



Challenges of Human Resource Management for Sport Coaches

Shahla Gerey¹ | Reza Andam² | Hasan Bahrololoum³

1. PhD Candidate in Sport Management, Department of Sport Management, Faculty of Physical Education & Sport Sciences, Shahrood University of Technology, Shahrood, Iran. Email: Shahla28gerey@gmail.com
2. Corresponding author, Associate Professor, Department of Sport Management, Faculty of Physical Education & Sport Sciences, Shahrood University of Technology, Shahrood, Iran. Email: reza.andam@gmail.com
3. Associate Professor, Department of Sport Management, Faculty of Physical Education & Sport Sciences, Shahrood University of Technology, Shahrood, Iran. Email: bahrololoum@shahroodut.ac.ir

ARTICLE INFO

Article type:
Original article

Article history:
Received: 23 February 2025
Received in revised form: 08 March 2025
Accepted: 11 March 2025
Published online: 21 August 2025

Keywords:
Challenges
Human Resource Management
Planning
Sports Coaches

ABSTRACT

Sports coaches are recognized as one of the primary factors in the success of teams and athletes. Therefore, effective human resource management (HRM) of coaches can have a direct impact on enhancing the performance and achievements of sports teams. This study aims to identify the challenges of human resource management for sports coaches. The research is developmental in its objective, exploratory in its orientation, and qualitative in nature. The research population consisted of sports managers and coaches who were selected through theoretical and snowball sampling (19 participants). These participants underwent in-depth, semi-structured interviews. Based on grounded theory, data analysis and coding were conducted using MAXQDA 2020 software. The analysis resulted in the emergence of 32 main concepts, which were then condensed into seven main categories: challenges of planning and policy-making, credit and financial, selective, educational, coaching philosophy, motivational, and oversight. Finally, after integrating and linking the research categories, a model of human resource management challenges for sports coaches was presented. According to the final model, it is crucial for sports decision-makers and managers to pay attention to the identified challenges and to utilize the proposed solutions for preparation, prevention, mitigation, and reduction of the possible issues.

Introduction

In contemporary times, human resources (HR) are recognized as valuable assets rather than financial burdens, serving as a vital organizational function that has significantly evolved over the past century. HR is essential for fostering innovation, enhancing competitiveness, and achieving sustainable success (Bocharova & Yarovy, 2024). As the central driver of transformation in the growth and development of organizations and nations, HR has transitioned from a primarily administrative role to a strategic business partner responsible for creating and implementing policies governing organizational and employee relations (Anjum et al., 2019). Despite technological advancements and artificial intelligence, HR remains crucial for organizational success, as skilled professionals are required to harness and oversee technology (Pandey, 2024). Consequently, professionals in this field must adopt a comprehensive approach that addresses both traditional

How to Cite: Gerey, S., Andam, R., & Bahrololoum, H. (2026). Challenges of Human Resource Management for Sport Coaches. *Journal of New Studies in Sport Management*, 7(2), 69-84. DOI: 10.22103/jnssm.2025.24875.1368



aspects and contemporary challenges to ensure organizational effectiveness (Bocharova & Yarovi, 2024). Effective HR management can play a pivotal role in realizing this path (Disa et al., 2022).

Human resource management (HRM) is vital for organizations in achieving their goals and maintaining a competitive edge in a dynamic business environment. Key benefits include reducing employee turnover, developing staff, implementing wellness programs, and enhancing internal communications (Muzanhenamo & Dlamini, 2022). As organizations face continuous changes and challenges, HRM aids in addressing issues related to HR (aspects related to work and overall employee well-being) and supports existing activities to adapt and sustain their survival (Freddy & Renuga, 2022). HRM is a strategic and coherent approach that transcends traditional personnel management, encompassing functions such as recruitment and selection, training, rewards, and performance management, enabling employees to effectively contribute to organizational goals (Igbokwe, 2024).

Numerous studies have been conducted on the myriad benefits of HRM. For instance, Lekavicius (2020) asserts that the effectiveness of HRM directly impacts employee performance, productivity, and motivation (Lekavicius, 2020). Karamad (2021) states that HRM leads to desirable outcomes such as increased job satisfaction, work commitment, and employee loyalty (Karamad, 2021). Muzanhenamo and Dlamini (2022) believe that HRM contributes to business success through strategic roles that enhance competitiveness (Muzanhenamo & Dlamini, 2022). Freddy and Renuga (2022) also emphasize that HRM focuses on employee well-being, providing a quality work environment that fosters dignity and growth (Freddy & Renuga, 2022). However, it is noted that some organizations may still fail to recognize the true role and importance of HRM, leading to insufficient attention and appreciation in this area.

HR play a crucial and undeniable role in achieving the performance and success of sports organizations (Iconomescu et al., 2017; Weerakoon, 2016). Human resources are capable of generating and regenerating other resources (Cires & Ghilechi, 2021). Therefore, sports organizations require specialized human resources, including managers, coaches, assistant coaches, support staff, medical personnel, and sports psychologists, with varying levels of responsibility and requirements (Iconomescu et al., 2017). Undoubtedly, proper and appropriate management of these resources can lead to increased efficiency and effectiveness (Weerakoon, 2016).

HRM in sports aims to achieve employee satisfaction and commitment while considering individual differences in abilities, personality, and motivation. HRM significantly aids sports organizations in reaching their organizational goals and fulfilling their roles (Lekavicius, 2020). Tošić (2023) believes that effective HRM in sports organizations ensures optimal resource allocation, attracts sponsors and maintains financial viability (Tošić, 2023). Therefore, HRM increases employee productivity, team success, performance management, profit generation, and overall organizational performance (Iconomescu et al., 2017; Lekavicius, 2020). The growth of the sports industry has led to an overlap between sports organization management functions and HRM, requiring managers to develop skills in both areas (Lekavicius, 2020). The evolution of HRM concepts has necessitated new forms and methods of work organization to maximize human potential (Iconomescu et al., 2017). Thus, integrating HRM into the strategic planning of sports organizations and clubs is indispensable for achieving goals and effectively executing roles (Lekavicius, 2020). Consequently, many club managers now incorporate HRM principles into their leadership roles to successfully address challenges and opportunities arising from increased competition, globalization, and technological changes (Weerakoon, 2016). Key aspects of HRM in sports organizations include planning, recruitment, training, compensation, performance evaluation and management, conflict resolution, and motivation (Lekavicius, 2020).

Effective HRM in sports organizations involves addressing the specific needs of coaches and athletes while maintaining effective organizational practices to support performance and achieve desirable outcomes (Dajnoki et al., 2018). Coaches are considered vital assets in sports organizations, contributing to the achievement of both sports and organizational goals (Iconomescu et al., 2017; Surujlal et al., 2003; Weerakoon, 2016). Various studies confirm the importance of

coaches, as athletes often rely on them for technical, tactical, and personal advice. Coaches are responsible for enhancing mental health and behavior, facilitating and promoting professional performance, and supporting the overall well-being of adolescents (Ferguson et al., 2019). They play an undeniable role in promoting social inclusion, optimizing athlete performance, and fostering positive youth development (Mills & Clements, 2021). Therefore, sports managers need to take significant and necessary steps toward effective HRM to address issues, improve satisfaction, and retain coaches (Dixon & Warner, 2010). In this regard, Bercial et al. (2022) highlight the tendency of countries and sports organizations to closely examine the recruitment, selection, training, development, retention, and performance evaluation of coaches (Bercial et al., 2022).

Effective management of sports coaches involves addressing key areas such as recruitment and selection, training, compensation, job security, labour relations, and performance evaluation. Surujlal and Mafini (2011) argue that high turnover rates among professional coaches raise concerns about HRM in sports organizations (Surujlal & Mafini, 2011). Inadequate HRM in sports organizations leads to numerous challenges for coaches. According to Singh and Surujlal (2006), these challenges include issues like payment, administrative tasks, media and community support, primary resources, intense competition, increased pressure of expectations, and job security, resulting in job dissatisfaction (Singh & Surujlal, 2006). Kubayi et al. (2015) highlight challenges such as management interference, pressure to win, lack of resources, parental pressure, and high turnover rates among coaches (Kubayi et al., 2015). North et al. (2020) identify multiple issues including access to facilities, player-coach interactions, and gaps in coaching knowledge and skills (North et al., 2020). Galdino et al. (2022) indicate that in Brazilian football, questionable decision-making in the recruitment and dismissal of coaches can negatively impact organizational sustainability (Galdino et al., 2022). Moreover, Khosravi Zadeh et al. (2017) note that many coaches face issues such as a lack of managerial support and appropriate information, public criticism and lack of social support, inadequate salaries and benefits, legal problems, limited time and high workload, overcrowded classes, heavy teaching and training load, lack of motivation, insufficient supervision and feedback, and lack of opportunities for personal and professional growth (Khosravi Zadeh et al., 2017).

The mentioned studies emphasize the necessity for sports organizations to develop clear guidelines for the effective and efficient management of coaches. The focus is on communication, job satisfaction, and innovative management techniques to enhance overall performance and success. Addressing these issues requires clear guidelines for human resource managers to effectively manage sports coaches and improve organizational sustainability (Rosca, 2010; Surujlal et al., 2003).

If the aspects of HRM are neglected within an organization, it will face numerous problems and challenges. This concern is particularly relevant as many sports organizations, especially smaller ones, lack dedicated HR managers and consequently proper HR management. Often, these responsibilities are delegated to other staff members such as the chief executive officer, which can lead to insufficient implementation of HR functions in sports contexts (Dajnoki et al., 2018).

Due to the demanding and multifaceted nature of coaching, as well as the personal and professional challenges they face, sports coaches encounter various problems. If these issues are not addressed, the sports industry will not only stagnate but also gradually lose its current standing in the global rankings, further weakening the country's social image. Inadequate HRM of sports coaches can have significant consequences for sports organizations. Various studies have identified deficiencies in HR practices, including recruitment, selection, training, compensation, job security, and performance evaluation (Lekavicius, 2020; Surujlal et al., 2003; Surujlal & Mafini, 2011).

In general, sports coaches' management, as an innovative approach in HRM, is a key strategy for motivating coaches and achieving emerging organizational goals (Smykova & Petrova, 2017). Therefore, it appears that conducting this research is essential to improve the quality of education, increase motivation and job satisfaction, and enhance the overall performance of sports in society. Consequently, this research seeks to answer the question of what challenges are encountered by the

human resources management for sports coaches, to clarify the significance and advantages of managing sports coaches for managers and officials, ultimately contributing to the sustainable development of sports.

Methodology

This study, with its primary objective of identifying challenges of HRM for sports coaches, is exploratory-developmental research aimed at gaining insights into the unknown dimensions of the phenomenon. The qualitative method based on the grounded theory strategy was used to construct the conceptual model and investigate the research question. Grounded theory is an inductive research method suitable for developing data-based theories, especially for exploring complex social processes in real-world contexts. Its flexibility and capability to generate valid concepts without predetermined hypotheses make it widely used in qualitative research (Coleman & O'Connor, 2007). Therefore, the emergent approach (Glazer) of grounded theory was employed due to its alignment with the research objective.

Participants in this study were selected from among club managers and sports coaches based on the following criteria: over 5 years of experience in sports management and coaching, awareness of issues and challenges related to the HRM for sports coaches, and the ability to participate in interviews to provide precise and reliable information to researchers. Sampling continued until theoretical saturation was achieved in the collected data. Theoretical saturation was reached after 16 interviews, but to ensure data adequacy, an additional 3 interviews were conducted, resulting in a total of 19 participants selected through theoretical and snowball sampling methods. Each interview lasted an average of 45 minutes. The interviews began with a description of the demographic characteristics of the interviewees. Following this, questions such as "What are the challenges of HRM for sports coaches?" "What are some strategies for improving the HRM of sports coaches?" and "How do HR challenges impact the performance of sports coaches?" were asked, with more precise questions following based on the respondents' answers. The interview concluded with the question, "Do you think there is anything that has not been covered in this area?". The study was conducted from October 2024 to February 2025.

The necessary data were collected through in-depth and semi-structured interviews, an examination of related scientific documents on human resource management in sports, and observations. Data analysis was conducted using Glazer's approach with MAXQDA 2020 software, in three stages: open coding, selective coding (referred to as substantive coding in Glazer's approach), and theoretical coding, simultaneously with data collection. To ensure the validity of the findings, the member-checking method was employed. In this regard, five participants were selected to review the results and coding. These individuals were chosen based on their extensive work experience and diverse viewpoints, making them representative of a wide range of challenges and existing solutions. The findings and coding were compiled into comprehensive reports and tables, which were sent to the participants via email. Subsequently, face-to-face meetings or telephone calls were arranged to provide further explanations and gather feedback for adding new details and correcting errors. Additionally, to reduce individual biases, the technique of data triangulation was utilized. Data were collected from various sources such as interviews, observations, and documents to ensure that the findings were supported by multiple sources and thus had greater credibility. To further ensure the reliability of the coding, the method re-coding was employed. Three interviews were selected as samples, and each was re-coded by the researchers 30 days after the initial coding. The identified codes were then compared, and the agreement percentage was calculated as a reliability index using Formula 1 (Richard Landis & Koch, 1977).

$$\text{Formula 1. Percentage Agreement} = \frac{2 \times \text{Number of agreements}}{\text{Total Number of Codes}} \times 100$$

Information related to the calculation of coding reliability is presented in Table 1.

Table 1. Levels of Agreement and Disagreement in Re-Coding

Row	Interview Title	Number of Codes	Number of Agreements	Number of Disagreements	Re-coding Reliability
1	P4	26	12	2	%92
2	P10	28	13	2	%93
3	P14	33	15	3	%91
	Total	87	40	7	%92

The calculated reliability (%92) indicates the rejection of the independence assumption of the extracted codes and confirms their interdependence. Thus, it can be asserted that the final coding process possesses sufficient reliability. To enhance the transferability of the research findings, efforts were made to present the research implementation process precisely and in detail.

Results

This study, by presenting a fundamental research question, aimed to identify the challenges of human resource management for sports coaches. Consequently, participants were asked in the interviews to review their experiences, observations, and opinions, and to respond accurately to the questions posed. Table 2 presents the demographic information of the interviewees.

Table 2. Demographic Characteristics of the Research Participant

Variable	Demographic Characteristics	Number
Gender	Male	16
	Female	3
Age Range	30-40 Years	6
	Over 40 Years	13
Education levels	Bachelor's & Below	4
	Master's	9
	PhD	6
Current Field of Activity	Executive	6
	Coach	13
	Total	19

The first stage of data analysis, open coding, began immediately after the initial field interview and was reviewed and revised multiple times. At this stage, the researcher, considering theoretical sensitivity and interview questions, started analyzing the interview text line by line to extract the main ideas and create codes to describe and conceptualize them. As data collection continued, the researcher's confidence in the validity of these concepts increased, and better, more comprehensive labels were assigned to them. Additionally, some codes were excluded from the analysis. During this stage, the main concepts and initial categories of the research emerged.

The second stage of coding began with the emergence of the core category during the open coding phase, which was the primary concern of the interviewees. The researcher's analysis led to identifying the challenges of HRM for sports coaches as the core category of the study. At this stage, the alignment and relationships between all concepts were examined, and categories were formed. Table 3 shows the final codes and their corresponding information.

Table 3. Emergent Concepts and Categories in the Study

Row	Category	Concepts	Source
1	Planning and Policy-Making Challenge	Negligence of Officials and Managers	P4, P5, P6, P10, P11, P12, P16
		Unclear Goals and Policies	P2, P4, P5, P7, P8, P9, P11, P13, P16
		Uncertainty of Existing and Needed Coaches	P1, P3, P11, P15
		Unclear Contract Norms and Provisions	P1, P5, P6, P7, P10
2	Credit and Financial Challenge	Insufficient Budget Allocation	P5, P8, P11, P13, P15
		Shortage of Sports Facilities and Equipment	P1, P3, P8, P13, P15
		Personal Expenses by Coaches in Some Cases	P2, P6, P14, P15
		Difficulty in Attracting Sponsors	P6, P11, P13, P14, P15

		Multiple Job Holdings	P7, P8, P10, P12, P13, P17
		Low Benefits and Income	P4, P9, P10, P12, P13, P14, P15, P16, P17
		Differences in Payments	P6, P9, P10, P11, P12, P17
3	Selective Challenge	Shortage of Qualified and Skilled Personnel	P3, P7, P11, P14, P19
		Presence of Unqualified Coaches	P1, P9, P15, P17
		Improper Recruitment and Selection	P3, P9, P11, P13, P17, P18, P19
		Selective Treatment	P2, P3, P4, P6, P8, P9, P10
4	Educational Challenge	Limitations in Conducting Training Programs	P2, P3, P5, P6, P7, P11, P19
		High Cost of Educational and Training Programs	P7, P17
		Different Teaching and Coaching Styles	P7, P15, P16, P18, P19
		Insufficient Attention to Development and Updates	P3, P4, P6, P8, P10, P11, P15, P16, P19
5	Coaching Philosophy Challenge	Cultural Inconsistencies	P1, P19
		Differences in Opinions and Preferences	P3, P6, P14, P15
		Comprehensive Pressure on Coaches	P1, P2, P3, P4, P5, P11, P17
		Intense Competitive Environment	P3, P4, P5, P8, P15
6	Motivational Challenge	Shortage of Internal and External Support	P1, P3, P4, P5, P10, P12, P15, P18
		Absence of Formalization in Coaching Profession	P1, P4, P14, P16
		Seasonal Nature of Coaching Job	P2, P5
		Coaches Becoming Monotonous	P1, P7
		Limited Career Advancement Opportunities	P8, P12, P16
7	Oversight Challenge	Absence of Clear Evaluation Criteria	P1, P3, P11, P12, P15, P18, P19
		Insufficient Oversight and Evaluation	P1, P3, P7, P12, P15, P17
		Subjective Evaluation	P3, P4, P6, P7, P11
		Superficial Performance	P1, P3, P4, P6, P9, P10, P13, P18

The third stage, theoretical coding, occurs throughout both the open and selective coding stages, and especially afterward. As mentioned, theoretical memos play a special role in selecting the core category in the previous stage, as well as in modifying labels for remaining open coding concepts. Due to its greater impact in the final stage of integrating and writing the theory and establishing relationships between concepts and categories, substantive coding is considered a separate coding stage. In this stage, the researcher explores and discovers relationships between categories to gain a comprehensive understanding of the challenges of HRM for sports coaches. Based on the presented procedures and coding conducted, the final model is shown in Figure 1.

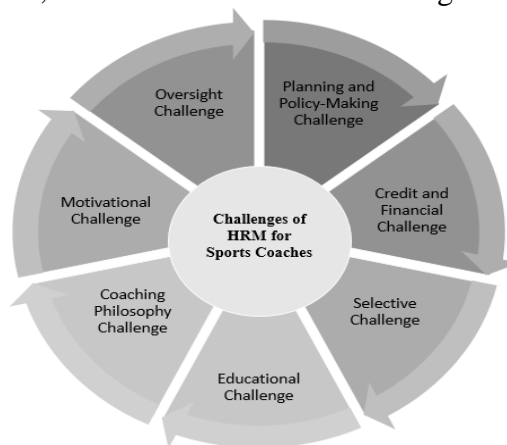


Figure 1. Conceptual Model Derived from Data Analysis in Theoretical Coding (Source: In study).

Discussion and Conclusion

With the increasing complexity of the sports industry today, managers and officials of modern sports organizations and clubs must master HRM principles to effectively lead their teams and achieve positive outcomes (Dixon & Warner, 2010). Sports coaches, as key HR and pivotal elements in sports organizations, play an unparalleled role in the success and progress of these organizations (Surujlal et al., 2003). Therefore, this study aimed to investigate the challenges of HRM for sports coaches. The study's findings, based on the analysis of interviews and Table 3, were divided into seven categories: challenges of planning and policy-making, credit and financial, selective, educational, coaching philosophy, motivational, and oversight. These challenges form the central category of HRM challenges for sports coaches. By presenting a conceptual model of these challenges, the study helps the country's sports managers and officials recognize the significance of HRM for sports coaches and take effective measures to improve conditions. The analysis and interpretation of these challenges will be further elaborated on.

1) Planning and Policy-Making Challenge

Planning and policy-making act as dynamic decision-making tools for managers responding to changes in the business environment (Okorefe et al., 2024). Proper planning and policy-making, enable organizations to align their workforce with future objectives, adapt to environmental changes, and stay informed about relevant trends (Ulferts et al., 2009). However, participants in the study mentioned the lack of effort by officials and managers in proper planning and policy-making of the HRM for sports coaches. Analyses reveal that sports clubs and organizations often lack specialized HRM, with managerial duties falling on individuals with multiple roles, aligning with the findings of Dajnoki et al. (2018). Another challenge highlighted by participants was the unclear goals and policies of sports clubs and organizations. Thus, the present researchers analyzed that this gap in managerial practices could potentially impact the overall performance and success of sports clubs and coaches, in line with the findings of Surujlal et al. (2003), which emphasized the need for clear guidelines, goals, and policies in managing professional sports coaches in South Africa (Surujlal et al., 2003). The next challenge in this category is the uncertainty of existing and needed coaches for clubs and organizations. Participants believed that proper planning by club managers is often hindered by their lack of information about the available and needed sports coaches, which aligns with the findings of Siregar and Abady (2023). The final challenging concept in this category is the unclear contract norms and provisions, which are crucial aspects of HRM in sports organizations. Contracts establish work relationships and can include termination clauses, compensated damages, restrictive covenants, and force majeure provisions (Moorman, 2020). In fact, according to Moorman (2020) and Weerakoon (2016), proper contract design and management can help organizations attract and retain high-quality staff, leading to success on and off the field (Moorman, 2020; Weerakoon, 2016), which aligns with the results of interview analysis. Ultimately, the study's findings in this category indicate that managers and officials in the realm of proper planning and policy-making of the HRM for sports coaches have weaknesses in recruitment and selection, training, performance evaluation, and reward systems for coaches. These issues may stem from a lack of sufficient expertise in planning principles or the lack of dedicated managerial performance in their specific managerial domains. In essence, the present researchers believe that proper planning and policy-making are the foundation of decisions that, with appropriate foresight and judgment, achieve the expected objectives of sports organizations and clubs. Therefore, specialized and functional analysis of various planning and policy-making models and their optimal use can be fruitful in planning and improving the HR of coaches.

2) Credit and Financial Challenge

Sports clubs and organizations typically strive for larger budgets, better infrastructure, and more professional structures (Ivaskovic, 2020). One of the common concerns for managers is the credit and financial challenge of HRM for sports coaches. According to the study participants, Insufficient budget allocation directly impacts the ability of clubs to attract and retain quality coaches and staff, which aligns with the findings of Lower and Czekanski (2019). The shortage of sports facilities and

equipment, frequently encountered in the analysis of interviews, appears to be one of the major barriers to effective management of sports coaches, affecting athletes' performance and overall sports development, as emphasized by Kubayi et al. (2015). Some participants also mentioned that coaches themselves sometimes have to procure necessary sports equipment and facilities to enhance athletes' performance and safety, thereby creating a safe environment that maximizes learning and enjoyment for young athletes, a point also noted by Lacaba and Lacaba (2020). Additionally, the present researchers believe that, apart from the coaches themselves, collaboration between clubs, sports organizations, families, and communities can increase support for providing necessary infrastructure, aiming to fill infrastructure gaps and support the development of the sports industry. Another issue in this category is the challenge sports clubs and organizations face in attracting sponsors. Understanding and addressing this issue can help clubs and sports organizations achieve valuable financial support and stability. Indeed, government and private financial partnerships and sponsorships are potential tools for addressing the shortage of sports facilities, which aligns with the findings of Matenkov (2022). Another challenge highlighted by participants is the multiple jobs held by sports coaches. Various factors may cause coaches to seek other jobs alongside their coaching profession; the part-time nature of the coaching profession, with its unique challenges and experiences compared to full-time positions, leads to job insecurity, lower salaries and benefits, and conflicts with managers, aligning with the findings of Cha and Kim (2023). Besides Research shows, that factors such as the type of activity, education level, years of experience, racial differences, geographic location, and even gender play roles in the salary and benefits disparities among sports coaches (Corr et al., 2024). Participants in the study also spoke of the low income and benefits for sports coaches due to these reasons. These findings highlight the complex interplay of factors affecting sports coaches' income and rewards, and the researchers suggest the need for further research to establish national or regional salary standards and address inequalities in this field to resolve this issue. Overall, the present study's findings show that one of the significant challenges that sports organizations and clubs consistently face is the credibility and financial aspect. This challenge can impact the quality of coaching and the attraction and retention of talented coaches. Therefore, sports organizations and clubs must develop strategies to secure financial resources to overcome this challenge. Solutions could include the privatization of sports in Iran and resolving the issue of television broadcasting rights, which could help improve coaching quality and increase team performance.

3) Selective Challenge

The success of sports organizations is highly dependent on the competence of their HR, including coaches (Surujlal et al., 2003). Therefore, various studies emphasize the need for strategic approaches in the recruitment, selection, and dismissal processes of coaches (Galdino et al., 2022; Surujlal et al., 2003). However, sports organizations and clubs still face numerous challenges in recruiting and selecting coaches. Analysis of interviews indicates that many clubs lack a sustainable and strategic logic in their coach recruitment and selection processes, which aligns with the findings of Galdino et al. (2022). Additionally, the analysis reveals that a shortage of qualified and skilled sports coaches can lead to further challenges. This is consistent with Ferguson et al. (2019), who argue that unskilled and incompetent coaches can create problems in youth sports organizations and reduce the overall quality of athletic performance in the community (Ferguson et al., 2019). Moreover, some participants in the study used the term "Presence of Unqualified Coaches" to describe individuals who cause significant problems for athletes and the sports community. Unqualified coaches are those lacking educational qualifications and may negatively affect the psychological, moral, and social development of children, even leading to athlete dropout, which is in line with the research by Alajbeg et al. (2021). Therefore, addressing these issues requires strategies for recruitment and selection, continuous training, support, and supervision of sports coaches. Additionally, according to the present researchers' analysis, the decisions of sports managers and officials in the recruitment and selection of coaches are influenced by a combination of factors, including the athletes' skill level, team performance, risk of relegation, and the perceived quality and efficiency of the coaches' work. Selective Treatment coaches by managers and officials

can lead to various organizational problems, which is consistent with the findings of Kalina and Moustakas (2024). Discrimination in sports encompasses various forms such as racism, sexism, homophobia, and bias, affecting athletes and coaches at all performance levels (Price & Kilvington, 2017). Accordingly, researchers emphasize the need for continuous research and action to combat discriminatory practices in sports at all levels. Furthermore, the rent-seeking atmosphere prevailing in sports can create additional challenges of HRM for coaches, necessitating effective steps by managers and officials to resolve these conflicts. In summary, researchers believe that the recruitment and selection process is one of the major challenges of HRM for sports coaches. Considering the direct impact of coaches on the performance of athletes and teams, requires careful attention. Hence, the recruitment and selection of sports coaches is a complex and multifaceted process that requires consideration of scientific, cultural, financial, and educational criteria. Therefore, it is essential for managers and relevant officials to manage all stages of the recruitment and selection process with a precise strategy and planning, and to select and hire coaches who are perfectly suited to the coaching profession.

4) Educational Challenge

Sports coaching requires a wide range of knowledge types, including educational, sociological, physiological, and psychological, which pose various challenges for coaches. Coaches often struggle with a lack of interdisciplinary knowledge, which impacts their ability to adapt to changes in the sports industry (Vashlyaev et al., 2022). One educational challenge that participants emphasized greatly is the limitations in conducting training programs and further learning opportunities, which hinder the professional development of coaches. Additionally, the inadequacy of educational programs and the scientific and practical content of the courses pose challenges for aspiring coaches, aligning with the findings of Abd Karim and Nadzalan, (2017). The analysis of interviews also reveals that different coaching approaches can lead to various issues in the growth and performance of athletes, which is consistent with the results of Vashlyaev et al. (2022). To address these issues, researchers emphasize the necessity of increasing the involvement of managers and officials in educational processes. Among the proposed solutions are the implementation of innovative teaching methods, the development and utilization of modern technologies and digital tools in education, the establishment of specialized institutions for the standardized training of coaches, and access to learning resources. Additionally, leveraging international experiences, analyzing videos, providing guidance, trial and error methods, and the experience of players in that sport, along with competency-based approaches in coach training, are among the factors that can significantly contribute to the development and improvement of coaching processes. Furthermore, Abd Karim and Nadzalan (2017) also referred to some of these solutions in their research, highlighting the importance and efficiency of these methods in improving the management of human resources for coaches in the field of sports (Abd Karim & Nadzalan, 2017). Overall, the effective development of sports coaches requires a balance of formal and informal learning opportunities, practical experiences, and adaptation to the evolving demands of the sports industry. These findings highlight the importance of understanding how to build professional knowledge in coaches and demonstrate the need for supportive structures to strengthen learning and development processes while reducing costs. Therefore, according to the findings of this research, various factors can affect the quality of coach education and development. To address these, continuous educational programs for coaches need to be designed so that they can stay updated, acquire the necessary skills, knowledge, and abilities, and be prepared to perform their duties better in line with the latest changes and developments.

5) Coaching Philosophy Challenge

The sports coaching philosophy is a fundamental aspect that shapes coaches' behaviors, values, and approaches to their roles. Coaching philosophy is influenced by personal experiences and beliefs, serving as a guide for creating positive sports environments (Nash et al., 2008). The analysis of interviews reveals that cultural inconsistencies significantly affect coaching processes in both sports and business contexts. Some participants discussed their different experiences while working with

athletes from various cultural backgrounds, which can lead to adaptation problems, frustration, and coaching challenges, aligning with the findings of Lenartowicz (2022). It seems that these differences and challenges highlight the need for intercultural competence in coaching education and ongoing professional development to address the complexities of a globalized sports environment. Furthermore, cultural sensitivity and awareness can enhance coaching effectiveness across cultural boundaries. On the other hand, participants mentioned differences in opinions and preferences among managers, officials, and stakeholders, which pose significant challenges for coaches. These differences in decision-making perspectives and approaches among managers, officials, and stakeholders can significantly impact coaches' ability to develop athletes and achieve performance success, leading to non-collaborative decision-making and resource allocation issues, consistent with the findings of English et al. (2020). Another extracted challenge in this context is the comprehensive pressure that coaches face. Sports coaches, due to the complex and dynamic nature of their work environment, face significant psychological stress and pressures. Coaches are under pressure from various stakeholders, including athletes, families, fans, managers, and social media, to prioritize sports success. Over time, this challenge can lead to burnout among coaches, aligning with the findings of Yu and Cheng (2024). To address these issues, researchers suggest educating families and other stakeholders about the potential consequences of excessive pressure. Additionally, participants spoke about the intense competitive environment among sports coaches, which creates a complex landscape of internal and external team pressures. Hence, sports coaches are influenced by various pressure factors, including job aspects, social factors, educational environment, and the desire for new experiences, which are cited as factors leading to competition, aligning with the findings of Collins and Kiely (2014). Overall, competitive landscapes are becoming increasingly complex due to the need to balance different stakeholders' demands, adapt to the evolving market, and maintain coaches' well-being. Therefore, researchers analyzing the challenge of coaching philosophy acknowledge that this challenge requires serious attention from coaches, educational institutions, and sports organizations and clubs. Attention from relevant managers and officials to this challenge can help develop a more comprehensive and effective coaching philosophy, benefiting both the growth of athletes and the improvement of coaches' education and performance.

6) Motivational Challenge

Motivational strategies highlight the complex nature of sports coaching and the need for coaches to adapt their approaches based on specific contexts and athlete needs. Motivational issues help coaches remain committed to their profession and continue their activities with hope. Thus, sports coaches face numerous challenges related to this aspect of their roles. The motivational strategies used by coaches include rewards, a focus on winning, cognitive techniques, personal enjoyment, and building confidence, varying based on the type of sport, level of coaching, and gender (Roux, 2007). One challenge in this context is the issue of support for sports coaches. Participants mentioned a shortage of social support, increased stress and burnout, insecurity and decreased job satisfaction, inadequate pay, and exacerbated work-family conflict as challenges related to internal and external support for sports coaches, aligning with the findings of Ferreira et al. (2024), and Kubayi et al. (2017). To address these issues, researchers recommend developing and improving internal and external support systems to enhance coaches' well-being and performance. Moreover, the analysis of interviews shows that coaches face the issue of the absence of formalization in coaching profession. Despite growing expectations and thorough scrutiny of the coaching profession, the specific characteristics and social status of this sports profession have not grown as they should and remain limited, which aligns with the findings of Malcolm et al. (2014). However, the professionalization of sports coaching in recent years has garnered attention with increased recognition of coaches' social contributions beyond elite sports (Bercial et al., 2022). Additionally, participants discussed the unstable nature of the coaching profession, leading to short-term and seasonal job perspectives. Analysis indicates that the seasonal nature of coaching jobs leads to negative outcomes such as poor work environments and irregular management practices, resulting in limited career advancement, high stress, and challenges in long-term athlete preparation,

consistent with the research by Dawson et al. (2013). Furthermore, the analysis of interviews shows that coaches have become monotonous in their coaching practices. Findings indicate that while routines can be beneficial, without continuous professional development and balanced reflection, they may lead to stagnation. Therefore, researchers believe that sports coaches face multiple challenges in career advancement and promotion, and if coaching advancement is not achieved, routine in sports can lead to limited career exploration and vulnerability, as noted by Ronkainen et al. (2019). For sports coaches, career advancement is limited by factors such as a lack of visibility opportunities, multiple job roles, gender discrimination, work-life balance issues, and inadequate organizational support, aligning with the findings of Dawson et al. (2016). To overcome these limitations, researchers recommend implementing coaching programs, mapping out clear career paths with continuous professional development opportunities, and providing organizational support. Overall, the results from the analyses indicate that motivational challenges significantly impact the satisfaction and retention of sports coaches. Sports managers and officials can maintain the motivation and retention of sports coaches by providing necessary support, creating a culture of appreciation, offering professional training and development, fostering a positive communication environment, and many other motivational strategies. These actions not only prevent the departure of qualified sports coaches but also positively affect their performance quality, ultimately leading to the success of teams and athletes.

7) Oversight Challenge

Oversight and evaluation of sports coaches are essential for improving performance and ensuring accountability (Knorr, 2023). However, there are numerous challenges in this area. One significant challenge identified by researchers through interview analysis is the absence of clear evaluation criteria for sports coaches. This gap leads to difficulties in accurately identifying and assessing key coaching competencies and developing efficient evaluation processes, aligning with the findings of Burton and Gillham (2012). Moreover, participants indicated that sufficient oversight and evaluation by managers and officials are not conducted, even though inexperienced and untrained coaches may cause physical and mental harm to athletes. Researchers believe that without adequate oversight and evaluation, sports coaches may exhibit inappropriate behaviors, make unsuitable decisions, and potentially jeopardize athlete safety, consistent with the findings of Vargas (2012). To address these issues, researchers suggest that implementing clear and sufficient evaluation and oversight processes can improve educational outcomes, prevent common problems, and optimize the dynamics of sports organizations. However, the challenge of subjective evaluation by managers and officials regarding sports coaches cannot be overlooked. Interview analysis shows that evaluations based on ethnicity, gender, and nepotism hinder the development of a diverse and inclusive sports environment, consistent with the findings of Kalina and Moustakas (2024). Overall, researchers emphasize the importance of comprehensive coach evaluation and effective oversight practices in sports organizations. They believe that the evaluation and oversight of sports coaches should include various behavioral factors, technical and educational skills, team and individual management, and experience to address participants' concerns about evaluations solely focused on win-loss records. This analysis aligns with the findings of Abdolmaleki et al. (2015). Researchers in this study assert that the oversight of coaches is not only for performance evaluation but also to ensure adherence to ethical, professional, and safety standards in sports environments. Therefore, managers and officials can improve oversight processes and enhance coaching quality by setting specific standards, utilizing modern technologies, fostering a culture of accountability, and employing many other oversight strategies. These actions not only help maintain professional standards but also increase public trust in sports and coaches.

Based on the research findings and analysis challenges of HRM for sports coaches, it is evident that mastering HRM principles is crucial for sports managers and officials. This study, by identifying and categorizing challenges into seven main categories for the proper organization and management of sports coaches, emphasizes HRM for coaches to address and mitigate further challenges arising from increased competition and globalization. This aligns with the findings of Dajnoki et al. (2018), North et al. (2020), Rosca (2010), Surujlal and Mafini (2011), and Weerakoon (2016). In general,

HRM for sports coaches requires a multifaceted and comprehensive approach that considers all professional, individual, and social aspects of coaches. According to the results of this study, to prevent and address the challenges of HRM for sports coaches, sports managers and officials need to pay attention to the identified and influential categories in this research and prioritize the HRM for sports coaches. It is worth mentioning that every research has limitations that affect its process. The most significant limitation of this study is its qualitative nature, which prevents the ranking of the challenging categories in HRM for sports coaches. Therefore, future researchers are recommended to rank the identified categories to determine their importance and priority. Finally, every job and position within an organization has its issues and problems, and HR are no exception. Therefore, the challenges of HRM are endless, and what matters is the ability of managers to handle and resolve these HR issues. Given the importance of these challenges, it appears that enhancing HRM for sports coaches can significantly improve performance and organizational effectiveness in the sports industry. This conclusion can pave the way for more effective actions and better decision-making in the field of sports HRM.

Ethical Considerations

Compliance with ethical guidelines: Ethical points have been observed.

Funding: No specific financial resources have been used.

Authors' contribution: We confirm that all authors have contributed to the design and implementation of this study.

Conflict of interest: There is no conflict of interest.

Acknowledgments: The researchers wish to express their sincere gratitude and appreciation to all participants involved in this study.

References

- Abd Karim, Z. B., & Nadzalan, A. M. (2017). The Development of Coaching Knowledge among Malaysian Accredited Football Coaches. *International Journal of Academic Research in Progressive Education and Development*, 6(4), 118-133. <https://doi.org/10.6007/IJARPED/v6-i4/3529>
- Abdolmaleki, H., Mirzazadeh, Z., Allahyari, M., & Ramezani, M. (2015). Identify and Analysis of Performance Evaluation Indicators of Iranian Goalball Coaches. *Annals of Applied Sport Science*, 3(3), 43-56. <https://doi.org/10.18869/ACADPUB.AASSJOURNAL.3.3.43>
- Alajbeg, A., Hraste, M., & Mršić Zdilar, A. (2021, 8-9 November, 2021). *PEDAGOGICAL COMPETENCIES OF COACHES* 14th annual International Conference of Education, Research and Innovation, Online Conference.
- Anjum, A., Ming, X., & Puig, L., C, M. (2019). Analysis of Strategic Human Resource Management Practices in Small and Medium Enterprises of South Asia. *International Journal of Service Science, Management, Engineering, and Technology (IJSSMET)*, 10(1), 44-61. <https://doi.org/RePEc:igg:jssmet:v:10:y:2019:i:1:p:44-61>
- Bercial, S. L., Bales, J., North, J., Petrovic, L., & Calvo, G. (2022). International Council for Coaching Excellence Position Statement “Professionalisation of Sport Coaching as a Global Process of Continuous Improvement”. *International Sport Coaching*, 9(2), 157-160. <https://doi.org/10.1123/iscj.2021-0097>
- Bocharova, N., & Yarovy, I. (2024). THE IMPORTANCE OF HUMAN RESOURCES IN A MULTICULTURAL ORGANIZATIONAL CONTEXT: ANALYSIS, CHALLENGES AND PERSPECTIVES. *Economics of the transport complex*(43), 31-46. <https://doi.org/10.30977/ETK.2225-2304.2024.43.31>
- Burton, D., & Gillham, A. (2012). Exploring the Potential of Assessment Efficacy in Sports Coaching: A Commentary. *International Journal of Sports Science & Coaching*, 7(2), 207-210. <https://doi.org/10.1260/1747-9541.7.2.207>

- Cha, C.-S., & Kim, H.-Y. (2023). The Effect of School Sport Leaders Work Environment and Stress on Coaching. *Korean Journal of Sports Science*, 32(2), 605-614. <https://doi.org/10.35159/kjss.2023.04.32.2.605>
- Cires, V., & Ghileti, V. (2021). *PLANNING THE FUNCTIONAL POSITIONS WITHIN THE SPORTS ENTITY: MODEL AND ANALYSIS* INTERNATIONAL SCIENTIFIC DISCUSSION: PROBLEMS, TASKS AND PROSPECTS Brighton, Great Britain.
- Coleman, G., & O'Connor, R. V. (2007). Using grounded theory to understand software process improvement: A study of Irish software product companies. *Information and Software Technology*, 49(6), 654-667. <https://doi.org/10.1016/j.infsof.2007.02.011>
- Collins, D., & Kiely, J. (2014). *The competition environment* (1st Edition ed.). <https://doi.org/10.4324/9780203767566>
- Corr, C., Macaulay, C. D. T., & Caro, C. A. (2024). A Racialized Examination of the Programmatic Utility and Salary Distribution of Football Bowl Subdivision Football Coaches. *Sociology of Sport Journal*, 1(aop), 1-16. <https://doi.org/10.1123/ssj.2024-0044>
- Dajnoki, K., Szabados, G., & Bácsné Bába, É. (2018). A Case Study on Human Resource Management Practice of a Sport Organization. *International journal of engineering, management and sciences (IJEMS)*, 3(4), 410-425. <https://doi.org/10.21791/IJEMS.2018.4.34>
- Dawson, A., Dioth, T., & Gustin, P. (2016). Career facilitators and obstacles of Australian football development coaches. *International Journal of Sports Science & Coaching*, 11(2), 255-269. <https://doi.org/10.1177/1747954116637496>
- Dawson, A. J., Leonard, Z. M., Wehner, K. A., & Gustin, P. B. (2013). Building Without a Plan The Career Experiences of Australian Strength and Conditioning Coaches. *Journal of Strength and Conditioning Research*, 27(5), 1423-1434. <https://doi.org/10.1519/JSC.0b013e318267a214>
- Disa, H., Hawignyo, H., & Didit, S. (2022). Peranan Manajemen Sumber Daya Manusia dalam Organisasi. *J-MAS (Jurnal Manajemen dan Sains)*, 7(2), 663-667. <https://doi.org/10.33087/jmas.v7i2.528>
- Dixon, M. A., & Warner, S. (2010). Employee Satisfaction in Sport: Development of a Multi-Dimensional Model in Coaching. *Journal of Sport Management*, 24(2), 139-168. <https://doi.org/10.1123/jsm.24.2.139>
- English, C., Nash, C., & Martindale, R. (2020). Exploring the coach-administrator relationship within the SA cricket development environment. *European Sport Management Quarterly*, 21(4), 466-483. <https://doi.org/10.1080/16184742.2020.1749689>
- Ferguson, H. L., Swann, C., Liddle, S. K., & Vella, S. (2019). Investigating Youth Sports Coaches' Perceptions of Their Role in Adolescent Mental Health. *Journal of Applied Sport Psychology*, 31(2), 235-252. <https://doi.org/10.1080/10413200.2018.1466839>
- Ferreira, J. G., Rodrigues, F., Sobreiro, P., Silva, M., Santos, F. J., Carvalho, G., . . . Rodrigues, J. (2024). Social support, network, and relationships among coaches in different sports: a systematic review. *Frontiers in Psychology*, 15, 1-9. <https://doi.org/10.3389/fpsyg.2024.1301978>
- Freddy, C. M., & Renuga, D. S. (2022). SOVERIGNTY OF HUMAN RESOURCE MANAGEMENT ON ORGANIZATION EFFECTIVENESS AND DEVELOPMENT. *International Journal of Engineering Technology and Management Sciences*, 6(6), 99-103. <https://doi.org/10.46647/ijetms.2022.v06i05.013>
- Galdino, M., Lesch, L., & Wicker, P. (2022). (Un)Sustainable Human Resource Management in Brazilian Football? Empirical Evidence on Coaching Recruitment and Dismissal. *Sustainability*, 14(12), 1-20. <https://doi.org/10.3390/su14127319>
- Iconomescu, T., Mindrescu, V., & Badau, D. (2017). IMPORTANCE OF HUMAN RESOURCES IN SPORTS CLUBS AND IN SPORTS PERFORMANCE MANAGEMENT. *Gymnasium (Scientific Journal of Education, Sports, and Health)*, 15(2), 1-10. <https://doi.org/gymnasium.ub.ro/index.php/journal/article/view/99>

- Igbokwe, P. I. (2024). Maximising Talent: Strategies for Effective Human Resource Management. *International Journal of Social Science Humanity & Management Research*, 3(3), 393-399. <https://doi.org/10.58806/ijsshmr.2024.v3i3n11>
- Ivaskovic, I. (2020). Personnel and human resource management specifics of basketball clubs: the case of post-transitional South-East European countries. *International Journal of Contemporary Business and Entrepreneurship*, 1(2), 38-53. <https://doi.org/10.47954/ijcbe.1.2.3>
- Kalina, L., & Moustakas, L. (2024). Discrimination in Youth Sport: Exploring the Experiences of European Coaches. *Youth*, 4(2), 618-627. <https://doi.org/10.3390/youth4020042>
- Karamad, E. (2021). HUMAN RESOURCE MANAGEMENT BENEFITS OF INTERNAL AND EXTERNAL CORPORATE SOCIAL RESPONSIBILITY: LITERATURE REVIEW. *Economics & Education*, 6(2), 43-47. <https://doi.org/10.30525/2500-946X/2021-2-7>
- Khosravi Zadeh, E., Elahi, A., Bahrami, A., Haghdadi, A., & Nastoohi, T. (2017). Studying the problems of women coaches': Case study of Arak sport bodies. *Research in Sport Management and Motor Behavior (RSMMB)*, 7(13), 1-12. <http://jrsm.khu.ac.ir/article-1-2582-en.html>
- Knorr, J. (2023). The Case for Providing the Student Athlete a Voice in the Evaluation of Coaches. *Strategies*, 36(5), 45-48. <https://doi.org/10.1080/08924562.2023.2241181>
- Kubayi, A., Coopoo, Y., & Morris-Eyton, H. (2017). Work-related constraints in sports coaching: Perceptions of South African female coaches. *International Journal of Sports Science & Coaching*, 12(1), 103-108. <https://doi.org/10.1177/1747954116684391>
- Kubayi, N. A., Coopoo, Y., & Morris-Eyton, H. (2015). Challenges Faced By Sport Coaches in South Africa. *African Journal for Physical, Health Education, Recreation and Dance*, 21(3.1), 724-732. <https://doi.org/hdl.handle.net/10520/EJC175354>
- Lacaba, A., & Lacaba, T. V. (2020). Coaches' Profile and Adequacy of Sports Equipment and Facilities Vis-à-vis Athletic Performance in the ESSU-Guiuan: Input to Policy Program. Available at SSRN 3665175, 1(1), 1-19. <https://doi.org/10.2139/ssrn.3665175>
- Lekavicius, T. (2020). MANAGEMENT OF HUMAN RESOURCES IN A SPORTS ORGANISATION FROM THE POINT OF VIEW OF EMPLOYEES. *Humanities Studies*, 5(82), 147-159. <https://doi.org/10.26661/hst-2020-5-82-11>
- Lenartowicz, M. (2022). Clash of sports organization cultures: Differences in table tennis training and coach-athlete relationships between China and Poland. *International Journal of Sports Science & Coaching*, 18(1), 46-56. <https://doi.org/10.1177/17479541221122455>
- Lower, L., & Czekanski, W. A. (2019). Effective management of scarce resources: a case study of American collegiate sport clubs. *Managing Sport and Leisure*, 24(1-3), 119-140. <https://doi.org/10.1080/23750472.2019.1591295>
- Malcolm, D., Pinheiro, C., & Pimenta, N. (2014). Could and Should Sport Coaching Become a Profession? Some Sociological Reflections. *International Sport Coaching Journal*, 1(1), 42-45. <https://doi.org/10.1123/iscj.2013-0017>
- Matenkov, A. A. (2022). SPORTS INDUSTRY: SOCIAL SIGNIFICANCE AND INVESTMENT POTENTIAL. *EKONOMIKA I UPRAVLENIE PROBLEMY RESHENIYA*, 2-3(122), 73-82. <https://doi.org/10.36871/ek.up.p.r.2022.02.03.010>
- Mills, J. P., & Clements, K. (2021). Effective Sports Coaching: A Systematic Integrative Review. *Health & Medicine Week*, 407. link.gale.com/apps/doc/A666594262/HRCA?u=anon~613236d8&sid=sitemap&xid=162c5105
- Moorman, A. M. (2020). *The Employment Relationship: Creation and Termination of Employment* (4th Edition ed.). <https://doi.org/10.4324/9780429322365-3>
- Muzanenhamo, A., & Dlamini, B. I. (2022). Organizational Benefits of Human Resource Management Roles in South African State-owned Enterprises. *Indonesian Journal of Innovation and Applied Sciences (IJIAS)*, 2(3), 187-192. <https://doi.org/10.47540/ijias.v2i3.600>

- Nash, C., Sproule, J., & Horton, P. (2008). Sport Coaches' Perceived Role Frames and Philosophies. *International Journal of Sports Science & Coaching*, 3(4), 539-554. <https://doi.org/10.1260/174795408787186495>
- North, J., Piggott, D., Rankin-Wright, A., & Ashford, M. (2020). An Empirical Examination of U.K. Coaches' Issues and Problems, and Their Support and Advice Networks. *International Sport Coaching Journal*, 7(3), 283-294. <https://doi.org/10.1123/iscj.2019-0049>
- Okorefe, C., Okuoyibo, M. A., & Sylvester, M. A. (2024). Management Policy, Strategic Planning, and Human Resource Performance in Business Organizations: Unraveling the Overlapping Correlations for Effective Decision Making. *British journal of management and marketing studies*, 7(2), 26-33. <https://doi.org/10.52589/BJMMS-63NBA40A>
- Pandey, R. (2024). Review Paper – “Recruitment Policies And Procedures In Organizations And Companies ”. *INTERANTIONAL JOURNAL OF SCIENTIFIC RESEARCH IN ENGINEERING AND MANAGEMENT*, 8(5), 1-6. <https://doi.org/10.55041/ijrsrem34656>
- Price, J., & Kilvington, D. (2017). *Sport and Discrimination* (s. Edition, Ed.). <https://doi.org/10.4324/9781315638799>
- Richard Landis, J., & Koch, G. G. (1977). The Measurement of Observer Agreement for Categorical Data. *International Biometric Society*, 33(1), 159-174. <https://doi.org/10.2307/2529310>
- Ronkainen, N., Sleeman, E., & Richardson, D. J. (2019). I want to do well for myself as well!": Constructing coaching careers in elite women's football. *Sports Coaching Review*, 9(3), 321-339. <https://doi.org/10.1080/21640629.2019.1676089>
- Rosca, V. (2010). The coach-athlete communication process: Towards a better human resources management in sport. *Management Research and Practice*, 2(3), 275-283. <https://doi.org/mrp.ase.ro/v02i3/f4.pdf>
- Roux, K. L. (2007). Motivational strategies of sport coaches in South Africa. *South African Journal for Research in Sport, Physical Education and Recreation*, 29(1), 83-96. <https://doi.org/hdl.handle.net/10520/EJC108844>
- Singh, P. C., & Surujlal, J. (2006). Factors affecting the job satisfaction of South African sport coaches. *South African Journal for Research in Sport, Physical Education and Recreation*, 28(1), 127-136. <https://doi.org/10.4314/SAJRS.V28I1.25937>
- Siregar, F. S., & Abady, N. A. (2023). Basketball Sports Coaching Management. *Journal Management of Sport*, 1(2), 51-56. <https://doi.org/10.55081/jmos.v1i2.1789>
- Smykova, I. S., & Petrova, A. (2017). *Coach management as innovative human resource management method* System Configuration Management, St. Petersburg, Russia.
- Surujlal, J., Hollander, W., & Singh, C. (2003). Human resources management of professional sports coaches in South Africa: an exploratory study. *African Journal for Physical Activity and Health Sciences*, 9(3), 50-58. <https://doi.org/10.4314/AJPHRD.V9I3.24637>
- Surujlal, J., & Mafini, C. (2011). Managing professional sports coaches in South Africa : perceptions of human resource managers in sport organisations : sport management and coaching. *African Journal for Physical Health Education, Recreation and Dance*, 17(sup-2), 297-313. <https://doi.org/hdl.handle.net/10520/EJC121724>
- Tošić, M. (2023). THE INFLUENCE OF PROFESSIONAL MANAGEMENT ON THE BUSINESS RESULTS OF SPORTS ORGANIZATIONS. *SPORTS, MEDIA AND BUSINESS*, 9(2), 169-182. <https://doi.org/www.ceeol.com/search/article-detail?id=1199549>
- Ulferts, G., Wirtz, P., & Peterson, E. (2009). Strategic human resource planning in academia. *American Journal of Business Education*, 2(7), 1-10. <https://doi.org/10.19030/AJBE.V2I7.4123>
- Vargas, T. M. (2012). Exploring the Potential of Assessment Efficacy in Sports Coaching: A Commentary. *International Journal of Sports Science & Coaching*, 7(2), 203-205. <https://doi.org/10.1260/1747-9541.7.2.203>
- Vashlyaev, B. F., Vashlyaev, F. B., & Vashlyaeva, I. R. (2022). On sports activity. *Scientific and educational basics in physical culture and sports*, 7(3), 13-17. <https://doi.org/10.57006/2782-3245-2022-7-3-13-17>

- Weerakoon, R. (2016). Human Resource Management in Sports: A Critical Review of its Importance and Pertaining Issues. *Physical Culture and Sport. Studies and Research*, 69(1), 15-21. <https://doi.org/10.1515/pcssr-2016-0005>
- Yu, L., & Cheng, L. (2024). The work stress, occupational burnout, coping strategies and organizational support of elite sports coaches in Sichuan Province: the mediating role of organizational support. *Psychological Factors in Physical Education and Sport*, 15, 1-9. <https://doi.org/10.3389/fpsyg.2024.1437234>