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10   **Understanding Social Networks and Social Support Resources with Sports Coaches**

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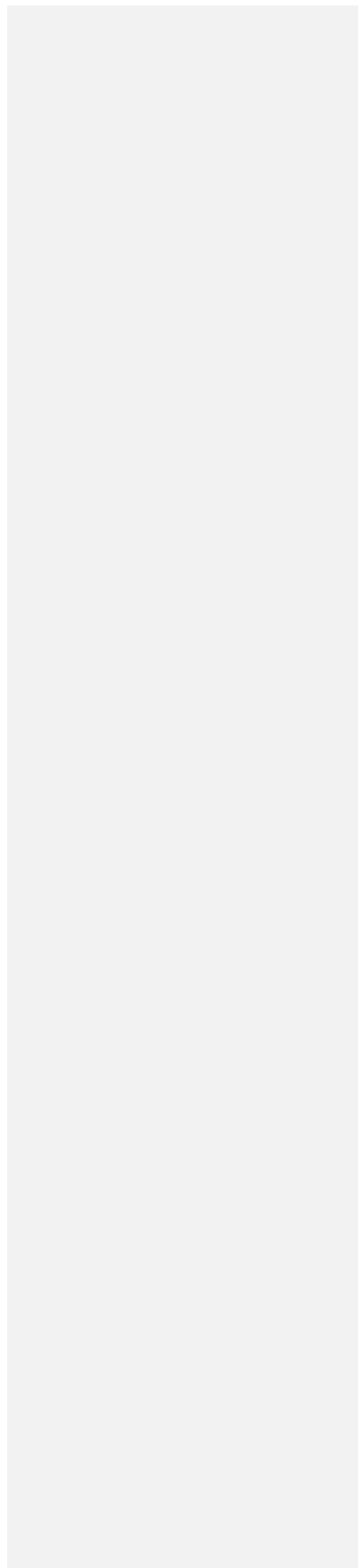
Abstract

Objectives: Research on social support with sports coaches is limited, yet the benefits of social support within other occupations have been widely reported. This study explored ~~male and female~~ sports coaches' social network structures, the social support resources available to coaches, and the situations in which coaches use social support.

Design: Cross-sectional.

Method: Data were collected with male (n=6) and female (n=7) British coaches (M_{age}=34.20, SD=13.37; $M_{experience}$=13.20, SD=10.41) using semi-structured interviews and interviewee-aided sociograms. Interview data and sociograms were analyzed using abductive thematic analysis and social network analysis to create ego-network diagrams. The ego-network diagrams were created to provide information on the locality and influence of coaches' social network members.

Results: The ego-network diagrams highlight that the structure of coaches' social networks encompasses support from peers, friends, family, and miscellaneous (e.g., media). The diagrams also demonstrate that support from friends tended to be perceived as most influential. The coaches called on their network for appraisal (e.g., affirmation), emotional (e.g., venting), informational (e.g., training), and or instrumental support (e.g., cooking dinner) for a variety of situations, such as training (e.g., drill ideas) and issues with athletes (e.g., venting about a misbehaving player).

Conclusion: Given the pertinence of coaches' social networks and resources for performance and psychological well-being, coach education programs should include a focus on the importance of building relationships. Longitudinal research methods are warranted to, for example, explore the dynamic functions of coaches' social support. This will develop a more comprehensive base from which interventions can be developed.
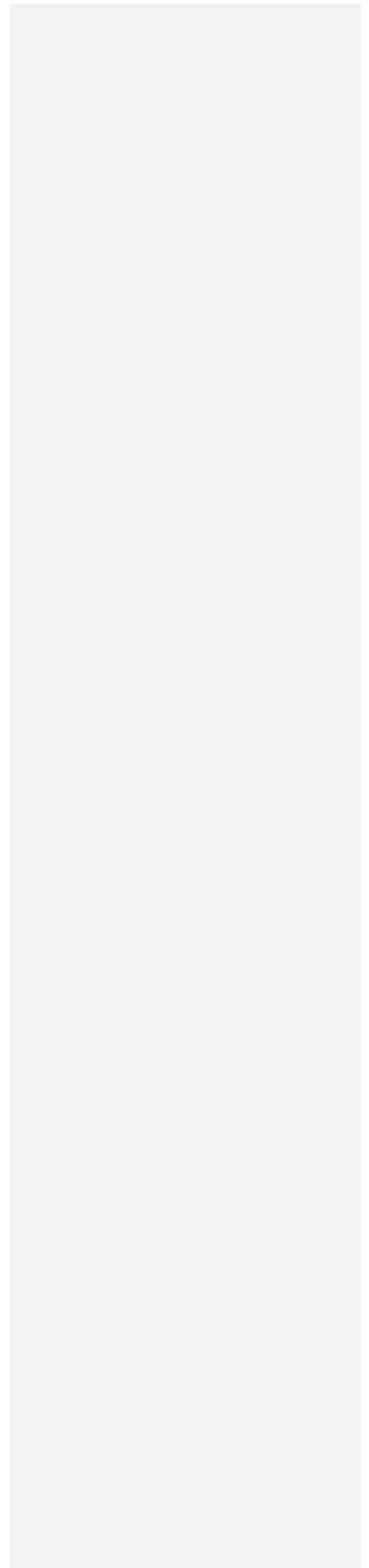
Comment [NL1]: Feedback no. 7

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47   *Keywords:* community, mentor, relationships, trust, stress management

48 **Understanding Social Networks and Social Support Resources with Sports Coaches**

49 Since early works by Barrera (1986) and Thoits (1995), social support has become one of

50 the most well-documented psychosocial factors that influences health outcomes (Thoits, 2011).

51 In particular, research in this area has found that higher levels of social support are related to

52 more positive psychological well-being (PWB; e.g., Thoits, 2011). Despite the influence of

53 social support on health and PWB being largely agreed, consensus regarding how to

54 conceptualize social support has not yet been reached (e.g., Rees & Hardy, 2000). Indeed, Veiel

55 and Baumann (1992) stated that "if asked, almost every researcher in the field will present a

56 more or less precise definition of support, but, more than likely, it will be different from that of

57 his or her colleagues" (p. 3). This quote points to the multifaceted nature of social support, which

58 is reflected in the varied definitions found in published literature (e.g., Cohen & Wills, 1985;

59 Holt & Hoar, 2006).

60 Social support has often been defined to include both the *structure* of an individual's

61 network (e.g., existence of family ties) and the explicit *resources* that one's interpersonal

62 relationships may provide (Cohen & Wills, 1985). The structure of social networks refers to the

63 number of relationships a person has within his or her network, the frequency of contact with his

64 or her network members, and the density (e.g., strength) of those relationships (Thoits, 1995).

65 Network members typically consist of significant others such as family, friends, and peers

66 (Thoits, 1995). These significant others can provide social support resources in the form of

67 appraisal (e.g., different point of view), emotional (e.g., feeling loved), informational (e.g.,

68 receiving advice), and instrumental support (e.g., physical resources; Rees & Hardy, 2000).

69 Amidst the various definitions of social support provided in the literature, structure and resources

70 has been frequently used in sport research (e.g., Rees & Hardy, 2000). The current study will

71 permeate gaps in published literature by exploring social network structures and resources with

72 sports coaches. This will make a novel and valuable contribution to extant knowledge by offering

73 insight to how lasting social relationships that support coaches during potentially stressful

74 periods (e.g., a losing streak) and enhance PWB and performance can be built and maintained.

75   While limited research exists that focuses on social support among sports coaches,

76 research with athletes has demonstrated positive links between social support and performance

77 (Rees & Hardy, 2000; Tamminen, Sabiston, & Crocker, 2018). Athletes have been advised to not

78 feel that they must 'go it alone' (Rees & Hardy, 2000) but, instead, be pro-active with their use

79 of social support and understand that it is not a sign of weakness to ask for help. Despite

80 coaching being reported as a particularly stressful, complex, and demanding occupation

81 (Thelwell, Weston, Greenlees, & Hutchings, 2008), the same level of academic attention that has

82 been paid to social support among athletes has not been afforded to coaches. On a day-to-day

83 basis, coaches across all performance levels are expected to develop engaging and winning

84 training programs, recruit athletes, cope with performance (e.g., competition outcomes) and

85 organizational (e.g., travel to events) stressors, and manage relationships with different

86 stakeholders (e.g., athletes, administrators, officials, media, and parents; Chroni, Diakaki,

87 Perkos, Hassandra, & Schoen, 2013; Knights & Ruddock-Hudson, 2016; Thelwell et al., 2008).

88 In a recent systematic review on stressors, coping, and well-being among coaches, social support

89 was mentioned in over 50% of the 38 studies that were included in the final sample (Norris,

90 Didymus, & Kaiseler, 2017). The findings of this review suggest that coaches frequently use

91 social support and that, when there is a lack of social support, coaches report higher perceptions

92 of stress and reduced performance.

93   The use of social support has also been discussed by limited other researchers (e.g.,

94   Bruening & Dixon, 2007; Chroni et al., 2013) who have highlighted that coaches draw on family,

95   friends, assistant coaches, and other staff members for support. Family, for example, have been

96   shown to be a social support resource for head coaches who were also mothers during

97   unexpected situations (e.g., an unexpected tournament) and during special circumstances (e.g.,

98   extended road trips; Bruening & Dixon, 2007). More recent research with male Olympic level

99   coaches reported that having friends outside of sport was important because it allowed coaches to

100   get away from the job and achieve a sensible work-life balance (Olusoga, Butt, Maynard, &

101   Hays, 2010). Receiving social support is important because a lack of support has been shown to

102   be significantly related to perceived stress. Judge et al. (2015), for example, found that social

103   support had a significant negative relationship with task-based stress (e.g., completing paperwork

104   on time) among American college coaches. However, there have been limited studies that focus

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105   specifically on coaches' PWB, and the work that does exist, is quantitative in nature (see, for a

106   review, Norris et al., 2017). The findings of the quantitative research show that lower work-life

107   conflict is associated with psychological need satisfaction, which in turn increases PWB

108   (Stebbings, Taylor, Spray, & Ntoumanis, 2012). More recently, other researchers have used self-

109   determination theory (Alcaraz, Torregrosa, & Viladrich, 2015; Bentzen, Lemyre, & Kentta,

110   2016) to explore PWB among team sport coaches. The findings from this questionnaire research

111   highlight that coaches' self-determined motivation mediates relationships from relatedness need

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112   satisfaction and basic psychological need thwarting to coaches' PWB. In addition, coaches' PWB

113   was found to decrease over the course of a season. Collectively, the research that has focused on

114   social support and psychological stress among coaches has demonstrated the potential positive

115   and or negative influences that social support can have for an individual. Therefore, it seems

116 crucial to understand the structure of and resources for social support among sports coaches so

117 that guidance can be offered about how to use support to enhance development and PWB in a

118 particularly demanding profession.

119   Many different methods can be used to investigate social support. One such method is

120 social network analysis (SNA; Marin & Wellman, 2009), which focuses on the "relationships

121 among social entities, and on the patterns and implications of these relationships" (Wasserman &

122 Faust, 1994, p. 3). Previous research using SNA has been predominantly quantitative in nature,

123 despite knowledge that quantitative techniques alone do not provide thorough understanding of

124 social support beyond its structure (Crossley, 2010). Qualitative methods (e.g., interviews) that

125 provide additional information about the structure of and resources for social support do,

126 therefore, need to be employed (Marin & Wellman, 2009). One method that allows network

127 structures to be illustrated and can facilitate discussions (e.g., during interviews) is interviewee-

128 aided sociograms (Crossley, 2010). Sociograms are a data collection tool that can examine how

129 people perceive the structure of their social network and the resources offered by the ties within

130 that network (Ryan, Mulholland, & Agoston, 2014). Visually representing social networks using

131 sociograms can facilitate memory recall from interviewees and, thus, gather additional relevant

132 information that may not be reported if solely using interviews (Ryan et al., 2014). Sociograms

133 are analyzed and turned into ego-network diagrams to provide visual representations of

134 individuals' social networks. The current study uses interviews, sociograms, and ego-network

135 diagrams to provide novel, in-depth data on coaches' social networks and the attributes

136 (characteristics) that connect the network members (Marin & Wellman, 2009).

137   It is apparent that social support could be a helpful tool for coaches, particularly when

138 coping with stressors (Knights & Ruddock-Hudson, 2016), because stressors can have significant

139   implications for coach PWB (e.g., depression) and performance outcomes (e.g., reduced

140   concentration leading to less effective observations). Published literature has focused on the

141   affiliation between social support and stressors (see, for a review, Norris et al., 2017) but lacks

142   specific explorations of coaches' social network structures and resources. Indeed, whilst social

143   support has been studied as an antecedent to various coaching outcomes (e.g., performance and

144   PWB), it is surprising that, after extensive searches of electronic databases (e.g., Web of

145   Knowledge, PsycINFO, PsycARTICLES), no published literature was found that focuses solely

146   on the structure and types of social support among sports coaches. The current investigation

147   presents a unique opportunity to address these voids and, in doing so, expand scientific

148   understanding of social support whilst developing important evidence for interventions that focus

149   on development and maintenance of social networks for performance enhancement. The aim of

150   this study was, therefore, three-fold: to examine ~~male and female~~ coaches' social network   **Comment [NL5]:** Feedback no. 7

151   structures, to explore the social support resources that are available to these coaches, and to

152   better understand the situations in which coaches use social support.

Methodology and Methods

Philosophical Assumptions

155   The first named researcher's ontological stance is best described as relativist and,

156   therefore, believes in multiple, constructed realities. It is recognized that our values and previous   **Comment [NL6]:** Feedback no. 13

157   experiences as researcher-practitioners may influence our understanding of the coaches'

158   experiences. The epistemological stance is underpinned by constructionism, which suggests that

159   the researcher and the researched are interdependent in such a way that findings are co-

160   constructed (Sparkes & Smith, 2014). These form the paradigmatic assumption of social

161   constructionism (Burr, 2015). In line with this assumption, it is believed that knowledge is

constructed via interactions between people during the course of life. The ~~primary author's~~first

named researcher's paradigmatic assumptions also relate to elements of critical theory (Creswell

& Miller, 2000). This paradigm encourages reflections on what shapes interpretations of the

world so that we can challenge individuals' social practices (Sparkes & Smith, 2014). The

second and third named researchers' align primarily with constructionist and pragmatist

orientations respectively. We recognize our different philosophies to shed light on how they may

have influenced the study design, use of terminology, and the development of this manuscript.

Interviewees

Purposive (Patton, 2002) and snowball sampling (Robinson, 2014) were used to recruit

'information rich' interviewees. Coaches had to be coaching at the time of the interviews and

were identified through emails to local clubs and the researchers' contacts. To address our aims

and limitations of previous literature (e.g., gender bias; see Norris et al., 2017), we deemed it

important to work with both male and female coaches from different sports, with those who had

varied levels of coaching experience, and those employed on different bases. This provides the

platform for future research to be more sport, experience, and employability specific. Purposive

and snowball sampling were the most appropriate methods for achieving this sample because

they allowed us to target recruitment at coaches who we knew were more or less experienced

(purposive sampling), for example, and to ask those individuals to recommend other coaches

who may be interested in contributing to the work (snowball sampling). Six male and six female

coaches (M_{age}=34.20, SD=13.37, $M_{experience}$=13.20, SD=10.41 years) volunteered to take part in

this study (see Table 1). At the time of data collection, each individual was working part-time as

either a head (n=8) or assistant (n=4) coach and, although not purposefully sampled this way,

identified as White British. Coaches were either employed (n=5) or ~~volunteered~~ in voluntary

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185   positions (n=7) and worked with either youth (n=7) or adult (n=5) athletes. Six of the twelve

186   coaches were working closely with another coach. Each coach represented a team (handball,

187   hockey, rugby, soccer, tchoukball) or individual sport (athletics, disability tennis, tennis, squash)

188   and held a coaching qualification that ranged from level one to five (M_{level}=2.42, SD=1.32) in

189   their respective sport. These levels of coaching qualifications carry different connotations

190   depending on the sport (for example, a level three athletics coach is different to a level three

191   coach in soccer). The variety of coaches that we recruited, aimed to address voids in the social

192   support literature and extend the coaching literature that predominantly focuses on high-

193   performance coaches.

194   [TABLE 1 HERE]

195   **Interview Guide**

196   In line with previous literature that has focused on stressors and coping with sports

197   coaches (e.g., Didymus, 2017; Knights & Ruddock-Hudson, 2016), a semi-structured interview

198   guide was developed specifically for this study. The interview guide contained three sections.

199   The first section focused on the individual's demographic information and coaching background.

200   This was followed by a section on the situations where coaches use social support (e.g., "What is

201   your experience of social support during coaching?"). This section also contained questions on

202   social support resources (e.g., "What kinds of social support do you use?"). The third section of

203   the interview guide required the coaches to complete an interviewee-aided sociogram that aimed

204   to explore the structure of coaches' social networks (Ryan et al., 2014).

205   The interviewee-aided sociograms (Crossley, 2010) consisted of four concentric circles

206   that had been prepared electronically and printed prior to the interview. The distance of each of

207   the concentric circles from the center where the coach was placed, represented the closeness (or

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208   lack thereof) of the network members to the individual (for example, the fourth and outermost

209   circle signified that members were less important to the individual). Coaches were instructed that

210   the closer they put each member of support to themselves in the center, the more influential it

211   was in his or her social network. Interviewees were advised they could write names outside of

212   these circles if they wished. Possible avenues for social support (peers, family, friends, and

213   miscellaneous) were described by the researcher during the interviews (Thoits, 1995), and were

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214   recorded on the sociograms in different colors. Miscellaneous was included to allow coaches to

215   discuss members that they felt were relevant but not aligned to one of the commonly reported

216   groups (i.e., peers, family, friends). The use of sociograms as a data collection tool fits with the

217   first named author researcher's epistemological stance by offering coaches the opportunity to co-

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218   create data and to lead the interview (Burr, 2015). After the completion of the sociograms, the

219   interviewees led discussions on the network members that were included in the social network

220   and the rationale for their inclusion. These discussions provided a real-time association between

221   the text (written quotes) and the ego-network diagrams (visual representation).

222   **Procedure**

223   After obtaining ethical approval from the researchers' local research ethics committee, 18

224   coaches were contacted via email and invited to participate in the study. Each coach was assured

225   that his or her identity would remain confidential and that reproductions of the data would be

226   anonymized. Each coach was also informed of the nature of the study; the compliance of the

227   study with the British Psychological Society's Code of Ethics and Conduct; and the collection,

228   storage, and destruction of data in accordance with the Data Protection Act (1998, see also the

229   General Data Protection Regulation guidelines, 2018). Coaches (n=12) who expressed an interest

230   in volunteering for the study were sent a copy of the interview guide so that they could

231 familiarize themselves with the questions. Twelve coaches were initially deemed appropriate due

232 to availability of the coaches to conduct in-depth interviews and, later in the research, because

233 new insight gathered during the last interview was minimal. A date and an ethically appropriate

234 location for each interview were then organized to meet the coaches' needs and schedules. Each

235 of the 12 interviews were conducted face-to-face by the first named ~~author~~researcher who had

236 six years of coaching experience in soccer and three years' experience of conducting interviews

237 for research purposes at the time of data collection. This researcher holds the UEFA B and The

238 FA Youth Awards coaching qualifications and his experiences with interviews include being both

239 an interviewer and an interviewee. At the beginning of each interview, coaches were asked to

240 confirm that they understood the purpose and procedure of the study and were happy to proceed.

241 Each interviewee then provided written informed consent and completed a demographic sheet

242 describing his or her age, gender, sport coached, coaching level, and coaching experience. The

243 interviews were recorded using a digital recording device and lasted between 55 and 154 minutes

244 (M_{length}=78.72, SD=25.53 minutes).

245 **Data Analysis**

246   We transcribed the audio files verbatim. This process allowed the lead researcher to

247 immerse himself in and reflect on the data (Braun, Clarke, & Weate, 2016). Each interview

248 transcript was analyzed by the first named researcher using an abductive approach to semantic

249 and latent level thematic analyses (Braun et al., 2016). NVivo (QSR International Pty Ltd, 2016)

250 was used to assist with six recursive phases of thematic analyses. To begin with, inductive

251 analysis was completed at the semantic level to create original themes that identified strongly

252 with the interview data. We then analyzed our inductive themes at the latent level to look for

253 similarities to and or differences from existing theories or models of social support. This allowed

> **Comment [NL12]:** Feedback no. 3

254   us to use existing theory to shape the semantic content of the data and, where appropriate, adapt

255   our inductive themes to create a deductive one (Braun et al., 2016). Latent level analysis

256   manifested through double coding of relevant quotes. For example, when analyzing the inductive

257   theme of why coaches use social support, it was clear that these could be grouped according to

258   the four types of social support resources that have been reported in published literature (Rees &

259   Hardy, 2000) without changing their meaning. These approaches align with the constructionist

260   stance that guided this study by providing opportunities to create rich, descriptive themes that

261   strongly link to the data whilst also acknowledging the belief that data is not free of theory.

262   The interviewee-aided sociograms were analyzed separately using NodeXL to create an

263   ego-network diagram for each coach (Borgatti, Everett, & Johnson, 2018). Ego-networks focus

264   on one individual and the social ties associated to that individual (see Figure 1 for an example).

265   SNA using sociograms provides visual representations of social support networks that cannot be

266   achieved through interview data and thematic analysis alone (Marin & Wellman, 2009). The

267   completed sociograms were manually inputted into a network edge list and the data were

268   transformed into an ego-network diagram that illustrated the structure of the social networks

269   (Borgatti et al., 2018). The chosen methods of data analysis complement social constructionism

270   because they provide an insider perspective of each coach's individual social network alongside

271   an outsider view of the network structure (Marin & Wellman, 2009). After completing thematic

272   and social network ~~analysis~~ analyses separately, the data were then combined to provide a visual | Comment [NL13]: Feedback no. 2

273   representation alongside written explanations of the interviewees' social networks. The second

274   and third named researchers' were involved in data analysis by reviewing a sample of the data,

275   helping to create and refine themes and acting as critical friends during research team meetings.

276   [FIGURE 1 HERE]

277   **Research Quality**

278   To enhance trustworthiness of the data, criteria relating to thick quotes, close

279   collaborations, and reflexivity were deemed most appropriate for this study (e.g., Creswell &

280   Miller, 2000; Sparkes & Smith, 2014). Thick quotes (Ponterotto, 2006) are presented in the

281   results section of this manuscript and consist of dense, descriptive data from the interviewees.

282   This allows readers to make their own judgements of our interpretations of the data. Further,

283   close collaborations that the first named ~~author~~researcher built with the interviewees enhanced

284   the quality of the data by involving the coaches as co-creators of knowledge and by allowing

285   their experiences to come to the fore (Creswell & Miller, 2000). Close collaborations with the

286   interviewees were developed in two main ways: 1) the first named ~~author~~researcher's previous

287   involvement in coaching allowed for similar experiences to be shared with interviewees during

288   initial e-mail contact and during pre-interview orientation discussions, 2) the use of interviewee-

289   aided sociograms allowed the coaches to collaborate with the researcher and be increasingly

290   involved in the data collection process. A reflexive journal (Berger, 2015) was kept throughout

291   this study by the first named ~~author~~researcher. Reflections consisted of critical reflections on the

292   research process and recording of thoughts and feelings relating to the interviews (e.g.,

293   opportunities to probe) and the data analysis. Reflecting can provide a more comprehensive

294   analysis of the data by alerting the researchers to unconscious biases that may influence how the

295   data is constructed (Berger, 2015). In line with social constructionism, this journal also helped to

296   highlight how researcher experiences, assumptions, and knowledge may have influenced the

297   work.

Results

299   The results are presented in three sections that align with the three-fold aim of the study.

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Comment [NL15]: Feedback no. 3 & 17

Comment [NL16]: Feedback no. 3 & 17

Comment [NL17]: Feedback no. 4

300   First, coaches' social network structures are illustrated using ego-network diagrams to show what

301   coaches use as social support and the locality of that support. These were constructed using the

302   sociograms that were completed during the interviews. The ego-network diagrams are

303   supplemented by quotes from the interviewees. Next, coaches' social support resources are

304   presented in four segments to represent each type of support (informational, emotional,

305   instrumental, and appraisal). The final section of the results highlights the situations in which

306   coaches use social support (i.e., for player issues, training, competition, and organizational

307   issues). Quotes are provided from the coaches across all three sections of the results. In the first

308   section, quotes are supplemented by the interviewees' ego-network diagrams.

309   **Coaches' Social Network Structure**

310   In total, we constructed 429 raw data codes that represent the structure of the coaches'

311   social networks (see Table 2). We collapsed the raw data codes into 41 raw data themes and four

312   lower-order themes: peers (e.g., other coaches), friends (e.g., best friend), family (e.g., parents),

313   and miscellaneous (e.g., media).

314   [TABLE 2 HERE]

315   **Ego-Network Diagrams.** Below is one ego-network diagram for each coach who took

316   part in this study. Each coach is represented by the brown sphere in the center of his or her

317   diagram. The network is organized by shape (female=circle, male=square,

318   miscellaneous=triangle), color (black=family, blue=friends, red=peers, green= miscellaneous),

319   and length of tie (short tie=close relationship, long tie=less close relationship). This approach to

320   shapes and colors has been applied to figures 2-13. The number of network members included in

321   the coaches' networks ranged from 7-28 with most of the networks (n=7) consisting of between

322   11-16 people. The populations of peers and family were included in every network diagram with

323   peers being cited most frequently by coaches. Friends were perceived by the coaches as the most

324   significant population in their networks. Additional results from the ego-network diagrams are

325   presented throughout the results section.

326   [FIGURE 2 HERE]   [FIGURE 3 HERE]

327   [FIGURE 4 HERE]   [FIGURE 5 HERE]

328   [FIGURE 6 HERE]   [FIGURE 7 HERE]

329   [FIGURE 8 HERE]   [FIGURE 9 HERE]

330   [FIGURE 10 HERE]   [FIGURE 11 HERE]

331   [FIGURE 12 HERE]   [FIGURE 13 HERE]

332   **Peers.** Each of the 12 coaches reported that they turn to other coaches for social support.

333   More experienced coaches than themselves were discussed most often, as described by Phil: "I

334   talk to other coaches, you know, professional coaches." The following quote from Jade,

335   illustrates how mentors can provide informational support by offering advice:

336   …for example, last year I got an FA mentor which was quite . . . a really good

337   source because I had just started off, well I hadn't just started off coaching but

338   was newly qualified and was like what else do I do now? What do I do in terms of

339   tailoring the session? . . . So, it were nice to have someone there to comfort me

340   and say you are doing the right thing, but I will offer you more advice…

341   Work colleagues were cited by eight coaches as people who they turned to for support.

342   Physiotherapists, strength and conditioning coaches, and technical directors were discussed by

343   the coaches as sources of social support from colleagues. Phil gave an example of receiving

344   informational support from work colleagues if he has a work problem: "I have got a great line

345   manager here and umm, the coaches here have all got different experiences and different values

346   so I wouldn't hesitate to ask if I had a problem."

347   Peers was the most common population (n=53) in the coaches' social support networks

348   (e.g., see Figure 2) and mentioned by every coach. The following quote from Steph supports this:

349   Because I think in terms of support, I feel like she [the coach] has given me the most or

350   has been the most effective . . . and [coach] is a couple of years older than me. She's kind

351   of done various other things like I've done in terms of the coaching pathway.

352   **Friends.** Whilst peers were staple in coaches' social support networks, these individuals

353   were generally not the *most* significant people within the coaches' networks (e.g., Figure 3). The

354   ego-network diagrams revealed that friends played an important, possibly the most important,

355   part in the structure of coaches' social networks. Friends were often used to help coaches achieve

356   distance from their profession. Katie, for example, spoke about going out with her friends to

357   distance herself from coaching:

358   I like that I have friends that are away from it all and out of it all, err, so I can go there

359   and not think about [coaching]. So, I suppose it is a network or a support because it is a

360   chance to get away and forget…

361   In particular, coaches frequently turned to their best friend or their housemates for

362   emotional support as the following quote from Jade suggests:

363   …my boyfriend and my best friend [support me], so like . . . they understand what I am

364   trying to achieve and what I want in my career and this is sort of one of the stepping

365   stones on that ladder. So, they are there to sort of offer me advice. Even though they are

366   not qualified in that area.

367   However, despite friends being cited as an important source of support, soccer coach

368   Steph highlighted how she was wary not to draw on her friends too often because she did not

369   want them to begrudge her:

370   I think in the back of your mind you don't want to become that person. Say if I go to a

371   housemate after every session and say this happened, this happened. I don't want her to

372   be like bloody hell . . . I don't want her to think that when she comes home from football

373   she just chats about how bad it was. That's why I am also careful about when I use it.

374   The ego-network diagrams show that friends were consistently (n=41) a significant

375   source of support for the coaches. The majority of friends were placed towards the middle of the

376   diagram as demonstrated by Phil (Figure 4). These tended to be the most significant people

377   within coaches' networks. Terry advised that the people who he trusts the most tend to be the

378   most significant individuals: "Because probably they are the people I trust to give me the advice.

379   They are the people I trust more than any of the other people."

380   Some ego-network diagrams do, however, show that friends can be both close and distant

381   within the structure of the social network (see e.g., Figure 5). It was mentioned by Ruby that the

382   closeness of friends to the center of her sociogram depends on the regularity in which she sees

383   them: "…yeah, it's just like they are all [people closer to the center] just people that I see

384   regularly, interact with regularly and that I feel comfortable going to if I wanted some advice."

385   **Family.** The most commonly cited family member was the coach's romantic partner.

386   Liam mentioned that, without his partner offering all four types of social support resources, he

387   would not have been coaching at that level at the time of data collection: "Umm, the better half.

388   That's got to be . . . Without them I don't think I'd be able to do half the stuff I've done." Parents

389   were also commonly cited as important sources of social support. For example, Josh stated:

390   And I also kind of talk over stuff with my parents. My mum and my dad. My dad was an

391   athletics coach for umm, he was, he was one of my athletics coaches as I kind of grew up

392   so I kind of talk to him quite a lot about coaching…

393   Family members (n=38) were cited by each of the 12 coaches on their ego-network

394   diagrams. The importance of family members within coaches' networks was, however, varied.

395   For example, Shaun's family members were all important sources of support (see Figure 3) yet,

396   for Jade (Figure 6) and Steph (Figure 7), while they turned to family for support, they did not see

397   them as significant sources of social support. This is illustrated by the following quote from

398   Steph who suggests that, while her family can provide social support resources related to her

399   coaching (e.g., emotional support regarding a difficult situation), their lack of football and

400   coaching knowledge can limit the effectiveness of the coach specific support that they can offer:

401   None of my family really get football. So, I could tell them I've just started coaching with

402   this club I am at or I'm on my UEFA B license and they are like "oh." They don't really

403   understand what it is but like for me that is a huge achievement and I think that, I don't

404   know, I think that would kind of come into your social support.

405   Other coaches, such as Josh, reported that different family members vary in social

406   support influence (see Figure 8). For example, Josh's wife and father were central parts of his

407   social network, whereas other family members were less frequently turned to.

408   **Miscellaneous.** Three coaches described how they used continuous professional

409   development (CPD) events as forms of informational and appraisal support. These CPD events

410   afford coaches opportunities to learn new information and gain feedback from other coaches, as

411   described by Jade: "…the CPD sessions I have gone on with the FA [have been a form of social

412   support]. But obviously one of those is off my own back. You've got to be willing to be criticized

413   and learn as well." Coaches also cited their participation in sport and exercise as a form of

414   instrumental social support. Lucy described how the act of playing sport, in addition to the social

415 aspect, offers her support by being able to distance herself from coaching:

416   I play badminton . . . but I actually enjoy a Monday night and Wednesday matches cause

417   no . . . well, unfortunately, a few people do know me and that I do tennis but to most

418   people I am just the average club player that swears a lot when she misses the

419   shuttlecock. Yeah, on the social side, the sport becomes the . . . that social support really.

420   Miscellaneous sources of support were represented least frequently on the coaches' ego-

421 network diagrams (n=36) and were frequently reported as less significant (e.g., Figure 9).

422 **Coaches' Social Support Resources**

423   We constructed a total of 140 raw data codes that provide insight to the social support

424 resources that the coaches use. We organized the codes into 12 raw data themes and four lower-

425 order themes that each represent a different type of resource (see Table 3): informational (e.g.,

426 advice), emotional (e.g., venting), appraisal (e.g., reassurance), and instrumental (e.g., partner

427 looking after the children).

428   [TABLE 3 HERE]

429   **Informational Support.** This section included data from each of the 12 coaches who

430 described receiving support for the generation of ideas related to coaching practice (e.g., to

431 bounce ideas), advice (e.g., technical), and general coaching matters (e.g., coach behavior). Ten

432 of the coaches discussed that they used social support to bounce ideas and that this support came

433 predominantly from other coaches. One example is from Liam:

434   [Social support is] really important because obviously to have those people there that I

435   can bounce ideas off and just get ideas off them. At times I talk to them about ideas that

436   I've got and they'll just let me potentially trial stuff and then we will sometimes recap

437   and assess why it hasn't worked or maybe what we can do to make it better.

438   Coaches also commented on how they used social support to gain advice about their

439 coaching practice. Terry, for example, discussed how he gains advice from the local tennis

440 community if he has a problem during his coaching role:

441   I would say that the coaching network in tennis is quite a close-knit community. It's quite

442   close, they all like . . . I'm sure if I had a problem, I could go to someone and they would

443   be able to help me or tell me what I'm doing wrong and just give me advice.

444   Coaches also discussed how they would seek informational support to develop

445 themselves as coaches. The following quote from Katie illustrates how being connected with

446 other coaches allows her to observe and improve her coaching style: "…[I am] linked with

447 coaches within the governing body to you know, improve my coaching abilities and, you know,

448 to watch and develop and learn from them…"

449   **Emotional Support.** Ten coaches reported using emotional support as a resource to vent

450 (e.g., about an athlete performance), talk and listen (e.g., about a training session), and seek a

451 calming influence (e.g., helping them to relax). Being able to vent to friends and family about a

452 perceived poor training session or a misbehaving athlete, for example, was important to coaches,

453 particularly for Lucy:

454   …there are certain people in my life that we have this kind of rule that I can vent and

455   then that's it and it's finished with. I've got a best friend . . . we coach the same sport,

456   tennis, but we are in completely different coaching spheres. So, she is a club coach where

457   I used to be about 20 years ago, and you know, she is a very good coach but we are in

458   completely different fields. But it's quite good because we've got a commonality of

459   tennis and can both vent to each other.

460   Two coaches mentioned seeking support to help calm them down. Steph, for example,

461   discussed that emotional support from her friends stops her from overthinking situations (e.g.,

462   how to improve training):

463   I think if anything, sometimes I just need someone to say you worry about if far too much

464   or you're just completely overthinking and driving yourself crazy with it. But it's just

465   striving for perfection and you just want it to . . . you want it to be good, you want it to

466   improve, you want to improve yourself, and you want it to be the best you can.

467   **Appraisal Support.** The raw data themes related to appraisal support encompassed

468   affirmation (e.g., that the coach is heading in the right direction) and gaining perspective (e.g.,

469   seeking a second opinion). In total, seven coaches discussed the use of affirmation or recognition

470   that what they were doing was correct as a form of appraisal support. For example, Phil spoke

471   about seeking confirmation that he was going in the right direction:

472   Yeah, it [social support] helps you because it reassures you or points you in the right

473   direction where you think you might be going at a tangent. As I have said before, you are

474   not right all the time so you need to be told every now and then.

475   With regards to gaining perspective, Steph discussed the worth of getting other points of

476   view from coaches, work colleagues, family, and friends about a situation at a previous club:

477   …at a previous club I was at, where it was getting to the point when I was walking away

478   hating coaching, hating being there, hating being part of the club it was like "oh well, I

479   want to be here for this reason." But, actually, that is when I found I can rely on my

480   support to kind of hear both sides . . . so I am not just getting closed minded, tunnel

481   vision.

482   **Instrumental Support.** Eight coaches discussed using instrumental social support

483   resources. This consisted of creating opportunities (e.g., observing other coaches), securing

484   coach cover (e.g., for training), switching off from coaching (e.g., by going to a public house),

485   and support from their partner (e.g., looking after the children). With reference to creating

486   opportunities, six coaches spoke about how instrumental support had created opportunities for

487   them to develop. One example came from Maria who stated that she would not have the same

488   coaching opportunities made available to her if she did not have the social network that she has:

489   "He [coach] made that approach for me to go to [club] and got the introduction so I guess if I

490   didn't have that relationship with him then that wouldn't have come about…" Additionally, Josh

491   spoke about the importance of the instrumental support that he received from his partner:

492   I will be away this weekend. We've got two sons so that puts a burden on her, so all of

493   that sort of stuff kind of has a toll and the tangible support that [wife] would give, I

494   wouldn't be able to continue coaching [without it].

495   **Situations in Which Coaches use Social Support**

496   Overall, we constructed 83 raw data codes that focused on the situations in which

497   coaches use social support (see Table 4). We organized the raw data codes into 14 raw data

498   themes and four lower-order themes: player issues (e.g., player behavior), training (e.g.,

499   planning), competition (e.g., team selection), and organizational issues (e.g., coaching

500   qualifications).

501   **Player Issues.** In total, 10 coaches revealed that they turn to their social support

502   resources for player issues, including player behavior, number of available players, and players

503   struggling with a skill or technique. Ruby for example, described how she sought informational

504   support from her housemates when working with disruptive players:

505   I had a situation last year with a team I coached, the under 13's, 15 kids I think I had.

506   There was four that were a bit rowdy and all stuck together. And we had a situation

507   basically where they were accused of bullying . . . I was really stressed about the situation

508   and I would ask my housemates who are both teachers, especially one of them who also

509   coaches tchoukball. So, she obviously talked about her experiences as a teacher in terms

510   of obviously how she deals with these types of experiences [regularly]…

511   [TABLE 4 HERE]

512   Four coaches highlighted that not having enough players during training and competition

513   was a situation when they sought support. Maria provided an example of seeking informational

514   support when needing to increase number of players for her soccer team:

515   …so, the support is there and again the same with the county [FA] when we were

516   struggling with numbers or . . . losing numbers [of players] or need a bit of direction or

517   ideas, suggestions. I always know I can just drop [coach] an email or give him a call.

518   **Training.** Eight coaches cited training as a common situation when they would seek

519   support. For example, coaches reported turning to their social networks when planning training

520   sessions. An example from Steph shows how she turned to work colleagues to discuss what she

521   could do during training:

522   I've really enjoyed to be able to just sit with them [work colleagues] and be you know, "I

523   got this topic tonight what did you do?" "Oh, I did this with this age group," and "oh

524   right, well I can take some of that", and it makes a whole world of a difference because

525   just to have someone on your wave length or that thinks similar to you or, you know, got

526   that common ground in a coaching sense…

527   Coaches also turned to their social networks after training if they perceived that the

528   session went badly. Ruby described how they would seek support from friends if "the session

529   didn't go very well" via emotional support to vent frustrations and appraisal support to gain

530   another perspective.

531   **Competition.** One situation when coaches required support with competition was for

532   team selection. Lucy talked about when she was coaching for Great Britain and needed

533   informational support during team selection: "I've been on the GB books, GB books as

534   manager/coach, so when I took the teams away and did selection and that sort of stuff, I needed

535   social support." Tactics was another situation for which coaches sought support. When deciding

536   what formation his hockey team should play, Liam sought advice from the head coach: "If I need

537   to bounce ideas off the head coach then I talk to him about what formation to play, erm, who to

538   play where, what to do in certain situations and that sort of thing."

539   **Organizational Issues.** This theme relates to various organizational issues that the

540   coaches sought support for, including coaching qualifications, issues with the sports clubs where

541   the coaches were working, issues with the coaches' National Governing Bodies (NGB), and

542   issues that arose during coaching qualifications. Three coaches mentioned that they had received

543   social support from other coaches and their club when wanting to complete a coaching

544   qualification. Jade discussed how her soccer club provided instrumental support by helping with

545   the process of applying for a coach education course: "…I think if you have a proactive club that

546   puts you on courses, so if I want to go on any course then I can go on it, I think that is probably

547   their way of supporting you." With reference to issues with a club, Steph described how she

548   sought advice when she began disliking her work at a soccer club:

549   The most recent example is when a fall out with a club, or if I felt like something

550   was making me feel really uncomfortable, umm, just ended up being at a place

551   where I hated being part of it but I wasn't sure whether I should stay there and see

552   it out or…and when it gets to that point, that's when I rely on it [social support]…

Discussion

553

554   The purpose of the study was to examine coaches' social network structures, to explore

555   the social support resources that are available to these coaches, and to better understand the

556   situations in which coaches use social support. The findings highlight that the structures of

557   coaches' social networks consisted of peers (e.g., other coaches), friends, family, and, to a lesser

558   extent, miscellaneous avenues of support (e.g., CPD). The most frequently cited support resource

559   was informational support to acquire advice but emotional, appraisal, and instrumental social

560   support resources were also sought. There were a variety of situations that coaches required

561   support for, including informational support for training (e.g., drill ideas) or advice about players

562   (e.g., player behavior) and instrumental support for organizational issues (e.g., completing a

563   coaching qualification).

564   The use of a novel data collection technique to create ego-network diagrams offered

565   unique data on the structure of coaches' social networks. Despite discussions relating to the

566   structure of social support in previous literature (e.g., Bruening & Dixon, 2007; Olusoga et al.,

567   2010), coaches' networks have not previously been illuminated in the detail that is offered in this

568   study. The ego-network diagrams presented in the current study demonstrate that the main

569   sources of support for coaches were peers. Coaches have previously discussed turning to other

570   coaches for social support when experiencing stressors (Didymus, 2017; Knights & Ruddock-

571   Hudson, 2016). In a study exploring the learning approaches of coaches, Stoszkowski and

572   Collins (2016) found that social interactions with peers during day-to-day coaching were the

573   predominant source of support for guidance, advice, and information. The current study

574   advances knowledge of social support by investigating the importance and influence of the social

575   network for sports coaches, which is missing from previous literature. For instance, whilst social

576   support from peers has a significant influence on coaches, the ego-network diagrams showed that

577   despite friends being cited less than peers, friends were perceived as the most important avenues

578   of support. This was highlighted by the locality of friends in the coaches' networks; they were

579   regularly placed closer to the coach when compared to other populations (e.g., family). An

580   explanation for this may be that friends provide the widest range of support resources

581   (Rosenfeld, Richman, & Hardy, 1989) and may, therefore, have greater influence on coach

582   PWB. Due to high demands and unsociable working hours in the coaching profession, coaches

583   may feel disconnected from their friends and family (Didymus, 2017). Given our findings

584   relating to the importance of friends in coaches' support networks, this could have negative

585   implications for the receipt of appropriate and important types of social support. This can, in

586   turn, have adverse effects on coaches' personal lives, relationships, PWB (Didymus, 2017), and

587   performance because a reduction in PWB can decrease cognitive functioning and impair decision

588   making.[23]

589   Turning to the social support resources provided by members of coaches' social

590   networks, our findings reinforce the notion that coaches often seek four types of resources

591   (informational, emotional, appraisal, and instrumental; Thoits, 1995; Rees & Hardy, 2000).

592   Extending previous social support literature, the support resource cited most frequently by the

593   coaches in this study was informational, particularly to gain knowledge and advice related to

594   coaching behaviors and or training drills. This is perhaps not surprising given that a study

595   focusing on coach development reported that coaches discussed the need to seek advice and

596   knowledge to continually develop their skills (Stoszkowski & Collins, 2016). However, this

597   study develops on Stoszkowski and Collins by exploring all four types social support resources

598   in detail and the association to the individual's network structure. With regards to emotional

Comment [NL18]: Feedback no. 5

599   support, the majority of examples provided during this study were from female coaches. This

600   could be explained by published social support literature, which suggests that women are more

601   likely to seek and receive emotional support (Reevy & Maslach, 2001). Social support resources

602   offered by network members can sustain an individual's self-esteem, sense of mattering to

603   others, and perceived control over minor or impending stressors (Thoits, 2011) and as a result,

604   PWB and performance increases.

605   The results that relate to the situations where coaches require social support resources

606   highlight that coaches use social support when managing issues relating to players (e.g., player

607   numbers), training (e.g., perceived poor session), competition (e.g., tactics), and the coaches'

608   governing organizations (e.g., qualifications). Support during training was commonly cited by

609   coaches for generating ideas relating to training drills and to help recover from and reflect on

610   poor training sessions. These findings supplement research that has consistently shown training

611   to be a significant stressor for coaches (e.g., planning and running training sessions; Chroni et al.,

612   2013). Other research has shown that the stressors experienced can differ according to a coach's

613   employment status (Potts, Didymus, & Kaiseler, 2018). Coaches who are employed and paid, for

614   example, may perceive pressure from the organization (Thelwell et al., 2008) while volunteer

615   coaches may be more likely to experience finance related stressors (e.g., funding for their role;

616   Potts et al., 2018). Therefore, it seems important that coaches are offered additional support (e.g.,

617   instrumental support from the organization) to cope with and buffer the negative effects of

618   stressors. As illustrated by one of the coaches in this study, social support is often sought in

619   peaks and troughs. This supports the notion that social support is multidimensional and time-

620   sensitive (Hassell, Sabiston, & Bloom, 2010), which, alongside the general social support

621   literature (e.g., Holt & Hoar, 2006), highlights the need for longitudinal research to better

Comment [NL19]: Feedback no. 10

622   understand the development and manifestation of social support over time.

623   As with any research project, this study is not without strengths and limitations. A

624   strength relates to the sampling strategy that we employed. The sample included male and female

625   coaches who were purposefully selected from a range of team and individual sports, coaching

626   levels, employment statuses, and levels of coaching experience. In doing so, the work extends

627   the wealth of published sport psychology research that has recruited high-performance, often

628   male, coaches. Research of this type is useful because it helps to build an evidence base for

629   appropriate and effective support that can be tailored by organizations and or NGBs for each

630   performance context (e.g., specific coach education on social support for each coaching level). A

631   further strength relates to the innovative representation of data via ego-network diagrams, which

632   provides aerial views of the coaches' network structures and highlights our novel data on the

633   locality of the network members. The data were, however, collected via a single interview, which

634   means that we captured the coaches' perceptions at one time point and may not have fully

635   represented the multidimensional nature of social support (Hassell et al., 2010). In addition, each

636   of the coaches in this study identified as white British. While not purposefully sampled in this

637   way, we have not worked with coaches' from diverse cultural backgrounds. This is important

638   because individuals from different cultures may place higher values on different network

639   members (e.g., with family). The study focused on coaches with a range of coaching experience

640   (1.5-39 years). This can be considered a strength of the work because it provides insight to the

641   specific ways in which more and less experienced coaches' networks differ. Given the

642   importance of mentors and learning from more experienced peers during coach development

643   (Nash, Sproule, & Horton, 2017), the current work adds value by offering those with less

644   developed networks some strategic foci for maturation of their social support resources. For

645 example, coaches who want to develop their networks might look to build relationships that can

646 offer emotional support when managing frustrations (i.e., support that is more common among

647 experienced coaches) and should work to maintain relationships that offer informational support

648 for tactical knowledge development.

> **Comment [NL20]:** Feedback no. 9

649 Future studies may wish to employ longitudinal methods (e.g., daily diaries or multiple

650 interviews) whereby coaches can recount or record when, why, and for what they use social

651 support resources on a daily basis. Such methods would also afford explorations of whether and

652 how the use of social support resources changes over time. Future research is also recommended

653 with coaches from different cultural and ethnic backgrounds to facilitate tailored social support

654 interventions that are fully inclusive. Explorations of gender differences and or similarities in

655 social support with sports coaches are called for to better understand if there are differences in

656 seeking and receiving social support between genders. The current study used a sample of

> **Comment [NL21]:** Feedback no. 7

657 coaches from varied levels, sports, and employability statuses. Future research could focus on

658 social support structure and resources among coaches from more specific populations or

659 demographic groups to understand more deeply the nature of social support structure and

660 resources among these groups. Coaches highlighted the receipt of social support when applying

> **Comment [NL22]:** Feedback no. 8 & 10

661 for coach education courses but provided limited discussions on the support received during

662 coaching courses. Given that coaches' experiences on education courses can influence their

663 intention to stay in the profession, future research should focus attention here to understand

664 support experiences during education course. Finally, research on the effects of social support on

665 PWB with coaches is warranted as this may be beneficial to enhancing coach well-being and

666 performance.

667 With reference to the applied implications of our findings, not all coaches seem to be

668   aware of the importance of social support. Thus, NGBs should educate coaches on the usefulness

669   of social support and on how to build effective social networks through coaching qualifications

670   and CPD events, for example. Particular focus should be on developing and maintaining

671   relationships with friends because these individuals have been shown in the current study to

672   provide coaches with appropriate social support resources. In addition, the results offer

673   practitioners who are working with coaches a better understanding of the situations when

674   coaches require social support (e.g., during coaching qualifications). This information can assist

675   practitioners to provide more effective support (e.g., information about the coaching

676   qualification) during these specific situations.

677   **Conclusion**

678   This study provides novel insight to male and female coaches' social network structure,

679   social support resources, and the situations when coaches use social support. The innovative

680   methods employed allowed data to be collected on the resources for and the structure of coaches'

681   networks, as well as showing the importance of social support as described by the coaches

682   themselves. Peers were frequently turned to by coaches yet the ego-network diagrams illustrated

683   that friends tended to be more important sources of support. Based on the findings of this study,

684   we recommend that practitioners, researchers, and NGBs work together to provide various

685   options for social support to coaches, particularly given the influence of relationships in

686   enhancing development and PWB. The findings of this study highlight that an effective social

687   support network is likely to be influential in enhancing performance and PWB as a coach.

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791   **Tables**

792   Table 1

793   *Interviewee Characteristics*

Interviewee Pseudonym	Age (years)	Sport	Context	Experience (years)	Level	Employed / volunteer
Jade	24	Soccer	Youth	1.5	1	Volunteer
Joe	20	Handball	Adult	4	1	Volunteer
Josh	38	Athletics	Adults	22	3	Volunteer
Katie	31	Squash	Adolescence	14	3	Employed
Liam	22	Hockey	Youth	6	2	Volunteer
Lucy	42	Tennis	Adult	22	4	Employed
Maria	44	Soccer	Youth	10	1	Volunteer
Phil	61	Rugby	Adolescence	20	4	Employed
Ruby	25	Tchoukball	Adult	9	1	Volunteer
Shaun	56	Tennis	Adolescence	39	5	Employed
Steph	24	Soccer	Youth	3	2	Employed
Terry	23	Tennis	Youth	8	2	Volunteer

794

795   Table 2

796   *Coaches' Social Network Structure*

Raw Data Themes	Lower-Order Themes	Higher-Order Theme
Committee (3) Experienced coaches (12) Less experienced coaches (4) Mentor(s) (6) Previous coach (5) Support staff (4) Work colleagues (8)	Peers (12)	
Brother (2) Children (4) Cousin Dad (8) General family (7) Grandmother Mum (9) Niece and nephew Romantic partner (9) Sister (4)	Family (12)	Coaches' Social Network Structure (12)
Best friend (7) Friends (9) Housemates (2) Players (6) School friends (2)	Friends (11)	
Animals (2) Business people (2) Continuous professional development Internet (8) National governing body (2) Players parents Previous experiences (2) Sport and exercise (2) Sport psychologist Teachers (3) Writing in a journal	Miscellaneous (12)	

797

798   Table 3

799   *Coaches' Social Support Resources*

Raw Data Themes	Lower-Order Themes	Higher-Order Theme
Advice (7) Coaching practice (7) Ideas (10)	Informational Support (12)	
Calming influence (2) To talk to and listen (6) Venting (7)	Emotional Support (10)	
Affirmation (7) Perspective (4)	Appraisal Support (8)	Coaches' Social Support Resources (12)
Ability to switch off (4) Covering coaching sessions (4) Opportunities (6) Partner (2)	Instrumental Support (8)	

800

801   Table 4

802   *Situations Where Coaches' use Social Support*

Raw Data Themes	Lower-Order Themes	Higher-Order Theme
Lack of players (4) Personal problems (2) Player behaviour (8) Struggling with something (4)	Player Issues (10)	
Coaching practice (4) Feedback (2) Planning sessions (8) Poor training session (2)	Training (10)	Situations Where Coaches' use Social Support (12)
Preparation (2) Tactics (2) Team selection (3)	Competition (6)	
Issues with club Issues with NGB Qualifications (3)	Organizational Issues (5)	

803

804   **Figures**
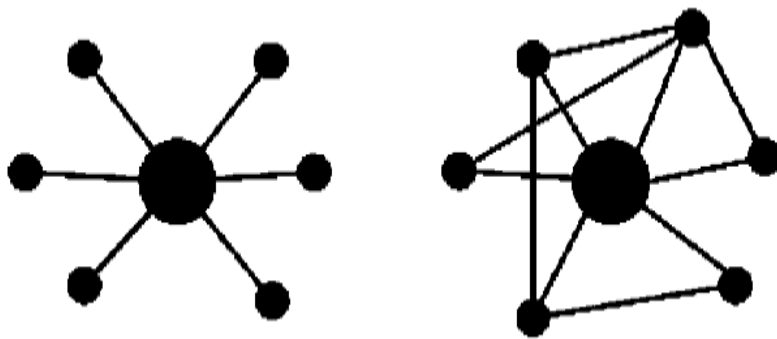
805   Figure 1. *Two illustrative examples of ego-networks. Adapted from "Network Analysis in*

806   *the Social Sciences" by S. P. Borgatti, A. Mehra, D. J. Brass, and G. Labianca, 2009, Science,*

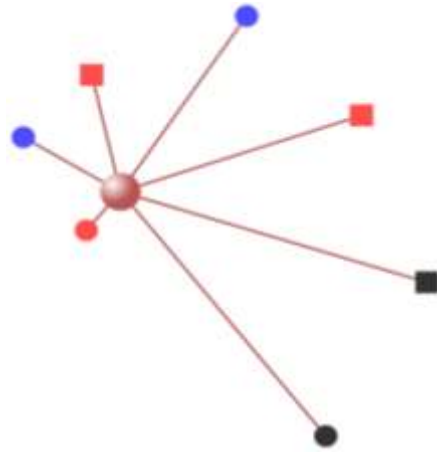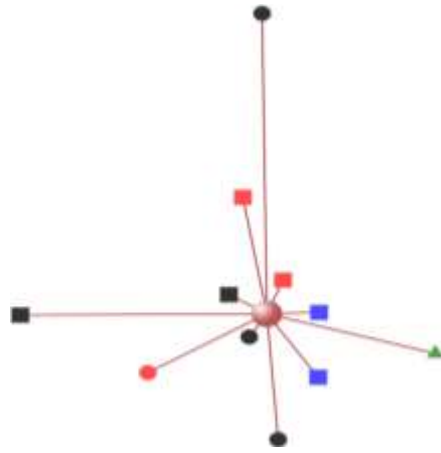807   *323, p. 894.*

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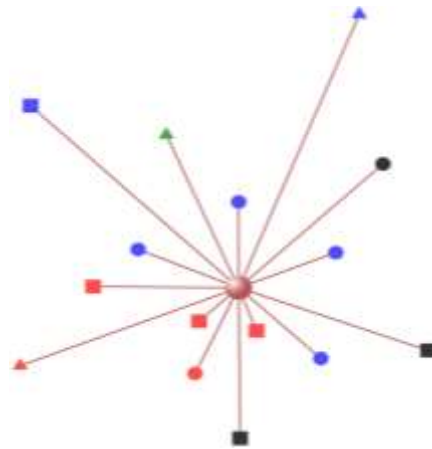
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812   Figure 2. *Ego-network diagram for coach Joe*

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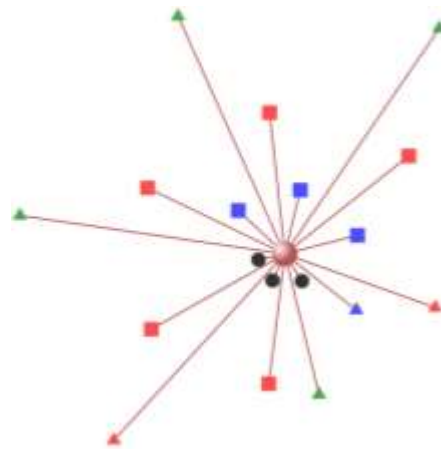
814   Figure 3. *Ego-network diagram for coach Shaun.*

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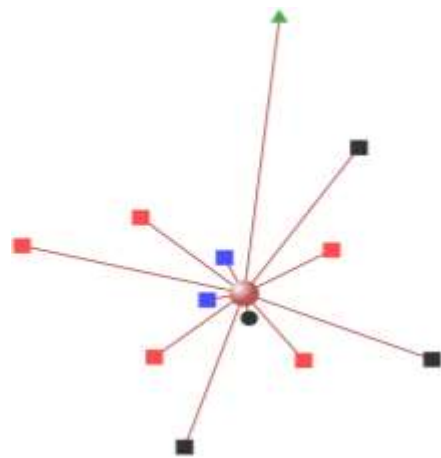
816   Figure 4. *Ego-network diagram for coach Phil.*

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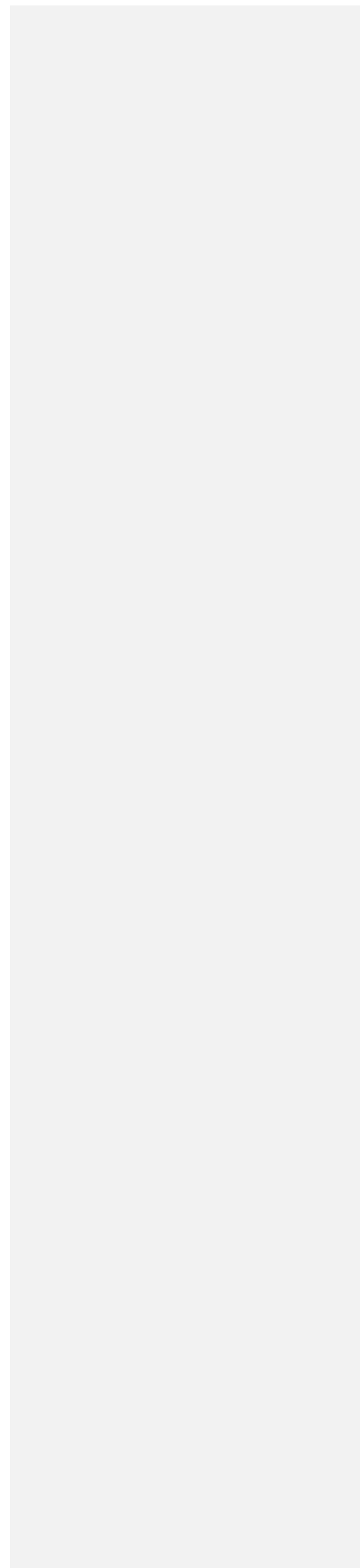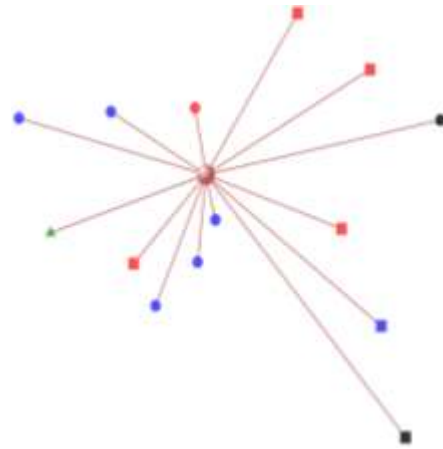
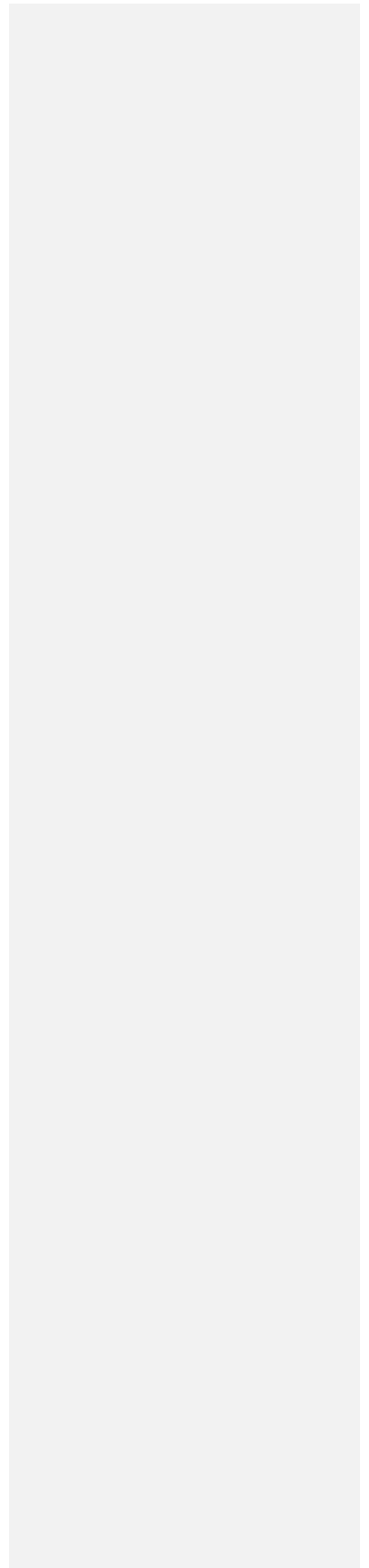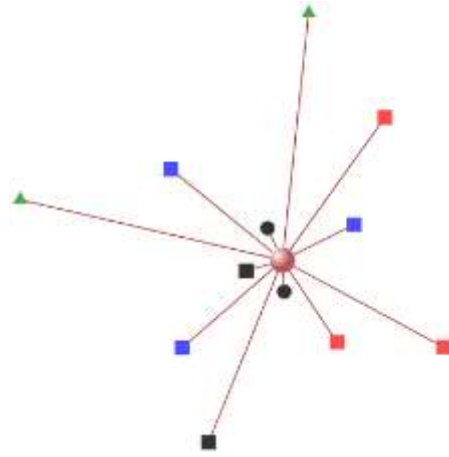818   Figure 5. *Ego-network diagram for coach Ruby.*

819
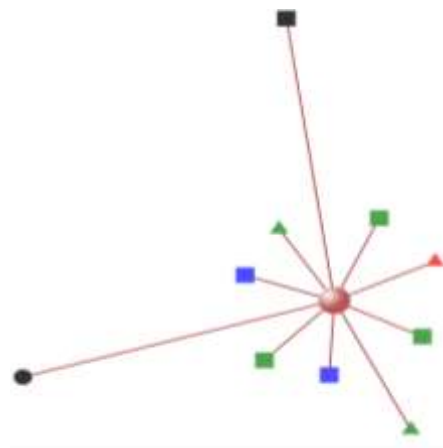
820   Figure 6. *Ego-network diagram for coach Jade.*

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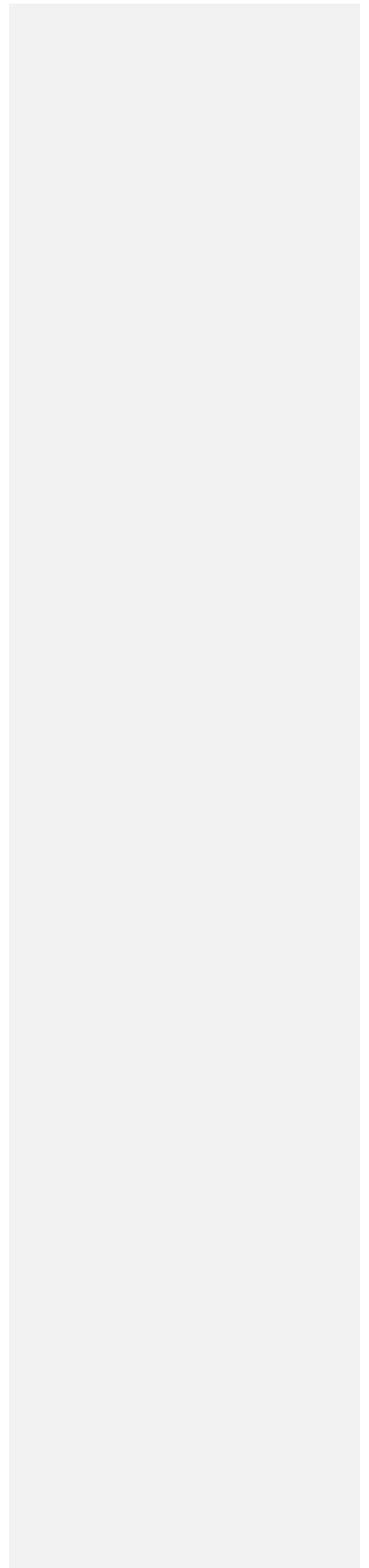
822   Figure 7. *Ego-network diagram for coach Steph.*

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824   Figure 8. *Ego-network diagram for coach Josh.*

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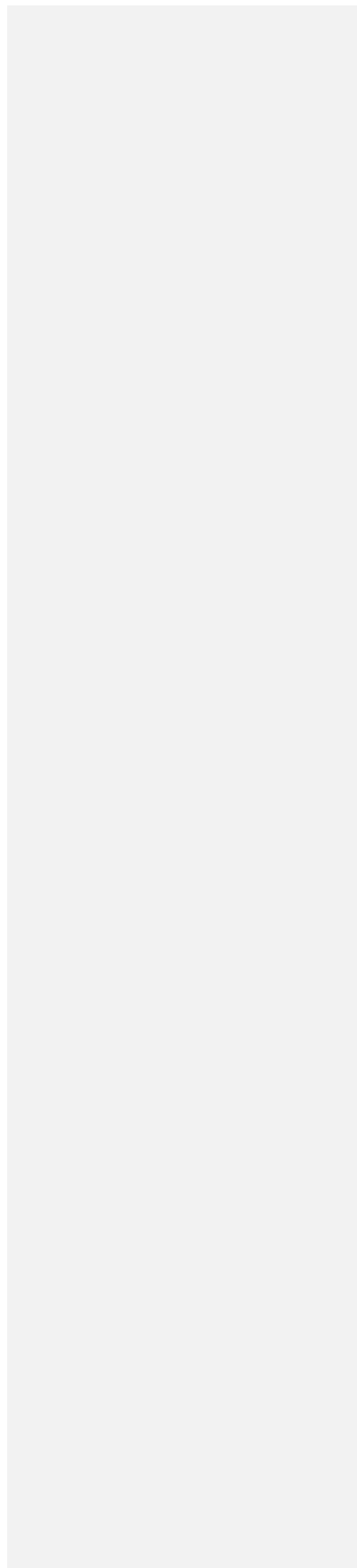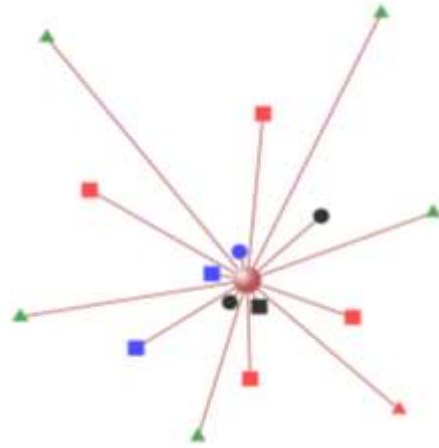
826   Figure 9. *Ego-network diagram for coach Maria.*

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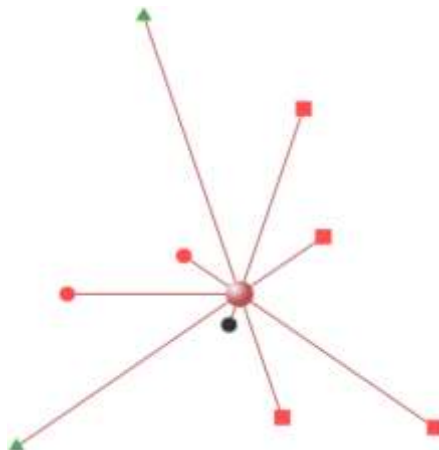
828   Figure 10. *Ego-network diagram for coach Liam.*
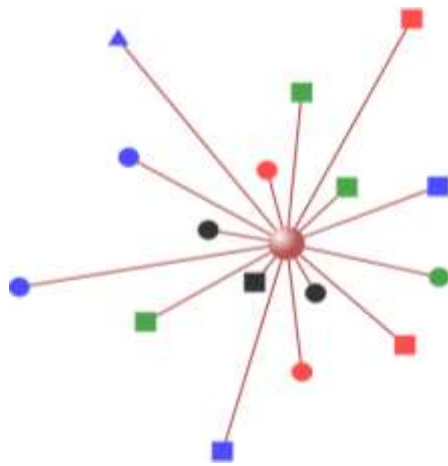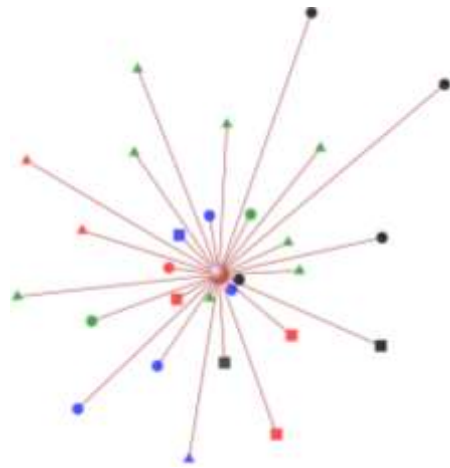
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830   Figure 11. *Ego-network diagram for coach Terry.*

831

832   Figure 12. *Ego-network diagram for coach Katie.*

833   Figure 13. *Ego-network diagram for coach Lucy.*