I032	I033	I034	I035	I036	I037		
I038	I038	I039	I040	I041	I042		
I043	I046	I047	I048	I049	I050		
I051	I052	I053					
J017	JJ009						
K004	KK003	KK004					

Open Codes						Category description	Axial code
LL001	LL003	LL004	LL006	LL009	LL010		
LL016	LL017	LL019	LL020	LLL001			
M013	MM017	MM050					
N001	NN002	NN003	NN005	NN009	NN011		
NN014							
OO001	OO002	OO003	OO004				
PP004	PP019	PP020	PP024				
Q001	Q002	Q003	Q004	Q005	Q006		
RR003							
T012	T034	TT001	TT002	TT003	TT004		
TT005							
U002	U034						
W019	W038	W073	W075	W085	W086		
X001	X002	X003	X004	X005	X008		
X009	X010	X011	X012	X013	X014		
X015	X018	X019	X022	X026	X027		
X028	X030	X031	X032	X033	X034		
X035	X036	X037	X039	X040	X041		

Open Codes						Category description	Axial code
AAA001	AAA002	AAA003	AAA004	AAA005	AAA006	The importance of diversity in sports coaching	C2
AAA007	AAA008	AAA009	AAA011	AAA012	AAA013		
AAA014	AAA016	AAA017	AAA018	AAA019	AAA021		
AAA023	AAA024	AAA025	AAA026				
C011	CCC092						
D044							
GG030	GG045						
PP015							
T045							
B017	BB001	BB007	BB014	BB016	BB017	The importance of developing credible research based educational programmes for sports coaching	C3
BB020	BB021	BB022	BB023	BB024	BB027		
BB028	BB029	BB033	BB034	BB035	BB036		
BB037	BB038	BB039	BB040	BB041	BB042		
BB043	BB044	BB046	BB047	BB048	BB049		
BB050	BB051	BB052	BB053	BB054	BB055		
BB056	BB057	BB058	BB059	BB060	BB061		
BB062	BB063	BB064	BB066	BB067	BB068		
BB071	BB073	BB074	BB076	BB077	BB078		
BB081	BB082	BB083	BB084	BB085	BB086		
BB087	BB088	BB090	BB091	BB092	BBB088		

Open Codes						Category description	Axial code
C004	C012	C013	C014	C016	C018		
C020	C023	C024	C025	C026	C027		
C029	C075	CC010	CC023	CC001	CC002		
CC003	CC004	CC005	CC006	CC007	CC008		
CC009	CC011	CC020	CC022				
D010	DD023	DD031	DD033	DDD006	DDD009		
DDD010	DDD044	DDD048	DDD052				
EE003	EE004	EE010	EE015	EE018	EEE005		
EEE008	EEE009						
F001	F002	F004	F005	F006	F007		
F008	F009	F010	F011	F012	F013		
F014	F015	F016	FF018	FF021	FFF006		
FFF008	FFF007	FFF010					
GGG010							
H001	H002	H003	H004	H005	H006		
H007	H008	H009	H011	H012	H013		
H014	H015	H016	H017	H018	H019		
H020	H021	H022	HH020				
I005							
K024	KK002						

Open Codes						Category description	Axial code
MM018	MM032						
NN004							
PP007							
QQ002	QQ003	QQ004					
R011	R013						
Z001	Z003	Z004	Z005	Z006	Z007		
Z008	Z009						
AAAA001	AAAA002	AAAA003	AAAA004	AAAA005	AAAA006		
AAAA007	AAAA008	AAAA009	AAAA010	AAAA013	AAAA015		
AAAA016	AAAA017	AAAA018	AAAA019	AAAA020			
BB008	BB009	BB019	BB026	BB069	BB070		
BB079	BB080	BB089					
C002	C003	C005	C006	C037	C038		
C044	C056	C058	C061	CCC002	CCC003		
CCC005	CCC006	CCC007	CCC009	CCC011	CCC012		
CCC013	CCC014	CCC016	CCC017	CCC021	CCC033		
CCC045	CCC051	CCC052	CCC055	CCC065	CCC077		
CCC080	CCC106	CCCC001					
D001	D002	D012	D013	D014	D022		
D024	D026	D029	D042	DD001	DD002		
DD003	DD004	DD005	DD010	DD011	DD013		
DD014	DD015	DD016	DD020	DD021	DD022		
						The need for establishing a sports coaching system and supporting structures	C4

Open Codes						Category description	Axial code
DD024	DD025	DD026	DD027	DD028	DD032		
DD034	DD035	DD039	DD040	DD042	DD046		
DD047	DD048	DD056	DD058	DD060	DD061		
DD062	DD068	DDD017	DDD019	DDD020	DDD026		
DDD031	DDD036						
E003	E007	E013	E015	EE001	EE002		
EE005	EE006	EE008	EE020	EE021			
F003	FF001	FF003	FF004	FF005	FF006		
FF008	FF009	FF013	FF014	FF015	FF016		
FF020	FFF002	FFF005	FFF009	FFF011	FFF013		
G001	G006	GG012					
H010	HH006						
I045							
J007	J014	JJ001	JJ002	JJ003	JJ004		
JJ005	JJ008						
K001	K002	K003	K005	K006	K007		
K008	K009	K016	K017	K018	K019		
K020	K021	K022					
L001	L002	L003	L004	L005	L006		
L007	L008	LL002	LL005	LL007	LL012		
LL018	LLL002						
M003	M005	M011	M014	MM001	MM002		
MM004	MM007	MM008	MM010	MM011	MM013		

Open Codes						Category description	Axial code
MM014	MM021	MM023	MM024	MM037	MM038		
MM042							
NN001	NN008	NN010					
P001	P009	P010	P014	PP017	P022		
PP001	PP002	PP003	PP005	PP009	PP010		
PP011	PP012	PP013	PP014	PP022	PP023		
QQ002	QQ005						
R004	R005						
S010							
T036	T047	T048	T067	T074			
W004	W016	W064	W069	W074	W082		
W083							
X017	X020	X029					
Y002	Y004	Y005					
Z002							

Open Codes						Category description	Axial code
A012	A013	AAAA026				Factors to be considered in establishing a professional sports coaching body	C5
C057	C060	CCC008	CCC070	CCC089	CCC091		
D031	D032	D037	D033	DD036	DD037		
DD050	DD052	DD054	DD057	DDD055	DDD058		
DD059	DDD070						
EE012	EE013						
FF007	FF017						
GG033							
K015							
L009	L010	LL013	LL014	LL015			
M012	MM031	MM034	MM041	MM045			
T015							
U032							
V031							

Open Codes						Category description	Axial code		
W001	W002	W005	W007	W008	W009				
W010	W012	W014	W015	W020	W021				
W022	W023	W024	W025	W027	W028				
W029	W031	W033	W035	W037	W039				
W042	W043	W047	W048	W050	W052				
W053	W054	W056	W057	W058	W059				
W060	W061	W063	W065	W066	W067				
W068	W070	W071	W078	W079	W080				
W084	W087	W088	W089	W090	W091				
W093									
X021									
BBB088								Incorporating the experiences of sports coaches to inform the professionalisation of sports coaching	C6
C001	C007	C008	C009	C018	C019				
C028	C030	C032	C034	C035	C036				
C040	C041	C046	C047	C049	C051				
C054	C055	C059	C062	C064	C066				
C067	C070	CC028	CC029	CC030	CCC001				
CCC002	CCC010	CCC018	CCC027	CCC028	CCC029				
CCC030	CCC031	CCC032	CCC034	CCC035	CCC036				
CCC037	CCC038	CCC039	CCC040	CCC041	CCC046				
CCC047	CCC048	CCC049	CCC050	CCC076	CCC081				
CCC083	CCC084	CCC086	CCC088	CCC090	CCC093				

Open Codes						Category description	Axial code
CCC094	CCC095	CCC096	CCC097	CCC098	CCC099		
CCC100	CCC102	CCC103	CCC104	CCC105	CCC109		
DD017	DD038	DDD053	DDD060	DDD061	DDD064		
DDD076							
E010	EE021						
GG006	GG036						
M004	M005	M012	MM005	MM006	MM025		
MM026	MM027	MM028	MM029	MM041	MM044		
MM046							
T019	T029	T038	T042	T061			
W026							
X042							
Y001							

Open Codes						Category description	Axial code
C063	C064	C071	C073	CCC067	CCC068	Incorporating the experiences of athletes to inform the professionalization of sports coaching	C7
CCC074	CCC075	CCC087					
D040	DDD033	DDD054	DDD056	DDD057	DDD062		
DDD067							
GG001	GG002	GG003	GG004	GG007	GG013		
GG016	GG017	GG018	GG019	GG021	GG022		
GG023	GG024	GG025	GG026	GG027	GG034		
GG037	GG039	GG042	GG043				
MM003							
T013	T022	T025	T027	T028	T030		
T031	T032	T033	T035	T037	T041		
T043	T044	T049	T050	T051	T052		
T053	T054	T055	T056	T058	T059		
T060	T068	T070	T071	T072	T073		
T075	T076	T077	T078	T079	T081		
W051							
X023							

Open Codes	Category description	Axial code
AAA015 B015 C010 C012 C043 C065 C073 C074 CCC004 CCC044 DDD071 GG041 T020 T045	Creating a culture of excellence for sports coaching	C8
CCC062 DDD022 GG028 GG038 W006 W013 W017 W019 W030 W045 W049 W081	Establishing an ethical code of conduct for sports coaches	C9

Open Codes						Category description	Axial code
B010	BB051	BB075	BBB006	BBB019		Holistic development of sports coaches	C11
CCC072	CCCC002						
DDD037	DDD042	DDD059					
EE016	EE022	EEE001	EEE002	EEE003	EEE007		
EEE011	EEE012	EEE013	EEE015	EEE016	EEE017		
EEE019	EEE020	EEE021	EEE022	EEE023	EEE024		
EEE025	EEE026						
FF008	FF010	FF011					
G003							
K023							
L007							
MM022	MM039	MM030	MM041				
NN007	NN013						
PP008							
S001	S002	S003	S004	S005	S006		
S007	S008	S009					
W076							
X016							

Open Codes						Category description	Axial code
C031	C039					Criteria to be considered for vetting and appointing sports coaches	C12
I054							
W049							
AA001	AA003	AA004	AA006	AA007	AA008	The importance of the relationship of the Sports Coach and Athlete	C13
AA009	AA010	AA011	AA012	AA013	AA014		
AA015	AA016	AAAA025					
BBB002	BBB007	BBB011	BBB018				
C042	C046	C050	C053	CCC019	CCC061		
CCC069	CCC073	CCC107					
D021	D023	DDD034					
E006	EEE010	EEE014					
G004	GG005	GG014	GG031	GG032			
HH014	HH019						
I044							
K010	K011	K012	K013	K014			
M001	M002	M006	M007	M009	MM024		
P002	P003	P004	P005	P006	P007		
P008	P011	P012	P013	P015	P016		

Open Codes						Category description	Axial code
P017	P018	P019	P021	P022	P023		
P024	P025	PP018	PP022				
T001	T002	T003	T017	T018	T021		
T023	T024	T039	T040	T046	T080		
U015							
WW001							
X038							
Y003							
BB065							
CC017	CC019	CC026	CC053	CCC101			
DD043	DDD011	DDD012	DDD014	DDD018	DDD046		
E002							
G005							
KK001							
MM019	MM020						
RR001							
U001	U003	U005	U006	U007	U008		
U009	U010	U011	U012	U013	U014		
						The importance of establishing a registry of sports coaches	C14

Open Codes						Category description	Axial code
U016	U017	U018	U019	U020	U021		
U022	U023	U024	U025	U026	U027		
U028	U029	U030	U031	U033			
W018	W040	W046	W072				
E001						Acknowledging the influence of the socio-economic environment on sports coaching	C15
O001							
T062	T063	T064	T065	T066			
C048						The necessity of aligning the sports coach development pathway with the athlete development pathway	C16
T004	T005	T007	T008	T009	T010		
T011							
C045	CC031	CC056	CCC015	CCC020	CCC064	Resources and professional services required for supporting and establishing the development of sports coaching	C17
DD012	DD029	DD053	DDD024	DDD025	DDD043		
DDD045	DDD066						
E014	EEE004						
FFF012							
GG034							
HH015							

Open Codes						Category description	Axial code
J001	J002	J003	J004	J005	J006		
J008	J009	J010	J011	J012	J013		
J015							
M008							
NN006							
P020	PP016						
QQ007							
R001	R003	R006	R007	R008	R010		
R012	R014	R015					
T016							
U004							
V001	V002	V003	V004	V005	V006		
V007	V008	V009	V010	V011	V012		
V013	V014	V015	V016	V017	V018		
V019	V020	V021	V022	V023	V024		
V025	V026	V027	V028	V029	V030		
V031	V032	V033	V034				
W003	W034	W036	W041	W044	W077		
W092							
X025							

Open Codes	Category description	Axial code
C068 CCC054 CCC085 DDD051 DDD072 E005 EE017 FF019 LL008 MM041 QQ001 QQ006 V018 V020	The need to establish an employment opportunity system for sports coaches	C18
AAAA027 BB010 CC029 CCC024 CCC026 CCC057 CCC058 D039 DD002 DD054 DD063 DDD001 DDD003 DDD004 DDD005 DDD006 DDD007 DDD008 DDD027 DDD030 DDD039 DDD047 DDD050 DDD065 DDD069 DDD073 DDD074 E012 EEE018 G007 GG035	Challenges experienced by sports coaches	C19

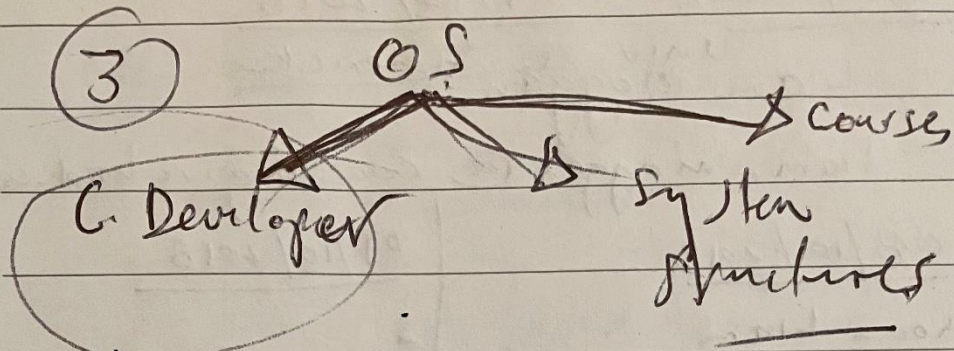
Open Codes						Category description	Axial code
HH001	HH002	HH003	HH004	HH005	HH007		
HH010	HH011	HH012	HH016	HH017	HH018		
HH021	HH022						
JJ006							
MM012	MM035						
O002							
T057							
V017	V022	V026	V035				
X006	X007	X024					
Source: Own compilation.							

Annexure A7: Field/diary notes and observations

How SA compares < provides a frame

- Level descriptors - pitch / benchmarked marked
- Outcome Statement - in the curriculum - does not have the rigor to seamlessly map the level descriptors
- SASCOC - 11 people

q/m	4	NCFE	fair com	Amo Amzel
	4	NCF		
	1	PCD		
- level descriptors, outcome strategies (Kolb learning - people learn - different way)
- RPL - various ways (video / power point) - Asses
- POE + level descriptors
- Draft Amendment - Bul - NCF
- NCF - + harmonized, need to map
- Quality Assurance currently is more compliance (need integrity of Ed + MTE to entire system) * Accountability (Institution / SP.)



(1) System in Africa

(2) NOCs → application
IOC - recognition - ICCG

(3) network

March 2019

- Safe guard
- OS - system bank
- C Developer

(4) Translation of language
internship -

(5) ICK Africa launch
2019

Vision Our Story

Founded in ^{mission} 2016

A destination for S.A Coaches
That align ~~to~~ ^{with} values
aligned with excellence & Performance
values. We accredit Coaches that
are credible & support
transforming S.A sport
we exist to create
experiences where passion &
purpose come together

Build the best product
use CASA to inspire &
implement solutions for coaches
To do this, we have
the ~~world's most~~ ^{most} respected coaching
brand
established a culture that
supports our team members,
so they can provide
exceptional service to our
athletes & participants.

- How do we move this forward.
- where can we now go??
- Are our Coaches Coaching
 Because of technology + coaches ^{modern}
 cannot make judgement calls
 must wait for after the event -
- Our generation - needed to
 make judgement calls
- The modern world disadvantages
 the current coach in making
 judgement call.
- Scientist - std. to excellence
- Ability to deal with fundamentals
- Top end C - do cannot
 ignore fundamentals -
- Basis - How are we developing
 the basic skills
 inner games cannot replace
 technical aspects +
- Don't get - "For him smile on
 nose who and expect the

Alternatives options → Outcomes

- ① NF + on 1 presentation or by pass leadership
- ② ± 5 NFr
SARU, SAFA, NSA, Equestrian wrestling, community parent
- ③ National Advert ← voice of athlete
what will this PB offer differently? S coach.
- ④ Target schools + few NFr
- ⑤ Inform SASCOC = no decision
- ⑥ SAQA criteria not met by SASCOC
• what / how benefits are measured
- ⑦ SASCOC does not need to be part of the PB picture.
- ⑧ Govt
- ⑨ Designation - international benchmarked
- ⑩ To develop attraction package

JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE																																																														
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S																																																								
1	2	3	4	5	6						1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																																														
8	9	10	11	12	13		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																																
15	16	17	18	19	20		11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	22	23	24	25	26	27	28	29	30						6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
22	23	24	25	26	27		18	19	20	21	22	23	24	18	19	20	21	22	23	24	25	26	27	28	29	30	31	29	30						13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30																					
29	30	31					25	26	27	28				25	26	27	28	29	30	31															20	21	22	23	24	25	26	27	28	29	30	31			17	18	19	20	21	22	23	24	25	26	27	28	29	30																																			

Annexure A8: SASCOC Membership List

NA and NSC were selected from the list below.

* Participants were selected from 45 sports organisations listed in the table below. Participants were selected from 9 stakeholders listed in section 4.1.

No.	SASCOC Member
1.	Aero Club of South Africa
2.	*SA Angling and Casting Federation (SAACC)
3.	*South African National Archery Association (SANAA)
4.	*Athletics South Africa (ASA)
5.	*Badminton South Africa (Badminton SA)
6.	*South African Baseball Union (SABU)
7.	*Basketball South Africa (BSA)
8.	Bodybuilding South Africa (BBSA)
9.	*Bowls South Africa (Bowls SA)
10.	South African National Boxing Organisation (SANABO)
11.	Boxing South Africa
12.	South African Bridge Federation (SABF)
13.	*Canoeing South Africa (Canoe SA)
14.	*Chess South Africa (CHESS SA)
15.	South African National Climbing Federation (SANCF)
16.	*Cricket South Africa (CSA)
17.	South African Confederation of Cue Sport (SACCS)
18.	Cycling South Africa (Cycling SA)
19.	*DanceSport South Africa (DanceSport SA) [formerly FEDANSA (Federation of Dance Sport SA)]
20.	Darts South Africa (DSA)
21.	*South African Equestrian Federation (SAEF)
22.	*Federation Fencing of South Africa (FFSA)
23.	South African Figure Skating Association (SAFSA)
24.	*South African Football Association (SAFA)
25.	South African Golf Association (Golf RSA)
26.	*South African Gymnastics Federation (SAGF)
27.	South African Handball Federation (SAHF)
28.	South African Hockey Association (SAHA)
29.	South African Ice Hockey Association (SAIHF)
30.	*Judo South Africa (Judo SA)
31.	*Karate South Africa (KSA)

No.	SASCOC Member
32.	*South African Korfbal Federation (SAKF)
33.	*Lifesaving South Africa (LSA)
34.	*Martial Art South Africa (MASA)
35.	South African Modern Pentathlon Association (SAMPA)
36.	Motorsport South Africa (Motorsport SA)
37.	*Netball South Africa (NSA)
38.	*South African Orienteering Federation (SAOF)
39.	Powerboat Racing South Africa (Powerboat SA)
40.	*South African Powerlifting Federation (Powerlifting SA))
41.	Ringball South Africa (Ringball SA)
42.	*Rowing South Africa (RowSA)
43.	*South African Rugby Union (SARU)
44.	*South African Sailing (SAS)
45.	South African Shooting Sport Federation (SASSF)
46.	*Snow Sports South Africa (SnowSport SA)
47.	*Softball South Africa (Softball SA)
48.	Squash South Africa (Squash SA)
49.	Surfing South Africa (Surfing SA)
50.	*Swimming South Africa (SSA)
51.	*South African Table Tennis Board (SATTB)
52.	South African Taekwondo Federation (SATF)
53.	South African Tenniquoits Board (SATB)
54.	*Tennis South Africa (TSA)
55.	Tenpin Bowling Association of South Africa (Tenpin Bowling SA)
56.	South African Transplant Sports Association (SA Transplant Sport)
57.	*Triathlon South Africa (Triathlon SA)
58.	South African Tug of War Federation (SA Tug of War Federation)
59.	South African Underwater Sport Federation (SAUSF)
60.	*University Sport South Africa (USSA)
61.	*Volleyball South Africa (VSA)
62.	South African Water Ski Federation (SAWSF)
63.	South African Weightlifting Federation (SA Weightlifting)
64.	*South African Wrestling Federation (SAWF)
65.	South African Wushu Federation (SAWF)
66.	South African Deaf Sport Federation (SA Deaf Sport)
67.	Sport for the Intellectually Impaired SA (Sport for the Intellectually Impaired SA)
68.	South African Masters' Sports Association (SAMSA)

No.	SASCOC Member
69.	South African Sports Association for Physically Disabled (SASAPD)
70.	South African Fitness Sport Aerobics Federation (SASAFF)
71.	South African National Pigeon Association (SA Pigeon Association)
72.	South African Majorette and Cheerleading Association (SA Majorette and Cheerleading Association)
73.	*Jukskei South Africa
74.	South African Sheep Shearing Federation (SA Sheep Shearing Federation)
75.	South African Federation BOCCE (SA BOCCE)
76.	Mind Sports SA (Mind Sports SA)
77.	*Eastern Cape Sports Confederation (ECSC)
78.	*Free State Sports Confederation (FSSC)
79.	*Gauteng Sports Confederation (GSC)
80.	*KwaZulu-Natal Sports Confederation (KZNSC)
81.	*Limpopo Sports Confederation (LSC)
82.	*Mpumalanga Sports Confederation (MSC)
83.	*Northern Cape Sports Confederation (NCSC)
84.	*North West Sports Confederation (NWSC)
85.	*Western Cape Sports Confederation (WCSC)

Source: Researcher's own compilation

Annexure A9: Approval for research study

Date: 26 March 2014

To: South African Tertiary Institutions

Dear Sir/Madam,

Re: Research scoping study- Implementation of the South African Coaching Framework-

We call upon the tertiary institutions to support the implementation of the South African Coaching Framework mandate. Our High-performance manager coaches' development, Desiree Vardhan, and her team will be conducting widespread exploratory coaching research work which includes the provincial roadshows detailing the implementation plans for the 3 phases (*phase 1-laying the base (2010-2014)*, *phase 2- making an impact (2014-2016)*, and *phase 3 transforming the system (2016-2018)*).

It is envisaged the current South African Coaching Commission will operate up to 2016, by which time it is planned to establish the South African Sports Coaching Council, which will have the support of SRSa for legislative backing. It is also envisaged that the South African Coaching Council will be recognized as the professional body for coaching in South Africa by 2018.

These developments will be underpinned by the legislation of sports coaching by 2016. (South African coaching framework, pages 36 -37).

We look forward to your cooperation and support in transforming the sports coaching system.

Kind regards,



Gideon Sam
President



SOUTH AFRICAN SPORTS CONFEDERATION AND OLYMPIC COMMITTEE

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P.O. Box 1356, Houghton 2041
Olympic House, James & Ethel Gray Park, Athol Oaklands Road, Midrand

Mr. Gideon Sam (President), Ms. Hajira Kapee (1st Vice President), Mr. Les Williams (2nd Vice President), Dr. Sani Ramsoo (IOC Member), Mr. Mark Alexander, Mr. Kobus Menaie, Mr. Jaco Nelsoo, Mr. Mubarak Mohamed, Mr. James Lataka, Mr. Mantho Moseca, Mr. Ray Mol, Ms. Mimi Mthethwa, Mr. Tabby Reddy (CEO)

Registration number: 2004/00046028

Annexure A10: Invitation to participate in the research

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The Da Vinci Institute for Technology Management
Management of Technology and Innovation Research PhD Thesis:

PhD Student: Desiree Vardhan
Supervisor: Prof. Ben Anderson
Research Office: Ms Rinaka Moodley (+27 11 608 1380)

Date:

INVITATION TO PARTICIPATE IN RESEARCH:

SPORTS COACHING REALITIES IN SOUTH AFRICA: AN EXPLORATORY STUDY

Dear Participant

You are cordially invited to partake in the research being conducted by Desiree Vardhan from the Da Vinci Institute for Technology Management.

This study will contribute to the researcher's completion of her PhD in Management of Technology and Innovation. The title of the research is:

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Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully and ask the researcher to explain anything that is not clear to you.

Role as Participant in the Research:

Your participation in this study is important because of your experience and skills in the areas being researched.

The research procedures, risks and incentives associated with the study, and duration of the study are:

Research Procedures: The research consists of a questionnaire that will be administered and answered electronically.

Risks: There are no known risks to you, the Participant, associated with the research.

Incentives: You will not receive any incentive or reward for participating in this research.

Duration: The questionnaire will take approximately 15 minutes to complete via email.

Voluntary Participation and Withdrawal:

Your participation in this study is voluntary. You need to decide whether or not to participate in this study. If you decide to participate in this study, you will be asked to sign a consent form.

Should you choose to participate, you can withdraw at any time without consequences of any kind. After you have signed the consent form, you are still free to withdraw at any time and without giving a reason. However, once your responses have been submitted and anonymously recorded you will not be able to withdraw your contribution from the study.

Confidentiality and Security:

Your responses to this study will be anonymous. Every effort will be made by the researcher to secure and preserve your confidentiality including:

1. Assigning participants code names/numbers that will be used on all research notes and documents, where applicable.

2. Keeping hardcopy notes, interview transcriptions, and any other participant-identifying information in a locked file cabinet in the personal possession of the researcher.
3. Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

Ethical Status of the Research:

This study has received ethical approval from the Ethics Committee from the Da Vinci Institute for Technology Management.

Giving of Consent

Participants may request a copy of the research, or arrange a feedback session with the researcher to gain feedback on the research.

Please complete and sign the attached consent response to indicate your consent to participate as described above.

Many thanks.

Kind regards

Desiree Vardhan

(sportscoaches@sportscoachinglab.org)

Annexure A11: Participants' consent form

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www.davinci.ac.za



Date:

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I, _____
(full name of participant),

confirm that the researcher requesting my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

1. I have read (or had explained to me) and understood the study as explained in the invitation to participate.
2. I have had sufficient opportunity to ask questions and am willing to participate in the study.
3. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

4. I am aware that the findings of this study will be processed into a research report, journal articles and/or conference proceedings, but that my identity will remain confidential unless I agree otherwise.
5. I agree to participate in this research and agree that the semi-structured interview may be recorded.
6. I have received a signed copy of the informed consent agreement.

Full name and surname of participant (please print)

Signed at _____ this ____ day of _____ 20

Participant's signature

Researcher's full name and surname: DESIREE VARDHAN

Researcher's signature

Date