



**The Parent Advantage: Exploring Contextual Influences and Parental
Roles in Tennis Talent Development**

by

Garry Cahill, MBS

A thesis submitted in fulfilment of the requirements for the award of

Doctor of Elite Performance (Sport)

School of Health and Human Performance

Dublin City University

Supervisor: Dr Áine MacNamara

August 2025

Student Declaration

Type of Award: Doctor of Elite Performance (Sport)

School: School of Health and Human Performance

I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award of Doctor of Elite Performance (Sport) is entirely my own work, and that I have exercised reasonable care to ensure that the work is original and does not to the best of my knowledge breach any law of copyright, and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work. I hereby certify that no Generative Artificial Intelligence (Gen AI) tools have been used in the creation of the thesis.

Name: Garry Cahill

Student Number: 20214400

Date: December 9th, 2025

Acknowledgements

First and foremost, I would like to sincerely thank my supervisor, Dr Áine MacNamara. Coming from a practical coaching background, I was initially drawn to this journey with the goal of making a tangible impact in the real world. From our very first meeting, your guidance encouraged me to pursue this ambition. Your sharp yet constructive eye for detail has been both motivating and grounding, especially during times when I needed both encouragement and focus. You have taught me to reflect critically, to question why, and to embrace the uncertainty that is inherent in the field of talent development. I am forever grateful for your support, patience, dedication, and mentorship over the past five years.

I want to thank all my athletes (who will possibly never read this) for teaching me so much and entrusting me with the role of developing them as both people and athletes. The parents of my athletes, whom I admire wholeheartedly for the unconditional love they provide to their children and for allowing me to delve deep into their personal lives and feel part of their family during this journey. Gemma, for the unconditional support and encouragement in helping me to choose this path when I thought further education was beyond me. Also, I promise I will go back to making the tea. My son Corey, who is following in my footsteps (golf pro), and I hope this work helps and inspires you on your journey. Finally, my mother, deceased father, brother, and sisters, who still cannot understand why I never got a real job.

Table of Contents

Chapter 1. Introduction	1
1.1 Broadening the Lens: Contextual Factors and Parental Influence in TD.....	2
1.2 Establishing context.....	3
1.2.1 Research interest in TD	3
1.2.2 The parent within the TD context.....	5
1.2.3 Tennis: Global Perspectives and the Irish Landscape.....	6
1.2.4 The Irish Tennis Context	7
1.2.5 My Context and Biographical Positioning.....	8
1.3 Aims and Objectives of the Thesis	11
1.4 Programme of Work	13
Chapter 2: Influence of contextual factors on TD parenting.....	16
2.1 Introduction	16
2.2 Conceptual Clarity	18
2.2.1 The TD athlete	18
2.2.2 Defining TD context and environment.	20
2.3 The impact of contextual factors on TD	20
2.3.1 The link between context and TD.....	20
2.3.2 Contextual factors influencing tennis success	23
2.3.3 Ecological systems theory	25
2.3.4 Ecological Approach to TD	26
2.3.5 From Context to an Integrated Understanding of the Youth Sport System	29
2.4 Parenting within a sport context	32

2.4.1 Introduction to sport parenting	32
2.4.2 The Role of Parents in Shaping Early Sport Experiences	34
2.4.3 The evolving role of parents along the TD pathway	36
2.4.4 Influence of sport on parental behaviour and lifestyle changes	37
2.4.5 The parent as a decision-maker	39
2.4.6 The Complexities of Parenting in Modern-Day Tennis	40
2.5 Sports Parent Intervention Programs	43
2.5.1 Overview of Parent Intervention Programs.	43
Chapter 3: Research Philosophy and Methodological Approach.....	48
3.1 Introduction	48
3.2 Philosophical Underpinnings	49
3.2.1 Bridging the research practice gap.....	50
3.3 Data Collection	54
3.3.1 Participant selection.....	54
3.3.2 Interview process	55
3.3.3 Geographical Timelining	57
3.4 Data Analysis.....	58
3.4.1 Reflective thematic analysis	58
3.4.2 Reflexivity	59
3.5 Ethical integrity and research trustworthiness	61
3.5.1 Trustworthiness	61
3.5.2 Ethics	62
Chapter 4. Contextual factors in sport talent identification research.....	64
4.1 Introduction	64

4.1.1 Aim of the review	66
4.2 Methods	67
4.2.1 Search strategy.....	67
4.2.2 Inclusion criteria	68
4.2.3 Search returns and data coding	68
4.2.4 Trustworthiness	69
4.2.5 Data extraction.....	71
4.3 Results and Discussion	71
4.3.1 Year of publication	72
4.3.2 Geographical Location.....	73
4.3.3 Type of Sport.....	74
4.3.4 Age of participants.....	76
4.3.5 Methodological approaches and study design	77
4.3.6 Research focus.....	78
4.4 Discussion.....	79
4.5 Conclusion.....	83
4.6 Limitations.....	84
Chapter 5: Managing high-performance systems in tennis	85
5.1 Introduction	85
5.1.1 Tennis Ireland and Tennis Malaysia.	87
5.2 Methods	88
5.2.1 Participants	88
5.2.2 Procedures	90
5.2.3 Data analysis.....	91

5.2.4 Trustworthiness	95
5.3 Results	95
5.3.1 The influence of meso factors on TD	98
5.3.2 Talent identification policies	98
5.3.3. Management of parents.....	100
5.3.4 Introduction to tennis	102
5.3.5 Coach workforce and development	103
5.3.6 Competition policies	104
5.3.7 Financial resources	105
5.4 The influence of macro factors on TD	107
5.4.1 Strategic alignment	107
5.4.2 Policy implementation	108
5.4.3 Tradition of education.....	110
5.4.4 National and specific sports culture.....	110
5.5 Discussion.....	111
5.6 Conclusion	115
5.7 Limitations.....	115
Chapter 6: Beyond the Courts: A Qualitative Exploration of the Evolving Role of Parents in Supporting High-Potential Tennis Players.	117
6.1 Introduction	117
6.2 Methods	120
6.2.1 Participants	120
6.2.2 Procedures	122
6.2.3 Data Analysis.....	123

6.2.4 Trustworthiness	124
6.3 Results and discussion	126
6.3.1 Sampling years	129
6.3.2 Emphasising Fun and Social Identity	129
6.3.3 The link between competence and commitment	130
6.4 Specialisation	132
6.4.1 Providing tennis and educational support	132
6.4.2 The increased stress of Competition and Results	134
6.5 Investment years	135
6.5.1 Navigating Complex Relationships	135
6.5.2 Role diversification	136
6.6 Professional stage	137
6.6.1 Loosening the reins	137
6.6.2 Preparing for Life Beyond Tennis	139
6.7 Discussion	140
6.8 Conclusion	144
6.9 Study Limitations	145
Chapter 7. Navigating the Future: Parental Decisions and Contextual Influences in Youth Sport	146
7.1 Introduction	146
7.2 Materials and Methods	148
7.2.1 Participants	148
7.2.2 Procedures	148
7.2.3 Trustworthiness	150
7.2.4 Data Analysis	151

7.3 Results and discussion	152
7.3.1 Decisions faced by parents along the talent pathway.....	155
7.3.2 Sampling stage.....	155
7.3.3 Specialisation years	158
7.3.4 Investment years	160
7.3.5 Professional stage	162
7.4 Factors Influencing Decision Making.....	165
7.4.1 Questionable information sources.....	167
7.4.2 Family beliefs and values	169
7.4.3 Contextual factors.....	170
7.4.4 Review and reflection	171
7.5 Discussion.....	172
7.6 Conclusion.....	177
7.7 Limitations.....	178
Chapter 8: A Cognitive Apprenticeship Approach to Supporting TD Parents	179
8.1 Introduction	179
8.1.1 Professional judgement decision-making	180
8.1.2 A cognitive apprenticeship approach.....	182
8.1.3 The Big 5 as a means of critically reflecting on decisions.....	185
8.1.4 Aims and Objectives.....	187
8.2 Section 1: Workshop Design	188
8.2.1 Workshop design and theoretical underpinning.....	189
8.2.2 Logistics and participant selection.....	194
8.3 Section 2: Examining the Reflective Process	196

8.3.1 Procedures	196
8.3.2 Data Collection	197
8.3.3 Data Analysis.....	198
8.3.4 Trustworthiness of the data and reflexivity.....	200
8.4 Results and Discussion	202
8.4.1 More systematic approach to decision making	206
8.4.2 Improved consideration of options and collaboration.....	208
8.4.3 Improved Use of Evidence-informed Decision-Making.....	211
8.4.4 Written Versus Conversational Engagement in Parental Decision-Making	213
8.5 Section 3: The insider perspective: exploring the practical value of this approach	216
8.5.1 The insider-outsider perspective of facilitating a CA approach.....	218
8.5.2 Assessing the CA approach: Critical analysis of my perspective of the intervention	220
8.5.3 Future perspective of using the CA approach for sport parenting	224
8.6 Discussion.....	226
8.7 Conclusion.....	229
8.8 Limitations.....	230
Chapter 9: Discussion, Practical Implications and Future Directions	232
9.1 Introduction	232
9.2 Implications for Literature	233
9.2.1 Research gaps	233
9.2.2 Contextual influences on tennis development	235
9.2.3 Parental roles	236
9.2.4 Parental decision making	238
9.2.5 Cognitive apprenticeship approach to parental education	239

9.3 Implications for practice	241
9.3.1 Strategic development in tennis.....	241
9.3.2 Supporting the parental role.....	242
9.3.3 Supporting parental decision-making	244
9.3.4 CA sport-specific approach	245
9.4 Future Directions	247
9.5 Personal Practitioner Development.....	248
9.6 Limitations of the thesis.....	252
References	255
Appendices	351

List of Tables

Table	Title	Page
4.1	Categories of Study Themes (n = 27)	p.79
5.1	Overview of Tennis Nations	p.89
5.2	Participant Profiles	p.90-91
5.3	Interview Guide	p.94
5.4	Overview of Thematic Analysis	p.96-97
5.5	Comparison of Data from Both Participant Nations	p.97-98
6.1	Participant Information	p.120-121
6.2	Summary of Themes with Exemplars of Quotations	p.127-128
7.1	Description of Themes Related to Decisions Parents Face Along the Talent Pathway	p.153-154
7.2	Overview of factors influencing decision-making	p.165-166
8.1	Summary of Parent Workshops	p.192-194
8.2	Participant Background Information	p.195-196
8.3	Overview of themes	p.202-206

List of Figures

Figure	Title	Page
1.1	The athletic talent development environment (ATDE) model	p.4
2.1	Integrated Youth Sports System	p.32
4.1	PRISMA Flow Diagram of Study	p.70
4.2	Year of Publications (n = 229)	p.73
4.3	Distribution of Athlete Samples	p.74
4.4	Sports Included in Studies (n = 31)	p.76
4.5	Age of Participants (n = 229)	p.77
8.1	Visual Representation of My Reflective Process from an Insider Perspective	p.217

List of abbreviations

Abbreviation	Definition
NGB	National governing body
TD	TD
TID	Talent identification
PJDM	Professional judgment and decision-making
CA	Cognitive Apprenticeship
B5	Big 5 reflective tool
RTA	Reflexive thematic analysis
HP	High performance

Research Programme Outputs

This thesis is submitted in the form of a monograph. While it presents a coherent and unified body of work, several of the constituent studies have been published, or are under review, in peer-reviewed academic journals or have been presented at academic or coaching conferences. These publications form the empirical and conceptual foundation of the thesis, but the material has been adapted, expanded, and integrated into this thesis to ensure consistency in narrative, formatting, and argumentation throughout. As such, while several chapters of this thesis are based on published or submitted work, the thesis is not a simple compilation. Instead, it represents an integrated and original scholarly contribution, presented in a form that meets the expectations of both academic publication and Professional Doctorate examination.

Where published articles have been incorporated, they have been revised to align with the overall structure and style of the thesis. These adaptations include the harmonisation of terminology, the removal of redundancy between Chapters, and the inclusion of additional data, analysis, or theoretical framing developed during the final stages of thesis preparation. Authorship of the published studies is acknowledged clearly. While I am the lead author on all publications, the studies were co-authored with my supervisor. Their contributions were primarily in the form of conceptual guidance, methodological advice, writing and editorial support. In all cases, I was responsible for the design, data collection, analysis, and drafting of the manuscripts, and I led the publication process.

The process of preparing, submitting, and revising these studies for publication has played a central role in shaping my thesis. Peer review has strengthened the rigour and clarity of the research, and engagement with the broader academic community has sharpened the

theoretical contributions. As a result, the thesis benefits from having been tested and refined through academic dialogue prior to submission.

Published Peer-Reviewed Journal Articles

1. Cahill, G., & MacNamara, Á. (2024). Contextual factors in sport talent identification research. *Sport in Society*, 27(7), 1180–1216.

This paper is presented in Chapter 4. It provides a scoping review of talent identification research over the past two decades, examining the extent to which studies consider contextual variables such as geographical location, sport type, and age.

2. Cahill, G., & MacNamara, Á. (2024). Managing high-performance systems in tennis: Examining meso and macro factors underpinning player development structures. *International Journal of Sport Management and Marketing*, 24(3–4), 313–338. Presented in Chapter 5, this paper examines two national tennis federations and explores how meso-level (e.g., training environment) and macro-level (e.g., political, geographical) factors shape micro-level talent development practices.

3. Cahill, G., & MacNamara, Á. (2025). Beyond the courts: A qualitative exploration of the evolving role of parents in supporting high-potential tennis players. *The Sport Psychologist*, 1(AOP), 1–13.

This paper appears in Chapter 6 and explores parents' perceptions of their role in supporting talent development athletes throughout a competitive season.

4. Cahill, G., & MacNamara, A. (2025). Navigating the future: parental decisions and contextual influences in Irish tennis. *Sport in Society*, 1-25

Located in Chapter 7, this paper investigates the critical decisions parents face on the

talent development pathway, highlighting the contextual factors and challenges that shape these choices.

Media Articles

1. Cahill, G., & MacNamara, Á. (2024, June 27). *Why Ireland cannot produce tennis players: The contextual aspect of developing high-performance tennis players*. RTÉ Brainstorm. <https://www.rte.ie/brainstorm/2025/0627/1391132-ireland-tennis-players-wimbeldon-development-strategies-coaching/>

This article draws on insights from Chapters 4 and 5, highlighting how structural and contextual challenges limit Ireland's capacity to produce elite tennis players.

2. Cahill, G., & MacNamara, Á. (2025, June 27). *The road to Wimbledon: Can parents help to shape tennis success?* RTÉ Brainstorm. <https://www.rte.ie/brainstorm/2025/0627/1520461-tennis-players-coaching-parents-decision-making/>

This article reflects findings discussed in Chapters 6 and 7, exploring the role of parents in supporting high-potential tennis players and the decisions that shape talent development pathways

Podcast & Radio Appearances

1. Cahill, G. (2023). *Educating tennis parents to optimize for success*. In *The Functional Tennis Podcast*. Functional Tennis. <https://www.functionaltennis.com/blogs/the-functional-tennis-podcast/gary-cahill-the-journey-of-parents-in-tennis>

This episode shares insights related to parental roles in tennis talent development, reflecting themes discussed in Chapters 6 and 7.

2. Cahill, G. (2023). *Tips for tennis parents*. Tennis Australia Radio.

This segment provided practical guidance for parents involved in youth tennis, aligning with key findings presented in Chapters 6 and 7

Conference Presentations

1. Tennis Ireland Coaches Conference (2023)

Presented on how scientific evidence can inform coaching practice and support decision-making.

2. World Tennis Conference (2024)

Shared insights on evidence-informed coaching and its relevance to applied decision-making in talent development.

3. Bahrain ITF Asian Coaches Conference (2024)

Delivered as part of a broader presentation exploring contextual factors influencing talent development, as discussed in Chapter 5.

4. Tennis Ireland Coaches Conference, Dublin (September 2025)

Confirmed as a main speaker, the presentation will focus on the influence of contextual factors on Irish tennis coaching.

5. Coach the Coaches Conference, Basel (October 2025)

Confirmed as a main speaker, the presentation will focus on parental involvement in sport, with particular emphasis on decision-making processes

6. ITF World Tennis Coaches Conference, Vilnius, Lithuania (October 2025)

speaker; the presentation focused on parental involvement in tennis, with particular emphasis on coach decision-making.

Abstract

The Parent Advantage: Exploring Contextual Influences and Parental Roles in Tennis Talent Development

Talent development (TD) in sport was often guided by prescriptive models that overlook the complex, context-dependent nature of athlete progression. In tennis, developing TD is particularly challenging for smaller less developed tennis nations as they struggle to compete within a globalised system. Despite limited resources, success often emerges through the agency of key individuals, especially parents, who navigate developmental challenges and shape athlete pathways. While parental influence is well established, little is known about how their roles and decisions interact with broader contextual constraints.

This thesis explores the critical role of parental involvement in TD tennis players' development, focusing on the contextual factors that influence both the development process and the parental role. Five interrelated studies were conducted. Chapter 4 provides a scoping review of TID research over the past two decades, examining whether studies adequately consider contextual variables such as geographical location, sport type, and age. The findings reveal significant gaps in the literature, suggesting the need for more nuanced TD research. Chapter 5 focuses on two tennis federations from different regions, examining how meso (e.g., training environment) and macro-level factors (e.g., political, geographical) shape micro-level TD practices. The study highlights how varying contexts impact the delivery of tennis training and athlete development at both grassroots and elite levels and emphasises the importance of parents in TD. Chapter 6 explores parents' perceptions of their role in supporting TD athletes throughout a competitive season. Using a longitudinal approach, it examines how parental involvement evolves as the athlete progresses through stages of development. Chapter 7 investigates the critical decisions parents face on the TD pathway, focusing on the factors influencing these choices. It highlights the challenges parents encounter in navigating the TD process. Chapter 8 builds on these insights by exploring ways to better support parental decision-making, drawing on research from education and coaching. It identifies strategies that can assist parents in making informed decisions and understanding their evolving role. Finally, Chapter 9 synthesises the findings, offering both theoretical and practical implications for

future research and practice. Recommendations are made for a more contextually, reflective approach to supporting parents in sports. This thesis emphasises the importance of equipping parents with the knowledge and tools to navigate the complex TD process, ultimately improving support systems for families involved in junior tennis and enhancing the development of young athletes.

Chapter 1. Introduction

In the ever-evolving field of Talent Development (TD), especially in the high-stakes and high-paced sport environment, there is a “search for the ‘right’ answer”, with lots of people offering the ‘way to do it’ with a multitude of voices offering competing paths to success. Many of these approaches offer prescriptive models at both organisational (e.g., National Governing Body) or meso (e.g., club or academy) levels, (c.f. Bailey & Collins, 2016) without due appreciation of the range of contextual and individual factors that impact the TD journey (Khasnis et al., 2021). Indeed, though it has been described as ‘staged’ (Balyi, 1998), the pathway is typified by an idiosyncratic and individualised approach that makes rigid, or ‘one size fits all’ advice reductionist. As such, a critical issue is the transferability of ideas in TD that recognise the complex, multifaceted nature of development. This concept of transferability, the capacity to generalise from one domain to another, is increasingly recognised as critical in understanding how knowledge and developmental principles can be effectively applied across contexts (Jenkins, 2017). Uncritical adoption of practices, ideas, or processes, without due consideration of the rationale and context in which they are being embedded, can lead to maladaptive or at least ineffective practice (Collins & Bailey, 2013).

In tennis, this becomes particularly evident while certain nations boast a track record of sustained success; smaller, less developed countries fear being left behind in the global tennis arms race (Oakley & Green, 2001). Despite limited resources, smaller talent pools, and fewer systemic opportunities, and despite the well-established importance of resources on TD (De Bosscher et al., 2006), notable breakthroughs have emerged from smaller tennis nations, often propelled less by structural innovation and strategy and more by the agency and initiative of key individuals. The role of the family (e.g., Taylor et al., 2017; Taylor et al., 2021) and parents (e.g., Dorsch et al., 2021a; Holt & Knight, 2014) in particular as significant influencers

on TD is well established in the literature and supported by multiple examples. For instance, the developmental trajectories of Scotland's Andy Murray (Marzella, 2024) and Tunisia's Ons Jabeur (Osman, 2022), both of whom left home at an early age, illustrate how parental commitment and decisions can play a pivotal role in navigating resource-constrained environments. Outside these outliers, who seem to have made individual decisions that impacted their development journey, it is important to consider how structural limitations such as smaller populations and constrained financial resources can be managed to support high-potential athletes in sport.

1.1 Broadening the Lens: Contextual Factors and Parental Influence in TD

Considerable research in TD has focused on training volume, practice type, and individual skill acquisition (Côté et al., 2009; Ericsson et al., 1993) as key individual-level factors that influence TD. For instance, the issue of early specialisation is particularly relevant in sports like tennis, where children often enter intensive programmes from age 8 or 9, and has provoked divergent views on long-term success and athlete wellbeing (De Bosscher et al., 2023; Oršolić et al., 2021; Jayanthi et al., 2011). Notably, the decision to specialise early is often driven by the belief that early commitment will accelerate their path to success (Baker, 2003; Baker et al., 2021). However, as Collins et al. (2022) argue that there is often no single correct approach to TD, which is characterised by an inherent 'it depends' quality driven by conditionality and a need to acknowledge the purpose and rationale behind a decision. To make sense of what *it depends on*, we must widen our analytical lens. Broader contextual factors such as socioeconomic status, access to facilities, sporting culture, and national infrastructure play an important yet often underemphasised role in shaping athletes' pathways and the decisions they make.

National Governing Bodies (NGBs) are often framed as the primary system controllers of TD, and their influence extends beyond oversight and governance to include the design and implementation of strategic frameworks to guide athlete progression. In a sport like tennis, where early engagement is typical of aspiring elite tennis players (Oršolić et al., 2023), parents play a pivotal role in shaping the athlete's journey long before formal systems fully engage, often making foundational decisions that operate in parallel with, or even in advance of, the strategies laid out by NGBs. Research indicates that parental decision-making at key transitions can significantly influence developmental outcomes (e.g., Dorsch et al., 2021a; 2021b; Larson et al., 2022).

1.2 Establishing context

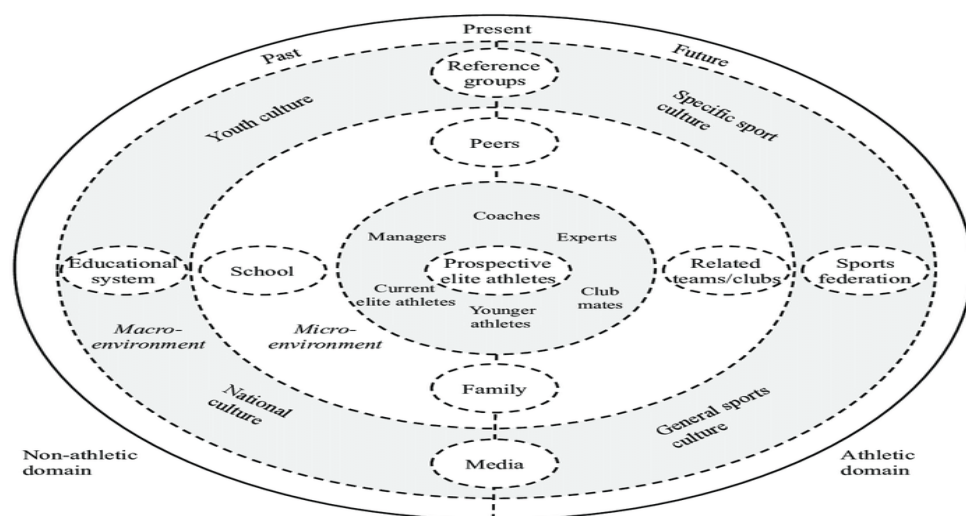
1.2.1 Research interest in TD

Over the past two decades, there has been a dramatic surge of approximately 1900% in research focused on talent within the sports domain (Baker et al., 2020). This growth reflects the increasing financial and reputational stakes associated with producing elite athletes. Global revenues in women's elite sports alone are projected to exceed \$2.35 billion in 2025, up from \$1.88 billion in 2024, a rise that underscores the heightened commercial pressures and strategic importance of TD (Deloitte, 2025; Reuters, 2025) and the importance of consideration of complex, multi-level environmental factors (e.g., Henriksen et al., 2010a; Côté et al., 2022). As the field has evolved beyond simplistic models to address the multifaceted nature of TD, scholars have increasingly advocated for comprehensive frameworks that capture the complexity of athletes' developmental environments. Building on earlier critiques of often oversimplified training frameworks (e.g., Balyi, 1998), Martindale and colleagues' contribution to TD literature (2007, 2005) argued for a more expansive understanding of TD, one that considers the broader ecosystem shaping an athlete's progression. Henriksen and colleagues

(2010a; 2010b) advanced their contribution by providing a more holistic, ecological perspective that shifted the focus from the individual athlete to the environments in which they develop. This was a recognition that athletes exist across multiple concurrent environments. This ecological approach was a step forward towards a more holistic understanding and was centred on seminal work by Bronfenbrenner (1977, p.3), who introduced the ecological environment in child development (non-sport specific). Bronfenbrenner hypothesised that a person's development is profoundly affected by events occurring in settings where the person is not even present, from a sport perspective, such as national culture, general sporting culture, and specific sport (e.g., De Bosscher et al., 2006; Van Bottenburg, 2000; Stamm et al., 2001; De Bosscher et al., 2003). This literature is explored in more depth throughout Chapter 2. However, for now, the importance of the ecological system at all levels of the development pathway should be emphasised.

Figure 1.1

The athletic TD environment (ATDE) working model (see Henriksen et al., 2010a, p. 213).



1.2.2 The parent within the TD context

Contextual and environmental factors undeniably shape the design of TD strategies; however, the successful implementation of policy hinges on the intricate and dynamic interplay between these factors and a diverse range of stakeholders (Sotiriadou et al., 2008; Sotiriadou, 2009). This creates a "chicken and egg" scenario, where the context and stakeholders are so deeply intertwined that it becomes difficult to distinguish cause from effect, as each continuously influences and reinforces the other. This interconnectedness spans a broad spectrum of stakeholders, from governmental and statutory bodies to sports organisations, with crucial contributors including peers, coaches, and parents (Sotiriadou et al., 2008). While athletes will accumulate a growing number of influences from stakeholders in their athletic careers (Taylor et al., 2022; Rees et al., 2016), the parent is often the only constant and can become the orchestrator of the experience for the young athlete, albeit often one with little formal training or experience. While their involvement is increasingly recognised as critical in the literature (e.g., Dorsch et al., 2021b; Knight & Holt, 2013b; Larson et al., 2022), context and stakeholders continue to be treated as separate entities, with research predominantly focusing on descriptive accounts of parenting rather than viewing parents as integral components of the broader development system.

To fully understand the range of factors that influence TD, it is imperative to critically examine the broader contextual factors that influence this process. Context and parental influence cannot be considered in isolation, as both interact within a complex, interconnected system (Dorsch et al., 2022). Similar to athletes, parents are subject to a unique set of influences within the specific context in which they operate. Despite growing recognition of the importance of parental roles (Dorsch et al., 2021b), a significant gap remains in research addressing the influence of context on parents in the development of talent in tennis, particularly in less developed nations at the elite level. Parents, like athletes, undergo various

transitions, from introducing their child to the sport to supporting them from a distance as the athlete matures (Côté, 1999). However, there is little research available that delves into the intricacies of parental roles throughout various stages of an athlete's development within the specific sports context. Clearly, the developmental trajectory of an aspiring athlete will have a significant influence on the athlete's and, therefore, the parents' roles within the broader context. In practical terms, the varying challenges faced by TD athletes at various stages necessitate that parents adapt to ever-changing developmental needs and make critical decisions that are often influenced by a host of contextual (Harwood & Knight, 2015) and environmental factors (Bronfenbrenner, 1977). These decisions, ranging from choosing training programs to navigating competitive opportunities, play a crucial role in shaping the athlete's journey toward excellence (e.g., Harwood & Knight, 2009a; Knight & Holt, 2013; Larson et al., 2022). Although there is no shortage of information available about the role of parents of children in sport (Sutcliffe et al., 2021), there is a lack of research examining the decision-making processes of parents of HP athletes at various developmental stages. More specifically, a deeper exploration is needed into the nature, timing, and sources of information that inform parents' decisions regarding their children's engagement in specific HP sports. Furthermore, each sport and context presents unique contextual challenges, opportunities, and expectations, which can significantly influence how parents adapt and evolve in their support and guidance. A more nuanced understanding of the decision-making processes employed by parents across different stages of their child's development can enable practitioners to deliver more targeted, context-specific support, thereby enhancing parents' capacity to effectively navigate and contribute to their child's sporting journey (Thrower et al., 2016).

1.2.3 Tennis: Global Perspectives and the Irish Landscape

Tennis is a global sport, with an estimated 87 million players worldwide and approximately one court available for every 151 individuals (ITF, 2021). Tennis is broadly

acknowledged as a lifelong sport, offering substantial and sustained health benefits across various populations (Kawakami et al., 2024; Jackson et al., 2020). At the elite level, tennis presents lucrative opportunities, with top-ranked players commanding substantial incomes (Akabas, 2024). However, this economic disparity often highlights the financial challenges faced by those in the lower tiers of the tour, who frequently struggle to secure a sustainable livelihood (Niland, 2024). Despite this disparity, the developmental pathway in tennis is multifaceted, offering numerous avenues beyond the professional circuit, enabling participation and career opportunities across a broader spectrum of the sport.

Young children typically begin their tennis journey in local clubs, schools, or public parks around the ages of 7 to 8 (Oršolić et al., 2023). By nine or ten, those who exhibit early potential often start to engage more seriously with the sport, although many still participate in multiple sports at this stage (Oršolić et al., 2023). As training demands intensify, NGBs introduce structured programs tailored for young athletes (Brouwers et al., 2015b). However, TD in a sport as individualised as tennis often transcends the traditional pathways offered by NGBs (Brouwers et al., 2015b; 2015a). Increasingly, parents are actively pursuing developmental opportunities for their children that encompass NGBs, clubs and private academy structures. For instance, the trend of seeking training at globally recognised commercial academies has become more common in individual sports like tennis and golf (Brouwers et al., 2015a, 2015b; Grecic et al., 2017). Nowadays, tennis players often relocate from their home training environments in search of improved sparring opportunities and the perceived advantages of higher-quality coaching offered by commercial academies (Oršolić et al., 2023).

1.2.4 The Irish Tennis Context

Established in 1908, Tennis Ireland governs tennis in Ireland and strives to promote and regulate the sport across the nation (Ireland, 2023). Tennis Ireland reported 80,000

registered club tennis players in the latest European Tennis Report 2022 (Tennis Europe, 2022), with 216 active tennis clubs. Despite Ireland's historical focus on sports such as Gaelic sports, boxing, rugby, rowing, and golf, 1.6% of the total population (4.9 million) plays tennis, which makes it a relatively popular sport in Ireland. Tennis Ireland oversees the sport and has a comprehensive TD system, starting with structured training for athletes from age 8 and progressing to national initiatives by age 13. However, the winter's lack of indoor courts, with only 60 nationally (European Tennis Report, 2022), hinders consistent training. Ireland has an intensive competition structure, which includes over ten international junior events per annum and a highly intensive national junior competition calendar, mostly focused on the summer period. Ireland has had some successes, such as two male players participating in the 2011 US Open main draw and regular junior players in grand slams. However, there has not been an Irish tennis player ranked in the top 100 since Matt Doyle, who switched allegiance from the United States to Ireland in 1981. From a developmental perspective, the absence of commercial live-in academies means that TD is heavily reliant on clubs and the NGB. These distinctive structural conditions, comprising both challenges and opportunities, make Ireland a compelling context in which to explore the dynamics of TD in tennis.

1.2.5 My Context and Biographical Positioning

As a junior tennis player, I was consistently ranked among the top four in Ireland until my junior career concluded in 1992. Although I never claimed a national title, I remained within the top ranks for approximately six years. Notably, neither of my parents had any background in tennis. For most of my junior career, my mother struggled to follow the scoring system, while my father, despite limited technical understanding, took on the role of an armchair expert. Initially, my ambition was to lift the Wimbledon trophy. However, when Boris Becker won Wimbledon at just 17 years old in 1985, I began to question the feasibility of a professional career. In rural Ireland, the pursuit of a steady job was seen as the more sensible

route. Coaching was neither a well-known nor encouraged career path, certainly not by our supportive, though traditionally minded, career guidance teacher at the Christian Brothers school in Mullingar.

However, in 1992, my coaching journey began out of both chance and necessity when Mullingar Tennis Club, my local club, needed a youth coach. This role allowed me to earn a living and continue engaging with my passion. I quickly discovered that coaching provided a profound sense of accomplishment as I witnessed the growth of the next generation, both as youth tennis players and as maturing individuals. By 2001, I had fully embraced coaching, acquiring all the coaching qualifications accredited by Tennis Ireland and becoming the youngest tennis coach in Ireland with the highest national tennis coaching qualification.

In 2001, I also assumed the role of provincial junior coach for Leinster tennis, responsible for coaching, designing training programs, and collaborating with parents of youth athletes under 14 years old. Demonstrating proficiency in this role, I was promoted to national coach within two years, gaining exposure to coaching on the junior international tour. During this period, Ivo Van Aiken, the Belgian national performance director, significantly influenced my career. His dedication to evidence-informed practice and collaboration with universities to refine coaching and TD systems inspired me to contribute to Irish tennis on the national stage.

In 2007, I undertook the task of establishing Ireland's inaugural national tennis centre. From 2007 to 2018, I held various roles, including National Performance Director, Davis Cup Captain, Federation Cup Captain, and part-time involvement in the professional tour. This period marked a triumphant chapter in Irish tennis, with Irish players competing at the grand slam level in senior and junior events for the first time in the modern era. Throughout this transformative phase, my role transitioned from primarily coaching to a leadership capacity. During my national coaching tenure, I recognised the paramount importance of a comprehensive support network for successful athletes, with parental support emerging as a

key component. In response, I conceptualised and implemented the first-ever Parent Engagement Program, tailored to educate and support players at the national tennis level. Reflecting on this initiative, it is evident that it provided tangible evidence of the pivotal role played by parental support and engagement in fostering athlete development. Also, within this role, I got a first-hand sense of the challenges facing less developed, under-resourced tennis federations.

In 2018, I decided to step away from my position at Tennis Ireland and embark on a new professional journey. In anticipation of this transition, I dedicated substantial effort to furthering my education, aiming to broaden my skill set for potential future career paths. Before stepping down, my commitment to continuous learning led me to enrol in the Sport Ireland Podium Program, a personalised development initiative. Additionally, in 2017, I pursued a three-year master's program at the Irish Management Institute (University College Cork), focusing on leadership domains and their connections to structural development within tennis.

Since 2018, I have continued coaching on the professional tour while establishing a private TD business in Ireland. This journey feels like a return to my roots, albeit with a heightened comprehension of the intricate science of HP sports. Drawing from my career experiences, I now collaborate closely with athletes' parents, assisting them in their children's tennis journeys. This drive to develop myself, give back to the sport, and support parents in guiding their children fuelled my pursuit of a professional doctorate.

Furthermore, over the past ten years of my career, I have developed a deep interest in the evolving nature of tennis, particularly in how smaller, less-resourced federations can nurture talent and elevate players to the world stage. Growing up in Ireland, a country with little tennis tradition, I have always been curious about where the competitive edge lies for smaller nations. Specifically, I have wondered how we can develop world-class players without the large resources available to more established tennis powers. As alluded to in the

introduction, this question, along with my passion for tennis, has also driven me to pursue a professional doctorate. Ultimately, I hope to apply what I've learned in a practical way to support both players, coaches and parents, helping them navigate the challenges of developing talent, particularly in resource-limited environments.

1.3 Aims and Objectives of the Thesis

This thesis addresses multiple dimensions of TD in sport, with a particular focus on the influence of contextual factors and the role of key stakeholders, especially parents, in shaping athlete pathways in tennis. The study is structured around five interrelated aims that progressively build an understanding of the complexity inherent in TD systems, from broad research trends to the nuanced decision-making processes of parents involved in high-performance tennis.

The first aim of this research was to examine the talent identification (TID) peer-reviewed research from 2002 to 2022 in order to a. gain a comprehensive understanding of the scope of TID literature over the past two decades; b. consider whether the published research accounts for contextual variables such as the geographical location, type of sports, and age of participants; c. to investigate the methodological approaches and study design adopted in the research; and d. to examine the specific focus of the research.

Objectives:

- a) Using TID research as an example of TD research, to evaluate the extent to which focus on TID research has increased over the past two decades.
- b) To investigate if the published research accounts for the range of participants, contexts, sports, geographical location, and systems that are apparent across sport reports.
- c) To identify gaps in current research methodologies within TID studies.

The second aim of this thesis was to examine how meso (e.g., the organisational structure, training environment, club, school, and academy) and macro-level (e.g., geographical, political, and structural contexts) factors influence micro-level TD practice in two emerging tennis nations from the perspective of key stakeholders involved in the management, design, and delivery of the TD system.

Objectives:

- a) To explore the general principles underpinning player development pathways in two diverse tennis nations.
- b) Identify the specific contextual factors that assist or restrict player development within a national tennis governing body in and outside Western Europe.
- c) To investigate the role of key stakeholders (coaches, parents, NGB staff) in the implementation of TD systems.

The third aim of this thesis was to investigate how parents perceive and experience their roles in the development of top-ranked tennis players and how these perceptions evolve over time.

Objectives:

- a) Examine the roles of tennis parents at the various developmental stages, from starting the sport to the professional level.
- b) Investigate how contextual factors impact the role of tennis parents.
- c) Explore how the role evolves throughout one tennis season.

The fourth aim of this thesis was to explore decisions faced by parents along the TD pathway and investigate the factors influencing the decision-making process.

Objectives:

- a) Investigate the crucial decision points in the development of HP tennis players.

- b) Examine the complexity of decisions and the sources of information used during critical stages of talent development.
- c) Investigate the impact of seasons on parental decision-making.
- d) Examine how and if parents review decisions along the talent pathway.

The fifth and final aim of this thesis was threefold: Firstly, to develop and pilot a parent intervention underpinned by the Cognitive Apprenticeship (CA) approach. Secondly, utilising the Big 5 framework to evaluate the extent to which the CA approach supported parents in engaging in more reflective and informed decision-making. Thirdly, to examine the practical utility of this approach from the practitioner's perspective, assessing its effectiveness and practicality.

Objectives:

- a) To develop and pilot a parent intervention underpinned by the CA approach.
- b) Evaluate the extent to which the CA approach supported parents in engaging in more reflective and informed decision-making.
- c) Examine the practical utility of this approach from the practitioner's perspective, assessing its effectiveness and practicality.

1.4 Programme of Work

This section outlines the structure of the thesis, detailing how each Chapter systematically addresses the key themes and research questions. The thesis reflects a structured, stepwise approach which developed iteratively as the research progressed. Chapter 2 presents a critical review of research concerning TD and parenting in sport. The chapter begins by highlighting the importance of contextual factors, focusing on the interaction between micro, meso, and macro influences within the tennis context. It then explores the evolving role of

parents in nurturing talent, particularly their involvement in decision-making. Finally, the Chapter examines literature on decision-making, reflection, and professional judgment in TD, identifying key gaps and framing the rationale for the subsequent empirical work.

Chapter 3 outlines the thesis's pragmatic research philosophy and explains how this orientation supports the exploration of complex, context-sensitive decision-making in TD. The Chapter highlights pragmatism as a flexible, problem-oriented approach that bridges academic inquiry and applied practice. It then presents the rationale for the selected study design, demonstrating how the chosen strategies enabled a rich and contextually grounded understanding of parental roles and decisions.

Chapter 4 is a scoping review that uses TID as an exemplar of TD to examine two decades of peer-reviewed research. It critically evaluates the extent to which this body of work accounts for contextual variables such as geography, sport type, and participant age. The findings reveal significant limitations in the literature. More specifically, a concentration of studies from a small number of countries, a primary focus on team sports, and a reliance on retrospective, quantitative designs that rarely engage with contextual factors. The review highlights the need for context-specific research and evidence-informed decision-making by coaches and sport governing bodies, and was a driver for the research that followed in this thesis.

Building on Chapter 4, the study outlined in Chapter 5 explores how meso-level (e.g., organisational structures, training environments) and macro-level (e.g., political, structural, cultural) factors influence micro-level TD practices in two emerging tennis nations, Ireland and Malaysia. The study highlights challenges faced by less developed tennis systems, such as limited financial resources, weak competition structures, and minimal stakeholder support. Despite national differences, the findings show that parents often emerge as the central decision-makers, effectively acting as system navigators within their contexts.

Following on from Chapter 5, which positioned parents as key decision-makers, Chapters 6 and 7 longitudinally examine how parents perceive their role in supporting developing athletes across different stages of the TD pathway. They also explore the decisions faced along the TD pathway, investigating the factors influencing decision-making. This investigation was grounded in the lived experiences of tennis parents actively engaged in the TD process within the Irish context.

In response to the findings from Chapters 6 and 7, specifically the need for a more individualised and contextually relevant approach to parent support, Chapter 8 pilots a parent-focused intervention underpinned by a CA approach. This study evaluates how the CA framework supports more reflective and informed parental decision-making. It also considers the practical application of this approach from the practitioner's perspective, offering insights into its potential effectiveness and feasibility in real-world settings. Chapter 9 presents a comprehensive discussion of the findings across all Chapters, highlighting both theoretical and practical implications. It identifies key contributions to knowledge, proposes directions for future research, and critically reflects on the strengths and limitations of the thesis.

Chapter 2: Influence of contextual factors on TD parenting

2.1 Introduction

In this increasingly competitive domain of TD, it is unsurprising that attention has turned to how systems and pathways can support national governing bodies' abilities to identify, nurture, and retain high-potential individuals (Sam, 2012; Zheng & Chen, 2016). As discussed in Chapter 1, there has been a growing recognition in the academic literature of the multifaceted influence that context has on TD (e.g., Lyle, 2018; Ashford et al., 2022; Baker et al., 2021; Henriksen & Stambulova, 2023). However, as discussed in more detail later in this Chapter, the influence of contextual factors is far from straightforward, as each context has its own uniqueness, making a "one-size-fits-all" approach to TD highly unlikely to succeed across diverse settings (Oakley & Green, 2001; De Bosscher et al., 2007). In light of this, some TD systems that have demonstrated success within their particular national contexts are often cited as exemplars of best practice. For example, the recent success of Italian tennis (Marzorati, 2024) has attracted considerable international attention, with countries such as France reportedly studying Italy's development system to learn from and potentially implement elements of its effective TD strategy (Archy Sports Team News, 2025). While such efforts may reflect a desire to accelerate progress through the adoption of models that have shown success in other contexts, they raise important questions about transferability. Simply transplanting elements of one system into another may fail to account for critical contextual differences such as population size, governance structures, funding mechanisms, and cultural expectations, which are central to how TD systems function in practice.

Regardless of the specific contextual nuances that vary across nations, a universal constant remains: athletes' development is supported and dependent on a diverse array of stakeholders (Sotiriadou, 2009; Sotiriadou et al., 2008). The influence of these stakeholders,

particularly parents, is profoundly shaped by the distinctive contexts in which they operate, societal and cultural norms, as well as a host of individual factors. In individual sports such as tennis, as well as in less-established or emerging HP systems, parents often assume a central role as key decision-makers in an athlete's developmental trajectory in the absence of strategic initiatives. For instance, in India, when exploring alternative pathways to success in Indian sport (Khasnis, 2022), the achievements of athletes have been associated with younger parents who are more receptive to the idea of their children pursuing careers in sport. In other words, the broader socio-cultural context plays a pivotal role in shaping parental decisions, with younger parents being more attuned to global sporting opportunities and less constrained by traditional career expectations. These examples highlight the importance of recognising not just the context but also how different contextual factors affect the decision-making processes of key stakeholders, especially parents.

This chapter begins by providing some conceptual clarity of critical terms related to TD and then critically reviewing the literature on the influence of contextual factors in TD, with a particular focus on tennis, where the interaction between stakeholders like parents and the broader environment plays a key role. The Chapter also critically examines the research surrounding parental roles, highlighting the unique pressures and constraints reported in navigating talent pathways. It will also explore parental decisions within tennis, examining the unique pressures they face in navigating the talent pathway. Furthermore, the Chapter will assess the role of parental intervention programs within TD systems and how these initiatives intersect with developmental experiences, considering the impact of contextual factors.

2.2 Conceptual Clarity

2.2.1 The TD athlete

Currently, no universally accepted terminology or framework exists to characterise the calibre and training status of individuals or cohorts within TD systems. This definitional inconsistency presents a significant challenge for both researchers and practitioners (Baker et al., 2015). The comments about transferability aside, research specificity requires that findings be applied only to populations closely aligned with those studied, necessitating clear and objective cohort definitions (Betts et al., 2020). For example, meaningful comparisons between training programs for TD tennis players and recreational club players depend on precise criteria to differentiate these groups. In much the same way as the term ‘elite’ has been applied differentially in the literature to account for participants from Olympic-level athletes to more recreational-level athletes (Swann et al., 2015, p.2). Existing literature often encompasses a broad spectrum of participants from novices to developmental athletes (Strandbu et al., 2019), which risks obscuring the distinct developmental trajectories of athletes within formal TD systems. Conceptual clarity is essential to distinguish TD athletes from general youth sport participants, as conflating these categories may misrepresent the specific demands, constraints, and supports influencing progression in structured pathways (Dohme et al., 2016). Clearly defining TD athlete categories enhances the transferability of research findings and aids practitioners in applying insights effectively (Grainger et al., 2024). Moreover, articulating sport- and context-specific distinctions enables richer cross-study comparisons and fosters a more nuanced understanding of TD across varied sporting environments (Gavin et al., 2024).

One way of considering the motives of young athletes is offered through Collins and colleagues' (2012) continuum between participation, performance sport, and elite achievement. The Three Worlds model distinguishes between *Elite Referenced Excellence*, where achievement is measured against others with the goal of winning at the highest level, and

Personal Referenced Excellence, where success is based on personal milestones like completing a marathon or improving personal times. The third category, *Participation for Personal Well-Being*, involves physical activity for reasons other than personal progression. A key feature of Collins' model is its flexibility: Young elite performers may remain involved at the participation level, while late developers or returners may transition across stages. This fluidity allows individuals to inhabit multiple categories concurrently, reflecting the dynamic nature of athletic development. As such, understanding the experiences and decisions of young athletes requires an appreciation of their motives for participation.

McKay and colleagues (2022) also propose a classification system for establishing clear and specific criteria for categorising athletes defined by training volume, performance metrics, and skill level. This paper, focused on senior-level athletes, presents a six-tiered Participant Classification Framework from recreationally active to world-class, whereby all individuals across a spectrum of exercise backgrounds and athletic abilities can be classified. For example, highly trained national level is the first tier of the present framework in which performance standards are defined. This tier includes national-level representatives who are performing structured and/or periodised training and are developing proficiency in skills required to perform their sport at the highest level. The next tier includes individuals participating in Provincial/State or Academy Programs. While the framework proposed by McKay et al. (2022) aims to offer a resource adaptable across athletes and research participants, it also acknowledges that key differences exist between sports and their respective contexts. This recognition of contextual variation is central to the inquiry in Chapter 4, which examines the extent to which the existing TID literature accounts for such differences. The methodological approaches and study designs used in this body of work, as well as the specific focus of each study.

2.2.2 Defining TD context and environment.

When examining the role of context and environment in TD, it is essential to establish a clear and precise understanding of both concepts. The terms "context" and "environment" are frequently employed in TD research, yet they are often used interchangeably and without clear or consistent definitions. This lack of definitional clarity presents significant challenges, particularly in the interdisciplinary field of TD, where the understanding and application of these terms can shape theoretical frameworks, methodologies, and practical interventions. Merriam-Webster (2022) defines *context* as the group of conditions that exist where and when something happens, which includes both physical and social components. Propeller (2013, p. 219) further elaborates by describing the context as “the background, the environment, or a set of circumstances that surround an event or behaviour.” Ramos et al. (2023) echo this view, suggesting that context encompasses the broader background influencing an event or behaviour. In summary, and in this thesis, context is defined as the conditions (societal, cultural, and institutional) or circumstances, both physical and social, that surround the athlete. In contrast, the term *environment* refers specifically to the physical and social surroundings in which an event occurs (Van Raalte et al., 2016). While the environment is a critical aspect of context, it is more narrowly focused on the immediate settings in which an event unfolds. In short, context is a broader term, encompassing not just the environment but also the wider societal, cultural, and institutional conditions that influence an event or behaviour.

2.3 The impact of contextual factors on TD

2.3.1 The link between context and TD

Within the complex and dynamic landscape of TD, practitioners and scholars alike continue to grapple with the question of what constitutes an optimal TD pathway. As alluded to in Chapter 1, there has been a persistent inclination within both practice and policy to adopt

simplified, linear models of TD that offer clear, prescriptive pathways for coaches and practitioners (Balyi & Hamilton, 2003; Balyi, 1998). While such models may appeal due to their apparent practicality and ease of implementation, they risk overlooking the dynamic, non-linear, and context-specific nature of athlete development. In response, a growing body of TD researchers has called for a departure from universalist, "one-size-fits-all" approaches (Bailey & Collins, 2016), urging instead for frameworks that reflect the complex, adaptive systems within which talent is nurtured. Research has shown a growing appreciation for the multifaceted influence of context on TD within various domains, including coaching (Lyle, 2018; Ashford et al., 2022), talent identification (Baker et al., 2021; Leite et al., 2021), and policy design (De Bosscher et al., 2006; Khasnis et al., 2021). Efforts to standardise TD practices often overlook the nuanced realities of applied settings. While broad frameworks offer conceptual guidance, their translation into practice is complicated by the diverse sociocultural, institutional, and individual factors shaping each context (Oakley & Green, 2001; De Bosscher et al., 2007). This tension between global models and local realities has brought renewed attention to the challenges of policy transfer in sport, particularly how TD policies are interpreted, adapted, or resisted within distinct national and organisational contexts.

Jenkins (2017) highlights that when transferring policy, it is crucial for policymakers to evaluate the transferability of practices, taking into account how these practices will apply within the unique cultural and environmental contexts in which they are implemented. Similarly, Collins and Bailey (2013) argue that in practice, the exchange, adoption, and transfer of practices across different contexts, whether cultural, national, or institutional, often take place without sufficient consideration of the specific details and nuances of the originating or receiving environments. This lack of contextual sensitivity can result in the misapplication or distortion of practices, such as the dynamics, norms, and underlying assumptions that shape these practices in one context may not seamlessly translate to another (Collins & Cruickshank,

2012). This "copy-and-paste" approach to policy transfer is problematic, as the adage "everything works somewhere, nothing works everywhere" suggests. The evidence also supports the idea that successful policies or systems from one context do not automatically guarantee success when transplanted to another.

Collins and Bailey (2013) highlight the challenges associated with transferring policies, particularly in HP sport. While contextual factors are acknowledged as significant, they argue that another important barrier to successful policy transfer has been largely overlooked in the literature, what they term "Scienciness." The scientific principles behind HP sports systems are often highly technical and specialised, and this complexity can create uncertainty in policy transfer. Additionally, TD is inherently "cutting edge," meaning it frequently lacks well-established evidence that typically supports broader strategies. They argue that for effective transfer to occur, it is essential that those driving change within the receiving context possess a deep understanding of the specialised scientific principles underpinning performance, ensuring that policy transfer does not overlook or dilute the scientific rigour fundamental to successful TD. However, in practice, according to Collins and Bailey (2013), this understanding of scientific principles is often lacking, undermining such transfers' success.

In general, despite the growing body of research emphasising the impact of contextual factors on TD (e.g., Leite et al., 2021; Rees et al., 2016; Baker et al., 2020), a significant gap remains in understanding how these findings can be practically applied across diverse contexts (Baker et al., 2020). While many studies contribute valuable insights into the broader context of national sport policies, including historical and cultural patterns (Robinson & Minikin, 2012; Truyens et al., 2016; De Bosscher et al., 2015), they fall short of offering specific guidance on what strategies *may or may not* work, under which conditions, for different national sporting systems (Pawson & Manzano-Santaella, 2012). Consequently, while existing research provides valuable generalisations regarding the importance of contextual factors on TD, there appears

to be a lack of consideration of the role of context within TD literature (Baker et al., 2020). As a result, decision-making by stakeholders and NGBs can be impeded by the social, political, and historical factors surrounding it (Brownson et al., 2009; Bowen et al., 2009).

2.3.2 Contextual factors influencing tennis success

Brouwers and colleagues (2015a) highlighted some contextual factors influencing TD systems in tennis, underscoring the role of cultural, historical, and institutional factors in shaping development. The study involved 75 tennis experts from 24 countries, including HP directors, coach education managers, and tennis specialists such as elite coaches and researchers. An interesting finding was that although experts were specifically asked to identify policy-related factors, over half of them highlighted contextual influences that are not related to sport policies and cannot be fully controlled by them. Sixty percent of experts identified cultural factors as key to tennis success, with tennis culture being the most significant sub-theme. This was described as including the success of elite players, the presence of tennis role models, the history of achievement in the sport, and the cultural importance of tennis relative to other sports. Experts also highlighted the importance of overall sporting and school cultures. The demanding school curriculum, often encountered in second-level education, with limited training time and a lack of flexibility, was perceived as a barrier to developing talented players. Additionally, 25.7% of experts pointed to the commercial environment, emphasising the role of high-quality tennis clubs and academies that offer support programs for TD athletes, such as competitive junior programs.

While the study by Brouwers et al. (2015a) highlights the impact of some contextual factors; the study mainly relies on insights from HP directors in successful tennis nations with larger budgets, established infrastructures, and larger populations. As a result, the findings may not fully address the challenges faced by smaller or less successful federations such as Tennis Ireland, where resource limitations, underdeveloped sporting cultures, and smaller talent pools

can affect the effectiveness of development policies. Thus, the study's conclusions may reflect a bias toward more prosperous nations, leaving a gap in understanding the specific obstacles faced by federations with fewer resources. Similarly, and as will be discussed further in Chapter 4, Baker et al. (2020) emphasised the importance of considering contextual and broader, more diverse groups, such as athletes from underrepresented regions like Africa, Asia, and South America.

In research, as described earlier in this Chapter, the principle of specificity dictates that findings should be applied only to populations or conditions closely aligned with those under investigation (Betts et al., 2020). Aligned with the study's pragmatic orientation, this reinforces the need for a nuanced understanding of contextual dynamics to inform meaningful change in Irish tennis, as explored in Chapter 5. The current body of tennis research lacks context-specific studies that could inform the development of policies and practices tailored to address the unique challenges and cultural intricacies of tennis systems globally. As discussed further in Chapter 3 on research methodology, this gap underscores the critical need for studies that attend to localised conditions and contextual variables, ensuring that strategic frameworks are adaptable to the environments in which they are implemented. While the desire for generalisable findings is understandable, research grounded in specific contexts remains vital; such work can offer rich, practice-relevant insights that might otherwise be overlooked in broader approaches. For example, when China explored policy transfer in swimming, emphasis was placed on transferable technical components across systems, while deeper structural or policy-level elements were downplayed (Tan et al., 2019). This example illustrates both the appeal and the limitation of seeking translatable models, reinforcing the importance of retaining contextual integrity in applied research.

2.3.3 Ecological systems theory

As introduced in Chapter 1, Bronfenbrenner (1977) introduced the ecological systems theory, which emphasises the multiple layers of environmental influence on human development. Building on the earlier discussion regarding the interchangeable use of the term "context," Bronfenbrenner's ecological model extends beyond the general concept of context by providing a detailed framework that maps out distinct layers of environmental influence and their interrelationships. Bronfenbrenner introduced his ecological systems theory to explain human development as a complex, context-dependent process, grounded in the premise that development does not occur in a vacuum but must be understood within its broader environmental systems. Bronfenbrenner's ecological systems theory (1977) was primarily introduced and applied in child psychology and developmental psychology. His work aimed to provide a comprehensive framework for understanding how children's development is influenced by the multiple layers of their environment, such as their family, school, peers, and society. Bronfenbrenner proposed that human development is shaped by the complex interactions between individuals and their environment, which he conceptualised as a series of nested systems.

The ecological environment is viewed as a series of nested structures, one inside the other, similar to a set of Russian dolls. At the core is the immediate environment that surrounds the developing individual, such as their home, classroom, or, in research contexts, a laboratory or testing room (Bronfenbrenner, 1977, p.3). Bronfenbrenner also hypothesised that a person's development is profoundly affected by events occurring in settings in which the person is not even present. Bronfenbrenner's (1977) ecological systems theory has been widely cited in sport science to capture the multilayered environments in which development occurs. The true value of their work lies in challenging reductionist approaches to athlete development (Bronfenbrenner, 1977, p.26). Rather than viewing TD as a linear, individualised process,

Bronfenbrenner's model foregrounds the indirect, relational, and sociocultural forces that shape how talent is recognised and nurtured. This is particularly relevant in tennis, where macro-level influences such as federation policy or cultural values can shape daily decisions made by parents or coaches. Thus, the framework encourages a more systemic and reflexive analysis of development that problematises assumptions of universality in TD models. Significantly, applying this lens not only enriches conceptual clarity but also raises critical questions about the transferability of TD frameworks across contexts.

2.3.4 Ecological Approach to TD

As discussed in Chapter 1, previous research on TD has primarily focused on linear TD models, such as those popularised by Balyi (1998), which advocates for age-specific training designed to achieve expert-level performance. These models, often highly prescriptive, outline the optimal volume and types of practice required at various stages of development. Other TD research, as also introduced in Chapter 1, has emphasised the individual athlete's training volume and practice types (e.g., Côte et al., 2009; Ericsson et al., 1993), contributing to the ongoing debate about whether children should specialise early in a single sport or participate in a broader range of sports (Bridge & Toms, 2013). However, this approach neglects the influence of the broader ecological system in which athletes develop. This emphasis on individual pathways and performance risks overlooking the broader ecological system in which TD is embedded, including family, community, institutional, and cultural influences. Without acknowledging these layers, such models may fail to capture the complexities that shape real-world development, limiting their relevance and applicability across diverse sporting environments.

Recognising this need to move away from descriptive models, as alluded to in Chapter 1, Martindale and colleagues (2005, 2007) made a substantial contribution to the understanding of TD by challenging traditional prescriptive models reflecting a growing appreciation that TD

is the collective responsibility shaped by the broader environment (Bjørndal & Ronglan, 2018). More specifically, Martindale and colleagues (2005, 2007), through their model of effective talent identification and development environments (TDEs), outlined five core characteristics that underpin successful practice. These include: i) long-term aims and methods, ensuring that development is strategically aligned with future performance goals; ii) wide-ranging, coherent messages and support, fostering consistency across all levels of athlete interaction; iii) an emphasis on appropriate development, not early success, which discourages premature performance pressures; iv) individualised and ongoing development, tailored to the evolving needs of the athlete; and v) holistic and systematically integrated support across the athlete's environment, ensuring alignment between personal, social, and organisational influences.

Martindale et al.'s (2005, 2007) work significantly contributed to research by identifying core principles underpinning effective TD systems. However, while these principles offer a valuable foundation, their work does not detail the specific environmental factors and processes that influence development, particularly within the complex realities of individual sports like tennis. This generality risks overlooking the nuanced realities athletes often face. This is especially evident in tennis, where development rarely occurs within a single, unified system (Grecic et al., 2017). Instead, athletes commonly move through multiple, overlapping environments such as clubs, commercial academies, and national training centres, each shaped by distinct philosophies, values, and stakeholder interests (Pankhurst & Collins, 2013b).

Building on Bronfenbrenner's ecological framework and contributions by Martindale et al. (2006, 2007), Bottenburg, (2010), and De Bosscher et al., (2007), Henriksen and colleagues introduced the Athletic Talent Development Environment (ATDE) model. This ecological approach to TD conceptualises the athlete's development as shaped by a network of social relations both within and beyond the sporting domain. The ATDE is defined as "young

athletes' social relations both inside and outside of the world of sport, social relations which have a sports club or team as their core but also include the larger context in which the club or team is embedded" (Henriksen et al., 2010a, p. 160).

Complementing this is the Environmental Success Factors (ESF) model derived through case studies of successful TD environments in sports such as kayaking in Norway (Henriksen et al., 2011), track and field in Sweden (Henriksen et al., 2010a), and sailing in Denmark (Henriksen et al., 2010b). Importantly, the ESF model underscores that examining development at only one level of the system, such as the club, coaching, or family, risks overlooking the complex, dynamic interplay across multiple levels. More specifically, Henriksen's model highlights the interconnectedness of the athlete's development, spanning from immediate, day-to-day surroundings (micro-level) to broader societal and cultural forces (macro-level). In this model, the athlete is placed at the centre, surrounded by two interrelated layers. The micro-level encompasses settings where direct interaction occurs, such as clubs, coaches, peers, and family, while the macro-level refers to the broader cultural and institutional context, including sport federations, the media, education systems, and societal values. The model distinguishes between the athletic and non-athletic domains and depicts environmental components with dotted lines to signal their permeability and interdependence. Notably, the model also includes a temporal dimension, acknowledging the dynamic and evolving nature of TD environments over time.

Similarly, while Henriksen's model focuses on the lived experience of the athlete, the SPLISS framework (De Bosscher et al., 2006; De Bosscher et al., 2015) adopts a more policy-oriented perspective, identifying structural and systemic factors that contribute to international sporting success. SPLISS classifies influences across three levels: micro (individual athletes and their immediate surroundings), meso (organisational structures and institutions), and macro (societal, economic, and political conditions). Unlike the ATDE model, SPLISS is not

athlete-centred but system-focused, aiming to assess how national TD systems support elite sport development. For example, the micro-level includes controllable (e.g., coaching quality) and uncontrollable (e.g., genetic predisposition) athlete-level factors, while the macro-level incorporates broader determinants such as population size or national wealth. The meso-level, largely absent from Henriksen's model, captures organisational elements like training centres, schools, and sport-specific policies. This research draws conceptually from both models. While Henriksen's framework provides a lens to examine how athletes navigate complex and interdependent environments, SPLISS highlights how structural and policy-level factors shape these contexts.

Despite this shift in the literature on TD towards a more ecological approach and the wealth of research highlighting the importance of environmental and contextual factors in TD (e.g. De Bosscher, 2018; Coutinho et al., 2016) there remains a need for a more systematic exploration of how macro factors influence micro and meso decisions in practice (Coutinho et al., 2016). As such, and discussed further in Chapter 5, research must integrate macro, meso, and micro perspectives, considering how each level interacts within a broader systemic framework (Bamberger, 2008; Wagstaff, 2019). By doing so, we can better understand how policy and practice in TD can be tailored to specific contexts, ensuring that successful systems are not simply replicated but adapted and contextualised to meet the needs of individual sports, nations, and athletes. In sum, failing to adequately consider the role of environment and context can potentially lead to insufficient micro-strategic decisions, which on the ground potentially impact the implementation of strategy by key stakeholders.

2.3.5 From Context to an Integrated Understanding of the Youth Sport System

While contextual factors undoubtedly influence the design of TD strategies, the successful implementation of policy is fundamentally contingent upon the complex interplay of a diverse array of influential stakeholders (Sotiriadou, 2009; Sotiriadou et al., 2008). At the

macro and meso level, this includes governmental bodies, statutory authorities, and sport organisations, and at the micro level, key individuals such as athletes, coaches, parents, and sponsors also exert significant influence (Sotiriadou, 2009; Sotiriadou et al., 2008). Researchers have highlighted the pivotal role of a wide range of stakeholders in an athlete's success (Webb et al., 2016a; Martindale et al., 2007; Martindale et al., 2005; Cruickshank et al., 2014). For example, there is a sizeable body of literature that acknowledges the important role that members of the social support network, such as coaches (e.g., Brouwers et al., 2015a, 2015b; Lyle & Cushion, 2016), siblings (e.g., Taylor et al., 2017; Taylor et al., 2021; Hopwood et al., 2015; Blazo et al., 2015), and parents (e.g., Knight et al., 2017; Dorsch et al., 2021) play in TD. Although these studies offer valuable insights, particularly into the specific roles of individual stakeholders, they often examine these roles in isolation or within siloed frameworks (Dorsch et al., 2022) with limited consideration of how contextual factors shape stakeholder involvement.

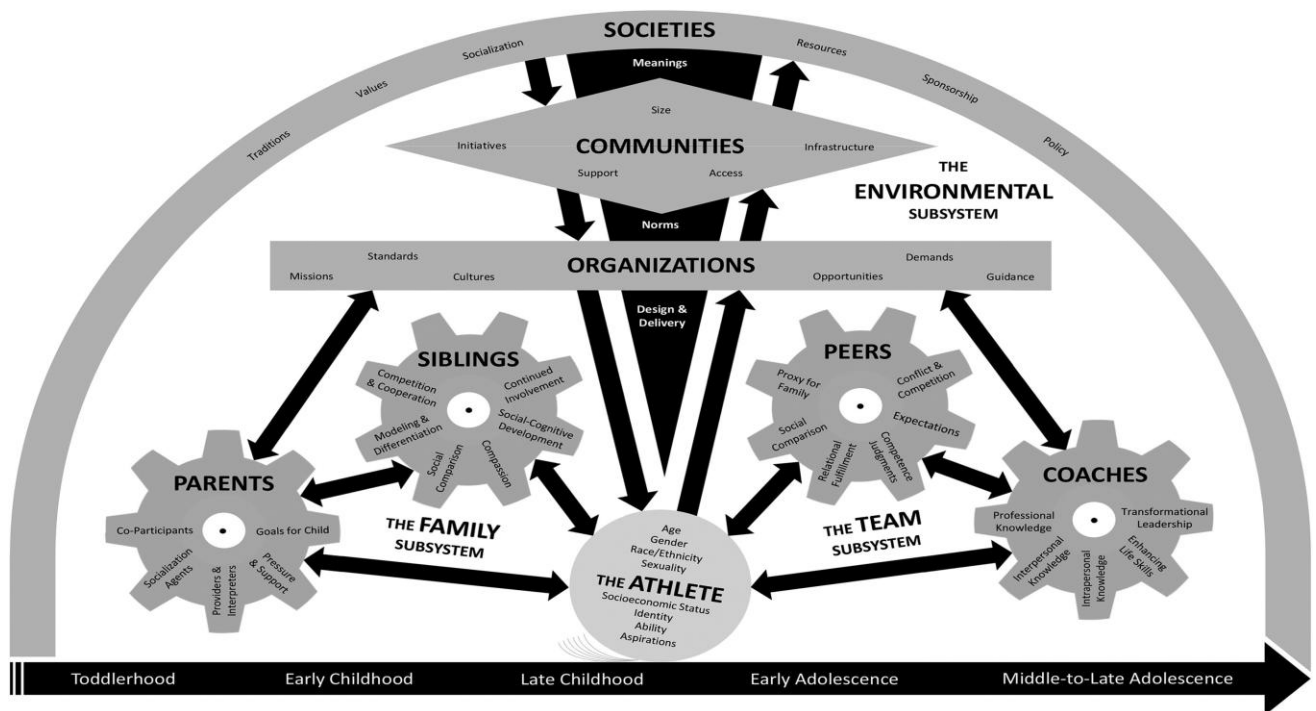
Dorsch and colleagues (2022), building on previous work from Garcia Bengoechea (2002), introduced a heuristic model that promotes an integrated understanding of the youth sports system (see Figure 2.1). Unlike Henriksen's ecological model and the SPLISS models discussed above, which emphasise the broad influence of various environmental factors on athlete development, Dorsch's model focuses more explicitly on the role of stakeholders. They argue that the people (e.g., parents, siblings, peers, and coaches) and contexts (e.g., organisations, communities, and societies) surrounding an athlete in youth sport should be examined collectively as these elements evolve and take on roles that are negotiated over time. They define the youth sport system as the "set of interdependent persons and contexts that influence and are influenced by an athlete in youth sport" (p. 105). As part of the model, they describe how the family subsystem (comprising the athlete, parents, and siblings), the team subsystem (comprising the athlete, peers, and coaches), and the environmental subsystem

(comprising organisations, communities, and societies) all have the potential to impact athletes' behaviours, attitudes, experiences, and outcomes in youth sport.

The family subsystem is considered the most proximal and, in many cases, the most salient in influencing athlete behaviours, attitudes, and outcomes, particularly during the early years of sport participation (Côté, 1999), with lasting impacts observed over time (Dixon et al., 2008). Looking ahead, Dorsch et al. (2022) argue that research examining the complex interplay between individuals and contexts in youth sport will most effectively advance theoretical understanding and practical applications (p. 2). Similarly, Harwood and Knight (2015) acknowledged the significance of examining the interactions of sports parents with diverse stakeholders within the ecological system framework (Bronfenbrenner, 1977). Within the macro, meso, and micro structures of the tennis system, parents emerge not merely as supportive figures but as active agents shaping athletes' success. While some studies, such as Oršolić et al. (2023) and Pankhurst & Collins (2013b), acknowledge the parental role and refer to aspects within the broader tennis environment, such as NGB and private academies ' influence on success. In general, there is a pressing need to reposition parents as embedded within the sport ecosystem: not peripheral actors, but central participants who navigate, negotiate, and are influenced by its structural and cultural dynamics.

Figure 2.1:

Integrated youth sports system (see Dorsch et al., 2022)



2.4 Parenting within a sport context

2.4.1 Introduction to sport parenting

Academic interest in sport parenting has grown significantly over the past sixty years (Dorsch et al., 2021; Holt & Knight, 2014). The literature consistently underscores the profound influence of parents on TD, making it unsurprising that the topic of sport parenting has been the subject of numerous comprehensive qualitative reviews (e.g., Knight et al., 2017; Richmond, 2009; Knight, 2019; Dorsch et al., 2021). These reviews have examined the multifaceted mechanisms in which parental involvement shapes athletes' developmental pathways, highlighting its critical role in fostering and, sometimes, constraining sporting success. In general, the literature in sports parenting suggests that the way parents approach and support their child's involvement can have both a positive (Jeffery-Tosoni & Fraser-

Thomas, 2015) and a negative impact on their child's sporting experience (e.g., Ross et al., 2015; Dunn et al., 2016; Holt et al., 2009).

Within the body of literature on sport parenting, the support parents provide has been broken into three areas: tangible support (e.g., financial contributions, transportation, and time commitments), informational support (e.g., providing guidance on training and competition strategies), and emotional support e.g., offering care, empathy, and understanding (Gould et al., 2006; Gould et al., 2008; Wolfenden & Holt, 2005). More specifically, numerous studies have highlighted the considerable financial, logistical, and temporal sacrifices demanded of parents as they navigate the TD pathway with their children (cf. Wolfenden & Holt, 2005; Gould et al., 2016; Lauer et al., 2010b). Beyond this routine, day-to-day practical support, parents also play an indispensable role in providing emotional and psychological support, such as helping athletes cope with setbacks like losses or being excluded from training programs (Wolfenden & Holt, 2005). Given the substantial demands placed on sports parents, it is perhaps unsurprising that research has also documented the toll this role can take on their own well-being, particularly with respect to elevated stress levels (Wolfenden & Holt, 2005; Harwood & Knight, 2009a; Knight & Harwood, 2009b).

While research has consistently underscored the profound influence parents have on their children's athletic experiences (Mastrorilli & Greco, 2020; Ross et al., 2015), the model of parental influence on children's motivation and achievement (Eccles et al., 1998; Fredricks & Eccles, 2004) provides valuable insights into the complex and multifaceted roles of parents and how parental behaviours shape their children's motivation. This model is based on the Expectancy Value Theory (Eccles et al., 1983), a widely influential framework in educational psychology, particularly in understanding motivation and achievement. The expectancy-value model seeks to explain how individuals' beliefs about their abilities and the value they place on tasks affect their motivation, effort, and achievement. When the expectancy-value theory

was applied to sports parents in 2004 by Fredrick and Eccles, the Children's Motivation and Achievement Model identified three key parental roles: providers, interpreters, and role models. As *providers*, parents offer logistical support, such as financial resources and access to training, directly affecting children's ability to engage in sports. As *interpreters*, parents shape children's perceptions of success and failure through feedback, influencing their self-efficacy and achievement goals. Finally, as *role models*, parents set standards for perseverance and effort, influencing children's attitudes toward sportsmanship while they themselves as parents go through dramatic behaviour changes in parallel with their child's development (Dorsch et al., 2009; Dorsch et al., 2014; Holt et al., 2009). As highlighted in Chapter 6, these roles and associated behaviours significantly influence children's beliefs, values, goals, motivation, and performance in sports. This theoretical framework is beneficial for understanding and underpinning the multifaceted roles of parents in youth sports, offering valuable insights into how parental involvement shapes TD. However, despite advancements in the sport parenting literature and the increasing recognition of the pivotal role parents play in TD, it is essential to move beyond simplistic, descriptive categorisations of 'good' and 'bad' parenting toward a more nuanced, context- and sport-specific understanding of parental roles.

2.4.2 The Role of Parents in Shaping Early Sport Experiences

Parents serve as the primary agents of sport socialisation by introducing young children to the world of sport (Harwood & Knight, 2015), before gradually guiding and supporting their children through the multifaceted stages of long-term athlete development (e.g., Knight et al., 2017; Dorsch et al., 2021a). Parents not only facilitate their child's access to sports opportunities, but they also significantly shape how their child perceives and interprets their initial sporting experiences (Fredrick & Eccles, 2004). Indeed, not all parents enrol their children in their first sports lessons with the same motivations, as there exists a multitude of considerations that drive parental decisions regarding youth sports socialisation. While these

motivations can differ from one family to another (Fredrick & Eccles, 2004), it is important to acknowledge some shared factors that should be taken into account. For instance, some parents may view sports as a means to foster discipline and teamwork, while others may prioritise physical fitness or social interaction. Furthermore, parents' own backgrounds can influence children's involvement in sport. For example, it is perhaps not surprising that some research has shown that individuals with family members involved in sports have a higher likelihood of being involved themselves (e.g., Bailey et al., 2010; Kirk & MacPhail, 2003).

More specifically, Mysko and colleagues (2023) indicate that a complex interplay of wider sociocultural, cultural, historical, and political factors can shape parental choices regarding their children's participation in sports. They identified three central themes that emerged from the analysis, encompassing the concepts of urgency, futureproofing, and the sporting family. The notion of urgency indicates that there is a time-critical aspect to nurturing "happy and healthy" children, and sports are seen as a significant arena for facilitating these endeavours (Messner & Musto, 2014). To futureproof their children, parents believed that early involvement in sports could serve as a safeguard, preparing their children for various social challenges, including the transition to school (Neely & Holt, 2014). Being a sporting family was a powerful ideology of well-being, happiness, and sporting tradition, all of which were reinforced through children's participation in sports. Kroshus and colleagues (2021), similar to other researchers (e.g., Fredrick & Eccles, 2004), believe that the top two reasons for parental involvement in sports remained consistent across various contexts: the joy of having fun and the encouragement of physical activity (Kroshus et al., 2021). However, as athletes progress in their development, both the athlete and the parent undergo a series of significant transitions, each navigating new challenges and evolving roles throughout the process (Côté, 1999).

2.4.3 The evolving role of parents along the TD pathway

Transitions refer to the turning phases in the development of a career, where athletes are required to fulfil a specific set of demands in order to progress successfully in their sport or other aspects of their life (Alfermann & Stambulova, 2007). According to Stambulova (2000), transitions may be normative (expected) or non-normative (unexpected). Normative transitions are predictable and anticipated stages where athletes move from one stage to another, such as transitioning from amateur to professional status or from regional to national level competitions (Schlossberg, 1984; Wylleman & Lavallee, 2004). On the other hand, non-normative transitions are unpredictable and involuntary, resulting from events such as losing a personal coach, season-ending injuries, or being cut from the team (Schlossberg, 1984; Wylleman & Lavallee, 2004). Several researchers, including Bloom (1985), Côté (1999), and Stambulova (1994, 2000) have conceptualised the athletic career as a linear series of anticipated stages and transitions. The role of sports parents is understood to undergo a significant transformation concurrent with these developmental transitions (Bloom, 1985; Côté, 1999; Dorsch et al., 2016b; Pummell et al., 2008).

In his seminal research conducted in 1999, Côté identified that parents undergo various transitions as their child advances in the sport. Côté (1999) identified three stages of sports participation: sampling years (ages 6-13), specialising years (ages 13-15), and investment years (beginning at age 15). The role of parents in their child's athletic development evolves as the athlete progresses through these stages. During the sampling years, parents provided enjoyable sports experiences. In the specialising years, parents become more involved in their child's chosen sport, committing more time and money. Finally, during the investment years, parents help their child overcome obstacles to achieve elite performance. This dynamic has been shown more recently within a football academy context, suggesting that parents undergo a significant transition as their children progress into the specialisation stage (Clarke & Harwood, 2014).

The increased training demands placed on players in these environments led to heightened parental commitment regarding time, finances, and logistical coordination. As such, even when young athletes move to a more formalised and independent training environment, parents still play an important role in exerting influence on both sporting performance and psychosocial outcomes (Dorsch et al., 2016b).

Although not explicitly centred on the role of parents in sport, Wylleman and Lavallee (2004) are credited with creating a conceptual framework based on the generally predictable normative transitions athletes may face throughout their athletic careers. Unlike previous TD transitional models, they proposed a more holistic developmental model that encompasses the beginning-to-end perspective of an athlete's career. The original purpose of this model was to assist sports psychologists in managing athlete transitions and to promote a holistic approach in their work. Organised across four levels, it includes stages and transitions in athletic, psychological, psycho-social, and academic/vocational development. In practice, a deeper understanding and awareness of critical transitions would enable practitioners to provide increased specificity in parental education (Thrower et al., 2016). These transitions must be carefully considered when evaluating the role of parents in sport, as they are critical in shaping the nature of parental involvement, influencing decision-making processes, and highlighting the evolving responsibilities and support required at each stage (Stambulova, 2017).

2.4.4 Influence of sport on parental behaviour and lifestyle changes

As young athletes, especially those who are on TD pathways, progress through the various transitions in their sport and experience changes to their training commitment, parents also adjust their own thoughts, behaviours, and relational dynamics in response to their children's sports involvement (Fredricks & Eccles, 2004; Dorsch et al., 2009; Dorsch et al., 2014; Holt et al, 2009a; Dohme et al., 2021). Parents may be compelled to make significant sacrifices in other facets of their lives. These sacrifices may include, for instance, reducing

financial outlays on their children's education or curtailing their own social and personal pursuits (Wolfenden & Holt, 2005). Research by Dorsch and colleagues (2009) demonstrated that children's involvement in youth sports also influenced parents' awareness, personal goals, and understanding of the sport, even influencing their own participation in that particular activity. This reverse and reciprocal effect also extends to social life; children's participation in sports facilitates the formation of new connections and personal friendships that transcend the boundaries of the sport itself (Dorsch et al., 2014). Just as athletes engage in a dynamic and non-linear pathway as they progress towards elite performance, it seems likely that sport parents experience a similar complex pathway as they navigate the various stages and transitions apparent on the TD pathway (Harwood & Knight, 2016).

Wiersma and Fifer (2008) found that parents derive direct emotional benefits from seeing their children enjoy and develop sports skills and indirect enjoyment from their children learning life skills such as teamwork, friendships, and self-confidence. On the other hand, parenting TD athletes can take its toll emotionally on parents; for example, researchers have described the organisational, competitive, and developmental stress induced by parents of youth tennis and soccer players (Harwood et al., 2010; Harwood & Knight, 2009a, 2009b). In summary, parents are engaged in a continuous cycle of responsibilities that extend beyond supporting their child's development. These revolve around managing their child's needs, maintaining their own well-being, and navigating their interactions with the youth sport environment (Harwood & Knight, 2015, p.32). Recognising how parents experience this role, how it evolves, and the challenges that accompany these changes is key to enabling practitioners to provide adequate support. Although substantial research has been devoted to understanding the role of parents in youth sports, there remains a notable gap in the literature concerning how parents themselves perceive, reflect on, and experience their roles, as well as how these roles evolve in parallel with their child's development (Holt et al., 2008; Harwood

& Knight, 2016). In other words, to date, much of the existing sports parenting research can be described as ‘studies of parents as opposed to with parents’ (Harwood et al., 2019).

2.4.5 The parent as a decision-maker

Stambulova (2017) proposes that the trajectory of an athlete’s development depends on making effective decisions at key transition phases in their careers. Similarly, Harwood and Johnston (2016) suggest that the process of TD can be understood as involving resources and systematic parental decisions to assist promising athletes in realising their potential. Some researchers have highlighted parents' challenges in making decisions regarding their child's sports development (e.g., Harwood & Knight, 2009a; Knight & Holt, 2013; Larson et al., 2022; Dorsch et al., 2021). For example, Knight & Harwood (2009b), Harwood and Knight (2009a) and Knight and Holt (2013a) have emphasised the critical developmental decisions parents face at both a macro and meso level, such as choosing their child’s training environment, hiring a personal coach, and managing academics. Notably, tennis parents repeatedly described the stress caused by facing critical decisions at various transitional stages of development (Harwood & Knight, 2009a; 2009b). For example, tennis parents were concerned about making what they termed ‘incorrect’ decisions regarding their child’s academic future, choice of training venue, and training program requirements. Interestingly, tennis parents described micro-level decisions that were pertinent at a particular time but not at other times; for example, the parents of children in the sampling stage (6-13 years) did not feel the same pressure around academic decisions as parents at later stages of development (Harwood & Knight, 2009a; 2009b). Similarly, Knight and Holt (2013b) reported the difficulties that tennis parents face when making decisions, such as selecting their child’s coaches or managing the academic aspect in conjunction with sports. Interestingly, similar to other studies (e.g., Dorsch et al., 2009), parents highlighted a need for more and better-quality information to help them understand how children progress in their sport, access funding, and make more informed

decisions. Despite the focus on parental decision-making, it is essential to note that much of the current research has concentrated on the decisions made rather than examining *how* these decisions are made. This emphasis on outcomes over processes risks overlooking the complexity of parental decision-making in TD.

2.4.6 The Complexities of Parenting in Modern-Day Tennis

As alluded to in some of the previous sections, tennis has been extensively studied regarding parental involvement, making it one of the most researched sports in relation to parents in sport (e.g., Gould et al., 2006; Dorsch et al., 2018; Harwood & Knight, 2015). More specifically, due to the individual nature of the sport, along with the intensive training and competition programs introduced at a young age, tennis has garnered significant academic interest as it represents a valuable lab to understand parental involvement in sport from early involvement through the TD pathway (e.g., Dorsch et al., 2018; Harwood & Knight, 2015).

The body of literature on tennis parenting has consistently underscored the substantial and multifaceted demands placed on parents, stemming mainly from the individualised nature of the sport. These demands include significant financial investment in coaching, equipment, and travel; the frequent need to sacrifice work and personal time to accommodate rigorous training and competition schedules; and the logistical burden of coordinating transportation across local, national, and even international events (e.g., Knight & Harwood, 2021; Gould et al., 2006; Wolfenden & Holt, 2005; Lauer et al., 2010a; 2010b). Such responsibilities often extend beyond what is typically expected in team-based sports (Livingston et al., 2016), as parents must frequently assume roles that encompass arranging coaching, competition planning and emotional support, often without the buffer of shared responsibility. This heightened level of involvement can have far-reaching implications for family dynamics, parental well-being, and the long-term success of the athlete.

Seeking to further understand the parental behaviours that shape children's sporting development, a series of studies by Gould et al. (2006, 2008) and Lauer et al. (2010a, 2010b) examined the role of parents in junior tennis. Drawing on data from interviews, focus groups, and surveys with coaches, elite players, and parents, their research consistently highlighted parents as crucial contributors to player success. For instance, in one study, 59% of coaches perceived parents as having a positive influence, while 36% noted negative effects (Gould et al., 2006). Positive behaviours included providing logistical, financial, and emotional support, enabling access to tennis opportunities, and offering unconditional encouragement. In contrast, negative behaviours were characterised by an overemphasis on winning, unrealistic expectations, and emotionally reactive or critical responses. Notably, these behaviours were not static; rather, they evolved across the child's development, influencing both performance outcomes and the quality of the parent-child relationship within the sport context.

Parents also play a critical role in supporting the psychosocial development of young athletes (e.g., Kramers et al., 2023; Gao et al., 2023). More recent research in tennis has highlighted how parents engage in efforts to foster psychological skills such as motivation, focus, and emotional regulation (Dohme et al., 2021). While these attributes are highly valued, many parents report feeling ill-equipped to develop them effectively, often resulting in well-intentioned but misaligned behaviours (Dohme et al., 2021). Another complex aspect of the parental role involves post-match evaluations (Hamann et al., 2025) and acting as interpreters of their child's sporting experiences. This influence can shape how young athletes make sense of aspects of performance, such as success, failure, and effort (Fredricks & Eccles, 2004). Complementary research examining naturalistic parent-child interactions has further shown that the nature of parental communication, particularly during moments such as the pre-competition car journey, can significantly impact the emotional tone of the relationship.

While research has provided valuable insights into the demands of the parental role in youth tennis (e.g., Gould et al., 2006, 2008; Lauer et al., 2010a, 2010b; Dohme et al., 2021; Gao et al., 2023), there is a pressing need to ensure that this body of work remains responsive to the evolving TD landscape and the shifting contextual realities faced by parents in tennis. As the sport continues to change, particularly in its structural and developmental pathways, ongoing re-evaluation of how parental roles are conceptualised and supported is both timely and essential. For instance, tennis, similar to sports such as golf, is witnessing a growing influence of private high-performance academies (Grecic et al., 2017; Brouwers et al., 2015b), many of which operate internationally. As discussed further in Chapters 6 and 7, an increasing number of Irish children are relocating to these academies, underscoring the need to better understand and support parents as they navigate the complex decisions involved.

Furthermore, to deepen our understanding of the intricate dynamics of tennis parenting, it is imperative to broaden the scope of research participants (Knight, 2019). Specifically, with respect to the previously articulated definition of TD, while research on parental involvement in tennis offers valuable perspectives, it is crucial to acknowledge that the nature of sport parenting is highly contingent upon factors such as the young athlete's competitive level, intrinsic motivation, and long-term career aspirations (Dohme et al., 2021). This variation becomes particularly salient when differentiating the role of parents within a TD environment. For instance, the responsibilities and demands placed on the parent of a national-level tennis player differ markedly from those of a parent supporting a club-level recreational player, as discussed in Chapters 6 and 7.

2.5 Sports Parent Intervention Programs

2.5.1 Overview of Parent Intervention Programs.

Recent advancements in parental involvement in youth sports have led to the development of parent-education programs and interventions aimed at enhancing parents' ability to support young athletes' performance and retention in sport (e.g., Dittman et al., 2024; Newport et al., 2024; Reynolds, 2021). Parents themselves recognised the need for such initiatives to meet the demands they face in guiding their children's sporting journeys (Thrower et al., 2016; Gjaka et al., 2021). For example, Thrower and colleagues (2016) examined the educational and support needs of British tennis parents from the parents' own perspective. Their findings highlighted that, despite good intentions, many parents lack a clear understanding of how to effectively support their youth-athletes. They also highlighted the importance of equipping parents with the knowledge and skills required to navigate their roles across multiple domains, including introductory, organisational, developmental, and competitive aspects of their children's sporting pathways. Building on earlier discussions of conceptual clarity and contextual influence, it becomes clear that addressing parental needs must begin with an appreciation of the athlete's developmental stage. Equally, consideration must be given to the varied contextual factors that shape parental engagement and the efficacy of education initiatives.

Gjaka and colleagues (2021) considered some of these factors (such as geographical location) and expanded this understanding by surveying 115 parents across diverse European contexts, including France, Ireland, Italy, Portugal, and Slovenia. They found that parents expressed a strong need for assistance in various practical areas, including managing their child's health and well-being (such as injury prevention), understanding psychological needs, addressing personal development, and navigating logistical concerns (such as financial control and time management). Notably, parents also sought support in managing their children's

educational needs and facilitating career transitions. The study further emphasised the importance of providing parents with tools to prioritise athlete-centred, long-term planning that considers both sports and educational decisions, given their potential to impact the child's future success in both domains. While the work of Gjaka et al. (2021) addresses parents' requirements from diverse geographical locations, it primarily focuses on the conceptual clarity of parental involvement, unlike Thrower et al. (2016), which offers limited insight into how contextual factors shape the interpretation and enactment of parental roles in TD.

Recognising the challenges parents face in navigating their roles, emerging evidence suggests that well-designed intervention programmes can significantly enhance parental behaviours, promoting more positive parent-child interactions in sport settings (Thrower et al., 2016). Dorsch and colleagues (2017) implemented and evaluated an evidence-based educational program for soccer parents, involving 39 fathers and 42 mothers from seven youth soccer teams. The results indicated that the program had a positive impact on both parent involvement and the parent-child relationship, as well as key child outcomes in sport. Similarly, Lisinskiene and Lochbaum (2019) conducted a 12-month intervention program with 10 families from various sports, focusing on the parent-child relationship. The results showed significant positive changes in parent behaviours, particularly in their active involvement in their children's sporting activities, which in turn strengthened communication and promoted long-term engagement in sports.

Despite these promising findings, the design and delivery of parent education programs remain an evolving area of research. A recent systematic review by Burke et al. (2024) assessed the outcomes, theoretical foundations, and evaluation measures of parent-education programs in youth sports. The review highlighted that the majority of studies (58%) employed short, one-off workshops or seminars supplemented with guides, reflective practices, or practical tasks (e.g., Azimi & Tamminen, 2022; Smoll et al., 2007; Tamminen et al., 2020). However, other

studies, such as Harwood and Swain (2002) and Thrower et al. (2017), utilised more extended formats with multiple workshops (2–12 sessions), accompanied by booklets, practical tasks, and journal articles. Notably, some interventions (Tamminen et al., 2020; Thrower et al., 2019) were delivered online, while others (e.g., Dorsch et al., 2017) were conducted face-to-face.

Despite the potential of these short-term interventions to improve parent participation in TD (Smoll et al., 2007; Tamminen et al., 2020), there remains a critical question regarding the long-term impact of such programs on parental behaviours. While one-off educational sessions are often seen as time- and cost-efficient, they may fail to foster sustained interaction among parents, researchers, and peers. Furthermore, Burke (2024) suggests that the lack of a robust theoretical framework underpinning these programs could limit their ability to induce lasting behavioural change. As such, more comprehensive, evidence-informed, and longitudinal approaches may be necessary to maximise the impact of parent-education programs on both parental behaviours and the developmental outcomes of youth athletes. While the field of parental involvement in youth sports is still in its early stages, the evidence suggests that well-structured, evidence-based education and intervention programs can significantly enhance parental support for young athletes.

Many parental programs in sports offer prescriptive educational resources designed to help parents navigate their roles, providing structured materials that support effective parenting within the context of youth sports participation (e.g., Dorsch et al., 2017; Tamminen et al., 2020; Harwood & Swain, 2002). These interventions have been shown to benefit parents of young athletes by supplying guidance that aligns with both contemporary theoretical perspectives and evidence-based practices. The emphasis on evidence-informed practice is particularly significant, as it prioritises the integration of the best available research evidence as a foundational component for decision-making and intervention strategies (Nevo & Slonim-nevo, 2011). For instance, Dorsch et al. (2017) developed a comprehensive booklet for soccer

parents, featuring a three-page guide that covers essential topics such as long-term athlete development, effective communication with coaches, and appropriate sideline behaviour during matches.

However, there is a growing recognition of the importance of evidence-informed practice in the development of talent in sports (Taylor et al., 2023). Evidence-informed practice underscores the value of empirical evidence while also promoting critical thinking, understanding of the context, and practitioner decision-making. Evidence-informed practice acknowledges the variability of context and experience, emphasising that interventions should be adaptable rather than rigidly prescribed (Nevo & Slonim-nevo, 2011). This approach reflects a shift toward a more flexible and reflective model that considers the nuances of both individual and environmental factors in sports settings. For instance, while the Dorsch et al. (2017) study offers valuable insights for soccer parents, its applicability may be limited when considering different cultural or regional contexts, such as those found in Ireland. The material, although evidence-based, may not be directly transferable and could be interpreted differently depending on the local knowledge, practices, and experiences of the parents involved. Evidence-informed practice, therefore, encourages the integration of research with the expertise and experiences of practitioners and parents, recognising the complex interplay of various factors in sports development (Brownson et al., 2009).

In line with this, while there is a deficit of studies with a reflective practice approach, some parent education programs have successfully combined scientific evidence with an element of reflective practice, further supporting the individualised and context-sensitive nature of evidence-informed approaches (McMahon et al., 2018; Thrower et al., 2019). For example, Azimi and Tamminen (2022) conducted a six-week intervention study primarily based on reflective practice to examine whether increasing parents' awareness of their communication could influence parent-athlete interactions. Their findings suggested that

reflective practice could alter parents' perceptions and behaviours, improving self-awareness and communication effectiveness. Notably, the study highlighted a gap in previous research, noting that no studies have applied a reflective practice model to improve communication between parents and children in sports contexts. This example highlights the capacity of evidence-informed practice to integrate both empirical research and reflective components, thereby customising interventions to align with the unique needs and experiences of participants. In doing so, it enhances the quality of decision-making processes, fostering more contextually relevant and effective outcomes.

Chapter 3: Research Philosophy and Methodological Approach

3.1 Introduction

Based on the research aims and objectives detailed in Chapter 1 and expanding on the literature review in Chapter 2, Chapter 3 outlines my research philosophy underpinning this thesis and the methodological approach applied in the research studies. The researcher's epistemological, ontological and methodological perspectives serve as the foundation for selecting a research paradigm. Epistemology, the branch of philosophy concerned with the nature and scope of knowledge, addresses how knowledge is acquired and understood (Grecic & Collins, 2013). Ontology is the study of being (Crotty, 1989, p.10). Ontological assumptions are concerned with what constitutes reality; researchers need to take a position regarding their perceptions of how things really are and how things really work.

Research methodology is a systematic approach to solving a research problem. It may be understood as a science of studying how research is done scientifically. In it, researchers study the various steps that are generally adopted in studying their research problem, along with the logic behind them. Scotland (2012) describes the methodology as being “concerned with why, what, from where and how data is collected and analysed” (p. 9). On the other hand, research methods may be understood as all those methods/techniques that are used for the conduct of research (Kothari, 2004). Every research paradigm is founded on a set of ontological and epistemological beliefs, and each paradigm, therefore, has a different set of assumptions surrounding reality and knowledge. These assumptions provide the scaffolding for a particular approach to research. This approach is reflected in the methodology and discussed further in this Chapter. Paradigms refer to a fundamental set of beliefs, practices, and assumptions that guide the way research is conducted within a particular field (Guba & Lincoln, 1994). It shapes how researchers define problems, collect data, analyse findings, and interpret results.

Essentially, it serves as the overarching framework that determines the methodology, perspectives, and even the questions that are considered valid for inquiry. Each research paradigm is underpinned by a distinct set of ontological and epistemological beliefs, which collectively shape its assumptions about the nature of reality and the processes by which knowledge is acquired and understood.

The professional doctorate focuses on advancing professional practice through applied research and problem-solving, all within real-world contexts that directly inform and enhance the practice, in my case, tennis TD (Doncaster & Lester, 2002; Fulton et al., 2012). Drawing on the research gaps outlined in Chapter 2, along with the objective of generating research with practical relevance and my role as a practitioner-researcher, the studies within this thesis are underpinned by a pragmatic research philosophy (Giacobbi et al., 2005). A comprehensive discussion of pragmatism as a research philosophy is presented below. Notably, this philosophical stance was pivotal in shaping the methodological approaches employed throughout the thesis.

3.2 Philosophical Underpinnings

Rooted in my experience as a tennis player and coach, this professional doctorate aims to facilitate meaningful change in the lives of the next generation of tennis players, both within and beyond Irish tennis. This goal, combined with my extensive background in HP tennis and the exploratory nature of the research questions, led to the adoption of a pragmatic research philosophy (Giacobbi et al., 2005). Pragmatism holds that no single perspective can fully capture reality, and that multiple, context-dependent realities may exist (Saunders et al., 2009; Kelemen & Rumens, 2012). This perspective is particularly relevant in TD, where athletes' journeys are shaped by diverse backgrounds, developmental stages, and environmental

contexts. My personal experience reinforces this view, highlighting that success is influenced by numerous interrelated factors, each shaped by individual choices and circumstances.

A pragmatic philosophy also emphasizes that knowledge should effect tangible change (Dewey, 1925). After over thirty years in HP sport, my aim is not merely to identify solutions to applied challenges but to develop actionable knowledge tailored to the specific context in which it will be applied (Corbin & Strauss, 2008; Feilzer, 2010; Giacobbi et al., 2005). Pragmatism further situates research along a continuum between objective and subjective viewpoints, with the choice of stance guided by the research question (Giacobbi et al., 2005; Tashakkori & Teddlie, 1998). In this way, the research question drives methodological decisions, rather than adherence to any single philosophical paradigm (Creswell, 2014).

For example, this approach guided the design and methods used in Chapters 6 and 7. The focus on parental roles and decision-making informed the use of semi-structured qualitative interviews, enabling the capture of rich, contextualized experiences. The longitudinal design, spanning a full tennis season, accounted for practical influences on parental decisions, including team selections and scheduling. Reflexive thematic analysis was employed for its methodological strengths (Braun & Clarke, 2022) and compatibility with my tennis background, facilitating an in-depth exploration of lived, context-specific experiences. This methodological alignment reflects a pragmatic commitment to selecting approaches best suited to uncovering the complexities inherent in the research problem.

3.2.1 Bridging the research practice gap

Despite my pragmatic research philosophy, before we can assume that research findings will seamlessly translate into effective practice, it is essential to critically evaluate both the quality of the available evidence and the methodologies underpinning these studies. This examination is crucial, as the gap between research and practice often hinges on the robustness of the research design and the extent to which the findings can be applied to real-world settings

(Collins et al., 2019). In TD, methodological limitations and gaps have been identified that hinder the ability to generalise and apply findings in real-world settings. A predominant concern in the current TD literature is the over-reliance on retrospective research designs (e.g., Collins et al., 2019; Baker et al., 2019). While retrospective studies are time-efficient, cost-effective, and may allow for larger sample sizes, they are inherently subject to recall bias and suffer from limited generalisability (Mann, 2003). While some retrospective research in TD is undoubtedly valuable, the long-term nature of TD, such as the path of tennis players from early talent identification to senior level, means that such studies may offer an incomplete or potentially skewed understanding of the developmental process.

More specifically, TD research often fails to capture the full trajectory of TD, particularly the post-selection phase. Sarmiento et al. (2018) highlighted the lack of longitudinal studies that follow the developmental pathway of athletes after they are identified as talented, emphasising the need for research that tracks athletes through the various stages of their careers. Such research is essential to understand the factors that influence successful TD across the long term. Johnston and colleagues (2018) in their systematic review of TID in sport studies conducted between 1990 and 2015, reinforced this argument, underscoring the importance of increased longitudinal research designs to build a more comprehensive picture of TD.

Longitudinal studies can offer invaluable insights into the development trajectories of athletes over time, as demonstrated by studies like that of Li et al. (2018), which tracked the career paths of elite tennis players. Learning from the career trajectories of top-level players is essential for developing effective strategies and long-term career planning, ultimately aiming to maximise both player development and performance. For instance, Li's study analysed junior competition results and key career milestones to predict the peak ranking of professional tennis players, using thirty years of longitudinal data to forecast their career progression. These types of studies are particularly valuable for identifying developmental patterns and

understanding the long-term effects of early interventions, such as training programs and talent identification processes, thereby offering critical insights into the factors that contribute to athletic success over time. It was for this reason that a longitudinal research design was employed in Chapters 6 and 7 of this thesis, facilitating a real-time, contextually grounded examination of how parents make and adapt decisions over the course of a season. This design moves beyond retrospective accounts by capturing decision-making as it unfolds, thereby aligning methodologically with the need to understand how parental reasoning evolves in response to the dynamic demands, pressures, and uncertainties inherent in TD environments.

Furthermore, there is increasing recognition of the need for diverse research methodologies that combine both longitudinal and qualitative approaches to gain richer insights into the multifaceted nature of TD (Jones, 2022). Mixed-methods research, which combines both qualitative and quantitative paradigms, is particularly useful in this regard. By integrating quantitative data (such as performance metrics) with qualitative insights (such as interviews and case studies), mixed-methods research can provide a more nuanced and comprehensive understanding of the TD process (Creswell, 2007). In line with my pragmatic approach, the reader should understand that the methods chosen in this thesis and discussed below were selected because they are considered the most appropriate for addressing the proposed research questions, with a direct impact on practice (Creswell, 2014). As discussed below, these methodological choices also address known limitations in TD research, including retrospective bias, limited longitudinal data, and contextual gaps.

More specifically, to help bridge the research practice divide, it is essential for researchers to remain mindful of the end-users of their research, aligning with the distinction made by Collins and Kamin (2012) between "science for sport" versus "science of or through sport." In other words, methodological choices may be influenced by the fundamental difference between research aimed at practical application and that which is more academically

oriented. The former prioritises improving the development of young tennis players, particularly in Ireland, while the latter may focus on contributing to theoretical advancements without a direct impact on practice. This distinction highlights the need for researchers to consider the real-world implications of their work and ensure that their methodologies serve the ultimate goal of improving the lives and careers of athletes. In this thesis, it was particularly important to investigate the lived experiences of tennis parents, as they are the stakeholders with the most direct influence on their child's development. Accordingly, Chapters 6 and 7 employ a longitudinal, qualitative approach to examine TD through the parents' perspectives, capturing their experiences and decision-making processes over time rather than through the eyes of other stakeholders, such as players or coaches.

Finally, building on the importance of context discussed in Chapters 1 and 2, aside from the research design and methodological factors contributing to the research-practice divide, it is crucial to consider the specific context in which the research is conducted. As highlighted in Chapter 1 and further investigated in Chapter 4, there is a notable lack of geographical diversity in the TD literature (Baker et al., 2020). It is crucial to recognise that findings from one country or region cannot always be directly transferable to another, especially in sports like tennis, where diverse contextual factors such as cultural differences, resources, and coaching practices play a significant role. This lack of contextual understanding may help explain some of the practical challenges with applying research across contexts (Khasnis et al., 2021) and exacerbate the persistent research-to-practice divide, particularly in sports with diverse global practices. To address this, Chapter 4 included Ireland as a population of interest, given that the results of this thesis will be applied within this context, alongside Malaysia as a contrasting, diverse setting. This dual-context approach enhances the relevance and transferability of the findings while providing insight into how TD operates under different cultural and structural conditions.

3.3 Data Collection

3.3.1 Participant selection

This thesis employed a combination of purposeful, expert, and convenience sampling strategies to recruit information-rich participants capable of providing specialist knowledge relevant to the research questions (Patton, 2002; Saunders et al., 2019). The primary strategy was purposeful sampling, which is widely recognised for its ability to support in-depth inquiry by selecting participants who can offer rich, contextual insights rather than generalisable findings (Patton, 2002). Purposeful sampling requires access to key informants in the field who can help in identifying information-rich cases (Suri, 2011). This approach was particularly appropriate given the specificity of the research questions and the niche focus on TD in tennis, especially the role of tennis parents. Expert sampling complemented this strategy by targeting individuals with deep knowledge and experience in high-performance tennis environments, as seen in Chapter 5 (Etikan, 2017). While convenience sampling was employed, existing networks and accessibility facilitated participant recruitment (Chapter 8).

Additionally, in line with the principle of specificity and the pragmatic philosophy, where findings are intended to inform practice within contexts closely aligned to those studied (Betts et al., 2020) participant selection was contextually grounded. The research questions necessitated the inclusion of participants from both similar tennis cultures (Chapters 6, 7, and 8) and more diverse national settings (Chapter 5), to explore shared and contrasting experiences across systems. Moreover, participants were selected not only for their relevance to the research aims but also because they stood to directly benefit from the insights generated. This was particularly evident in Chapter 8, which involved a practical intervention specifically designed for these parents.

More specifically, in Chapter 5, purposeful sampling was complemented by expert sampling, which prioritises individuals with established expertise or experience in the area of

study to enhance the validity of findings (Etikan, 2017), such as CEO or coach development officers. Participants were recruited from two emerging tennis nations, Ireland and Malaysia, defined by diverse nations, the presence of an NGB for tennis, but an absence of players ranked in the global top 100 over the past 30 years. The sample comprised 11 highly experienced tennis decision-makers, each with over ten years of involvement in the sport, including CEOs, heads of coach development, national coaches, and board members.

Chapters 6 and 7 drew on a purposeful sample of eight families from Ireland, selected based on the inclusion of children who met the criteria of TD athletes, as outlined in Chapter 2. The sample included one parent from seven families and both parents from one family. A sliding population sample (Côté, 1999), with varied gender representation, was selected to capture the perspectives of parents whose children were at different stages of the development pathway.

For the intervention study in Chapter 8, a purposeful and convenience sample of 10 parents of nationally competitive tennis players from Ireland was recruited. This context-specific recruitment ensured that the intervention was grounded in the unique cultural and sporting landscape of Irish tennis (Grainger et al., 2024). The principle of information power guided participant selection, ensuring that each individual contributed insights directly aligned with the research aims (Saunders et al., 2019; Malterud et al., 2016). Information power reflects the notion that the more relevant information a sample holds in relation to the study objectives, the fewer participants are required. This assessment takes into account the specificity of the study aim, the relevance of the sample, the theoretical foundation, the quality of dialogue, and the chosen analytical strategy (Malterud et al., 2016).

3.3.2 Interview process

Semi-structured interviews were chosen as the primary data collection method due to their flexibility and the depth they allow in understanding complex phenomena. A semi-

structured approach applies a framework to the interview process, guiding both the researcher and participant with predefined themes while allowing for the natural flow of conversation. This dynamic interplay ensures that the interview can evolve based on the participant's responses, shaped by both the interests of the researcher and the emergent aspects of the discussion (Culver et al., 2012). This methodology is widely regarded for its ability to elicit rich, detailed insights and is well-established as a robust tool for qualitative data analysis. Specifically, semi-structured interviews are valued for their capacity to illuminate core themes and generate generalisable knowledge about the underlying factors in the context of the research (Sparkes & Partington, 2003).

However, while semi-structured interviews are a powerful tool, they are not without limitations. Some scholars argue that the semi-structured format can inadvertently constrain the participants' narrative, potentially restricting their ability to frame their experiences in ways that are personally meaningful or contextually significant (Culver et al., 2012). In light of this, it is essential to acknowledge the potential limitations of these constraints, although the researcher's extensive experience with interview methodologies enabled a flexible and adaptive approach. This expertise ensured the capacity to engage participants effectively and extract relevant data that aligned with the study's research objectives.

Alternative interview methods, such as unstructured interviews or focus groups, were also considered. However, the focus of this study was more directed towards specific developmental aspects, which made the semi-structured format more suitable. Unstructured interviews, while allowing for greater narrative freedom, were deemed less appropriate for the focused nature of the research questions, which sought to probe aspects of participant experience (Fraser, 2004). Semi-structured interviews, conversely, facilitated a targeted exploration of the 'what' of the participants' experiences, as reflected in the design of the interview guide and the nature of the questions posed (Sparkes & Smith, 2012). Additionally,

focus groups, which offer advantages in terms of capturing diverse perspectives and facilitating idea-sharing (Rabiee, 2004), were considered but ultimately deemed less appropriate given the research aims, the nature of the questions, and the relatively small pilot sample. Thus, the decision to use semi-structured interviews was informed by carefully considering these factors and the need for an approach that would best elicit the depth of information necessary to address the research questions effectively.

The formulation of high-quality interview questions is paramount to the success of this method. In line with best practices, the questions were crafted not only to provide clarity and focus but also to stimulate more profound exploration of the topic at hand (Agee, 2009). Open-ended questions were employed throughout studies 5, 6 and 7 to provide interviewees with the opportunity to elaborate on their thoughts and experiences in more detail (Roulston, 2014). Such questions allow for rich, qualitative data to emerge by encouraging participants to reflect more deeply on their experiences. By contrast, closed or leading questions that elicit only brief, binary responses (e.g., "yes" or "no") can inhibit the flow of conversation and limit the depth of the data gathered (Qu & Dumay, 2011).

3.3.3 Geographical Timelining

Graphical timelining is a methodological approach that enables participants to chronologically organise and reflect upon the significance or meaning of key life events (Patterson et al., 2012). This technique has been found to mitigate recall bias, which is a systematic error arising from discrepancies in the accuracy or completeness of participants' recollections of past events or experiences (Raphael, 1987; Van Der Vaart & Glasner, 2007). Recall bias can undermine the reliability of retrospective data. However, the use of a graphical timeline has been shown to enhance recall accuracy by aiding participants' access to long-term memory (Drasch & Matthes, 2013). By providing respondents with a visual temporal framework, this approach facilitates cognitive retrieval, thereby enhancing the quality of data

collected (Van Der Vaart & Glasner, 2007). A similar approach has been applied in sports research, such as in a study by Taylor et al. (2022), which examined the developmental trajectories of high-level rugby players. In studies 6 and 7, a timeline method was employed to support retrospective interviews, stimulating memory recall regarding the challenges faced by players, the nature of those challenges, and the integration of various environmental and social factors. This approach mitigated recall limitations, allowing participants to recount critical events in their development more accurately. This method facilitated rich, context-specific discussions by encouraging participants to pinpoint significant events, which in turn guided the interview toward key developmental issues relevant to their individual experiences (Drasch & Matthes, 2013).

3.4 Data Analysis

3.4.1 Reflective thematic analysis

Reflexive Thematic Analysis (RTA) was selected for this research due to its methodological flexibility and strong alignment with the aims, epistemological stance, and longitudinal design of the study. Rooted in a qualitative, interpretivist tradition, RTA enables a deep, context-sensitive exploration of participants' meaning-making, which was essential to understanding the evolving perspectives and decision-making of parents engaged in youth tennis TD (Braun & Clarke, 2022). The research was not seeking objective truths but aimed to generate situated insights into how parents interpreted and navigated the complex demands of the talent pathway. As such, RTA offered a philosophically coherent framework that recognised the co-construction of meaning between participant and researcher.

RTA is particularly suited to studies that examine lived experiences, subjectivities, and the influence of context, making it a strong fit for interrogating the relational, emotional, and temporal dimensions of parental involvement in TD. Its capacity to capture both surface-level

(semantic) and deeper (latent) patterns of meaning supported the analysis of how parental roles, beliefs, and practices shifted over time and in response to changing environmental and developmental conditions.

Critically, RTA foregrounds the role of the researcher as an interpretive agent. This emphasis on reflexivity, rather than analytic neutrality, was congruent with the pragmatic and constructivist orientation of the research, where the goal was not to uncover ‘truths’ within the data, but to construct meaningful and credible interpretations. In this study, reflexive engagement was central to navigating multiple time points, varied cultural contexts, and evolving parent–child dynamics.

Rather than treating themes as inherent within the data, they were viewed as the product of iterative engagement, shaped by the researcher’s theoretical positioning and analytic curiosity (Clarke & Braun, 2017). This approach enabled a dynamic, responsive analysis that evolved alongside the research questions and priorities across the study’s different phases. In sum, RTA was selected not just as a method of analysis, but also as a philosophical and methodological position that allowed for depth, reflexivity, and responsiveness to the nuanced realities of parental decision-making in TD.

3.4.2 Reflexivity

Reflexivity is widely recognised as a cornerstone of qualitative research, requiring a continuous interrogation of how a researcher’s values, assumptions, and positionality shape all stages of the research process (Finlay, 2002; Lambert et al., 2010). Rather than striving for distance or objectivity, reflexive researchers acknowledge their embeddedness within the research context, using their positioning as a resource to generate more nuanced and meaningful interpretations. As Finlay (2002, p. 209) cautions, this process can involve “negotiating the swamp of interminable deconstructions, self-analysis and self-disclosure,”

particularly in practice-based research where traditional boundaries between researcher and participant are often blurred.

This thesis was situated within a field in which I had extensive prior involvement as a coach, administrator, and facilitator. This insider status brought both unique strengths and interpretive challenges. It allowed for easier access to participants, a stronger understanding of the specific context, and a deeper insight into the pressures that influence how parents make decisions in TD. However, it also carried the risk of bias, particularly in relation to how meaning was constructed and interpreted. Aware of these dynamics, reflexivity was approached not simply as a methodological requirement, but as a tool for maintaining analytic integrity, navigating power relations, and promoting epistemological transparency (Parahoo, 2006).

The use of RTA was methodologically and philosophically congruent with this stance. RTA explicitly foregrounds the researcher's interpretive role, rejecting the notion that themes emerge passively from data. Instead, it embraces the idea that meaning is co-constructed through analytic engagement, shaped by the researcher's theoretical, experiential, and contextual lens (Clarke & Braun, 2017; Braun & Clarke, 2022). This perspective was particularly appropriate in a thesis concerned with understanding lived experiences and context-bound decision-making across a developmental pathway.

Reflexive tools such as a research diary, critical friendship, and triangulation with participant feedback were used to support this stance. These were not applied as procedural checks, but as mechanisms for critical self-examination and interpretive accountability. For example, discussing the dual role of practitioner-researcher with a critical friend helped surface how rapport built through shared anecdotes might influence participant openness (Smith & McGannon, 2018). Similarly, reflective journaling following data collection allowed the researcher to identify assumptions or emotional responses that could potentially shape theme

development. In this way, reflexivity was not only embedded throughout the research process but served as an ongoing dialogue between the researcher's subjectivity and analytic responsibility.

In sum, reflexivity in this thesis was conceptualised as a generative, ethical, and analytic practice. It enabled the professional proximity to be leveraged as a source of insight, provided those insights were subjected to ongoing critical scrutiny. Rather than viewing subjectivity as a threat to validity, this study aligned with perspectives that see researcher positionality as central to knowledge production, especially within complex, real-world contexts such as TD (Parahoo, 2006).

3.5 Ethical integrity and research trustworthiness

3.5.1 Trustworthiness

Trustworthiness is a critical aspect of qualitative research, underpinning both the data collection and analysis phases of this study (Sparkes & Smith, 2009). Given the complexity and subjectivity inherent in qualitative inquiry, maintaining trust and rapport with participants is paramount. The author's position as a tennis coach provided a unique advantage in fostering rapport and establishing a sense of trust, which was further reinforced by their partial insider status within the tennis community (Berger, 2013). However, as highlighted by Patton (1990, p. 11), "the validity and reliability of qualitative data depend to a great extent on the methodological skill, sensitivity, and integrity of the researcher." Therefore, rigorous steps were undertaken to ensure that the data collection and analysis adhered to high standards of methodological rigour and ethical integrity.

Throughout the data analysis phase of the Chapters, I collaborated closely with my supervisor, who acted as a reflective collaborator and offered critical feedback at each stage of the process. This collaborative approach ensured that I was continually engaging in a self-

reflective process to interrogate my interpretations and maintain objectivity. My professional doctorate supervisor also played a pivotal role in reviewing the annotated and coded transcripts, providing invaluable guidance on methodological rigour. This system of peer review and reflection was applied consistently across all transcripts, facilitating an evolving analysis that integrated new insights and concepts as they emerged (Smith & McGannon, 2018).

Throughout the studies, participants were given the opportunity to withdraw or amend their contributions at any stage, ensuring that they had complete control over their involvement in the research process. This flexibility not only upheld ethical standards but also reinforced the collaborative and transparent nature of the research. To support the coherence and integrity of the data interpretation, as highlighted in Chapter 8, I also worked with a colleague who acted as a "critical friend" during the parent intervention program. This external collaborator actively challenged my thinking as a facilitator and provided a different perspective, helping to ensure that my analysis was thorough, unbiased, and consistently aligned with the research questions. Through these multifaceted strategies, I have endeavoured to uphold the trustworthiness of the research, ensuring that the findings are credible, reliable, and reflective of participants' true perspectives.

3.5.2 Ethics

Ethical approval for the studies in this thesis was granted by the Dublin City University Research Ethics Committee. All research was conducted in accordance with the ethical guidelines of DCU and the General Data Protection Regulation (GDPR 2016/679). Informed consent was obtained from all participants prior to their involvement in each study (Please see samples in the appendix).

In line with GDPR requirements, in advance of participation in research related to the thesis, participants were informed of their rights, including the right to access, correct, or delete their data; to object to its processing; and to withdraw at any point without penalty. All personal

data was stored securely in encrypted files accessible only to the research team. Audio files were deleted post-transcription, and all personal identifiers were removed from final datasets. A master list linking participant identities to anonymised codes was stored separately and securely and deleted following data analysis.

Given the relatively small and close-knit nature of the tennis community within Ireland, particular care was taken to protect participant anonymity. This included the use of pseudonyms and the removal or generalisation of any identifying contextual details in transcripts and reports to prevent inadvertent identification. Additionally, findings were often reported in an aggregated form to safeguard confidentiality further. In Chapters 6 and 7, some quotations were presented without direct participant identifiers when the content was deemed sensitive, further protecting anonymity and confidentiality within this small population. For example, if a participant discussed personal finance issues or personal relationships. This approach ensured that participants could share openly without fear of being personally identified.

Participants were informed that results would be anonymised and used for academic dissemination, including thesis publication and possible peer-reviewed outputs. While the study posed minimal risk, participants were reminded that confidentiality could only be maintained within the limits of the law (e.g., in cases of legal obligation, FOI requests).

Chapter 4. Contextual factors in sport talent identification research

Cahill, G., & MacNamara, Á. (2024). Contextual factors in sport talent identification research. *Sport in Society*, 27(7), 1180-1216

4.1 Introduction

As previously discussed in Chapter 2, TD is intrinsically shaped by the distinctive contexts in which athletes are nurtured and developed. These contextual factors, ranging from cultural, socio-economic, and institutional factors, play a pivotal role in determining the success of TD systems. This complexity challenges the viability of a “one-size-fits-all” approach to TD, as each setting has its own unique characteristics and needs. The process of transferring TD policies or models from one organisation or nation to another often encounters significant obstacles, as the specific socio-cultural and structural dynamics of each context can dramatically influence the effectiveness of such transfers (De Bosscher et al., 2006; Khasnis et al., 2021). This underscores the need to examine not only the context from which a policy or programme is derived but also the context into which it is implemented (Jenkins, 2017). Transferring TD systems without a nuanced understanding of these contextual variables risks oversimplifying the complex dynamics at play and may lead to limited or even unsuccessful outcomes.

Building on the earlier discussion in Chapter 2, there is an increasing emphasis within the sports performance field on the integration of evidence-informed practices, particularly in shaping approaches to TD (Taylor et al., 2023). This approach is particularly relevant given the remarkable surge in research on TD within the sports domain, reflecting the growing academic focus on understanding the complexities of TID and development (Baker et al., 2020). However, for evidence to genuinely enhance practice, it is vital that the research used to inform decisions is not only of high quality but also reflective of the wide range of contexts

in which TD takes place (Nevo & Slonim-Nevo, 2011). Furthermore, it is essential to consider how well the research accounts for the particular context in which it was conducted, as this will influence the applicability of the findings to other settings. High-quality, contextually nuanced research is key to ensuring that evidence-informed practices are adaptable, relevant, and capable of addressing the complex realities of TD across diverse environments.

From a methodological standpoint, and as outlined in Chapter 3, concerns have been raised regarding the quality of research, such as the dominance of retrospective designs within TD literature (Collins et al., 2019; Baker et al., 2019). For instance, Johnston and colleagues (2018) In their systematic review of TD studies conducted between 1990 and 2015, highlighted an over-reliance on retrospective approaches and called for an increased use of longitudinal designs that can more adequately capture the complex, evolving nature of developmental trajectories. This need is further emphasised in Sarmento and colleagues (2018) review of TID in football, where they argue that current research fails to provide a comprehensive picture of the developmental process, particularly with regard to long-term career progression following initial selection. However, addressing limitations in study design is only one dimension of enhancing the quality and applicability of the evidence base.

Before a truly evidence-informed approach to TD can be realised, it is essential to engage more critically with the broader characteristics of the research informing policy and practice (Nevo & Slonim-Nevo, 2011). This includes scrutiny of not only methodological rigour but also the geographical concentration of studies and the limited diversity of participant populations. As Baker et al. (2020) contend, understanding the geographical spread of participant samples from which evidence emerges is vital when evaluating its relevance and transferability to other settings. Much of the current TD literature is situated within specific sporting cultures (Baker et al., 2020), raising important questions about the extent to which findings can be generalised across sports, nations, or socio-cultural environments. Clearly,

developing a clearer understanding of how research has been conducted, specifically, which populations and sports have been studied, which methodological approaches have been employed, and in what contexts, provides a foundation for critically assessing the scope and structure of the existing literature. Such insights are essential for informing future research agendas and ensuring that subsequent work is both methodologically robust and contextually relevant.

While there is an ongoing need to critically and systematically evaluate the literature informing TD, the expansive scope and conceptual diversity of the field pose significant challenges for comprehensive synthesis. Given the multidimensional nature of TD encompassing psychological, physical, sociocultural, and structural factors, targeted reviews of specific components can offer a more focused and analytically meaningful approach. For example, Hauser et al., (2022) provided a systematic review of TD environments, while Kolman et al., (2019) examined the role of technical and tactical skills in relation to performance levels in tennis. Given the overarching objectives of this thesis, and particularly its emphasis on the influence of contextual factors on TD, it is necessary to first consider how such factors have been addressed in the existing literature. However, the field of TD is vast, encompassing diverse conceptual, methodological, and disciplinary perspectives. To provide a coherent and focused contribution, the present review narrows its scope to the domain of TID, using it as an exemplar through which the broader dynamics of TD can be examined.

4.1.1 Aim of the review

The specific aim of this review was to examine the TID peer-reviewed research from 2002 to 2022 in order to a. gain a comprehensive understanding of the scope of TID literature over the past two decades; b. consider whether the published research accounts for contextual variables such as the geographical location, type of sports, and age of participants; c. to investigate the methodological approaches and study design adopted in the research; and d. to

examine the specific focus of the research. The decision to adopt a twenty-year timeframe from 2002 to 2022 was deemed practical and reasonable, considering the available resources, the specific research question, and the scope of the review. At a general level, scoping reviews are a form of knowledge synthesis aiming to map the key concepts underpinning a research area and the primary sources and types of evidence available (Arksey & O'Malley, 2005). Therefore, a scoping review design and methodology were utilised due to the broad, exploratory research question. The review followed the PRISMA guidelines (Tricco et al., 2018). PRISMA stands for Preferred Reporting Items for Systematic Reviews and Meta-Analyses. It is an evidence-based minimum set of items for reporting in systematic reviews and meta-analyses.

4.2 Methods

4.2.1 Search strategy

Web of Science (all databases) and SPORTDiscus searches were conducted in English. The systematic search was carried out between Jan 15th and Jan 30th, 2022. A preliminary search was undertaken to analyse the relevance of keywords and investigate whether additional concepts should be included. This process was repeated multiple times using common TID language until the most relevant search terms were identified. In the end, studies were detected using the following search terms in the title or abstract of the articles identified: "talent identification AND sport," or "talent prediction AND sport," or "giftedness AND sport". After conducting the primary search, the author(s) proceeded with a secondary search for supplementary sources. This involved examining the reference lists of the located articles, as well as the reference lists of books and book chapters. Following the completion of these phases, the study's title, publication year, and language (English), as well as whether it was

peer-reviewed, were identified by the author(s). Finally, a more intensive review took place, which involved acquiring the abstracts and the full-text articles.

4.2.2 Inclusion criteria

Articles had to fulfil the inclusion criteria to be considered for further review. The review intended to include as extensive a summary of TID research as possible; however, some restrictions were applied to include only articles that fit with the review's specific purpose. The inclusion criteria were: (a) published from January 2002 until January 2022 (when the formal search was finalised); (b) peer-reviewed empirical research studies; (c) written in the English language, (d) and it should contain specific references to at least one of the following terms in the title, abstract, or listed keywords: talent, identification, selection, talent development, or giftedness.

4.2.3 Search returns and data coding

The titles and abstracts were meticulously screened against the inclusion criteria during this phase. Although many articles were readily available through institutional holdings, those not available were obtained by contacting the source author or journal. The authors created a template to confirm the relevance of data and extract study characteristics to streamline the data extraction process. Finally, the concluding data was extracted from Covidence software (iterative product development, so no version numbers or year) into an Excel document (see Appendix A1), where statistical analysis was completed. Covidence is a web-based collaboration software platform that streamlines the production of systematic and other literature reviews. Based on the inclusion criteria, $n=1716$ potentially relevant articles emerged from the initial search returns. Thereafter, these article titles and abstracts were exported directly to Covidence, which was used to manage the data throughout the review process. Duplicates were automatically removed, and the remaining 432 duplicate records identified were subsequently deleted before the title and abstract screening stage. Following an initial

screening of the remaining $n=1284$ articles, $n=865$ were excluded after screening the titles and abstracts. Articles meeting the criteria were procured for subsequent review of the full-text article ($n=413$). It was important to exclude studies that were not directly related to the research purpose or lacked relevance to TID. To ensure the coding's reliability, one independent reviewer evaluated sub-samples of 30 randomly selected studies at the beginning of the process. In cases where disagreements arose during the coding ($n=2$), the researchers discussed and resolved them to ensure consistency. A further 15 studies included in the review were randomly evaluated in the final stages by the same reviewer with no disagreements. Covidence records and collates each reviewer's decision to accept or reject a citation and identifies screening conflicts for resolution. Reasons for exclusion were cited throughout the screening process. At the full-text review stage, $n=229$ articles met the inclusion criteria and were extracted from the online databases (full reference list included in the appendix). Most studies (see Fig. 1) were excluded at this stage due to the following reasons: 1. Unrelated to sport and lacked direct application to talent identification in sport, for example, studies of talent in the workplace, in music, and in dance; 2. Not empirical studies, e.g., reviews, position statements, instrument designs, and methodological papers; 3. Non-peer-reviewed studies (e.g., theses, dissertations, conference abstracts and papers, commentaries, and articles in popular magazines); 4. Full text is not available in English. Following the completion of this stage, an experienced external advisor examined this final reference list. See Figure 4.1 for an overview of the literature search and the screening process.

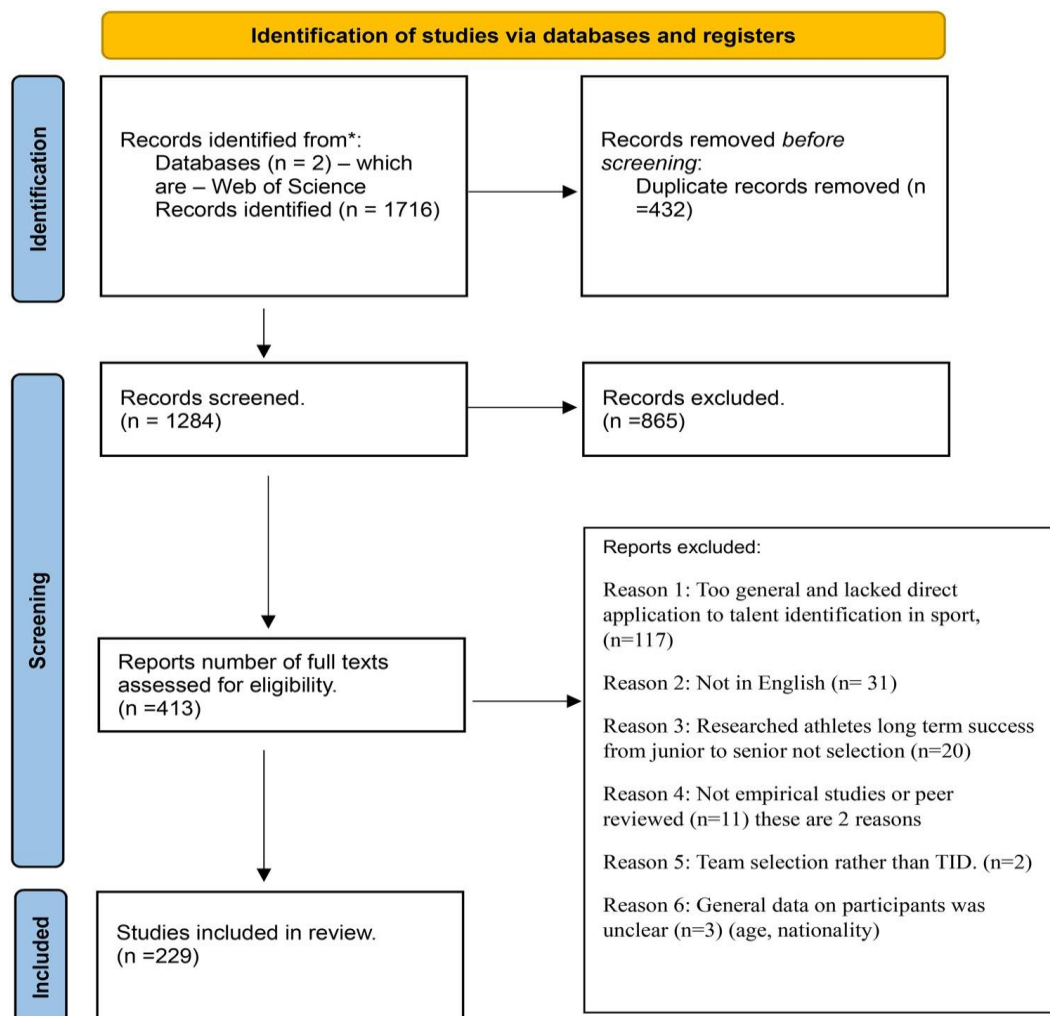
4.2.4 Trustworthiness

Many recommended procedures were followed to ensure the validity and credibility of the review methodology (Lincoln et al., 1985). As recommended by several experienced scoping review editors (e.g., Ehrich et al., 2002; Anderson et al., 2008; Levac et al., 2010), we employed an integrated knowledge approach. As such, the main researcher consulted with an

experienced supervisor who provided consistent feedback, including bi-weekly peer debriefs (Lincoln et al., 1985). Also, to further ensure rigour during the literature search process, we consulted with an information specialist (Morris et al., 2017). More specifically, this knowledgeable librarian contributed to developing the database search strategy, particularly balancing breadth and depth during this phase of the process.

Figure 4.1.

Prisma flow diagram of study selection.



4.2.5 Data extraction

The extracted data were organised into themes or groupings to enable a more efficient method of data collection. Geographical location was separated into (a) the country of study and (b) the nationality of participants. Studies with participants from more than 10 countries were registered as 'multiple nations'. The age of participants was determined based on the baseline age of the samples and categorised into the following groups: child (age 3–5); youth (age 6–11); adolescent (age 12–17); and adult (age 18+); mixed sample was determined by samples consisting of multiple (more than one specific age group). Basic information, such as title, author's name, and year of publication, was registered directly from the manuscript. The specific sport (or sports) investigated in the study were categorised into (a) individual or (b) team sports. Individual sports were sports where each player had only themselves to count on; team sports emphasise co-operation with others. In the case that the study investigated general athletic talent (not a specific sport), this was labelled as general TID; more than one sport was labelled as multiple. Some sports were grouped together; for example, ski sports covered ski racing, ski jumping, and martial arts, including judo and kickboxing. Data collection was categorised as either retrospective or longitudinal, and researchers labelled their analysis as conducted with quantitative, qualitative, or mixed methods. The year of study was categorised based on the year in which the study was published. Finally, the identified studies were analysed to investigate the focus of the study.

4.3 Results and Discussion

The aim of this scoping review was to examine the TID peer-reviewed research from 2002 to 2022, a. gain a comprehensive understanding of the research attention TID literature has received over the past two decades, b. consider whether the published research accounts for contextual variables such as the geographical location, type of sports, and age of

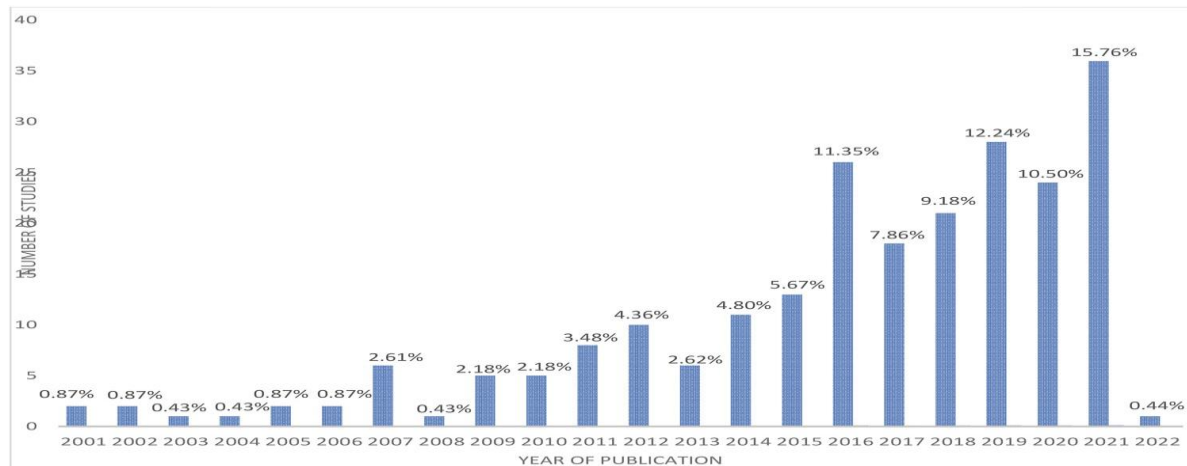
participants; c. to investigate the methodological approaches and study design adopted in the research; d. to examine the specific focus of the research. The appendix (A1) presents a comprehensive overview of all the studies included in the analysis.

4.3.1 Year of publication

The past 20 years have witnessed a significant growth in the volume of research on TID, as depicted in Figure 4.2. In 2021 alone, 15.76% (36) of the total 229 studies were conducted, indicating a marked increase in research attention on this topic. However, it is important to note that this analysis does not include a total examination of 2022 due to the completion date of the review in January 2022. Interestingly, the majority of studies, 66.8% (152), were conducted in the last six years (2016-2021), revealing a dramatic surge in research attention. Researchers have increased interest in TID (cf. Baker et al., 2020) as identifying and selecting talent is now seen as necessary for sports organisations as they expend large resources on developing talent, both in terms of human and financial capital, which necessitates making selection decisions (Till & Baker, 2020). Besides the competitive advantage gained through early recruitment, well-established TID programs can ensure efficient financial investment by directing available resources towards the development of a select group of athletes (Vaeyens et al., 2008). The growing number of research outputs in this field is also, of course, reflective of the academic landscape. Positively, initiatives such as the UK Research Excellence Framework (Research Excellence Framework 2021) are beginning to change the nature of research in this area with a growing recognition of translation, pragmatic, impactful research designed to “make a difference”.

Figure 4.2

Year of publications (n = 229)



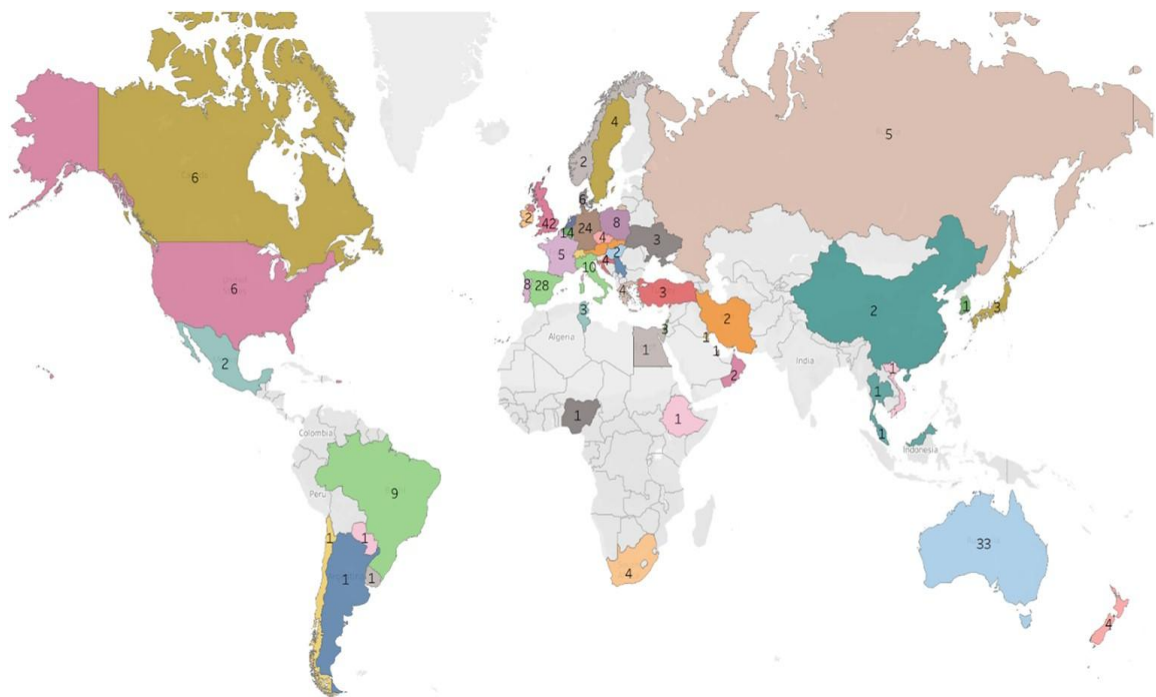
4.3.2 Geographical Location

Overall, athletes from 56 different countries were represented in the selected studies, with some studies including participants from multiple countries. Where the country from which the athletes were sampled was not stated, the geographical location of the university with which the authors were associated was used as a proxy (Figure 4.3). The data on the geographical location of participation samples indicate that the bulk of TID research is predominantly focused on a relatively small cluster of countries with similar socio-cultural backgrounds. For example, UK (18.3%) and Australia (13.1%) participants alone were represented in 32.4% of the overall studies. Although the total number of studies was 229, some studies utilised samples from multiple nations; therefore, the total number of accumulated samples was 299. Although culturally diverse and compact, the continent with participants represented in the most studies was Europe, with $n=199$ (86.8%), followed by Australia and New Zealand with $n=37$ (16.1%). Both Africa and the Middle East had a relatively small number of studies, with a participant representation of 10, respectively (Figure 4.3). This discrepancy may stem from two possible reasons: a lower volume of research originating from these regions and/or our decision to exclude non-English language publications in our review

(see limitations below). Consequently, our understanding of TID and development is heavily influenced by the systems and sports prevalent in Europe and Australia. These findings raise concerns about the relevance and potential application of research across diverse geographies. Indeed, the research *might* be relevant, but without appropriate contextualisation, it cannot be assumed that data from one country is appropriate in another.

Figure 4.3

Distribution of athlete samples.



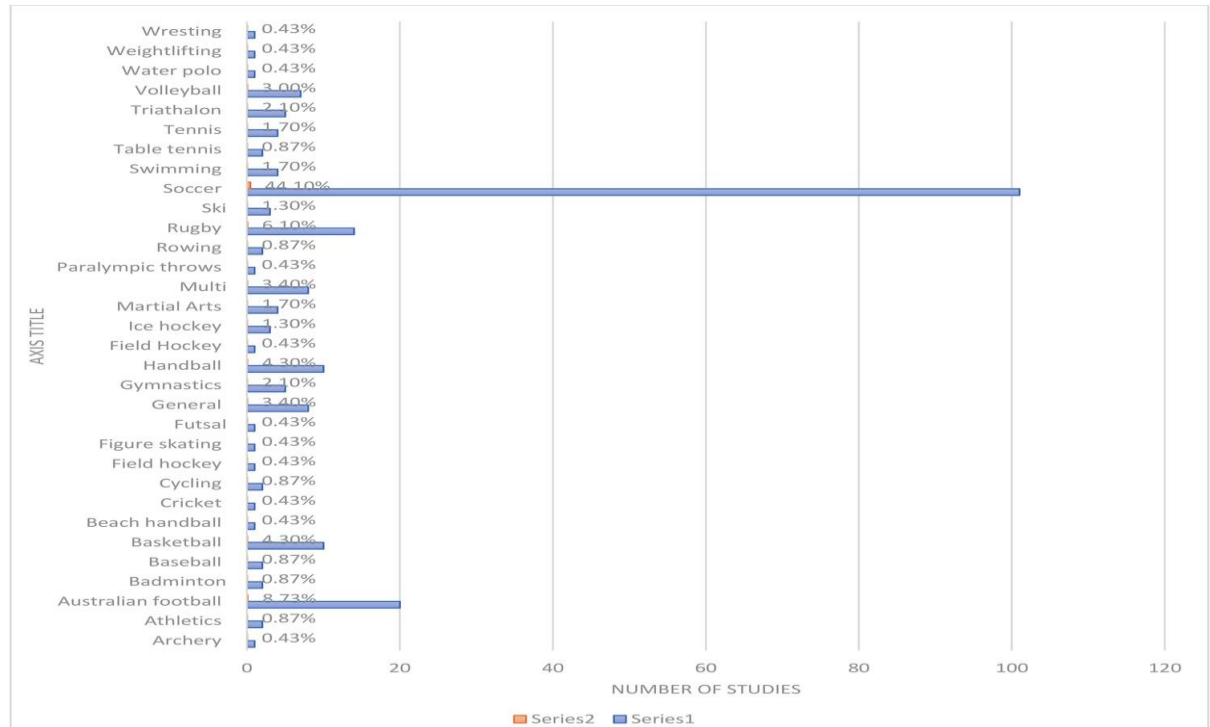
4.3.3 Type of Sport

The total number of sports represented was $n=30$. Also, the reader should keep in mind that in some cases, sports listed could represent more than one sport: for example, martial arts could involve multiple disciplines (Figure 4.4). However, in some of the studies, this information was not explicit. Soccer was the most studied sport, with $n=104$ (44%) of the total

studies explicitly focused on this sport. This was followed by Australian rules football, which was 8.73%, and rugby, which was 6.1% (rugby union 4.3%, rugby league 1.8%). Team sports were dominant, with 79% of total studies focused on team sports. In this regard, our findings show that, other than some large-scale studies (Padrón-cabo et al., 2017; Leite et al., 2021; Helsen et al., 2005), researchers tend to focus their attention on participants from popular or traditional sports within the national culture of the completed study. For example, in the UK, Spain, and Germany, soccer studies made up 24.5% of the total studies. Although this focus on popular team sports in these countries may be worthwhile, it generated a substantial research disparity compared to minority sports. Interestingly, 14 (46%) out of 30 of the sports studied were individual sports. However, individual sports only accounted for 15.28% of total studies (5.2% of studies were multi or general, did not define a specific sport). When considering the applicability and broader implications of studies, it is important to acknowledge that findings derived from team sports cannot be assumed to be transferable to individual sports or minority sports. Each sport possesses its own distinct characteristics and dynamics. While certain attributes might contribute to improved performance when transitioning from one sport to another, the transferability cannot be assumed as a given (Collins et al., 2014). It is essential to recognise and account for the unique qualities of each sport when drawing conclusions or making inferences from research to ensure accurate and contextually relevant outcomes.

Figure 4.4

Sports included in studies (n = 31)



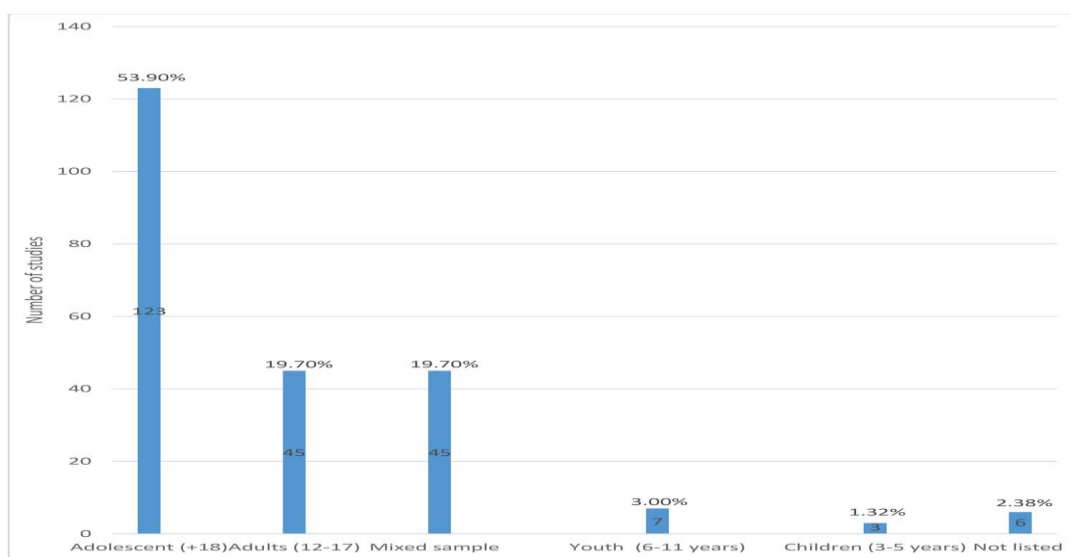
4.3.4 Age of participants

The majority of studies reviewed (53.9%) included samples of adolescent participants (Figure 4.5). Adults were represented in 19.7% of the studies, and a substantial proportion of studies included a mixed sample of various age groups (19.7%). Interestingly, youth samples (ages 6–11) were not represented highly, as only 3% of the studies included this age group, and a low percentage of 1.32 % included children. Notably, the majority of the studies that did utilise youth or child samples were individual, early specialisation (where participation was limited to a single sport early in career) sports such as gymnastics. Considering that sports organisations often must make early selections for athletes, it is crucial to examine key performance and development variables and their changes over time, as well as their connection to future achievements. However, the predominant focus on adult athletes and

retrospective designs provides limited insights into these relationships and may mislead policymakers in long-term athlete development by presenting a stronger evidence base than what actually exists (Baker et al., 2020).

Figure 4.5

Age of participants (n = 229).



4.3.5 Methodological approaches and study design

Out of the 229 studies analysed, the majority (89.9%) relied on retrospective data collection, while only a small proportion (10.04%) utilised a longitudinal approach. Furthermore, TID research from 2002-2022 strongly favours a quantitative design as 90.3% of studies utilised a quantitative method, 5.4% utilised a qualitative design, and 4.3 % utilised mixed methods. This may not be unexpected since the type of data and methodology (quantitative, qualitative, or mixed) is dependent on or associated with the variable being investigated in the research question, and many of the topics examined can be effectively examined using quantitative and comparative methods. However, employing a variety of

research designs can open new avenues and investigate particular issues in more depth and detail (Patton, 1990). In sum, these findings would indicate that researchers need to consider the advantages of utilising varied research (e.g., longitudinal, qualitative) methods and, in particular, the link between research design and gaining a greater understanding of context in TID. Similarly, from a pragmatic perspective, the authors conducted a subjective analysis by consulting the discussion, conclusion, or recommendations of each paper and recorded any instances where the contextual variables of the studies were related to the training environment, indicating that practical application was taken into consideration. Although some contextual variables (country of study and age of participants) were reported (see full list of studies in the appendix), few studies (20.8%) made purposeful attempts to explicitly describe how the findings could be practically applied within the training environment. Clearly, because authors do not link the findings to the training environment, it does not mean that these studies are not valuable and practically applicable.

4.3.6 Research focus

The findings of this study highlighted that TID research has historically focused on a relatively limited range of themes (Table 4.1). For instance, studies investigating the relative age effect were by far the most dominant research theme, accounting for 33.6 % of the overall studies selected. Applying physical fitness tests to predict talent was also of high interest for researchers, with 20.9 % of total studies focused solely on this theme. Multidimensional studies (combination of factors) were also prominent, with a total of 18.7% focused on this area. Significantly, only 6.9% of all studies endeavoured to examine stakeholder perspective data or the "coaches' eye", more specifically, the lens through which coaches view athletes, using their expertise and experience to interpret the athlete's raw potential (Roberts, 2022). While quantitative data and objective measurements are, of course, important, perhaps the inclusion of stakeholder perspectives, especially those of coaches, can provide valuable qualitative

insights that may enrich our understanding of TID processes. Furthermore, potentially, the focus on a limited range of themes is based on pragmatic factors; the ‘publish or perish’ pressure in academia means that scientific performance metrics often drive agendas focusing on publishing papers rather than disseminating important findings.

Table 4.1

Categories of study themes (n = 27)

Study themes	Number of Studies
Relative age effect	77 (33.62)
Predicting based on physical testing	48 (20.9%)
Predicting based on multidimensional testing (physical, anthropometric, relative age, etc.)	43 (18.7%)
Predicting talent based on the coach’s eye	16 (6.9%)
Predicting based on maturation levels	12 (5.2%)
Predicting based on psychological factors	5 (2.1%)
Predicting based on technical skills	5 (2.1%)
Predicting based on tactical skills	4 (1.7%)
other one-off study themes	19 (8.29%)

4.4 Discussion

Utilising TID as an element of TD, the aim of this Chapter was to analyse TID peer-reviewed research from 2002 to 2022. It sought to understand the research attention received, consider contextual variables (geographical location, type of sports, and age of participants), investigate methodologies used, and examine the specific research focus. By situating TID within the wider TD literature, this chapter contributes to the thesis’s body of knowledge by highlighting how contextual conditions shape both the identification and ongoing development of athletes. In doing so, it offers a more nuanced and contextually grounded understanding of TD processes that can inform future research and applied practice. More specifically, and as

evidenced in this Chapter, there has been an increase in research interest in the area of TID over the last twenty years. This increased attention could be attributed to increasing interest from NGBs as a result of substantial investments in developing talent, coaches, and practitioners, as well as the growth of the academic field. In some ways, these worlds seem to operate in a separate but related manner, though increased recognition of the synergy between research and practice has led to the emergence of the ‘pracademic’ and scientist-practitioner and a call for collaborative research that informs process and practice in sport. However, this can sometimes be seen as a complex alliance with competing demands from practice and research driving different agendas. On the one hand, the ‘publish or perish’ pressure (Brischoux & Angelier, 2015) within academia, as well as the incentives and evaluation of research by metrics, has led to what some have argued is a prioritisation of quantity over quality in research (Edwards & Roy, 2017). On the other hand, the implications of research for those operating in the applied world are often underdeveloped and poorly clarified (Abt et al., 2022).

Somewhat surprisingly, particularly given that TID was the exemplar of TD, the majority of studies reviewed (53.9%) focused on adolescent participants, with relatively few including children or younger athletes, which is notable in sports such as tennis, where TID starts as young as U-9 (Siener, 2022). Moreover, researchers may have overlooked crucial insights into TID during key developmental periods by concentrating primarily on adult athletes and omitting comprehensive data on younger age groups. This review highlights a dominant focus in TID research on themes such as the relative age effect and physical testing. While these areas are valuable, such a narrow scope risks overlooking key contextual and developmental influences. In line with the author’s pragmatic philosophy (Giacobbi et al., 2005), which prioritises practical relevance and context-sensitive inquiry, there is a need for a broader, more collaborative research agenda, one that addresses diverse practitioner concerns and avoids over-reliance on a limited set of topics.

A notable finding, similar to that of Baker et al. (2020), was that most TID research has been conducted in a small number of Western countries with similar socio-cultural and economic contexts (e.g., the UK, Australia), with a particularly strong dominance of studies originating from Europe. This narrow geographic focus limits understanding of how talent is identified and developed in different settings. Including smaller nations and underrepresented regions, such as parts of Asia, is crucial for uncovering alternative pathways and challenging assumptions embedded in dominant models. In globally played sports like tennis, such comparative insights are essential to ensure TID frameworks reflect the diversity of sporting environments.

Furthermore, TID has predominantly centred on a narrow range of team sports, particularly soccer, with individual sports receiving markedly less attention. This imbalance is especially striking in the case of tennis, a global sport with an estimated 87 million participants worldwide (International Tennis Federation, 2021) which accounted for just 1.7% of the total studies reviewed. Given tennis's global reach and the unique developmental demands of individual sports, this underrepresentation raises critical concerns about the generalisability and applicability of existing TID research across sporting contexts. It also signals a pressing need to diversify the evidence base to better reflect the realities of TD in sports like tennis. Of course, I am not arguing that research has to be undertaken in *every* single country, every single sport, and with participants at *every* age. However, building on the discussion of contextual factors in TD in Chapter 2, I propose that there is a theory-driven rationale for considering the influence of context on TD practices in sport. Consequently, high-quality research from a broader geographical spread is essential to explore the diverse variables influencing TD (Abt et al., 2022).

As alluded to in the introduction, TD is a complex problem and, like most complex problems, requires solutions based on evidence from multiple paradigms (Daviter, 2019) and

a wide range of qualitative and quantitative approaches. Interestingly, and against the findings of this study, there appears to be a need to go beyond descriptive and observational research (using both longitudinal and retrospective designs) and, as advocated recently by Abt and colleagues (2022), a drive for a higher quality of evidence about TID that moves towards experimentation and implementation research. Of course, the practicalities and barriers of these approaches have to be acknowledged (e.g., cost, time, resource), and while I am not advocating for randomised control trials, there are some important factors that researchers need to consider. For example, factors such as sample size (Abt et al., 2020), quality of evidence (Rycroft-Malone, 2008), study design, and considerations of who the research will impact and in what context will all contribute to the overall quality and relevance of TID studies. Utilising appropriate research methods will enable a comprehensive understanding, ensuring more evidence-informed and practical decision-making. In particular, employing varied research methods encompassing both longitudinal and qualitative research designs can yield nuanced insights into the multifaceted and developmental nature of TD (Jones, 2022).

From a pragmatic standpoint, the disconnect between academic research and applied practice continues to present a major challenge in the TD literature. As highlighted in Chapter 3, the research-to-practice divide (Collins et al., 2019; Baker et al., 2019) reflects a broader tension between generating theoretically rich knowledge and ensuring its relevance for those working in the field. Notably, only 20.8% of studies reviewed made an explicit effort to articulate how their findings could be applied within the contexts in which the research was conducted. While not all studies are expected to produce direct practical recommendations, this limited emphasis on real-world application raises important concerns about the accessibility and utility of research for those tasked with guiding athlete development. Bridging this divide requires more than disseminating findings; it demands a conscious effort to embed contextual relevance and practical insight into the research process itself.

As introduced in Chapter 2, a key step toward narrowing this gap involves a more proactive integration of evidence-informed insights into the decision-making processes of coaches and national governing bodies (e.g., McNamee et al., 2023). Yet this integration must be underpinned by a broader understanding of what constitutes meaningful evidence, one that values practical relevance alongside methodological rigour. Although this review did not set out to directly advance TID and development theory, it highlights several important limitations within the current TD knowledge base. Among these are the underrepresentation of regions such as Asia and Africa, and a lack of sport-specific inquiry, particularly in individual sports like tennis. These findings align with the broader thesis aim outlined in Chapter 1: to critically examine how contextual factors such as resources, population size, and NGB structures shape the TD landscape. Chapter 5 returns to these issues in greater depth, highlighting the specific demands and opportunities present in the sport of tennis.

4.5 Conclusion

This Chapter revealed that while there has been increased attention on TID, much of the research has been concentrated in countries with similar socio-cultural backgrounds and focused predominantly on team sports like soccer. Individual sports, particularly tennis, remain underrepresented despite their global popularity. Additionally, research has largely focused on adolescent athletes, overlooking the critical early stages of development in younger athletes. This highlights a significant gap in understanding TID processes, especially during the formative years of an athlete's career. To address these gaps, TID research needs to incorporate a broader geographical and contextual perspective, embracing a more comprehensive approach that accounts for different sports, ages, and socio-cultural factors.

To improve the quality and applicability of TID practices going forward, researchers, policymakers, and practitioners should prioritise global collaboration and innovation.

Promoting the exchange of ideas and best practices across diverse sports contexts worldwide will ensure that research reflects the unique challenges faced in different contexts. Furthermore, while much of the research has focused on team sports, individual sports such as tennis need more attention due to their distinct developmental pathways and the specific needs of athletes. By expanding research to include these sports, the evidence base will become more comprehensive and relevant, leading to more effective identification and nurturing of talent in individual disciplines.

4.6 Limitations

Of course, the results presented in this Chapter are not without some limitations. Firstly, it is important to note that the scoping review was limited to studies published in the English language. This restriction means that potentially valuable research in other languages was not included in the analysis. Studies in languages other than English could provide important insights and broaden the understanding of TD in various cultural and regional contexts. This omission of non-English studies is a limiting factor as it may influence the generalisability of some of the findings, especially regarding how talent is identified and developed in different parts of the world. Secondly, while the review primarily focuses on TID as a central component of TD, this emphasis may not fully represent the broader spectrum of the TD processes. By focusing mainly on TID, the review may overlook other critical elements of TD, such as training methods, coaching practices, or the role of stakeholders in the development process. Although they do add a valuable perspective on past literature, this narrow focus on TID means that the review could present an incomplete view of the multi-faceted nature of TD and might miss valuable insights from other aspects of the process that contribute to an athlete's success.

Chapter 5: Managing high-performance systems in tennis

Cahill, G., & MacNamara, Á. (2024). Managing high-performance systems in tennis: examining meso and macro factors underpinning player development structures in tennis. *Int. J. Sport Management and Marketing*, 24(3/4), 313.

5.1 Introduction

In Chapter 2, I examined the nature of TD, emphasising that it extends beyond the practice in which the training takes place and beyond the relationship between athlete and coach. It highlighted the significant role that context and environment play in shaping TD (e.g., Leite et al., 2021; Rees et al., 2016), demonstrating that success is deeply influenced by a myriad of external factors and stakeholders ranging from socio-cultural elements to systemic structures. As also discussed in Chapters 1 and 2, this ecological approach (Bronfenbrenner, 1977) is particularly crucial in managing HP systems in sports, where the focus of policies must extend beyond the micro and meso-level dimensions to examine the contextual elements that either facilitate or hinder TD (e.g., Martindale et al., 2005; Henriksen et al., 2010a). Central to this approach is the understanding that macro-level factors such as interactions at the national and international level, national culture, general sporting culture, and the specific sport environment (Kristoffer Henriksen et al., 2010b) contribute significantly to sporting success (De Bosscher et al., 2006; De Bosscher et al., 2003; Van Bottenburg, 2010). Understanding these influences provides a more comprehensive view of what truly drives achievement in sports. However, Taylor and colleagues (2022) argue that much of the current TD research has overlooked the application of a strategic framework in the design and implementation of TD systems.

Interestingly, in tennis, some countries appear to have a greater tradition of success, similar to that in other sports, such as Kenya in running (Baker & Horton, 2004); for example, a spread of countries is represented in the top 100 male (e.g., 34 countries are represented in the men's top 100 rankings) and female (e.g., 33 countries are represented in the women's top 100 rankings), but the vast majority of Grand Slam winners come from a small, and stable, selection of countries such as Spain, USA and Russia (ATP, 2022; WTA, 2022). Of course, emerging nations are making strides towards competing at the upper echelons of the sport with some notable recent success. However, to attain sustainable success, HP systems cannot rely on one-off achievements, which are often attributed to training outside their own NGB system (eg, Murray, 2013). Instead, achieving sustainable success requires a comprehensive, systems-level approach that considers the broader, interconnected factors influencing development.

When it comes to TD policies and strategies, the importance of systems and structures that support TD is well-established in the literature (e.g., De Bosscher et al., 2015, 2007; Coutinho et al., 2016) with a particular focus on identifying policies and procedures that systematically foster the development of high-potential young athletes. Efforts to identify key success factors for international sporting achievement, such as the SPLISS model introduced in Chapter 2 (De Bosscher et al., 2015; De Bosscher et al., 2006), have provided valuable insights and identified potential generic factors that influence success. Interestingly, De Bosscher and colleagues (2006) claim that 50% of the determinants of success are macro-level variables, largely beyond the control of policymakers. In contrast, meso-level factors are more directly influenced by sports policies and can be shaped to some extent by strategic interventions. Although this model sheds some light on key factors influencing success, Henry and colleagues (2020) contend that models advocating a one-size-fits-all approach to TD overlook the critical reality that elite sports policy systems are not universally derived from the same population. As such, these models may be more aspirational than grounded in practical

reality. Similarly, despite their advancements in TD policy, De Bosscher et al. (2015, p. 5) acknowledge that no single configuration can universally guarantee elite sports success.

From a pragmatic perspective, before NGBs can design strategies to develop effective structures and policies, it is crucial to thoroughly examine the factors that influence TD within varied contexts. While contextual factors are often referenced in the literature, I was particularly interested in the lack of clarity around what specifically these influences are within tennis nations. A comprehensive understanding of these factors influencing TD from macro, meso, and micro perspectives is essential for the design of context-specific and strategically targeted interventions. As outlined in Chapter 4, a substantial proportion of existing research is derived from team sports, with limited representation of diverse populations. To advance this body of knowledge, future studies should prioritise the inclusion of more varied samples across different sporting contexts and geographical regions. This Chapter addresses the dimension of the thesis that aims to explore how contextual factors shape TD processes. Specifically, it considers how meso (e.g., organisational structure, training environment, club, school, and academy) and macro-level (e.g., geographical, political, and structural contexts) influences shape micro-level TD practice in two emerging tennis nations, as viewed by key stakeholders involved in the management, design, and delivery of the TD system.

5.1.1 Tennis Ireland and Tennis Malaysia.

In line with the findings in Chapter 4, which indicate that to advance this body of knowledge in TD literature, future studies should incorporate diverse samples drawn from various geographical regions, particularly those representing distinct cultural contexts, such as Asia and Africa. Tennis Ireland and Tennis Malaysia were chosen due to their diverse geographical location, population sizes (Malaysia: 33 million, Ireland: 5 million), and the lead author's connection with both federations. As outlined in Chapter 1, I served as the Performance Director at Tennis Ireland and currently hold the position of Director of a youth

TD program in Ireland. Additionally, I had prior experience consulting with Tennis Malaysia as part of an International Tennis Federation initiative. As also discussed in Chapter 1, Tennis Ireland, established in 1908, governs tennis in Ireland and strives to promote and regulate the sport nationwide (Tennis Ireland, 2023). Despite successes in junior and senior grand slams, Tennis Ireland has consistently struggled to produce top-ranked professional players. On the other hand, Tennis Malaysia, previously known as the Lawn Tennis Association of Malaysia, has been responsible for tennis promotion since 1965. Their mission revolves around cultivating a world-class tennis platform and organising tournaments within Malaysia (Tennis Malaysia, 2023). While Malaysia boasts success in sports like badminton and squash, tennis has not achieved significant international recognition, with no players ranked in the top 750 in either professional or world junior rankings. The aim of this study was to examine how meso (e.g., the organisational structure, training environment, club, school, and academy) and macro-level (e.g., geographical, political, and structural contexts) factors influence micro-level TD practice in two emerging tennis nations from the perspective of key stakeholders involved in the management, design, and delivery of the TD system.

5.2 Methods

5.2.1 Participants

In this study, an emerging tennis nation was defined as a country where an NGB for tennis is in place, but there have not been players ranked in the top 100 globally in the past 30 years. Reflecting these criteria, two tennis nations were purposefully sampled. NGB (A) Ireland, with a population of five million, and NGB (B) Malaysia, with a population of 33 million. Please see Table 5.1 for an overview of both tennis nations. In order to gain a rich understanding of how macro and meso factors influenced TD practice, a purposeful sample ($N = 11$) of highly experienced (more than ten years) decision-makers in the sport. A purposeful

approach was used based on each case’s potential to supply specialist knowledge relevant to the research questions (Saunders et al., 2019). This expert sample was selected to ensure the highest quality of information and depth of contextual insight, consistent with the principle of information power as discussed in Chapter 3. Including participants with extensive experience in high-performance and governance roles enabled the generation of nuanced, information-rich accounts necessary to understand complex systemic influences on TD. This included the chief executive officer, head of coach development, national coaches, honorary secretaries, and current board chairman. Notably, among the eleven participants chosen, ten were male; this can be attributed to the fact that the majority of individuals occupying HP positions in both federations were predominantly male. For a full description of the sample, please see Table 5.2.

Table 5.1

Overview of tennis nations

	Ireland	Malaysia
Total population	5 million	33 million
Total players	80,000	Not available
ITF junior world events	5	8
Pro ITF events	0	3
Total club members	51,000	Not applicable
Total courts	897	1,340
Indoor	60	20
Outdoor	837	1,320
Total coaches	310	232
Total ranked players (ATP/WTa)	6	2

5.2.2 Procedures

Ethical approval was granted by the authors' institutional ethics committee. Participants meeting the inclusion criteria were contacted via e-mail through a network of personal contacts. All participants were provided with an informed consent form prior to the start of their interview and were reminded that they could decide not to answer or withdraw from the project at any stage up until the interviews had been anonymised. Data were collected by means of semi-structured interviews (Bradley, 2009). The one-on-one interviews lasted 50 to 60 minutes and were conducted on Zoom by the first author. Interviews were audio-recorded and transcribed verbatim. The interview guide (see Table 5.3) was used to guide the discussion while allowing participants to freely share their own perspectives. Probes and prompts were used to encourage participants to develop their answers, deepen the information shared and clarify relevant points (Drasch & Matthes, 2013), while at the same time allowing some flexibility to expand on issues raised by the participants.

Table 5.2

Participants profiles

Participant number/NGB	Participant background
Participant 1 (NGB A)	Current male coach education course developer with 40 years' experience, also working as club tennis director. Designed a coach education course at the HP level.
Participant 2 (NGB A)	Former male national coach, current club director, coaching tennis for 35 years. Has worked with international level players, designed club program and was national team coach.
Participant 3 (NGB A)	Former male regional development coach has worked as coach education tutor for 20 years, currently club coach, coaching performance, and development tennis for 40 years.

Participant 4 (NGB A)	Current male C.E.O of tennis federation. Former C.E.O of athletes and previously CEO of international company. Has vast experience in strategy design both in the corporate world and HP sport.
Participant 5 (NGB A)	Ex ranked international level player. Current female coach education tutor, director of large performance academy, over 20 years working within federation system.
Participant 6 (NGB B)	Current male head of player development at tennis governing body, lead coach education tutor, over 20 years' experience working at provincial and NGB level. Vast experience in strategy design at NGB level.
Participant 7 (NGB A)	Former male national coach, current performance coach, 30 years' experience working in tennis. Has travelled on the international tour with high level grand slam junior players.
Participant 8 (NGB B)	Former male Hon Sec, current coach education tutor, 40 years' experience tutoring, coaching and administration at NGB level. Has an academic background in sports science.
Participant 9 (NGB B)	Former male Hon Sec, 25 years' experience at the executive level of the governing body. Has led the board and was instrumental in strategy design at the NGB level.
Participant 10 (NGB B)	Current male national coach with 35 years of coaching experience at a HP level. Employed by the NGB and responsible for planning and coaching top-level senior players.
Participant 11 (NGB B)	Current male chairman of development for the tennis federation, involved in tennis administration at both the regional and national levels for over 30 years.

5.2.3 Data analysis

RTA, as outlined by Braun and Clarke (2022) and introduced in Chapter 3, was adopted as the analytical approach due to its flexibility and suitability for exploring complex, context-dependent experiences. The six phases of RTA were used as a guiding framework rather than a rigid sequence, allowing for recursive movement between stages. As discussed in Chapter 3,

this approach supported sustained, interpretive engagement with the data, underpinned by the co-construction of meaning through reflexive interaction with transcripts, research aims, and broader contextual considerations.

Importantly, RTA's flexibility enabled an integration of both inductive and deductive logics. While initial coding was inductive grounded in participants' accounts and focused on identifying patterns within the data without imposing predefined categories the subsequent stages of theme development were also informed by deductive attention to the study's theoretical framing and research questions. This compatibility reflects Braun and Clarke's (2022) emphasis that RTA is not defined by a single epistemological position but rather by the researcher's active, interpretive engagement with the data. In this study, the deductive orientation provided direction by linking emerging patterns to the overarching aim of understanding macro and meso factors influence TD, while inductive engagement ensured that novel, unanticipated insights from participants were allowed to shape the analytic trajectory

Given my professional background in tennis development, the analysis was conducted through an explicitly reflexive lens. Reflexive journaling (Gerstl-Pepin & Patrizio, 2009) was used throughout the analytic process to surface positionality, track evolving interpretations, and document tensions or contradictions. For example, initial assumptions about strategic alignment at board level were challenged after several participants offered contrasting views. This prompted a re-reading of earlier transcripts with renewed attention to implicit cues about institutional alignment. Throughout the process, collaborative dialogue with the second author served as a valuable space for critical reflection. For example, in early drafts, the lead author's prior involvement with Tennis Ireland contributed to an overemphasis on the importance of performance coach development programmes. Through collaborative discussion, this interpretation was challenged and reframed, with greater attention given to concerns around

the deployment of performance coaches within the TD structure, which emerged as a more consistent theme across stakeholder accounts.

Initial familiarisation involved repeated reading of the dataset following the completion of interviews in each national context. During this process, analytic notes were made in the margins and coded separately to flag potential assumptions. In one case, a participant described the apparent dominance of a small number of young Irish tennis players in national-level selection. This comment was later contested by another participant, prompting a clarifying follow-up with both. These dialogues refined the interpretation of early talent selection as being shaped more by perceptions of winning national titles than by considerations of long-term potential. This insight ultimately contributed to the development of the theme “Talent identification policies.”

Coding began with semantic tags that captured explicit references to institutional practices, cultural norms, and environmental conditions. However, attention soon shifted to latent meanings, particularly how participants constructed the legitimacy of their decisions (e.g., choosing private coaching over club settings). These decisions were initially coded under *coaching*, but as analysis progressed, they were integrated into the broader theme “Introduction to tennis,” which reflected how children were introduced to the sport across both nations.

Rather than separating Irish and Malaysian data into comparative groups, a more integrative approach was taken to trace how similar structures were experienced differently. For instance, themes such as “Tradition of education” and “Weather factors” were shaped by conditions common to both nations but interpreted and managed through divergent strategies. Engagement with theoretical literature was deliberately restrained during early theme construction to avoid premature framing. Instead, theory was re-integrated once core themes had been established to support interpretation and locate findings within the broader literature on TD, parenting, and system-level influences.

Table 5.3

Interview guide

<i>Purpose Question Prompt Analysis</i>			
Rapport building and background information	Can you tell me about your background in tennis?	When did you get involved with NGB? Did you work in another tennis capacity?	Measure of experience and the specific area of experience, for example board members at strategic level versus coaches working on the ground.
	How long are (were) you involved with the NGB and in what capacity?	Before (if ever)	
	What stakeholders did you work most closely with?	What years did you work? Within NGB (if ever)? Tell me more about your experience? Parents, board, coaches, clubs?	
Examine the macro factors, discussion around specific factors	Can you tell what the purpose of the TD system is?	What would success look like? How is the purpose communicated?	Measure of the level of coherence within the organisation. The levels of ambition within the various roles and alignment of this ambition. Did they have clear.
	Can you tell me about the current performance strategy?	How is the strategy designed? Who is involved? How is the success measured?	Communication of this ambition down to the key stakeholders. Asses the link between strategy design and implementation with a TD system.
	How is the strategy implemented on the ground?	Who oversees the implementation? Can you give me examples? Provide some examples?	
Examine the meso factors, discussion around specific factors	How do athletes get into the system Where do children typically start? Are these players the ones that come through later?		Examine the talent identification processes. Asses the contextual factors that influence TD in both countries are they changeable in the short term with strategic influence from the top.
	Do you have rankings? Can you give me some?		
	What is your feeling on the level of coaches? Tell me about the coach development system?	Do you have a coach education system, please tell me about it?	
Examine the macro factors, discussion around specific factors	Are there any specific factors that you believe make it easier or more difficult in your country to develop players?	Where are the largest numbers of coaches working?	
	Tell me about them Any cultural consideration?	Tell me more? Who influences this development? Can you provide me with some examples?	

5.2.4 Trustworthiness

I employed several recommended strategies to ensure a rigorous, transparent methodological approach. Pilot interviews were conducted to assess the composition and interpretation of terminology within the interview process. I conducted the interviews. As discussed in Chapter 3, a reflective diary was employed throughout the data collection and analysis phases (Krefting, 1991). As discussed in Chapter 3, a reflective diary was used to support ongoing critical engagement with the research process (Krefting, 1991). For instance, early reflections on an interview with a Malaysian tennis coach developer informed the refinement of subsequent questioning with an Irish coach development officer, illustrating how reflexivity shaped both the direction and depth of inquiry. Additionally, feedback from the current Irish CEO challenged prior assumptions shaped by my close working relationship with the former CEO. This prompted a more critical stance in interpreting the data, encouraging greater attentiveness to alternative perspectives and institutional change over time. Member reflection (Smith & McGannon, 2018) was conducted by returning the interview transcripts to each participant and asking them to assess the data, analytic categories, interpretations, and conclusions and whether these accurately reflected their perceptions. No changes were made to the transcripts as a result of this process.

5.3 Results

This Chapter aims to consider how meso, (e.g., the organisational structure, training environment, club, school, and academy) and macro-level (e.g., geographical, political, and structural contexts) factors influence micro-level TD practice in two emerging tennis nations from the perspective of key stakeholders involved in the management, design, and delivery of the TD system. The first part of the results addressed the meso factors that influenced micro-

level TD practice, and the second part of the results presents the findings of the macro factors that influenced micro-level TD practices. Please see Table 5.4 for an overview of the thematic analysis and Table 5.5 for data regarding the comparison of both nations.

Table 5.4

Overview of thematic analysis

Higher order theme	Lower-order theme	Raw data themes
Meso factors	Talent identification policies	Selection onto TD pathway based on ranking. Impact of shallow talent pool on selection. Transfer of early results to later success.
	Management of parents	The influence of the trio of the parent, coach, and player. Importance of Parent Education Programs. Lack of coherence between governing bodies and parents of children on the TD pathway.
	Introduction to tennis	Local sports clubs' role within the TD system. Introduction to sport through schools rather than local sports clubs.
	Coaching workforce	Lack of performance coaches working within the TD systems. Impact of market forces on coach decision-making.
	Coach development	The importance of continuous professional development for coaches. Keeping up with changes in sports science.
	Competition policies	The link between competition and motivation. Competition as a means of increasing performance. The importance of hosting international competitions.
	Financial resources	Targeted investment from the government. Need for governing bodies to create an independent income. Personal wealth and impact on tennis success.
Macro factors	Financial resources	Targeted investment from the government. Need for governing bodies to create an independent income. Personal wealth and impact on tennis success.

Strategic alignment and implementation	Lack of a clearly defined vision. Coherence at a strategic level Top-down vs. bottom-up approach. The importance of leadership, Vision, and expertise. How high board turnover can impact TD.
Tradition of education	Parents are the key decision makers regarding education choices. Combining training hours and education. The general challenges of managing dual careers. The tradition of team sports.
National sports culture	Popularity of traditional national sports. Confidence from past champions.
Specific sports culture	Influence of success on parents' decisions. The copy effect of role models. Past champions of proof of success. The influence of heat and humidity on TD. What environmental factors, such as climate, can be linked to gender balance? The need for increased indoor facilities

Table 5.5

Comparison of data from both participant nations

Lower order theme (meso)	Differences noted from data
Talent identification policy	Similar to TD policies in both sample nations, early success was the determining factor for selection. Differences in experience of transfer of early success to later results were noted. NGB (A) results do not determine later success, NGB (B) results normally transfer to senior. success.
Management of parents	Findings were consistent across both sample nations.
Introduction to tennis	Differences in how children from both NGBs were introduced to tennis were noted. In NGB (B) children were mainly introduced through clubs. Alternatively, in NGB (A) children were introduced through local tennis clubs.

Coaching workforce	Findings were consistent across both sample nations.
Coach development	Findings were consistent across both sample nations
Competition policies	Findings were consistent across both sample nations
Financial resources	Findings were consistent across both sample nations
Strategic alignment	Findings were consistent across both sample nations.
Policy implementation	One difference was noted, NGB (B), referred to an issue with board retention and the impact on strategic development. This was not noted in NGB (A).
Tradition of education	Findings were consistent across both sample nations.
Specific sports culture	Finding in general was consistent across both nations. However, the sports that were popular varied across the sample nations. NGB (A) rugby and national sports were popular and NGB (B) rugby, soccer, and cricket were popular.
Weather factors	Weather was reported as an important factor across both nations. NGB (B) described the challenge based on extreme humidity, and NGB (A) described the difficult conditions, such as wind and rain. However, the overall findings were consistent across both sample nations.

5.3.1 The influence of meso factors on TD

5.3.2 Talent identification policies

Participants across both contexts discussed TID policies with all participants noting that identification of, and subsequent selection of, young athletes onto TD programs and national teams was based exclusively on national rankings: “We select based on national ranking. The 12 and under, the top five nationally are selected for the TD program”. Notably, this approach to selection is prevalent in tennis (Unierzyski, 2011; Seibold, 2009), with rankings and competition placings acting as entry requirements to subsequent stages of the talent pathway. Participants, in particular coaches, noted several reservations with this black and white selection policy, and one participant felt that selection should be a “combination of subjective coaches’ views and ranking” (Participant 3). Furthermore, it was suggested that because of the

emerging and relatively immature nature of their talent pathway, the quality of coaching and the lack of depth of the talent pool led to potentially talented young players being omitted from development opportunities (e.g., quality coaching, competition) if they missed out on the first rung of the selection ladder.

The selection seems to be results and rankings from an early age; I am not sure that is a good idea, but that seems to be your entry is through ranking. There is a growing concern as parents can't get into the competition because the same kids are selected all the time. (Participant 1)

Of course, this is not a novel finding. There is considerable dialogue in the literature and applied practice regarding the efficacy and validity of youth performance as an indicator of senior performance (Güllich & Emrich, 2006; Güllich & Emrich, 2012; Barreiros et al., 2014; Hollings & Hume, 2010; Li et al., 2020). However, from a pragmatic and organisational perspective, selection into TD pathways remains an inherent feature of the system despite ongoing calls to adopt an 'as many as possible, for as long as possible' approach (Erikstad et al., 2021). Participants in this study noted how resource limitations (e.g., financial, structural, and coaching) mandated (relatively) early identification and selection. As such, rather than debating the fidelity of the selection process, the emphasis here is on understanding the context of selection in these systems.

Interestingly, and linked to macro factors such as the structure of the sport system and broader socio-political factors, the transparency of the ranking-based selection system was identified as an important feature to mitigate bias and power relationships between stakeholders. Participant 7 provided an example of how this system circumvents 'parochial bias' and 'stops favouritism.

The committee members from [one location] want to put the [one location] players to join the academy, so they chose them out of the national ranking.

Notably, both NGBs have had contrasting experiences regarding the transfer of athletes selected based on junior rankings to participation at the senior level. Malaysian participants felt that players who won at a younger age and who held higher rankings tended to continue through to the senior level. However, participants also noted how societal factors, notably the societal importance placed on education, meant that even the most promising junior players often prioritised academic studies and did not progress to senior levels of competition. This was described by Participant 6: “The same players top-ranked under 12 are the same under 14 and 16, but most players are gone by U-18 because they pursue their studies”. On the other hand, in Ireland, coach participants felt that the players who were the most successful juniors were “sometimes,” but “rarely,” the same athletes who were successful at the senior level.

There was a statistic that only one male player has won under 12 and under 18 in boys at our national championships. The reasons are simple: the one who put the ball in the U12 has the best chance, and at U-18, the one who is 6ft has a better chance. (Participant 3)

The findings in Tennis Ireland align with previous tennis-specific research by (Brouwers et al., 2012) who demonstrated that ranking at the youth level is a poor predictor of future success. These findings are not exclusive to tennis and indicate that NGBs must be cautious about using ranking as the underpinning for selection at junior levels (Kearney & Hayes, 2018; Güllich & Emrich, 2006; Güllich, 2014; Staub et al., 2020). Instead, TD should be understood as shaped by a range of interacting factors whose combined influence is both dynamic and context dependent.

5.3.3. Management of parents

The role of parents in supporting tennis players' development was a consistent theme amongst all participants in the study. In line with previous research by Wolfenden & Holt, (2005), parents of tennis players were described by Participant 11 as a critical component of a

triad of key stakeholders (player, parent, coach), but given the lack of understanding about elite tennis in these countries, parents required education and support about how to support the development of young players:

Whatever you do in tennis, you must involve: 1) the player; 2) the parents; 3) the coaches. We must provide education to these three stakeholders: parents, players, and coaches.

Nonetheless, at some point during the interviews, all participants noted that parents played an important and influential role during the initial stages of development in terms of introduction to the sport, financial and logistical support, but also as the key decision-makers and orchestrators of their child's experience. For example, Participant 8 stated: "Parents must be involved and realise this is what I need to do, take them to travel, so they are not on their own playing, we need to manage and support parents". This role appeared to be particularly important due to the relative immaturity of the NGB's talent system, which drove parents to operate independently. In both countries, participants discussed how successful players in the past often achieved their success not because of the formal systems in place, but rather due to the personal "decisions made by their parents", particularly the choice to relocate to foreign academies or make significant sacrifices for their child's development.

If Conor (Niland) came back and spoke to parents about how it is done, and how he went away to train, that's basically what in Ireland u have to do, u basically have to go away, u won't do it from here, not enough going on tournaments, indoor courts, etc. (Participant 7)

This highlights a key observation: the journey to success for many players seemed to be driven more by parental commitment and decision-making, such as moving to access better training opportunities or to support their child's career, rather than by the structured support of the system itself.

Reflecting this, a lack of coherence between the NGB and parents was noted across all the interviews. More specifically, due to a lack of communication and shared understanding, participants reported that parents and the NGB were often not congruent in their thinking regarding the long-term objectives of the pathway. The following is an example from a conversation with Participant 1: “I don’t see any NGB strategy; parents are confused. They don’t know what they should be doing, and there is much waste in terms of resources”. This lack of coherence and shared understanding meant that decisions were often driven by micro and meso factors rather than supported at the macro level (Pankhurst et al., 2013a).

Our NGB has a responsibility to produce HP players because that is the aspiration of the majority of kids who play the game. I think if the NGB is not doing that, then I think a lot of parents, if they knew that, would not commit to performance tennis within tennis clubs. (Participant 3)

These findings align with the research conducted by Harwood and Knight (2009a, 2009b), which revealed that parents experience considerable stress in tennis, particularly concerning managing NGB requirements. The most substantial stressor for parents’ relationships with the governing body was a lack of information, support, and guidance. Additionally, the findings support previous tennis research, which emphasises the significant impact parents have in the sport (e.g., Lauer et al., 2010a; Gould et al., 2016).

5.3.4 Introduction to tennis

There was a marked difference in how both NGBs introduced young players to tennis. In Malaysia, tennis is introduced to young children mainly through coaching programs in the local primary schools, not local community clubs. In Malaysia, tennis clubs are perceived as more exclusive or elitist and historically catered primarily for the middle classes. This was articulated by Participant 6, who illustrated the point with reference to the annual subscription fees required by private tennis clubs: “The club system doesn’t work, the clubs belong to the

middle class and upper class, the sub is expensive, and you need to pay 4000 or 5000 euros annually”.

In contrast, Ireland has a thriving club culture (historical UK protestant influence), with participants regularly referring to the clubs as providing introductory coaching support for the majority of aspiring talents. This was described as follows by Participant 1. “In our country, it seems that clubs do early development, then the federation takes over to organise match play”. Notably, none of the Irish participants interviewed referred to the cost of club fees, suggesting that access to clubs is more affordable in that context. The findings in Tennis Ireland are consistent with extensive studies by Brouwers et al. (2015a, 2015b), which explored the interactions and strategic decisions that shape elite tennis pathways, particularly as players progress from local clubs to national training centres or private academies.

5.3.5 Coach workforce and development

The deployment and education of coaches was a topic discussed by participants from both NGBs. They noted that enhancing the quality of coaching on the pathway, for recreational and performance players, was necessary and would positively impact the numbers and the levels of young players. When asked where coaches are most needed within their TD system, participants highlighted the necessity for high-quality development coaches operating at the earlier stages of player development.

I believe in the pyramid system [for coaches]; we need to build more coaches at the lower level. (Participant 11)

Personally, grassroots coaches are the most important to have, we have a new Level 1 qualification, but the coaches coming out do not have the practical experience coming out of this course to work with the beginner players. (Participant 5)

Interestingly, it was noted that coaching at TD stages of the pathway was not seen as an attractive proposition for coaches in these countries. Participants noted that market forces,

specifically the salary coaches could attract in either performance or commercial/participation (e.g., private recreational lessons), meant that quality coaches did not coach young, high-potential players and were not incentivised to work at development levels.

The problem here is HP sports, especially tennis. We do not get money working for the association. It doesn't pay well, so it is better to work outside and do private coaching.
(Participant 7)

There is no incentive to take extra courses; I can make as much as a level 2 coach; I charge 40 this year and 50 next year, so there is no incentive to become better.
(Participant 2)

The quality of coaching and coaches was identified as a key factor limiting the effectiveness of the pathway. For example, participants in both NGBs suggested that there was no culture of education, advancement, or development among coaches. In particular, a lack of integration of available sports science with practice was identified, which is not unique to these two contexts (Martindale & Nash, 2013). Participant 11 describes how:

The coaches never update themselves. They were still using methods from 20–30 years ago. Coaches need an understanding or applying sports science, especially biomechanics, and diet.

5.3.6 Competition policies

The participants noted several meso-level challenges that influenced the development of young players in both contexts; notably, exposure to regular and challenging competition was highlighted as a limiting factor by the participants. This finding was in line with extensive research in tennis, which highlighted national and international competition structures as the most important aspects of a successful TD system (Brouwers et al. 2015a, 2015b). Participants highlighted the need to seek international competition for high-potential athletes, citing the

limited depth of the talent and playing pool within their national contexts. The coaches from both NGBs also saw competition as a means to increase participation numbers and, critically, a way to expose young athletes to international players of a higher level, diverse playing styles, and a range of tactics that were absent within their country:

I took players away years ago to grade 2 I.T.F. in Morocco, and Marcos Baghdatis (former ATP) and others were playing. I wanted them to see the top Level. In a small country, everyone knows who will beat whom. Therefore, they play accordingly, they try, but they find a way to lose even if winning. (Participant 2)

Building upon the previously established findings concerning selection and resource allocation, there was a recognition that these developmental decisions had implications for the number of players who could be exposed to these opportunities, with only a small number of players given these opportunities. As such, the need for increased competition opportunities for senior and developing players was consistently reported by coaches from both nations. This is not surprising as tennis rankings are based on international points, so players must compete in international competitions to improve their ranking. However, this task of increased competition is often the role of the parent rather than the NGB itself: “The parents must bring their children away to play as otherwise they will not have enough competition” (Participant 5). It was felt that players need increased opportunities “to play tournaments at home in our country for points and then send them out of the country to get points”. Similar to these conclusions, previous research also identified that hosting international tennis competitions increases a nation’s chances of developing pro tennis players in both men’s (Crespo et al., 2003) and women’s games (Reid et al., 2007).

5.3.7 Financial resources

Across both groups, funding and the connection between tennis success and financial resources were consistent themes. Participants reported that the lack of adequate government

funding impacted the development of world-class tennis players in their country. Both countries were provided with financial support for tennis, and this funding was intricately tied to the allocation received by their respective national sports councils from the government. Malaysian Sport and Sport Ireland had specific policies in place to ensure the proper distribution and utilisation of these funds. Participants from both countries reported a targeted approach to performance funding, with the more successful national sports receiving increased funding. 'The national government only supports the elite sport; tennis is challenging to get support because of a lack of achievement'. Consequently, as described below, a consistent theme was the need for NGBs to generate additional funding independently, rather than relying solely on government funding.

Money is such a significant factor, and getting the money on a consistent basis, because in my view, it is of little value for one or two years, then it is dropped. If you are building something and then getting it taken away, you need a ten-year commitment. (Participant 4)

Eight participants reported a connection between parental wealth and success in tennis. In other words, families who can afford to invest in travel and private coaching were perceived to have greater chances of success than children from less affluent backgrounds (Bane et al., 2014; Knight & Holt, 2013; Kaczmarek, 2018; Martin, 2015). For example, when discussing outliers (Athletes that were developed outside the NGBs talent system), participants referenced how these players could afford to support their children independently.

Most support in tennis is from the parents; if they have good finances, they can support their children to play. We had one player who left for the U.S. He had the highest ranking, but his parents paid for this. (Participant 8)

We didn't have money; there was some support from the federation, but it wasn't like money. The players who made it to the parents had a lot of money, so they could help them train abroad. (Participant 5)

5.4 The influence of macro factors on TD

5.4.1 Strategic alignment

It is important to note that the meso-level factors impacting TD do not function in isolation and are heavily influenced by macro-level factors in both nations. In terms of strategy and alignment, there was a lack of coherence amongst the stakeholders interviewed regarding the exact purpose of the TD system. More specifically, there was a significant difference between the coaches on the ground, NGB staff (national coaches, head coaches, head of coach education), and administrators in both nations regarding the purpose of the TD system. Irish participants had mixed viewpoints regarding whether the objective of the TD program should be to produce professional players or to increase the player base in the country.

Top 100 ATP, so they are visible, and kids can see they are doing well; someone on TV is doing well. I think we also need to widen the base significantly. (Participant 2)

I think if we can grow the numbers, set a target that we want by having 10–20 playing ITF and able to compete internationally, at the moment, we have a lot of want-to-bees. (Participant 5)

In Malaysia, there was also no shared understanding about the purpose of the TD program and whether the program was driven by performance, participation, or a shared agenda (Collins et al., 2012).

In the history of the Southeast Asia Games, we have never won any gold, which is the problem. The first step for us is to promote to the core group. This is a low achievement, but we need a gold medal in the Southeast Asia Games. (Participant 7)

5.4.2 Policy implementation

Participants consistently reported that the development and implementation of TD policies were challenging for tennis federations. The implementation of TD policies can be divided into two general approaches: policies and systems predominantly driven by a top-down or bottom-up approach (Sabatier, 1986). It is clear from the data that the majority of participants from Malaysia felt that their system is a top-down design and primarily driven by the board of directors. Participant 6 described policy implementation as follows.

In our country, it is all a top-down approach. The tennis federation arranges competitions, national junior and senior tournaments, and inter-school and inter-state events. They arrange all grassroots development, junior tennis academy, mini tennis clinics, and coach development.

Also, interestingly, Participant 2 described how ‘there is no top-down approach as different clubs have different histories and other arrangements with coaches; it is not centralised’. Although they have their own unique challenges, Participant 3 highlighted how, within their national structure, there are opportunities to apply a more bottom-up approach by learning from and applying successful projects from one province to another. This finding mirrors research by Khasnis and colleagues (2021), who highlighted the potential of internal policy transfer, where successful projects or programs can potentially be emulated in other settings within a national system. The top-down approach may have some benefits, particularly in less developed NGBs with a lack of expertise, but some researchers have reported overestimating the impact of top-down strategic impetus in sport (Moore, 2021; Taylor et al., 2022). Equally, a bottom-up policy implementation might be effective and practical, as the implementing stakeholders would have a greater say in where they are going and how they wish to arrive at that endpoint (Khasnis et al., 2021).

Similarly, it was reported by some participants that leadership, desire, and vision were qualities needed to facilitate policy implementation. Participant 1 described how “they [board of tennis] have to find people that help put together that vision; that’s leadership as far as I am concerned; if you don’t have a bold vision, where are you leading them to?” Furthermore, the need for HP sport expertise at the senior leadership level was consistently discussed by the senior leadership participants themselves. Participant 4, a senior leader with a background in marketing, summed up his own thoughts very honestly and candidly:

Everyone looks at HP with an open mouth. I am a big soccer man, I’m sitting on my armchair with all views, but HP is the same. It is the same for a lot of people with open-mouth syndrome. I convinced people to pay him [performance director] more than I should be paid myself.

Malaysian participants identified the correlation between board retention and long-term athlete planning. In Tennis Malaysia, due to governance procedures, the board term is short, and the constant turnover makes it challenging to have a long-term approach to athlete development. Participants reported how the board continuously reverted to short-term objectives rather than setting and monitoring a long-term plan.

In our country, policy changes every two years, then three years, they change committee members, but then a new leader comes in, the policy changes, and the previous team.

(Participant 7)

In parallel, this lack of continuity was felt to impact performance coaching staff stability within the TD system, as described by Participant 9: “policy changes every two years, then three years, they change committees, they change performance staff.” Clearly, this lack of continuity makes it challenging for Tennis Malaysia to apply a long-term approach to athlete development, especially in systems without a broader performance agenda.

5.4.3 Tradition of education

Culturally, both nations placed a significant emphasis on education. Therefore, parents were often forced to make choices between time spent on the tennis court and mainstream education. The choice between tennis and school was often described by participants as a ‘risk factor’ where the school was perceived by parents as the ‘safe bet’ because, in tennis, ‘they know that they need to spend a lot of money’. Some participants also alluded to the fact that national tradition and culture influenced parents’ decision-making, especially where there has not been a history of tennis success. This was described as follows by Participant 2:

Education is viewed as more critical, and we know that sport can be an education; the national mentality is to go to university and get a good degree, own a house that’s built from an early age, and get married.

Harwood and Knight (2009) research involving tennis parents found that parents experience stress, particularly when it comes to education. The research indicates that education-related stress tends to be more significant for parents who perceive their child as academically capable and place a high value on their child’s future achievements. Furthermore, some parents faced intensified education-related issues due to conflicts and a lack of support from their child’s school.

5.4.4 National and specific sports culture

In both countries, team sports are dominant and, as a result, attract much of the talent pool. One Malaysian participant spoke about the historical tradition of team sports: “We are British colonial, rugby, soccer, cricket introduced by the British 60 or 70 years ago”. Likewise, traditionally, Ireland has a culture of team sports, and although a country with a small population is competitive internationally in sports such as rugby, field hockey, and soccer. Irish participants noted that due to the popularity of these traditional sports (GAA), they attract large numbers of young talent from the national pool and receive a substantial proportion of the

already limited national sports budget. Two Irish participants described the focus on traditional cultural sports and the subsequent impact on minority sports as follows.

In our country, national sports are brilliant for producing athletes, but they limit us, and as everyone goes into these sports, they get massive funding, and they are on TV.
(Participant 2)

Participants consistently reported how ‘history of success’ in a specific sport and in particular role models could potentially influence the belief of young aspiring athletes about their ability to achieve in tennis. On the other hand, the lack of role models compared to other countries like Switzerland, who have Roger Federer, creates a sense of doubt regarding tennis as a career. This point was described by Participant 10 as follows: “Players don’t believe they can make it. They don’t see anyone making it, so they don’t think they can make a living”. Furthermore, linked to the previous section, it was found that the lack of role models influences parents’ decisions regarding committing to performance tennis. More specifically, participants felt that without an example of someone ‘who had made it’, parents were sceptical about the process and often did not commit to performance tennis.

Not many parents encourage them to join tennis because they don’t see the future. Whereas in Thailand, they had Paradorn Srichaphan and were more likely to commit.
(Participant 9).

5.5 Discussion

Given the challenges faced by developing tennis nations to compete at the elite level, the aim of this study was to consider how meso, (e.g., the organisational structure, training environment, club, school, and academy) and macro-level, (e.g., geographical, political, structural contexts) factors influence micro-level TD practice in two emerging tennis nations from the perspective of key stakeholders involved in the management, design, and delivery of

the TD system. TD is a strategic decision, and NGBs need to consider the influence of meso and macro factors on pathway development. As a starting point, the strategic design and operationalising of TD strategy at the management level must start with a clear, agreed purpose that is clearly defined and communicated to key stakeholders, especially coaches and parents. In this regard, a lack of shared mental models was evident within both NGBs, particularly regarding the exact purpose of the TD system itself. If there is not a clearly aligned purpose between senior management and stakeholders, this lack of coherence will undoubtedly filter down through the various tiers of the TD system from organisational level to the day-to-day decisions of coaches and parents on the ground (Pankhurst et al., 2013b; Martindale, 2007). This disconnect highlights a broader systemic issue: without a clearly articulated vision that reflects the unique geographical, political, and structural realities of each nation, it becomes difficult to plan meaningfully or evaluate progress toward or long-term goals that take into account their unique context (Webb et al., 2016). In contrast, a well-articulated, consensually established, and collectively embraced understanding of the overarching purpose is poised to facilitate more cohesive integration, thereby optimising the allocation and utilisation of resources toward the achievement of strategic objectives (c.f., Mathorne et al., 2020). This is especially pertinent in contexts such as Tennis Ireland and Tennis Malaysia, where policies are primarily shaped by a top-down approach at the NGB level and subsequently implemented across local tennis clubs, schools, and provincial or national centres (e.g., DeLeon & DeLeon, 2002; Khasnis et al., 2021).

The study's findings suggest that both nations encountered a range of meso-level challenges that constrained their capacity to systematically develop successful tennis players. For example, the lack of performance coaches working within both systems, the limited international competition exposure, and the focus on selecting youth athletes with the highest ranking. Significantly, the lack of government funding resulting from the target approach at

the national level has had profound repercussions on the development of tennis players in these countries. Applying these findings to practice, it seems logical for poorly resourced nations to strategically deploy their limited resources where they can have the most significant strategic impact toward their defined purpose. This raises an interesting debate about whether nations with fewer resources and smaller talent pools should even try to emulate the strategies of larger, well-resourced nations (Erikstad et al., 2021). For instance, should NGBs in these nations seek to design and implement more individualised TD systems that focus resources on a smaller cohort of high-potential athletes (Bjørndal & Ronglan, 2018), or instead prioritise strategies that maximise impact within the constraints of limited budgets and contextual realities (Erikstad et al., 2021). Therefore, rather than copying successful nations with substantially larger budgets, the TD pathway should be tailored to the needs of the exact context, the organisation's objectives, and the challenge faced (Webb et al., 2016).

In line with previous research (De Bosscher et al., 2006; Henriksen et al., 2010a; 2010b), the findings in this study demonstrate that many of the macro factors are cultural or socio-cultural, historical by nature, less modifiable, and not easily changed in the short term. While Tennis Malaysia and Tennis Ireland each have unique cultural influences, such as the longstanding tradition of tennis clubs in Ireland compared to Malaysia or the impact of Gaelic sports in Ireland, these influences are deeply rooted in the nation's historical heritage. However, both nations shared certain macro-level influences; for example, societal perceptions of careers in sport versus education (Baker & Horton, 2004), national sporting culture, and traditions of success, which in turn shaped TD practices at the micro and meso levels. Clearly, a tradition of tennis success exerts a significant influence on multiple facets of player development. This includes influencing parental decisions regarding educational pathways, facilitating access to superior training partners, and potentially driving increased governmental investment in the sport, particularly as a consequence of a strategically targeted approach to

funding NGBs. However, the cumulative advantage that success often breeds success, and without players achieving international recognition, these factors are unlikely to change in the near future.

A central and consistent finding across both nations, and similar to other tennis-related studies, was the pivotal role of parents within the tennis TD ecosystem (e.g., Knight & Holt, 2014; Young & Pearce, 2011b). Across all participants, the significance of parental involvement emerged as a salient and recurring theme. As primary decision-makers in their children's sporting trajectories, parents were found to provide crucial logistical and financial support, underscoring the importance of improved communication and targeted mechanisms to help them navigate the developmental pathway more effectively. It is fair to suggest that in smaller, less developed or less structured sporting nations, success may be largely attributable to parents. In the absence of role models, competitive sparring opportunities, and formalised pathways, parents often play a pivotal role in navigating and negotiating systems. As an illustration of this point, Ireland top ranked tennis player, Conor Niland (129 ATP ranking) attributed key career decisions such as pursuing a place at the Nick Bollettieri Academy to the influence of his parents, reflecting that "it was me and my parents who were kind of making that decision in isolation, due to the lack of a tennis heritage and support network in Ireland" (Higgins, 2024).

Moving forward, as discussed in Chapter 2, while the importance of the parental role in youth tennis is well established (e.g., Lauer et al., 2010b; Knight & Holt, 2014), the specific decisions they make and the contextual challenges they face remain underexplored. Parents do not operate in isolation; rather, their decisions are shaped by the complex context in which they function. In practice, parents may be the real system controllers navigating, adapting to, and sometimes compensating for systemic support gaps. Although NGBs may not be positioned to address deep-rooted, macro-level barriers in the short term, they are well-placed to deliver

quicker, targeted interventions that are less resource intensive. By supporting parents to better interpret and respond to the individual needs of their child, NGBs can enhance the quality of decision-making and, in turn, strengthen TD from the ground up. These ideas are explored in greater detail in Chapters 6 and 7.

5.6 Conclusion

This Chapter highlights how senior management at the NGB level needs a clear understanding of the context in which they operate, in parallel with coherent strategies, policies and systems that filter through all elements of the TD system. Policy implementers (i.e., coaches, NGB coaching staff, parents) and administrators (i.e., executive staff, board) need to be closely aligned. Put simply, the boardroom and the practice court cannot be separated and disconnected. Money matters, and it may be practically impossible for emerging tennis nations to replicate the same TD programs as more successful, well-resourced nations (Seibold, 2009). Consequently, nations with financial constraints need to streamline investment based on their unique context and strategic objectives. Parents serve as the primary decision-makers in the development of their children, making it imperative for NGBs to consider how they can effectively support parents in both their role and the critical decisions they are required to make. Parents navigate a complex array of factors that are shaped by influences at the micro, meso, and macro levels of the ecological system.

5.7 Limitations

The findings of this study are based on a sample of 11 individuals. While these participants were carefully selected and considered high-quality samples, the relatively small sample size may limit the generalisability of the results. Furthermore, the study focuses on two specific nations, Tennis Ireland and Tennis Malaysia, as discussed in Chapters 2 and 4; the

findings may not be directly applicable to other countries or regions with different tennis development systems, cultures, or resources. Additionally, a follow-up investigation into the meso and macro factors that contribute to the success of more advanced tennis nations would be beneficial. Such research can offer a comprehensive understanding of the broader context and underlying factors that influence tennis development at various levels, guiding the formulation of more effective and inclusive strategies for emerging tennis nations. In future studies, the inclusion of parents' opinions could provide valuable insights into their roles and perceptions in shaping junior tennis development. TD is a dynamic and evolving process, and opinions might change over time or in response to specific events or policies. A longitudinal approach or follow-up studies could provide a more comprehensive understanding of the long-term impacts and trends in tennis development.

Chapter 6: Beyond the Courts: A Qualitative Exploration of the Evolving Role of Parents in Supporting High-Potential Tennis Players.

Cahill, G., & MacNamara, A. (2025). Beyond the Courts: A Qualitative Exploration of the Evolving Role of Parents in Supporting High-Potential Tennis Players. *The Sport Psychologist, 1*(aop), 1-13.

6.1 Introduction

As discussed in Chapter 2, several researchers have identified specific elements of parents' roles in TD, such as providing financial, logistical, and emotional support to aid the development of their child (e.g., Gould et al., 2006, 2008; Lauer et al., 2010 a, 2010b). As also outlined further in Chapter 2, Fredricks and Eccles (2004) conceptualise the parental role as multifaceted, extending beyond material contributions to encompass emotional support, logistical coordination, and critical interpretive functions. More specifically, as *providers*, parents offer logistical support, such as financial resources and access to training, directly affecting children's ability to engage in sports. As *interpreters*, parents shape children's perceptions of success and failure through feedback, influencing their self-efficacy and achievement goals. They also act as *role models*, shaping their children's coping strategies and broader development through their actions and attitudes. While 'roles' refer to broader responsibilities (e.g., as providers, interpreters, and role models), it is important to distinguish these from the specific 'tasks' parents undertake, such as managing logistics, financing participation, and coordinating training schedules.

However, an understanding of parental roles and tasks must extend beyond a view of parents as isolated actors. Parental involvement in youth sport operates within a broader social structure shaped by influences at multiple ecological levels (Bronfenbrenner, 1977; Holt et al.,

2008; Henriksen et al., 2010a, 2010b). The role of sports parents cannot be meaningfully assessed independently of the societal demands and contextual pressures that frame their experiences. Much of the literature presents parental involvement in overly binary terms, yet the complexity of supporting a child's athletic development resists such reduction. In this respect, Dorsch and colleagues (2022) argue that research focusing on the dynamic interplay between individuals and their contexts will most effectively advance theoretical understanding and practical application. Similarly, Harwood and Knight (2015) emphasise the need to examine parents' interactions with diverse stakeholders within the broader ecological system, drawing on Bronfenbrenner's (1977) framework to capture the multifaceted nature of parental involvement.

As highlighted in Chapter 5, understanding the role of sport parents requires consideration of contextual variables, including the nature of the sport, the athlete's level of participation (see Chapter 3, Sampling section), and the specific demands of the TD environment (Jenkins, 2017; Cruickshank & Collins, 2017). Rather than treating 'sports parents' as a homogeneous group, there is a need for a critical assessment of the transferability of findings across different sports, contexts, and stages of the pathway. Differentiating between parents of general sports participants and parents of TD athletes is particularly important, given the substantially different demands, motivations, and experiences. For the purpose of this study, TD athletes are defined as those engaged in specialised training, coaching, and structured support programs aimed at maximising their potential (McKay et al., 2022).

Despite increased recognition of contextual variation, gaps remain in understanding how parents perceive and experience their roles, and how these roles evolve with their child's development (Holt et al., 2008; Harwood & Knight, 2016). As TD pathways span multiple years, parental involvement must be conceptualised as dynamic rather than static, evolving through key developmental stages (Côté, 1999; Clarke & Harwood, 2014; Newport et al.,

2021). This evolving parental role involves strategic guidance through critical phases, such as specialisation and performance enhancement (e.g., Knight et al., 2017). As discussed in Chapter 2, Côté highlighted that parents experience different phases as their child progresses in sport. They begin by offering enjoyable experiences, then increase their involvement as the child's demands grow. Eventually, as the child reaches young adulthood, parents adopt a more supportive role while other figures, like coaches, take on a more prominent role. In some sports, like tennis, children begin intensive formalised TD pathways from as young as six years (Oršolić et al., 2023), requiring significant financial, logistical, and practical support from parents. In practice, developing a deeper understanding of the evolving nature of parental roles across key developmental stages is essential for informing more targeted and effective support strategies.

However, as Harwood et al. (2019) note, research has often been conducted *on* parents rather than *with* them. For example, Gould et al. (2006) examined coaches' perceptions of tennis parents, while Lauer (2010b) explored tennis players' perspectives of their parents. While valuable, these studies do not focus on parents as active agents in their experiences. This study addresses this gap by prioritising tennis parents' voices to understand their evolving roles throughout a tennis season and at various developmental stages. Although substantial research has explored the role of parents in youth sports, a notable gap remains in understanding how parents perceive, reflect on, and experience their roles, as well as how these roles evolve over a season and with their child's development (Holt et al., 2008; Harwood & Knight, 2016). Building on the findings from Chapter 5, and as discussed in Chapter 1 regarding the importance of parents within TD systems, this Chapter explores how parents perceive and experience their roles in supporting the development of top-ranked Irish tennis players, and how these perceptions evolve over time.

6.2 Methods

6.2.1 Participants

A purposeful sample of eight families from Ireland participated in the study, with one parent representing each of the seven families and both parents participating from one family. For detailed participant information, see Table 6.1. Moreover, this purposeful approach was informed by information power and each case's potential to supply specialist knowledge relevant to the research questions (Saunders et al., 2019). Participants were chosen based on: (a) their child trained or currently trains in Ireland, (b) playing level, i.e. players were categorised as having high potential based on top 10 ranking or selected to the junior national squad, (c) players were at various stages of the development pathway, (d) parents of mixed gender and (e) parents of athletes that stayed within and left the Irish national system to attend international academies.

Table 6.1

Participants information

Pseudonym	Background Information
John	Father of a 10-year-old male national-level player. Age: Late forties. A tennis coach by profession, his wife is not involved in tennis. The family is deeply engaged in Gaelic sports. One sibling plays competitive football, but no others play tennis.
Paul	Father of a 10-year-old female player competing at the Tennis Europe U-12 level. Age: Early fifties. The father has a tennis background; the mother does not. Two other siblings play tennis competitively.
Murphys	Mother and father of a 13-year-old female player ranked in the national top four. Ages: Early to mid-fifties. Neither parent played competitive

	sport; the father was a high-level musician. One older sibling also plays tennis at a high national level. The family relocated to Ireland within the past four years.
Ann	Mother of a 13-year-old male player ranked in the national top four and competing on the Tennis Europe circuit. Age: Early fifties. The father was a high-level athlete, and the mother played tennis competitively. The player has trained at an international academy in Spain for two years and is an only child.
Mary	Mother of a 17-year-old female player ranked in the national top four, currently competing in ITF U-18 events and considering the US college pathway. Age: Early fifties. Parents have limited sporting backgrounds. The mother relocated to Spain for training purposes. Two siblings also live in Spain and play tennis at a high level.
Lucy	Mother of a 17-year-old male player ranked in the national top four. Age: Early fifties. The mother was a national-level tennis player; the father has a Gaelic sports background. Two siblings also compete at a high national level.
Helen	Mother of a 19-year-old female professional player currently ranked on the WTA tour. Age: Early fifties. Both parents were high-level athletes (soccer and athletics). The player moved to international academies in the UK and later Spain from age 14. Both parents relocated with her. One sibling plays soccer competitively.
Rita	Mother of a 21-year-old male professional player currently competing on the ATP tour. Age: Mid-fifties. The father is a high-level equestrian coach; the mother has no sporting background. The player trained in an international academy

for four years and previously competed in US college tennis. He is an only child.

6.2.2 Procedures

The authors' Institutional Ethics Committee at Dublin City University granted ethical approval. Participants meeting the inclusion criteria were contacted via email through personal networks, provided with an informed consent form, and allowed to decline or withdraw until the anonymisation stage. In this study, I placed the experiences and perspectives of parents at the core of the research process. The longitudinal data collection involved conducting semi-structured interviews (Qu & Dumay, 2011) between January 2023 and December 2023. Four individual interviews per participant (32 in total) were conducted at three-month intervals. The three-month intervals between interviews were deemed appropriate to capture the evolving dynamics and changes that typically occur throughout a season, aligning with key periods such as the start of the training season, before and after main competition periods, and the end of the season. Interviews took place in person and via Zoom and lasted between fifty and ninety minutes. They were recorded in audio format, transcribed verbatim for analysis, and recorded on NVIVO software. Please see Appendix A7 for an example of the interview guide.

At the first meeting, some broad, open-ended questions were aimed at contextualising the participants' tennis journey so far (Bevan, 2014). This discussion was guided by timeframes and essential developmental milestones using a TD pathway grid as introduced in Chapter 3 (Drasch & Matthes, 2013). Participants were asked to chart their child's TD journey over time (Y-axis), starting from the initial engagement in tennis up to the present day (X-axis). Participants were encouraged to discuss their perceptions and experiences of the parental role at various points along the timeline. For example, what was your perception of the role when your child started tennis? While our framework guided the conversation, it functioned as a flexible roadmap rather than a strict script, allowing for organic exploration and unexpected

insights, occasionally leading the discussion away from the prescribed sequence. The data collected at each interview were compared to identify shifts in parental roles and perspectives longitudinally, allowing for a clear understanding of how parents' involvement evolves through different stages of development and over the season. The analysis of earlier interviews informed subsequent rounds, allowing for the exploration of gaps and clarification of key points. The parents' reflections and insights directly informed the development and evaluation of the study, ensuring that it was relevant and responsive to their lived experiences. Therefore, the analysis of earlier interviews informed subsequent rounds, allowing for the exploration of gaps and clarification of key points.

6.2.3 Data Analysis

Although the same longitudinal dataset is used in the subsequent Chapter, the analytic focus here is distinct. This Chapter utilises RTA as the primary methodological approach to explore parents' perspectives of their roles. The study utilised RTA following the approach outlined by Braun and Clarke (2022). RTA provided a nuanced account of the researcher's engagement with the data, aligning with pragmatism by emphasising the researcher's role in interpreting participants' perspectives to address the research question (Braun & Clarke, 2019). In line with RTA (Braun & Clarke, 2022) this study prioritised identifying overarching themes and patterns within the collective parental experience.

Initial coding was conducted on all data collected within the first six months using NVivo software (March 2020). Coding was structured around developmental stages, beginning with parents of Under-12 players, and this organisation was maintained throughout the analysis and presentation of findings. A particular focus was placed on identifying seasonal variations in parental roles, such as how support strategies shifted between competitive and off-season periods.

In the third phase, initial themes were generated, organised, and documented. It is important to note that these themes underwent substantial evolution during the analysis. To account for longitudinal changes, themes were revisited and compared across different interview rounds, revealing how parents' roles adapted over time. For instance, a theme initially labelled "support challenges" evolved into a more nuanced category, distinguishing between logistical tasks during intensive training phases and emotional support during competition periods.

Throughout this phase, engagement with relevant theoretical literature was intentionally limited to ensure the analysis remained grounded in the data. The fourth and fifth phases involved reviewing and refining themes once all interviews were completed. The master NVivo project contained over 40 hours of transcribed data and more than 3000 coded excerpts. NVivo's keyword search functionality was used to identify recurring patterns, but the researcher remained actively engaged, interpreting codes within the broader context of parental experiences rather than relying solely on frequency counts.

Critical feedback from the second author was particularly valuable during theme naming and definition, ensuring that labels accurately reflected the data and remained accessible beyond tennis-specific jargon. For example, a theme initially named "court-side role" was reframed as "Increased stress of competition and results" to better capture the broader link between competition and parental stress. Finally, the analytic process culminated in the sixth phase with the write-up of findings, integrating thematic insights while maintaining reflexivity throughout the interpretation (Braun & Clarke, 2019).

6.2.4 Trustworthiness

The development of trust and rapport with participants was central to generating contextually rich, temporally grounded accounts of parenting within the tennis season. The first author's partial insider status as a tennis coach (Berger, 2013) enabled a shared language and

contextual understanding that encouraged openness. For example, when one parent referred to a “post-tournament meltdown,” it was immediately understood not just as emotional fatigue, but as part of the cyclical pressure parents face to support performance and recovery. However, this proximity also demanded constant reflexivity. For instance, when a parent criticised coaching decisions and commented on a mutually known Irish coach, the researcher had to actively bracket personal views to avoid influencing the interpretive process.

A reflective diary was maintained throughout the study to document such moments of tension and to surface assumptions that may have shaped how data were gathered or understood (Krefting, 1991). This included noting instances where particular probes were avoided due to prior relationships or where assumptions about a parent's stress were later challenged by their own framing of the situation. These entries were not simply records but tools to interrogate how researcher subjectivity entered the analytic process.

Two pilot interviews further sharpened this sensitivity. For example, initial references to “support” were interpreted narrowly as logistical (e.g., driving to practice), but feedback revealed emotional (e.g., dealing with losses) and financial issues as equally critical. These insights led to adjustments in both questioning and coding frameworks, ensuring alignment with participants’ lived realities (Drasch & Matthes, 2013).

Crucially, the inclusion of member reflection (Smith & McGannon, 2018) at the start of each interview invited participants to re-engage with and reframe previous conversations. In one case, a mother initially minimised her involvement in scheduling but later, upon reflection, described in detail how she coordinated training in Spain around her work travel, suggesting a reconfiguration of self-perceived roles as the season progressed. These recursive dialogues helped surface temporal shifts and contradictions in parental narratives, which might have been lost in a single-timepoint design.

Finally, the second author acted as a critical friend throughout data collection and analysis, providing interpretive distance that challenged assumptions and enriched engagement with the data. At times, the first author's embeddedness within the tennis domain led to overly sport-specific interpretations, particularly when analysing references to training volume or performance progression. The second author helped to deconstruct these interpretations by refocusing attention on the broader parenting experience itself and the seasonal element of the role. This dialogic process not only enhanced reflexive awareness but also supported a more layered analysis that foregrounded the complexity of participants' lived contexts beyond the technicalities of tennis development.

6.3 Results and discussion

This study explores how parents perceive and experience their roles in supporting the development of top-ranked Irish tennis players and how these perceptions evolve over time. Players were classified according to Côté's (1999) model of athlete development: sampling years (under 12), specialisation years (12–14), investment years (14–18), and the professional stage (over 18). Pseudonyms are used to protect participants' identities. Please see Table 6.2 for an overview of themes. It is important to note that the data presented in each section predominantly reflects the perspectives of parents whose children are at a specific stage of development during each data collection period. While there is some overlap in participants across stages, the data emphasises the experiences of parents at the corresponding developmental phase, ensuring the findings are grounded in the lived experiences of those parents at each time point.

Table 6.2

Summary of themes with exemplars of quotations

Higher themes	Lower order	Exemplars
Sampling	Emphasising Fun and Social Identity	<i>Fun. I try not to make it tennis again tennis again (Murphys)</i> <i>She is the one training. She is the one giving her time. If she is not enjoying it, does that make any sense to be doing something? (Murphys)</i> <i>When the kids were born, our first interest was to say they have to be active for generally the better life, and I mean, it's character building, and we find that when we talk about life or our experiences in life, the most things we talk about are in the playground (Helen).</i> <i>There is a difference between getting frustrated with them when you are with them on the court talking about things and getting frustrated with their lack of progress (Paul)</i>
	Competence and commitment	<i>You are nearly like, have to think about ways that we can be winning as well. So that yeah, gives them the confidence because he still saw your (Jahn)</i> <i>How competitive is she? But I would describe as a silent competitor. She was the type that once you gave enough and instilled enough confidence, say like, you can actually be good at this sport. She said, Yeah, I can and then the competition started. So fundamentally, sometimes gets too disheartened about things (Paul)</i>
Specialisation	Tennis and educational support	<i>For the same price and time, I could combine language and great training, which is important (Ann). (Quote when discussing moving to an academy and schooling online)</i> <i>They are in private schools, but I wouldn't say the schools are more understanding because it is a private school or lay on extra stuff, or it's actually like the opposite. They are just the same. You'd wonder who's paying who. They are very average intelligence, I think XXX might be our most intelligent and so they have to work, and it's hard because they're tired because</i>

		<i>after school then they're trying to play their sports, you know (Lucy).</i>
	Increased stress of Competition and Results	<i>I do see they have only one child or, you know, one child in tennis, or it's their youngest child, and they have the time, or they have the money (Helen)</i> <i>Now, like, the important thing for me is to deal with myself first. I tried to keep myself in check first before I lash out before I opened my mouth because what good is it for me to just try and support without knowing that I'm calm and controlled out of frustration (Helen)</i>
Investment years	Navigating Complex Relationships	<i>There is a conflict with the other sports that his mother wants him to do. He can only do so many things: she can bring the daughter to her sports (John)</i> <i>That is where our conflict is. We see how hard it is to maintain at this level: staying away from home, paying rent, driving, and coaching (Mary).</i>
	Role diversification	<i>It is important that both parents are on the same page, and if they are not on the same page, you deal with things that are conflict, and that is not good because then if you both were brought up differently and see things differently and I see problems with this (John)</i>
Professional	Loosening the reins	<i>Girls still need, even at 22, a parent around or a coach who can be completely trusted on all levels (Mary).</i> <i>I would be protecting the children, you know, and the other is like pushing (Ann).</i>
	Preparing for Life Beyond Tennis:	<i>It's more about developing or maturing, becoming herself, and growing into who she wants to be. Facilitating that is almost like allowing the light to shine the way it wants to shine, letting her be who she wants that light to be. So that's where it is for us (Helen).</i>

6.3.1 Sampling years

6.3.2 *Emphasising Fun and Social Identity*

At the outset of their “shared tennis journey”, many parents initially adopted a 'laid-back' approach, viewing their involvement as casual and enjoyable rather than a pathway to future success. In the first interview, reflecting on their role as interpreters of the sporting experience and the positive impact of fun on motivation (Fredricks & Eccles, 2004), parents emphasised the importance of social integration and fun. Ann provided her perspective during our first interview: "For us, it's all about friendships; I want him to make lots of friends, and sport facilitates this." All participants identified fun as a key factor in their children's initial interest in tennis; however, as the children began to show early promise, tensions between the enjoyment of the sport and the growing focus on achievement emerged over the course of the year. Paul, whose daughter is now 10, expressed this shift in the second interview, noting: "I wanted her to have fun but get some value from training, not just a giggle session... but the problem is if it's too fun, and they're in a lot of squads, and it becomes nothing more than a giggle session for them." This tension between fun and achievement, observed more clearly as the year progressed, complicates differing perspectives of fun in youth sports (e.g., Bengoechea et al., 2004; Visek et al., 2015). Such shifts also manifested in familial dynamics, where parents began to hold differing views as the season unfolded. For example, the Murphys had divergent views; one parent emphasised fun, while the other prioritised additional lifestyle and health benefits, stating: "They could also be having fun playing video games. I would not support that. I think tennis is beneficial as a sport; it is enjoyable, physically challenging, and healthy, and it fosters skills for life."

As the year continued, parents increasingly viewed tennis as a vehicle for fostering their children's personal development, aligning with their own values and beliefs. This perspective contrasts with the sensationalised media portrayals of "pushy tennis parents" (c.f., New York

Times, 2006; Cripps, 2024). Paul reflected on this evolving perspective in the third interview: “They’re getting a life education and skills for life. So, you are not trying to construct this idyllic child; what you’re actually trying to construct is the set of experiences that, ultimately, if you can give them enough of the right tools, will help them in life.” Likewise, Helen, in interview 2, noted that “looking back, tennis is character-building; it teaches them lots of life skills,” further emphasising how sport serves as a platform for developing life skills. Over the course of the year, this focus on character-building and life lessons remained a constant, aligning with Small et al., (2011), who argue that sports environments reflect societal dynamics and impart essential life lessons.

6.3.3 The link between competence and commitment

Parents' roles intensified throughout the season, with an increase of daily and weekly tennis-related tasks, reflecting their children’s growing motivation and competency levels. Unlike many tennis players at their age (10 years) who already specialise (Oršolić et al., 2021; Jayanthi et al., 2011), both athletes continued participating in other sports while recognising the need for a more structured tennis training environment. For example, as the season progressed and their children’s abilities advanced, John and Paul recognised the need for a more structured training environment, including longer training hours and increased individual coaching sessions. While the broader parental role remained consistent, their specific tasks, such as coaching and managing increased training hours, became more demanding. Although both had extensive tennis backgrounds, they initially did not coach their children. However, as the season progressed, they recognised the need to take on this role to increase training hours and reduce costs. Consequently, by the middle of the season, they both became heavily involved in coaching. For example, John, reflecting on the challenges of coaching and parenting during interview 3, noted: “It is a real challenge when I have to coach her myself. It is really hard; you are trying not to lose your head completely with her; you are sometimes

going to stop talking for a while; it is tough.” Despite their lack of HP coaching experience, both parents felt capable of providing effective coaching, even Paul, in the absence of a formal qualification. This finding aligns with the notion that parents who perceive themselves as knowledgeable in a sport are more likely to offer performance-based feedback (Holt et al., 2008), potentially enhancing performance over time (Wilson et al., 2019).

Interestingly, when asked about delegating coaching responsibilities to others, both parents expressed reluctance, fearing a loss of control that could affect their identities. As Paul insightfully shared: “Everyone, whether in a work situation or with their children, desires to always stay involved in all the controlling parts; delegation is a challenge for everyone. For some people, it is more challenging than others; when it is your kids in tennis, it becomes even more of an issue.” This desire for control remained strong, even as their children's development progressed throughout the season. Similarly, Mary, when considering a mid-season switch to an international academy, expressed her concerns about relinquishing control: “That would worry me a bit... If I felt it was going well, I’d have to let it go.” This finding highlights a contradiction: while parents sought to foster autonomy in their children, they struggled to release control over technical and developmental aspects, a tension that deepened over the course of the year.

Interestingly, again and reflective of the link between parents’ roles and competency levels, by the season's end, the parents’ paths diverged: John’s daughter progressed to a top national level, while Paul’s son experienced a decline in motivation due to poor tournament results. As Paul explained, “Tennis took a backseat; he is not as motivated... he was not enjoying it.” This decline in motivation illustrates how perceived self-perception of ability impacts continued engagement in sports, a key component of Fredricks and Eccles's (2004) model. Furthermore, John’s son’s comparison to other sports in interview 4, “he felt that he was not as good as he is at other sports,” underscores how early experiences of success and

failure shape children's motivation and their commitment to competitive environments over the course of the season.

6.4 Specialisation

6.4.1 Providing tennis and educational support

Initially "laid-back," the move to secondary school had a notable effect on parents' roles as the volume of training and academic demands grew. This transition phase at around 12 years often led to an increase in training of 5-6 sessions per week, a common practice in tennis (Oršolić et al., 2023b). The Murphys, who had recently relocated to Ireland, have a child currently at this stage, highlighted the challenge of balancing tennis and school during their adjustment, as discussed in interview 2: "Pick up the kids from school, bring them to the club, let them eat on the way, then homework often with dad's help to fit training in. Going to secondary school is a nightmare for parents". Alternatively, making their daily tasks increasingly challenging, some parents, including Ann, whose child is at this stage, decided to homeschool their children during the year, a decision gaining popularity in tennis (Molle, 2023). Helen illuminated the internal conflict she experienced as she juggled multiple roles.

The other question is with homeschooling, is it too many hats? I'm the parent and the cheerleader, financier, and everything you know, we felt that we could split the subjects, plan who does what, and just make it work. So far, so good.

There were varying perspectives among parents regarding the benefits of opting for homeschooling, particularly in terms of educational quality and social development, highlighting the complexities inherent in such decisions: "You can't be getting a good education just doing three subjects online; we want him to have a backup, our job is to provide him with a good education first" (Lucy). Mary also described her concerns: "If you are in the academy, and then you are doing homeschooling, you don't get as wide a base in terms of

friendships. I worry about this; they need friends out of tennis”. This evolution of parental role highlights how parents’ roles expand outside the sporting arena (Bronfenbrenner, 1977), in this case, school, influencing their children’s development within the sport itself.

Apart from the transition to secondary school, seasonal factors notably influenced parents' logistical commitments. For example, in interviews 1 and 4, during winter periods, parents highlighted that indoor training sessions, which were more frequent during the colder months, required longer commutes, illustrating how geographic and temporal constraints shape parental roles throughout the year. These ongoing challenges not only strain family schedules but also underscore the importance of strategic planning to balance training, competitions, and other commitments. Paul’s experience reflects this seasonal shift, as he noted in interview 1:

On Monday, we drive out to training (one hour each way) for three hours while his sister trains on the other side of the city. With school pickups for the other kids, the geographical disparity becomes a major strain on the week.

Over the course of the year, the impact of such logistical demands intensifies, particularly during periods of heightened competition. Managing the competition calendar became particularly demanding during the summer, as families had to juggle multiple events. The Murphys reflected on this challenge in interview 3, saying, “I thought it would be more relaxed in the summer, but it was not true because then comes more travel.” As the year unfolded, the competition schedule expanded, intensifying the logistical burden. For families in the earlier stages of player development, the sheer number of competitions during the summer months further complicated the situation. As the Murphys explained in interview 4,

Personally, I sometimes feel like this week is one tournament after the other; one starts tomorrow. You cannot be at two weddings at the same time. Of course, you have two girls. One is playing in XXXX, and one will be playing in XXXX, so it's getting pretty busy. You know, it is challenging to just get it done.

As children progress, seasonal pressures increase, leading to more frequent national and international competitions, which in turn intensify the parental role over time. Existing research (e.g., Wolfenden & Holt, 2005; Harwood & Knight, 2009a) highlights the logistical challenges parents face, with this study reinforcing how these challenges evolve seasonally. Tennis' seasonal demands emphasise the need for parents to continually adjust their roles and tasks as children advance. This underscores the importance of considering each sport's specific requirements when analysing the long-term logistics of parenting, challenging the notion of a "seasonal break" in other sports.

6.4.2 The increased stress of Competition and Results

The Murphys and Ann, whose children compete in U-14 events, reflected on the increasing stress in their role linked to results as their children's competition level intensified throughout the season. Reflecting on the summer competition block during interview 3, Ann noted, "The losses are really tough. I find it very stressful. The tournaments. I do not like them. I prefer not to go, but I would never say that to him; I have to stay positive." This reflection from Ann is in line with Fredricks and Eccles (2014), who claim that parents have a role in interpreting the sports experience in a positive manner. Similarly, the Murphys described emotional strain in interview 3, with one parent remarking, "I started to get really upset when I saw her play... I never had that before; I was depressed." These reflections also underscore how, over time, the pressures associated with competition evolved, with increasing intensity, as the children advanced in their tennis careers, aligning with previous work in tennis (Harwood & Knight, 2009a, 2009b).

As competition results began to shape perceptions over the season, the Murphys and Ann reflected on their children's potential, often comparing them to peers who had achieved earlier success. In interview 4, Ann remarked, "The British kid is number one in Europe; when you compare him to XX, you just wonder, is he the next superstar?" This increasing pressure

to succeed meant that parents consistently assessed their child's potential based on outcomes and adjusted expectations accordingly. By the final interview, the Murphys also expressed doubts about their daughter's future trajectory, asking, "Where is XX now in her physical and mental capabilities? What is the right path now?" This illustrates how parental roles evolve longitudinally as they shift from supportive interpreters to critical decision-makers navigating expectations and potential outcomes. These changing roles reflect the growing tension between providing emotional support and steering their children's long-term tennis development. Longitudinally, these reflections underscore how parental stress and societal comparisons influenced motivation and decision-making throughout the season, highlighting the need to educate parents on the correlation between junior and senior rankings in tennis (Brouwers et al., 2012; Li et al., 2020).

6.5 Investment years

6.5.1 Navigating Complex Relationships

At this stage of development, players were competing on the World Junior Tour and facing a pivotal decision between pursuing a professional career and exploring college tennis, adding new complexities to the parental role. Initially, parents' roles focused primarily on family and coaches, but as their child's commitment grew, it expanded to include sponsors, federations, and support staff (Dorsch et al., 2022; Harwood & Knight, 2015). Managing the tennis-related microsystem and personal relationships became more challenging, especially as competition demands intensified during the season. Mary and Lucy, whose children are at this stage, consistently described relational challenges that persisted throughout the season. In interview 2, Mary recalled a conflict with a coach: "I got myself into trouble in Ireland with the coach. We did one or two private lessons with another coach. Oh my god, the coach. Wham, bam, and I was like, why do you care? Anyway, we got it sorted eventually." Marital strain

also emerged during heavy competition periods. One parent noted, “He will divorce me because of tennis; the sport is creating conflict in our relationship because he expects me to be home, not always away at tennis.” Throughout the season, there was a clear connection within the family unit between financial strain and conflict, particularly when making tough decisions about tournament costs. Mary explained, “It is hard, the conflicts come up about tournaments; it is going to cost a certain amount, and it seems ridiculous. Mainly, the conflicts are about money.”

Sibling rivalry also surfaced for families with multiple tennis-playing children, particularly on weeks when one sibling outperforms the other. Lucy shared her views during interview 3, “He has not been very encouraging to his sister and is kind of jealous of her because she has had a lot more success... It’s a nightmare to manage.” While parents themselves have a role to play in children's motivation (Fredricks & Eccles, 2004), siblings can offer motivation and support (Davis & Meyer, 2008). Although the data primarily reflected rivalry and jealousy, existing research suggests that sibling rivalry cannot always be judged solely through a negative lens. For example, rivalry is common in competitive environments but can foster resilience and help athletes cope with high-level challenges, reflecting a potentially constructive dimension of sibling interactions (Taylor et al., 2017).

6.5.2 Role diversification

As parents' lives became 'drowned by tennis,' particularly due to the increased travel demands of international competitions, each parent took on various roles and displayed different behaviours toward their children's involvement. This shift was also evident, though to a lesser degree, at younger ages. When asked if these roles were planned, participants generally felt this was ‘organic or grown out of necessity’. For example, time constraints and work commitments meant that one parent might handle more logistical tasks while the other provided behind-the-scenes support (Dorsch et al., 2016a). Personal interests also influenced

this diversification. Helen explained how sporting interests impacted this shift within their family: “My husband has always been more into football, so I have decided I am not going to invest in football, so he takes care of her brother. I have more interest in tennis, so I invest more in him”.

Over the course of the season, parents often discussed how they devised a ‘divide-and-conquer’ strategy, where one parent took a stricter approach while the other focused on emotional support. Lucy provided an honest perspective: “He (husband) is much better at being a parent than I am. You know, he just does not push them as hard, even with his brother”. Paul offered an interesting insight on how this approach can vary based on parent-child relationships: “I am probably hard on her, and my wife is probably harder on her brother”. Similar to the earlier findings regarding the necessity for parents to adapt within the role, this theme illustrates how couples, constrained by the impossibility of a ‘one-size-fits-all parenting handbook’ for sports, must adapt by leveraging their individual strengths and personalities.

6.6 Professional stage.

6.6.1 Loosening the reins

As athletes advance to the professional stage, the parental role evolves, with a diminished seasonal influence due to the extensive travel and time away required by the demands of the professional tennis tour, often resulting in players being absent for up to thirty weeks annually. Unlike in earlier years, when parental involvement was shaped by seasonal cycles and more direct oversight, parents now support a year-round program driven by competition and training demands, reflecting a shift towards greater athlete autonomy. This change reflects new commitments, less family time, and parents stepping back to foster autonomy. Helen and Rita, parents of full-time tennis players, highlight this transformation. Rita said, “He is in charge now. He decides where he goes. He discusses it with us, but if he

believes a particular place will benefit his tennis, I encourage him to pursue it.” Helen added, “She needs to know this is entirely her journey. Not the coach’s, not ours, no one else. She is the one driving it.” This shift aligns with research (Dorsch et al., 2016b; Côté, 1999), showing decision-making moves from directive to supportive. Interestingly, Helen also emphasised her daughter’s emotional growth through solo travel, while other parents prioritise a coach’s presence at competitions.

If she's looking to give you the racquet for you to play for her sometimes, but if you are not there, she's going to have to play. It is not enough now to say I played these people last time with a coach and I got this far. Now I'm playing them again on my own, and then the pride kicks in to say I have to win without a coach (Helen).

Helen and Rita remain crucial in providing essential support, particularly financially, as the demands of professional-level competition grow. Throughout the season, Rita consistently highlighted the ongoing role as a financial provider and, despite a string of difficult results for her son, was still prepared to support: “It is still a big lump sum of money now, you know; I thought, well, even if we would like to live on beans on toast, we will do it and support him.” This need for continued financial support reflects the sport-specific challenge in tennis, where, unlike in sports like soccer, parents often cover extensive travel and coaching costs throughout the season. This ongoing financial strain is a key challenge for families of pro tennis players, where only a few players make a profit (Maine, 2023).

Providing emotional support was not merely a component of the parental role as athletes matured (Wolfenden & Holt, 2005). Instead, parents continued to act as interpreters of the sports experience by providing emotional support and helping their children make sense of their experiences (Fredricks & Eccles, 2004). At some point during the four interviews, every parent acknowledged and discussed the significant challenge of offering emotional support during ‘tough times’, especially when injured or during competition. Notably, participants

discussed supporting their children at competitions during two critical points: during and after matches. Lucy, for example, shared her internal struggles with providing emotional support during competition:

I need to do something: tell her to breathe and relax. Breathe, relax, and get to this point.

She was so bad that one teenager actually turned around and asked me if she was all right. Was it like in the head?

While other forms of support diminished with development, both Helen and Rita continued to offer emotional support, though from a more detached position. The following candid excerpt from Rita's experience after her son's loss in an international event in May illustrates the challenges parents face post-loss (Elliott et al., 2017).

It's still really hard when he loses like this, he loses the plot, he is like a lunatic, and you say one word, your heads taken off, so you wait till that passes a little bit and then your try and talk, like tell me how you feel, do you want to talk to me. but this is so hard as a parent.

Interestingly, later in the year, during a competition period, further highlighting the post-loss challenges within her role, Rita herself sought guidance from a sports psychologist on how to navigate the situation's communication complexities.

6.6.2 Preparing for Life Beyond Tennis

At the end of the season, in our last interview, we discussed the future post-career and the potential benefits of tennis when transitioning into future careers. Both parents felt they had a crucial role in ensuring their young adults transitioned to 'real life'. They appreciated the values that tennis instils and considered the path post-retirement, 'without rushing the process'. Their focus was on ensuring that their children learn life lessons that would benefit them beyond their tennis careers. Helen emphasised the importance of perseverance and personal growth:

I never, at any point, would say, 'Jesus, would you give this up and go on to something else?' Never, ever, ever have I thought that. I think he needs to see it through to the end. Whatever it turns out to be, you know, keep going. He needs to give himself a chance and learn all the lessons.

Similarly, Rita shared a perspective on the parental role in preparing her daughter for life beyond sports:

I want her to have a good life; it's about setting goals that do not set her up for depression or disappointment. I do not want her to settle for less and be like; I did my best; it has a shelf life. It is a mini project that has an expiry. So, when that date comes, you still have time for other things, you can still transition into other parts of life.

Both parents, despite significant time and financial investment, viewed tennis not merely as a sport but as a means to develop life skills such as resilience, goal-setting, and self-awareness. This perspective, much like parents' initial reasons for getting their children involved in sports, highlights the broader educational value of sports in preparing their children for life beyond the tennis court.

6.7 Discussion

Adopting a parent-centric perspective, this study explored how parents perceive and experience their roles in supporting top-ranked Irish tennis players and how their role evolves over time. These findings align with previous research, emphasising the multifaceted role of tennis parents in fostering their children's development, along with the significant commitments, sacrifices, and the various forms of support they offer (e.g., Thrower et al., 2022; Gould et al., 2016). Aligned with the growing emphasis in TD research on the significance of environmental and stakeholder influences, as outlined in Chapter 2 (e.g., Holt et al., 2008; Henriksen et al., 2010a, 2010b; Dorsch et al., 2022) the role of TD parents requires more critical

and nuanced examination beyond the execution of daily micro level tasks. Currently, a significant portion of research on sports parents primarily focuses on the microsystem (Harwood et al., 2019), often neglecting the meso and macrosystems (Holt et al., 2008). The findings from this study highlight that parents of TD tennis players must navigate a complex array of challenges shaped by interactions across the broader ecological system. For instance, when children are eleven or twelve years old, parents must design schedules in September to balance tennis and school within the mesosystem. They must also adapt their roles according to macrosystem factors, such as NGB policies or international competition structures. Therefore, in line with the findings from Chapters 4 and 5, it is crucial to recognise that effective parental education and development strategies in one context, such as British tennis, may not work in another context, like Irish tennis. Evaluating the transferability of information regarding parents' roles requires careful consideration of each context's unique intricacies (Khasnis et al., 2021).

Although some previous research has provided longitudinal perspectives on aspects of the parental role in sport (e.g., Dorsch et al., 2015; Qunito Romani, 2020), this study contributes novel insights by examining why and how parental roles evolve throughout the tennis season. These shifts are driven not only by the sport's seasonal structure and competition calendar but also by the child's developmental needs at different stages. At the start of the season, parents assume highly practical tasks as providers, including planning training schedules, arranging coaching, managing logistics, and securing funding. These demands are particularly pronounced in younger age groups, where children rely on parents to structure their sporting environment. As the season progresses and competitions intensify, the nature of parental involvement shifts. With increasing performance pressures, parents play a crucial role in interpreting experiences for their children, helping them regulate emotions, frame setbacks constructively, and manage expectations. This change is particularly evident during peak

competition periods, such as the summer tournament season, when the demands of emotional support become more complex. Additionally, the cyclical nature of TD in tennis, characterised by fluctuating training and competition intensity levels, requires parents to continually adjust, from sourcing training facilities and managing school timetables to balancing the needs of other siblings. While there are no real off seasons in tennis, during transition periods, logistical responsibilities may decrease, but parents remain central in sustaining motivation, planning future development, and managing financial commitments. For those transitioning toward the professional stage of the pathway, the demands extend beyond seasonal rhythms due to the annual international competition structure, requiring sustained engagement in areas such as career planning, sponsorship negotiations, and emotional support.

The evolving role of parents in athlete development has received limited attention, with some exceptions as discussed in Chapter 2 (Côté, 1999; Clarke & Harwood, 2014; Newport et al., 2021). However, much of this research examines parental involvement at isolated stages, overlooking how parental roles adapt in response to an athlete's developmental transitions. Harwood and Knight (2016) highlight the need to explore all major transition points in sport, yet prior studies focus on specific age groups (e.g., Côté's retrospective analysis of parents of 18-year-olds, Clarke & Harwood's work on children aged 8-11, and Newport's study on athletes aged 9-16). This study addresses this gap by employing a sliding population sample, offering a developmentally grounded understanding of how parental roles evolve from early childhood to the professional stage, reaffirming that involvement shifts from hands-on engagement to a more supportive role as athletes mature. However, these shifts are not strictly linear; parental roles overlap and evolve in response to key developmental milestones, aligning with Fredricks and Eccles' (2004) three parental functions: provider, interpreter, and role model. For example, during the sampling years, parents act as interpreters, ensuring the fun element of sport by providing opportunities, arranging logistics, and encouraging involvement.

In many cases, they also model tennis skills by helping with training. As children enter the specialisation years, the interpreter role becomes more pronounced as parents help athletes navigate competitive pressures, provide emotional support, and guide training decisions. However, logistical demands as providers remain high, particularly in elite tennis, where travel and financial commitments increase. In the investment and professional stages, parents continue less hands-on roles as providers, interpreters, and role models. Their role shifts from hands-on management to advisory support and career decisions. While training involvement declines, they remain key in logistics, finances, and emotional support, adapting to the demands of elite tennis and life beyond the sport. In sum, this highlights that parental roles are not linear but shift with athlete development, tennis demands, seasonal factors, and the broader sport context.

Throughout these transitions, parents play a crucial role in providing strategic guidance, often in collaboration with the coaches, working directly with the athletes. This responsibility can be particularly challenging for parents, many of whom lack a background in tennis and, in most cases, are navigating the experience of having their first child compete at such a high level. The decisions made by parents during this phase significantly influence the athlete's developmental trajectory and further shape the evolving nature of the parental role. The interrelationship between parental involvement and decision-making is inherently complex, making it difficult to disentangle the influence of each. As parents assume the role of strategic guides, they are tasked with making decisions that can have both positive and negative implications for their child's growth and development. The specifics of these decisions and the processes utilised will be explored in greater detail in Chapter 7, which focuses on the pivotal role of parents as key decision-makers throughout the athlete's developmental pathway.

6.8 Conclusion

This Chapter highlights the vital and evolving role parents play in developing top-ranked junior tennis players in Ireland. By adopting a parent-centric perspective, I identified how parents transition through the roles of providers, interpreters, and role models, each crucial to their child's journey. The study explored how parental involvement shifts over time, from logistical and emotional support early on to becoming less hands-on as the athlete matures. Parental involvement decreases as athletes age, becoming more supportive than hands-on. The longitudinal nature of this research provides new insights by focusing on TD tennis parents for one season, offering a nuanced understanding of the dynamic, sport-specific challenges they face. These findings are valuable for coaches, sports psychologists, and professionals supporting parents in navigating elite tennis, highlighting the need for continued exploration of parental roles in TD. Parent education programs play a crucial role in TD systems (e.g., Lafferty & Triggs, 2014; Dorsch et al., 2017). While traditional parent education, where coaches or organisations inform parents about appropriate behaviours, is helpful, it should be seen as just one step toward enhancing parental involvement in junior tennis. Parents' roles evolve with their child's development, and education should be tailored to the child's age and the sport, with a focus on practical aspects like competition planning and managing losses. Generalised programs are unlikely to meet these specific needs. The influence of coaches, the importance of the relationship and the potential for them to provide valuable support were obvious throughout the process. Educating coaches on how to interact with and support parents effectively can enhance parents' understanding and feelings of support (e.g., Harwood, 2011; Smoll et al., 2011).

6.9 Study Limitations

The study has several limitations that should be acknowledged. The small sample of eight middle-class Irish tennis families limits generalisability but did provide a rich understanding of a specific context, and the retrospective nature of data collection may have introduced recall biases. Future research should involve more diverse populations across a range of sports, as well as examine the experiences of parents of professional tennis players, both successful and unsuccessful. Exploring how these parents' roles evolve over time could offer deeper insights. Additionally, incorporating the athletes' perspectives as they progress through the developmental pathway would enrich the understanding of both parental influence and athlete development.

Chapter 7. Navigating the Future: Parental Decisions and Contextual Influences in Irish Tennis

Cahill, G., & MacNamara, A. (2025). Navigating the future: parental decisions and contextual influences in Irish tennis. *Sport in Society*, 1-25

7.1 Introduction

As discussed in Chapters 2 and 6, parents of TD athletes are required to make critical decisions and offer a range of support (e.g., practical, financial, and emotional) as their child navigates the various stages, transitions, and challenges inherent in TD (e.g. Knight & Holt, 2013b; Larson et al., 2022). Adding to this complexity is frequently a lack of experience, knowledge, and decision-making skills on the part of the parent about both the sport *and* the TD pathway. Further complicating guidance for parents is the individualised nature of TD, recognised as a biopsychosocial phenomenon (Bailey et al., 2010), that is inherently non-linear and dynamic. Despite this understanding, the literature tends to offer descriptive accounts of TD decisions (e.g., Knight & Holt, 2013b; Larson et al., 2022; Knight & Harwood, 2009; Harwood & Knight, 2009a; Knight & Holt, 2013a) framed by linear TD models (e.g., Balyi, 1998), leading perhaps to the proliferation of generic ‘how to parent your superstar’ guidance for parents. While this guidance has some merit, something as complex as sports parenting cannot be seen in such a reductionist manner; it is not simply a matter of “good” versus “bad” decisions or “dos” versus “don’ts.” It is a complex social phenomenon shaped by a myriad of factors and variables (Dorsch, Wright, et al., 2021).

As also alluded to in Chapter 2, literature on sports parenting emphasises some of the general developmental decisions parents face at the macro, meso and micro level, such as choosing their child’s training environment, hiring a personal coach, and managing academics (Harwood & Knight, 2009b; Knight & Holt, 2013b). Notably, parents have described the stress caused by facing critical decisions at various transitions and stages of development (Harwood

& Knight, 2009a; 2009b). For example, parents of youth tennis players have been found to be concerned about making what they termed ‘incorrect’ decisions regarding their child’s academic future, choice of training venue, and training program requirements (Harwood & Knight, 2009a; Harwood & Knight, 2009b). Interestingly, parents described micro-level decisions that were pertinent at a particular time but not at other times (Côté, 1999). For example, the parents of children in the sampling stage (6-13 years) did not feel the same pressure around academic decisions as parents at later stages of development. Similarly, Knight and Holt (2013b) reported the difficulty for parents when making decisions such as selecting their child’s coaches or managing the academic aspect in conjunction with sports. Notably, similar to other studies (e.g., Dorsch et al., 2009), parents highlighted a need for more and better-quality information to help them understand how children progress in their sport, access funding, and make more informed decisions.

Despite this literature, parental decision-making on the TD pathway has not received sufficient attention. To support TD parents in making more informed decisions, it is essential to understand the typical decisions they face and the factors that influence their decision-making processes. These decisions vary according to developmental stages and key events experienced on the TD journey (Côté, 1999). By examining the types of decisions parents face and their decision-making processes, sport governing bodies can enhance their strategies to offer more targeted guidance and support to parents, thereby fostering a more holistic and balanced approach to nurturing athletic potential. Building on the findings from Chapter 6, which highlighted the importance of gaining a deeper understanding of the decision-making element of the parental role, the present study longitudinally tracked the parents of high-potential athletes over a 12-month period to explore the decisions faced by parents along the TD pathway and to investigate the factors influencing the decision-making process. Drawing on the same longitudinal dataset as Chapter 6, this analysis adopts a different analytical lens,

focusing specifically on the temporal evolution and influences shaping parental decision-making.

7.2 Materials and Methods

7.2.1 Participants

When selecting participants for this study, a purposeful approach was utilised based on each case's potential to supply specialist knowledge relevant to the research questions (Saunders et al., 2019). Participants were parents and were chosen based on meeting all of the following criteria: (a) their child trained or currently trains in Ireland, (b) playing level, i.e. players were categorised as having high potential based on top 10 ranking or selected to the junior national squad, (c) players were at various stages of the development pathway, (d) parents of mixed gender and (e) parents of athletes that stayed within and left the Irish national system to attend international academies. A purposeful sample of nine participants, one parent from eight different families and two parents from one family, participated in this study.

7.2.2 Procedures

The Institutional Ethics Committee granted ethical approval. Participants meeting the inclusion criteria were contacted via email through personal networks, provided with an informed consent form, and allowed to decline or withdraw until the anonymisation stage. A longitudinal approach was taken to address the research question comprehensively, following recommendations by Sarmento et al., (2018) and Collins et al., (2019). Data was collected using semi-structured interviews (Adams, 2015) and involved four individual interviews (total of 32) conducted at three-month intervals spanning January 2023 to December 2023. The interviews were conducted one-on-one, lasted an average of seventy minutes, and were conducted in person and via Zoom. All interviews were recorded in audio format and transcribed verbatim.

At the first meeting, following some broad, open-ended questions aimed at contextualising the participants' tennis journey (Bevan, 2014), a TD pathway grid was employed to steer the discussion towards timeframes and crucial developmental milestones experienced thus far (Savage et al., 2017). Using the grid, each interview was structured by having participants map their child's TD journey (Y-axis) over time, starting from their initial involvement in tennis to the present day, with the X-axis representing a breakdown of the year (Drasch & Matthes, 2013). Participants were prompted to identify crucial decision points on the timeline, sparking subsequent discussions. For example, participants marked phases and stages in relation to aspects such as choosing a tennis club or hiring a coach. At this point, the interview delved deeper into the participants' real-world experiences at the various transitions and examined the critical decisions in more detail. This process followed an individualised chronological sequence based on the child's development stage. Questions were employed to delve into each identified phase, stage, and the experience itself, aiming to extract detailed perceptions on the nature and impact of the marked experience. For example, "Tell me about decisions you encountered at this juncture." Probes and prompts were used to encourage participants to develop their answers. In follow-up meetings, a similar grid-based recall was also employed, which was then divided into three-month intervals to identify critical points during the season. Structural and imaginative variation (Giorgi, 2006) questions were utilised, allowing the participants to engage in critical dialogue regarding the decisions every three months (e.g., Looking back, what were the advantages and disadvantages of this move?). Notably, the research script evolved over the twelve months, continuously adapting in response to post-interview reflections. For instance, competition-related decisions emerged as a particularly challenging area for parents, leading to a greater emphasis on this topic during interviews than initially planned. A sample of the interview guide is provided in the Appendix (A7).

7.2.3 Trustworthiness

A number of steps were taken to ensure the trustworthiness of the data collection and analysis in this study, as outlined in Chapter 3. Prior to data collection, participants were individually briefed on the study's aims, interview procedures, and confidentiality measures, with time approximate time allocated for interviews. Two pilot interviews were conducted with parents of youth athletes not involved in the main study, which helped refine key terms in the interview schedule (e.g., "pathway decisions") and develop fluency in using the visual timeline grid (Drasch & Matthes, 2013). During data collection, a reflective diary was maintained by the lead author, documenting emerging assumptions and decisions about probing strategies, question sequencing, and analytic insights. For instance, after early interviews revealed ambiguity in how parents described decision-making as "instinctive," follow-up interviews were adapted to include clarification prompts to unpack whether such decisions were made jointly, with time constraints, or which information was utilised.

Throughout the analysis phase, the second author acted as a critical friend, reviewing early codes, theme drafts, and interpretations. These conversations helped identify potential overstatements, bias and ensured analytic claims were grounded in the dataset. One example included the labelling of a theme initially titled "coach input" which was revised to "Engaging with critical stakeholders" following discussion of its broader conceptual scope. Member reflections (Smith & McGannon, 2018) were also used to enhance interpretive rigour. Transcripts were returned to participants, along with brief summaries of emerging categories. Parents were invited to comment on the accuracy of the representation and offer additional reflections. While no formal changes were made to the transcripts, two participants followed up to elaborate on previously discussed decisions, which were noted and integrated during later stages of theme development.

7.2.4 Data Analysis

As noted earlier, this Chapter draws on the same dataset analysed in the previous Chapter. However, the analysis presented here is distinct in both focus and interpretation, with increased focus on the specific elements of parental decision-making. Given the exploratory nature of the research question, RTA (Braun et al., 2016) was also deemed an appropriate analytical method. The process was guided by the six phases outlined by Braun and Clarke (2022), though in practice it followed a continuous and iterative cycle of moving back and forth between phases over the duration of the study.

Transcribing the interviews constituted a substantial part of the initial engagement with the data. This process allowed the lead author to delve deeper into the material while simultaneously beginning the process of analysis. Early reflections and analytic observations were recorded during transcription, in line with Braun and Clarke's (2022) guidance, and within a broader reflexive framework (Gerstl-Pepin & Patrizio, 2009). This was particularly valuable as points of interest were often earmarked for follow-up interviews. For instance, while parents frequently described their decision-making processes, clarification was often needed about whether both parents or the athlete were involved in particular decisions. Initially, parents spoke about how their children got involved in tennis, but on reflection, more critical attention was directed to *why* children were introduced to the sport. This became a recurring topic in subsequent interviews.

Following the second interviews with all nine participants, initial coding of the first six months of data was conducted using NVivo software (March 2020). Coding was organised according to developmental stages (e.g., starting with under-12 players), and this structure was retained in the presentation of results. For instance, parents of U12 players were grouped and analysed separately from those whose children were competing at the pro level. In the third phase, after the third round of interviews, initial theme generation began. These early thematic

categories evolved considerably throughout the process. Seasonal elements, in particular, shifted after the final interviews, which provided fresh insights into how training routines and parental involvement adapted during the winter months. During this time, engagement with theoretical literature was deliberately limited to preserve a close connection to the data.

The fourth and fifth phases involved reviewing and refining themes using NVivo, once all interviews were completed. Themes were iteratively named and defined in relation to their significance and relevance. At this stage, collaborative discussions with the second author offered valuable critical feedback, particularly concerning theme labels. Given the lead author's insider status, there was a tendency to use language grounded in tennis-specific terminology. This was challenged to improve accessibility, for example, "ITF and Tennis Europe competitions" was reframed as "Strategic selection of competitions" to better reflect the participants' decision-making logic. The sixth phase involved finalising the write-up. It is important to note that the theme development process was not linear. Several themes changed significantly, some even took entirely unexpected directions, reflecting the dynamic and interpretive nature of reflexive thematic analysis (Braun & Clarke, 2019).

7.3 Results and discussion

The study aimed to a. explore the decisions faced by tennis parents along the TD pathway and b. Investigate the factors influencing the decision-making process. The first section provides an analysis of parents' critical decisions along the talent pathway (Table 7.1), while the second outlines the individual factors shaping these decisions (Table 7.2).

Table 7.1

Description of themes related to decisions parents face along the talent development pathway

Higher order	Lower order	Raw data examples
Sampling years	Social and familial motivations.	<i>Friendships came first; the coach was over with us the other night.</i> <i>We are having a massive conversation; would you prefer to be like the number 1,</i> <i>never going to have any friends? Or prefer to have friends and be in the top 100, we're like, absolutely have friends (Ann).</i>
	Relationship between competence level and increased commitment	<i>She said (coach), look, you must do something. You know, she has shown this hand-eye coordination. They are getting good, so do not stay here. You must join a Club (Lucy).</i>
	Selecting the Optimal Training Environment	<i>It is about finding the environment where it is other kids that want to play and be better. It is that environment that I want to see him in that he can see other kids being good at this (John).</i> <i>The biggest decision that is still a decision currently being made is on her coach and our program, it is the biggest decision there (Paul).</i>
Specialisation years	Educational and sporting commitments	<i>She found it tough to manage all, so we enrolled her into a homeschooling system (Helen).</i> <i>I can understand why people do the online stuff. But again, you can get a good education just by doing three subjects. Pat (pseudo-husband) was very against that because he is a child that has not a lot of relationships (Helen).</i> <i>The one thing I always try to encourage is not to give up all sports too early, as a coach and as a parent. (John).</i>
	Transition to international academies.	<i>Moving to an academy, we have centralised. We did move to England, and they were in a setup that took them from school to tennis and back and forth, back and forth. (Helen).</i>
	Strategic selection of competitions	<i>We had to send her to the Turkey Tennis Europe events last month; it was a mistake that I made because we</i>

		wanted to go to Poland, and then I had to stay in the draw. Planning competition is crazy (Ann). Making competitive decisions is tough; see what the competition is like. Tournament? Is it on clay? Is it on hard court? (Helen). But ideally, we want her to be in the qualification so she can get points. She can get matches. Yeah, roll with those matches. And that's where the Burundi tournament comes into it because if she had gone, maybe she could get five points easily, you know, yeah, we need to travel (Helen).
Investment years	US college tennis, pursuing a professional path or continuing nationally while attending university. Engaging with critical stakeholders	If he does not go down the US college route, what opportunity will there be to continue to play tennis in Ireland? (Lucy.) The US college thing is going to suit her down to the ground. She cannot wait to be in the middle of all the girls; she can't wait, but for her sister, I do not think it is going to work for her (Mary). It is about the coach; we need to change. I think you're better off with a shit coach who cares than a good coach who doesn't care, or that thinks he cares, or really, he doesn't or isn't willing to go the extra mile (Mary).
Professional stage	Shift in Autonomy Gender difference Incorporating Scientific Support	He (the player) makes the decisions. He always makes sense; he never doesn't make sense, like what he is saying makes total sense (Rita). Decision-making gives them the power to decide. I do see, as a coach, many kids that do not want to play the game (John). When you are the mother of two girls, you are scared something will happen. I knew they would not starve. I knew they could get Ubers, but I was terrified (Mary). She's going to go for more of a holistic nutritionist rather than just a nutritionist. Look at the whole approach. (Helen). You know, we are choosing a sports psych and nutritionist at the moment. (Mary)

7.3.1 Decisions faced by parents along the talent pathway.

It was important to provide a temporal context, especially given the longitudinal and cross-sectional nature of the data. To support this, similar to Chapter 6, we classified players according to stages based on Côté's (1999) model: sampling years as under 12 years, specialisation years from 12-14 years of age, investment years from 14-18 years of age, and professional stage as senior professionals over 18 years of age. Please note that pseudonyms are used to protect the identity of the participants. It is important to note that the data presented in each section predominantly reflects the perspectives of parents whose children are at a specific stage of development during each data collection period. While there is some overlap in participants across stages, the data emphasises the experiences of parents at the corresponding developmental phase, ensuring the findings are grounded in the lived experiences of those parents at each time point.

7.3.2 *Sampling stage*

Contrary to media portrayals that often depict a singular, linear pursuit of prodigious talent (Greze, 2022; Roetert, 2014; Young & Pearce, 2011a), the initial interviews revealed that parents' early decisions to involve their children in tennis, typically between the ages of six and eight, were driven more by relational and social motivations than by performance outcomes. For instance, Paul and John, both in the early stages of their TD journeys, described initial involvement as embedded in family routines and community experiences. John recalled, "We all played tennis, so he would have been in the club on days I was coaching; he would come in and hit against the wall when he was younger." Similarly, Paul emphasised the value of social integration: "I think at her age, one of the biggest things is getting them around the right people so that they can be around people that they like, become friends, and have fun." These perspectives resonate with findings from (Žumárová, 2015), highlighting that parents

often value sports' social benefits in the early stages of engagement, with decisions grounded in developmental, rather than elite, objectives (Fredricks & Eccles, 2004).

However, as children progressed and began to show signs of sporting competence, parental decision-making shifted accordingly. In the context of youth tennis, the increasing demands of competition and training are often introduced as early as age 8 through transition-ball formats (Oršolić et al., 2023) amplified the interpretive work parents engaged in. These decisions were not solely reactions to external sport structures but were filtered through evolving perceptions of their child's ability. For Paul and John, early indicators of talent catalysed a cascade of more deliberate, performance-oriented decisions. As Paul explained, "Seeing yourself as better than the next person helps motivate you to commit," revealing how perceptions of comparative competence were internalised and acted upon. John similarly noted, "He had very good hand-eye coordination from a young age," suggesting that early aptitude became a key justification for greater involvement.

Crucially, these interpretations were not fixed. Across the longitudinal interviews, parents revised earlier assumptions, navigating fluctuations in performance, motivation, and contextual demands. Decision-making was thus revealed as iterative and formed through an ongoing negotiation of past choices, current realities, and anticipated futures. Although none of the parents reported an explicit intention to push their child toward a professional career from the outset, retrospective reflections often reconstructed early decisions in light of later developments. As Ann noted, "We never made decisions based on the fact that we thought he was going to be the next Roger Federer; it was never about that for us." Yet, these same parents made increasingly structured decisions about coaching, competition, and schooling, shaped by cumulative experiences and interpretations of progress. From the perspective of self-determination theory (Deci & Ryan, 1985; 2008), these trajectories were less about the child's

autonomous motivation alone and more about how parents made sense of competence, using it as a heuristic to guide ongoing decisions.

As players' commitment intensified, parents confronted more complex and consequential choices, such as selecting appropriate coaches and training environments. Paul, for example, explained how his daughter's progress necessitated a coaching change: "She had outgrown the previous coach, so we are now trying to find a coach who will develop her with the right personality." This illustrates how relational factors, such as coach–athlete compatibility (e.g., Jowett & Timson-katchis, 2015; Jowett & Carpenter, 2015), became increasingly salient over time. Similarly, later-season interviews revealed how parents wrestled with whether to integrate into the NGB pathway or pursue bespoke development routes. These choices were often made under conditions of uncertainty, necessitating a weighing of both short-term and long-term considerations. Paul described this tension:

In August, we had a very tricky decision between the NGB tennis program or continuing with private coaching. We thought that we should investigate the details of the program and its participants. We need to evaluate our options thoroughly before deciding.

These later-stage decisions, situated months after the initial interviews, demonstrate that parental decision-making was not static or isolated but unfolded through a longitudinal process of accumulation, reinterpretation, and adaptation. Indeed, parents appeared to struggle with balancing immediate developmental needs against future goals, often reacting to perceived milestones such as a child's performance surge or a tournament win/loss. While such decision-making often lacked long-term planning (e.g., Martindale et al., 2005), it nevertheless reflected a dynamic and evolving understanding of the pathway, shaped by prior experience and ongoing reflection.

7.3.3 Specialisation years

While parents reported relatively straightforward decisions during the early stages of their child's tennis involvement, the complexity of these decisions intensified between the ages of 12 and 14 years. At this stage, a crucial decision for parents involved finding an appropriate balance between educational and sporting commitments, particularly the choice between mainstream schooling and homeschooling (Molle, 2023). The increasing academic demands associated with secondary school made it progressively challenging to accommodate the intensified tennis schedules of aspiring elite players, even though most participants attended private schools with access to tennis courts. Ann's experience reflects the dilemma that many parents face during this stage and the intrapersonal repercussions the demands had on the young player: "He was in a school since our last interview, which was not going well. So, he was down on himself, and I have just pulled him out of school, and he is going to go online in January." This decision coincided with the post-Christmas transition period, a time when families often reassess developmental progress and logistical arrangements based on the previous season's outcomes. Seasonal junctures such as the beginning of a new academic term or the pre-season training period often served as temporal anchors for re-evaluating the child's developmental context.

When parents decided to keep their child in mainstream school, they also reported that they had to prioritise tennis over other aspects of school life, such as extracurricular activities and school sports. Despite acknowledging the need for "greater time on the court to keep developing" (Lucy), parents during this stage described an unease and reluctance to commit to tennis by eliminating other activities. The Murphys provided a personal example:

This is a very tough decision to stop other sports or not. The problem is that she is still playing hockey in school, but it is hard to fit it all in. She is unmotivated with hockey, but I do not want her to stop now, as it is a team sport.

Again, this reflects parents' ongoing struggle with balancing long- and short-term decisions, as well as a recognition of the differential impact of these choices, particularly as training volumes increase and school calendars become tighter. Although parents were aware of the importance of diversification of activities (Côte et al., 2009) as a protective factor for injury reduction (Vasenina et al., 2023), there was a clear cognitive struggle evident between short-term performance goals and longer-term development.

Reflecting the increasing dedication to tennis during this stage, parents described how they sought more advanced training and coaching environments, with half of the participants noting their decision to move from Ireland to international academies. This shift underscores the growing internationalisation and commercialisation of TD opportunities (Grecic et al., 2017), a characteristic of contemporary TD systems in some sports (De Bosscher et al., 2006; De Bosscher et al., 2007). Notably, the decision to relocate was not always driven solely by tennis considerations. For instance, the Murphys' recent move to Ireland was influenced by work commitments, which coincided with our child's training needs, "reflecting a broader trend of increased intra-European immigration for professional reasons (Edo & Özgüzel, 2023).

However, an important aspect to consider is the extensive impact such decisions have on the family dynamic. In three cases, the decision to relocate for a child's training required one parent to move internationally and away from the family unit to support their child's training, while the other parent remained behind to manage financial responsibilities and other family commitments. Ann provided a candid example:

We just left to go back to the Academy after Christmas. We have a 17-year-old dog, and we have to say goodbye to her. So, it was just a horrible time to leave. I think we have had a rough few months. First, the school took a lot of adapting when he was in

for the first month, going from nine to four. It wasn't working, so he wasn't getting practice. It's tough on a family sometimes; his father is at home.

This situation exemplifies how parental TD decisions extend well beyond the athletes themselves, influencing family dynamics and relationships (e.g., Dorsch et al., 2014; Davis & Meyer, 2008). Such choices can have significant implications for other siblings (Blazo & Smith, 2018) and broader familial interactions, highlighting the interconnectedness of TD decisions and their impact on the entire family unit.

During this stage, parents described a strategic approach to competition and tournament opportunities that was tightly coupled to seasonal goals. In particular, the necessity for increased travel during spring and summer reflects how the TD pathway can effectively absorb parental energy and resources, compelling them to make short-term decisions aimed at sustaining the child's progression. As such, the decision to travel to tournaments and intensify training was often framed in relation to meeting NGB targets. These moments of seasonal recalibration, particularly around tournament deadlines or team selection cutoffs, shaped the timing and urgency of decision-making. "She needs to improve her ranking as we want her to play Europeans; we have no choice but to play more international competitions" (Murphys). Despite the focus in the literature on the importance of long-term development rather than short-term results (e.g., Li et al., 2020; Herrebrøden & Bjørndal, 2022), this underscores how parental decisions are significantly influenced by the policies and selection criteria embedded within national sport structures. These short-term benchmarks, often tied to seasonal calendars, may be counterproductive for long-term athlete development (Pankhurst & Collins, 2013b), yet they remain a powerful influence on parental thinking.

7.3.4 *Investment years*

As players moved through the developmental window of ages 14 to 18, parental decision-making became increasingly layered, shaped not only by sport-specific demands but

by intersecting educational and familial considerations. Several parents described this phase as a turning point, one where performance outcomes intersected with broader life trajectories. Decisions around whether to pursue collegiate tennis in the United States or to remain within the Irish or international systems emerged as a focal concern. For many, this was not simply a sporting decision but a pragmatic one, bound up in questions of viability, opportunity, and long-term planning. As Lucy explained, “The scholarship to the US is kind of the next step for everybody. The only opportunity for him, tennis-wise, if he does not go to the US, it is UCC (Irish college), but tennis is done. He is not going on the tour unless he turns into Nadal next year.” Her remark captures the perceived closure of professional pathways for those unable to access the collegiate system, reinforcing the high stakes that parents attach to ranking points, international exposure, and performance outcomes during this phase.

These pressures led to a discernible intensification in training and travel strategies. Lucy’s decision to expand the travel schedule, alongside Mary’s more selective, results-driven approach to competition, reflects a recalibration of parental priorities. Mary acknowledged, “I have started to focus more on choosing competitions based on results; he will need more ranking points to get into college.” This finding reflects that tennis decisions are influenced not only by professional aspirations but also by the growing strategic opportunities presented by college sports, echoing patterns observed in Irish soccer, where players migrate for US scholarships (Curran, 2021), showing that tennis encompasses both professional and collegiate pathways.

Within this evolving landscape, parents occupied a pivotal coordinating role, navigating a complex network of relationships and responsibilities, as suggested in Dorsch and colleagues’ (2022) integrated model of youth sport. This involved not only logistical management but active engagement in decisions around coaching and support personnel. While coaches were widely acknowledged as vital to athlete progression (e.g., Mallett & Rynne,

2015; Bloom, 1985), this stage marked a point of increased scrutiny. Notably, six of the eight athletes in the study changed coaches, a trend that revealed shifting parental expectations around expertise. One parent reflected on the emotional and practical toll of this shift:

This term we had a big decision to make, which was tough on our son. We have changed coaches since we spoke last; he (the previous coach) does not have that much performance experience. He does not have tour experience; I think all of us are going. Oh god, we cannot keep going. This had to be done.

This decision-making, while rationalised in terms of performance needs, was rarely detached from emotion. The balancing act between relational loyalty and perceived expertise often places parents in ethically and emotionally difficult positions. These choices were less about strict metrics and more about the interpretive work parents undertook in evaluating what “experience” or “progress” should look like. In this sense, the parental role at this stage was not static or merely supportive; it was dynamic, interpretive, and embedded within a wider ecology of shifting developmental priorities

7.3.5 Professional stage

As athletes transition to the professional tour, the parent athlete dynamic enters a new phase marked by a gradual reconfiguration of roles and responsibilities. At this stage, the tennis calendar remains relentless, offering few natural pauses for reflection or reset. This year-round rhythm brings with it an ongoing stream of logistical and developmental decisions, many of which are now increasingly shared or transferred between parent and athlete. For parents like Helen and Rita, whose children had reached this stage, the narrative was no longer about directing development but about navigating withdrawal and recalibration. “I do not want to be like XXX’s dad, trying to drive it all. I want to sit back,” Helen noted, highlighting the emotional labour involved in stepping back, even when that retreat is framed as responsible or desirable. This shift toward athlete autonomy was not experienced uniformly, however, nor

was it unproblematic. Instead, it was mediated by gender, safety concerns, and financial realities.

For example, concerns about international travel, already a core feature of the tennis pathway, took on new meaning in relation to gender. Helen, like other mothers of female athletes, voiced discomfort about sending her daughter to compete alone. “With girls of that age, it can be tricky; places like Turkey are tennis compounds, so when you go in here, it is not like standing in the middle of the main street somewhere. I think it can be safer for people to go to tournaments on their own, but as a girl of her age, it makes me worry as a mom; it gives me goosebumps.” Her reflections expose the affective weight carried by some parents, particularly mothers, whose concerns extend beyond performance and into questions of physical safety and social vulnerability. In contrast, parents of male athletes did not articulate equivalent fears, signalling how gendered perceptions shaped not only emotional responses but also practical decisions around supervision and resourcing.

This gendered divergence had material consequences. Parents of daughters often found themselves needing to fund additional travel support, such as a coach or chaperone, not just for technical reasons but as a safeguard. While framed as protective, these decisions were also financially burdensome, underscoring the classed nature of tennis development. The need to self-finance support services, such as coaches, psychologists, and physiotherapists, was recurrently described as non-negotiable. As Rita put it, “Tennis has become a team sport where you need these people, like physios and psychologists; look at the pros; they have more than a coach.” Her reflection hints at the professionalisation of development, where even aspiring professionals are expected to emulate the structures of the elite tour.

Within this context, some parents began to make strategic trade-offs. Helen, for instance, redirected resources away from day-to-day training in order to fund a travel coach: “I realised I didn’t want her to go to tournaments without a coach anymore; she no longer needs

a coach on the court as much at training as she needs one at her matches, so we spent the money on this.” The decision was not merely logistical but represented a broader recalibration of what constituted necessary support. Similarly, Rita’s choice to involve a sports psychologist stemmed from an awareness of her son’s emotional needs: “He needed a psychologist to help him deal with stress.” Such decisions reflect a growing parental sensitivity to the emotional and psychological toll of elite sport, and how these demands are unevenly distributed and unequally supported.

Collectively, these insights reinforce the shifting contours of parental involvement at the professional stage. No longer centred on controlling schedules or facilitating skill development, the parental role became more consultative, yet no less intensive. These findings underscore the evolving nature of parental roles (Clarke & Harwood, 2014) and the intricate interplay of personal, financial, and professional factors that influence the development of elite athletes (e.g., Knight et al., 2017; Lauer et al., 2010b). This finding also raises the important question of how socio-economic backgrounds impact parents' decisions to support their children in professional sports like tennis (e.g., Kaczmarek, 2018), where athletes often require extensive support teams.

7.4 Factors Influencing Decision Making

The following section develops the second theme (please see Table 7.2), focusing on the individual-level considerations that inform and shape parental decision-making within the TD context.

Table 7.2

Overview of factors influencing decision-making

Higher order	Lower order	Raw data examples
Questionable information sources	Main information sources (peers, coaches, online)	<i>I started talking to other parents who were involved in tennis to see what they were doing and where the good places for tennis were like (Helen).</i> <i>I talked to the coach because, in the end, my daughter is his project, too (Ann).</i> <i>When I was looking for clubs, I had no idea what was going on, and I just really went to Google (Ann).</i> <i>She is watching the doctors, the healthy eating, and she is busy searching for things also, so she goes out there and she is like watching YouTube and listening to these things (Helen).</i>
Family beliefs and values	Experiential knowledge Balancing Family and Sport	<i>When I was very young. I joined a band in the UK, and I left home; I was homesick. I toured the world with them, but again, I could always go home. I can always go home. So, I always said to him, “you can always leave.” This is not a prison (Rita).</i> <i>It's not necessarily about results; it's about him enjoying the process (Ann).</i> <i>When the kids were born, our first interest was just to say they have to be active for generally the better life and I mean, it's character building and we find that when we talk (Helen).</i> <i>How does tennis affect what we do elsewhere? With other family members, which is always important, and accessibility, can we do it on that particular day with other things going on at work</i>

or so on? So, evaluating all these things will make the final decision (John).

Contextual factors	National tennis culture	<i>The Academy is not like home; you get on the court with guys 200 and do what they need to do on the day as they need to do it. So, you learn the level of that level. You know, that's really what it's about (Rita).</i>
	Education-First Tradition	<i>He'd be going to school at eight in the morning here. Here (the academy), they finish at one and play tennis all afternoon (Rita).</i>
	Availability of Tennis Facilities	<i>Spain always felt like a good option because the weather is you are never paying for these high indoor courts. I did not go for the sun, but there is sometimes you feel in the sun life is just way too hard at home (Ann).</i>
	Financial restrictions	<i>Everybody can scramble the fees together for squads here, or like a certain number of private lessons, but it is the travel. We need 1500 quid for a weekend trip of about three days (Mary). You see, families have only one child, and they have the time or the money, but we have three (Lucy).</i>
Review and reflection	Absence of a Formal Review	<i>Sometimes, we talk to each other (husband and wife) about our learnings. You know, for example, that the kids need to have proper time to prepare for the competition, etc. (Ann). I talked to her almost like a friend. Like in a funny way. So, when we are talking, we always like it is not formal the way we review things (Helen).</i>
	Decision-Making Support Needs	<i>This process made me think, in terms of some of the questions that you would have, like, do you measure things? How do you measure them? It has made me reflect a little bit more (Helen).</i>
	Reflective practices	<i>If you have paid for a squad, you know what, it will do more damage financially to undo this than cutting it now, and that would probably be one of the big things to review (Paul).</i>

7.4.1 *Questionable information sources*

Accumulating high-quality, dependable information is widely acknowledged as a pivotal component of enhancing decision-making. (Simon, 1955; 1956). When questioned about sources of information, parents predominantly relied on three key sources: peers, coaches, and online resources. Mary highlighted the influence of peers, noting how advice from another parent about training duration affected her approach:

You learn a lot from the parents you meet around at training and competitions. Another parent told me she needed to be on a tennis court for two hours each session. I was like, oh, okay, well, I will do that too if she does it. That is okay; we can do it for two hours. So, it is sometimes these nuggets of information from parents.

Coaches were positioned as key figures in the parental decision-making process, not only for their technical expertise but also as trusted sources of information. Parents frequently described how they “consulted with the coach in the academy and listened to their advice, given their experience” (Ann), reflecting the weight placed on practitioner knowledge in shaping training and development choices. However, the availability of information from coaches also increases exposure to ideas that appear credible but lack scientific grounding. Bailey et al. (2018) showed that over 40% of coaches endorsed neuromyths, such as the belief that athletes learn best when instruction matches a preferred ‘learning style’ a claim widely disproven. This highlights how pseudoscientific ideas can circulate within sport environments and be unintentionally passed on to parents as legitimate guidance, reinforcing the need for critical evaluation of all information sources.

Interestingly, it was not only the formal coaching staff who influenced parental thinking. Some parents drew inspiration from observing other players or from insights shared by support staff. For instance, Helen referenced the role of the physical coach, noting how

dietary advice given to a peer athlete (Djokovic) prompted changes in her own daughter's nutrition and routines: "Because Djokovic was talking about how he was able to increase his focus, yeah, by eliminating some foods and including other foods. Also, she says she feels a little less lethargic. So hopefully she'll be more focused." This example highlights how information travels through social and informal channels as well as structured coaching, shaping how parents support their child's evolving needs physically, cognitively, and emotionally within the developmental pathway.

Online research emerged as a significant tool in shaping a range of parental decisions, particularly when exploring options such as international academies. Lucy, for example, noted that "we searched the net for academies, often influenced by high-profile endorsements like Patrick Mouratoglou's," illustrating how digital platforms and public figures can shape perceptions of credibility and quality. Similarly, Paul described a more layered approach to online engagement:

Being on the web first, Google where I can and see what the options are, then I reach out to industry professionals. You'll start this way, then actually trying to even within them critique them; you'll scour information, you'll funnel it and collate it, who you think are the best people in any given sector. So, it's a combination of talking to people combination of doing your own research online.

This process reflects not only a reliance on online information but also a strategic, evaluative approach to decision-making, where digital searches are triangulated with professional insights and personal judgment to guide choices within the TD landscape. While the internet is a valuable research tool, it is essential to critically assess its reliability and appropriateness for a particular player (c.f., Rouchier & Tanimura, 2012).

7.4.2 Family beliefs and values

In reflecting on the tacit nature of decision-making (Nonaka & Nishiguchi, 2023), parents' decisions were significantly shaped by their experiential knowledge. Participants frequently drew on past experiences from other sports or business contexts to inform their choices. For instance, Helen and her husband's own boarding school experiences influenced their decision against a full-time tennis academy for their daughter.

Both my husband and I went to boarding school, and we have experienced what happens in school at different ages. So, we were not very keen for her to go to boarding school. The reason was that whilst we wanted them to be happy in tennis and hopefully do well in tennis, we didn't think we'd done enough parenting for her to be independent in the academy herself (Helen).

Similarly, Paul and the Murphys leveraged their prior success with other children in tennis to guide their decisions, illustrating the role of acquired sports knowledge (Dorsch et al., 2014; Dorsch et al., 2009). Interestingly, less was evident in the results about how parents reflected on these experiences and the appropriateness of previous experiences for the current situation.

The demands of tennis often require parents to make decisions about how they spend their family time, especially when not all children share the same athletic focus. Prioritising one child's tennis career was described as a "cause of family strain and cohesion" (Murphy's), with parents aware of the importance of balancing individual needs. For example, Paul provided this practical example:

You must balance family life when making decisions. Let's assume you want to go away to competitions and take her or her brother to a tournament for seven or eight days. What impact does that have on the rest of the family? We need to consider what is the least disruptive. You must bring the other child, so you are probably splitting the

burden on the parent at home, minding the siblings, but you're also considering the other child is starting to feel part of something too.

This quote also demonstrated how many parents took on individual roles, with one parent taking on the main tennis responsibilities while the other prioritised the needs of the rest of the family. Furthermore, Lucy described how “because of tournaments every weekend in summer, we do not get any holidays outside tennis”. This further demonstrated how parents purposefully decided to limit other activities, and even the activities of siblings, such as family holidays, to pursue the tennis ambitions of their child.

7.4.3 Contextual factors

A growing body of literature has highlighted how contextual factors need to be considered when developing talent (e.g., Leite et al., 2021; Bjørndal & Ronglan, 2021). Similarly, contextual factors played a crucial role in shaping parental decisions, as the broader tennis and educational culture often influenced parents' decisions. For instance, the lack of past tennis success, both individually and within the country, and role models in Ireland influenced parental belief systems about prioritising tennis as “we are in a country where nobody has made it before” (Lucy). Parents also described how a lack of flexibility in the educational system, particularly the long school hours in winter and limited indoor facilities, also caused significant barriers, with parents like Lucy highlighting the difficulties of fitting in training during the winter:

Indoor courts in Ireland are a nightmare; you must book early just in case in the winter. You have to have a court before I'd have somebody. There's no problem now (summer) but now in the winter its crazy. Everyone wants them at the same time peak hours because of long school days, which are after school in the evenings or weekends.

These constraints often led parents to seek opportunities abroad, driven by the need for better facilities, particularly clay courts. This finding further underscores the influence of macro-level

factors, such as tennis culture, and meso-level factors, like school structures, on parental decision-making.

The financial challenges of supporting a tennis career (e.g., Kaczmarek, 2018) emerged as a significant factor shaping parental decision-making, highlighting the significant sacrifices families make in pursuit of their child's athletic success. One parent described the immense financial strain: “We must earn big money to pay for their tennis; it is about 100 grand going out yearly”, and how these decisions often required drastic lifestyle changes, such as downsizing homes or renting out rooms to fund training costs. Despite these sacrifices, parents often expressed a sense of fulfilment in their choices, suggesting that the fear of future regret, “you regret the things you do not do in life”, motivated their continued commitment. This underscores how financial pressures and emotional considerations are intertwined, influencing not just what families can afford but also how they justify their decisions in the face of uncertainty. Furthermore, the challenges faced by families in sports like tennis, where the potential for financial success is limited to a small elite, underscore the broader issues of sustainability in TD programs (Matteo et al., 2017).

7.4.4 Review and reflection

At the start of each interview, participants were asked to reflect on their recent decisions, and all eight parents described ongoing, though largely informal, patterns of reflection and review. This reflective process appeared to be spontaneous and ad hoc, as evidenced by John's comments: “We chat informally; is this or that ok? Were you happy with this environment? Is this working with the coach?” Such discussions seemed to occur as part of the daily flow of family life. Interestingly, despite the critical nature of many decisions described and the high financial investments, none of the parents engaged in a formal review process, nor did they include the coach in structured evaluations of their child's development, even though the parents often discussed key decisions with the coach, as noted earlier. This

informal approach may reflect a broader trend of reliance on immediate, context-driven reflection rather than more methodical evaluations.

The Murphys, however, expressed a desire for more formalised frameworks to guide their reflective processes, acknowledging a gap in their approach: “We do not know who is right or wrong; we do not have a framework to help us through those conversations.” This desire for structure points to the tension between the spontaneous, often reactive nature of parental decision-making and the potential value of more deliberate reflection to navigate the complexities of youth sports development. Some participants acknowledged the benefits of structured reflection, as Mary remarked: “Only for these meetings every few months; I wouldn’t stop and think, this process has made me reflect more.” This comment reflects the episodic nature of formal reflection in the parents’ approach, where moments of structured evaluation may provoke deeper thinking but are not an everyday practice.

These findings resonate with Schon's (1987) concept of "reflection-on-action," which highlights the potential for critical reflection to refine decision-making processes. In the context of parental decision-making, this suggests that while informal reflection is a constant, there is an opportunity to integrate more formalised, systematic reflection to enhance the quality of decisions, align them more closely with long-term goals, and foster more conscious engagement with the complexities of the TD pathway.

7.5 Discussion

The study explored the decisions faced by tennis parents along the TD pathway and investigated the factors influencing decision-making. In line with Chapter 6 and other researchers (e.g., Knight & Holt, 2013b; Larson et al., 2022; Knight & Harwood, 2009), the findings suggest that parenting a TD athlete involves managing a range of decisions that significantly impact an athlete's career progression. Building on the discussion of parental roles in Chapter 6, the challenges faced by high-potential young athletes require parents to navigate

developmental decisions influenced by micro, meso, and macro factors (Harwood & Knight, 2015). More specifically, parental decision-making is shaped by an interplay of sport-specific demands, contextual constraints, and familial dynamics, underscoring the need to examine these processes through a broader ecological lens (Bronfenbrenner, 1977). Early tennis-related decisions, such as selecting training environments or organising competition schedules, are relatively generic and allow for structured planning by parents. However, as athletes advance along the pathway, decision-making becomes more complex and personalised, with the athlete playing a more central role. Similar to that of parents' roles as discussed in Chapter 6, decisions are driven by fluctuating perceptions of competence, educational challenges, and socio-economic factors, particularly as the professionalisation of tennis demands greater parental involvement. Interestingly, gender considerations and the increasing reliance on professional support services add further layers of complexity, potentially affecting the athlete's development. These findings highlight the individualised nature of the parental role and the necessity to consider an individual rather than a global approach to interventions.

In alignment with the findings from Chapter 6 and in line with Côté (1999), it becomes evident that parental decision-making evolves in tandem with the shifting dynamics of the parental role. As the athlete progresses through different developmental stages, the nature of decision-making evolves, reflecting the increasingly complex and nuanced interplay between the parents' shifting responsibilities, as outlined in Chapter 6, and the decisions they are required to navigate. This interconnectedness between the parental role and decision-making along the pathway underscores how, as parents adapt to new challenges and expectations, their involvement in their child's TD becomes more strategic and responsive, reflecting both the athlete's needs and the broader demands of the sporting context. This finding, similar to Chapter 6, stresses the critical need for enhanced support systems for parents; this highlights not just individualised but stage-specific and sport-specific components.

Also, in parallel with findings from Chapter 6, the unrelenting nature of the tennis calendar profoundly influences parental decision-making, particularly given the absence of an off-season that allows for strategic reflection and recalibration. Instead of responding to discrete moments, parents are compelled to make decisions in real-time or in advance, influenced by the ceaseless demands of competition (e.g., Tennis Europe Competition Calendar, 2024; Tennis Ireland Competition Calendar, 2025) and the evolving developmental needs of their child. At specific points in the season, parents are confronted with heightened decision-making demands as they navigate the intensification of their child's international travel schedule to accumulate essential national and international ranking points (ITF ranking, 2024), despite the substantial financial and physical burdens imposed by the year-round competition calendar. Alternatively, during the season, some parents prioritise hiring a travel coach for tournament support over committing to ongoing training expenses, illustrating the shifting priorities and continuous recalibrations required to support their child's advancement within the professional framework. These decisions illustrate how the absence of seasonal downtime, especially as the athletes mature, creates a continuous cycle of pressure, where the urgency to make decisions compounds the emotional and logistical challenges faced by parents. The broader implication of these findings is that the pace of the tennis calendar forces parents to balance immediate, reactive decisions with their child's long-term developmental trajectory, often with limited opportunities for reflection or strategic reassessment. Although the seasonal dimension of decision-making in tennis has received limited scholarly attention, the findings presented in Chapter 6 underscore the critical need for support structures that acknowledge how seasonal pressures shape both the parental role and the decisions they are required to make.

The findings of this study suggest that parents often, albeit unintentionally, narrow their decision-making lens by over-relying on peer perspectives or promotional narratives,

particularly from high-profile academies. Parents appear to try to make rational decisions but are often bound by a limited set of available information (Simon, 1955; 1956; 2000). This was evident in several accounts where information sourced from social media or informal advice from fellow parents significantly shaped choices about coaching, training environments, and competition schedules. While such sources can offer relatable and timely insights, they also carry the risk of reinforcing selective or biased views that may not align with the child's individual needs or long-term development. This tendency underscores the pressing need for accessible, high-quality information to guide parental decision-making, an issue previously identified by Dorsch and colleagues (2009), who called for the creation of more robust informational resources to support sport parents.

There are some generic examples of information resources, such as British Tennis parent resources (British Tennis, 2025) or youth soccer parents (Dorsch, 2017). Providing parents with reliable, evidence-based guidance is not merely about correcting misinformation; it is about empowering them to engage more critically and confidently with the complex landscape of TD. Similarly, coach education and development programs represent a key opportunity to embed and disseminate relevant research. Integrating empirical findings, particularly sport-specific studies focused on parenting in tennis (e.g., Gould et al., 2008; Thrower et al., 2016; Gould et al., 2016) can help coaches better support and communicate with parents. Moreover, drawing on broader frameworks from applied research in TD (Nevo & Slonim-nevo, 2011; Taylor et al., 2023) may further enhance the quality and credibility of the guidance provided. By bridging the gap between research, practice, and parental experience, such efforts could contribute to more nuanced and developmentally appropriate decisions that serve the best interests of the child over time.

The findings point to a notable gap in how parents engage in ongoing review and reflection, processes that are often informal, unstructured, and lacking in external input.

Despite frequent consultation with coaches on day-to-day matters, parents did not typically include them in systematic evaluations of longer-term developmental decisions. Another important consideration is that, unlike coaches who frequently operate under time constraints and must make rapid, intuitive decisions (Collins & Collins, 2015), parents are often faced with decisions that, while consequential, tend to be more predictable and allow for slower, more deliberative reasoning. These decisions are typically characterised by reflective, analytical thinking, as opposed to the fast, automatic processes (Stanovich & West, 2000; Kahneman, 2011). Although parents may have more time to make decisions, the absence of collaborative reflection can constrain their capacity to critically evaluate and adapt their approaches over time, thereby limiting opportunities for learning and recalibration (Schön, 1987). Addressing this gap could involve creating structured opportunities for parental reflection, with the aim of enhancing the quality of decision-making. While it may be inappropriate to define a single 'right' decision in such a complex and dynamic context, efforts can be directed toward supporting parents in making more informed and contextually responsive choices.

Taken together, Chapters 6 and 7 highlight the pivotal role of the parent as a decision-maker within tennis, underscoring an often underexamined aspect of TD. While TD programmes in tennis in countries such as Ireland and Malaysia, as discussed in Chapter 5, provide a degree of structural consistency, they often fall short in addressing athletes' individualised and dynamic needs, particularly in tennis, where developmental trajectories are inherently non-linear and highly variable. Rather than relying on uniform solutions that assume the system can meet all athletes' needs, it may be more effective to position parental involvement as a central mechanism for personalising athlete development. By supporting parents to make informed, contextually grounded decisions, we recognise both the limitations of the system and the reality that parents are often the most consistent and invested stakeholders in an athlete's journey. Rather than positioning them as peripheral figures, this approach

acknowledges parents as capable decision-makers whose actions can fill the gaps left by structural limitations if adequately supported. Thus, the burden of individualisation should shift from under-resourced systems to empowering families to navigate developmental pathways in more agile and adaptive ways. This shift not only maximises parental agency but also contributes to more responsive and sustainable TD environments that better align with each athlete's unique needs.

7.6 Conclusion

This Chapter examined the decisions faced by tennis parents along the TD pathway, highlighting the factors that influence these decisions and the significant role parents play in shaping their child's career progression. As athletes progress, decision-making becomes increasingly complex, driven by fluctuating perceptions of competence, socio-economic factors, and professional demands. One key finding is that many parents make decisions based on incomplete or unreliable information, often relying on peers' perspectives or promotional materials from academies. This underscores the importance of providing parents with accurate, evidence-based information to guide their decision-making. These challenges highlight the need for better support systems for parents, whose decisions are critical to both the athlete's development and family dynamics.

Practical implications include the need for NGBs to provide reliable, context-specific guidance to parents, especially during the early stages of their child's development. This could be achieved through parent education programs that offer tailored advice on key decisions, such as selecting clubs or managing competition schedules. As athletes progress, parent education should shift to more individualised support, particularly during critical transitions, such as moving to higher competition levels or deciding on international academies. Additionally, incorporating reflective practices into parent education, perhaps through

mentoring programs and structured reflection opportunities, could improve decision-making, allowing parents to better navigate the complexities of TD.

7.7 Limitations

The findings of this study must be considered within the limitations of its design. Firstly, whilst the relatively small cohort of participants allowed for a deep examination of the lived experience of a sample of 8 families over an extended period of time, it may have limitations for the generalisability of the findings. Furthermore, the participants in the study are all tennis parents from middle-class backgrounds who are originally based in the same geographical location (Ireland). Future work should consider the decision-making of multiple populations and potentially athletes from other sporting domains. Data was collected and described using the grid; participants were asked to retrospectively recall events using the timeline. As such, they may have prevented participants from recalling aspects of decisions or factors influencing these decisions. Future research design could consider an expanded longitudinal design, asking participants to track their decisions in addition to exploratory qualitative methods. Future research should investigate the benefits of utilising a professional judgment and decision-making (PJDM) approach to parent education. Furthermore, future research should explore whether decisions faced by parents and contributing factors are consistent across sports and varied contexts.

Chapter 8: A Cognitive Apprenticeship Approach to Supporting TD Parents

8.1 Introduction

As previously discussed in Chapters 6 and 7, parents play a pivotal role in a child's development in tennis (e.g., Gould et al., 2006, 2008; Lauer et al., 2010a, 2010b), charged with making complex, high-stakes decisions shaped by a multitude of dynamic and interrelated factors (Larson et al., 2022). To further complicate this decision-making process, parents often operate with a shallow knowledge base, limited or no prior experience in the sport as either a player or parent, or even in the role of a parent! Research highlights the critical role of experience in decision-making (e.g., Kahneman & Klein, 2009; Collins et al., 2016; Martindale & Collins, 2005; Mees et al., 2022) demonstrating that experience leads to more adaptive and effective decisions. This is particularly evident in complex environments through the development of a robust knowledge base and cognitive flexibility, leading to more nuanced decisions. In contrast, less experienced individuals often lack this flexibility, leading to a more rigid approach, especially under pressure (Mees et al., 2022). As such, this presents somewhat of a conundrum for parents of high-potential young athletes on TD pathways who must navigate a range of complex and dynamic decisions without the experience or knowledge base needed to guide them effectively.

Furthermore, as discussed in Chapter 7, decision-making is further complicated by the unique circumstances of each family and the specific context in which they operate. Consequently, generic 'parenting advice', such as that typically offered by NGBs and private contractors, is unlikely to adequately support parents as they navigate their individual realities. Although parents may face some similar decisions based on age or stage of development (cf. Côté, 1999), individual circumstances vary greatly even in seemingly comparable circumstances. As discussed in Chapters 6 and 7, contextual factors vary significantly at both

micro (e.g., individual circumstances) and meso (e.g., country or setting) levels, meaning that what may be effective for one parent may not necessarily apply to another. Each parent's unique circumstances, experiences, and their child's stage of development and aspirations should shape their approach to decision-making, underscoring the complexity of creating universally applicable parental support strategies. Furthermore, as Tversky and Wakker (1995) note, decision-making is inherently uncertain, and even well-informed choices may not always lead to optimal outcomes. This highlights the need to shift focus from supporting parents to make the 'right' decision towards supporting the overall decision-making process.

Reflective practice is widely recognised as a key mechanism for enhancing decision-making, particularly in dynamic and uncertain environments such as sport. However, research in this area has predominantly centred on athletes and coaches, with an emphasis on improving decision-making within the immediate sport context (Collins & Collins, 2016; Abaham & Collins, 2015; Abraham, 2024; Collins & Collins, 2015; Collins et al., 2016; Martindale, 2010; Martindale & Collins, 2013). Given their central role in supporting young athletes, especially in early and transitional stages of development (Côté, 1999), there is a need to better understand how reflective practice might enhance parental decision-making across the broader TD ecosystem.

8.1.1 Professional judgement decision-making

Professional Judgment and Decision-Making (PJDM) refers to the process by which individuals in professional settings, such as coaches and clinicians, make decisions based on their expertise, experience, and understanding of the situation at hand (Abraham & Collins, 2011). For instance, determining the appropriate coaching method and its context requires the coach to develop a critical skill set, effectively applying the PJDM framework to enhance the quality and effectiveness of coaching practices (Collins et al., 2022). The concept of PJDM has received a significant amount of attention as a concept to improve decision-making in the

domains of sport (Collins et al., 2016; Till et al., 2019). More specifically, PJDM has been extensively studied in high-stakes, dynamic environments such as adventure sports coaching (e.g., Collins & Collins, 2015, 2016) and, more recently, in athletics (Abraham et al., 2025). Notably, the PJDM framework highlights that the quality of coaching outcomes is contingent on the coach's ability to make well-informed decisions, which rely on their knowledge, situational awareness, and, crucially, their experience. This combination enables coaches to navigate complex situations effectively, applying their expertise to make contextually appropriate choices that optimise the coaching process.

As alluded to in the introduction, experience has been consistently emphasised in the development of decision-making expertise, with research showing that the accumulation of experience over time leads to more effective and adaptive decision-making, particularly in complex and dynamic environments (Kahneman & Klein, 2009; Collins et al., 2016; Klein, 2015; Martindale & Collins, 2005; Mees et al., 2022). Expert decision-makers, often referred to as 'adaptive experts,' are distinguished not only by their ability to make efficient decisions but also by their capacity to adjust their strategies in response to situational context and evolving circumstances. This adaptation is primarily a result of having encountered a diverse range of situations, enabling them to develop a robust knowledge base and cognitive agility that allows for more nuanced, context-specific decisions. In contrast, less experienced individuals often lack this cognitive flexibility, resulting in a more rigid approach to decision-making and, consequently, a lower quality of decisions, particularly in high-pressure or uncertain contexts (Mees et al., 2022). This presents a conundrum for parents of high-potential young athletes, who, due to their limited exposure to the nuanced and complex decision-making situations faced by coaches or sport professionals, are likely to lack the breadth of experience necessary to develop the same level of decision-making expertise. The subject of

catering for parents who, by virtue of their entry into sport parenting with no experience, is discussed further below and in Chapter 8.

8.1.2 A cognitive apprenticeship approach

The application of a cognitive apprenticeship (CA) approach to the development of PJDM has garnered increasing scholarly attention across a range of professional domains in recent years (e.g., Mees & Collins, 2025; Minshew et al., 2021; Dennen & Burner, 2008). Recent applications of the CA have extended beyond its initial focus on skilled trades, demonstrating its relevance across diverse fields, including clinical education (Pinelli et al., 2018; Stalmeijer et al., 2009), virtual and online learning environments (García-Cabrero et al., 2018; Rodríguez-Bonces & Ortiz, 2016), and graduate education (Minshew et al., 2021; Exter & Ashby, 2019). These studies highlight the adaptability of CA in training environments that require complex decision-making and reflective practice, with a strong emphasis on the development of explicit metacognitive skills. The CA approach conceptualised by Collins et al. (1989, p. 456) emphasises "learning through guided experience on cognitive and metacognitive, rather than physical, skills and processes." This pedagogical framework is firmly rooted in social learning theories and represents a significant departure from conventional apprenticeship models, which prioritise observable, hands-on skill acquisition. In traditional paradigms, expert practitioners demonstrate tasks for novices to replicate, often positioning the expert as the primary source of knowledge. This conventional approach has garnered criticism for potentially inhibiting the novice's development into a reflective learner capable of autonomous, critical thinking (Collins et al., 1991).

CA is grounded in constructivist assumptions of learning (Tversky, 2009), wherein individuals actively construct knowledge and meaning through participation in, and interaction with, their professional community of practice (Culver & Trudel, 2008). The tacit dimensions of the learning process are made explicit and examined in conjunction with practical

experiences, enabling the development of deeper conceptual understanding. This, in turn, enhances the effectiveness of training, knowledge production, and the educational experience of the apprentice. The CA model requires teachers to make their own thinking visible while helping students articulate and reflect on their own cognitive processes. Collins and colleagues (1991) assert that this intentional transparency is a defining characteristic of CA, facilitating a dynamic, iterative interplay of reflective thinking between teacher and learner. In this framework, students are not passive recipients of knowledge but actively engage in cognitive tasks, benefiting from guidance and peer collaboration that fosters deeper learning.

By engaging with a combination of instructional strategies, apprentices are supported in developing the mental frameworks necessary for understanding, regulating, and applying knowledge in contextually rich environments. This six-stage approach aligns with the phases of the CA model (Collins, 2005), beginning with Modelling; *Modelling* involves the expert performing a task to make internal cognitive processes visible, enabling learners to construct a conceptual understanding of the strategies and decisions involved (Collins et al., 1991). For example, in the context of parental involvement, a practitioner might model how to navigate a difficult conversation with a coach, verbalising their reasoning, emotional regulation, and communication strategies so that parents can better understand and reflect on effective methods. *Coaching* involves observing students as they perform a task and providing support through hints, scaffolding, feedback, and reminders to enhance their performance. This guidance helps direct attention to overlooked aspects of the task or reinforces previously learned concepts (Collins et al., 1991). *Scaffolding* implies a more knowledgeable individual supporting learners in performing complex tasks, stepping in where needed. This support allows learners to participate at a level appropriate to their current abilities, a concept known as legitimate peripheral participation (Lave & Wenger, 1991). As learners become more competent, the support is gradually withdrawn, a process referred to as fading. *Reflection*

implies that learners engage in reflection by analysing their past (or current) work to develop metacognitive awareness. This reflective process is supported through "abstracted replay," where learners contrast their actions with those of experts to guide incremental improvement (Collins & Brown, 1988). For example, students might record their thought processes in reading or writing and compare them with expert reasoning to develop deeper insight. The expert's role is to prompt these reflections, helping learners consider decisions. *Articulation:* Learners are encouraged to make their thinking explicit by explaining their actions and reasoning. This helps them test, refine, and apply their knowledge in new contexts. The expert's role is to prompt this articulation, fostering deeper understanding and collaborative knowledge-building through active participation and evaluation. Through *exploration*, learners test hypotheses, strategies, and methods in real-world contexts, developing goal-setting skills, independent thinking, and confidence. The expert's role is to foster this independence by encouraging curiosity, guiding personal goal setting, and creating open-ended tasks that promote deeper understanding and self-directed learning.

To date, a CA approach has not been utilised within the context of sport parenting. While it has not yet been applied directly in this domain, some scholars have advocated for its broader use in sport. For example, Barry and Collins (2021) have theorised the value of CA in supporting judgement and decision-making among outdoor professionals, while a recent study by Mees and Collins (2025) explored its implementation within a national coach development programme in the UK. These studies highlight CA's potential for facilitating complex learning in dynamic, real-world environments. Drawing on these insights and the positive outcomes observed in other fields, the potential value of extending a CA-informed pedagogical model to support parents is clear. In particular, the core elements of CA, such as scaffolding, modelling, and structured reflection, could provide a meaningful framework through which parents engage more intentionally with the challenges of guiding their child through TD pathways.

8.1.3 The Big 5 as a means of critically reflecting on decisions

The Big 5 (B5) intervention, originally developed by Collins and Collins (2021) to support decision-making in coaching, is underpinned by the PJDM framework. The primary aim of the B5 is to facilitate coaches to critically reflect on the cognitive processes underpinning their decisions during both the planning and delivery of coaching sessions. Aligned with Freire's (1985) educational philosophy, the B5 calls for individuals to be active, critical participants, drawing from their own experiences and knowledge throughout the process. This approach emphasises both individual reflection and the importance of sharing ideas and rationales with peers. This PJDM intervention is designed to expose and critically consider the cognitive processes reflection process, which begins with understanding the "why" behind their decisions, followed by "how" to implement them, and finally, "what" the plan involves (cf. Martindale & Collins, 2010). By considering alternatives, coaches remain reflective, self-critical and open to alternative options while improving their coaching methods. This continuous process of reflection *in* and *on* action (Schön, 1987) and the generation of potentially alternative strategies ensures that coaches stay honest in their cognitive approach and are driven to seek alternative solutions.

From a practical standpoint, Collins and Collins (2021) designed the B5 to include progressively more demanding questions that guide coaches through deeper levels of cognitive reflection. These questions lead individuals to evaluate the impact of their decisions on both the process and the outcomes. The method follows a structured framework: beginning with planning (steps 1 and 2), moving on to considering alternatives (step 3), evaluating when other options might have been more appropriate (step 4), and thinking proactively about potential contingencies (step 5). This structured reflection supports coaches in making thoughtful, well-considered decisions in real-life situations.

In a pilot study conducted by Collins and Collins (2021) with adventure sports coaches in the UK, participants generally responded positively to the B5 approach. Coaches found it beneficial as both a planning tool and a review intervention, highlighting its flexibility in supporting coach development. A key finding was the increased openness among coaches to share ideas and explore different approaches to tasks and activities. The B5 encouraged coaches to think more flexibly, fostering a reflective approach to their coaching practice. Coaches reported that using the B5 helped them focus more deeply on the rationale behind their decisions and the potential consequences of their actions. As the coaches became more accustomed to the B5 method, some noted that specific questions could be skipped or condensed, depending on time constraints or the specific demands of the environment. This flexibility indicates that while the B5 provides a valuable structure, it can be adapted in a nonlinear format to fit the context of different coaching scenarios.

While the CA model, as discussed above, offers a robust framework for developing PJDM, in a practical sense, it can be enhanced through the integration of structured reflective interventions. In this regard, the B5 framework (Collins & Collins, 2021) provides a practical mechanism to deepen and sustain the cognitive engagement initiated through CA. Whereas CA centres on learning through guided interaction and social participation (Collins et al., 1989), the B5 offers a structured means of interrogating the reasoning behind one's decisions, encouraging learners to critically evaluate alternatives, consider contextual contingencies, and reflect on the consequences of their choices. The cyclical reflection process embedded in B5 aligns with CA's emphasis on iterative learning yet adds a layer of metacognitive depth that may be underutilised in traditional apprenticeship models. As such, the B5 can be viewed as a complementary tool that not only reinforces the core tenets of CA but also extends its utility by promoting independent critical thinking and shared reflective practice. This constructive

collaboration is particularly relevant in applied contexts, such as sport coaching or parenting, where decision-making is dynamic, context-sensitive, and often emotionally charged.

Building on earlier discussions of experience in PJDM, an important consideration for applying the B5 approach in a sports parenting context is the level of prior experience and knowledge that parents bring to their decision-making. While experienced individuals may find the approach particularly beneficial, the B5 can support any coach or by extension, parent who is capable of recognising and evaluating alternatives to their initial plans (Collins & Collins, 2021). This is relevant when considering how the B5 might extend to sports parenting, as experience contributes to more effective and adaptive decision-making in complex and dynamic environments (Kahneman & Klein, 2009; Collins et al., 2016; Martindale & Collins, 2005; Mees et al., 2022). Although the framework has not yet been directly applied within a parent intervention, the positive outcomes reported by Collins and Collins (2021) indicate its potential value for future use in diverse contexts, including sports parenting, as discussed further in Chapter 8.

8.1.4 Aims and Objectives

Against this background, grounded in a CA approach, and using the findings in Chapters 5, 6 and 7 as a catalyst, the aims of this pilot study were threefold: Firstly, to develop and pilot a parent intervention underpinned by CA. Secondly, utilising the B5 framework to evaluate the extent to which the CA approach supported parents in engaging in more reflective and informed decision-making. Thirdly, to examine the practical utility of this approach from the practitioner's perspective, assessing its effectiveness and practicality.

Reflecting these aims, this Chapter is presented in three distinct sections: Workshop Design, Examining the Reflective Process, and the Insider Perspective. The Chapter concludes with a discussion that reflects on the findings, considers the practical implications of the intervention, and suggests directions for future research. Consistent with my pragmatic

approach, the aim was to provide a holistic understanding of the intervention's impact and its feasibility for broader application in supporting sports parents.

8.2 Section 1: Workshop Design

Phase 1 involved the development and piloting of a parent-focused intervention underpinned by CA principles. Informed by insights from Chapters 6 and 7, the intervention was specifically designed to support parents' reflective engagement with decision-making processes related to their child's athletic development. Central to this design was the recognition drawn from both the literature (e.g., Kahneman & Klein, 2009; Mees et al., 2022) and the findings in the preceding Chapters, that parental decision-making is shaped by differing levels of experience, values, and contextual understanding. As such, the intervention sought not only to create structured opportunities for reflection but also to address disparities in sport-specific knowledge across individuals.

As evidenced in Chapters 6 and 7, parents' prior experiences differed significantly; some entered the pathway with a background in tennis or youth sport, while others, lacking familiarity with the sport, faced challenges in navigating the nuances and complexities of athlete development. Consequently, the intervention was deliberately not based on assumptions of uniform parental knowledge or shared goals. Instead, it aimed to bridge these gaps by integrating tailored, stage-specific tennis information with a reflective process grounded in CA principles.

Importantly, the program was not conceived as a generic reflective workshop but rather as a dual-faceted intervention combining evidence-informed guidance with structured opportunities for meaningful parental reflection on their child's development. The sport-specific content embedded within the workshop was drawn from the key findings in Chapter 7 and aligned with broader TD literature introduced earlier in the thesis in Chapters 1 and 2. This

integrated approach reflected the overarching objective of supporting informed, values-driven decision-making in a complex and often opaque youth sport context.

8.2.1 Workshop design and theoretical underpinning

The design of the workshop content was informed by established research in sports parenting and TD, as presented in Chapter 2, as well as the empirical findings presented in Chapters 4 through 7. This section offers a concise overview of the theoretical and contextual foundations that shaped the intervention. As highlighted in Chapter 7, parental decision-making, particularly during the early stages of TD, is shaped by a range of contextual influences, including local training environments, national and international competition structures, and socio-economic factors specific to Ireland. A context-specific approach was therefore considered necessary, as many existing interventions and frameworks are based on international or generic models that may not accurately reflect the lived experiences of Irish families. By grounding the intervention in the distinctive realities of Irish youth tennis, the design aimed to ensure that parents were supported in ways that were both relevant and practical. For example, the workshop content addressed issues such as navigating the domestic competition calendar and overcoming challenges associated with sourcing appropriate winter training facilities, both of which emerged as significant considerations for Irish parents within the data.

A key takeaway from Chapter 7 was the significance of understanding individual parental experiences and family values in shaping decision-making. Acknowledging that parents' motivations are influenced by family dynamics and that their needs vary considerably across families, the intervention incorporated personalised reflection opportunities tailored to these differences. For example, building on these findings, Workshop 1 of the intervention encouraged parents to critically reflect on their own goals and aspirations within the context of their child's tennis development. This exercise aimed to foster a deeper understanding of their

personal values and expectations while aligning their objectives with the broader process of TD in the sport. Furthermore, in Workshop 3, parents were introduced to a proximal role model, individuals with extensive experience in tennis, to prompt parents to critically assess, from the perspective of their own family, the level of commitment they were willing to invest in their child's tennis development. This design element drew upon Bandura's social learning theory (1977), which offers a key framework for understanding how role models shape behaviour, especially those regarded as influential figures.

Chapter 7 emphasised that early-stage TD decisions, such as selecting appropriate training environments and organising competition schedules, tend to be more structured and predictable. In response, the workshop element of the intervention prioritised providing targeted support and guidance to parents during the initial stages of their child's athletic development, ensuring they were equipped with the necessary information to make well-informed decisions. Chapters 6 and 7 emphasise the importance of planning for competitions as a central element of the parental role in the TD process. In alignment with this, the workshop design incorporated the concept of nested planning, as articulated by Abraham and Collins (2011), utilising the Tennis Ireland and Tennis Europe competition calendars to guide and structure the decision-making process. As part of the workshop, parents were also tasked with developing a competition plan, requiring them to critically rationalise their choices and decisions.

As athletes progress in their careers, Chapters 6 and 7 illustrate that decision-making becomes increasingly complex, driven by the growing professionalisation of tennis and the greater reliance on professional support services to balance sport and education. A particularly significant decision highlighted earlier in this thesis concerns determining the optimal volume of training at a young age. This decision intersects with the ongoing debate regarding the balance between early specialisation and deliberate practice. Drawing on the research of Côte

et al. (2009) and Ericsson et al. (1993) on the balance between sampling and specialisation, a reflective exercise was incorporated in Workshop 1 to explore the question of how much training is sufficient. Furthermore, as discussed in Chapters 5 and 7, parents frequently base their decisions on early performance indicators, such as rankings and results, despite the substantial financial investments required to pursue these metrics. For example, based on these findings from the study, the intervention presented evidence that challenges the assumption of a direct link between early success and long-term achievement in tennis (Kovalchik et al., 2017; Li et al., 2020); this aligns with the study's finding that parents often rely on unreliable sources of information, such as peers or promotional materials from academies, which can misguide their decisions

Chapters 6 and 7 further revealed that parents' decision-making is influenced by seasonal factors and key decision points throughout the year. Recognising this cyclical nature, the intervention was designed with this in mind, offering basic information on seasonal demands in tennis, such as when decisions regarding training schedules or competition participation are most pressing. This ensures that the intervention is responsive to parents' varying priorities, providing timely and relevant support when needed. Evidence from Chapter 7 was provided, as this provides context-specific evidence on the challenges faced at various times of the season. Throughout the process, principles of the CA approach (Collins et al., 1989) were strategically embedded across the workshops to support experiential learning and reflective decision-making. These principles informed the structure of each session, encouraging participants to engage with real-life decision-making scenarios in a contextualised and collaborative manner. Time for reflection was particularly important, both during and between workshops, where parents were given tasks to complete and prompts to guide their thinking. This iterative process allowed for deeper engagement with the material and fostered the gradual development of more intentional and informed approaches to decision-making.

Further details on the specific application of the CA approach within each workshop are provided below in Table 8.1, and a complete overview is provided in the appendix.

Table 8.1

Summary of Parent Workshops

Workshop Title & Date	Objectives	Key Activities	Theoretical Foundations & References
Workshop 1 Exploring Long-Term Goals and Decision-Making October 6 (95 mins, 10 attendees)	- Investigate long-term goals for children's sport participation. - Analyse principles of long-term athlete development. - Understand parents' role in shaping the sporting journey. - Develop skills using the B5 reflection tool.	- Reflection: Prompted with “What do you want for your child?” to explore aspirations and align with LTAD. - Modelling: A Case video of Judy Murray illustrating decision-making. - Coaching Practice: Discussion of early specialisation vs. diversification. - Articulation: Use of B5 for decision-making and peer reflection.	Sampling versus early specialisation (Côte et al., 2009; Ericsson et al., 1993). Findings from Chapter 7 regarding some of the typical decisions faced by tennis parents. (CA) approach (Collins et al., 1989), The Big 5 (Collins & Collins, 2021).
Workshop 2	- Review the previous session's reflections.	- Modelling: Case study on B5	Abraham & Collins (2011) ; Collins et al. (1989); Tennis

Planning and Competition Structure October 20 (90 mins, 11 attendees)	- Highlight the importance of planning in TD. - Examine competition planning principles.	- application to competition scheduling. - Scaffolding: Reflections on decisions made since the previous session. - Coaching: Introduced periodisation models for U12 players. - Exploration & Reflection: Parents created 6-month plans and assessed long-term fit.	Ireland Competition Planner, (2025); Tennis Europe Competition Planner, (2025)
Workshop 3 Learning from Other Parents and Exploring Career Pathways November 10 (120 mins, 12 attendees)	- Investigate experiences of other tennis parents. - Analyse alternative career pathways. - Learn from diverse parental experiences.	- Modelling: Guest parent shared experiences as a proximal role model. - Scaffolding: Built on prior learning about TD. - Exploration: Research into post-youth pathways in tennis. - Coaching: B5	CA approach (Collins et al., 1989), Early success ranking linked to later success in tennis (Li et al., 2020; Kovalchik et al., 2017). State of play tennis pathways (Cahill, 2024). What makes a grand slam champion? (Oršolić et al., 2023).

		applied to career planning.	
Workshop 4	- Examine	- Reflection:	Collins & Collins (2021); Sport
Reflecting on Sources of Information and Intervention Review	information sources in decision-making.	Revisited “What do you want for your child?” to track change.	Parent EU Resources (2025); British Tennis Parenting Materials (2025).
November 24 (110 mins, 10 attendees)	- Investigate continued B5 use.	- Scaffolding: Parents shared decisions made using B5.	
	- Review intervention impact.	- Coaching: Reviewed decision-making sources.	
		- Intervention Review: Group evaluated B5’s effectiveness.	

8.2.2 Logistics and participant selection

The workshops were held every second Sunday morning starting on Oct 6th, 2024, at the Prodigy Tennis Training Centre, where the participants' children were also training. This arrangement was intended to maximise convenience and support consistent attendance. All sessions were conducted in person, with a constant group of participants attending throughout the intervention. Participants all had children aged 10 to 13 who were competing at the national level. A minimum of 10 attendees was maintained for each session, comprising the same group of parents who had committed to completing the full program. Occasionally, one parent from

a family would substitute for another; however, the participant group remained consistent across sessions. A comprehensive background on the participants is provided in Table 8.2.

Table 8.2:

Participant background information

Pseudonym	Background information
Trevor	Father of a national-level male player who is 11 years old. Age: Fifty. Background: He plays social tennis; his mother is an ex-athlete. Two siblings play tennis The family live in Dublin; his wife has no involvement in tennis.
Norman	Father of a male player, 11 years old. Age: Late forties Background: The father has a tennis background, playing at a good social level. The mother has no involvement in tennis. The family live about 15 minutes outside of Dublin.
Martina	Mother of a female player 11 years of age who ranked in the top four nationally. Age: Early to mid-fifties Background: Good club-level player; the father is competitive in another sport. The family lives 45 minutes outside of Dublin.
Ann	The mother of a 12-year-old female player is ranked in the top six nationally. Currently competing on the Tennis Europe circuit. They have two children who play tennis. Aged: Late forties Background: She plays club-level tennis, and their father is a regular tennis player. The family live in the greater Dublin area.
Andrew	The father of a 10-year-old male player ranked in the top 6 nationally. Age: Early forties Background: The parents have limited sporting backgrounds. Both parents moved to Ireland in the past fifteen years. The family live within the Dublin area.
Karla	Mother of a 10-year-old female player ranked in the top eight nationally. Age: Early forties

	Background: The father was a high-level national tennis player; the mother plays at a good club level. The family live within the Dublin area.
Dermot	Father of a 12-year-old female player ranked in the top two nationally. Age: mid-forties Background: The Father plays tennis at a good club level; he was a competitive soccer player. They have another child, 10, who also plays tennis at a competitive level. The family live in Co. Wicklow.
Lucia	The mother of a 12-year-old female player. The player is currently ranked in the top four nationally. Age: Mid-forties Background: Both parents play recreational tennis The family live in the Dublin area.
Sean	Father of a 13-year-old female player ranked in the top eight nationally. Age: mid-forties Background: The father plays tennis at a club level but was competitive in another racket sport when young. The mother is originally from Eastern European The family lives in Dublin.
Annie	Mother of a 13-year-old boy. Age: Mid-forties The player is currently playing at a reasonable national level. Background: Neither parent has a tennis background; they only started playing when their son showed interest in tennis. They are originally not Irish but moved here ten years ago. Both parents have Eastern European backgrounds, The family live 90 minutes from Dublin.

8.3 Section 2: Examining the Reflective Process

8.3.1 Procedures

Ethical approval was granted by the Institutional Ethics Committee prior to data collection. The participants who attended the workshops were selected from those meeting the inclusion criteria. These individuals were identified through the junior tennis academy, of

which the author is the director, and were contacted via email to invite their participation in the workshops. They were provided with detailed information sheets outlining the purpose and procedures of the study, along with an informed consent form. Participants were explicitly informed that their participation was voluntary and that they could decline to participate or withdraw from the study at any point prior to the anonymisation of the data, without consequence. Each workshop lasted between ninety and one hundred and twenty minutes and were scheduled fortnightly to balance intervention continuity with participant availability. Sessions were designed to be iterative and reflective, allowing parents to apply, discuss, and adapt their decision-making practices in a familiar and relevant sporting environment.

The B5 tool, introduced in the opening Chapter and discussed in greater detail in Chapter 2, was employed as an evaluative framework to assess changes in participants' decision-making over time (Collins & Collins, 2020). This analysis focused on how parents' engagement with the five guiding questions evolved throughout the programme, offering insight into shifts in their reasoning, priorities, and levels of critical reflection. By revisiting these questions at multiple time points, it was possible to trace developments in how parents interpreted challenges, weighed competing demands, and navigated key decisions within the TD process.

8.3.2 Data Collection

Data were collected at two time points, Week 1 (pre-intervention) and Week 4 (post-intervention), using the Big 5 (see Appendix) to explore potential impacts of the intervention on parental decision-making. At each data collection point, two complementary methods were employed. Firstly, verbal paired reflections were utilised, in which participants worked in pairs to apply the B5 to a real-life decision related to their child's tennis development. These conversations were audio-recorded, with each interaction lasting approximately 30 minutes, facilitating an in-depth exploration of reasoning and decision-making processes within a

collaborative context. Secondly, individual written reflections were collected, where each participant independently completed a written application of the B5 framework, reflecting on a separate decision they had encountered. These written reflections provided additional insight into participants' personal reasoning and the extent to which they had internalised the B5 structure.

All 10 participants completed both forms of data collection at the pre-intervention (Week 1) and post-intervention (Week 4) stages. This facilitated comparative analysis to evaluate the extent to which the CA-based intervention supported the development of more structured, reflective, and evidence-informed decision-making practices among parents. Particular attention was given to how parents articulated long-term goals, considered alternatives, identified key influences, and evaluated outcomes, which were all core elements of the B5.

8.3.3 Data Analysis

The data analysis aimed to explore and interpret changes in parents' reflective practice and decision-making from pre- and post-intervention, as influenced by the CA approach. RTA, as developed by Braun and Clarke (2022), was adopted as the principal methodological approach, offering a flexible and interpretive lens through which to engage with both the content and context of participants' reflections. RTA was especially suited to this enquiry, as it allowed for an analysis that could actively understand the experience of the participants and evaluate how meaning was interpreted through reflection rather than simply making sense of conversation data. The analysis was therefore concerned not only with identifying whether participants' reflections changed from pre- to post-intervention but also how their engagement with structured reflection evolved. A dual analytic approach was employed, combining both deductive and inductive strategies. Initially, deductive coding was guided by the structure of the B5 tool itself, which provided a conceptual framework for identifying explicit references

to each reflective component of the questions. This deductive phase enabled the researcher to track surface-level changes in the use of the tool across the pre- and post-intervention datasets, providing insight into how parents engaged with the reflective prompts and whether their application became more structured, critical, or nuanced over time. However, the analysis moved beyond this framework through inductive engagement with the data, which allowed for the emergence of new and unexpected patterns not directly tied to the B5 categories. This phase was critical in surfacing underlying shifts in parents' interpretive frameworks, how they came to understand the decision-making process, the emotional and relational weight of their choices, and the extent to which structured reflection enabled or constrained their thinking. Through this process, the B5 was not treated merely as a checklist of behaviours but as a mechanism for surfacing deeper layers of reasoning, assumption, and uncertainty.

In keeping with the principles of RTA, analysis followed Braun and Clarke's six phases, though in practice these were iterative and overlapping. Familiarisation involved multiple readings of the transcripts and written reflections, beginning only after the complete data set had been collected post-Workshop 4. This sequencing allowed the researcher to engage with the data holistically, paying particular attention to comparative patterns across time points. Initial coding focused both on descriptive content (e.g., direct references to B5 questions) and on more interpretive features, such as shifts in thought processes, considerations of the evidence presented, or the re-framing of earlier perspectives. Throughout this stage, the researcher maintained a reflective journal (Gerstl-Pepin & Patrizio, 2009) to document emergent questions, analytic tensions, and evolving interpretations. These reflections contributed directly to theme development, not as a separate or external exercise, but as an integrated part of the meaning-making process. This reflexive engagement was particularly important given the insider positioning of the researcher and is discussed further in Section 3.

Theme development occurred through my engagement with the data and constant movement between codes, data extracts, and analytic reflections. Themes were generated not simply as summaries of common ideas but as interpretive accounts of how participants navigated reflective practice, how they made sense of the tool, and how it interacted with their evolving experiences of decision-making. Particular attention was paid to areas of uncertainty, contradiction, and change, as these were often the most revealing indicators of transformation in reflective engagement. Later stages of the analysis involved further refinement of themes and sub-themes, including the integration of critical dialogue with the second author. These discussions were instrumental in challenging early assumptions and ensuring that theme names and structures reflected the complexity of the dataset. The final themes were, therefore, not static categories but dynamic insights into how reflection was experienced, resisted, and reconfigured over time. Ultimately, this process generated a set of interpretive themes that provide an overview of how the CA approach improved the participants' reflective practice process and, in turn, their decision-making. These themes are presented in the results section below, supported by illustrative extracts and analytic commentary.

8.3.4 Trustworthiness of the data and reflexivity

Establishing trustworthiness and embedding reflexivity were central to the conduct and interpretation of this pilot study. Particular attention was given to building trust and transparency with participants from the outset. All individuals were fully informed of the study's purpose, the voluntary nature of their involvement, and the confidentiality protocols in place (Sparkes & Smith, 2009). These procedures were essential in creating an environment in which participants felt secure and able to speak openly about their experiences within the HP tennis context.

A key feature shaping the research process was the partial insider perspective of the author, who held a dual role as lead coach in the academy in which the study was situated and

lead researcher on this study (Yin, 2015). This role offered privileged access and a depth of contextual understanding that allowed for rich, situated insights. It also fostered rapport and psychological safety among participants, which in turn facilitated more open dialogue. However, this closeness to the setting necessitated deliberate strategies to mitigate the potential for bias and over-familiarity in the interpretation of data. Reflexivity was embedded throughout the research process to counterbalance this position. The use of a reflective journal served not only to support personal reflexive engagement but also to document key methodological decisions, emotional responses, and evolving interpretations. As noted in qualitative research literature, reflective journals enhance transparency and contribute to the overall credibility of a study (Krefting, 1991; Zulfikar & Mujiburrahman, 2018). In addition, my supervisor played a vital role as a critical friend throughout both data collection and analysis. Regular discussions with my supervisor served to challenge emerging interpretations and ensure that alternative perspectives were explored (Smith & McGannon, 2018). This dialogic process not only strengthened the rigour of the analysis but also functioned as a further check against the influence of personal bias.

During data collection and analysis, participants were regularly asked to clarify meanings, particularly in relation to their use of the B5 framework, thereby enhancing interpretive accuracy. Member reflections also occurred during the final session, where participants had the opportunity to comment on the intervention approach and the B5 tool itself. Several reflected positively on their involvement, noting the value of the approach in supporting their role as tennis parents. Ultimately, the integration of insider knowledge, reflexive awareness, and collaborative sense-making contributed to the development of rich, contextually grounded insights. At the same time, these strategies ensured the research process remained critically reflexive and methodologically robust, thereby strengthening the trustworthiness of the data and its interpretations.

8.4 Results and Discussion

Grounded in a CA approach, this section utilised the "B5" framework to evaluate the extent to which the CA approach supported parents in engaging in more reflective and informed decision-making. At the start of the intervention, participants had no prior experience using the B5 framework as a reflective tool. Data was collected both at the beginning and the end of the intervention, with participants providing both recorded and written reflections. The analysis process generated four main themes, highlighting the changes in participants' application of the tool from pre- to post-intervention (see Table 8.3 for an overview of themes).

Table 8. 3

Overview of themes

Higher order theme	Lower-order theme	Pre-intervention raw data exemplar	Post-intervention raw data exemplar
More Systematic Approach to Decision-Making...	Shift from Reactive to Structured Decision-Making	<i>Put XXX into lots of tournaments without listening to him because we didn't have a plan. (Trevor)</i> <i>In our family, we often just went with the flow; we didn't know any better; we are not tennis people. (Martina)</i>	<i>Last year, we made the decision to go with two plus one, because if he lost the first game, he would still have competition. By the end of the summer, he was dead. He played worse, didn't enjoy going, we went to Tramore, we arrived two hours before he had to play. There was a lot of learning. When it came to planning this year, we marked the weeks! (Dermot)</i>
	Reflective Practice and Evaluative Intentionality	<i>Myself and my husband and I never really chatted about what happened after that, but he would often say to me that it was</i>	<i>Last year, there was competition all through the summer; it was pure focus on the competition. This will be a new calendar we have learned for 2025.</i>

		<i>not the best idea to go here and there, but he has no idea of tennis. (Annie)</i>	<i>(Dermot)</i> <i>The three things that influenced that decision was core family values: u have to finish what you start. Second, let him roam around and not force him, and third, let him figure out what he wanted and let him have fun. (Trevor)</i>
Overcoming		<i>I didn't really think about what</i>	<i>The questions definitely help to make you</i>
Bounded		<i>else I could have done. I guess I</i>	<i>think about things and other ways that</i>
Rationality		<i>just wanted to make the decision</i>	<i>they could be done. (Sean)</i>
		<i>fast as we needed to book flights</i>	<i>Next time, I would contact the academy</i>
		<i>(Ann)</i>	<i>and investigate others to ask what level</i>
			<i>and age they assumed would have a high</i>
			<i>level of players and coaches. However, it</i>
			<i>seemed like older players received better</i>
			<i>coaching, and the coaches were not as</i>
			<i>interested in the younger players. (Ann)</i>
Improved	Deliberate	<i>Needs to find other ways to play</i>	<i>The plan is to eliminate more and go with</i>
Consideration of	Consideration of	<i>with many players, but not as</i>	<i>other options like ten pro. We have some</i>
Options and	Alternatives	<i>many tournaments. I was naive;</i>	<i>booked and are thinking about two more. I</i>
Collaboration		<i>I didn't research. I worked with</i>	<i>was talking to my wife about Tennis</i>
		<i>the system. (Lucia)</i>	<i>Europe, and we are not sure about this.</i>
			<i>(Dermot)</i>
	Collaboration	<i>His coach doesn't have much</i>	<i>Now that we have everything marked, we</i>
	with	<i>interest in performance tennis,</i>	<i>have the idea, and we will discuss it with</i>
	Coaches	<i>so we don't really chat about the</i>	<i>the coach to see what he thinks. That's the</i>
		<i>competitions; maybe we should.</i>	<i>process of the decision. We talk to Noah a</i>
		<i>(Trevor)</i>	<i>bit, then we speak to the coach. (Trevor)</i>
			<i>Her coach was invaluable with the new</i>

competition planner; we sat and hit him.

(Martina)

Improved Use of Evidence- Informed Decision-Making	Reliance on External Input Initially	<i>I was constantly asking people who the right coach was. I assumed that people who were in tennis would know the</i>	<i>I now realise that some people don't know anything either, so I am more careful about who I listen to.</i>

difference. (Karla)

Shift to Evidence- Informed Decision-Making	<i>Sometimes you just need to go with your gut; it is not that easy to choose (Lucia)</i>	<i>We are thinking of going abroad more, but the financing has to be considered. The last time we went to Greece was 7k. It has to be planned who's going to go.</i>

*There is a load of decisions, but we need
to take the planning seriously. (Dermot)*

*The questions definitely help to make you
think about things and other ways that
they could be done. (Dermot)*

Resisting Performance Narratives	<i>You look at other kids travelling to get a Tennis Europe ranking, and you think we must do it, but he is not winning all the time here. (Andrew)</i>	<i>I messed up with it because of ranking. You didn't get into a lot of stuff, so we played to improve our ranking. It is essential to have a ranking to get into a competition, but it's not the most important thing for his long-term game.</i>

(Trevor)

Written Versus Conversational Engagement	Linear and Methodical Written Engagement	<i>First question, the decision was to play a competition in tennis Europe, next question! (Anna)</i>	<i>Are you happy that we have answered that question, and we can move on to the next one? (Aoife)</i> <i>I think we are ok; I don't really see any other options that I feel would work. We can move to the next question (Anna).</i>

Surface-Level Reflection in Written Format	<i>The decision is whether to invest more time or not (B5, question 1, Andrew)</i> <i>I looked at a few other options when deciding (B5, question 3, answer Lucia)</i>	<i>The decision was whether or not to send her to a tennis camp in Europe. She is going into a second year of U-12. We wanted her to play because the standard was high. She was getting into the draw because lots of people were dropping out. We had loads of decisions to make: do we do it or not? We pulled out. My feeling was to let her go. (Lucia)</i>
Conversational Engagement Fosters Depth	<i>Ok Let's move on I think I have answered that question. We are not on question 4 (Exemplar from Dermot of the lack of conversational engagement during the initial conversations)</i>	<i>Do you have another kid? Yes, but he is not at home. Oh, I didn't know that. I can't imagine what it would be like if we had more. Of course, the money is expensive, as are the gear, tournaments, and travel. My husband thinks that if we decide to invest 100 percent or 70 percent, we should do it 100 per cent or not do it at all. (Direct conversation between Andrew and Annie)</i>
Trust and Psychological Safety in Conversations	<i>We could have entered other competitions, but I didn't see the point! Ok are you happy to move on? (Extract from a conversation between Norman and Sean illustrating limited conversational openness and a highly directive interaction style)</i>	<i>What else could we have done? Go or not go, we made a multi-factorial decision. We just ended childcare; she was useless, and we couldn't live with her anymore. I was stressed, logistically taking a bus, and we were managing without childcare. I work in a XXX at the busiest time of the year, which is very hard on the family. (Lucia)</i>

8.4.1 More systematic approach to decision making

The CA appeared to support a progression in quality of parental decision-making, from an initially reactive and ad hoc stance to a more structured and intentional process. This transformation was most evident across the course of the workshops and was evident in the integration of the B5 tool. Importantly, the B5 functioned not only as a tool to measure the effectiveness of the CA approach but also as a reflective framework that provided a structured process of reflection for parents. More specifically, in the early stages of the intervention, decision-making often appeared emotionally charged, intuitive, and lacking in strategic oversight. Trevor, a father of two national-level under-12 players, captured this when he remarked:

We put XXX into lots of tournaments without listening to him because we didn't have a plan, we played as many games, but we rushed the process; when I look back now, we had no idea what we were doing, we were learning as we went along."

By encouraging parents to revisit key dimensions of their role, such as values, aspirations, and constraints, the tool provided insight into both the process and quality of decision-making over time. In doing so, it identified shifts in how parents approached, understood, and evaluated their involvement in their child's athletic development. For example, Andrew, at the beginning of the intervention, described their approach to their child's tennis involvement: "We really never thought that far; we just went with the flow." However, by the final workshop, his perspective had shifted: "We now consider the long-term plan more when we look at what we are trying to do. Of course, we don't know where we'll end up".

Trevor's reflection exposes a tension between perceived parental responsibility and limited guidance within the TD system. His retrospective acknowledgement of being

“unsystematic” suggests a sense of regret but also a developing awareness of how decisions were made under pressure without a guiding rationale. Similarly, Norman’s experience with coaching arrangements highlighted the structural limitations and lack of coherence in decision-making:

Our decision to find a coach fell apart. I am finding the coaching difficult; there should have been one coach in the kitchen. The structure here doesn’t allow one coach. We need to take time and get it right.

Here, Norman identifies a fractured system in which decision-making becomes reactive to external instability. The reference to “one coach in the kitchen” symbolises a desire for coherence and continuity, further illustrating how parents are often left to navigate complex choices without adequate frameworks.

As the intervention progressed, however, the B5 facilitated a shift in orientation from immediacy and reaction to foresight and structure. By encouraging critical reflection on prior decisions, parents began to articulate clearer reasoning and longer-term perspectives. This was evident in session four, where Dermot, whose daughter is a top national under-12 player, reflected: “We did too much competition last year, and by the end of the summer, she was exhausted. This year, we’ll limit it more.” This comment signals a shift toward deliberative, evaluative reasoning, reflecting an awareness not only of outcomes but also of how those outcomes are shaped by parental choices. It demonstrates a more sophisticated engagement with the consequences of over-participation, as well as a willingness to revise future strategies. Likewise, Ann’s comment about a previous mistake in academy selection revealed a shift toward more criteria-based reasoning. “I would contact the academy and ask about the level and age of players.” This reflects a structured evaluation of selection criteria using explicit standards, moving beyond reactive or intuitive choices. Such reasoning aligns with bounded rationality (Simon, 1955, 1956), in which initial decisions are constrained by limited

information and cognitive resources, and shows a progression toward more deliberate, criteria-based decision-making. Across both examples, the language of reflection becomes embedded in the decision-making process itself, a key marker of progression toward a more informed decision-making process.

This shift aligns with broader theoretical insights into decision-making. Tversky and Kahneman's (1974) work on heuristics and biases emphasises the risks of intuitive decision-making, particularly when choices are shaped by recent experiences or the most mentally accessible options. The CA approach and the B5 tool directly countered these tendencies by requiring parents to slow down, consider values, revisit past decisions, and weigh future implications. They functioned as a counterbalance to “mental shortcuts,” instead fostering deliberation and alignment with longer-term developmental goals. In this way, the tool reinforced key dimensions of decision-making expertise identified in previous research (e.g., Mees et al., 2022; Collins & Collins, 2015), particularly the importance of experience, review, and structure.

8.4.2 Improved consideration of options and collaboration

Rational decision-making, as Simon (1955, 1956) proposed is inevitably bounded by available alternatives, the relationships that define the payoffs associated with each choice, and the hierarchy of preferences between those alternatives. In the context of parental decision-making in youth sports, this conceptualisation underscores the importance of not just the options available but how those options are framed, considered, and acted upon. By the end of the intervention, parents demonstrated a marked shift from impulsive, instinctive decision-making toward a more deliberate and systematic approach and, in particular, consideration of options. For example, Lucia, whose 12-year-old daughter opted out of attending a significant European event, reflected on how she weighed a series of competing factors when making this decision:

Another factor we didn't know was that it hadn't been before; it was messy, not straight. We had other children to consider, and then, financially, what would it cost? It's an expensive month (December), but it was lower down on the list of reasons, though we really want her to go.

Lucia's reflection marks a departure from earlier, more spontaneous decisions based solely on immediate needs and lack of alternatives, as stated earlier in session 1, "we didn't really think enough about which competitions" in relation to national competition choices. Furthermore, the consideration of these alternatives was influenced by financial constraints, the welfare of other children, and a deeper awareness of the broader impact of her choice, which signals an evolving decision-making capacity. Also, Annie, whose son is now 13, reflected on how they navigated his early tennis involvement: "We really hadn't a clue about tennis. My husband never played either, so we listened to the other parents in the club to help us, we just didn't know any better". At the conclusion of the intervention, when considering alternatives, many parents demonstrated a growing tendency to consult key stakeholders such as coaches, facilitating a more collaborative approach to evaluating alternatives. Sean's reflection captures this shift: "We'll talk to the coach about future plans before making decisions in case we forget some options; his coach is good to bounce ideas off." This comment reveals an active and intentional effort to engage external expertise, underscoring the shift from an individualistic, sometimes isolated decision-making process to one that values collective input. In contrast, early in the intervention, many parents operated without such dialogue, leading to decisions that were reactive or based on external pressures, such as benchmarking against other families or coaches. For instance, Martina's experience with coaching decisions reveals the limitations of early decision-making:

We weren't sure what to do, so we tried different coaches on a whim to see if they would work; we didn't really think it through; we didn't realise the difference between coaches. We thought once they were qualified, we just did not know.

Martina's reflection illustrates the rationality that characterised early decision-making. Faced with uncertainty, limited information, and no clear evaluative criteria, decisions were made through trial-and-error rather than deliberate judgment. The absence of a structured way to assess coaching quality meant choices were shaped by immediate concerns and convenience rather than long-term developmental thinking. In this sense, the decision process was satisficing rather than strategic. Parents acted with the information and cognitive resources available at the time, but without the capacity to anticipate longer-term implications such as continuity, coaching philosophy, or developmental fit. This reflects the core principles of bounded rationality (Simon, 1955, 1956).

The shift observed in parental decision-making can be attributed to the CA approach and, in part, to the reflective structure provided by the questions utilised within the B5 framework. By the end of the workshops, this tool had helped parents develop clearer criteria, which contributed to a more methodical process. This finding aligns with Collins and Collins (2021), who emphasise the importance of systematically questioning alternatives (Step 3) as a critical step toward better decision-making. Their work supports the notion that reflective exploration of available options, coupled with a more deliberate evaluative process, enhances decision quality from the outset. As parents increasingly engaged with coaches and other key stakeholders, they not only expanded their understanding of the options available to them but also circumvented earlier pitfalls associated with under-informed or impulsive decisions. This highlights the broader impact of the intervention in terms of collective decision-making: the move from individual decision-makers to a collaborative approach that incorporates multiple voices and perspectives.

8.4.3 Improved Use of Evidence-informed Decision-Making

In the first workshop, while using the CA approach during tasks such as discussing the B5 questions, it was apparent that parents' decisions were influenced more by informal advice and social networks than by structured analysis or evidence. This reliance on external input and intuition or “gut feeling” was particularly evident in the reflections of parents like Norman and Trevor, who acknowledged the absence of systematic planning in their decision-making. For instance, Norman remarked:

I need to listen to less parents, as you can't be sure that what they have to say is correct. I mean, how would they know the answers? they are all in the same boat. I find myself listening, trying to learn, but I see them also making many mistakes, so I am not sure if this is the best way to learn.

This quote highlights the heavy reliance on anecdotal advice, a pattern consistent with Simon's (1955, 1956) Bounded Rationality theory. Simon's concept suggests that individuals, when faced with complex decisions, often resort to cognitive shortcuts or heuristics guided by available social influences rather than a comprehensive evaluation of the options at hand. Similarly, another parent, Ann, reflected on her previous assumptions about coaching quality without conducting thorough research, noting:

I worked with the system but didn't really research or investigate anything. To be honest, I was guessing which coach is better, listening to my friends who didn't really know, and I didn't do my research.

This reliance on external cues, without a critical examination of available evidence, supports the notion of heuristic decision-making. Yet her reflection also implies a deeper dynamic in which deference to the system (i.e., ‘working with it’) may serve as a form of self-protection in a space where parents feel underqualified to challenge expertise.

As the workshops progressed and through the introduction of scientific evidence within the CA approach, a noticeable shift in the parents' decision-making became evident. By the end of the intervention, parents began to demonstrate a more informed and systematic approach, integrating insights from the group discussions and the scientific evidence presented during the sessions. For example, Norman, reflecting on the concept of nested planning introduced by Abraham and Collins (2011) stated:

There was a lot of learning. When it came to planning this year, we marked the weeks and have improved our planning. I really found it useful to have a way to plan and know that we didn't need to play every week of the year to get a ranking up.

This comment illustrates a shift from reactive behaviour to intentional planning. More interpretively, it suggests an emerging capacity to resist the dominant performance narrative, one that equates volume of competition with success in favour of a more strategic and sustainable long-term perspective.

This shift in perspective was further supported by the broader literature on evidence-based decision-making. For example, as part of the CA process, parents were encouraged to evaluate their decisions not only based on immediate outcomes but with a focus on long-term development in their children's tennis careers (Oršolić et al., 2023). Dermot summarised this transition when reflecting on the session with the proximal role model:

XXX's dad is saying he is homeschooled, and his long-term goal is to be a top grand slam - level players wow, he is homeschooled. It's a different pathway, the point XXX made, that's why we gave ourselves a timeline of 4 years. We are not in a rush for ranking; we have a different goal, and we don't need to compete each week.

Here, Dermot's shift toward longer planning reflects a deeper reframing of what constitutes success. His reference to homeschooling and a "different pathway" indicates a move away from mainstream benchmarks of progress. This comment also implies that exposure to

alternative narratives during the workshop, combined with scientific evidence, prompted a re-evaluation of assumed norms, revealing how evidence-informed decision-making is not simply about accessing data but about legitimising new ways of thinking.

By the final workshop, the parents' decision-making had moved from a reliance on informal networks and reactive strategies to a more evidence-informed practice, incorporating structured reflections and systematic analysis. This transition underscores the value of reflective frameworks like the CA approach, combined with scientific evidence in facilitating deeper engagement with decision-making processes. The evolving dialogue within the group also suggests that evidence was not passively received but actively negotiated and filtered through personal values, context, and lived experience. In sum, the parents' evolving approach to decision-making illustrates the effectiveness of both the CA approach and the B5 framework in fostering systematic reflection and promoting a more structured, evidence-informed decision-making process. The findings also mirror broader trends in the literature surrounding evidence-informed practices in educational and developmental settings (Rycroft-Malone, 2008).

8.4.4 Written Versus Conversational Engagement in Parental Decision-Making

Reflecting on action (Schön, 1987) during the intervention, as well as verbally, parents engaged with the B5 framework twice through a written exercise. When using the B5 as a tool to evaluate parents' engagement in more reflective and informed decision-making, an interesting pattern emerged in how participants engaged with the written format compared to conversational reflection. While both modes showed evidence of growth in reflective capacity, the written engagement revealed specific tendencies that offer valuable insight into the reflective processes fostered by the intervention.

Participants were more likely to engage with the B5 process in a linear and methodical manner when completing the written version. For example, in response to Question 1 (*What*

happened / What did you do?), Sean wrote, “I made the wrong decision on which academy to go to.” Similarly, in response to Question 4 (*What would have made you choose one of the other options?*), Karla wrote, “If I had more money to spend on tennis. These examples highlight how the structure seemed to guide parents toward a more procedural, step-by-step form of reflection.

By the end of the intervention, their written responses included more specific considerations and references to ideas or knowledge encountered in the workshops, suggesting an increased capacity to incorporate external information into their reasoning. However, the nature of the engagement remained more descriptive than analytical. Participants often responded to each step with care but without interrogating the emotional or psychological drivers of their decisions. For example, Sean’s written account of a decision to arrange new training sessions for his child reflected this structured but emotionally reserved pattern:

Better coaching and the quality of the coaching in the club is what we need. What we have now is not what we really need for her at this stage. It was fine when she started, but we needed to move on, so this made us choose. It wasn’t easy, but it has to be done. Of course, we will need to travel more.

Here, Sean demonstrates a clear rationale for his decision, outlining both the need for higher-quality coaching and the logistical consequences of that choice. However, the account focuses on the what and how, rather than the why. For example, identifying what values or beliefs might have shaped this judgment, or what emotions were involved in navigating the decision to disrupt routines or relationships. These emotional elements were less evident in the written data, suggesting that while the tool helped scaffold systematic thought through the use of the questions, it did not necessarily draw out the fuller interpretive richness of the decision-making process. A similar pattern is seen in Andrew’s reflection on moving his child to a different tennis club: “We have to move, it’s time. Maybe if the other clubs were closer to us, so we

would travel less, this would have made us choose another option.” Although the logistical concern is noted, particularly the time spent travelling to other training, the reflection is brief, with little elaboration on the contextual or emotional significance of the shift. The written B5 activity thus created space for structured responses but did not always encourage parents to dig beneath surface-level reasoning.

In contrast, conversational engagement within the workshops, particularly in paired discussions, fostered more expansive and interpretive reflection, aligning with the 'exploration' principle of CA by encouraging participants to articulate, question, and examine their thinking in less structured, peer-driven interactions. As trust developed over time, parents became increasingly open with one another, positioning themselves not only as co-learners but as “critical friends.” These interactions catalysed deeper insight, often triggered by probing questions from peers. For instance, during a pairing between Sean and Dermot, who had not met prior to the workshops, Dermot asked Sean to: “Tell him a bit more about that answer.” and elaborated to ask him to “what do you think of that now” This seemingly simple prompt encouraged Sean to unpack the meaning behind his decisions further than he had in his written reflection, indicating that trust, even when newly established, could serve as a powerful enabler of deeper analysis. Similarly, Martina’s exchange with Anna during a discussion about sending her child to an international academy further illustrates this shift: “How could you be sure of the next step without going?” Here, the question challenges Anna’s assumptions and prompts a more critical reconsideration of risk, certainty, and preparedness dimensions that were rarely explored in the written exercises. Such exchanges reflect a more relational and interpretive engagement, where parents moved beyond linear reasoning to interrogate their underlying motivations and dilemmas.

This duality presents an important methodological insight: reflective practice in TD parenting, while using a CA approach, may benefit most from an integrated approach that

values both the clarity and rigour of structured frameworks like the B5 and the interpretive depth afforded by dialogical reflection. As Savolainen et al., (2013) highlight in their work on organisational trust, the presence of psychological safety enables more open, nuanced exchanges, an effect clearly mirrored in the shift observed within the intervention. Therefore, integrated into a CA approach, the B5 was not only a tool for reflection but a window into how different formats shape the depth and nature of parental engagement with their decision-making processes.

8.5 Section 3: The insider perspective: exploring the practical value of this approach

In addition to serving as a tool for session-by-session reflection, the reflective journal functioned as a critical space for preparatory thinking, enabling engagement with my assumptions, expectations, and intentions ahead of each session. At the conclusion of the intervention, I sought to translate these experiences into a form of transferable learning by synthesising key insights from my reflections. These are presented below as a series of themes that offer an insider perspective not fully captured through participant data alone. Reflective practice, as conceptualised by Dewey (1933), involves a sustained and deliberate effort to engage in thoughtful consideration of one's actions, motivations, and decisions, an approach that fosters ongoing personal and professional development. This conception is closely aligned with the principles of qualitative inquiry, where the researcher plays an active and reflexive role, continuously interrogating how their positionality, experiences, and interactions shape the research process and its outcomes.

In this study, the use of a reflective journal provided an essential medium through which I could engage critically with the unfolding intervention both as a facilitator and as a researcher operating within a shared professional context. The journal offered a means of capturing the subtleties and tensions experienced during the implementation of the CA, allowing for reflexive engagement both during and after each session. This practice is consistent with

Schön's (1987) model of reflection-in-action and reflection-on-action. Schön's (1987) work on reflective practice provides a foundational lens for understanding decision-making in professional contexts. He distinguished between "reflection-in-action" and "reflection-on-action," concepts that align with critical reflection and have been widely adopted in coach education. Throughout the intervention, the journal was updated regularly, offering a record of evolving understanding, emerging insights, and moments of critical questioning. In doing so, it enabled a more nuanced interrogation of my role within the research process and offered a complementary layer of meaning-making that enriches the findings presented in the earlier sections.

Figure 8.1 *Visual representation of my reflective process from an insider perspective*



8.5.1 The insider-outsider perspective of facilitating a CA approach

This section aims to examine the practical utility of this approach from the practitioner's perspective, assessing its effectiveness and practicality. Serving as the facilitator or expert, my task involved weaving theoretical elements together within a cycle of planning, monitoring, and evaluating to support parents on their journey (Porcaro, 2011). Given my past experiences in tennis and knowing these parents personally, there was an evident insider role I inhabited within the intervention. Insider research can be described as research in which the researcher is doing research on, with, or for a person, group, or community with which they share characteristics that are relevant to the research (Yin, 2015). This insider position provided distinct advantages, such as establishing rapport with participants, easy access to them, and a deeper understanding of social norms, especially in the context of tennis in Ireland (Chavez, 2015). However, this also led to an ongoing internal dialogue about the balance between facilitating reflection and sharing personal experiences.

The CA approach (Collins et al., 1989), together with the B5 (Collins & Collins, 2021), encouraged participants to critically reflect on their own decisions, yet there were times when I felt compelled to offer direct insights or share personal experiences to expedite the learning process. For example, this was particularly noticeable in the debate about training hours and early specialisation (e.g., Baker et al., 2009; Kliethermes et al., 2020), where opinions among parents, even those with children at similar developmental stages, were starkly divided. Some parents strongly advocated for early specialisation, believing that focusing their child's training exclusively on tennis would ensure long-term success, while others expressed concerns about the potential developmental risks of such an approach, in line with Oršolić et al. (2023).

Given my coaching background, I was keenly aware of the potential dangers of early specialisation, including burnout in tennis (Andrade et al., 2019) or the risk of injury from overtraining (Christianingsih et al., 2024). However, my personal beliefs regarding youth

development, which prioritise enjoyment and gradual commitment, conflicted with some of the views expressed by participants. In navigating these tensions, I can relate to Kanuha (2000)'s assertion that an insider researcher is both subject and object of the study, often occupying a liminal space of 'insiderness' and 'outsiderness'. This insider perspective, while invaluable for its methodological advantages, also created moments of inner conflict, particularly when I struggled to draw the line between coaching and telling. On the one hand, I wanted to facilitate critical self-reflection among the parents, but on the other, my own coaching experience led me to feel strongly about sharing personal insights to guide their decision-making.

To address this internal tension, I sought external feedback on my facilitation approach. I invited a critical friend (Smith & McGannon, 2018) to observe my session and provide feedback on whether I was being too directive in my approach to facilitating the delivery of the program. This external perspective allowed me to reflect on how I was adhering to the core principles of CA, particularly in terms of scaffolding and modelling, and it provided valuable insights into how I could balance guiding reflection with avoiding overly instructive behaviour. The feedback process and the ongoing reflective cycle within the intervention enabled me to adjust my approach to foster a more inclusive and balanced learning environment. In sum, reflecting on the intervention and my role within, the tension between facilitating self-reflection and offering evidence-informed advice raised important questions about the balance between encouraging participants to engage in self-discovery and providing them with direct insights. This balance is critical for ensuring that the intervention supports not only learning but also the development of independent thinking among participants.

Facilitating a CA underpinned intervention program requires a distinct and nuanced skill set. At the heart of this approach is the capacity to influence reflection through purposeful and responsive questioning, an ability that relies on deep listening, sensitivity to context, and the discernment to structure dialogue in ways that foster meaningful insight. This is not a

generic skill, and it is unlikely that someone could assume this role effectively without prior experience or relevant training. My own background as a coach educator, combined with academic experience in executive training, significantly shaped my ability to guide reflective processes within the intervention. These domains provided a foundation for developing the relational and pedagogical skills needed to navigate complex conversations, frame questions that both support and challenge, and hold reflective space without directing outcomes. Without such expertise, there is a risk that participant reflection remains either surface-level or overly managed, thereby diluting the developmental intent of the cognitive apprenticeship model. As such, the success of this approach is not solely dependent on content or structure but also on the facilitator's ability to animate the process with credibility, empathy, and pedagogical precision, which are essential considerations when designing and implementing such a programme.

8.5.2 Assessing the CA approach: Critical analysis of my perspective of the intervention

In CA, one of the central aims is to make expert knowledge, particularly tacit knowledge, explicit to learners (Matsuo & Tsukube, 2020). This is exemplified through articulation tasks, as discussed by Shanahan et al. (2011), which demonstrates how experts' thinking processes differ from those of novices. By using the "think-aloud" process, these differences become apparent and offer insights into how experts approach problems. Reflecting on my role as a facilitator within the CA framework, I began to recognise the complex interplay between the structured aspects of the model and the dynamic, often unpredictable nature of group interactions, which played a significant role in the success of the intervention.

While the CA model emphasises essential components such as modelling and scaffolding (Collins et al., 1989), I quickly learned that the group dynamics were as important as the content being delivered. In the early stages of the intervention, dominant personalities, particularly those with extensive tennis backgrounds, tended to overshadow quieter

participants, inadvertently shifting discussions away from the intended focus. In line with Shanahan and colleagues (2011) findings on how experts think differently than novices, I could see that more experienced sports parents think differently; however, in my experience with this pilot program, the ‘expert parents’ did not just show greater knowledge; they appeared more confident to articulate it within the group. This was especially noticeable during the Articulation phase, where participants were encouraged to vocalise their insights and reflections. The CA model, which strives to promote self-discovery through guided reflection, hinges on equal participation. However, the group members' unequal contribution hindered the achievement of this goal.

This imbalance in participation presented an interesting challenge. It required me to reflect on my role not only as a facilitator but also as a researcher, striving to create a learning environment that encouraged all participants to engage actively. In response, I implemented a more structured, time-limited feedback system, which provided every participant with an equal opportunity to contribute. This approach allowed me to maintain the integrity of the CA model, while also fostering a more balanced and inclusive environment for reflection. The experience reinforced the need for adaptability in my role, highlighting how the learning process, particularly in group settings, can be profoundly shaped by the facilitator’s ability to respond to participants' needs.

The evolving needs of the group also raised broader questions about how to personalise the intervention effectively. The CA approach, by its very nature, demands context-specific learning strategies tailored to the individual learner’s needs. In a small group, this personalised approach was feasible, but this experience prompted me to reflect on how CA techniques can be adapted to larger or more varied groups where participants have varying levels of prior knowledge and experience. Moving forward, the challenge will be to find ways to maintain personalised support while balancing the needs of diverse learners. In sum, this reflective

process reinforced the importance of flexibility and responsiveness within the CA framework. While the structured elements of the model are crucial, the intervention's success also depended on my ability to adapt and tailor the intervention to the specific needs and dynamics of the group.

In the CA model, one of the key components is the "modelling" phase, where the expert demonstrates the actions required to solve a problem and explicitly makes the thinking behind those actions. Role models serve this exact function by offering real-world examples that learners can observe and apply to their own experiences. Bandura's social learning theory (1977) provides a foundational understanding of how role models, particularly those seen as significant figures, influence others. He argued that people learn not only from their own experiences but also through observing others. Although not specific to sport parenting, this principle is particularly pertinent within the sports context, where role models can deeply shape the learning and decision-making processes of others (Mutter & Pawlowski, 2014; Lines & Lines, 2010).

During session three, a parent who acted as a role model particularly stood out to me. Reflecting on this experience, I realised the profound impact of having a proximal role model, somebody that the participants could connect with, who came from the same training environment and had faced many of the same contextual decisions. These decisions were shaped by various macro, meso, and micro factors, as discussed in Chapter 7. For example, the role model shared insights into managing school timetables and the specific challenges of pursuing tennis in Ireland a context that many parents could relate to. The proximity of the role model's experiences made the learning feel more tangible and relevant, as the guidance provided was not theoretical or abstract but firmly rooted in real-life challenges and decisions. The conversations that emerged from hearing this role model's experiences were both thought-provoking and led to deeper discussions among parents about their own roles and choices. This

proximity, where the role model's challenges mirrored those of the parents, created a safe and open space for exploration and reflection, which is a central tenet of the CA approach. Parents felt more comfortable sharing their struggles, knowing they were receiving guidance from someone who truly understood the unique challenges they were facing. This created an environment conducive to genuine learning and self-reflection.

Moreover, the role model's clear mission to produce a world-class tennis player offered a contrasting but equally valuable perspective. Their focus on long-term success and dedication was evident from the outset. While this might have seemed like a more singular, goal-driven approach compared to some other participants, it highlighted the importance of offering diverse examples. This contrast reinforced how the decisions parents make and the content they engage with, such as the B5 framework, are deeply influenced by their personal goals and circumstances. For example, the decision-making process for parents aiming for their child to become a professional athlete will differ significantly from those whose goal is for their child to compete at a junior national level. Such distinctions influence the financial investment, time commitments, and family sacrifices involved. Thus, decisions around a child's development can often be traced back to the overarching objective that parents have for their child, the athlete, and their family.

Although the study advocated for an evidence-informed approach linked to reflection (Nevo & Slonim-nevo, 2011; Taylor et al., 2023), it became evident that some crucial aspects of parental decision-making lack robust, evidence-informed research. This gap in research further underscores the value of having proximal role models, like the parent in this session, who provide practical, experience-informed insights that may not have been formally studied but are nonetheless invaluable. For instance, the role model shared a practical tip about booking return flights from competitions on Thursdays. This strategy, designed to allow for flexibility depending on whether the child wins or loses, significantly impacts parents' travel planning

and budgets. While such advice may not be documented in research, it holds significant practical value for parents navigating similar situations. In the context of CA, when faced with complex decisions, the guidance of someone relatable and accessible can greatly enhance understanding. Overall, this real-world insight made the learning process more accessible and deepened my understanding of the practical lessons that can be gained from others' experiences, even when they lack formal evidence. It reinforced the true value of role models within the CA approach.

8.5.3 Future perspective of using the CA approach for sport parenting

One of the key insights that emerged from the intervention was the value of accelerating parental learning through an evidence-informed, context-sensitive approach. Parents often enter the sporting domain with varied backgrounds ranging from sport to business yet are quickly faced with complex and often career-defining decisions on behalf of their children. It cannot be assumed that all parents possess the experiential knowledge required to navigate these challenges effectively. In this regard, the acceleration of contextualised knowledge, tailored to the age and stage of the child, proved to be a meaningful component of the intervention. Nonetheless, this raises a reflexive question about the long-term utility of such a narrowly staged model. While the intervention was designed with a stage-specific focus supported by a proximal role model who was also parenting a child of similar age, there remains a compelling case for incorporating a future-oriented dimension. Equipping parents not only for the 'now' but also for the transitions and developmental shifts ahead could provide a more robust foundation for reflective decision-making. Future iterations of this approach might benefit from a dual-layered design that combines present-focused learning with anticipatory guidance.

A particularly resonant theme that emerged throughout the intervention was the concept of the 'heat of battle', the emotionally charged, high-stakes moments that occur during

competition, particularly around seemingly mundane but psychologically significant events such as the car journey home. While the intervention was situated within a training centre and allowed for structured reflection, it did not engage directly with parents' lived experiences during competitions. In line with Schön's concept of "reflection-in-action," future interventions might consider integrating live, in-situ support at competitions. This could facilitate a more embodied form of reflection, helping parents navigate emotionally intense scenarios such as watching their child compete, offering support mid-match, or managing post-match communication. These real-time decisions are often more reactive and emotionally charged and deserve specific attention in a parent development framework.

The specificity of the intervention focused on tennis parents whose children were at a similar developmental stage, offering clear advantages. Shared contextual knowledge, a common cultural framework (e.g., the Irish tennis landscape and school system), and the relatability of the proximal role model all contributed to an environment conducive to open dialogue. However, this homogeneity may also have limited the potential for broader learning. A more diverse cohort incorporating parents of children at different ages or stages of sport participation, including those who have exited the pathway, might offer rich, future-facing insights. Moreover, the inclusion of parents from other individual sports could serve to disrupt tennis-specific assumptions and bring fresh, comparative perspectives. Broadly speaking, while the strength of the proximal approach lies in its relevance and relatability, it may also benefit from greater diversity. Including diverse experiences may enhance the CA by challenging normative beliefs, introducing alternative parenting strategies, and fostering a more adaptive and resilient parental mindset. Striking a balance between contextual relevance and cross-contextual enrichment may be a fruitful direction for future applications of the CA in sport parenting.

8.6 Discussion

Grounded in a CA approach, the aims of this pilot study were threefold: Firstly, to develop and pilot a parent intervention underpinned by CA. Secondly, utilising the B5 framework to evaluate the extent to which the CA approach supported parents in engaging in more reflective and informed decision-making. Thirdly, to examine the practical utility of this approach from the practitioner's perspective, assessing its effectiveness and practicality. The design of parental support interventions remains a developing area within the field of TD (Burke et al., 2021), though recent advances in tennis (e.g., Thrower et al., 2023; Thrower et al., 2017) demonstrate a growing interest in this space. The initial findings from this pilot study contribute to this emerging body of work by exploring the use of the CA as a foundation for supporting sports parents. While the changes cannot be solely attributed to the intervention, the intervention showed promise not only in its structure but also in its potential to facilitate deeper, more reflective parental engagement. Drawing on broader applications of the CA in clinical education (Pinelli et al., 2018; Stalmeijer et al., 2009), virtual learning environments (García-Cabrero et al., 2018; Rodríguez-Bonces & Ortíz, 2016), graduate education (Minshew et al., 2021; Exter & Ashby, 2019) and recently in coach development (Mees & Collins, 2025), this pilot sought to examine whether the same principles could be usefully applied to the sporting parent context. Initial findings from the design of this intervention were that sport parenting can benefit significantly from a CA approach when combined with sport-specific, context-sensitive research. While a CA was often used in environments where users possess a shared baseline knowledge, as seen in Chapters 6 and 7, sports parents bring a much wider range of familiarity and experience to the process. This variability was effectively accommodated by integrating CA principles with evidence-informed content, creating a flexible yet robust scaffold for reflection. This structure not only supported diverse parental needs but also facilitated the rapid acquisition of foundational knowledge for those with limited prior

understanding. By embedding sport-specific research and reflective practices, such as those employed in parenting interventions by McMahon et al. (2018), Thrower et al. (2019) and Azimi & Tamminen. (2022), this intervention enhanced both the accessibility and contextual relevance of the CA for sports parents. While these earlier studies adopted reflective methodologies to support parental engagement and decision-making, they did not apply the CA as a guiding framework. In sum, the CA approach operationalised through a structured, evidence-informed process offers a novel and promising mechanism for fostering meaningful parental reflection and supporting more informed, developmentally appropriate decision-making for their child.

The second phase of the intervention focused specifically on whether this CA-supported design could facilitate more reflective and deliberate parental decision-making. Encouragingly, participants demonstrated noticeable progress over the four-week period. Early reflections were often descriptive and ad hoc and lacked structure. In contrast, later contributions revealed a more systematic and evaluative approach, including the consideration of alternative actions and the more consistent use of relevant evidence. These developments align well with the overarching aim of the intervention: to promote thoughtful engagement with one's role in the athlete development process. An additional insight to emerge was the differing effects of written versus verbal modes of reflection. Verbal reflection in pairs appeared to foster greater emotional presence and richer, more nuanced explorations of decision-making. In contrast, written reflections often encouraged greater adherence to a reflective process but sometimes lacked emotional depth or complexity. These contrasting strengths suggest that using both formats in tandem may offer a more balanced and holistic approach to parental reflection.

A further key finding was the evolving role of the B5 framework. Initially introduced as an evaluative tool, it proved to be a valuable mechanism through which parents could structure their reflective engagement. Particularly when used across both written and verbal

formats, the framework supported a more deliberate and structured exploration of the complexities surrounding their child's sporting journey. This reflects Collins and Collins's (2021) contention that the B5 operates as a valuable framework for structuring and enhancing reflective practice, ultimately supporting more intentional and context-sensitive decision-making. Importantly, this study does not advocate for the exclusive use of the B5 in intervention design. Instead, the findings point to its utility beyond evaluation, offering structure, stimulating critical thinking, and supporting reflection as part of a broader, more nuanced approach. In this way, the B5 should be seen not as a prescriptive solution but as one valuable component within a multi-layered intervention strategy.

The insider perspective provided critical insights into my role as a facilitator, particularly the challenges of balancing personal experience with the CA model's emphasis on fostering self-reflection. While my insider position offered advantages, as mentioned earlier, this tension highlighted the importance of consistent self-reflection during and after the process (Schon, 1987). Group dynamics further influenced this process. Varying participation levels underscored the need for careful structuring to ensure equal engagement. The introduction of a time-limited feedback system helped create a more inclusive and reflective space, fostering balanced interaction and encouraging diverse contributions. This experience also underscored the complexities of adapting the CA approach to different group sizes. While the model was manageable in smaller groups, scaling the intervention to larger groups with diverse experiences posed challenges. Additionally, the use of a role model proved invaluable in grounding the learning process with real-world, experience-based insights. These role models, whose experiences aligned with the parents' challenges, highlighted the value of role models in the CA framework, particularly when formal research is limited, and emphasised how combining expert knowledge with lived experiences can enhance the learning process.

Future research could expand upon this pilot study by employing a longitudinal design to assess the enduring effects of such an approach to supporting parents in sports, exploring short-term outcomes and the long-term evolution of parental decision-making and its influence on athlete development. A key direction would be to diversify the sample to include a broader range of parents from different demographic backgrounds, such as varying levels of tennis experience and different sports and cultural contexts, which would enhance the external validity and generalisability of the findings. Additionally, comparative studies could be conducted to evaluate the CA model against other parental support frameworks, such as parent education workshops or mentorship programs, thus elucidating its relative efficacy. Moreover, incorporating technology, such as decision-support apps or online platforms, could facilitate the widespread adoption of the B5 tool, enabling real-time data collection and feedback. This would enhance the intervention's scalability and provide an opportunity for iterative refinements based on user feedback. Another consideration, as highlighted in the insider reflections, is the potential value of implementing elements of the workshop *in the heat of battle*, that is, during live events where parental decision-making and emotional responses are most actively engaged. Finally, as mentioned earlier, integrating this model into coach training programs as a means to support parents could create a more holistic, sport-wide ecosystem that aligns coaching strategies with parental involvement, thus promoting a unified approach to athlete development.

8.7 Conclusion

This pilot study offers a novel contribution to the evolving area of parental support in TD by demonstrating the potential of a CA approach, supported by the B5 framework, to foster more reflective and informed decision-making. The integration of CA principles with sport-specific evidence created a context-sensitive and flexible intervention that was both

theoretically grounded and practically relevant. While the intervention's impact should be interpreted cautiously, given the small scale, the progression in parental reflections underscores its promise. Insights from the practitioner's perspective highlighted the opportunities and complexities of enacting such a model in real-world settings. Future research should build upon these findings by examining the long-term impact of CA-based interventions, expanding to more diverse populations, and exploring integration within diverse settings, such as during competition. In doing so, the field can move toward more holistic and developmentally supportive programs for sport parents and practitioners alike.

8.8 Limitations

This pilot study is not without its limitations. While the intervention was intentionally tailored to the specific context of Irish tennis, the aim was not statistical generalisability. Instead, the study offers forms of qualitative generalisability more appropriate to intervention research (Smith, 2017), namely naturalistic (through resonance with parents in similar settings) and analytical (through demonstrating how the CA can inform parent-focused programme design). Thus, the findings are not universally replicable, but they may be transferable to other youth sport contexts where parental decision-making is central. However, this sample may not fully represent the diversity of tennis parents in terms of socio-economic status, parents of athletes at various stages of development, or levels of tennis experience. Additionally, the study's relatively short-term nature restricts the ability to assess the long-term impact of the approach on both parental decision-making and athlete development. Moreover, relying on self-reported data can introduce biases, such as social desirability bias, where participants might adjust their responses to align with perceived expectations. Additionally, the Hawthorne effect (Adair, 1984) may occur, where participants alter their behaviour simply because they know they are being observed. These factors can influence the accuracy of effect estimates in

clinical trials. These limitations highlight the need for larger, more diverse samples, longer study durations, and more robust research designs to better understand the efficacy and broader applicability of this approach.

Chapter 9: Discussion, Practical Implications and Future Directions

9.1 Introduction

This thesis has been informed by a pragmatic approach to research (Giacobbi et al., 2005), which emphasises the importance of evidence-informed decision-making in TD. In an increasingly data-driven world, research must provide not only theoretical insights but also practical recommendations that can be applied within the domain of TD. As a practitioner within the field, I recognise the necessity of moving beyond anecdotal evidence and hearsay, acknowledging the importance of empirically grounded approaches. While the existing body of research has illuminated various aspects of TD, certain areas remain underexplored, particularly when considered within the specific context of this study.

The importance of contextual understanding is a central theme in both my research and applied practice, with both highlighting the intricate and multifaceted nature of TD within tennis. As discussed in Chapter 2, while there is growing recognition in the literature of the complexities surrounding TD, much of the existing research pertains to populations or environments that may not be fully transferable to the specific context in which this study was conducted. In this regard, NGBs, as key system regulators of the TD pathway, are responsible for shaping the trajectory of the sport from grassroots development to high performance.

Effectively understanding and supporting the TD pathway is critical for NGBs to nurture high-potential young athletes, guiding them from junior development to elite senior competition, thereby ensuring the long-term sustainability of representative teams at the highest levels. While policies, structures, and organisational cultures within NGBs play an essential role, making significant changes to these elements is often challenging in the short term, especially for systems without an entrenched culture of TD, well-organised structures or financial limitations. This underscores the importance of understanding the contextual

influences, which, as discussed throughout this thesis, are often resistant to change in the immediate future.

Despite the well-established understanding of key features of effective TD environments (e.g., Martindale et al., 2005; Henriksen et al., 2010a, 2011), this thesis emphasises the need for a more nuanced approach in the sport of tennis. Specifically, it highlights parents' critical role in the TD process. Of course, this is not assuming that all parents have had a positive influence on their child's career (Jeanfreau et al., 2020). Given this, supporting and engaging parents effectively in the TD pathway has the potential to create more immediate and sustainable success within tennis environments, making it an essential consideration for policy and practice moving forward.

9.2 Implications for Literature

9.2.1 Research gaps

Chapter 3 analysed TID peer-reviewed research from 2002 to 2022 to understand how TD literature has considered context. More specifically, using TID as an exemplar of TD, it sought to understand the research attention received, consider contextual variables (geographical location, type of sports, and age of participants), investigate methodologies used, and examine the specific research focus. This Chapter makes a significant contribution to the literature and adds to that of Baker et al. (2020) by highlighting key gaps in peer-reviewed studies from 2002 to 2022, revealing that most TID research has been concentrated in a few countries with similar socio-cultural backgrounds, such as the UK and Australia. This has significant implications, particularly when considering the discussion in Chapter 2 about the challenges of implementing strategic policies across different contexts, as highlighted by Khasnis, (2022).

Furthermore, TID studies primarily focus on team sports like soccer, while individual sports, such as tennis, remain significantly underrepresented despite their extensive global participation. While soccer and other team sports receive considerable attention due to their widespread popularity and established infrastructure, individual sports such as tennis often rely on research findings from other sports despite global participation. This reliance is problematic, as the conclusions drawn in team sports may not directly apply to tennis's unique circumstances. Furthermore, a significant issue is the overrepresentation of adolescent participants in TID studies, with a limited focus on younger athletes. This finding neglects the practical realities faced in tennis, where children are routinely selected for national developmental programs from a young age (Unierzyski, 2011; Seibold, 2010), with rankings and competition placements often serving as prerequisites for progression to subsequent stages of the talent pathway.

As discussed in Chapter 2, similar to other work in TD (e.g., Collins et al., 2019; Baker et al., 2019), this study highlights the prevalence of descriptive retrospective designs, as only a small percentage (10.04%) utilised a longitudinal approach. Furthermore, TID research from 2002 to 2022 strongly favours a quantitative design, as 90.3% of studies utilised a quantitative method. While retrospective studies are time-efficient and cost-effective, allowing for larger sample sizes, they may not capture the complete picture of dynamic processes like TD, which is constantly evolving. Additionally, these studies are inherently prone to recall bias and suffer from limited generalisability (Mann, 2003).

From a pragmatic perspective and in light of the research-to-practice divide discussed in Chapter 3 and by other researchers (e.g., Collins et al., 2019; Baker et al., 2019), only a minority (20.8%) of studies explicitly aimed to demonstrate how their findings could be practically applied in the context where the study was conducted. Applying findings to practice, this suggests that most studies fail to offer clear, actionable insights for real-world application

in the context of the research. This lack of practical guidance potentially limits the value of the findings, as they may not effectively address or solve the specific challenges faced in those environments. Without explicit guidance on how results can inform practice, such research may struggle to address the specific challenges faced in applied settings. Greater emphasis on contextual application could foster more meaningful, practice-relevant innovations and help bridge the persistent gap between research and practice.

9.2.2 Contextual influences on tennis development

To deepen the understanding of the contextual influences on tennis TD, as outlined in the introduction, the second aim of this thesis was to explore the specific challenges encountered by developing tennis nations in their pursuit of elite-level competition. More specifically, the study in Chapter 5 aimed to consider how meso and macro-level factors influence micro-level TD practice in two emerging tennis nations from the perspective of key stakeholders involved in the design and delivery of the TD system. This study contributes significantly to the existing literature on tennis policy by presenting detailed findings from two diverse emerging tennis nations. Expanding on the work of Brouwers et al. (2015a) which identified key contextual influences in more developed tennis nations, such as cultural, historical, and institutional elements that shape sporting success in tennis; this research emphasises the strategic complexity of TD within less developed tennis nations.

At a strategic level, the findings indicate that an effective TD strategy requires clear communication of purpose between senior management, coaches, and parents to ensure coherence across all levels of the system. The clear absence of strategic direction noted in both Tennis Ireland and Tennis Malaysia resulted in a lack of shared mental models regarding the purpose of the TD system, which led to incoherence within the development pathway, similar to findings from other researchers, such as Pankhurst et al., (2013a) in tennis and Martindale, (2007) regarding the general TD process.

The study also reveals that meso-level challenges, such as a lack of performance coaches, limited international competition, and a focus on selecting high-ranking youths, hinder player development. Similar to previous findings (e.g., De Bosscher et al., 2006; Henriksen et al., 2010a; 2010b), the study also highlighted that macro-level factors such as tennis culture, educational pathways, and traditions of success exert significant influence on tennis TD and are challenging to modify in the short term. More notably, the study underscores the crucial role of parents in the tennis development system.

The study suggests that, when examining the results as a whole and identifying opportunities for nations like Ireland and Malaysia to bridge the gap with leading tennis countries despite limited resources, parents represent a key, yet often overlooked, opportunity for impactful intervention. Although NGBs serve as the system's controller, the success or failure of athletes ultimately depends on the crucial role parents play in their child's development. Parents, as key decision-makers, provide essential support, and their involvement is often pivotal to the success of athletes, especially in systems with limited institutional support (e.g., Harwood & Knight, 2009; Knight & Holt, 2013; Harwood et al., 2019). For example, many successful players from Ireland and Malaysia have emerged as outliers, primarily due to parental initiative rather than innovative NGB policies. Therefore, a more systematic and context-specific approach to supporting parents roles is essential, as their decisions shape their children's athletic development (Harwood et al., 2019).

9.2.3 Parental roles

Building on the findings in Chapters 4 and 5, adopting a parent-centric perspective, Chapter 6 explored how parents perceive and experience their roles in supporting top-ranked Irish tennis players and how their role evolves over time. Our findings align with previous research, highlighting the multifaceted role of tennis parents in supporting their children's development through significant commitments and sacrifices (e.g., Thrower et al., 2022; Gould

et al., 2016). Furthermore, in line with the work of Fredricks and Eccles (2004), tennis parents act as providers, offering logistical, emotional, and financial support, often making personal sacrifices. As interpreters, they help frame challenges positively and provide emotional support without external pressure. Additionally, parents serve as role models, demonstrating dedication and sometimes even taking on coaching responsibilities.

This study offers a unique contribution to the literature by providing a nuanced, longitudinal perspective on the evolving role of parents in the development of elite junior tennis players. While prior work has explored longitudinal dimensions of parenting in youth sport (e.g., Dorsch et al., 2015; Qunito Romani, 2020), this study extends this by offering detailed, season-long insights into the lived experiences of parents navigating the TD pathway. These accounts capture the shifting demands of managing competition schedules, adapting training routines, and responding to performance pressures over the course of a year. Importantly, these context-rich insights carry practical relevance, offering a foundation for more responsive and grounded parent-focused interventions within the sport of tennis.

Rather than focusing on a single developmental stage (Côté, 1999; Clarke & Harwood, 2014; Newport et al., 2021), this study traces the evolving nature of parental involvement across the full trajectory of junior tennis development. Situated within a sport marked by global mobility and intense competitive pressures, it captures how parents continually adapt, balancing emotional, logistical, and financial demands as their children progress. The study also extends beyond the commonly examined microsystem (Harwood et al., 2019) by incorporating broader ecological influences often overlooked in the literature, such as national policies, organisational structures, and competition systems that shape how parents engage with and support their child's tennis development (Holt et al., 2008). The findings enrich sport-specific understandings of parental influence by highlighting the complexities of navigating training schedules, international travel, and performance expectations unique to tennis.

Furthermore, the study moves beyond the immediate parent-athlete relationship to consider the broader ecological context, incorporating meso- and macro-level influences such as national policy, tournament structures, and institutional support systems that shape and constrain parental roles in meaningful ways.

9.2.4 Parental decision making

Considering the challenges parents face within the role of guiding youth tennis players along the journey, Chapter 7 explored the decisions faced by tennis parents along the TD pathway and investigated the factors influencing decision-making. While some previous studies have touched on the general concept of parental decision-making in sports and described certain decisions (Harwood & Knight, 2009a; Knight & Holt, 2013; Knight & Harwood, 2009b), there is a notable gap in research specifically examining the decisions sports parents face, particularly at different stages of the TD pathway. The findings of this study highlight that parental decision-making does not occur in isolation. In other words, as discussed in Chapter 6, the study underscores the importance of viewing parental decision-making through an ecological lens (Bronfenbrenner, 1977). It demonstrates how decision-making, much like the parental role itself, is influenced by factors within the micro, meso, and macro systems.

Furthermore, this study contributes to the broader TD literature and, specifically, to tennis literature by focusing on the specific decisions made by tennis parents throughout the development process. It offers a detailed analysis of how parents navigate the TD pathway, emphasising the unique challenges they encounter as their children progress in the sport. The study reveals that early decisions, such as selecting training environments or organising competition schedules, are relatively straightforward but become increasingly complex and personalised as the athlete advances. These decisions are influenced by a variety of factors, including fluctuating perceptions of competence, socio-economic pressures, gender

considerations, and the professionalisation of tennis. In general, these findings indicate that while NGBs can initially offer parents general information and support, they must adapt their strategies as players advance through the development pathway. No two parental decisions can be exactly the same because each parent draws on a unique set of personal experiences, values, and beliefs, all situated within the specific context of their family unit. These decisions are shaped not only by the perceived needs and aspirations of the child but also by the family's broader circumstances, such as financial resources, sibling dynamics, and prior experiences with sport or education. As such, parental decision-making is inherently relational and context-dependent, making it unlikely that standardised forms of support will meet the diverse needs of all families. For NGBs, this underscores the importance of developing more tailored and flexible support strategies that recognise the heterogeneity of family experiences in TD. The practical applications section will explore this evolution of support strategies in greater detail.

The study further contributes to the existing sports parental literature by illustrating how parents' decision-making is constrained by limited or questionable information, in line with Simon's (1964) concept of bounded rationality. Specifically, it highlights how parents often rely too heavily on peers' perspectives or promotional materials from tennis academies, which can limit the quality and scope of their decisions. This adds a new dimension to understanding the factors influencing parental decisions and highlights the need for higher-quality information to guide parental decision-making, echoing Dorsch and colleagues (2009).

9.2.5 Cognitive apprenticeship approach to parental education

Building on the findings presented in Chapters 7 and 8 and transitioning from a primarily descriptive approach to parental interventions, Chapter 9 explores the application of reflective practice (Schön, 1987) as a means to enhance parental decision-making processes in sports. Utilising a CA framework, this Chapter piloted a parental intervention program and evaluated the effectiveness of the B5 as a reflective tool for tennis parents.

Recently, several authors have suggested that CA could be an effective method for enhancing judgment and decision-making skills in outdoor professionals, such as sports coaches (e.g., Barry & Collins, 2023). For example, a recent case study by Mees and Collins (2025) investigated the extent to which a CA framework is currently utilised in the development of coaches in a UK program and how the current approach to coach development may be enhanced. Therefore, this study contributes to the growing body of parental intervention literature (e.g., Dittman et al., 2024; Newport et al., 2024) by piloting the CA approach as a reflective tool for sports parents, marking its first application in sports parenting.

Although there are some studies that have investigated reflective approaches in parent interventions (McMahon et al., 2018; Thrower et al., 2019; Azimi & Tamminen, 2022), preliminary findings from this pilot study suggest that the CA approach, when supported by reflective tools such as the B5, yielded positive outcomes. More specifically, participants showed significant improvement in both their utilisation of the B5 and the depth of their reflections. Comparing participant engagement at the start and end of the program highlights a clear improvement in the reflective process, especially in how parents utilised the Big 5 for self-reflection.

In light of the findings presented in Chapter 8, which highlight the insufficient quality of information available to parents and the significant influence of past experience on decision-making (Kahneman & Klein, 2009; Collins et al., 2016), this pilot study demonstrates the positive effects of providing parents with sport-specific, evidence-informed knowledge (Kumah et al., 2022; Rycroft-Malone, 2008; Nevo & Slonim-Nevo, 2011) integrated into the CA framework. Considering that parents enter intervention programs with varying levels of experience, this approach helped facilitate more informed and reflective decision-making by providing a knowledge base that accelerated their learning process, effectively "fast-tracking" their knowledge and experience. In contributing to the literature on parental involvement in

sports, particularly tennis-specific support programs (e.g., Thrower et al., 2023; Thrower et al., 2017), this study underscores the necessity of integrating research-informed information when implementing such programs. However, for optimal outcomes, the information provided must be tailored to the specific context in which parents operate, much like the framework used in British tennis by Thrower et al. (2023). Moreover, it is critical that the information also accounts for the developmental stage at which the parents' children are currently situated, ensuring the approach is both relevant and actionable for their decision-making process.

9.3 Implications for practice

Given the pragmatic research philosophy underpinning this thesis (Giacobbi et al., 2005), and with the aim of offering actionable recommendations for optimising developmental experiences as outlined in Chapters 1, 2 and 3, this section presents the practical implications of the findings for coaching practices. The following discussion is structured to provide clear, context-specific guidance for NGBs, coaches, sports psychologists and parents, ensuring that the recommendations are both relevant and applicable to the real-world challenges encountered in athlete development.

9.3.1 Strategic development in tennis

From a strategic perspective, the practical applications of this research highlight the need for NGBs to approach TD with a clear, context-specific framework that accounts for the unique sociocultural, historical, and financial factors within their own environment. At the macro level, NGBs aiming to bridge the gap with more developed tennis nations must recognise that no two countries or athletes are identical. Consequently, NGBs must tailor their strategic design to reflect their own unique context, rather than adopting a "one-size-fits-all" approach based on federations with differing resources and traditions. A crucial aspect of this strategy is the establishment of a clearly defined purpose for the TD system, which should be

communicated effectively throughout the organisation and to all key stakeholders, including coaches, parents, and club managers. Informed strategic decision-making should be grounded in previous research, which offers valuable insights into effective TD practices. For instance, despite the established evidence linking early success in tennis with long-term achievement, many NGBs select athletes based solely on youth rankings, overlooking other relevant factors (Pankhurst & Collins, 2013b).

NGBs, particularly those with limited financial resources, should explore innovative approaches to maximise the impact of their available resources (Crespo et al., 2022). For example, NGBs should prioritise allocating resources where they can have the greatest impact within their own specific context, rather than replicating models based on the success of individual players from other countries. While it may be useful to examine what is working in countries with recent sustained success, such as Italian tennis (Marzorati, 2024) effective strategy must ultimately be grounded in local resources, structures, and contextual needs. To ensure the successful implementation of these strategies, prioritising the design of sport-specific programs that support key stakeholders, particularly parents and coaches, is essential. Given the critical role parents play in the success of athletes, especially in smaller federations, NGBs should focus strategically on providing targeted support for parents throughout the developmental journey. Furthermore, coaches must be equipped with the tools to effectively guide and support parents, ensuring that they can make informed decisions that positively influence their child's sporting development.

9.3.2 Supporting the parental role

Supporting the role of parents within NGBs is crucial for optimising the developmental experiences of athletes, particularly in the context of tennis. As highlighted in Chapters 2 and 6, parent education programs are an essential element of TD systems (e.g., Burke et al., 2024; Dorsch et al., 2017). Traditional parent education programs, typically delivered as one-off

workshops or seminars, can offer helpful guidance or information on appropriate parental behaviours (Burke et al., 2024). However, as the literature suggests, many of these programs lack continuity, with a majority relying on short-term interventions (e.g., Azimi & Tamminen, 2022; Smoll et al., 2007; Tamminen et al., 2020). While useful, such approaches should be viewed as only one step in enhancing parental involvement in junior tennis.

To effectively support their roles, NGBs must move beyond one-off workshops that provide generic information and develop a more comprehensive, evidence-informed approach. Intervention programs should integrate empirical research (Nevo & Slonim-nevo, 2011; Taylor et al., 2023), particularly sport-specific studies on parenting (e.g., Gould et al., 2008; Thrower et al., 2016; Gould et al., 2016). Furthermore, provide specific contextual information such as differences in tournament structures (Thrower et al., 2023), national selection policies, and managing intensive education programs with tennis development. For instance, the tennis environment in Ireland, with its more limited access to tournaments, differs significantly from that of Spain, where the structure and frequency of competition are more developed. Therefore, Parent education programs must be tailored to reflect these contextual realities, ensuring that the advice provided is relevant and actionable within the specific national framework.

As children progress through different developmental stages, so should the educational content provided to parents. Parent education should evolve alongside the athlete's journey, with a focus on practical issues at various stages of TD. It can also be argued that intervention programs play a crucial role in preparing parents for subsequent stages of development, given the inevitability of future transitions. They should also provide a grounding for preparing or supporting athletes' future pathway transitions. However, many current programs are too generalised (Burke et al., 2024) and are unlikely to meet the specific needs of parents at various stages of their child's development. For example, parents of children under 12 need guidance on selecting the right clubs and coaches, understanding when to introduce competition, and

ensuring that their child's motivation remains intact despite setbacks. At later stages, such as adolescence, parents may require more advanced strategies for managing the pressures of higher competition and ensuring a healthy balance between sport and other life commitments. In sum, NGBs should play a pivotal role in ensuring that parent education is progressive, developmentally aligned with the athlete's pathway, and contextually specific. Early-stage education is particularly important for parents of younger children (under 12), who often need structured support in making informed decisions about their child's sporting journey. By providing this guidance, NGBs can help parents make more informed decisions that foster their child's long-term development rather than being overly focused on short-term results.

9.3.3 Supporting parental decision-making

Supporting parents in their decision-making process is critical as parents navigate the complexities of their child's development in tennis. As discussed in Chapter 8, initially, decisions parents make tend to be more general, often influenced by overarching advice and guidance. However, as athletes progress through the U-14, U-18, and professional stages, parental decision-making becomes increasingly individualised, requiring a shift from broad guidance to highly tailored support. This transition suggests that parents receive education and mentorship that reflects the unique circumstances they face, as well as the evolving needs of their child. For parents of children at early stages of development, NGBs could effectively provide group support programs, but to support parents at later stages, NGBs should consider implementing personalised mentoring programs, particularly during key transition periods. These programs would be greatly enhanced by drawing on the expertise of experienced tennis parents, coaches, and sports psychologists. Such guidance is particularly vital when it comes to complex decisions like choosing between U.S. colleges or international academies, which have significant implications for an athlete's development. By involving coaches in the mentoring process, an often-overlooked aspect, parents can receive more holistic support.

Coaches, as key stakeholders, are in a prime position to offer insights and assist in navigating these critical decisions. Furthermore, educating coaches on how to interact with and support parents effectively can further enhance parents' understanding and their overall experience within the sport (Smoll et al., 2011; Harwood, 2011).

Finally, a critical finding in this thesis is the importance of reflection in the parental decision-making process. Parents can gain valuable insights into their decision-making strategies by offering structured opportunities to reflect on their decisions individually or in group settings. Using frameworks like the PJDM approach Collins and Collins (2021, 2015) combined with evidence-informed research, provides a structured means for reflection that encourages critical thinking and adaptive decision-making. Innovative approaches such as integrating parent mentoring or structured review processes into coach education, alongside the use of technology to facilitate reflection, can help reduce costs while offering substantial long-term benefits.

9.3.4 CA sport-specific approach

Parental support programs in tennis remain in the early stages of development (Burke et al., 2023). This pilot intervention highlights the potential of integrating sport-specific and general research within a CA framework to support more meaningful parental engagement in their child's sporting experience. While previous studies have not explicitly adopted a CA framework, a reflective orientation to sport parenting has shown promise (McMahon et al., 2018; Azimi & Tamminen, 2022) including in tennis-specific contexts (e.g., Thrower et al., 2023; Thrower et al., 2017).

The approach piloted in this study offers a practical, structured method that supports improved decision-making by encouraging deeper, more intentional reflection. However, as discussed in Chapter 8, a common challenge is that many parents begin these programs with limited sport-specific knowledge, which can hinder their initial engagement with the CA

process. Nonetheless, the pilot indicates that integrating the CA with evidence-informed knowledge (Kumah et al., 2022; Rycroft-Malone, 2008; Nevo & Slonim-Nevo, 2011) can facilitate more rapid parental learning and deepen the quality of reflective engagement offering a pragmatic and theoretically grounded approach to parent education within NGBs.

Reflection tools such as the B5 framework can play a valuable role in developing more informed parental decision-making. The structured nature of the tool provides a scaffold for reflective thinking and demonstrates the value of both written and verbal reflection formats. Written reflection allows parents to process information independently and at their own pace, while guided verbal reflection fosters targeted discussion and social learning. This dual mode approach proved effective in promoting deeper reflection and more purposeful decision-making, ultimately supporting parents in navigating the complex demands of youth tennis development.

Many countries, like Ireland, may lack a strong history of elite-level player success. However, the use of proximal role models, such as former national-level players' parents, emerged as a valuable element in facilitating the reflection process. Exposure to these role models appeared to enhance parents' understanding of the developmental journey and make abstract concepts more tangible. Integrating such role models into parent education sessions may be particularly beneficial in emerging tennis nations.

The role of the facilitator proved to be an integral part of the CA approach. Facilitators must be equipped not only with contextual and developmental knowledge but also with the interpersonal skills to create reflective spaces. Skills such as active listening, open-ended questioning, and the ability to scaffold parents' thinking are essential to enabling meaningful engagement. As such, specific training should be developed to prepare individuals to deliver CA-based parent programs, ensuring that facilitators can support reflective dialogue rather than provide prescriptive advice.

Clearly, coaches also play a pivotal role in supporting parents' reflective capacities. While NGBs should recognise the value of offering structured parental support programs, there is a parallel need for coach education systems to equip coaches with the tools and competencies to engage parents more effectively. Embedding modules that foster coach-parent collaboration (Jowett & Timson-katchis, 2015), and reflection within coach education curricula could enhance coach confidence and expand their role in shaping a positive developmental environment. Practically, this includes training in how to ask reflective questions, guide discussions, and navigate challenging conversations skills that align with, and can complement, a CA-informed approach.

9.4 Future Directions

Building on the findings presented in this thesis, future studies will play a pivotal role in addressing the current research gap regarding tennis TD literature. However, this area of research should not be seen as an isolated endeavour but rather as part of an ongoing, cumulative effort to deepen our understanding of the complexities surrounding athlete development. This research has primarily focused on the development of tennis within a less-resourced tennis nation, Tennis Ireland, offering a context-specific foundation for future exploration. Subsequent studies could expand on this work by examining the contextual influences that positively or negatively affect diverse tennis populations, as well as athletes across various sports. Given the variability in sports environments, there is ample opportunity to explore how different macro, meso and micro factors such as culture, resources, and infrastructure shape the development experiences of athletes, particularly in nations where sport is less established or supported.

A significant contribution of this study was the emphasis on parent development as part of a broader strategy for athlete success. Future research could investigate similar parental

education approaches across larger populations and in diverse sporting contexts. Specifically, adopting a longitudinal research design would enable a deeper understanding of how these educational interventions evolve over time. By measuring not only short-term outcomes but also the long-term effects on parental decision-making and its subsequent impact on athlete development, researchers can provide more robust evidence on the sustainability of such interventions. This would increase the external validity and generalisability of findings and allow for a more nuanced understanding of how parent education strategies can be tailored to diverse audiences, enhancing their relevance and effectiveness in varied settings. Moreover, comparative studies could be instrumental in evaluating the CA model against other parental support frameworks. For example, future research could compare the CA model with other interventions such as parent education workshops, peer mentorship programs, or traditional coaching support structures. These studies would provide insight into the relative efficacy of different models and identify best practices for enhancing parental involvement in athlete development.

Finally, technology also offers an exciting avenue for further research. Incorporating decision-support tools, such as apps or online platforms, could expand the accessibility and scalability of the Big Five framework. By enabling real-time data collection and feedback, these technologies would not only facilitate widespread adoption but also offer the opportunity for continuous improvement based on user experiences. This approach would enable iterative refinements, tailoring interventions to the specific needs of parents and athletes and providing a scalable model for broader application across various sports and contexts.

9.5 Personal Practitioner Development

In alignment with the concept of the practitioner-researcher outlined in Chapter 3, the initiation and development of this professional doctorate have benefited me personally and

contributed to the evolution of my practice in performance tennis. The journey has challenged, refined, and expanded my perceptions of coaching and player development in ways I had not fully anticipated. As a former Performance Director, one of the most significant challenges I faced was developing international-level tennis players amidst substantial limitations, budgetary constraints, lack of human resources, and cultural factors, particularly the relatively low popularity of tennis within Ireland. During this time, I often reflected on the systems that were successfully producing players in other regions and endeavoured to implement similar policies and procedures within Irish tennis. Perhaps, in a subconscious way, and reflecting now, the purpose behind pursuing this professional doctorate, and indeed my master's, was to consider how I could help nations like Tennis Ireland progress against the superpowers of tennis.

However, having progressed through this journey and reflecting on my findings in Chapters 4 and 5, I now recognise the limitations of replicating systems from other contexts. Instead, I see the immense value in adopting a more ecological approach to player development, one that is tailored to the unique strengths and resources available to smaller nations like Ireland, rather than assuming that larger federations with more resources are always executing the best practices. This shift in perspective has been pivotal not only in my coaching philosophy but also in my approach to the broader tennis landscape, prompting me to consider the specific contextual factors that influence player development in different settings.

From both my previous role as Performance Director and my current role in developing youth performance players in Ireland, I have come to deeply appreciate the importance of working *with* parents rather than *against* them. In my earlier role, I enforced a rule that allowed parents to attend training sessions once a month, where coaches would showcase the program and discuss their child's development. At the time, I viewed this as a necessary form of communication; however, based on the findings of my current study, my perspective has

shifted significantly. I now believe that one of the coach's most important roles is to support the primary decision-maker in a player's development, the parent. Rather than working in opposition, coaches need to collaborate with parents, guiding and supporting them through the complex decisions they face. My findings indicate that many challenges in the player-coach relationship and the poor decisions made by parents stemmed directly from insufficient communication between coaches and parents. This insight has radically altered my understanding of the coach-parent dynamic.

As I continue to advance in my career, I increasingly view myself as a mentor to younger coaches. Many of these aspiring coaches are just beginning to navigate the complexities of HP environments, and my own focus has shifted to guiding them in managing and supporting the broader influences within the ecological system, not simply concentrating on player development in isolation. While it is difficult to separate these elements completely, undertaking this professional doctorate has forced me to confront areas I previously neglected in my coaching practice. In particular, I now recognise the critical role of the broader system influences, such as role models, NGB policies and the importance of a clear purpose articulated to all elements of the system, particularly coaches. It has become clear to me that coach education programs must evolve to better equip coaches with the skills necessary to navigate these complex relationships and manage the broader systems that influence player growth.

Reflecting on my journey, I also acknowledge that I was previously guilty of coaching without sufficient evidence to validate whether my methods were genuinely effective. I often relied on established practices and popular approaches without critically evaluating their impact on player development. Furthermore, I was guilty of accepting information from so-called experts without questioning the depth of evidence behind their recommendations. For example, I regularly attended coaching seminars where high-profile coaches, many of whom were former professional players, shared their insights. At the time, I assumed the information

presented was of the highest quality because of their credentials. I also read coaching articles and occasionally scientific research, assuming their findings were definitive. However, through the course of my research and reflection, my perspective has dramatically shifted. I now find myself far more sceptical of the information I encounter. I question the depth and reliability of the evidence supporting various coaching practices and actively seek out more comprehensive and scientifically grounded information before integrating it into my work.

Finally, although the pilot study in Chapter 8 was not directly related to my everyday work as a tennis coach, it has profoundly impacted the way I approach decision-making in my personal and professional life. While I do not always formally apply the Big 5 framework in my daily life, I have become far more deliberate in assessing alternatives, evaluating the information at my disposal, and reflecting on the decisions I make. These reflections extend beyond my coaching role, influencing how I manage my lifestyle choices and how those choices, in turn, impact my coaching practice. In this way, the research process has encouraged a holistic view of my identity as a coach and an individual whose personal choices are interwoven with my professional performance. I now recognise that my off-court decisions, particularly regarding my well-being and lifestyle, directly influence my effectiveness as a coach and my ability to perform on the court.

In many ways, undertaking this professional doctorate has given me a sense of purpose beyond the confines of sport, helping me to break free from the “tennis bubble” that often defines so much of a coach’s life. It has provided me with the opportunity to explore other areas that challenge me intellectually and personally, pushing me to develop new skills that will benefit me not only in my career but also in life beyond tennis. I have found that the process has tested my discipline, my commitment, and my ability to learn skills that will undoubtedly serve me well after the completion of my doctorate. One of the greatest challenges I now face is not about what I will do next in my coaching career, but how I will manage my free time!

9.6 Limitations of the thesis

The discussion sections in Chapters 4, 5, 6, 7, and 8 identify a series of specific limitations related to each individual study. This section synthesises these limitations and acknowledges common challenges across these chapters. One key limitation relates to the focus of the scoping review in Chapter 4. By centring predominantly on TID, the review may overlook other critical aspects of TD, such as training methods, coaching practices, or the role of various stakeholders in the development process. While TID offers valuable insights, this narrow focus may result in an incomplete representation of the broader and multifaceted nature of TD. Consequently, key elements contributing to an athlete's success beyond identification may be underrepresented.

While the methods had many positive aspects, as discussed in Chapter 3, participants were largely recruited through personal networks within tennis, and they were aware of my role in supporting athletes on TD pathways as both a coaching practitioner and in a leadership capacity. Despite efforts to mitigate bias, such as employing reflective diaries and using my supervisor as a critical friend to review the interview analysis, the prior relationship between researcher and participant could have influenced responses. While the insider perspective did add richness to the data, as discussed throughout the thesis, future studies may benefit from a more randomised or independent recruitment process, which would help reduce the potential bias associated with pre-existing relationships and improve the generalisability of findings.

The sample size and homogeneity of the participant groups in certain studies (notably in Chapters 6, 7 and 8) also present a limitation. While these smaller, more targeted samples were useful for understanding specific contexts, they may not fully reflect the broader, more diverse population of parents and coaches involved in TD pathways. The limited socio-economic backgrounds and geographical focus (i.e., Ireland) could influence the generalisability of the findings. Future research could enhance the diversity of participants,

both demographically and across different sporting backgrounds, to increase the breadth and applicability of the findings to a wider audience.

Additionally, the predominantly qualitative nature of the data collected throughout the thesis presents a limitation. While qualitative methods facilitated in-depth exploration of participant experiences, the lack of quantitative data, especially in Chapter 5, means that broader trends and perceptions within the tennis community, particularly in Malaysia and Ireland, were not captured. The inclusion of quantitative metrics, such as the frequency or quality of specific strategic elements (e.g., parents' perceptions of competition structures), could have strengthened the overall analysis and provided further context to the qualitative findings. This mixed-methods approach would have allowed for triangulation, validating the qualitative data and potentially leading to more robust conclusions.

The relatively short-term nature of the pilot study in Chapter 8 restricts the ability to assess the long-term impact of the approach on parental decision-making and athlete development. While the pilot provides valuable insights into the immediate effects of the intervention, future studies would benefit from a longer-term design to evaluate the sustained influence of the intervention on both parents and athletes over time. Longitudinal research could offer deeper insights into the evolution of decision-making processes and the lasting effects of parental involvement on TD outcomes.

Finally, adopting a pragmatic stance, the intention of this research was not to produce findings that are statistically generalisable, but to generate knowledge that is useful, credible, and capable of informing practice in real-world youth sport contexts. In line with Smith's (2017) framework, the contribution of the thesis is best understood through forms of generalisability appropriate to qualitative, practice-oriented research. First, the empirical chapters offer naturalistic generalisability, enabling parents, coaches, and sport organisations to recognise familiar challenges in the lived accounts of contextual challenges, parental roles

and decision-making. Second, the study provides analytical generalisability by demonstrating how the CA can extend theoretical and practical understandings of parental support, and by showing how this framework can be operationalised within a parent intervention. From a pragmatic perspective, the value of the work lies in its potential transferability rather than replication. The insights produced are not presented as universally applicable, but as resources that *might* be adapted where similar developmental pressures, structural constraints, or reflective needs exist. In this way, generalisability is treated not as a fixed property of the research, but as something co-constructed by those who engage with it: the extent to which the findings “transfer” is determined by whether readers find them meaningful, recognisable, and usable in their own contexts. Thus, the contribution of this thesis is not a model to be copied, but a set of theoretically grounded, context-aware insights that can guide reflection, adaptation, and further inquiry in tennis TD.

References

- Abaham, A., & Collins, D. (2015). Professional Judgement and Decision Making in Sport Coaching: To Jump Or Not To Jump. *International Conference on Naturalistic Decision Making*, 1–7.
- Abraham, A., Collins, D., & Collins, R. (2025). Thinking (too?) fast and slow: An example of professional judgement and decision-making processes in athletics. *International Journal of Sports Science & Coaching*, 20(2), 491-503
<https://doi.org/10.1177/17479541241286780>
- Abraham, A., & Collins, D. (2011). Taking the Next Step: Ways Forward for Coaching Science. *Quest*, 63(4), 366–384. <https://doi.org/10.1080/00336297.2011.10483687>
- Abt, G., Jobson, S., Morin, J. B., Passfield, L., Sampaio, J., Sunderland, C., & Twist, C. (2022). Raising the bar in sports performance research. *Journal of Sports Sciences*, 40(2), 125–129. <https://doi.org/10.1080/02640414.2021.2024334>
- Adair, J. G. (1984). The Hawthorne effect: A reconsideration of the methodological artefact. *Journal of Applied Psychology*, 69(2), 334–345. <https://doi.org/10.1037/0021-9010.69.2.334>
- Adams, W. C. (2015). Conducting Semi-Structured Interviews. *Handbook of Practical Program Evaluation: Fourth Edition, August*, 492–505.
<https://doi.org/10.1002/9781119171386.ch19>
- Agee, J. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies in Education*, 22(4), 431–447.
<https://doi.org/10.1080/09518390902736512>
- Akabas, L. (2024). Tennis prize money tracker 2024: *which players have earned the most?*
<https://www.sportico.com/feature/tennis-prize-money-breakdowns-atp-wta-1234769498/>
- Alfermann, D., & Stambulova, N. (2007). Career transitions and career termination. In

Handbook of Sport Psychology (pp. 712–733). John Wiley & Sons, Inc.

<https://doi.org/10.1002/9781118270011.ch32>

Anderson, S., Allen, P., Peckham, S., & Goodwin, N. (2008). Asking the right questions: Scoping studies in the commissioning of research on the organisation and delivery of health services. *Health Research Policy and Systems*, 6, 1–12.

<https://doi.org/10.1186/1478-4505-6-7>

Andrade, A., Casagrande, P. de O., Bevilacqua, G. G., Pereira, F. S., Matte, D. L., & Coimbra, D. R. (2019). Burnout in elite junior tennis players: A multiple case study. *Revista de Psicologia Del Deporte*, 28(4), 97–105.

Archy Sports Team News. (2025). *Italy's tennis rise: Sinner & beyond | Why Italy dominates tennis*. <https://www.archysport.com/2025/italys-tennis-rise-sinner-and-beyond-why-italy-dominates-tennis/>

Arksey, H., & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International Journal of Social Research Methodology: Theory and Practice*, 8(1), 19–32. <https://doi.org/10.1080/1364557032000119616>

Ashford, M., Cope, E., Abraham, A., & Poolton, J. (2022). Coaching player decision making in rugby union: exploring coaches' espoused theories and theories in use as an indicator of effective coaching practice. *Physical Education and Sport Pedagogy*, 1–22.

<https://doi.org/10.1080/17408989.2022.2153822>

ATP Tour. (2022). *ATP rankings*. Retrieved June 21, 2025, from <https://www.atptour.com/en/rankings/singles>

Azimi, S., & Tamminen, K. A. (2022). Parental communication and reflective practice among youth sport parents. *Journal of Applied Sport Psychology*, 34(1), 109–132. <https://doi.org/10.1080/10413200.2019.1705433>

Collins, D., Bailey, R., Ford, P. A., MacNamara, Á., Toms, M., & Pearce, G. (2012). Three

- Worlds: new directions in participant development in sport and physical activity. *Sport, Education and Society*, 17(2), 225–243. <https://doi.org/10.1080/13573322.2011.607951>
- Bailey, R., & Collins, D. (2016). The Standard Model of Talent Development and Its Discontents. *Kinesiology Review*, 2(4), 248–259. <https://doi.org/10.1123/krij.2.4.248>
- Bailey, R., Collins, D., Ford, P., MacNamara, Á., Toms, M., & Pearce, G. (2010). *Participant development in sport: An academic review*. Sports Coach UK. https://www.ukcoaching.org/getattachment/Research/Research-Reports/Participant-Development-in-Sport/academic_review.pdf
- Bailey, R. P., Madigan, D. J., Cope, E., & Nicholls, A. R. (2018). The Prevalence of Pseudoscientific Ideas and Neuromyths Among Sports Coaches. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.00641>
- Baker, J. (2003). Early Specialization in Youth Sport: A requirement for adult expertise? *High Ability Studies*, 14(1), 85–94. <https://doi.org/10.1080/13598130304091>
- Baker, J., Cobley, S., & Fraser-Thomas, J. (2009). What do we know about early sport specialization? Not much! *High Ability Studies*, 20(1), 77–89. <https://doi.org/10.1080/13598130902860507>
- Baker, J., & Horton, S. (2004). A review of primary and secondary influences on sport expertise. *High Ability Studies*, 15(2), 211–228. <https://doi.org/10.1080/1359813042000314781>
- Baker, J., Mosher, A., & Fraser-Thomas, J. (2021). Is it too early to condemn early sport specialisation? *British Journal of Sports Medicine*, 55(3), 179–180. <https://doi.org/10.1136/bjsports-2020-102053>
- Baker, J., Wilson, S., Johnston, K., Dehghansai, N., Koenigsberg, A., de Vegt, S., & Wattie, N. (2020). Talent Research in Sport 1990–2018: A Scoping Review. *Frontiers in Psychology*, 11(November). <https://doi.org/10.3389/fpsyg.2020.607710>

- Baker, J., Schorer, J., & Wattie, N. (2015). "Defining expertise: a taxonomy for researchers in skill acquisition and expertise. In" *The Routledge Handbook of Sport Expertise*. eds J. Baker and D. Farrow (London: Routledge),. <https://doi.org/doi:10.4324/9781315776675-13>
- Balyi, I., & Hamilton, A. (2003). *Long-term athlete development update: Trainability in childhood and adolescence. Faster, Higher, Stronger*. 20, 6–8.
- Balyi, I. (1998). *Long-term planning of athlete development: The train-to-train and train-to-compete phases*. FHS: The UK's Quarterly Coaching Magazine (Issues 1–2), 8–11.
- Bamberger, P. (2008). Beyond contextualization: Using context theories to narrow the micro-macro gap in management research. *Academy of Management Journal*, 51(5), 839–846. <https://doi.org/10.5465/AMJ.2008.34789630>
- Bandura, A. (1977). *Self-efficacy: Toward a unifying theory of behavioural change*. *Psychological Review*. 84(2), 191. <https://doi.org/doi:10.1037/0033-295x.84.2.191>
- Bane, M. K., Reid, M., & Morgan, S. (2014). Has player development in men's tennis really changed? A historical rankings perspective. *Journal of Sports Sciences*, 32(15), 1477–1484. <https://doi.org/10.1080/02640414.2014.899706>
- Barreiros, A., Côté, J. & Fonseca, A. M. (2014). 'From early to adult sport success: analysing athletes' progression in national squads'. *European Journal of Sport Science*, Vol. 14,(No. sup1), pp.S178–S182. <https://doi.org/10.1080/17461391.2012.671368>
- Barry, M., & Collins, L. (2023). Learning the trade—recognising the needs of aspiring adventure sports professionals. *Journal of Adventure Education and Outdoor Learning*, 23(2), 120–131. <https://doi.org/10.1080/14729679.2021.1974501>
- Bengoechea, E. G. (2002). Integrating Knowledge and Expanding Horizons in Developmental Sport Psychology: A Bioecological Perspective. *Quest*, 54(1), 1–2. <https://doi.org/10.1080/00336297.2002.10491763>

- Bengoechea, E. G., Strean, W. B., & Williams, D. J. (2004). Understanding and promoting fun in youth sport: coaches' perspectives. *Physical Education & Sport Pedagogy*, 9(2), 197–214. <https://doi.org/10.1080/1740898042000294994>
- Betts, J. A., Gonzalez, J. T., Burke, L. M., Close, G. L., Garthe, I., James, L. J., Jeukendrup, A. E., Morton, J. P., Nieman, D. C., Peeling, P., Phillips, S. M., Stellingwerff, T., van Loon, L. J. C., Williams, C., Woolf, K., Maughan, R., & Atkinson, G. (2020). Present 2020: Text expanding on the checklist for proper reporting of evidence in sport and exercise nutrition trials. *International Journal of Sport Nutrition and Exercise Metabolism*, 30(1), 2–13. <https://doi.org/10.1123/ijsnem.2019-0326>
- Bevan, M. T. (2014). A method of phenomenological interviewing. *Qualitative Health Research*, 24(1), 136–144. <https://doi.org/10.1177/1049732313519710>
- Bjørndal, C. T., & Ronglan, L. T. (2018). Orchestrating talent development: youth players' developmental experiences in Scandinavian team sports. *Sports Coaching Review*, 7(1), 1–22. <https://doi.org/10.1080/21640629.2017.1317172>
- Bjørndal, C. T., & Ronglan, L. T. (2021). Engaging with uncertainty in athlete development—orchestrating talent development through incremental leadership. *Sport, Education and Society*, 26(1), 104–116. <https://doi.org/10.1080/13573322.2019.1695198>
- Blazo, J. A., Carson, S., & Dees, W. (2015). *A Qualitative Investigation of the Sibling Sport Achievement Experience. March 2014*. <https://doi.org/10.1123/tsp.2012-0089>
- Blazo, J. A., & Smith, A. L. (2018). A systematic review of siblings and physical activity experiences. *International Review of Sport and Exercise Psychology*, 11(1), 122–159. <https://doi.org/10.1080/1750984X.2016.1229355>
- Bloom, B. (1985). *Developing talent in young people*. Ballantine. New York.
- Bowen, S., Erickson, T., Martens, P. J., & Crockett, S. (2009). More than “using research”: The real challenges in promoting evidence-informed decision-making. *Healthcare*

- Policy*, 4(3), 87–102. <https://doi.org/10.12927/hcpol.2009.20538>
- Bradley, H. (2009). Data Collection Methods: Semi-Structured Interviews and Focus Groups. <https://doi.org/10.7249/tr718>
- Braun, V., & Clarke, V. (2022). *Thematic analysis : a practical guide*. SAGE.
- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589–597. <https://doi.org/10.1080/2159676X.2019.1628806>
- Braun, V., Clarke, V., & Weate, P. (2016). Using thematic analysis in sport and exercise research. *Routledge Handbook of Qualitative Research in Sport and Exercise*, 191–205.
- Bridge, M. W., & Toms, M. R. (2013). The specialising or sampling debate: A retrospective analysis of adolescent sports participation in the UK. *Journal of Sports Sciences*, 31(1), 87–96. <https://doi.org/10.1080/02640414.2012.721560>
- Brischoux, F., & Angelier, F. (2015). Academia’s never-ending selection for productivity. *Scientometrics*, 103(1), 333–336. <https://doi.org/10.1007/s11192-015-1534-5>
- British Tennis. (2025). *British tennis resources for parents*. <https://www.lta.org.uk/compete/parents-area/>
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32(7), 513–531. <https://doi.org/10.1037/0003-066x.32.7.513>
- Brouwers, J., De Bosscher, V., & Sotiriadou, P. (2012). An examination of the importance of performances in youth and junior competition as an indicator of later success in tennis. *Sport Management Review*, 15(4), 461–475. <https://doi.org/10.1016/j.smr.2012.05.002>
- Brouwers, J., Sotiriadou, P., & De Bosscher, V. (2015). Sport-specific policies and factors that influence international success: The case of tennis. *Sport Management Review*, 18(3), 343–358. <https://doi.org/10.1016/j.smr.2014.10.003>
- Brouwers, J., Sotiriadou, P., & De Bosscher, V. (2015b). An examination of the stakeholders

- and elite athlete development pathways in tennis. *European Sport Management Quarterly*, 15(4), 454–477. <https://doi.org/10.1080/16184742.2015.1067239>
- Brownson, R. C., Fielding, J. E., & Maylahn, C. M. (2009). Evidence-based public health: A fundamental concept for public health practice. *Annual Review of Public Health*, 30, 175–201. <https://doi.org/10.1146/annurev.publhealth.031308.100134>
- Burke, S., Sharp, L. A., Woods, D., & Paradis, K. F. (2021). Enhancing parental support through parent-education programs in youth sport: a systematic review. *International Review of Sport and Exercise Psychology*, 0(0), 1–28. <https://doi.org/10.1080/1750984X.2021.1992793>
- Burke, S., Sharp, L. A., Woods, D., & Paradis, K. F. (2023). Advancing a grounded theory of parental support in competitive girls' golf. *Psychology of Sport and Exercise*, 66(February), 102400. <https://doi.org/10.1016/j.psychsport.2023.102400>
- Cahill, G. (2024). State of play: evolving pathways and a holistic approach to nurturing tennis talent. *ITF Coaching & Sport Science Review*, 32(93), pp. <https://doi.org/10.52383/itfcoaching.v32i93.583>
- Chavez, C. (2015). Conceptualising from the Inside: Advantages, Complications, and Demands on Insider Positionality. *The Qualitative Report*, 13(3), 474–494. <https://doi.org/10.46743/2160-3715/2008.1589>
- Christianingsih, S., Kumaat, N. A., & Kafrawi, F. R. (2024). *Common Sport Injury in Tennis Players : A Literature Review*. Atlantis Press International BV. <https://doi.org/10.2991/978-94-6463-593-5>
- Clarke, N. J., & Harwood, C. G. (2014). Parenting experiences in elite youth football: A phenomenological study. *Psychology of Sport and Exercise*, 15(5), 528–537. <https://doi.org/10.1016/j.psychsport.2014.05.004>
- Clarke, V., & Braun, V. (2017). Thematic analysis. *Journal of Positive Psychology*, 12(3),

- 297–298. <https://doi.org/10.1080/17439760.2016.1262613>
- Collins, A., & Brown, J. S. (1988). *The computer as a tool for learning through reflection*. In *Learning issues for intelligent tutoring systems*. Springer US. https://doi.org/10.1007/978-1-4684-6350-7_1
- Collins, A., Brown, J. S., & Newman, S. E. (1989). Cognitive apprenticeship: teaching the craft of reading, writing, and mathematics. In Knowing, Learning, and Instruction. In N. L. E. A. Hillsdale (Ed.), *Essays in Honour of Robert Glaser, edited by L. B. Resnick* (pp. 453–494).
- Collins, D., & Kamin, S. (2012). 'The Performance Coach. In *The Oxford Handbook of Sport and Performance Psychology, Oxford Library of Psychology* (online edn). Oxford Academic. <https://doi.org/10.1093/oxfordhb/9780195301111.013.0011> accessed 11 Mar. 2025.
- Collins, D., & Bailey, R. (2013). 'Scienciness' and the allure of second-hand strategy in talent identification and development. *International Journal of Sport Policy and Politics*, 5(2), 183–195. <https://doi.org/10.1080/19406940.2012.656682>
- Collins, D., & Collins, L. (2020). Developing coaches' professional judgement and decision making: Using the 'Big 5.' *Journal of Sports Sciences*, 39(1), 115–125. <https://doi.org/10.1080/02640414.2020.1809053>
- Collins, D., Bailey, R., Ford, P. A., MacNamara, Á., Toms, M. & Pearce, G. (2012). 'Three worlds: new directions in participant development in sport and physical activity. *Sport, Education and Society*, Vol. 17(No. 2), pp.225–243. <https://doi.org/10.1080/13573322.2011.607951>
- Collins, L., & Collins, D. (2015). Integration of professional judgement and decision-making in high-level adventure sports coaching practice. *Journal of Sports Sciences*, 33(6), 622–635. <https://doi.org/10.1080/02640414.2014.953980>
- Collins, L., & Collins, D. (2016). Professional judgement and decision-making in adventure

- sports coaching: The role of interaction. *Journal of Sports Sciences*, 34(13), 12.
<https://doi.org/10.1080/02640414.2015.1105379>
- Collins, R., Collins, D., MacNamara, Á., & Jones, M. I. (2014). Change of plans: evaluating the effectiveness and underlying mechanisms of successful talent transfer. *Journal of Sports Sciences*, 32(17), 1621–1630. <https://doi.org/10.1080/02640414.2014.908324>
- Collins, A. (2005). Cognitive apprenticeship. In R. Sawyer (Ed.) *The Cambridge handbook of the learning sciences* (pp. 47–60). Cambridge University Press.
- Collins, A., Brown, J. S., & Holum, A. (1991). Cognitive apprenticeship: making thinking visible. *American educator*. *American Educator*, 1–18.
- Collins, D., Collins, L., & Carson, H. J. (2016). “If it feels right, do it”: Intuitive decision making in a sample of high-level sport coaches. *Frontiers in Psychology*, 7(APR), 1–10.
<https://doi.org/10.3389/fpsyg.2016.00504>
- Collins, D., & Cruickshank, A. (2012). ‘Multidirectional management’: exploring the challenges of performance in the world-class programme environment, *Reflective Practice*, Vol. 13, pp.455–469, <https://doi.org/10.1080/14623943.2012.670630>.
- Collins, D., MacNamara, Á., & Cruickshank, A. (2019). Research and Practice in Talent Identification and Development—Some Thoughts on the State of Play. *Journal of Applied Sport Psychology*, 31(3), 340–351.
<https://doi.org/10.1080/10413200.2018.1475430>
- Collins, D., Taylor, J., Ashford, M., & Collins, L. (2022). It depends on coaching—The most fundamental, simple and complex principle or a mere copout? *Sports Coaching Review*, 00(00), 1–21. <https://doi.org/10.1080/21640629.2022.2154189>
- Collins, L., & Collins, D. (2016). Professional judgement and decision-making in adventure sports coaching: the role of interaction. *Journal of Sports Sciences*, 34(13), 1231–1239.
<https://doi.org/10.1080/02640414.2015.1105379>

- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Sage Publications.
<https://doi.org/10.4135/9781452230153>
- Côté, J. (1999). The influence of the family in the development of talent in sport. *Sport Psychologist*, 13(4), 395–417. <https://doi.org/10.1123/tsp.13.4.395>
- Côte, J., Lidor, R., & Hackfort, D. (2009). ISSP position stand: To sample or to specialise? Seven postulates about youth sport activities that lead to continued participation and elite performance. *International Journal of Sport and Exercise Psychology*, 7(1), 7–17.
<https://doi.org/10.1080/1612197X.2009.9671889>
- Coutinho, P., Mesquita, I., & Fonseca, A. M. (2016). Talent development in sport: A critical review of pathways to expert performance. *International Journal of Sports Science and Coaching*, 11(2), 279–293. <https://doi.org/10.1177/1747954116637499>
- Crespo, M., Botella-Carrubi, D., & Jabaloyes, J. (2022). Innovation programs of the Royal Spanish Tennis Federation. *Technological Forecasting and Social Change*, 175, 12133. <https://doi.org/10.1016/j.techfore.2021.121339>
- Crespo, M., Reid, M., Miley, D., & Atienza, F. (2003). The relationship between professional tournament structure on the national level and success in men's professional tennis. *Journal of Science and Medicine in Sport*, 6(1), 3–13. [https://doi.org/10.1016/S1440-2440\(03\)80003-8](https://doi.org/10.1016/S1440-2440(03)80003-8)
- Creswell, J. W. (2014). The Selection of a Research Approach. *Research Design*, 3–23.
<https://doi.org/45593:01>
- Creswell, J.W. (2007). *The mixed methods reader*. SAGE Publications Ltd.
- Cripps, C. (2024, June 11). *Are pushy parents monsters or deliverers of potential?* The Independent. <https://www.independent.co.uk/life-style/emma-raducanu-tennis-pushy-parents-keir-starmer-bella-hadid-b2564061.html>

- Crotty, M. (1989). *The foundations of social research*. Sage Publications.
- Cruickshank, A., & Collins, D. (2017). Beyond “crude pragmatism” in sports coaching: Insights from C.S. Peirce, William James, and John Dewey: A commentary. *International Journal of Sports Science and Coaching*, 12(1), 70–72.
<https://doi.org/10.1177/1747954116684226>
- Cruickshank, A., Collins, D., & Minten, S. (2014). Driving and sustaining culture change in Olympic sport performance teams: A first exploration and grounded theory. *Journal of Sport and Exercise Psychology*, 36(1), 107–120. <https://doi.org/10.1123/jsep.2013-0133>
- Culver, D. M., Gilbert, W., & Sparkes, A. (2012). Qualitative research in sport psychology journals: The next decade 2000-2009 and beyond. *Sport Psychologist*, 26(2), 261–281.
<https://doi.org/10.1123/tsp.26.2.261>
- Culver, D., & Trudel, P. (2008). Clarifying the Concept of Communities of Practice in Sport. *International Journal of Sports Science & Coaching*, 3(1), 1–10.
<https://doi.org/10.1260/174795408784089441>
- Davis, N. W., & Meyer, B. B. (2008). When sibling becomes competitor: A qualitative investigation of same-sex sibling competition in elite sport. *Journal of Applied Sport Psychology*, 20(2), 220–235. <https://doi.org/10.1080/10413200701864817>
- Daviter, F. (2019). “Policy Analysis in the Face of Complexity: What Kind of Knowledge to Tackle Wicked Problems?” *Public Policy and Administration*, 34 (1): 62.
<https://doi.org/https://doi.org/10.1177/0952076717733325>
- De Bosscher, V., Shibli, S., Westerbeek, H., & Van Bottenburg, M. (2015). *‘Successful elite sport policies: an international comparison of the sports policy factors leading to international sporting success (SPLISS 2.0) in 15 nations*. Meyer & Meyer Sport.
- De Bosscher, V., De Knop, P., Heyndels, B., & Brussel, V. U. (2003). Comparing Tennis Success Among Countries. *International Sports Studies*, 25(1), 49–68.

- De Bosscher, V., De Knop, P., Van Bottenburg, M., & Shibli, S. (2006). A Conceptual Framework for Analysing Sports Policy Factors Leading to International Sporting Success. *European Sport Management Quarterly*, 6(2), 185–215.
<https://doi.org/10.1080/16184740600955087>
- De Bosscher, V., De, Bingham, J., Shibli, S., Bottenburg, M. van, & Knop, P. De. (2007). Sports Policy Factors Leading to International Sporting Success. In *Meyer & Meyer Sport UK*.
- De Bosscher, V. (2018). A mixed methods approach to compare elite sport policies of nations. A critical reflection on the use of composite indicators in the SPLISS study. *Sport in Society*, 21(2), 331–355. <https://doi.org/10.1080/17430437.2016.1179729>
- De Bosscher, V., Descheemaeker, K., & Shibli, S. (2023). Starting and Specialisation Ages of Elite Athletes across Olympic Sports: An International Cross-sectional Study. *European Journal of Sport Sciences*, 3(5), 9–19. <https://doi.org/10.24018/ejsport.2023.3.5.100>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self? determination in human behavior*. Plenum.
- Deci, E. L., & Ryan, R. M. (2008). *Self-Determination Theory : A Macrotheory of Human Motivation, Development, and Health*. 49(3), 182–185.
<https://doi.org/10.1037/a0012801>
- DeLeon, P., & DeLeon, L. (2002). What Ever Happened to Policy Implementation? An Alternative Approach. *Journal of Public Administration Research and Theory*, 12(4), 467–492. <https://doi.org/10.1093/oxfordjournals.jpart.a003544>
- Deloitte. (2025). *Women’s elite sports revenues to surpass US\$2.35 billion in 2025* [Press release]. <https://www2.deloitte.com/>
- Dennen, V. P., & Burner, K. J. (2008). The Cognitive Apprenticeship Model in Educational Practice. *Handbook of Research on Educational Communications and Technology*,

Third Edition, 425–439. <https://doi.org/10.4324/9780203880869-38>

Dewey, J. (1925). *Experience and nature*. Chicago: Open Court Publishing Company

Dittman, C. K., Sanders, M. R., Rynne, S. B., Mallett, C. J., & Lefebvre, J. S. (2024). Play Well Triple P: Developing and Evaluating a Program to Promote Positive Parental Involvement in Junior Sport: child *Psychiatry and Human Development*.
<https://doi.org/10.1007/s10578-024-01725-y>

Dixon, M. A., Warner, S. M., & Bruening, J. E. (2008). More than just letting them play: The enduring impact of parental socialization on female sport involvement. *Sociology of Sport Journal*, 25(4), 538. <https://doi.org/10.1123/ssj.25.4.538>

Dohme, L. C., Backhouse, S., Piggott, D., & Morgan, G. (2016). Categorising and defining popular psychological terms used within the youth athlete talent development literature: a systematic review. *International Review of Sport and Exercise Psychology*, 10(1), 134–163.

Dohme, L. C., Bloom, G. A., & Knight, C. J. (2021). Understanding the behaviours employed by parents to support the psychological development of elite youth tennis players in England. *International Journal of Sport and Exercise Psychology*, 19(6), 957–974.
<https://doi.org/10.1080/1612197X.2020.1827004>

Doncaster, K., & Lester, S. (2002). Experiences From a Work-Based Doctorate. *Studies in Higher Education*, 27(1), 91–101. <https://doi.org/10.1080/03075070120099395>

Dorsch, T. E., Smith, A. L., Wilson, S. R., & McDonough, M. H. (2015). Parent goals and verbal sideline behaviour in organised youth sport. *Sport, Exercise, and Performance Psychology*, 4(1), 19. <https://doi.org/10.1037/spy0000025>

Dorsch, T. E., Blazo, J. A., Arthur-Banning, S. G., Anderson-Butcher, D., Jayanthi, N., Hardiman, A., Farrey, T., Solomon, J., & Lerner, J. B. (2021a). National Trends in Youth Sport during the COVID-19 Pandemic: Understanding American Parents'

- Perceptions and Perspectives Aspen Institute Project Play Initiative. *Journal of Sport Behaviour*, 2021(3), 303–320.
- Dorsch, T. E., Wright, E., Eckardt, V. C., Elliott, S., Thrower, S. N., & Knight, C. J. (2021b). A History of Parent Involvement in Organized Youth Sport: A Scoping Review. *Sport, Exercise, and Performance Psychology*, 10(4), 536–557.
<https://doi.org/10.1037/spy0000266>
- Dorsch, T. E., King, M. Q., Dunn, C. R., Osai, K. V., & Tulane, S. (2017). The Impact of Evidence-Based Parent Education in Organized Youth Sport: A Pilot Study. *Journal of Applied Sport Psychology*, 29(2), 199–214.
<https://doi.org/10.1080/10413200.2016.1194909>
- Abaham, A., & Collins, D. (2015). Professional Judgement and Decision Making in Sport Coaching: To Jump Or Not To Jump. *International Conference on Naturalistic Decision Making*, 1–7.
- Abraham, Andrew, & Collins, D. (2011). Taking the Next Step: Ways Forward for Coaching Science. *Quest*, 63(4), 366–384. <https://doi.org/10.1080/00336297.2011.10483687>
- Abraham, Andy, Collins, D., & Collins, R. (2025). Thinking (TOO) fast and slow: An example of Professional Judgement and Decision Making. *AAM International Journal of Sports Science and Coaching*, 5. <https://doi.org/10.1177/17479541241286780>
- Abt, G., Jobson, S., Morin, J. B., Passfield, L., Sampaio, J., Sunderland, C., & Twist, C. (2022). Raising the bar in sports performance research. *Journal of Sports Sciences*, 40(2), 125–129. <https://doi.org/10.1080/02640414.2021.2024334>
- Adair, J. G. (1984). The Hawthorne effect: A reconsideration of the methodological artifact. *Journal of Applied Psychology*, 69(2), 334–345. <https://doi.org/10.1037/0021-9010.69.2.334>

Adams, W. C. (2015). Conducting Semi-Structured Interviews. *Handbook of Practical Program Evaluation: Fourth Edition, August*, 492–505.

<https://doi.org/10.1002/9781119171386.ch19>

Agee, J. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies in Education*, 22(4), 431–447.

<https://doi.org/10.1080/09518390902736512>

Akabas, L. (2024). *TENNIS PRIZE MONEY TRACKER 2024: WHICH PLAYER HAS EARNED THE MOST?* <https://www.sportico.com/feature/tennis-prize-money-breakdowns-atp-wta-1234769498/>

Alfermann, D., & Stambulova, N. (2007). Career transitions and career termination. In *Handbook of sport psychology* (pp. 712–733). John Wiley & Sons, Inc.

<https://doi.org/10.1002/9781118270011.ch32>

Anderson, S., Allen, P., Peckham, S., & Goodwin, N. (2008). Asking the right questions: Scoping studies in the commissioning of research on the organisation and delivery of health services. *Health Research Policy and Systems*, 6, 1–12.

<https://doi.org/10.1186/1478-4505-6-7>

Andrade, A., Casagrande, P. de O., Bevilacqua, G. G., Pereira, F. S., Matte, D. L., & Coimbra, D. R. (2019). Burnout in elite junior tennis players: A multiple case study. *Revista de Psicologia Del Deporte*, 28(4), 97–105.

Andrea C. Tricco, Erin Lillie, Wasifa Zarin, et al. (2018). PRISMA Extension for Scoping Reviews (PRISMA-ScR): Checklist and Explanation. *Ann Intern Med*, .2018;169:

Archy Sports Team News. (2025). *Italy's tennis rise: Sinner & beyond | Why Italy dominates tennis.*

- Arksey, H., & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International Journal of Social Research Methodology: Theory and Practice*, 8(1), 19–32. <https://doi.org/10.1080/1364557032000119616>
- Ashford, M., Cope, E., Abraham, A., & Poolton, J. (2022). Coaching player decision making in rugby union: exploring coaches espoused theories and theories in use as an indicator of effective coaching practice. *Physical Education and Sport Pedagogy*, 1–22. <https://doi.org/10.1080/17408989.2022.2153822>
- ATP. (2022). *ATP Tour Rankings*,. ATP Tennis Website. <https://www.atptour.com/en/rankings/7>
- Available, D., & Lancashire, C. C. (2015). *Article Integration of professional judgement and decision-making in high-level adventure sports coaching practice*.
- Azimi, S., & Tamminen, K. A. (2022). Parental communication and reflective practice among youth sport parents. *Journal of Applied Sport Psychology*, 34(1), 109–132. <https://doi.org/10.1080/10413200.2019.1705433>
- Bailey, R., Collins, D., Ford, P. A., Macnamara, Á., Toms, M. R., & Pearce, G. (2010). (2010). No Title. In *Participant development in sport: An academic review*.
- Bailey, R., & Collins, D. (2016). The Standard Model of Talent Development and Its Discontents. *Kinesiology Review*, 2(4), 248–259. <https://doi.org/10.1123/krj.2.4.248>
- Bailey, R. P., Madigan, D. J., Cope, E., & Nicholls, A. R. (2018). The Prevalence of Pseudoscientific Ideas and Neuromyths Among Sports Coaches. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.00641>

- Baker, J., N. Wattie, and J. S. (2019). A Proposed Conceptualisation of Talent in Sport: The First Step in a Long and Winding Road. *Psychology of Sport and Exercise*, 43: 27–33. <https://doi.org/https://doi.org/10.1016/j.psychsport.2018.12.016>
- Baker, J., Schorer, J., and Wattie, N. (2015). “Defining expertise: a taxonomy for researchers in skill acquisition and expertise. In ,” in *The Routledge Handbook of Sport Expertise*. eds J. Baker and D. Farrow (London: Routledge),. <https://doi.org/doi:10.4324/9781315776675-13>
- Baker, J. (2003). Early Specialization in Youth Sport: A requirement for adult expertise? *High Ability Studies*, 14(1), 85–94. <https://doi.org/10.1080/13598130304091>
- Baker, J., Cobley, S., & Fraser-Thomas, J. (2009). What do we know about early sport specialization? Not much! *High Ability Studies*, 20(1), 77–89. <https://doi.org/10.1080/13598130902860507>
- Baker, J., & Horton, S. (2004). A review of primary and secondary influences on sport expertise. *High Ability Studies*, 15(2), 211–228. <https://doi.org/10.1080/1359813042000314781>
- Baker, J., Mosher, A., & Fraser-Thomas, J. (2021). Is it too early to condemn early sport specialisation? *British Journal of Sports Medicine*, 55(3), 179–180. <https://doi.org/10.1136/bjsports-2020-102053>
- Baker, J., Wattie, N., & Schorer, J. (2019). A proposed conceptualization of talent in sport: The first step in a long and winding road. *Psychology of Sport and Exercise*, 43(June 2018), 27–33. <https://doi.org/10.1016/j.psychsport.2018.12.016>
- Baker, J., Wilson, S., Johnston, K., Dehghansai, N., Koenigsberg, A., de Vegt, S., & Wattie, N. (2020). Talent Research in Sport 1990–2018: A Scoping Review. *Frontiers in*

Psychology, 11(November). <https://doi.org/10.3389/fpsyg.2020.607710>

Balyi, I., & Hamilton, A. (2003). *Long-term athlete development update: Trainability in childhood and adolescence. Faster, Higher, Stronger*. 20, 6–8.

Balyi, B. I. (1998). *LONG-TERM ATHLETE DEVELOPMENT : TRAINABILITY IN " It takes 10 years of extensive training to excel in anything " Herbert Simon - Nobel Laureate US Youth Soccer United States Olympic Committee The Model of Long-Term Athlete Development US Youth Soccer Unit*.

Bamberger, P. (2008). Beyond contextualization: Using context theories to narrow the micro-macro gap in management research. *Academy of Management Journal*, 51(5), 839–846. <https://doi.org/10.5465/AMJ.2008.34789630>

Bandura, A. (1977). *Self-efficacy: Toward a unifying theory of behavioral change. Psychological Review*,. 84(2), 191. <https://doi.org/doi:10.1037/0033-295x.84.2.191>

Bane, M. K., Reid, M., & Morgan, S. (2014). Has player development in men's tennis really changed? An historical rankings perspective. *Journal of Sports Sciences*, 32(15), 1477–1484. <https://doi.org/10.1080/02640414.2014.899706>

Barreiros, A., Côté, J. and Fonseca, A. M. (2014). 'From early to adult sport success: analysing athletes' progression in national squads'. , *European Journal of Sport Science*, Vol. 14,(No. sup1), pp.S178–S182.

Barry, M., & Collins, L. (2023). Learning the trade—recognising the needs of aspiring adventure sports professionals. *Journal of Adventure Education and Outdoor Learning*, 23(2), 120–131. <https://doi.org/10.1080/14729679.2021.1974501>

Bengoechea, E. G. (2002). Integrating Knowledge and Expanding Horizons in Developmental Sport Psychology: A Bioecological Perspective. *Quest*, 54(1), 1–2.

- Bengoechea, Enrique García, Strean, W. B., & Williams, D. J. (2004). Understanding and promoting fun in youth sport: coaches' perspectives. *Physical Education & Sport Pedagogy*, 9(2), 197–214. <https://doi.org/10.1080/1740898042000294994>
- Betts, J. A., Gonzalez, J. T., Burke, L. M., Close, G. L., Garthe, I., James, L. J., Jeukendrup, A. E., Morton, J. P., Nieman, D. C., Peeling, P., Phillips, S. M., Stellingwerff, T., van Loon, L. J. C., Williams, C., Woolf, K., Maughan, R., & Atkinson, G. (2020). Present 2020: Text expanding on the checklist for proper reporting of evidence in sport and exercise nutrition trials. *International Journal of Sport Nutrition and Exercise Metabolism*, 30(1), 2–13. <https://doi.org/10.1123/ijsnem.2019-0326>
- Bevan, M. T. (2014). A method of phenomenological interviewing. *Qualitative Health Research*, 24(1), 136–144. <https://doi.org/10.1177/1049732313519710>
- Bjørndal, C. T., & Ronglan, L. T. (2018). Orchestrating talent development: youth players' developmental experiences in Scandinavian team sports. *Sports Coaching Review*, 7(1), 1–22. <https://doi.org/10.1080/21640629.2017.1317172>
- Bjørndal, C. T., & Ronglan, L. T. (2021). Engaging with uncertainty in athlete development—orchestrating talent development through incremental leadership. *Sport, Education and Society*, 26(1), 104–116. <https://doi.org/10.1080/13573322.2019.1695198>
- Blazo, J. A., Carson, S., & Dees, W. (2015). *A Qualitative Investigation of the Sibling Sport Achievement Experience. March 2014*. <https://doi.org/10.1123/tsp.2012-0089>
- Blazo, J. A., & Smith, A. L. (2018). A systematic review of siblings and physical activity experiences. *International Review of Sport and Exercise Psychology*, 11(1), 122–159. <https://doi.org/10.1080/1750984X.2016.1229355>
- Bloom, B. (n.d.). *Developing talent in young people*. BoD—Books on Demand.

- Bosscher, V. De, Bingham, J., Shibli, S., Bottenburg, M. van, & Knop, P. De. (2007). Sports Policy Factors Leading to International Sporting Success. In *Meyer & Meyer Sport UK*.
- Bosscher, V. De, Knop, P. De, Bottenburg, M. Van, & Shibli, S. (2007). *A Conceptual Framework for Analysing Sports Policy Factors Leading to International Sporting Success A Conceptual Framework for Analysing Sports Policy Factors Leading to International Sporting Success*. 4742. <https://doi.org/10.1080/16184740600955087>
- Bottenburg, M. van. (2010). Beyond diffusion: sport and its remaking in cross-cultural contexts. *Journal of Sport History*, 37(1), 41–53.
- Bowen, S., Erickson, T., Martens, P. J., & Crockett, S. (2009). More than “using research”: The real challenges in promoting evidence-informed decision-making. *Healthcare Policy*, 4(3), 87–102. <https://doi.org/10.12927/hcpol.2009.20538>
- Bradley, H. (2009). *Data collection methods: Semi-structured interviews and focus*. US.
- Braun, V., & Clarke, V. (2022). (2022). *Thematic analysis : a practical guide*. SAGE.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589–597. <https://doi.org/10.1080/2159676X.2019.1628806>
- Bridge, M. W., & Toms, M. R. (2013). The specialising or sampling debate: A retrospective analysis of adolescent sports participation in the UK. *Journal of Sports Sciences*, 31(1), 87–96. <https://doi.org/10.1080/02640414.2012.721560>
- Brischoux, F., & Angelier, F. (2015). Academia’s never-ending selection for productivity.

Scientometrics, 103(1), 333–336. <https://doi.org/10.1007/s11192-015-1534-5>

British Tennis. (2025). *British Tennis Resources for parents*.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development.

American Psychologist, 32(7), 513–531. <https://doi.org/10.1037/0003-066x.32.7.513>

Brouwers, J., De Bosscher, V., & Sotiriadou, P. (2012). An examination of the importance of performances in youth and junior competition as an indicator of later success in tennis.

Sport Management Review, 15(4), 461–475. <https://doi.org/10.1016/j.smr.2012.05.002>

Brouwers, J., Sotiriadou, P., & Bosscher, V. De. (2015). Sport-specific policies and factors that influence international success : The case of tennis. *Sport Management Review*, 18(3), 343–358. <https://doi.org/10.1016/j.smr.2014.10.003>

Brouwers, J., Sotiriadou, P., & De Bosscher, V. (2015a). An examination of the stakeholders and elite athlete development pathways in tennis. *European Sport Management Quarterly*, 15(4), 454–477. <https://doi.org/10.1080/16184742.2015.1067239>

Brouwers, J., Sotiriadou, P., & De Bosscher, V. (2015b). An examination of the stakeholders and elite athlete development pathways in tennis. *European Sport Management Quarterly*, 15(4), 454–477. <https://doi.org/10.1080/16184742.2015.1067239>

Brouwers, J., Sotiriadou, P., & De Bosscher, V. (2015c). Sport-specific policies and factors that influence international success: The case of tennis. *Sport Management Review*, 18(3), 343–358. <https://doi.org/10.1016/j.smr.2014.10.003>

Brownson, R. C., Fielding, J. E., & Maylahn, C. M. (2009). Evidence-based public health: A fundamental concept for public health practice. *Annual Review of Public Health*, 30, 175–201. <https://doi.org/10.1146/annurev.publhealth.031308.100134>

- Burke, S., Sharp, L. A., Woods, D., & Paradis, K. F. (2021). Enhancing parental support through parent-education programs in youth sport: a systematic review. *International Review of Sport and Exercise Psychology*, 0(0), 1–28.
<https://doi.org/10.1080/1750984X.2021.1992793>
- Burke, S., Sharp, L. A., Woods, D., & Paradis, K. F. (2023). Advancing a grounded theory of parental support in competitive girls' golf. *Psychology of Sport and Exercise*, 66(February), 102400. <https://doi.org/10.1016/j.psychsport.2023.102400>
- Burke, S., Sharp, L. A., Woods, D., & Paradis, K. F. (2024). Enhancing parental support through parent-education programs in youth sport: a systematic review. *International Review of Sport and Exercise Psychology*, 17(1), 208–235.
<https://doi.org/10.1080/1750984X.2021.1992793>
- Cahill, G. (2024). State of play: evolving pathways and holistic approach to nurturing tennis talent. *ITF Coaching & Sport Science Review*, 32(93), pp.
- Chavez, C. (2015). Conceptualizing from the Inside: Advantages, Complications, and Demands on Insider Positionality. *The Qualitative Report*, 13(3), 474–494.
<https://doi.org/10.46743/2160-3715/2008.1589>
- Christianingsih, S., Kumaat, N. A., & Kafrawi, F. R. (2024). *Common Sport Injury in Tennis Players : A Literature Review* (Issue Isses). Atlantis Press International BV.
<https://doi.org/10.2991/978-94-6463-593-5>
- Clarke, N. J., & Harwood, C. G. (2014). Parenting experiences in elite youth football: A phenomenological study. *Psychology of Sport and Exercise*, 15(5), 528–537.
<https://doi.org/10.1016/j.psychsport.2014.05.004>
- Clarke, V., & Braun, V. (2017). Thematic analysis. *Journal of Positive Psychology*, 12(3),

297–298. <https://doi.org/10.1080/17439760.2016.1262613>

Collins, A., & Brown, J. S. (1988). *The computer as a tool for learning through reflection*. In *Learning issues for intelligent tutoring systems*. Springer US.

Collins, A., Brown, J. S., and Newman, S. E. (1989). Cognitive apprenticeship: teaching the craft of reading, writing, and mathematics. In *Knowing, Learning, and Instruction*. In N. L. E. A. . Hillsdale (Ed.), *Essays in Honor of Robert Glaser, edited by L. B. Resnick* (pp. 453–494).

Collins, D, and Kamin, S. (2012). ' The Performance Coach. In *The Oxford Handbook of Sport and Performance Psychology, Oxford Library of Psychology* (online edn). Oxford Academic. <https://doi.org/>accessed 11 Mar. 2025.

Collins, D., & Bailey, R. (2013). 'Scienciness' and the allure of second-hand strategy in talent identification and development. *International Journal of Sport Policy and Politics*, 5(2), 183–.

Collins, D., & Collins, L. (2020). Developing coaches' professional judgement and decision making: Using the 'Big 5.' *Journal of Sports Sciences*, 39(1), 115.

Collins, D., & Collins, L. (2021). Developing coaches' professional judgement and decision making: Using the 'Big 5. *Journal of Sports Sciences*, 39(1), 1.

Collins, D., Bailey, R., Ford, P.A., MacNamara, Á., Toms, M. and Pearce, G. (2012). 'Three worlds: new directions in participant development in sport and physical activity. *Sport, Education and Society*, Vol. 17(No. 2), pp.225–243.
<https://doi.org/https://doi.org/10.1080/13573322.2011.607951>

Collins, L., & Collins, D. (2015). Integration of professional judgement and decision-making in high-level adventure sports coaching practice. *Journal of Sports Sciences*, 33(6), 622.

- Collins, L., & Collins, D. (2016). Professional judgement and decision-making in adventure sports coaching: The role of interaction. *Journal of Sports Sciences*, 34(13), 12.
- Collins, R., D. Collins, Á. MacNamara, and M. I. J. (2014). “Change of Plans: An Evaluation of the Effectiveness and Underlying Mechanisms of Successful Talent Transfer.” *J. Journal of Sports Sciences*, 32 (17): 1.
<https://doi.org/https://doi.org/10.1080/02640414.2014.908324>
- Collins, A. (2005). Cognitive apprenticeship. In *In R. Sawyer (Ed.) The cambridge handbook of the learning sciences* (p. (pp. 47–60).). Cambridge University Press.
- Collins, Allan, Brown, J. S., & Holum, A. (1991). Cognitive apprenticeship making thinking visible. *american educator. American Educator*, 1–18.
- Collins, D., & Bailey, R. (2013). “Scienciness” and the allure of second-hand strategy in talent identification and development. *International Journal of Sport Policy*, 5(2), 183–191. <https://doi.org/10.1080/19406940.2012.656682>
- Collins, D., & Collins, L. (2021). *Developing coaches ’ professional judgement and decision making : Using the ‘ Big 5 . ’* 39(1), 115–119.
- Collins, D., Collins, L., & Carson, H. J. (2016). “If it feels right, do it”: Intuitive decision making in a sample of high-level sport coaches. *Frontiers in Psychology*, 7(APR), 1–10.
<https://doi.org/10.3389/fpsyg.2016.00504>
- Collins, D., & Cruickshank, A. (2012). *Central Lancashire Online Knowledge (CLoK) Class Performance environment*.
- Collins, D., MacNamara, Á., & Cruickshank, A. (2019). Research and Practice in Talent Identification and Development—Some Thoughts on the State of Play. *Journal of Applied Sport Psychology*, 31(3), 340–351.

<https://doi.org/10.1080/10413200.2018.1475430>

Collins, D., Taylor, J., Ashford, M., & Collins, L. (2022). It depends coaching—The most fundamental, simple and complex principle or a mere copout? *Sports Coaching Review*, 00(00), 1–21. <https://doi.org/10.1080/21640629.2022.2154189>

Collins, L., & Collins, D. (2016). Professional judgement and decision-making in adventure sports coaching: the role of interaction. *Journal of Sports Sciences*, 34(13), 1231–1239. <https://doi.org/10.1080/02640414.2015.1105379>

Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Sage Publications. <https://doi.org/10.4135/9781452230153>

Côté, J. (1999a). The influence of the family in the development of talent in sport. *Sport Psychologist*, 13(4), 395–417. <https://doi.org/10.1123/tsp.13.4.395>

Côté, J. (1999b). *The Influence of the Family in the Development of Talent in Sport*. 1995, 395–417.

Côte, J., Lidor, R., & Hackfort, D. (2009). ISSP position stand: To sample or to specialize? Seven postulates about youth sport activities that lead to continued participation and elite performance. *International Journal of Sport and Exercise Psychology*, 7(1), 7–17. <https://doi.org/10.1080/1612197X.2009.9671889>

Coutinho, P., Mesquita, I., & Fonseca, A. M. (2016). Talent development in sport: A critical review of pathways to expert performance. *International Journal of Sports Science and Coaching*, 11(2), 279–293. <https://doi.org/10.1177/1747954116637499>

Crespo, M., Botella-Carrubi, D., & Jabaloyes, J. (2022). Innovation programs of the Royal Spanish Tennis Federation. *Technological Forecasting and Social Change*, 175, 12133.

- Crespo, M., Reid, M., Miley, D., & Atienza, F. (2003). The relationship between professional tournament structure on the national level and success in men's professional tennis. *Journal of Science and Medicine in Sport*, 6(1), 3–13. [https://doi.org/10.1016/S1440-2440\(03\)80003-8](https://doi.org/10.1016/S1440-2440(03)80003-8)
- Creswell, J. W. (2014). The Selection of a Research Approach. *Research Design*, 3–23. <https://doi.org/45593:01>
- Creswell JW, P. C. (2007). *the mixed methods reader*. SAGE Publications Ltd.
- Cripps, C. (2024). *Are pushy parents monsters or deliverers of potential?* 2024. <https://www.independent.co.uk/life-style/emma-raducanu-tennis-pushy-parents-keir-starmer-bella-hadid-b2564061.html>
- Crotty, M. (1989). *The foundations of social research*. Sage Publications.
- Cruickshank, A., & Collins, D. (2017). Beyond “crude pragmatism” in sports coaching: Insights from C.S. Peirce, William James, and John Dewey: A commentary. *International Journal of Sports Science and Coaching*, 12(1), 70–72. <https://doi.org/10.1177/1747954116684226>
- Cruickshank, A., Collins, D., & Minten, S. (2014). Driving and sustaining culture change in Olympic sport performance teams: A first exploration and grounded theory. *Journal of Sport and Exercise Psychology*, 36(1), 107–120. <https://doi.org/10.1123/jsep.2013-0133>
- Culver, D. M., Gilbert, W., & Sparkes, A. (2012). Qualitative research in sport psychology journals: The next decade 2000-2009 and beyond. *Sport Psychologist*, 26(2), 261–281. <https://doi.org/10.1123/tsp.26.2.261>
- Culver, D., & Trudel, P. (2008). Clarifying the Concept of Communities of Practice in Sport. *International Journal of Sports Science & Coaching*, 3(1), 1–10.

<https://doi.org/10.1260/174795408784089441>

Curran, C. (2021). The Migration of Irish-born Players to Undertake US Soccer Scholarships, 1969-2000. *Immigrants & Minorities*, 39(1), 101–131.

<https://doi.org/10.1080/02619288.2021.1982700>

D’Arcy Maine. (2023). *Why am I here, playing for literally \$6? ’: The stunning financial reality of pro tennis*. https://www.espn.com/tennis/story/_/id/35414286/the-stunning-financial-reality-high-cost-pro-tennis

Davis, N. W., & Meyer, B. B. (2008). When sibling becomes competitor: A qualitative investigation of same-sex sibling competition in elite sport. *Journal of Applied Sport Psychology*, 20(2), 220–235. <https://doi.org/10.1080/10413200701864817>

Daviter, F. (2019). “Policy Analysis in the Face of Complexity: What Kind of Knowledge to Tackle Wicked Problems?” *Public Policy and Administration*, 34 (1): 62.
<https://doi.org/https://doi.org/10.1177/0952076717733325>

De Bosscher, V., Shibil, S., Westerbeek, H., & Van Bottenburg, M. (2015). *Successful elite sport policies: An international comparison of the Sportspolicy Factors Leading to International Sporting Success (SPLISS 2.0) in 15 nations* (Meyer & Me).

De Bosscher, V., Shibli, S., Westerbeek, H. and Van Bottenburg, M. (2015). ‘*Successful elite sport policies: an international comparison of the sports policy factors leading to international sporting success (SPLISS 2.0) in 15 nations*. Meyer & Meyer Sport.

De Bosscher, V. (2018). A mixed methods approach to compare elite sport policies of nations. A critical reflection on the use of composite indicators in the SPLISS study. *Sport in Society*, 21(2), 331–355. <https://doi.org/10.1080/17430437.2016.1179729>

De Bosscher, V., De Knop, P., Heyndels, B., & Brussel, V. U. (2003). Comparing Tennis

- Success Among Countries. *International Sports Studies*, 25(1), 49–68.
- De Bosscher, V., De Knop, P., Van Bottenburg, M., & Shibli, S. (2006). A Conceptual Framework for Analysing Sports Policy Factors Leading to International Sporting Success. *European Sport Management Quarterly*, 6(2), 185–215.
<https://doi.org/10.1080/16184740600955087>
- De Bosscher, V., Descheemaeker, K., & Shibli, S. (2023). Starting and Specialisation Ages of Elite Athletes across Olympic Sports: An International Cross-sectional Study. *European Journal of Sport Sciences*, 3(5), 9–19. <https://doi.org/10.24018/ejsport.2023.3.5.100>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum.
- Deci, E. L., & Ryan, R. M. (2008). *Self-Determination Theory : A Macrotheory of Human Motivation , Development , and Health*. 49(3), 182–185.
<https://doi.org/10.1037/a0012801>
- DeLeon, P., & DeLeon, L. (2002). What Ever Happened to Policy Implementation? An Alternative Approach. *Journal of Public Administration Research and Theory*, 12(4), 467–492. <https://doi.org/10.1093/oxfordjournals.jpart.a003544>
- Deloitte, G. (2025). *Women’s elite sports revenues to surpass US\$2.35 billion in 2025 [Press release]*.
- Dennen, V. P., & Burner, K. J. (2008). The Cognitive Apprenticeship Model in Educational Practice. *Handbook of Research on Educational Communications and Technology, Third Edition*, 425–439. <https://doi.org/10.4324/9780203880869-38>
- Dewey, J. (1933). *How We Think*. Heath & Co.

- Dittman, C. K., Sanders, M. R., Rynne, S. B., Mallett, C. J., & Lefebvre, J. S. (2024). Play Well Triple P: Developing and Evaluating a Program to Promote Positive Parental Involvement in Junior Sport. *Child Psychiatry and Human Development*.
<https://doi.org/10.1007/s10578-024-01725-y>
- Dixon, M. A., Warner, S. M., & Bruening, J. E. (2008). More than just letting them play: The enduring impact of parental socialization on female sport involvement. *Sociology of Sport Journal*, 25(4), 538.
- Dohme, L.-C., Backhouse, S., Piggott, D., & Morgan, G. (2016). Categorising and defining popular psychological terms used within the youth athlete talent development literature:: a systematic review. *International Review of Sport and Exercise Psychology*, 10(1), 134–163.
- Dohme, L. C., Bloom, G. A., & Knight, C. J. (2021). Understanding the behaviours employed by parents to support the psychological development of elite youth tennis players in England. *International Journal of Sport and Exercise Psychology*, 19(6), 957–974.
<https://doi.org/10.1080/1612197X.2020.1827004>
- Doncaster, K., & Lester, S. (2002). Experiences From a Work-Based Doctorate. *Studies in Higher Education*, 27(1), 91–101.
- Dorsch, T. E., Smith, A. L., Wilson, S. R., & McDonough, M. H. (2015). Parent goals and verbal sideline behavior in organized youth sport. *Sport, Exercise, and Performance Psychology*, 4(1), 19.
- Dorsch, T. E., Wright, E., Eckardt, V. C., Elliott, S., Thrower, S. N., & Knight, C. J. (2021). A history of parent involvement in organized youth sport: A scoping review. *EXercise, and Performance Psychology*, 10(4), 536.

Dorsch. (2017). *PARENT GUIDE AT R ER GH EVIDENCE-BASED STRATEGIES FOR PARENTING IN ORGANIZED YOUTH SPORT.*

Dorsch, T. E., Blazo, J. A., Arthur-Banning, S. G., Anderson-Butcher, D., Jayanthi, N., Hardiman, A., Farrey, T., Solomon, J., & Lerner, J. B. (2021). National Trends in Youth Sport during the COVID-19 Pandemic: Understanding American Parents' Perceptions and Perspectives Aspen Institute Project Play Initiative. *Journal of Sport Behavior*, 2021(3), 303–320. www.journalofsportbehavior.orgwww.journalofsportbehavior.org

Dorsch, T. E., Dotterer, A. M., Lowe, K., & Lyons, L. (2016). *Parent Involvement in Young Adults ' Intercollegiate Athletic Careers : Developmental Considerations and Applied Recommendations.* 1–26.

Dorsch, T. E., King, M. Q., Dunn, C. R., Osai, K. V., & Tulane, S. (2017). The Impact of Evidence-Based Parent Education in Organized Youth Sport: A Pilot Study. *Journal of Applied Sport Psychology*, 29(2), 199–214.
<https://doi.org/10.1080/10413200.2016.1194909>

Dorsch, T. E., Lowe, K., Dotterer, A. M., Lyons, L., & Barker, A. (2016). Stakeholders' perceptions of parent involvement in young adults' intercollegiate athletic careers: Policy, education, and desired outcomes. *Journal of Issues in Intercollegiate Athletics*, 9, 124–141.

Dorsch, T. E., Smith, A. L., Blazo, J. A., Coakley, J., Côté, J., Wagstaff, C. R. D., Warner, S., & King, M. Q. (2022). Toward an Integrated Understanding of the Youth Sport System. *Research Quarterly for Exercise and Sport*, 93(1), 105–119.
<https://doi.org/10.1080/02701367.2020.1810847>

Dorsch, T. E., Smith, A. L., & McDonough, M. H. (2014). *Early Socialization of Parents*

Through Organized Youth Sport. 3(2).

Dorsch, T. E., Smith, A. L., & McDonough, M. H. (2009). Parents' perceptions of child-to-parent socialization in organized youth sport. *Journal of Sport and Exercise Psychology*, 31(4), 444–468. <https://doi.org/10.1123/jsep.31.4.444>

Dorsch, T. E., Vierimaa, M., & Plucinik, J. M. (2018). *A Citation Network Analysis of Research on Parent X Child Interactions in Youth Sport*. 1(999), 1–18.

Dorsch, T. E., Wright, E., Eckardt, V. C., Elliott, S., Thrower, S. N., & Knight, C. J. (2021). A History of Parent Involvement in Organized Youth Sport: A Scoping Review. *Sport, Exercise, and Performance Psychology*, 10(4), 536–557.
<https://doi.org/10.1037/spy0000266>

Drasch, K., & Matthes, B. (2013). Improving retrospective life course data by combining modularized self-reports and event history calendars: Experiences from a large scale survey. *Quality and Quantity*, 47(2), 817–838. <https://doi.org/10.1007/s11135-011-9568-0>

Dunn, C. R., Dorsch, T. E., King, M. Q., & Rothlisberger, K. J. (2016). *The Impact of Family Financial Investment on Perceived Parent Pressure and Child Enjoyment and Commitment in Organized Youth Sport*. 84322(April), 287–299.
<https://doi.org/10.1111/fare.12193>

Eccles, J., Adler, T. F., Futterman, R., Goff, S. B., Kaczala, C. M., Meece, J., and Midgley, C. (1983). Expectancies, values and academic behaviors. In *In Spence, J. T. (ed.), Achievement and Achievement Motives*. W. H. Freeman, San Francisco.

Eccles, J.S., Wigfield, A., & Schiefele, U. (1998). *Motivation to succeed*. In D. Damon (Series Ed.) & N. Eisenberg (Vol. Ed.), *Handbook of child psychology: Vol. 3. Social*,

emotional and personality development (5th ed., pp. 1017–1094).

Eccles, F. &. (2004). Parental influences on youth involvement in sports. In *In 10 M.R. Weiss (Ed.), Developmental sport and exercise psychology: A lifespan perspective.* (pp. 11 (pp. 145-164)). . Morgantown, WV: Fitness Information Technology.

Edo, A., & Özgüzel, C. (2023). The impact of immigration on the employment dynamics of European regions. *Labour Economics*, 85(16469).

<https://doi.org/10.1016/j.labeco.2023.102433>

Edwards, M. A., and S. R. (2017). “Academic Research in the 21st Century: Maintaining Scientific Integrity in a Climate of Perverse Incentives and Hyper-Competition.” ” *Environmental Engineering Science*, 34 (1): 51.

<https://doi.org/https://doi.org/10.1038/s41598-023-32445-3>

Ehrich, K., Freeman, G. K., Richards, S. C., Robinson, I. C., & Shepperd, S. (2002). How to do a scoping exercise: continuity of care. *Research Policy and Planning*, 20(1), 25–29.

<http://eprints.soton.ac.uk/33560/>

Elliott, S. K., Drummond, M. J. N., Kim, S., Drummond, M. J. N., Elliott, S. K., & Drummond, M. J. N. (2017). Parents in youth sport : what happens after the game ? Parents in youth sport : what happens after the game ? *Sport, Education and Society*, 0(0), 1–16. <https://doi.org/10.1080/13573322.2015.1036233>

Ericsson, K. A., Krampe, R. T., Tesch-romer, C., Ashworth, C., Carey, G., Grassia, J., Hastie, R., Heizmann, S., Kellogg, R., Levin, R., Lewis, C., Oliver, W., Poison, P., Rehder, R., Schlesinger, K., & Schneider, V. (1993). *The Role of Deliberate Practice in the Acquisition of Expert Performance.* 100(3), 363–406.

Erikstad, M. K., Johansen, B. T., Johnsen, M., Haugen, T., & Côté, J. (2021). “As many as

- possible for as long as possible” - A case study of a soccer team that fosters multiple outcomes. *Sport Psychologist*, 35(2), 131–141. <https://doi.org/10.1123/TSP.2020-0107>
- Etikan, I. (2017). Sampling and Sampling Methods. *Biometrics & Biostatistics International Journal*, 5(6), 215–217. <https://doi.org/10.15406/bbij.2017.05.00149>
- Europe, T. (2024). *Competitions Calendar*. <https://www.tenniseurope.org/>
- European Tennis Report. (2022). *No Title*. <https://www.tenniseurope.org/page/39253/2022-European-Tennis-Report>
- Exter, M. E., & Ashby, I. (2019). Using cognitive apprenticeship to enculturate new students into a qualitative research. *Qualitative Report*, 24(4), 873–886. <https://doi.org/10.46743/2160-3715/2019.3879>
- F, M. (2023). *14 things I learned watching the worlds best under 12 players (Ep.189)*. <https://www.functionaltennis.com/blogs/the-functional-tennis-podcast/14-things-i-learned-watching-the-worlds-best-under-12-players-ep-189>
- Feilzer, M. Y. (2010). Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm. *Journal of Mixed Methods Research*, 4(1), 6–16. <https://doi.org/10.1177/1558689809349691>
- Finlay, L. (2002). Negotiating the swamp: the opportunity and challenge of reflexivity in research practice. In *Qualitative research* (p. 2(2), 209-230.).
- Fredricks, J. A., & Eccles, J. S. (2004). Parental influences on youth involvement in sports. In M. R. Weiss (Ed.), *Developmental sport and exercise psychology: A lifespan perspective* (p. (pp. 145–164)). Morgantown, WV: Fitness Information Technology.
- Fulton, J., Kuit, J., Sanders, G., & Smith, P. (2012). The role of the Professional Doctorate in

- developing professional practice. *Journal of Nursing Management*, 20(1), 130–139.
<https://doi.org/10.1111/j.1365-2834.2011.01345.x>
- Gao, Z., Chee, C. S., Norjali Wazir, M. R. W., Wang, J., Zheng, X., & Wang, T. (2023). The role of parents in the motivation of young athletes: a systematic review. *Frontiers in Psychology*, 14(January). <https://doi.org/10.3389/fpsyg.2023.1291711>
- García-Cabrero, B., Hoover, M. L., Lajoie, S. P., Andrade-Santoyo, N. L., Quevedo-Rodríguez, L. M., & Wong, J. (2018). Design of a learning-centered online environment: a cognitive apprenticeship approach. *Educational Technology Research and Development*, 66(3), 813–835. <https://doi.org/10.1007/s11423-018-9582-1>
- Garn, A. C., & Cothran, D. J. (2006). The fun factor in physical education. *Journal of Teaching in Physical Education*, 25(3), 281–297. <https://doi.org/10.1123/jtpe.25.3.281>
- Gavin, K., Taylor, J., Macnamara, Á., & Behan, S. (2024). Comparing apples and oranges ? The need for greater qualitative clarity in talent development research. *Journal of Expertise*, 7(2), 49–58.
- Gerald Marzorati. (2024). *The Italian Renaissance in Men's Tennis*.
<https://www.newyorker.com/sports/sporting-scene/the-italian-renaissance-in-mens-tennis>
- Gerstl-Pepin, C., & Patrizio, K. (2009). Learning from Dumbledore's Pensieve: Metaphor as an aid in teaching reflexivity in qualitative research. *Qualitative Research*, 9(3), 299–308. <https://doi.org/10.1177/1468794109105029>
- Giacobbi, P. R., Poczwadowski, A., & Hager, P. (2005). A pragmatic research philosophy for applied sport psychology. *Sport Psychologist*, 19(1), 18–31.
<https://doi.org/10.1123/tsp.19.1.18>

Giorgi, A. (2006). Concerning variations in the application of the phenomenological method. *Humanistic Psychologist*, 34(4), 305–319. https://doi.org/10.1207/s15473333thp3404_2

Gjaka, M., Tessitore, A., Blondel, L., Bozzano, E., Burlot, F., Debois, N., Delon, D., Figueiredo, A., Foerster, J., Gonçalves, C., Guidotti, F., Pesce, C., Pišl, A., Rheinisch, E., Rolo, A., Ryan, G., Templet, A., Varga, K., Warrington, G., ... Doupona, M. (2021). Understanding the educational needs of parenting athletes involved in sport and education: The parents' view. *PLoS ONE*, 16(1 January), 1–21. <https://doi.org/10.1371/journal.pone.0243354>

Gould, D., Lauer, L., Rolo, C., Jannes, C., & Pennisi, N. (2006). Understanding the role parents play in tennis success: A national survey of junior tennis coaches. *British Journal of Sports Medicine*, 40(7), 632–636. <https://doi.org/10.1136/bjsm.2005.024927>

Gould, Daniel, Lauer, L., Rolo, C., Jannes, C., & Pennisi, N. (2008). The role of parents in tennis success: Focus group interviews with junior coaches. *Sport Psychologist*, 22(1), 18–37. <https://doi.org/10.1123/tsp.22.1.18>

Gould, Daniel, Pierce, S., Wright, E. M., Lauer, L., & Nalepa, J. (2016). Examining expert coaches' views of parent roles in 10-and-under tennis. *Sport, Exercise, and Performance Psychology*, 5(2), 89–106. <https://doi.org/10.1037/spy0000050>

Grainger, A., Kelly, A. L., Garland, S. W., Baker, J., Johnston, K., & McAuley, A. B. T. (2024). 'Athletes', 'Talents', and 'Players': Conceptual Distinctions and Considerations for Researchers and Practitioners. *Sports Medicine*, 55(1), 9–15. <https://doi.org/10.1007/s40279-024-02101-5>

Grecic, D., Carson, H. J., Collins, D., & Ryan, B. (2017). The US Golf Academy System and the Twenty First Century Talent Tourists! Future Lines of Research to Understand this

- New Golf Talent Pathway. *International Journal of Golf Science*, 6(1), 1–19.
<https://doi.org/10.1123/ijgs.2016-0007>
- Greze, M. (2022). *Ksenia Efremova: 12-year-old Russian tennis prodigy has 'incredible potential*. <https://edition.cnn.com/2022/01/18/tennis/ksenia-efremova-rising-tennis-star-spt-intl/index.html>
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In *Handbook of qualitative research* (pp. 163–194, 105).
- Güllich, A. (2014). Selection, de-selection and progression in German football talent promotion. *European Journal of Sport Science*, 14(6 PG-530–537), 530–537.
<https://dcu.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=97627026&site=ehost-live&scope=site NS> -
- Güllich, A., & Emrich, E. (2006a). Evaluation of the support of young athletes in the elite sports system. *European Journal for Sport and Society*, 3(2), 85–108.
<https://doi.org/10.1080/16138171.2006.11687783>
- Güllich, A., & Emrich, E. (2006b). *Sports-spanning training variability augments individual success potential in elite sport. January 2006*.
- Güllich, A., & Emrich, E. (2012). Individualistic and Collectivistic Approach in Athlete Support Programmes in the German High-Performance Sport System. *European Journal for Sport and Society*, 9(4), 243–268. <https://doi.org/10.1080/16138171.2012.11687900>
- Harwood, C., & Johnston, J. (2016). Positive youth development and talent development: is there a best of both worlds?. In *In Positive youth development through sport* (p. (pp. 113-125)). Routledge.
- Harwood, C., & Swain, A. (2002). The Development and Activation of Achievement Goals

Within Tennis: II. A Player, Parent, and Coach Intervention. *Sport Psychologist*, 16(2), 111.

Harwood, C., Drew, A., Knight, C. J., Harwood, C., Drew, A., & Parental, C. J. K. (2010). *Qualitative Research in Sport and Exercise Parental stressors in professional youth football academies : a qualitative investigation of specialising stage parents*. 8441.
<https://doi.org/10.1080/19398440903510152>

Harwood, C. G., & Knight, C. J. (2015). Parenting in youth sport: A position paper on parenting expertise. *Psychology of Sport and Exercise*, 16(P1), 24–35.
<https://doi.org/10.1016/j.psychsport.2014.03.001>

Harwood, C. G., & Knight, C. J. (2016). Parenting in Sport INTRODUCTION. *Sport Exercise and Performance Psychology*, 5(2, SI), 84–88.

Harwood, C. G., Knight, C. J., Thrower, S. N., & Berrow, S. R. (2019). Advancing the study of parental involvement to optimise the psychosocial development and experiences of young athletes. *Psychology of Sport and Exercise*, 42(August 2018), 66–73.
<https://doi.org/10.1016/j.psychsport.2019.01.007>

Harwood, C., & Knight, C. (2009a). Stress in youth sport: A developmental investigation of tennis parents. *Psychology of Sport and Exercise*, 10(4), 447–456.
<https://doi.org/10.1016/j.psychsport.2009.01.005>

Harwood, C., & Knight, C. (2009b). Stress in youth sport: A developmental investigation of tennis parents. *Psychology of Sport and Exercise*, 10(4), 447–456.
<https://doi.org/10.1016/j.psychsport.2009.01.005>

Harwood, C., & Knight, C. (2009c). Understanding parental stressors: An investigation of British tennis-parents. *Journal of Sports Sciences*, 27(4), 339–351.

<https://doi.org/10.1080/02640410802603871>

Hauser, L. L., Harwood, C. G., Höner, O., O'Connor, D., & Wachsmuth, S. (2022). Talent development environments within sports: a scoping review examining functional and dysfunctional environmental features. In *International Review of Sport and Exercise Psychology*. <https://doi.org/10.1080/1750984X.2022.2129423>

Helsen, W. F., Van Winckel, J., & Williams, A. M. (2005). The relative age effect in youth soccer across Europe. *Journal of Sports Sciences*, 23(6), 629–636.
<https://doi.org/10.1080/02640410400021310>

Henriksen, K., Stambulova, N., & Roessler, K. K. (2010). Successful talent development in track and field: Considering the role of environment. *Scandinavian Journal of Medicine and Science in Sports*, 20(SUPPL. 2), 122–132. <https://doi.org/10.1111/j.1600-0838.2010.01187.x>

Henriksen, Kristoffer, & Stambulova, N. (2023). *The social environment of talent development in youth sport*. February, 1–7. <https://doi.org/10.3389/fspor.2023.1127151>

Henriksen, Kristoffer, Stambulova, N., & Roessler, K. K. (2010a). Holistic approach to athletic talent development environments: A successful sailing milieu. *Psychology of Sport and Exercise*, 11(3), 212–222. <https://doi.org/10.1016/j.psychsport.2009.10.005>

Henriksen, Kristoffer, Stambulova, N., & Roessler, K. K. (2010b). Holistic approach to athletic talent development environments: A successful sailing milieu. *Psychology of Sport and Exercise*, 11(3), 212–222. <https://doi.org/10.1016/j.psychsport.2009.10.005>

Henriksen, Kristoffer, Stambulova, N., & Roessler, K. K. (2011). Riding the wave of an expert: A successful talent development environment in kayaking. *Sport Psychologist*, 25(3), 341–362. <https://doi.org/10.1123/tsp.25.3.341>

Henry, I., Dowling, M., Ko, L., Brown, P., Henry, I., Dowling, M., Ko, L., & Brown, P. (2020). *Challenging the new orthodoxy : a critique of SPLISS and variable-oriented approaches to comparing sporting nations*.

<https://doi.org/10.1080/16184742.2020.1719428>

Herrebrøden, H., & Bjørndal, C. T. (2022). *Youth International Experience Is a Limited Predictor of Senior Success in Football : The Relationship Experience and Senior Elite Participation Across Nations and Playing Positions*. 4(April), 1–11.

<https://doi.org/10.3389/fspor.2022.875530>

Higgins, S. (2024). *Interview | Conor Niland on “The Racket.”*

<https://crosscourtview.com/interviews/conor-niland-the-racket.html>

Hollings, S., & Hume, P. (2010). Is Success At the World Junior Athletics Championships a Prerequisite for Success At World Senior Championships or Olympic Games? – Prospective and Retrospective Analyses. *New Studies in Athletics*, 25(1), 65–77.

Holt, N. L., Tamminen, K. A., Black, D. E., Sehn, Z. L., & Wall, M. P. (2008. (2008). Parental involvement in competitive youth sport settings. *Psychology of Sport and Exercise*, 9(5), 663-.

Holt, N.L. and Knight. C.J. (2014). *Parenting in youth sport: From research to practice*. Routledge.

Holt, N. L., Tamminen, K. A., Black, D. E., Mandigo, J. L., & Fox, K. R. (2009). Youth sport parenting styles and practices. *Journal of Sport and Exercise Psychology*, 31(1), 37–59.
<https://doi.org/10.1123/jsep.31.1.37>

Holt, N. L., Tamminen, K. A., Black, D. E., Sehn, L., & Wall, M. P. (2008). *Parental involvement in competitive youth sport settings* \$. 9, 663–685.

<https://doi.org/10.1016/j.psychsport.2007.08.001>

Hopwood, M. J., Farrow, D., Macmahon, C., & Baker, J. (2015). *Sibling dynamics and sport expertise. 2008*, 724–733. <https://doi.org/10.1111/sms.12387>

Id, E. K., Qu, P., Chrisman, S., Herring, S., & Rivara, F. (2021). *Socioeconomic status and parent perceptions about the costs and benefits of youth sport*. 1–16.

International Tennis Federation. (2021). *ITF GLOBAL TENNIS REPORT*.

<https://www.itftennis.com/en/news-and-media/articles/itf-global-tennis-report-now-available-on-itf-academy/>

Ireland, T. (2023). *Tennis Ireland, Overview about Tennis Ireland*,.

Jackson, M. J., Roche, D. M., Amirabdollahian, F., Koehn, S., & Khaiyat, O, A. (2020). The musculoskeletal health benefits of tennis. *Sports Health*, 12(1)(80–87).

Jeanfreau, M. M., Holden, C. L., & Esplin, J. A. (2020). How Far is Too Far? Parenting Behaviors in Youth Sports. *American Journal of Family Therapy*, 48(4), 356–368. <https://doi.org/10.1080/01926187.2020.1728202>

Jeffery-tosoni, S., & Fraser-thomas, J. (2012). *Parent Involvement in Canadian Youth Hockey : Experiences and Perspectives of Peewee Players*.

Jenkins, S. P. R. (2017). Beyond “crude pragmatism” in sports coaching: Insights from C.S. Peirce, William James and John Dewey. *International Journal of Sports Science and Coaching*, 12(1), 8–19. <https://doi.org/10.1177/1747954116684028>

Johnston, K., Wattie, N., Schorer, J., & Baker, J. (2018). Talent identification in sport: a systematic review. *Sports. Sports Medicine*, 48,(97-109.).

Johnston, K., Wattie, N., Schorer, J., & Baker, J. (2018). Talent Identification in Sport: A

- Systematic Review. *Sports Medicine*, 48(1), 97–109. <https://doi.org/10.1007/s40279-017-0803-2>
- Jones, I. (2022). Research Methods for Sports Studies. In *Research Methods for Sports Studies*. <https://doi.org/10.4324/9781003195467>
- Jowett, S., & Carpenter, P. (2015). The concept of rules in the coach-athlete relationship. *Sports Coaching Review*, 4(1), 1–23. <https://doi.org/10.1080/21640629.2015.1106145>
- Jowett, S., & Timson-katchis, M. (2015). *Social Networks in Sport : Parental Influence on the Coach-Athlete Relationship Social Networks in Sport : Parental Influence on the Coach-Athlete Relationship*. October, 267–287.
- Judgement, P., & Making, D. (2024). *Edinburgh Research Explorer Thinking (TOO) fast and slow*.
- Kaczmarek (2018). (2018). The costs of access to playing tennis in selected countries of the world: An introductory study. *COACHING & SPORT SCIENCE REVIEW*.
- Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux.
- Kahneman, Daniel, & Klein, G. (2009). Conditions for Intuitive Expertise: A Failure to Disagree. *American Psychologist*, 64(6), 515–526. <https://doi.org/10.1037/a0016755>
- Kanuha, V. K. (2000). “Being” native versus “going native”: Conducting social work research as an insider. *Social work*. 45(5), 439.
- Kawakami, R., Yamakawa, S., Konda, S., Ogasawara, I., Hasegawa, R., Yamasaki, K., Kanamoto, T., Yokoyama, T., Yoshida, A., Marutani, Y., Ueda, Y., Mitsuoka, H., Horie, S., Horio, D., & Nakata, K. (2024). Characteristics of physical activity during beginner-level group tennis lessons and the effect daily activity. *Scientific Reports*, 14(1), 1–9.

<https://doi.org/10.1038/s41598-023-46843-0>

- Kearney, P. E., & Hayes, P. R. (2018). Excelling at youth level in competitive track and field athletics is not a prerequisite for later success. *Journal of Sports Sciences*, 36(21), 2502–2509. <https://doi.org/10.1080/02640414.2018.1465724>
- Kelemen, M., & Rumens, N. (2012). Pragmatism and heterodoxy in organization research: Going beyond the quantitative/qualitative divide. *International Journal of Organizational Analysis*, 20(1), 5–12. <https://doi.org/10.1108/19348831211215704>
- Khasnis, U. (2022). *Solving the Rubik's cube of Indian sport: exploring impactful factors and alternative ways to facilitate success*.
- Khasnis, Urvi, Chapman, P., Toering, T., & Collins, D. (2021). Policy implementation in Indian Olympic sport : exploring the potential for policy transfer Policy implementation in Indian Olympic sport : exploring the potential for policy transfer. *International Journal of Sport Policy and Politics*, 13(4), 623–640. <https://doi.org/10.1080/19406940.2021.1939764>
- Kirk, D., & MacPhail, A. (2003). Social positioning and the construction of a youth sports club. *International Review for the Sociology of Sport.*, 38(1)(23-44.).
- Klein, G. (2015). A naturalistic decision making perspective on studying intuitive decision making. *Journal of Applied Research in Memory and Cognition*, 4(3), 164–168. <https://doi.org/10.1016/j.jarmac.2015.07.001>
- Kliethermes, S. A., Nagle, K., Côté, J., Malina, R. M., Faigenbaum, A., Watson, A., Feeley, B., Marshall, S. W., Labella, C. R., Herman, D. C., Tenforde, A., Beutler, A. I., & Jayanthi, N. (2020). Impact of youth sports specialisation on career and task-specific athletic performance: A systematic review following the American Medical Society for

- Sports Medicine (AMSSM) Collaborative Research Network's 2019 Youth Early Sport Specialisation Summit. *British Journal of Sports Medicine*, 54(4), 221–230.
<https://doi.org/10.1136/bjsports-2019-101365>
- Knight & Harwood. (2021). *Creative Nonfiction in Sport and Exercise Research, Being a Parent of a Competitive Junior Tennis Player*. Routledge.
- Knight, C. J., Berrow, S. R., & Harwood, C. G. (2017). Parenting in sport. *Current Opinion in Psychology*, 16, 93–97. <https://doi.org/10.1016/j.copsyc.2017.03.011>
- Knight, C. J., & Harwood, C. G. (2009). Exploring Parent-Related Coaching Stressors in British Tennis: A Developmental Investigation. *International Journal of Sports Science & Coaching*, 4(4), 545–565. <https://doi.org/10.1260/174795409790291448>
- Knight, C. J., & Holt, N. L. (2013a). Factors that influence parents' experiences at junior tennis tournaments and suggestions for improvement. *Sport, Exercise, and Performance Psychology*, 2(3), 173–189. <https://doi.org/10.1037/a0031203>
- Knight, C. J., & Holt, N. L. (2013b). Strategies used and assistance required to facilitate children's involvement in tennis: Parents' perspectives. *Sport Psychologist*, 27(3), 281–291. <https://doi.org/10.1123/tsp.27.3.281>
- Knight, C. J., & Holt, N. L. (2014). Parenting in youth tennis: Understanding and enhancing children's experiences. *Psychology of Sport and Exercise*, 15(2), 155–164.
<https://doi.org/10.1016/j.psychsport.2013.10.010>
- Kolman, N. S., Kramer, T., Elferink-Gemser, M. T., Huijgen, B. C. H., & Visscher, C. (2019). Technical and tactical skills related to performance levels in tennis: A systematic review. *Journal of Sports Sciences*, 37(1), 108–121.
<https://doi.org/10.1080/02640414.2018.1483699>

- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Kovalchik, S. A., Bane, M. K., & Reid, M. (2017). Getting to the top: an analysis of 25 years of career rankings trajectories for professional women's tennis. *Journal of Sports Sciences, 35*(19), 19.
- Kramers, S., Thrower, S. N., Steptoe, K., & Harwood, C. G. (2023). Parental strategies for supporting children's psychosocial development within and beyond elite sport. *Journal of Applied Sport Psychology, 35*(3), 498–520.
<https://doi.org/10.1080/10413200.2022.2043486>
- Krefting, L. (1991). *Trustworthiness*. 45(3), 214–222.
- Kumah, E. A., McSherry, R., Bettany-Saltikov, J., van Schaik, P., Hamilton, S., Hogg, J., & Whittaker, V. (2022). Evidence-informed vs evidence-based practice educational interventions for improving knowledge, attitudes, understanding and behaviour towards the application of evidence into practice: A comprehensive systematic review of undergraduate students. *Campbell Systematic Reviews, 18*(2).
<https://doi.org/10.1002/cl2.1233>
- Lafferty, M. E., & Triggs, C. (2014). The working with parents in sport model (WWPS-Model): A practical guide for practitioners working with parents of elite young performers. *Journal of Sport Psychology in Action, 5*(2), 117–128.
<https://doi.org/10.1080/21520704.2014.914113>
- Lambert, C., Jomeen, J., & McSherry, W. (2010). Reflexivity: A review of the literature in the context of midwifery research. *British Journal of Midwifery, 18*(5), 321.
- Larson, H. K., Mchugh, T. F., Young, B. W., & Rodgers, W. M. (2022). Psychology of Sport

- & Exercise Not your average sport parents : How sport scholars make decisions about their own children ' s sport involvement ☆. *Psychology of Sport & Exercise*, 63(August), 102282. <https://doi.org/10.1016/j.psychsport.2022.102282>
- Lauer, L., Gould, D., Roman, N., & Pierce, M. (2010a). Parental behaviors that affect junior tennis player development. *Psychology of Sport and Exercise*, 11(6), 487–496. <https://doi.org/10.1016/j.psychsport.2010.06.008>
- Lauer, L., Gould, D., Roman, N., & Pierce, M. (2010b). Parental behaviors that affect junior tennis player development. *Psychology of Sport & Exercise*, 11(6), 487–496. <https://doi.org/10.1016/j.psychsport.2010.06.008>
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.
- Leite, N, Arede, J., Shang, X. M., Calleja-Gonzalez, J., & Lorenzo, A. (2021). The Influence of Contextual Aspects in Talent Development: Interaction Between Relative Age and Birthplace Effects in NBA-Drafted Players. *FRONTIERS IN SPORTS AND ACTIVE LIVING*, 3(PG-). <https://doi.org/10.3389/fspor.2021.642707>
- Leite, Nuno, Arede, J., Shang, X., & Calleja-gonzález, J. (2021). *The Influence of Contextual Aspects in Talent Development : Interaction Between Relative Age and Birthplace Effects in NBA-Drafted Players*. 3(March), 1–10. <https://doi.org/10.3389/fspor.2021.642707>
- Levac, D., H. Colquhoun, and K. O. (2010). “Scoping Studies: Advancing the Methodology.” *Implementation Science*. 5: 69. <https://doi.org/https://doi.org/10.1186/1748-5908-5-69>.
- Li, P., De Bosscher, V., & Weissensteiner, J. R. (2018). The journey to elite success: a thirty-

- year longitudinal study of the career trajectories of top professional tennis players.
International Journal of Performance Analysis in Sport, 18(6), 961–972.
<https://doi.org/10.1080/24748668.2018.1534197>
- Li, P., Weissensteiner, J. R., Pion, J., & Bosscher, V. De. (2020). Predicting elite success: Evidence comparing the career pathways of top 10 to 300 professional tennis players.
International Journal of Sports Science and Coaching, 15(5–6), 793–802.
<https://doi.org/10.1177/1747954120935828>
- Lincoln, Y. S., and E. G. G. (1985). “Establishing Trustworthiness.” *Naturalistic Inquiry*. 289 (331):
- Lines, G., & Lines, G. (2010). *Villains , fools or heroes ? Sports stars as role models for young people Villains , fools or heroes ? Sports stars as role models for young people*. 4367. <https://doi.org/10.1080/02614360110094661>
- Lisinskiene, A. (2019). *A Qualitative Study Examining Parental Involvement in Youth Sports over a One-Year Intervention Program*.
- Livingston, J., Schmidt, C., & Lehman, S. (2016). Competitive Club Soccer: Parents’ Assessments of Children’s Early and Later Sport Specialization. *Journal of Sport Behavior*, 39(3), 301.
- Lyle, J., & Cushion, C. (2016). *Sport coaching concepts: A framework for coaching practice*. Routledge.
- Lyle. j. (2018). *The transferability of sport coaching research: A critical commentary*. Quest,.
- Malaysia, T. (2023). <https://www.ltam.my/about> ., *The Organisation*,.
- Mallett, C. J., & Rynne, S. (2015). Changing role of coaches across development. In

- Routledge. In *handbook of sport expertise*. Routledge.
- Malterud, K., Siersma, V. D., & Guassora, A. D. (2016). Sample Size in Qualitative Interview Studies. *Qualitative Health Research*, 26(13), 1753–1760.
<https://doi.org/10.1177/1049732315617444>
- Mann, c J. (2003). Observational research methods . Research design II : *Emergency Medicine Journal*, October 2008, 54–61.
- Martin, L. (2015). Is Socioeconomic Status a Contributing Factor to Tennis Players’ Success? *Medicine & Science in Tennis*, 20(3), 116–121.
<http://proxy.lib.sfu.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sph&AN=125258612&site=ehost-live>
- Martindale, A., & Collins, D. (2013). The development of professional judgment and decision making expertise in applied sport psychology. *The Sport Psychologist*, 27(4), 3.
- Martindale, R., & Nash, C. (2013). Sport science relevance and application: Perceptions of UK coaches. *Journal of Sports Sciences*, 31(8), 807.
- Martindale, A. (2010). *Developing professional judgment and decision making expertise in applied sport psychology*. 287.
- Martindale, R. J., Collins, D., & Daubney, J. (2005). Talent development: A guide for practice and research within sport. *Quest*, 57(4), 353–375.
<https://doi.org/10.1080/00336297.2005.10491862>
- Martindale, R. J. J. (2007). *Effective Talent Development Running head : TALENT DEVELOPMENT : ELITE COACH PERSPECTIVE Effective Talent Development : The Elite Coach Perspective in UK Sport Napier University , School of Life Sciences , Edinburgh , UK Dave Collins UK Athletics , Athlet. 19.*

- Marzella, C. (2024). *Judy Murray hilariously tells how she “blames” Rafa Nadal for motivating son Andy’s glittering tennis career*. Daily Record News.
https://uk.news.yahoo.com/judy-murray-hilariously-tells-she-094306090.html?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuYmluZy5jb20v&guce_referrer_sig=AQAAANoxsERTRWwxs9xzNoey7kCU8Y1P4UsVBgMii1TJiFSfjAXvlaSZe5wIrgTbOCgNOKsGA3br0w29ejYXm_xoFGwDDdJnfkJktr7Jcv
- Mastrorilli, G., & Greco, G. (2020). Parental Involvement in Youth Sports: Perceived and Desired Behaviour By Children. *European Journal of Fitness, Nutrition and Sport Medicine Studies*, 1(2), 1–13. <https://doi.org/10.46827/ejfnsm.v1i2.68>
- Mathorne, O. W., Henriksen, K., & Stambulova, N. (2020). An “Organizational Triangle” to Coordinate Talent Development: A Case Study in Danish Swimming. *Case Studies in Sport and Exercise Psychology*, 4(1), 11–20. <https://doi.org/10.1123/cssep.2019-0017>
- Matsuo, M., & Tsukube, T. (2020). A review on cognitive apprenticeship in educational research: Application for management education. *The International Journal of Management Education*, 18(3), 100.
- Matteo, B., Thomas, V., Tomas, V. D. S., & Jani, V. H. (2017). *This item is the archived preprint of: Towards a sustainable financial model for professional tennis players*
Reference : Faculty of Applied Economics.
- McKay, A. K. A., Stellingwerff, T., Smith, E. S., Martin, D. T., Mujika, I., Goosey-Tolfrey, V. L., Sheppard, J., & Burke, L. M. (2022). Defining Training and Performance Caliber: A Participant Classification Framework. *International Journal of Sports Physiology and Performance*, 17(2), 317–331. <https://doi.org/10.1123/ijsp.2021-0451>
- McMahon, J., Knight, C., & McGannon, K. (2018). Educating parents of children in sport

- about abuse using narrative pedagogy. *Sociology of Sport Journal*, 35(4), 314–323.
- McNamee, M., Anderson, L. C., Borry, P., Camporesi, S., Derman, W., Holm, S., Knox, T. R., Leuridan, B., Loland, S., Lopez Frias, F. J., Lorusso, L., Malcolm, D., McArdle, D., Partridge, B., Schramme, T., & Weed, M. (2023). Sport-related concussion research agenda beyond medical science: Culture, ethics, science, policy. *Journal of Medical Ethics*, 68–76. <https://doi.org/10.1136/jme-2022-108812>
- Mees, A., & Collins, D. (2025). *Developing Coaches Through a Cognitive Apprenticeship Approach : A Case Study from Adventure Sports*.
- Mees, A., Toering, T., & Collins, L. (2022). Exploring the development of judgement and decision making in ‘competent’ outdoor instructors. *Journal of Adventure Education and Outdoor Learning*, 22(1), 77–91. <https://doi.org/10.1080/14729679.2021.1884105>
- Merriam-Webster. (2022). *No Title*.
- Messner, M. A., & Musto, M. (2014). Where are the kids? *Sociology of Sport Journal*, 31(1), 102–122. <https://doi.org/10.1123/ssj.2013-0111>
- Minshew, L. M., Olsen, A. A., & McLaughlin, J. E. (2021). Cognitive Apprenticeship in STEM Graduate Education: A Qualitative Review of the Literature. *AERA Open*, 7(1), 1–16. <https://doi.org/10.1177/23328584211052044>
- Moore, L. (2021). Inside out: understanding professional practice and policy making in UK high-performance sport. A process sociological approach. *International Journal of Sport Policy and Politics*, 13(1), 179–185. <https://doi.org/10.1080/19406940.2020.1844274>
- Morris, MSc, M., Boruff, MLIS, J. T., & Gore, MLIS, G. C. (2017). Scoping reviews: establishing the role of the librarian. *Journal of the Medical Library Association*, 104(4), 346–353. <https://doi.org/10.5195/jmla.2016.156>

- Murray. (2013). *Seventy-Seven: My Road to Wimbledon Glory*. Hachette.
- Mutter, F., & Pawlowski, T. (2014). Role models in sports - Can success in professional sports increase the demand for amateur sport participation? *Sport Management Review*, 17(3), 324–336. <https://doi.org/10.1016/j.smr.2013.07.003>
- Mysko, E., Elliott, S., & Drummond, M. (2023). Understanding parents’ motives for, and beliefs about, enrolling three-to-five-year-old children into organised sporting programs. *Qualitative Research in Sport, Exercise and Health*, 15(4), 481–500. <https://doi.org/10.1080/2159676X.2022.2152082>
- Nadda Osman. (2022). *The rise of Tunisia’s tennis ace Ons Jabeur*. Middle East Eye. <https://www.middleeasteye.net/discover/pictures-rise-tunisian-tennis-star-ons-jabeur>
- Neely, K. C., & Holt, N. L. (2014). Parents’ perspectives on the benefits of sport participation for young children. *Sport Psychologist*, 28(3), 255–268. <https://doi.org/10.1123/tsp.2013-0094>
- Neeru Jayanthi, Amanda Dechert, Ramon Durazo, Lara Dugas, A. L. (2011). “Training and Sports Specialization Risks in Junior Elite Tennis Players.” *J Med Sci Tennis*, 16(1), 14–20.
- Nevo, I., & Slonim-nevo, V. (2011). *The Myth of Evidence-Based Practice : Towards Evidence-Informed Practice*. December, 1176–1197.
- Newport, R. A., Knight, C. J., & Love, T. D. (2021). The youth football journey: parents’ experiences and recommendations for support. *Qualitative Research in Sport, Exercise and Health*, 13(6), 1006–1026. <https://doi.org/10.1080/2159676X.2020.1833966>
- Newport, R. A., Knight, C. J., Love, T. D., Newport, R. A., Knight, C. J., & Apr, T. D. L. (2024). Supporting parents of male academy footballers : An action research study

- Supporting parents of male academy footballers : An action research study. *Journal of Applied Sport Psychology*, 0(0), 1–32. <https://doi.org/10.1080/10413200.2024.2329547>
- Niland. (2024). *The Racket: On Tour with Tennis's Golden Generation – and the other 99%*. Penguin.
- Nonaka, I., & Nishiguchi, T. (2023). Conclusion: Social, Technical, and Evolutionary Dimensions of Knowledge Creation. In *Knowledge Emergence*. <https://doi.org/10.1093/oso/9780195130638.003.0015>
- Oakley, B., & Green, M. (2001). Still playing the game at arm's length? The selective re-investment in British sport, 1995-2000. *Managing Leisure*, 6(2), 74–94. <https://doi.org/10.1080/13606710110039534>
- Oršolić, M., Barbaros, P., & Novak, D. (2021). Talent in sports is never enough: A preliminary qualitative data analysis. *Collegium Antropologicum*, 45(1), 45–53. <https://doi.org/10.5671/CA.45.1.6>
- Oršolić, M., Barbaros, P., & Novak, D. (2023). What makes a Grand Slam champion? Early engagement, late specialization and timely transition from having fun to dedication. *Frontiers in Sports and Active Living*, 5(July), 8–18. <https://doi.org/10.3389/fspor.2023.1213317>
- Padrón-cabo, A., Rey, E., García-soidán, J. L., Penedo-, E., Padrón-cabo, A., Rey, E., García-soidán, J. L., & Penedo-, E. (2017). *Large Scale Analysis of Relative Age Effect on Professional Soccer Players in FIFA Designated Zones Large Scale Analysis of Relative Age Effect on Professional Soccer Players in FIFA Designated Zones* . 8668. <https://doi.org/10.1080/24748668.2016.11868890>
- Pankhurst, A., Collins, D. and Macnamara, Á. (2013). 'Talent development: linking the

- stakeholders to the process.' *Journal of Sports Sciences*, Vol. 31,(No. 4), pp.370–380.
<https://doi.org/https://doi.org/10.1080/02640414.2012.733821>.
- Pankhurst, A., & Collins, D. (2013). Talent Identification and Development: The Need for Coherence Between Research, System, and Process. *Quest*, 65(1), 83–97.
<https://doi.org/10.1080/00336297.2012.727374>
- Parahoo K. (2006). *Nursing Research: Principles, processes and issues* (2nd editio). Palgrave Macmillan, Basing.
- Patterson, M. L., Markey, M. A., & Somers, J. M. (2012). Multiple paths to just ends: Using narrative interviews and timelines to explore health equity and homelessness. *International Journal of Qualitative Methods*, 11(2), 132–151.
<https://doi.org/10.1177/160940691201100202>
- Patton, M. Q. (2002). *Qualitative research and evaluation methods (3rd ed.)*. . Thousand Oaks, CA: Sage.
- Pawson, R., & Manzano-Santaella, A. (2012). A realist diagnostic workshop. *Evaluation*, 18(2), 176–191. <https://doi.org/10.1177/1356389012440912>
- Pinelli, N. R., McLaughlin, J. E., Khanova, J., Eckel, S. F., Vu, M. B., Weinberger, M., & Roth, M. T. (2018). Identifying the presence of cognitive apprenticeship in the layered learning practice model. *American Journal of Pharmaceutical Education*, 82(1), 20–27.
<https://doi.org/10.5688/ajpe6155>
- Porcaro, D. (2011). Applying constructivism in instructivist learning cultures. *Multicultural Education & Technology Journal*, 5(1), 39–5.
- Propeller. (2013). What we know so far and how to proceed: Contextual variables in NPM reform research. In In C. Pollitt (Ed.), *Context in public policy and management* (p. (pp.

- 219–227).). Edward Elgar Publishing.
- Pummell, B., Harwood, C., & Lavallee, D. (2008). Jumping to the next level: A qualitative examination of within-career transition in adolescent event riders. *Psychology of Sport and Exercise*, 9(4), 427–447. <https://doi.org/10.1016/j.psychsport.2007.07.004>
- Qu, S. Q., & Dumay, J. (2011). The qualitative research interview. *Qualitative Research in Accounting and Management*, 8(3), 238–264.
<https://doi.org/10.1108/11766091111162070>
- Qunito Romani, A. (2020). Parental behaviour and children’s sports participation: evidence from a Danish longitudinal school study. *Sport, Education and Society*, 25(3), 332–347.
<https://doi.org/10.1080/13573322.2019.1577235>
- Rabiee, F. (2004). Focus-group interview and data analysis. *Proceedings of the Nutrition Society*, 63(4), 655–660. <https://doi.org/10.1079/pns2004399>
- Ramos, R., De Bosscher, V., Pankowiak, A., & Valleser, C. W. (2023). Contexts shaping the development and success of elite sport systems: a scoping review. *Sport Management Review*, 00(00), 1–28. <https://doi.org/10.1080/14413523.2023.2171276>
- Raphael, K. (1987). Recall bias: A proposal for assessment and control. *International Journal of Epidemiology*, 16(2), 167–170. <https://doi.org/10.1093/ije/16.2.167>
- Rees, T., Hardy, L., Güllich, A., Abernethy, B., Côté, J., Woodman, T., Montgomery, H., Laing, S., & Warr, C. (2016). The Great British Medalists Project: A Review of Current Knowledge on the Development of the World’s Best Sporting Talent. *Sports Medicine*, 46(8), 1041–1058. <https://doi.org/10.1007/s40279-016-0476-2>
- Reid, M., Crespo, M., Atienza, F., & Dimmock, J. (2007). Tournament structure and nations’ success in women’s professional tennis. *Journal of Sports Sciences*, 25(11), 1221–1228.

<https://doi.org/10.1080/02640410600982691>

Research Excellence Framework. (2021). No Title. *“Results and Submissions.*

Reuters. (2025). . *Women ’s elite sports to generate more than \$2.35 billion in 2025, says Deloitte.*

Reuters. (n.d.). *Man on Trial in Attack on Children’s Tennis Rivals.* 2006.

<https://www.nytimes.com/2006/03/02/world/europe/man-on-trial-in-attack-on-childrens-tennis-rivals.html>

Review, K. (2019). *Cronfa - Swansea University Open Access Repository Running head : YOUTH SPORT PARENTING Revealing Findings in Youth Sport Parenting Research Camilla J . Knight Swansea University Author Note Camilla J . Knight , School of Sport and Exercise Sciences , Swa.*

Reynolds, J. F. (2021). An Intervention to Address Youth Sport Parent Spectator Behaviors in Louisiana: Lessons for Future Research and Social Work Practice. *Child and Adolescent Social Work Journal*, 38(4), 463–474. <https://doi.org/10.1007/s10560-021-00771-y>

Richmond, C. (2009). 1509. *Common Knowledge*, 15(3 PG-336–339), 336–339. <https://dcu.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=43818642&site=ehost-live&scope=site NS> -

Roberts, A. H. (2022). Edith Cowan University. *The Grants Register 2023*, 432–433. https://doi.org/10.1057/978-1-349-96053-8_427

Robinson, L., & Minikin, B. (2012). Understanding the competitive advantage of National Olympic Committees. *Managing Leisure*, 17(2–3), 139–154. <https://doi.org/10.1080/13606719.2012.674391>

- Rodríguez-Bonces, M., & Ortiz, K. (2016). Using the Cognitive Apprenticeship Model with a Chat Tool to Enhance Online Collaborative Learning. *GiST Education and Learning Research Journal*, 13(13), 166–185. <https://doi.org/10.26817/16925777.318>
- Roetert EP, B. J. (2014). a global approach to advancing the profession of coaching. *Sports Coaching Journal*, 1(1):2–4. <https://doi.org/doi:10.1123/iscj.2013-0026>
- Ross, A. J., Mallett, C. J., & Parkes, J. F. (2015). *The Influence of Parent Sport Behaviours on Children's Development: Youth Coach and Administrator Perspectives*. 10(4), 605–622.
- Rouchier, J., & Tanimura, E. (2012). When overconfident agents slow down collective learning. *Simulation*, 88(1), 33–49. <https://doi.org/10.1177/0037549711428948>
- Roulston, K. (2014). Asking Questions and Individual Interviews. *Reflective Interviewing: A Guide to Theory and Practice*, 9–32. <https://doi.org/10.4135/9781446288009.n2>
- Rycroft-Malone, J. (2008). Evidence-informed practice: From individual to context. *Journal of Nursing Management*, 16(4), 404–408. <https://doi.org/10.1111/j.1365-2834.2008.00859.x>
- Sabatier, P. A. (1986). Top-Down and Bottom-Up Approaches to Implementation Research: A Critical Analysis and Suggested Synthesis. *Journal of Public Policy*, 6(1), 21–48. <https://doi.org/10.1017/S0143814X00003846>
- Sam, M. (2012). Targeted investments in elite sport funding: Wiser, more innovative and strategic? *Managing Leisure*, 17(2–3), 207–220. <https://doi.org/10.1080/13606719.2012.674395>
- Sarmiento, H., Anguera, M. T., Pereira, A., & Araújo, D. (2018). Talent Identification and Development in Male Football: A Systematic Review. *Sports Medicine*, 48(4), 907–931.

<https://doi.org/10.1007/s40279-017-0851-7>

Sarmiento, H., & Pereira, A. (2018). *Talent Identification and Development in Male Football : A Systematic Review*. 907–931.

Saunders, M., Hornhill, L., & Lewis, P. (2009). *Research Methods for Business Students*.

Saunders, M., Lewis, P., & Thornhill, A. (2019). *for business students fi fth edition REVISAR*.

Savage, J., Collins, D., & Cruickshank, A. (2017). Exploring Traumas in the Development of Talent: What Are They, What Do They Do, and What Do They Require? *Journal of Applied Sport Psychology*, 29(1), 101–117.

<https://doi.org/10.1080/10413200.2016.1194910>

Savolainen, T., Lopez-Fresno, P., & Ikonen, M. (2013). Trust-Communication Dyad in Inter-Personal Workplace Relationships – Dynamics of Trust Deterioration and Breach. *Electronic Journal of Knowledge Management*, 12(4), 232–240.

Schlossberg, N. K. (1984). *C. adults in transition: L. practice with theory*. N. Y. S. (1984). *Counseling adults in transition: Linking practice with theory*. New York: Springer.

Schön. (1987). *Educating the Reflective Practitione*. CA: Jossey-Bass.

Sciences, S., Identifier, D. O., Document, E., Sciences, S., Rights, P., Manuscript, A., & Sciences, S. (2020). *Edinburgh Research Explorer Developing coaches ' professional judgement and decision making*.

Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching*, 5(9), 9–16.

<https://doi.org/10.5539/elt.v5n9p9>

Seibold, M. (2009). *European tennis: A comparative analysis of talent identification and development (TID)*.

Shanahan, C., Shanahan, T., & Mischia, C. (2011). Analysis of Expert Readers in Three Disciplines: History, Mathematics, and Chemistry. *Journal of Literacy Research*, 43(4), 393–429. <https://doi.org/10.1177/1086296X11424071>

Siener, M. (2022). Early talent identification in tennis: A retrospective study. *International Journal of Racket Sports Science*, 3(2), 26–38. <https://doi.org/10.30827/digibug.73876>

Simon, H. A. (1964). THEORIES OF BOUNDED RATIONALITY?'. In *Models of Bounded Rationality MIT Press, (Vol. 1, p.*

Simon, H.A. (n.d.). “Rational choice and the structure of the environment”No Title. *Psychological Review, Vol. 63, N.*

Simon, Herbert A. (1955). No TitleA Behavioral Model of Rational Choice. *Quarterly Journal of Economics*, 69(1), p.

Simon, Herbert A. (1956). “Rational choice and the structure of the environment.” *Psychological Review*, 63, M.

Simon, Herbert A. (2000). *Bounded Rationality in Social Science : Today and Tomorrow. 1*, 25–39.

Smith, B., & McGannon, K. R. (2018). Developing rigor in qualitative research: problems and opportunities within sport and exercise psychology. *International Review of Sport and Exercise Psychology*, 11(1), 101–121. <https://doi.org/10.1080/1750984X.2017.1317357>

- Smoll, F. L., Cumming, S. P., & Smith, R. E. (2011a). Enhancing coach-parent relationships in youth sports: Increasing harmony and minimizing hassle. *International Journal of Sports Science and Coaching*, 6(1), 13–26. <https://doi.org/10.1260/1747-9541.6.1.13>
- Smoll, F. L., Cumming, S. P., & Smith, R. E. (2011b). Enhancing coach-parent relationships in youth sports: Increasing harmony and minimizing hassle. *International Journal of Sports Science and Coaching*, 6(1), 13–26. <https://doi.org/10.1260/1747-9541.6.1.13>
- Smoll, F. L., Smith, R. E., & Cumming, S. P. (2007). Effects of Coach and Parent Training on Performance Anxiety in Young Athletes: A Systemic Approach. *Journal of Youth Development*, 2(1), 19–36. <https://doi.org/10.5195/jyd.2007.358>
- Sotiriadou, K. (2009). The Australian sport system and its stakeholders: Development of cooperative relationships. *Sport in Society*, 12(7), 842–860.
<https://doi.org/10.1080/17430430903053067>
- Sotiriadou, K., Shilbury, D., & Quick, S. (2008). The attraction, retention/transition, and nurturing process of sport development: Some Australian evidence. *Journal of Sport Management*, 22(3), 247–272. <https://doi.org/10.1123/jsm.22.3.247>
- Sparkes, A., & Smith, B. (2012). Narrative analysis as an embodied engagement with the lives of others. In Sage (Ed.), *Varieties of narrative analysis* (p. (pp. 53–73)).
- Sparkes, A.C. and Partington, S. (2003). Narrative practice and its potential contribution to sport psychology: The example of flow. *The Sport Psychologist*, 17(3), pp.292-317.
- Stalmeijer, R. E., Dolmans, D. H. J. M., Wolfhagen, I. H. A. P., & Scherpbier, A. J. J. A. (2009). Cognitive apprenticeship in clinical practice: Can it stimulate learning in the opinion of students? *Advances in Health Sciences Education*, 14(4), 535–546.
<https://doi.org/10.1007/s10459-008-9136-0>

- Stambulova, N.B. (1994). Developmental sports career investigations in Russia: A post-perestroika analysis. *The Sport Psychologist*, 8, 221–237.
- Stambulova, N.B. (2000). Athlete's crises: A developmental perspective. *Journal of Sport Psychology*, 31, 584–60.
- Stambulova, Natalia B. (2017). Crisis-transitions in athletes: current emphases on cognitive and contextual factors. *Current Opinion in Psychology*, 16, 62–66.
<https://doi.org/10.1016/j.copsyc.2017.04.013>
- Stamm, H., Lamprecht, M., Somaini, B., & Peters, M. (2001). “Getting Switzerland to move”: Evaluation of a new “Sport for All” programme. *Sozial- Und Praventivmedizin*, 46(1), 20–28. <https://doi.org/10.1007/BF01318795>
- Stanovich, K. E., & West, R. F. (2000). *Advancing the rationality debate. Behavioral and brain sciences*. 23(5), 701.
- Staub, I., Zinner, C., Stallman, R. K., & Vogt, T. (2020). The consistency of performance among age group swimmers over 8 consecutive years. *German Journal of Exercise and Sport Research*, 50(1), 123–129. <https://doi.org/10.1007/s12662-019-00628-8>
- Strandbu, Å., Stefansen, K., Smette, I., & Sandvik, M. R. (2019). Young people's experiences of parental involvement in youth sport. *Sport, Education and Society*, 24(1), 66–77. <https://doi.org/10.1080/13573322.2017.1323200>
- Suri, H. (2011). Purposeful sampling in qualitative research synthesis. *Qualitative Research Journal*, 11(2), 63–75. <https://doi.org/10.3316/QRJ1102063>
- Sutcliffe, J. T., Fernandez, D. K., Kelly, P. J., & Vella, S. A. (2021). The parental experience in youth sport: a systematic review and qualitative meta-study. *International Review of Sport and Exercise Psychology*, 17(1), 236.

- Swann, C., Moran, A., & Piggott, D. (2015). Defining elite athletes: Issues in the study of expert performance in sport psychology. *Psychology of Sport and Exercise, 16*(P1), 3–14. <https://doi.org/10.1016/j.psychsport.2014.07.004>
- Tamminen, K. A., Mcewen, C. E., Kerr, G., Tamminen, K. A., Mcewen, C. E., Kerr, G., & Donnelly, P. (2020). Examining the impact of the Respect in Sport Parent Program on the psychosocial experiences of minor hockey athletes Examining the impact of the Respect in Sport Parent Program on the psychosocial experiences of minor hockey athletes. *Journal of Sports Sciences, 00*(00), 1–11. <https://doi.org/10.1080/02640414.2020.1767839>
- Tan, T. C., Zheng, J., & Dickson, G. (2019). Policy transfer in elite sport development: the case of elite swimming in China. *European Sport Management Quarterly, 19*(5), 645–665. <https://doi.org/10.1080/16184742.2019.1572768>
- Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches* (volume 46). Sage Publications.
- Taylor, J., Collins, D., & Cruickshank, A. (2022). Too Many Cooks, Not Enough Gourmets: Examining Provision and Use of Feedback for the Developing Athlete. *The Sport Psychologist, 36*(2), 8.
- Taylor, J., Ashford, M., & Collins, D. (2022). The Role of Challenge in Talent Development: Understanding Impact in Response to Emotional Disturbance. *Psych, 4*(4), 668–694. <https://doi.org/10.3390/psych4040050>
- Taylor, J., MacNamara, Á., & Taylor, R. D. (2022). Strategy in talent systems: Top-down and bottom-up approaches. *Frontiers in Sports and Active Living, 4*. <https://doi.org/10.3389/fspor.2022.988631>

- Taylor, R. D., Collins, D., & Carson, H. J. (2017). *Sibling interaction as a facilitator for talent development in sport*. 12(2), 219–230. <https://doi.org/10.1177/1747954117694926>
- Taylor, R. D., Collins, D., & Carson, H. J. (2021). *The Role of Siblings in Talent Development : Implications for Sport Psychologists and Coaches*. 3(February), 1–7. <https://doi.org/10.3389/fspor.2021.626327>
- Taylor, R. D., Taylor, J., Ashford, M., & Collins, R. (2023). Contemporary pedagogy? The use of theory in practice: An evidence-informed perspective. *Frontiers in Sports and Active Living*, 5(March), 1–7. <https://doi.org/10.3389/fspor.2023.1113564>
- Tennis Europe Competition planner*. (2025). <https://www.tenniseurope.org/tournaments>
- TENNIS, I. (2024). *ITF junior world ranking*. <https://www.itftennis.com/en/rankings/world-tennis-tour-junior-rankings/?juniorRankingType=ITF>
- Tennis Ireland Competition planner*. (2025). <https://www.tennisireland.ie/competitions/tournaments>
- Thrower, S. N., Hamann, M., Stokoe, E., & Harwood, C. G. (2022). Examining parent-child interactions in British junior tennis: A conversation analysis of the pre-competition car journey. *Psychology of Sport and Exercise*, 60(February), 102166. <https://doi.org/10.1016/j.psychsport.2022.102166>
- Thrower, S. N., Harwood, C. G., & Spray, C. M. (2016). Educating and supporting tennis parents: A grounded theory of parents' needs during childhood and early adolescence. *Sport, Exercise, and Performance Psychology*, 5(2), 107–124. <https://doi.org/10.1037/spy0000054>
- Thrower, S. N., Harwood, C. G., & Spray, C. M. (2017). Educating and supporting tennis parents: an action research study. *Qualitative Research in Sport, Exercise and Health*,

9(5), 600–618. <https://doi.org/10.1080/2159676X.2017.1341947>

Thrower, S. N., Harwood, C. G., & Spray, C. M. (2019). Educating and Supporting Tennis Parents Using Web-Based Delivery Methods: A Novel Online Education Program. *Journal of Applied Sport Psychology*, 31(3), 303–323. <https://doi.org/10.1080/10413200.2018.1433250>

Thrower, S. N., Spray, C. M., & Harwood, C. G. (2023a). *Evaluating the “ Optimal Competition Parenting Workshop ” Using the RE-AIM Framework : A 4-Year Organizational-Level Intervention in British Junior Tennis*. 1–14.

Thrower, S. N., Spray, C. M., & Harwood, C. G. (2023b). Evaluating the “Optimal Competition Parenting Workshop” Using the RE-AIM Framework: A 4-Year Organizational-Level Intervention in British Junior Tennis. *Journal of Sport & Exercise Psychology*, 45(1), 1–14. <https://doi.org/10.1123/jsep.2022-0080>

Till, K., Muir, B., Abraham, A., Piggott, D., & Tee, J. (2019). A Framework for Decision-Making Within Strength and Conditioning Coaching. *Strength & Conditioning Journal*, 41(1), 14–26. <https://doi.org/10.1519/ssc.0000000000000408>

Till, K., & Baker, J. (2020). Challenges and [Possible] Solutions to Optimizing Talent Identification and Development in Sport. *Frontiers in Psychology*, 11(April), 1–14. <https://doi.org/10.3389/fpsyg.2020.00664>

Toms, M., Pearce, G., & Royce, J. (2010). *Acknowledgements*.

Truyens, J., De Bosscher, V., & Sotiriadou, P. (2016). An analysis of countries’ organizational resources, capacities, and resource configurations in athletics. *Journal of Sport Management*, 30(5), 566–585. <https://doi.org/10.1123/jsm.2015-0368>

Tversky, A., & Kahneman, D. (1974). Judgment under Uncertainty: Heuristics and Biases:

- Biases in judgments reveal some heuristics of thinking under uncertainty. *Sciences*, 185(4157),.
- Tversky, A., & Wakker, P. (1995). Risk attitudes and decision weights. *Econometrica. Journal of the Econometric Society*, 1255-1280.
- Tversky, B. (2009). Spatial cognition. In *In The cambridge handbook of situated cognition* (p. (pp. 201–216)). Cambridge University Press.
- Unierzyski, P. (2011). ‘Talent search for tennis-the need for new programs.’, *Journal of Applied Sports Science, Vol. 1*,(No. 2), pp.1–4.
- Vaeyens, R., M. Lenoir, A. M. Williams, and R. M. P. (2008). “Talent Identification and Development Programmes in Sport: Current Models and Future Directions. *Sports Medicine*, 38 (9): 70. <https://doi.org/https://doi.org/10.2165/00007256-200838090-00001>
- Van Der Vaart, W., & Glasner, T. (2007). Applying a timeline as a recall aid in a telephone survey: A record check study. *Applied Cognitive Psychology*, 21(2), 227–238.
<https://doi.org/10.1002/acp.1338>
- Van Raalte, J. L., Vincent, A., & Brewer, B. W. (2016). Self-talk: Review and sport-specific model. *Psychology of Sport and Exercise*, 22, 139–148.
<https://doi.org/10.1016/j.psychsport.2015.08.004>
- Vasenina, E., Stout, J. R., & Fukuda, D. H. (2023). *Following Retirement*.
- Visek, A. J., Achrati, S. M., Mannix, H. M., McDonnell, K., Harris, B. S., & DiPietro, L. (n.d.). The fun integration theory: toward sustaining children and adolescents sport participation. *Journal of Physical Activity and Health*, 12(3), 424.

- Wagstaff, C. R. D. (2019). Taking Stock of Organizational Psychology in Sport. *Journal of Applied Sport Psychology*, 31(1), 1–6. <https://doi.org/10.1080/10413200.2018.1539785>
- Webb, V., Collins, D., & Cruickshank, A. (2016). Aligning the talent pathway: exploring the role and mechanisms of coherence in development. *Journal of Sports Sciences*, 34(19), 1799–1807. <https://doi.org/10.1080/02640414.2016.1139162>
- Wiersma, L. D., & Fifer, A. M. (2008). “The schedule has been tough but we think it’s worth it”: The joys, challenges, and recommendations of youth sport parents. *Journal of Leisure Research*, 40(4), 505–530. <https://doi.org/10.1080/00222216.2008.11950150>
- Wilson, S. G., Wilson, M. J., & Baker, J. (2019). Parental sport achievement and the development of athlete expertise. *European Journal of Sport Science*, 19(5), 661–670. <https://doi.org/10.1080/17461391.2018.1551424>
- Wolfenden, L. E., & Holt, N. L. (2005). Talent development in elite junior tennis: Perceptions of players, parents, and coaches. *Journal of Applied Sport Psychology*, 17(2), 108–126. <https://doi.org/10.1080/10413200590932416>
- WTA Tour Rankings. (2022). *WTA Tennis*. <https://doi.org/https://www.wtatennis.com/rankings/singles>
- Wylleman, P., & Lavalée, D. (2004). A developmental perspective on transitions faced by athletes. *Developmental Sport and Exercise ...*, August, 507–527. http://drmichellecleere.com/wp-content/uploads/downloads/2013/01/LifeSpan_Chap19_screen2.pdf
- Yin, R. K. (2015). *Qualitative research from start to finish (2nd ed.)*. Guilford Press.
- Young, J., & Pearce, A. (2011a). The dynamic role of elite coach : player and coach perspectives. *Medicine and Science in Tennis*, 16(1), 26–30.

- Young, J., & Pearce, A. (2011b). The influence of parents in identifying and developing Australian female tennis talent. *Journal of Medicine and Science in Tennis*, 17(1), 22–27.
- Zheng, J., & Chen, S. (2016). Exploring China's success at the Olympic Games: a competitive advantage approach. *European Sport Management Quarterly*, 16(2), 148–171. <https://doi.org/10.1080/16184742.2016.1140797>
- Zulfikar, T., & Mujiburrahman. (2018). Understanding own teaching: becoming reflective teachers through reflective journals. *Reflective Practice*, 19(1), 13. <https://doi.org/10.1080/14623943.2017.1295933>
- Žumárová, M. (2015). Intense Sports Activities of Children and their Support in the Contemporary Family. *Procedia - Social and Behavioral Sciences*, 171, 494–502. <https://doi.org/10.1016/j.sbspro.2015.01.152>
- Dorsch, T. E., Lowe, K., Dotterer, A. M., & Lyons, L. (2016b). Parent Involvement in Young Adults' Intercollegiate Athletic Careers: Developmental Considerations and Applied Recommendations. *Journal of Intercollegiate Sport*, 9(1), 1–26. <https://doi.org/10.1123/jis.2015-0013>
- Dorsch, T. E., Smith, A. L., Blazo, J. A., Coakley, J., Côté, J., Wagstaff, C. R. D., Warner, S., & King, M. Q. (2022). Toward an Integrated Understanding of the Youth Sport System. *Research Quarterly for Exercise and Sport*, 93(1), 105–119. <https://doi.org/10.1080/02701367.2020.1810847>
- Dorsch, T. E., Smith, A. L., & McDonough, M. H. (2014). *Early Socialization of Parents Through Organized Youth Sport*. 3(2).<https://doi.org/10.1037/spy0000021>
- Dorsch, T. E., Smith, A. L., & McDonough, M. H. (2009). Parents' perceptions of child-to-parent socialisation in organised youth sport. *Journal of Sport and Exercise Psychology*,

- 31(4), 444–468. <https://doi.org/10.1123/jsep.31.4.444>
- Dorsch, T. E., Vierimaa, M., & Plucinik, J. M. (2018). *A Citation Network Analysis of Research on Parent-Child Interactions in Youth Sport*. 1(999), 1–18. <https://doi.org/10.1037/spy0000140>
- Drasch, K., & Matthes, B. (2013). Improving retrospective life course data by combining modularized self-reports and event history calendars: Experiences from a large scale survey. *Quality and Quantity*, 47(2), 817–838. <https://doi.org/10.1007/s11135-011-9568-0>
- Dunn, C. R., Dorsch, T. E., King, M. Q., & Rothlisberger, K. J. (2016). *The Impact of Family Financial Investment on Perceived Parent Pressure and Child Enjoyment and Commitment in Organized Youth Sport*. 84322(April), 287–299. <https://doi.org/10.1111/fare.12193>
- Eccles, J., Adler, T. F., Futterman, R., Goff, S. B., Kaczala, C. M., Meece, J., & Midgley, C. (1983). Expectancies, values and academic behaviours. In *Spence, J. T. (ed.), Achievement and Achievement Motives*. W. H. Freeman, San Francisco.
- Eccles, J.S., Wigfield, A., & Schiefele, U. (1998). *Motivation to succeed*. In D. Damon (Series Ed.) & N. Eisenberg (Vol. Ed.), *Handbook of child psychology: Vol. 3. Social, emotional and personality development (5th ed., pp. 1017–1094)*.
- Edo, A., & Özgüzel, C. (2023). The impact of immigration on the employment dynamics of European regions. *Labour Economics*, 85(16469). <https://doi.org/10.1016/j.labeco.2023.102433>
- Edwards, M. A., & Roy, S. (2017). Academic Research in the 21st Century: Maintaining Scientific Integrity in a Climate of Perverse Incentives and Hypercompetition. *Environmental Engineering Science*, 34(1), 51–61. <https://doi.org/10.1089/ees.2016.0223>

- Ehrich, K., Freeman, G. K., Richards, S. C., Robinson, I. C., & Shepperd, S. (2002). How to do a scoping exercise: continuity of care. *Research Policy and Planning*, 20(1), 25–29.
<http://eprints.soton.ac.uk/33560/>
- Elliott, S. K., Drummond, M. J. N., Kim, S., Drummond, M. J. N., Elliott, S. K., & Drummond, M. J. N. (2017). Parents in youth sport : what happens after the game ? Parents in youth sport : what happens after the game ? *Sport, Education and Society*, 0(0), 1–16. <https://doi.org/10.1080/13573322.2015.1036233>
- Ericsson, K. A., Krampe, R. T., Tesch-romer, C., Ashworth, C., Carey, G., Grassia, J., Hastie, R., Heizmann, S., Kellogg, R., Levin, R., Lewis, C., Oliver, W., Poison, P., Rehder, R., Schlesinger, K., & Schneider, V. (1993). *The Role of Deliberate Practice in the Acquisition of Expert Performance*. 100(3), 363–406. <https://doi.org/10.1037//0033-295x.100.3.363>
- Erikstad, M. K., Johansen, B. T., Johnsen, M., Haugen, T., & Côté, J. (2021). “As many as possible for as long as possible” - A case study of a soccer team that fosters multiple outcomes. *Sport Psychologist*, 35(2), 131–141. <https://doi.org/10.1123/TSP.2020-0107>
- Etikan, I. (2017). Sampling and Sampling Methods. *Biometrics & Biostatistics International Journal*, 5(6), 215–217. <https://doi.org/10.15406/bbij.2017.05.00149>
- European Union Sport Parents (2025). *European Union parents in sport resources*.
https://www.bing.com/search?q=eupena+union+parents+in+sport&cvid=22fa22b5429b4c89ac5d86ebe8db7417&gs_lcrp=EgRlZGdlKgYIABBFdKyBggAEEUYOdIBCDcyNThqMGo0qAIIsAIB&FORM=ANAB01&PC=U531
- European Tennis Report. (2022). *European Tennis Report*.
<https://www.tenniseurope.org/page/39253/2022-European-Tennis-Report>
- Exter, M. E., & Ashby, I. (2019). Using cognitive apprenticeship to enculturate new students into qualitative research. *Qualitative Report*, 24(4), 873–886.

<https://doi.org/10.46743/2160-3715/2019.3879>

- Feilzer, M. Y. (2010). Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm. *Journal of Mixed Methods Research*, 4(1), 6–16. <https://doi.org/10.1177/1558689809349691>
- Finlay, L. (2002). Negotiating the swamp: the opportunity and challenge of reflexivity in research practice. In *Qualitative research* (p. 22, 209–230).
- Fredricks, J. A., & Eccles, J. S. (2004). Parental influences on youth involvement in sports. In M. R. Weiss (Ed.), *Developmental sport and exercise psychology: A lifespan perspective* (pp. 145–164). Morgantown, WV: Fitness Information Technology.
- Freire, P. (1985). *The politics of education. Culture, power, and liberation*. https://doi.org/10.1007/978-1-349-17771-4_10
- Fulton, J., Kuit, J., Sanders, G., & Smith, P. (2012). The role of the Professional Doctorate in developing professional practice. *Journal of Nursing Management*, 20(1), 130–139. <https://doi.org/10.1111/j.1365-2834.2011.01345.x>
- Gao, Z., Chee, C. S., Norjali Wazir, M. R. W., Wang, J., Zheng, X., & Wang, T. (2023). The role of parents in the motivation of young athletes: a systematic review. *Frontiers in Psychology*, 14(January). <https://doi.org/10.3389/fpsyg.2023.1291711>
- García-Cabrero, B., Hoover, M. L., Lajoie, S. P., Andrade-Santoyo, N. L., Quevedo-Rodríguez, L. M., & Wong, J. (2018). Design of a learning-centred online environment: a cognitive apprenticeship approach. *Educational Technology Research and Development*, 66(3), 813–835. <https://doi.org/10.1007/s11423-018-9582-1>
- Gavin, K., Taylor, J., Macnamara, Á., & Behan, S. (2024). Comparing apples and oranges ? The need for greater qualitative clarity in talent development research. *Journal of Expertise*, 7(2), 49–58.
- Gerald Marzorati. (2024). *The Italian Renaissance in Men's Tennis*.

<https://www.newyorker.com/sports/sporting-scene/the-italian-renaissance-in-mens-tennis>

Gerstl-Pepin, C., & Patrizio, K. (2009). Learning from Dumbledore's Pensieve: Metaphor as an aid in teaching reflexivity in qualitative research. *Qualitative Research*, 9(3), 299–308. <https://doi.org/10.1177/1468794109105029>

Giacobbi, P. R., Poczwadowski, A., & Hager, P. (2005). A pragmatic research philosophy for applied sport psychology. *Sport Psychologist*, 19(1), 18–31. <https://doi.org/10.1123/tsp.19.1.18>

Giorgi, A. (2006). Concerning variations in the application of the phenomenological method. *Humanistic Psychologist*, 34(4), 305–319. https://doi.org/10.1207/s15473333thp3404_2

Gjaka, M., Tessitore, A., Blondel, L., Bozzano, E., Burlot, F., Debois, N., Delon, D., Figueiredo, A., Foerster, J., Gonçalves, C., Guidotti, F., Pesce, C., Pišl, A., Rheinisch, E., Rolo, A., Ryan, G., Templet, A., Varga, K., Warrington, G., ... Doupona, M. (2021). Understanding the educational needs of parenting athletes involved in sport and education: The parents' view. *PLoS ONE*, 16(1 January), 1–21. <https://doi.org/10.1371/journal.pone.0243354>

Gould, D., Lauer, L., Rolo, C., Jannes, C., & Pennisi, N. (2006). Understanding the role parents play in tennis success: A national survey of junior tennis coaches. *British Journal of Sports Medicine*, 40(7), 632–636. <https://doi.org/10.1136/bjsm.2005.024927>

Gould, D., Lauer, L., Rolo, C., Jannes, C., & Pennisi, N. (2008). The role of parents in tennis success: Focus group interviews with junior coaches. *Sport Psychologist*, 22(1), 18–37. <https://doi.org/10.1123/tsp.22.1.18>

Gould, D., Pierce, S., Wright, E. M., Lauer, L., & Nalepa, J. (2016). Examining expert coaches' views of parent roles in 10-and-under tennis. *Sport, Exercise, and Performance Psychology*, 5(2), 89–106. <https://doi.org/10.1037/spy0000050>

- Grainger, A., Kelly, A. L., Garland, S. W., Baker, J., Johnston, K., & McAuley, A. B. T. (2024). ‘Athletes’, ‘Talents’, and ‘Players’: Conceptual Distinctions and Considerations for Researchers and Practitioners. *Sports Medicine*, 55(1), 9–15.
<https://doi.org/10.1007/s40279-024-02101-5>
- Grecic, D., Carson, H. J., Collins, D., & Ryan, B. (2017). The US Golf Academy System and the Twenty-First Century Talent Tourists! Future Lines of Research to Understand this New Golf Talent Pathway. *International Journal of Golf Science*, 6(1), 1–19.
<https://doi.org/10.1123/ijgs.2016-0007>
- Grecic, D., & Collins, D. (2013). The Epistemological Chain: Practical Applications in Sports. *Quest*, 65(2), 151–168. <https://doi.org/10.1080/00336297.2013.773525>
- Greze, M. (2022). *Ksenia Efremova, a 12-year-old Russian tennis prodigy, has incredible potential*. <https://edition.cnn.com/2022/01/18/tennis/ksenia-efremova-rising-tennis-star-spt-intl/index.html>
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In *Handbook of qualitative research* (pp. 163–194, 105).
- Güllich, A. (2014). Selection, de-selection and progression in German football talent promotion. *European Journal of Sport Science*, 14(6 PG-530 537), 530–537.
<https://doi.org/10.1080/17461391.2013.858371>
- Güllich, A., & Emrich, E. (2006). Evaluation of the support of young athletes in the elite sports system. *European Journal for Sport and Society*, 3(2), 85–108.
<https://doi.org/10.1080/16138171.2006.11687783>
- Güllich, A., & Emrich, E. (2012). Individualistic and Collectivistic Approach in Athlete Support Programmes in the German High-Performance Sport System. *European Journal for Sport and Society*, 9(4), 243–268. <https://doi.org/10.1080/16138171.2012.11687900>
- Hamann, M., Thrower, S. N., Stokoe, E., & Harwood, C. G. (2025). What determines

- (in)effective post-competition parent-child interactions in British Tennis? A conversation analysis of car journeys home. *Psychology of Sport and Exercise*, 79, 102840. <https://doi.org/10.1016/j.psychsport.2025.102840>
- Harwood, C., & Johnston, J. (2016). Positive youth development and talent development: is there a best of both worlds?. In *In Positive youth development through sport* (p. (pp. 113–125). Routledge.
- Harwood, C., & Swain, A. (2002). The Development and Activation of Achievement Goals Within Tennis: II. A Player, Parent, and Coach Intervention. *Sport Psychologist*, 16(2), 111. <https://doi.org/10.1123/tsp.16.2.111>
- Harwood, C., Drew, A., Knight, C. J., Harwood, C., Drew, A., & Parental, C. J. K. (2010). *Qualitative Research in Sport and Exercise Parental stressors in professional youth football academies : a qualitative investigation of specialising stage parents*. 8441. <https://doi.org/10.1080/19398440903510152>
- Harwood, C. G., & Knight, C. J. (2015). Parenting in youth sport: A position paper on parenting expertise. *Psychology of Sport and Exercise*, 16(P1), 24–35. <https://doi.org/10.1016/j.psychsport.2014.03.001>
- Harwood, C. G., & Knight, C. J. (2016). Parenting in Sport: Introduction. *Sport Exercise and Performance Psychology*, 5(2, SI), 84–88. <https://doi.org/10.1037/spy0000063>
- Harwood, C. G., Knight, C. J., Thrower, S. N., & Berrow, S. R. (2019). Advancing the study of parental involvement to optimise the psychosocial development and experiences of young athletes. *Psychology of Sport and Exercise*, 42(August 2018), 66–73. <https://doi.org/10.1016/j.psychsport.2019.01.007>
- Harwood, C., & Knight, C. (2009a). Stress in youth sport: A developmental investigation of tennis parents. *Psychology of Sport and Exercise*, 10(4), 447–456. <https://doi.org/10.1016/j.psychsport.2009.01.005>

- Harwood, C., & Knight, C. (2009b). Understanding parental stressors: An investigation of British tennis parents. *Journal of Sports Sciences*, 27(4), 339–351.
<https://doi.org/10.1080/02640410802603871>
- Hauser, L. L., Harwood, C. G., Höner, O., O'Connor, D., & Wachsmuth, S. (2022). Talent development environments within sports: a scoping review examining functional and dysfunctional environmental features. In the *International Review of Sport and Exercise Psychology*. <https://doi.org/10.1080/1750984X.2022.2129423>
- Helsen, W. F., Van Winckel, J., & Williams, A. M. (2005). The relative age effect in youth soccer across Europe. *Journal of Sports Sciences*, 23(6), 629–636.
<https://doi.org/10.1080/02640410400021310>
- Henriksen, K., Stambulova, N., & Roessler, K. K. (2010a). Holistic approach to athletic talent development environments: A successful sailing milieu. *Psychology of Sport and Exercise*, 11(3), 212–222. <https://doi.org/10.1016/j.psychsport.2009.10.005>
- Henriksen, K., Stambulova, N., & Roessler, K. K. (2010b). Successful talent development in track and field: Considering the role of environment. *Scandinavian Journal of Medicine and Science in Sports*, 20(SUPPL. 2), 122–132. <https://doi.org/10.1111/j.1600-0838.2010.01187.x>
- Henriksen, K., & Stambulova, N. (2023). *The social environment of talent development in youth sport*. February 1–7. <https://doi.org/10.3389/fspor.2023.1127151>
- Henriksen, K., Stambulova, N., & Roessler, K. K. (2011). Riding the wave of an expert: A successful talent development environment in kayaking. *Sport Psychologist*, 25(3), 341–362. <https://doi.org/10.1123/tsp.25.3.341>
- Henry, I., Dowling, M., Ko, L., Brown, P., Henry, I., Dowling, M., Ko, L., & Brown, P. (2020). *Challenging the new orthodoxy : a critique of SPLISS and variable-oriented approaches to comparing sporting nations*.

<https://doi.org/10.1080/16184742.2020.1719428>

Herrebrøden, H., & Bjørndal, C. T. (2022). *Youth International Experience Is a Limited Predictor of Senior Success in Football : The Relationship Experience and Senior Elite Participation Across Nations and Playing Positions*. 4(April), 1–11.

<https://doi.org/10.3389/fspor.2022.875530>

Higgins, S. (2024). *Interview | Conor Niland on “The Racket.”*

<https://crosscourtview.com/interviews/conor-niland-the-racket.html>

Hollings, S., & Hume, P. (2010). Is Success At the World Junior Athletics Championships a Prerequisite for Success At World Senior Championships or Olympic Games? – Prospective and Retrospective Analyses. *New Studies in Athletics*, 25(1), 65–77.

Holt, N. L., Tamminen, K. A., Black, D. E., Sehn, Z. L., & Wall, M. P. (2008). Parental involvement in competitive youth sport settings. *Psychology of Sport and Exercise*, 9(5), 663-.<https://doi.org/10.1016/j.psychsport.2007.08.001>

Holt, N. L., and Knight, C.J. (2014). *Parenting in youth sport: From research to practice*. Routledge.<https://doi.org/10.4324/9780203798553>

Holt, N. L., Tamminen, K. A., Black, D. E., Mandigo, J. L., & Fox, K. R. (2009). Youth sport parenting styles and practices. *Journal of Sport and Exercise Psychology*, 31(1), 37–59.
<https://doi.org/10.1123/jsep.31.1.37>

Hopwood, M. J., Farrow, D., Macmahon, C., & Baker, J. (2015). *Sibling dynamics and sport expertise*. 2008, 724–733. <https://doi.org/10.1111/sms.12387>

International Tennis Federation. (2021). *ITF Global Tennis Report*.

<https://www.itftennis.com/en/news-and-media/articles/itf-global-tennis-report-now-available-on-itf-academy/>

International Tennis Federation (2024). *ITF junior world ranking*.

<https://www.itftennis.com/en/rankings/world-tennis-tour-junior->

rankings/?juniorRankingType=ITF

- Jayanthi, N., Dechert, A., Durazo, R., Dugas, L., & Luke, A. (2011). Training and sports specialization risks in junior elite tennis players. *J Med Sci Tennis*, 16(1), 14-20.
- Jackson, M. J., Roche, D. M., Amirabdollahian, F., Koehn, S., & Khaiyat, O A. (2020). The musculoskeletal health benefits of tennis. *Sports Health*, 12(1)(80–87). <https://doi.org/10.1177/1941738119880862>
- Jeanfreau, M. M., Holden, C. L., & Esplin, J. A. (2020). How Far is Too Far? Parenting Behaviours in Youth Sports. *American Journal of Family Therapy*, 48(4), 356–368. <https://doi.org/10.1080/01926187.2020.1728202>
- Jeffery-Tosoni, S., Fraser-Thomas, J., & Baker, J. (2015). Parent involvement in Canadian youth hockey: Experiences and perspectives of peewee players. *Journal of Sport Behaviour*, 38(1), 3–25
- Jenkins, S. P. R. (2017). Beyond “crude pragmatism” in sports coaching: Insights from C.S. Peirce, William James and John Dewey. *International Journal of Sports Science and Coaching*, 12(1), 8–19. <https://doi.org/10.1177/1747954116684028>
- Johnston, K., Wattie, N., Schorer, J., & Baker, J. (2018). Talent Identification in Sport: A Systematic Review. *Sports Medicine*, 48(1), 97–109. <https://doi.org/10.1007/s40279-017-0803-2>
- Jones, I. (2022). Research Methods for Sports Studies. In *Research Methods for Sports Studies*. <https://doi.org/10.4324/9781003195467>
- Jowett, S., & Carpenter, P. (2015). The concept of rules in the coach-athlete relationship. *Sports Coaching Review*, 4(1), 1–23. <https://doi.org/10.1080/21640629.2015.1106145>
- Jowett, S., & Timson-Katchis, M. (2015). *Social Networks in Sport : Parental Influence on the Coach-Athlete Relationship Social Networks in Sport : Parental Influence on the Coach-Athlete Relationship*. October, 267–287.

- Kaczmarek, A. (2018). The costs of access to playing tennis in selected countries of the world: An introductory study. *Coaching & Sport Science Review*, 26(76)
- Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux.
- Kahneman, D., & Klein, G. (2009). Conditions for Intuitive Expertise: A Failure to Disagree. *American Psychologist*, 64(6), 515–526. <https://doi.org/10.1037/a0016755>
- Kanuha, V. K. (2000). “Being” native versus “going native”: Conducting social work research as an insider. *Social work*. 45(5), 439. <https://doi.org/10.1093/sw/45.5.439>
- Kawakami, R., Yamakawa, S., Konda, S., Ogasawara, I., Hasegawa, R., Yamasaki, K., Kanamoto, T., Yokoyama, T., Yoshida, A., Marutani, Y., Ueda, Y., Mitsuoka, H., Horie, S., Horio, D., & Nakata, K. (2024). Characteristics of physical activity during beginner-level group tennis lessons and the effect daily activity. *Scientific Reports*, 14(1), 1–9. <https://doi.org/10.1038/s41598-023-46843-0>
- Kearney, P. E., & Hayes, P. R. (2018). Excelling at youth level in competitive track and field athletics is not a prerequisite for later success. *Journal of Sports Sciences*, 36(21), 2502–2509. <https://doi.org/10.1080/02640414.2018.1465724>
- Kelemen, M., & Rumens, N. (2012). Pragmatism and heterodoxy in organization research: Going beyond the quantitative/qualitative divide. *International Journal of Organizational Analysis*, 20(1), 5–12. <https://doi.org/10.1108/19348831211215704>
- Khasnis, U. (2022). *Solving the Rubik’s cube of Indian sport: Exploring impactful factors and alternative ways to facilitate success* (Doctoral dissertation, University of Edinburgh). <https://doi.org/10.7488/era/1995>; <https://hdl.handle.net/1842/38740>
- Khasnis, U., Chapman, P., Toering, T., & Collins, D. (2021). Policy implementation in Indian Olympic sport : exploring the potential for policy transfer Policy implementation in Indian Olympic sport : exploring the potential for policy transfer. *International Journal of Sport Policy and Politics*, 13(4), 623–640.

<https://doi.org/10.1080/19406940.2021.1939764>

Kirk, D., & MacPhail, A. (2003). Social positioning and the construction of a youth sports club. *International Review for the Sociology of Sport.*, 38(1)(23-

44.).<https://doi.org/10.1177/1012690203038001726>

Klein, G. (2015). A naturalistic decision-making perspective on studying intuitive decision-making. *Journal of Applied Research in Memory and Cognition*, 4(3), 164–168.

<https://doi.org/10.1016/j.jarmac.2015.07.001>

Kliethermes, S. A., Nagle, K., Côté, J., Malina, R. M., Faigenbaum, A., Watson, A., Feeley, B., Marshall, S. W., Labella, C. R., Herman, D. C., Tenforde, A., Beutler, A. I., & Jayanthi, N. (2020). Impact of youth sports specialisation on career and task-specific athletic performance: A systematic review following the American Medical Society for Sports Medicine (AMSSM) Collaborative Research Network's 2019 Youth Early Sport Specialisation Summit. *British Journal of Sports Medicine*, 54(4), 221–230.

<https://doi.org/10.1136/bjsports-2019-101365>

Knight, C. J., & Harwood, C. G. (2021). The Daily Grind. Creative Nonfiction in Sport and Exercise Research, 51–66. <https://doi.org/10.4324/9781003038900-6>

Knight, C. J., Berrow, S. R., & Harwood, C. G. (2017). Parenting in sport. *Current Opinion in Psychology*, 16, 93–97. <https://doi.org/10.1016/j.copsyc.2017.03.011>

Knight, C. J., & Harwood, C. G. (2009). Exploring Parent-Related Coaching Stressors in British Tennis: A Developmental Investigation. *International Journal of Sports Science & Coaching*, 4(4), 545–565. <https://doi.org/10.1260/174795409790291448>

Knight, C. J., & Holt, N. L. (2013a). Factors that influence parents' experiences at junior tennis tournaments and suggestions for improvement. *Sport, Exercise, and Performance Psychology*, 2(3), 173–189. <https://doi.org/10.1037/a0031203>

Knight, C. J., & Holt, N. L. (2013b). Strategies used and assistance required to facilitate

- children's involvement in tennis: Parents' perspectives. *Sport Psychologist*, 27(3), 281–291. <https://doi.org/10.1123/tsp.27.3.281>
- Knight, C. J., & Holt, N. L. (2014). Parenting in youth tennis: Understanding and enhancing children's experiences. *Psychology of Sport and Exercise*, 15(2), 155–164. <https://doi.org/10.1016/j.psychsport.2013.10.010>
- Knight, C. (2019). *Revealing findings in youth sport parenting research*. Swansea University Open Access Repository. Swansea University, School of Sport and Exercise Sciences
- Kolman, N. S., Kramer, T., Elferink-Gemser, M. T., Huijgen, B. C. H., & Visscher, C. (2019). Technical and tactical skills related to performance levels in tennis: A systematic review. *Journal of Sports Sciences*, 37(1), 108–121. <https://doi.org/10.1080/02640414.2018.1483699>
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Kovalchik, S. A., Bane, M. K., & Reid, M. (2017). Getting to the top: an analysis of 25 years of career rankings trajectories for professional women's tennis. *Journal of Sports Sciences*, 35(19), 19. <https://doi.org/10.1080/02640414.2016.1241419>
- Kramers, S., Thrower, S. N., Steptoe, K., & Harwood, C. G. (2023). Parental strategies for supporting children's psychosocial development within and beyond elite sport. *Journal of Applied Sport Psychology*, 35(3), 498–520. <https://doi.org/10.1080/10413200.2022.2043486>
- Krefting, L. (1991). Rigor in Qualitative Research: The Assessment of Trustworthiness. *The American Journal of Occupational Therapy*, 45(3), 214–222. <https://doi.org/10.5014/ajot.45.3.214>
- Kroshus, E., Qu, P., Chrisman, S., Herring, S., & Rivara, F. (2021). Socioeconomic status and parent perceptions about the costs and benefits of youth sport. *PLOS ONE*, 16(11),

e0258885. <https://doi.org/10.1371/journal.pone.0258885>

Kumah, E. A., McSherry, R., Bettany-Saltikov, J., van Schaik, P., Hamilton, S., Hogg, J., & Whittaker, V. (2022). Evidence-informed vs evidence-based practice educational interventions for improving knowledge, attitudes, understanding and behaviour towards the application of evidence into practice: A comprehensive systematic review of undergraduate students. *Campbell Systematic Reviews*, 18(2).

<https://doi.org/10.1002/cl2.1233>

Lafferty, M. E., & Triggs, C. (2014). The working with parents in sport model (WWPS-Model): A practical guide for practitioners working with parents of elite young performers. *Journal of Sport Psychology in Action*, 5(2), 117–128.

<https://doi.org/10.1080/21520704.2014.914113>

Lambert, C., Jomeen, J., & McSherry, W. (2010). Reflexivity: A review of the literature in the context of midwifery research. *British Journal of Midwifery*, 18(5), 321.

Larson, H. K., McHugh, T. F., Young, B. W., & Rodgers, W. M. (2022). Psychology of Sport & Exercise: Not your average sport parents : How sport scholars make decisions about their own children 's sport involvement. *Psychology of Sport & Exercise*, 63(August), 102282. <https://doi.org/10.1016/j.psychsport.2022.102282>

Lauer, L., Gould, D., Roman, N., & Pierce, M. (2010a). Parental behaviors that affect junior tennis player development. *Psychology of Sport and Exercise*, 11(6), 487–496.

<https://doi.org/10.1016/j.psychsport.2010.06.008>

Lauer, L., Gould, D., Roman, N., & Pierce, M. (2010b). How Parents Influence Junior Tennis Players' Development: Qualitative Narratives. *Journal of Clinical Sport Psychology*, 4(1), 69–92. <https://doi.org/10.1123/jcsp.4.1.69>

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.

- Leite, N., Arede, J., Shang, X., & Calleja-gonzález, J. (2021). *The Influence of Contextual Aspects in Talent Development : Interaction Between Relative Age and Birthplace Effects in NBA-Drafted Players*. 3(March), 1–10.
<https://doi.org/10.3389/fspor.2021.642707>
- Levac, D., H. Colquhoun, & O'Brien, K. K. (2010). "Scoping Studies: Advancing the Methodology." *Implementation Science*. 5: 69.
<https://doi.org/https://doi.org/10.1186/1748-5908-5-69>.
- Li, P., De Bosscher, V., & Weissensteiner, J. R. (2018). The journey to elite success: a thirty-year longitudinal study of the career trajectories of top professional tennis players. *International Journal of Performance Analysis in Sport*, 18(6), 961–972.
<https://doi.org/10.1080/24748668.2018.1534197>
- Li, P., Weissensteiner, J. R., Pion, J., & Bosscher, V., De. (2020). Predicting elite success: Evidence comparing the career pathways of top 10 to 300 professional tennis players. *International Journal of Sports Science and Coaching*, 15(5–6), 793–802.
<https://doi.org/10.1177/1747954120935828>
- Lincoln, Y. S., Guba, E. G., & Pilotta, J. J. (1985). Naturalistic inquiry. *International Journal of Intercultural Relations*, 9(4), 438–439. [https://doi.org/10.1016/0147-1767\(85\)90062-8](https://doi.org/10.1016/0147-1767(85)90062-8)
- Lines, G., & Lines, G. (2010). *Villains, fools or heroes ? Sports stars as role models for young people: Villains, fools or heroes ? Sports stars as role models for young people*. 4367. <https://doi.org/10.1080/02614360110094661>
- Lisinskiene, A., & Lochbaum, M. (2019). A Qualitative Study Examining Parental Involvement in Youth Sports over a One-Year Intervention Program. *International Journal of Environmental Research and Public Health*, 16(19), 3563.
<https://doi.org/10.3390/ijerph16193563>
- Livingston, J., Schmidt, C., & Lehman, S. (2016). Competitive Club Soccer: Parents'

- Assessments of Children's Early and Later Sport Specialization. *Journal of Sport Behavior*, 39(3), 301.
- Lyle, J., & Cushion, C. (2016). *Sport coaching concepts: A framework for coaching practice*. Routledge.
- Lyle, J., (2018). *The transferability of sport coaching research: A critical commentary*. Quest,.
- Maine, D. (2023). *Why am I here, playing for literally \$6?': The stunning financial reality of pro tennis*. https://www.espn.com/tennis/story/_/id/35414286/the-stunning-financial-reality-high-cost-pro-tennis
- Mallett, C. J., & Rynne, S. (2015). Changing role of coaches across development. In Routledge. In the *handbook of sport expertise*. Routledge.
- Mann, C. J. (2003). Observational research methods. Research design II: cohort, cross-sectional, and case-control studies. *Emergency Medicine Journal*, 20(1), 54–60. <https://doi.org/10.1136/emj.20.1.54>
- Martin, L. (2015). Is Socioeconomic Status a Contributing Factor to Tennis Players' Success? *Medicine & Science in Tennis*, 20(3), 116–121. <http://proxy.lib.sfu.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sph&AN=125258612&site=ehost-live>
- Martindale, A., & Collins, D. (2013). The development of professional judgment and decision-making expertise in applied sport psychology. *The Sport Psychologist*, 27(4), 3. <https://doi.org/10.1123/tsp.27.4.390>
- Martindale, R., & Nash, C. (2013). Sport science relevance and application: Perceptions of UK coaches. *Journal of Sports Sciences*, 31(8), 807. <https://doi.org/10.1080/02640414.2012.754924>
- Martindale, A. (2010). *Developing professional judgment and decision-making expertise in*

applied sport psychology. 287.

- Martindale, R. J., Collins, D., & Daubney, J. (2005). Talent development: A guide for practice and research within sport. *Quest*, 57(4), 353–375.
<https://doi.org/10.1080/00336297.2005.10491862>
- Martindale, R. J. J., Collins, D., & Abraham, A. (2007). Effective Talent Development: The Elite Coach Perspective in UK Sport. *Journal of Applied Sport Psychology*, 19(2), 187–206. <https://doi.org/10.1080/10413200701188944>
- Marzella, C. (2024). *Judy Murray hilariously tells how she “blames” Rafa Nadal for motivating son Andy’s glittering tennis career*. Daily Record News.
<https://www.dailyrecord.co.uk/news/local-news/judy-murray-hilariously-tells-how-34155901>
- Mastorilli, G., & Greco, G. (2020). Parental Involvement in Youth Sports: Perceived and Desired Behaviour By Children. *European Journal of Fitness, Nutrition and Sport Medicine Studies*, 1(2), 1–13. <https://doi.org/10.46827/ejfnsm.v1i2.68>
- Mathorne, O. W., Henriksen, K., & Stambulova, N. (2020). An “Organisational Triangle” to Coordinate Talent Development: A Case Study in Danish Swimming. *Case Studies in Sport and Exercise Psychology*, 4(1), 11–20. <https://doi.org/10.1123/cssep.2019-0017>
- Matsuo, M., & Tsukube, T. (2020). A review on cognitive apprenticeship in educational research: Application for management education. *The International Journal of Management Education*, 18(3), 100. <https://doi.org/10.1016/j.ijme.2020.100417>
- Matteo, B., Thomas, V., Tomas, V. D. S., & Jani, V. H. (2017). *This item is the archived preprint of: Towards a sustainable financial model for professional tennis players*. Reference : Faculty of Applied Economics.
- McKay, A. K. A., Stellingwerff, T., Smith, E. S., Martin, D. T., Mujika, I., Goosey-Tolfrey, V. L., Sheppard, J., & Burke, L. M. (2022). Defining Training and Performance Calibre:

- A Participant Classification Framework. *International Journal of Sports Physiology and Performance*, 17(2), 317–331. <https://doi.org/10.1123/ijsp.2021-0451>
- McMahon, J., Knight, C., & McGannon, K. (2018). Educating parents of children in sport about abuse using narrative pedagogy. *Sociology of Sport Journal*, 35(4), 314–323. <https://doi.org/10.1123/ssj.2017-0186>
- McNamee, M., Anderson, L. C., Borry, P., Camporesi, S., Derman, W., Holm, S., Knox, T. R., Leuridan, B., Loland, S., Lopez Frias, F. J., Lorusso, L., Malcolm, D., McArdle, D., Partridge, B., Schramme, T., & Weed, M. (2023). Sport-related concussion research agenda beyond medical science: Culture, ethics, science, policy. *Journal of Medical Ethics*, 68–76. <https://doi.org/10.1136/jme-2022-108812>
- Mees, A., & Collins, D. (2025). *Developing Coaches Through a Cognitive Apprenticeship Approach : A Case Study from Adventure Sports*. <https://doi.org/10.3390/educsci15030288>
- Mees, A., Toering, T., & Collins, L. (2022). Exploring the development of judgement and decision making in ‘competent’ outdoor instructors. *Journal of Adventure Education and Outdoor Learning*, 22(1), 77–91. <https://doi.org/10.1080/14729679.2021.1884105>
- Merriam-Webster. (2022). *Context*. In Merriam-Webster.com dictionary. <https://www.merriam-webster.com/dictionary/context>
- Messner, M. A., & Musto, M. (2014). Where are the kids? *Sociology of Sport Journal*, 31(1), 102–122. <https://doi.org/10.1123/ssj.2013-0111>
- Minshew, L. M., Olsen, A. A., & McLaughlin, J. E. (2021). Cognitive Apprenticeship in STEM Graduate Education: A Qualitative Review of the Literature. *AERA Open*, 7(1), 1–16. <https://doi.org/10.1177/23328584211052044>
- Molle, F. (2023). *14 things I learned watching the world's best under 12 players (Ep . 189)*. <https://www.functionaltennis.com/blogs/the-functional-tennis-podcast/14-things-i->

learned-watching-the-worlds-best-under-12-players-ep-189

- Moore, L. (2021). Inside out: understanding professional practice and policy making in UK high-performance sport. A process sociological approach. *International Journal of Sport Policy and Politics*, 13(1), 179–185. <https://doi.org/10.1080/19406940.2020.1844274>
- Morris, M., Boruff, J. T., & Gore, G. C. (2017). Scoping reviews: establishing the role of the librarian. *Journal of the Medical Library Association*, 104(4).
<https://doi.org/10.5195/jmla.2016.156>
- Murray. (2013). *Seventy-Seven: My Road to Wimbledon Glory*. Hachette.
- Mutter, F., & Pawlowski, T. (2014). Role models in sports - Can success in professional sports increase the demand for amateur sport participation? *Sport Management Review*, 17(3), 324–336. <https://doi.org/10.1016/j.smr.2013.07.003>
- Mysko, E., Elliott, S., & Drummond, M. (2023). Understanding parents' motives for, and beliefs about, enrolling three-to-five-year-old children into organised sporting programs. *Qualitative Research in Sport, Exercise and Health*, 15(4), 481–500.
<https://doi.org/10.1080/2159676X.2022.2152082>
- Neely, K. C., & Holt, N. L. (2014). Parents' perspectives on the benefits of sport participation for young children. *Sport Psychologist*, 28(3), 255–268.
<https://doi.org/10.1123/tsp.2013-0094>
- Nevo, I., & Slonim-Nevo, V. (2011). *The Myth of Evidence-Based Practice : Towards Evidence-Informed Practice*. December, 1176–1197. <https://doi.org/10.1093/bjsw/bcq149>
- Newport, R. A., Knight, C. J., & Love, T. D. (2021). The youth football journey: parents' experiences and recommendations for support. *Qualitative Research in Sport, Exercise and Health*, 13(6), 1006–1026. <https://doi.org/10.1080/2159676X.2020.1833966>
- Newport, R. A., Knight, C. J., Love, T. D., Newport, R. A., Knight, C. J., & Apr, T. D. L.

- (2024). Supporting parents of male academy footballers : An action research study
Supporting parents of male academy footballers : An action research study. *Journal of Applied Sport Psychology*, 0(0), 1–32. <https://doi.org/10.1080/10413200.2024.2329547>
- Niland. (2024). *The Racket: On Tour with Tennis's Golden Generation – and the other 99%*. Penguin.
- Nonaka, I., & Nishiguchi, T. (2023). Conclusion: Social, Technical, and Evolutionary Dimensions of Knowledge Creation. In *Knowledge Emergence*.
<https://doi.org/10.1093/oso/9780195130638.003.0015>
- Oakley, B., & Green, M. (2001). Still playing the game at arm's length? The selective re-investment in British sport, 1995-2000. *Managing Leisure*, 6(2), 74–94.
<https://doi.org/10.1080/13606710110039534>
- Oršolić, M., Barbaros, P., & Novak, D. (2021). Talent in sports is never enough: A preliminary qualitative data analysis. *Collegium Antropologicum*, 45(1), 45–53.
<https://doi.org/10.5671/CA.45.1.6>
- Oršolić, M., Barbaros, P., & Novak, D. (2023). What makes a Grand Slam champion? Early engagement, late specialization and timely transition from having fun to dedication. *Frontiers in Sports and Active Living*, 5(July), 8–18.
<https://doi.org/10.3389/fspor.2023.1213317>
- Osman, N. (2022). *The rise of Tunisia's tennis ace, Ons Jabeur*. Middle East Eye.
<https://www.middleeasteye.net/discover/pictures-rise-tunisian-tennis-star-ons-jabeur>
- Padrón-cabo, A., Rey, E., García-soidán, J. L., Penedo-, E., Padrón-cabo, A., Rey, E., García-soidán, J. L., & Penedo-, E. (2017). *Large Scale Analysis of Relative Age Effect on Professional Soccer Players in FIFA Designated Zones Large Scale Analysis of Relative Age Effect on Professional Soccer Players in FIFA Designated Zones*. 8668.
<https://doi.org/10.1080/24748668.2016.11868890>

- Pankhurst, A., Collins, D., & Macnamara, Á. (2013a). 'Talent development: linking the stakeholders to the process.' *Journal of Sports Sciences*, Vol. 31,(No. 4), pp.370–380.
<https://doi.org/https://doi.org/10.1080/02640414.2012.733821>.
- Pankhurst, A., & Collins, D. (2013b). Talent Identification and Development: The Need for Coherence Between Research, System, and Process. *Quest*, 65(1), 83–97.
<https://doi.org/10.1080/00336297.2012.727374>
- Parahoo, K. (2006). *Nursing Research: Principles, Processes and Issues* (2nd edition). Palgrave Macmillan, Basingstoke.
- Patterson, M. L., Markey, M. A., & Somers, J. M. (2012). Multiple paths to just ends: Using narrative interviews and timelines to explore health equity and homelessness. *International Journal of Qualitative Methods*, 11(2), 132–151.
<https://doi.org/10.1177/160940691201100202>
- Patton, M. Q. (2002). *Qualitative research and evaluation methods (3rd ed.)*. Thousand Oaks, CA: Sage.
- Pawson, R., & Manzano-Santaella, A. (2012). A realist diagnostic workshop. *Evaluation*, 18(2), 176–191. <https://doi.org/10.1177/1356389012440912>
- Pinelli, N. R., McLaughlin, J. E., Khanova, J., Eckel, S. F., Vu, M. B., Weinberger, M., & Roth, M. T. (2018). Identifying the presence of cognitive apprenticeship in the layered learning practice model. *American Journal of Pharmaceutical Education*, 82(1), 20–27.
<https://doi.org/10.5688/ajpe6155>
- Porcaro, D. (2011). Applying constructivism in instructivist learning cultures. *Multicultural Education & Technology Journal*, 5(1), 39–5. <https://doi.org/10.1108/17504971111121919>
- Propeller. (2013). What we know so far and how to proceed: Contextual variables in NPM reform research. In C. Pollitt (Ed.), *Context in public policy and management*. (pp. 219–

227) Edward Elgar Publishing.

- Pummell, B., Harwood, C., & Lavallee, D. (2008). Jumping to the next level: A qualitative examination of within-career transition in adolescent event riders. *Psychology of Sport and Exercise*, 9(4), 427–447. <https://doi.org/10.1016/j.psychsport.2007.07.004>
- Qu, S. Q., & Dumay, J. (2011). The qualitative research interview. *Qualitative Research in Accounting and Management*, 8(3), 238–264. <https://doi.org/10.1108/11766091111162070>
- Qunito Romani, A. (2020). Parental behaviour and children’s sports participation: evidence from a Danish longitudinal school study. *Sport, Education and Society*, 25(3), 332–347. <https://doi.org/10.1080/13573322.2019.1577235>
- Rabiee, F. (2004). Focus-group interview and data analysis. *Proceedings of the Nutrition Society*, 63(4), 655–660. <https://doi.org/10.1079/pns2004399>
- Ramos, R., De Bosscher, V., Pankowiak, A., & Valleser, C. W. (2023). Contexts shaping the development and success of elite sport systems: a scoping review. *Sport Management Review*, 00(00), 1–28. <https://doi.org/10.1080/14413523.2023.2171276>
- Raphael, K. (1987). Recall bias: A proposal for assessment and control. *International Journal of Epidemiology*, 16(2), 167–170. <https://doi.org/10.1093/ije/16.2.167>
- Rees, T., Hardy, L., Güllich, A., Abernethy, B., Côté, J., Woodman, T., Montgomery, H., Laing, S., & Warr, C. (2016). The Great British Medalists Project: A Review of Current Knowledge on the Development of the World’s Best Sporting Talent. *Sports Medicine*, 46(8), 1041–1058. <https://doi.org/10.1007/s40279-016-0476-2>
- Reid, M., Crespo, M., Atienza, F., & Dimmock, J. (2007). Tournament structure and nations’ success in women’s professional tennis. *Journal of Sports Sciences*, 25(11), 1221–1228. <https://doi.org/10.1080/02640410600982691>
- Research Excellence Framework. (2021). *Results and submissions* [Web page]. UK

- Government Web Archive. Retrieved July 7, 2024, from UK Government Web Archive.
- Reuters. (2006). *Man on Trial in Attack on Children's Tennis Rivals*. 2006.
<https://www.nytimes.com/2006/03/02/world/europe/man-on-trial-in-attack-on-childrens-tennis-rivals.html>
- Reuters. (2025, March 18). Women's elite sports to generate more than \$2.35 billion in 2025, says Deloitte. *Reuters*. <https://www.reuters.com/sports/womens-elite-sports-generate-more-than-235-billion-2025-says-deloitte-2025-03-18/>
- Reynolds, J. F. (2021). An Intervention to Address Youth Sport Parent Spectator Behaviors in Louisiana: Lessons for Future Research and Social Work Practice. *Child and Adolescent Social Work Journal*, 38(4), 463–474. <https://doi.org/10.1007/s10560-021-00771-y>
- Richmond, C. (2009). 1509. *Common Knowledge*, 15(3 PG-336–339), 336–339.
<https://dcu.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=43818642&site=ehost-live&scope=site NS> -
- Roberts, A. H. (2022). Edith Cowan University. *The Grants Register 2023*, 432–433.
https://doi.org/10.1057/978-1-349-96053-8_427
- Robinson, L., & Minikin, B. (2012). Understanding the competitive advantage of National Olympic Committees. *Managing Leisure*, 17(2–3), 139–154.
<https://doi.org/10.1080/13606719.2012.674391>
- Rodríguez-Bonces, M., & Ortíz, K. (2016). Using the Cognitive Apprenticeship Model with a Chat Tool to Enhance Online Collaborative Learning. *GiST Education and Learning Research Journal*, 13(13), 166–185. <https://doi.org/10.26817/16925777.318>
- Roetert EP, B. J. (2014). A global approach to advancing the profession of coaching. *Sports Coaching Journal*, 1(1):2–4. <https://doi.org/doi:10.1123/iscj.2013-0026>
- Ross, A. J., Mallett, C. J., & Parkes, J. F. (2015). *The Influence of Parent Sport Behaviours*

- on Children 's Development : Youth Coach and Administrator Perspectives*. 10(4), 605–622. <https://doi.org/10.1260/1747-9541.10.4.605>
- Rouchier, J., & Tanimura, E. (2012). When overconfident agents slow down collective learning. *Simulation*, 88(1), 33–49. <https://doi.org/10.1177/0037549711428948>
- Roulston, K. (2014). Asking Questions and Individual Interviews. *Reflective Interviewing: A Guide to Theory and Practice*, 9–32. <https://doi.org/10.4135/9781446288009.n2>
- Rycroft-Malone, J. (2008). Evidence-informed practice: From individual to context. *Journal of Nursing Management*, 16(4), 404–408. <https://doi.org/10.1111/j.1365-2834.2008.00859.x>
- Sabatier, P. A. (1986). Top-Down and Bottom-Up Approaches to Implementation Research: A Critical Analysis and Suggested Synthesis. *Journal of Public Policy*, 6(1), 21–48. <https://doi.org/10.1017/S0143814X00003846>
- Sam, M. (2012). Targeted investments in elite sport funding: Wiser, more innovative and strategic? *Managing Leisure*, 17(2–3), 207–220. <https://doi.org/10.1080/13606719.2012.674395>
- Sarmiento, H., Anguera, M. T., Pereira, A., & Araújo, D. (2018). Talent Identification and Development in Male Football: A Systematic Review. *Sports Medicine*, 48(4), 907–931. <https://doi.org/10.1007/s40279-017-0851-7>
- Saunders, M., Hornhill, L., & Lewis, P. (2009). *Research Methods for Business Students*.
- Saunders, M., Lewis, P., & Thornhill, A. (2019). *For business students, 5th edition*.
- Savage, J., Collins, D., & Cruickshank, A. (2017). Exploring Traumas in the Development of Talent: What Are They, What Do They Do, and What Do They Require? *Journal of Applied Sport Psychology*, 29(1), 101–117. <https://doi.org/10.1080/10413200.2016.1194910>
- Savolainen, T., Lopez-Fresno, P., & Ikonen, M. (2013). Trust-Communication Dyad in Inter-

- Personal Workplace Relationships – Dynamics of Trust Deterioration and Breach.
Electronic Journal of Knowledge Management, 12(4), 232–240.
- Schlossberg, N. K. (1984). *C. adults in transition: L. practice with theory*. N. Y. S. (1984).
Counselling adults in transition: Linking practice with theory. New York: Springer.
- Schön. (1987). *Educating the Reflective Practitioner*. CA: Jossey-Bass.
- Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching*, 5(9), 9–16.
<https://doi.org/10.5539/elt.v5n9p9>
- Seibold, M. (2009). *European tennis: A comparative analysis of talent identification and development (TID)*.
- Shanahan, C., Shanahan, T., & Misischia, C. (2011). Analysis of Expert Readers in Three Disciplines: History, Mathematics, and Chemistry. *Journal of Literacy Research*, 43(4), 393–429. <https://doi.org/10.1177/1086296X11424071>
- Siener, M. (2022). Early talent identification in tennis: A retrospective study. *International Journal of Racket Sports Science*, 3(2), 26–38. <https://doi.org/10.30827/digibug.73876>
- Simon, H. A. (1964). Theories of bounded ratioality. *In Models of Bounded Rationality*, MIT Press, (Vol. 1, p.
- Simon, H. A. (1955). A Behavioural Model of Rational Choice. *Quarterly Journal of Economics*, 69(1). <https://doi.org/10.2307/1884852>
- Simon, H. A. (1956). “Rational choice and the structure of the environment.” *Psychological Review*, 63, M. <https://doi.org/10.1037/h0042769>
- Simon, H. A. (2000). *Bounded Rationality in Social Science : Today and Tomorrow*. 1, 25–39. <https://doi.org/10.1007/bf02512227>
- Smith, B. (2017). Generalizability in qualitative research: misunderstandings, opportunities

- and recommendations for the sport and exercise sciences. *Qualitative Research in Sport, Exercise and Health*, 10(1), 137–149. <https://doi.org/10.1080/2159676x.2017.1393221>
- Smith, B., & McGannon, K. R. (2018). Developing rigour in qualitative research: problems and opportunities within sport and exercise psychology. *International Review of Sport and Exercise Psychology*, 11(1), 101–121. <https://doi.org/10.1080/1750984X.2017.1317357>
- Smoll, F. L., Cumming, S. P., & Smith, R. E. (2011). Enhancing coach-parent relationships in youth sports: Increasing harmony and minimising hassle. *International Journal of Sports Science and Coaching*, 6(1), 13–26. <https://doi.org/10.1260/1747-9541.6.1.13>
- Smoll, F. L., Smith, R. E., & Cumming, S. P. (2007). Effects of Coach and Parent Training on Performance Anxiety in Young Athletes: A Systemic Approach. *Journal of Youth Development*, 2(1), 19–36. <https://doi.org/10.5195/jyd.2007.358>
- Sotiriadou, K. (2009). The Australian sport system and its stakeholders: Development of cooperative relationships. *Sport in Society*, 12(7), 842–860. <https://doi.org/10.1080/17430430903053067>
- Sotiriadou, K., Shilbury, D., & Quick, S. (2008). The attraction, retention/transition, and nurturing process of sport development: Some Australian evidence. *Journal of Sport Management*, 22(3), 247–272. <https://doi.org/10.1123/jsm.22.3.247>
- Sparkes, A., & Smith, B. (2012). Narrative analysis as an embodied engagement with the lives of others. In Sage (Ed.), *Varieties of narrative analysis* (pp. 53–73).
- Sparkes, A. C. & Partington, S. (2003). Narrative practice and its potential contribution to sport psychology: The example of flow. *The Sport Psychologist*, 17(3), pp.292–317.
- Stalmeijer, R. E., Dolmans, D. H. J. M., Wolfhagen, I. H. A. P., & Scherpbier, A. J. J. A. (2009). Cognitive Apprenticeship in Clinical Practice: Can it stimulate learning in the Opinion of Students? *Advances in Health Sciences Education*, 14(4), 535–546.

<https://doi.org/10.1007/s10459-008-9136-0>

Stambulova, N. B. (1994). Developmental sports career investigations in Russia: A post-perestroika analysis. *The Sport Psychologist*, 8, 221–

237. <https://doi.org/10.1123/tsp.8.3.221>

Stambulova, N.B. (2000). Athletes' crises: A developmental perspective. *Journal of Sport Psychology*, 31, 584–60.

Stambulova, N. B. (2017). Crisis transitions in athletes: Current emphases on cognitive and contextual factors. *Current Opinion in Psychology*, 16, 62–66.

<https://doi.org/10.1016/j.copsyc.2017.04.013>

Stamm, H., Lamprecht, M., Somaini, B., & Peters, M. (2001). “Getting Switzerland to move”: Evaluation of a new “Sport for All” programme. *Sozial- Und Praventivmedizin*, 46(1), 20–28. <https://doi.org/10.1007/BF01318795>

Stanovich, K. E., & West, R. F. (2000). *Individual differences in reasoning : Implications for the rationality debate ?* 645–726. <https://doi.org/10.1017/s0140525x00003435>

Staub, I., Zinner, C., Stallman, R. K., & Vogt, T. (2020). The consistency of performance among age group swimmers over 8 consecutive years. *German Journal of Exercise and Sport Research*, 50(1), 123–129. <https://doi.org/10.1007/s12662-019-00628-8>

Strandbu, Å., Stefansen, K., Smette, I., & Sandvik, M. R. (2019). Young people's experiences of parental involvement in youth sport. *Sport, Education and Society*, 24(1), 66–77. <https://doi.org/10.1080/13573322.2017.1323200>

Suri, H. (2011). Purposeful sampling in qualitative research synthesis. *Qualitative Research Journal*, 11(2), 63–75. <https://doi.org/10.3316/QRJ1102063>

Sutcliffe, J. T., Fernandez, D. K., Kelly, P. J., & Vella, S. A. (2021). The parental experience in youth sport: a systematic review and qualitative meta-study. *International Review of Sport and Exercise Psychology*, 17(1), 236.

- Swann, C., Moran, A., & Piggott, D. (2015). Defining elite athletes: Issues in the study of expert performance in sport psychology. *Psychology of Sport and Exercise, 16*(P1), 3–14. <https://doi.org/10.1016/j.psychsport.2014.07.004>
- Tamminen, K. A., Mcewen, C. E., Kerr, G., Tamminen, K. A., Mcewen, C. E., Kerr, G., & Donnelly, P. (2020). Examining the impact of the Respect in Sport Parent Program on the psychosocial experiences of minor hockey athletes Examining the impact of the Respect in Sport Parent Program on the psychosocial experiences of minor hockey athletes. *Journal of Sports Sciences, 00*(00), 1–11. <https://doi.org/10.1080/02640414.2020.1767839>
- Tan, T. C., Zheng, J., & Dickson, G. (2019). Policy transfer in elite sport development: the case of elite swimming in China. *European Sport Management Quarterly, 19*(5), 645–665. <https://doi.org/10.1080/16184742.2019.1572768>
- Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches* (volume 46). Sage Publications.
- Taylor, J., Ashford, M., & Collins, D. (2022). The Role of Challenge in Talent Development: Understanding Impact in Response to Emotional Disturbance. *Psych, 4*(4), 668–694. <https://doi.org/10.3390/psych4040050>
- Taylor, J., MacNamara, Á., & Taylor, R. D. (2022). Strategy in talent systems: Top-down and bottom-up approaches. *Frontiers in Sports and Active Living, 4*. <https://doi.org/10.3389/fspor.2022.988631>
- Taylor, R. D., Collins, D., & Carson, H. J. (2017). *Sibling interaction as a facilitator for talent development in sport. 12*(2), 219–230. <https://doi.org/10.1177/1747954117694926>
- Taylor, R. D., Collins, D., & Carson, H. J. (2021). *The Role of Siblings in Talent Development : Implications for Sport Psychologists and Coaches. 3*(February), 1–7. <https://doi.org/10.3389/fspor.2021.626327>

- Taylor, R. D., Taylor, J., Ashford, M., & Collins, R. (2023). Contemporary pedagogy? The use of theory in practice: An evidence-informed perspective. *Frontiers in Sports and Active Living*, 5(March), 1–7. <https://doi.org/10.3389/fspor.2023.1113564>
- Tennis Europe Competition planner. (2025).
<https://www.tenniseurope.org/tournaments>
- Tennis Europe. (2024). *Competitions Calendar*. <https://www.tenniseurope.org/>
- Tennis Ireland Competition planner. (2025).
<https://www.tennisireland.ie/competitions/tournaments>
- Tennis Ireland (2023). *Tennis Ireland, Overview of the role of Tennis Ireland*,
https://www.tennisireland.ie/wp-content/uploads/2024/06/Tennis-Ireland-2023_Annual-Report-R5.pdf
- Tennis Malaysia (2023). *Tennis Malaysia's strategic objectives*. <https://www.ltam.my/about>
- Thrower, S. N., Hamann, M., Stokoe, E., & Harwood, C. G. (2022). Examining parent-child interactions in British junior tennis: A conversation analysis of the pre-competition car journey. *Psychology of Sport and Exercise*, 60(February), 102166.
<https://doi.org/10.1016/j.psychsport.2022.102166>
- Thrower, S. N., Harwood, C. G., & Spray, C. M. (2016). Educating and supporting tennis parents: A grounded theory of parents' needs during childhood and early adolescence. *Sport, Exercise, and Performance Psychology*, 5(2), 107–124.
<https://doi.org/10.1037/spy0000054>
- Thrower, S. N., Harwood, C. G., & Spray, C. M. (2017). Educating and supporting tennis parents: an action research study. *Qualitative Research in Sport, Exercise and Health*, 9(5), 600–618. <https://doi.org/10.1080/2159676X.2017.1341947>
- Thrower, S. N., Harwood, C. G., & Spray, C. M. (2019). Educating and Supporting Tennis Parents Using Web-Based Delivery Methods: A Novel Online Education Program.

Journal of Applied Sport Psychology, 31(3), 303–323.

<https://doi.org/10.1080/10413200.2018.1433250>

Thrower, S. N., Spray, C. M., & Harwood, C. G. (2023). Evaluating the “Optimal Competition Parenting Workshop” Using the RE-AIM Framework: A 4-Year Organizational-Level Intervention in British Junior Tennis. *Journal of Sport & Exercise Psychology*, 45(1), 1–14. <https://doi.org/10.1123/jsep.2022-0080>

Till, K., Muir, B., Abraham, A., Piggott, D., & Tee, J. (2019). A framework for decision-making within strength and conditioning coaching. *Strength & Conditioning Journal*, 41(1), 14–26. <https://doi.org/10.1519/SSC.0000000000000408>

Till, K., & Baker, J. (2020). Challenges and [Possible] Solutions to Optimising Talent Identification and Development in Sport. *Frontiers in Psychology*, 11(April), 1–14. <https://doi.org/10.3389/fpsyg.2020.00664>

Tricco, A. C., Lillie, E., Zarin, W., O’Brien, K. K., Colquhoun, H., Levac, D., Moher, D., Peters, M. D. J., Horsley, T., Weeks, L., Hempel, S., Akl, E. A., Chang, C., McGowan, J., Stewart, L., Hartling, L., Aldcroft, A., Wilson, M. G., Garritty, C., ... Straus, S. E. (2018). PRISMA Extension for Scoping Reviews (PRISMA-ScR): Checklist and Explanation. *Annals of Internal Medicine*, 169(7), 467–473. <https://doi.org/10.7326/m18-085>

Truyens, J., De Bosscher, V., & Sotiriadou, P. (2016). An analysis of countries’ organizational resources, capacities, and resource configurations in athletics. *Journal of Sport Management*, 30(5), 566–585. <https://doi.org/10.1123/jsm.2015-0368>

Tversky, A., & Kahneman, D. (1974). Judgment under Uncertainty: Heuristics and Biases: Biases in judgments reveal some heuristics of thinking under uncertainty. *Sciences*, 185(4157), <https://doi.org/10.1126/science.185.4157.1124>

Tversky, A., & Wakker, P. (1995). Risk attitudes and decision weights. *Econometrica*. *Journal of the Econometric Society*, 1255–1280. <https://doi.org/10.2307/2171769>

- Tversky, B. (2009). Spatial cognition. In *The Cambridge Handbook of Situated Cognition* (pp. 201–216). Cambridge University Press.
- Unierzyski, P. (2011). ‘Talent search for tennis: the need for new programs,’ *Journal of Applied Sports Science, Vol. 1*, (No. 2), pp.1–4. <https://doi.org/10.21608/jass.2011.84898>
- Vaeyens, R., Lenoir, M., Williams, A. M., & Philippaerts, R. M. (2008). Talent Identification and Development Programmes in Sport. *Sports Medicine*, 38(9), 703–714. <https://doi.org/10.2165/00007256-200838090-00001>
- Van Der Vaart, W., & Glasner, T. (2007). Applying a timeline as a recall aid in a telephone survey: A record check study. *Applied Cognitive Psychology*, 21(2), 227–238. <https://doi.org/10.1002/acp.1338>
- Van Raalte, J. L., Vincent, A., & Brewer, B. W. (2016). Self-talk: Review and sport-specific model. *Psychology of Sport and Exercise*, 22, 139–148. <https://doi.org/10.1016/j.psychsport.2015.08.004>
- Vasenina, E., Stout, J. R., & Fukuda, D. H. (2023). *Following Retirement*.
- Vissek, A. J., Achmati, S. M., Mannix, H. M., McDonnell, K., Harris, B. S., & DiPietro, L. (2015). The fun integration theory: toward sustaining children and adolescents sport participation. *Journal of Physical Activity and Health*, 12(3), 424.
- Wagstaff, C. R. D. (2019). Taking Stock of Organizational Psychology in Sport. *Journal of Applied Sport Psychology*, 31(1), 1–6. <https://doi.org/10.1080/10413200.2018.1539785>
- Webb, V., Collins, D., & Cruickshank, A. (2016). Aligning the talent pathway: exploring the role and mechanisms of coherence in development. *Journal of Sports Sciences*, 34(19), 1799–1807. <https://doi.org/10.1080/02640414.2016.1139162>
- Wiersma, L. D., & Fifer, A. M. (2008). “The schedule has been tough but we think it’s worth it”: The joys, challenges, and recommendations of youth sport parents. *Journal of*

- Leisure Research*, 40(4), 505–530. <https://doi.org/10.1080/00222216.2008.11950150>
- Wilson, S. G., Wilson, M. J., & Baker, J. (2019). Parental sport achievement and the development of athlete expertise. *European Journal of Sport Science*, 19(5), 661–670. <https://doi.org/10.1080/17461391.2018.1551424>
- Wolfenden, L. E., & Holt, N. L. (2005). Talent development in elite junior tennis: Perceptions of players, parents, and coaches. *Journal of Applied Sport Psychology*, 17(2), 108–126. <https://doi.org/10.1080/10413200590932416>
- WTA Tour Rankings. (2022). *WTA Tennis*. <https://doi.org/https://www.wtatennis.com/rankings/singles>
- Wylleman, P., & Lavallee, D. (2004). A developmental perspective on transitions faced by athletes. *Developmental Sport and Exercise ...*, August, 507–527. http://drmichellecleere.com/wp-content/uploads/downloads/2013/01/LifeSpan_Chap19_screen2.pdf
- Yin, R. K. (2015). *Qualitative research from start to finish (2nd ed.)*. Guilford Press.
- Young, J., & Pearce, A. (2011a). The dynamic role of elite coach : player and coach perspectives. *Medicine and Science in Tennis*, 16(1), 26–30.
- Young, J., & Pearce, A. (2011b). The influence of parents in identifying and developing Australian female tennis talent. *Journal of Medicine and Science in Tennis*, 17(1), 22–27.
- Zheng, J., & Chen, S. (2016). Exploring China’s success at the Olympic Games: a competitive advantage approach. *European Sport Management Quarterly*, 16(2), 148–171. <https://doi.org/10.1080/16184742.2016.1140797>
- Zulfikar, T., & Mujiburrahman. (2017). Understanding own teaching: becoming reflective teachers through reflective journals. *Reflective Practice*, 19(1), 1–13. <https://doi.org/10.1080/14623943.2017.1295933>

Žumárová, M. (2015). Intense Sports Activities of Children and their Support in the Contemporary Family. *Procedia - Social and Behavioral Sciences*, 171, 494–502.
<https://doi.org/10.1016/j.sbspro.201>

Appendices

Appendix	Appendix Title
A1	List of studies from scoping review – Chapter 4
A2	Participant consent form - Chapter 5
A3	Plain language statement - Chapter 5
A4	Participant consent form - Chapters 6 and 7
A5	Plain language statement - Chapters 6 and 7
A6	Sample grid timeline - Chapters 6 and 7
A7	Interview guide, Chapters 6 and 7 (Sample interview)
A8	Interview Transcript Example - Chapters 6 and 7)
A9	Participant consent form - Chapter 8
A10	Plain language statement - Chapter 8
A11	Overview of parent education program, Chapter 8
A12	Sample of the Big 5 questions- Chapter 8

Appendix A1- List of studies (n=229) from scoping review in Chapter 4

Lead author		Participant	Sport or	Desi			Findings linked to training environment
Surname	Title of study	country	Age	sports	gn	Main theme	
Radnor 2021	Maturity Has a Greater Association than Relative Age with Physical Performance in English Male Academy Soccer Players	UK	Adol	Soccer	Ret	Quan	Relative age effect
Vanperen 2009	Why Some Make It and Others Do Not: Identifying Psychological Factors That Predict Career Success in Professional Adult Soccer	Holland	Adol	Soccer	Long	Quan	Psychological factors

	Effects of relative age on physical and physiological performance characteristics in youth							
Bliss 2011	soccer	UK	Adol	Soccer	Ret	Quan	Relative age effect	No
	The Relative Age Effect and Physical Fitness							
Ulbricht 2015	Characteristics in German Male Tennis Players	Germany	Adol	Tennis	Ret	Quan	Multidimensional	No
	Differentiating technical skill and motor abilities in selected and non-selected 3–5-year-old team-							
Archer 2016	sports players	UK	Child	Soccer	Ret	Quan	Multidimensional	No
Raschner	The role of a relative age effect in the first winter							
2012	Youth Olympic Games in 2012	Multiple	Adol	Ski	Ret	Quan	Relative age effect	No
	Relative age effect among U14 football players in Portugal: do geographical location, team quality							
Almeida 2022	and playing position matter?	Portugal	Adol	Soccer	Ret	Quan	Relative age effect,	Yes
	Evidence of the relative age effect in youth soccer							
Koklu 2017	players from Turkey	Turkey	Adol	Soccer	Ret	Quan	Relative age effect	No
	Large Scale Analysis of Relative Age Effect on							
Padron-Cabo	Professional Soccer Players in FIFA Designated		Adult					
2016	Zones.	Multiple	s	Soccer	Ret	Quan	Relative age effect	No
	Maturation Development as a Key Aspect in Physiological Performance and National-Team							
Arede 2019	Selection in Elite Male Basketball Players	Portugal	Adol	BasketB	Ret	Quan	Multidimensional	No
	A multidisciplinary selection model for youth							
Vaeyens 2006	soccer: the Ghent Youth Soccer Project	Belgium	Adol	Soccer	Long	Quan	Multidimensional	Yes
	Relative Age-Related Biases in Objective and Subjective Assessments of Performance in							
Leyhr 2021	Talented Youth Soccer Players	Germany	Adol	Soccer	Ret	Quan	Multidimensional	No
	Motivational patterns as an instrument for predicting success in promising young football	Switzerlan						
Zuber 2015	players	d	Adol	Soccer	Ret	Quan	Psychological factors	No
Lago-Fuentes	The Relative Age Effect in Professional Futsal							
2020	Players	Spain	Adult	Futsal	Ret	Quan	Relative age effect	No
	Evolution of the relative age effect in Spanish							
Praxedes	young footballers (u8-u19). A comparative		Adol					
2019	analysis in elite club's vs low level clubs	Spain	Youth	Soccer	Ret	Quan	Relative age effect	No
	Using anthropometric and performance characteristics to predict selection in junior UK		Adol	Rugby				
Till 2011	Rugby League players	UK	Youth	league	Ret	Quan	Physical tests	No
Camacho-	Anthropometric and Physical Performance of							
Cardenosa	Youth Handball Players: The Role of the Relative							
2018	Age	Spain	Adol	Handball	Ret	Quan	Relative age effect	No

							Predicting talent	
DeJoode	Game Insight Skills as a Predictor of Talent for						perceptual cognitive	
2021	Youth Soccer Players	Holland	Adol	Soccer	Ret	Quan	skills	No
	The Influence of Contextual Aspects in Talent							
	Development: Interaction Between Relative Age							
Leite 2021	and Birthplace Effects in NBA-Drafted Players	Multiple	Adult	Basket B	Ret	Quan	Relative age effect	Yes
Nagovitsyn	Sports selection in martial arts based on the							
2019	harmonic stability of results at competitions	Russia	Adult	Wrestling	Ret	Quan	Performance results	No
	Cross-sectional and longitudinal analyses of the							
	relative age effect in German youth football							
	Impacts of talent selection procedures between							
Votteler 2017	competition levels and age categories	Germany	Adol	Soccer	Long	Quan	Relative age effect	Yes
	Skeletal maturation status is more strongly							
	associated with academy selection than birth		Adol					
Johnson 2017	quarter	UK	Youth	Soccer	Long	Quan	Relative age effect	No
Fernandez-	Selection of talents in handball anthropometric and							
Romero 2017	performance analysis	Spain	Adol	Handball	Ret	Quan	Physical tests	No
	Nationwide Subjective and Objective Assessments							
	of Potential Talent Predictors in Elite Youth							
	Soccer: An Investigation of Prognostic Validity in							
Honer 2021	a Prospective Study	Germany	Adol	Soccer	Long	Quan	Multidimensional	No
	Measurement of talent in team handball: The							
Lidor 2005	questionable use of motor and physical tests	Israel	Adol	Handball	Ret	Quan	Multidimensional	No
	The effect of bio-banding on technical and tactical							
Towilson et al	indicators of talent identification in academy						Maturation (bio	
2022	soccer players	UK	Adol	Soccer	Ret	Quan	banding)	No
	The relative age effect in German 11-to 18-year-							
Staub 2020	old male and female swimmers	Germany	Adol	Swim	Ret	Quan	Relative age effect	Yes
Bergkamp								
2022	How soccer scouts identify talented players	Netherland	Adult	Soccer	Ret	Qual	Coach eye	No
	Talent Identification and Relative Age Effects in							
	English Male Rugby Union Pathways: From Entry		Adol	Rugby				
Kelly 2021	to Expertise	UK	Adult	union	Ret	Quan	Relative age effect	No
	The influence of biological maturation on physical							
Vandenberg	and motor performance talent identification	South						
2006	determinants of u-14 provincial girl tennis players	Africa	Adol	Tennis	Ret	Quan	Multidimensional	No
	Relative Age Effects in Basketball: Exploring the							
	Selection into and Successful Transition Out of a							
Kelly 2021	National Talent Pathway	UK	Adol	Basket B	Ret	Quan	Relative age effect	No
	From entry to elite: The relative age effect in the		Adol					
Tribolet 2019	Australian football talent pathway	Australia	Youth	Aus Rules	Ret	Quan	Relative age effect	Yes

Pilot Study on the Reliability of the Coach's Eye: Identifying Talent Throughout a 4-Day Cadet Judo								
Roberts 2020	Camp	Australia	Adult	Martial arts	Ret	Quan	Coach eye	No
Talent orientation: the impact of motor abilities on future success in table tennis								
Siener 2019		Germany	Adol	Table tennis	Ret	Quan	Physical tests	No
Simonek 2021	Sports talent search: genes versus motor tests	Slovakia	Adol	General	Ret	Quan	Physical and genetic testing	No
DeSouza-Lima 2020	Detecting sporting talents with Z strategy – cross sectional study	Chile	Adol	General	Ret	Quan	General selection	Yes
Appreciating Factors Beyond the Physical in Talent Identification and Development: Insights from the FC Barcelona Sporting Model								
Doncaster 2020		Spain	Adol	Youth Soccer	Ret	Quan	Relative age effect	Yes
What are the factors influencing Iran's sports talent identification process? Findings of a qualitative study								
Kalani 2019		Iran	Adult	General	Ret	Qual	General	Yes
Gender Effect on the Relationship between Talent Identification Tests and Later World Triathlon Series Performance								
Cuba-Dorado 2021		Spain	Adol	Triathlon	Ret	Quan	Physical tests	No
The relative age effect and success in German elite U-17 soccer teams.								
Augste 2011		Germany	Adol	Soccer	Ret	Quan	Relative age effect	No
Influence of the Selection Level, Age and Playing Position on Relative Age Effects in Swiss Women's Soccer.								
Romann 2011		Switzerland	Adol					
Kannekens 2011	Positioning and deciding key factors for TDin soccer.	Holland	Adult	Sport	Ret	Quan	Relative age effect	Yes
Measurement of talent in volleyball: 15-month follow-up of elite adolescent players.								
Lidor 2007		Israel	Adol	Soccer	Long	Quan	Tactical skills	No
Selection Bias and Peer Effects in Team Sports the Effect of Age Grouping on Earnings of German Soccer Players.								
Ashworth 2007		Germany	Adol	not menti				
Anthropometric and performance measures for the development of a talent detection and identification model in youth handball.								
Mohamed 2009		Belgium	Adol	Soccer	Ret	Quan	Relative age effect	No
The Influence of Relative Age Effects in Representative Youth Rugby Union in the Northwest of England.								
Roberts 2012		UK	Adol	Rugby union	Ret	MM	Physical tests	Yes
A protocol and comparative norms for the identification and selection of talent among elite age-grow rugby players in south Africa								
Kruger 2010		South Africa	Adol	Rugby union	Ret	Quan	Relative age effect	No
Aerobic Fitness Variables Do Not Predict the Professional Career of Young Cyclists.								
Menasa 2010		Italy	Adol	Cycling	Ret	Quan	Multidimensional	No

			Youth					
Romann 2013	Relative age effects in Swiss junior soccer and their relationship with playing position.	Switzerland	Adol	Soccer	Ret	Quan	Relative age effect	Yes
Okazaki 2011	The Relative Age Effect Among Female Brazilian Youth Volleyball Players.	Brazil	Adol	VolleyB	Ret	Quan	Relative age effect	Yes
Vandorpe 2011	Factors Discriminating Gymnasts by Competitive Level.	Belgium	Adol	Gym	Ret	MM	Multidimensional	No
Taha 2018	The identification of high potential archers based on fitness and motor ability variables: A Support Vector Machine approach.	Malaysia	Adol	Archery	Ret	Quan	Multidimensional	No
Ostojic 2014	The Biological Age of 14-year-old Boys and Success in Adult Soccer: Do Early maturer's predominate in the Top-level Game?	Serbia	Adol	Soccer	Long	Quan	maturation levels	No
Burgess 2012	Draft-camp predictors of subsequent career success in the Australian Football League	Australia	Adol	Aus rules	Ret	Quan	Physical tests	No
Deprez 2012	Relative Age Effect and Yo-Yo IR1 in Youth Soccer.	Belgium	Adol	Soccer	Ret	Quan	Relative age effect	No
James 2017	Relationships between measures of physical fitness change when age dependent bias is removed in a group of young male soccer players.	UK	Adol	Soccer	Ret	Quan	Maturation levels	No
Deprez 2013	Relative Age, Biological Maturation and Anaerobic Characteristics in Elite Youth Soccer Players.	Belgium	Adol	Soccer	Ret	Quan	relative age effect	No
Nicolaire 2010	Anthropometric characteristics and motor skills in talent selection and development in indoor soccer	Brazil	Adol	Soccer	Ret	Quan	Multidimensional	No
Simmons 2001	Season-of-birth bias in association football.	UK	Adol	Soccer	Ret	Quan	Relative age effect	No
Gabbett 2002	Influence of physiological characteristics on selection in a semi-professional first grade rugby league team: a case study.	Australia	Adult	Rugby league	Ret	Quan	physical tests	No
Kruger 2016	Anthropometrical, physical motor and sport psychological profile of adolescent males with sprinting potential.	South Africa	Adol	Athletics (sprint)	Ret	MM	Psychological factors	No
Myburgh 2016	Growth and maturity status of elite British junior tennis players.	UK	Adol	Tennis	Ret	Quan	Maturation levels	No
Milia 2017	Anthropometric and physical characteristics allow differentiation of young female volleyball players according to playing position and level of expertise.	Croatia	Adol	VolleyB	Ret	Quan	physical tests	No

	Progression in youth soccer: selection and								
Bidaurreazaga	identification in youth soccer players aged 13-15								
Letona 2019	Years.	Spanish	Adol	Soccer	Long	Quan	Physical tests	No	
	The relative age effect in youth soccer across		Adol						
Helsen 2005	Europe.	Multiple	Adult	Soccer	Ret	Quan	relative age effect	No	
	The relative age effect in soccer: A match-related								
Vaeyens 2005	perspective.	Belgium	Adult	Soccer	Ret	Quan	Relative age effect	No	
	Gender differences in the relative age effect among								
	US Olympic development program youth soccer		Adol						
Vincent 2006	players.	US	Adult	Soccer	Ret	Quan	Relative age effect	No	
	Do physical maturity and birth date predict talent								
Sherar 2007	in male youth ice hockey players?	Canada	Adol	Ice hockey	Ret	Quan	Relative age effect	No	
	Predicting higher selection in elite junior								
	Australian Rules football: The influence of								
Robertson	physical performance and anthropometric								
2015	attributes.	Australia	Adol	Aus rules	Ret	Quan	Physical tests	No	
	Relationships among birth-month distribution,								
	skeletal age and anthropometric characteristics in								
Hirose 2009	adolescent elite soccer players.	Japan	Adol	Soccer	Ret	Quan	Relative age effect	No	
Diaz Del	The relative age effect in youth soccer players								
Campo 2010	from Spain.	Spain	Adol	Soccer	Ret	Quan	Relative age effect	No	
	The use of physiological, anthropometric, and skill								
	data to predict selection in a talent-identified junior								
Gabbett 2007	volleyball squad.	Australia	Adol	VolleyB	Ret	Quan	Physical tests	No	
	Biological maturity and the anthropometric,								
	physical and technical assessment of talent								
Cripps 2017	identified U16 Australian footballers.	Australia	Adol	Aus rules	Ret	Quan	Maturation levels	No	
	Discriminating Talent Identified Junior Australian								
	Footballers Using a Fundamental Gross Athletic								
Woods 2016	Movement Assessment.	Australia	Adol	Aus rules	Ret	Quan	Physical tests	No	
	Prognostic relevance of motor talent predictors in								
	early adolescence: A group- and individual-based								
	evaluation considering different levels of								
O Honer 2016	achievement in youth football.	Germany	Adol	Soccer	Long	Quan	Physical tests	No	
Mostaert	Anthropometry, Physical Fitness and Coordination			Figure					
2016	of Young Figure Skaters of Different Levels.	Belgium	Youth	skating	Ret	Quan	Multidimensional	No	
	A comparison of athletic movement along talent								
	identified juniors from different football codes in		Adol						
Woods 2016	Australia, implications for talent development.	Australia	Adult	Multi	Ret	Quan	physical tests	No	
	Examining relative age effects in fundamental skill			Rugby					
Birch 2016	proficiency in British children aged 6-11 years.	England	Adol	union	Ret	MM	Relative age effect	No	

Hoare 2000	Talent identification and women's soccer: An Australian experience.	Australia	Adol	Aus rules	Ret	Quan	Physical tests	Yes
Wrang 2018	Relative Age Effect and the Re-Selection of Danish Male Handball Players for National Teams.	Denmark	Adult	Handbal	Ret	Quan	Relative age effect	No
Yague 2018	The Relative Age Effect in the 10 Best Leagues of Male Professional Football of the Union of European Football Associations (UEFA). A multidisciplinary identification model for youth	Multiple	Adult	Soccer	Ret	Quan	Relative age effect	No
Matthys 2011	handball. Talent identification and early development of	Belgium	Adol	Handbal	Ret	Quan	Physical tests	No
Falk 2004	elite water-polo players: a 2-year follow-up study. A Theoretical and Empirical Analysis of a 'State of	Israel	Adol	Water polo	Ret	Quan	Physical tests	No
Abbott 2002	the Art' Talent Identification Model. Factors affecting the identification of talented	UK	Adol	time	Long	Quan	Matching physical to sports	No
Reeves 2018	junior-elite footballers: a case study. Age-Related Differences in Fitness Performance	UK	Adol	Soccer	Ret	Qual	Coach eye	Yes
Lipecki 2018	and Technical Skills of Young Soccer Players.	Poland	Adol	Soccer	Ret	Quan	Multidimensional	No
De Subijana 2018	Relative Age Effect and Long-Term Success in the Spanish Soccer and Basketball National Teams. Physiological and physical profiles and on-ice performance approach to predict talent in male	Spain	Adult	Multi	Ret	Quan	Relative age effect	No
Roczniok 2013	youth ice hockey players during draft to hockey team. Anthropometric characteristics of the young Czech	Poland	Adol	Ice hockey	Ret	Quan	Multidimensional	No
GRASGRUBER 2013	population and their relationship to the national sports potential. The value of a non-sport-specific motor test	Czech	Adult	General	Ret	Quan	Physical tests	Yes
Vandorpe 2012	battery in predicting performance in young female gymnasts. Evaluation of Anthropometric, Physiological, and	Belgium	Youth	Gym	Ret	Quan	Multidimensional	No
Keogh 2003	Skill-Related Tests for Talent Identification in Female Field Hockey. Verification of the model of predisposition in	Canada	Not listed	Field hockey	Ret	Quan	Multidimensional	No
Kovarova 2012	triathlon structural model of confirmative factor analysis Anthropometric profiles are associated with long-term career attainment in elite junior rowers: A	Czech Republic	Adult	Triathlon	Ret	Quan	Physical tests	No
Winkert 2019	retrospective analysis covering 23 years.	Germany	Adult	Rowing	Ret	Quan	Physical tests	Yes
Christensen 2009	"An Eye for Talent": Talent Identification and the "Practical Sense" of Top-Level Soccer Coaches.	Denmark	Adult	Soccer	Ret	Qual	Coach eye	No

Gee 2010	Should coaches use personality assessments in the talent identification process? A 15-year predictive study on professional hockey players.	UK	Adol	General	Ret	Qual	Communicating non selecting athletes	No
Szwarc 2019	Relative age effect in Polish National Football teams.	Poland	Adol	Soccer	Ret	Quan	Relative age effect	No
Massa 2014	The relative age effect in soccer: a case study of the San Paulo soccer Club. / Efeito da idade relativa no Futebol: o estudo de caso do San Paulo Futebol Clube.	Brazil	Adol	Soccer	Ret	Quan	Relative age effect	Yes
McCarthy 2014	Initial identification & selection bias versus the eventual confirmation of talent: evidence for the benefits of a rocky road?	UK	Adol	Rugby union	Long	Quan	Relative age effect	No
Cripps 2015	Pathway Efficiency and Relative Age in the Australian Football League Talent Pathway.	Australian	Adol	Aus rules	Ret	Quan	Relative age effect	No
Bidaurreazaga-Letona 2015	Identifying talented young soccer players: conditional, anthropometrical and physiological characteristics as predictors of performance.	Spain	Adol	Soccer	Ret	Quan	Physical tests	No
Adegbesan 2010	Sport Talent Identification and Development in Nigeria: A Preliminary Investigation.	Nigeria	Adult	Multi	Ret	Quan	Coach eye	No
Akca 2014	Prediction of Rowing Ergometer Performance from Functional Anaerobic Power, Strength and Anthropometric Components.	Turkey	Adult	Rowing	Ret	Quan	Physical tests	No
Gulich 2014	Selection, de-selection and progression in German football talent promotion.	Germany	Adol	Soccer	Ret	Quan	general	Yes
Gorelov 2019	The level of somatic health, sports specialization and qualification of an athlete as indicators of intermediate selection in the mixed martial arts.	Russia	Adult	Martial Arts	Ret	Quan	physical tests	No
Wierike 2015	Role of maturity timing in selection procedures and in the specialisation of playing positions in youth basketball.	Holland	Adol	BasketB	Ret	Quan	Multidimensional	Yes
Gonzalez Villora 2015	Relative Age Effect in UEFA Championship Soccer Players.	Multiple	Adol	Soccer	Ret	Quan	Relative age effect	No
Balakova 2015	Selected Cognitive Abilities in Elite Youth Soccer Players.	Czech	Adol	Soccer	Ret	Quan	Physical tests	No
Till 2014	Considering maturation status and relative age in the longitudinal evaluation of junior rugby league players.	UK	Adol	Rugby union	Ret	Quan	Multidimensional	No
Votteler 2014	The relative age effect in the German Football TID Programme: Biases in motor performance diagnostics and effects on single motor abilities and skills in groups of selected players.	Germany	Adol	Soccer	Ret	Quan	Multidimensional	No

Ruf 2021	Construct validity of age at predicted adult height and BAUS skeletal age to assess biological maturity in academy soccer.	Germany	Adol	Soccer	Ret	Quan	maturation	No
Honer 2019	Prognostic relevance of motor tests in elite girls' soccer: a five-year prospective cohort study within the German talent promotion program.	Germany	Adol	Soccer	Long	Quan	physical tests	No
Baker 2012	Training Differences and Selection in a Talent Identification System.	Germany	Adol	Handball	Ret	Quan	Training methods	No
vandenberg 2012	The influence of biological maturation on anthropometric determinants of talent identification among U-14 provincial girl tennis players - A pilot study.	South Africa	Adol	Tennis	Ret	Quan	Maturation levels	No
Al-Busafi 2013	Evaluation of talent identification methods for national teams in the sultanate of Oman: current models and future directions.	Oman	not listed	General	Ret	MM	Evaluate national talent system	Yes
Muller 2015	The Relationship Between Physical Motor Skills, Gender and Relative Age Effects in Young Austrian Alpine Ski Racers.	Austria	Adol Youth	Ski	Ret	Quan	Relative age effect	Yes
Allen 2015	Predicting a Nation's Olympic-Qualifying Swimmers.	Australia	Adol	Swim	Ret	Quan	Physical tests	Yes
Woods 2015	The use of skill tests to predict status in junior Australian football.	Australia	Adol	Aus rules	Ret	Quan	Technical skills	No
Woods 2016	Discriminating talent-identified junior Australian football players using a video decision-making task.	Australia	Adol	Aus rules	Ret	Quan	Physical tests	No
Skorski 2016	The Relative Age Effect in Elite German Youth Soccer: Implications for a Successful Career.	Germany	Adult	Soccer	Long	Quan	Relative age effect	Yes
McCarthy 2016	Start hard, finish better: further evidence for the reversal of the RAE advantage.	UK	Adult	Rugby and cricket	Ret	Quan	Relative age effect	No
Hirose 2016	Two-year changes in anthropometric and motor ability values as talent identification indexes in youth soccer players.	Japan	Adol	Soccer	Ret	Quan	Physical tests	No
Leyhr 2020	The adolescent motor performance development of elite female soccer players: A study of prognostic relevance for future success in adulthood using multilevel modelling.	Germany	Adol	Soccer	Long	Quan	Multidimensional	Yes
Hurley 2019	Relative Age Effect in Collegiate Soccer: Influence of Nationality, Playing Position, and Class.	USA	Adult	Soccer	Ret	Quan	Relative age effect	Yes
Emmonds 2016	Anthropometric, speed and endurance characteristics of English academy soccer players:	UK	Adol	Soccer	Ret	Quan	Physical tests	No

	Do they influence obtaining a professional contract at 18 years of age?							
	The influence of age, playing position, anthropometry, and fitness on career attainment			Rugby				
Till 2016	outcomes in rugby league.	UK	Adol	league	Ret	Quan	Multidimensional	No
	Coaches' perceptions of long-term potential are							
Cripps 2016	biased by maturational variation.	Australia	Adult	Aus rules	Ret	Quan	Coach eye	No
	Talent identification and selection process of							
Gil 2014	outfield players and goalkeepers in a professional soccer club.	Spain	Adol	Soccer	Ret	Quan	Physical tests	No
	Psychometric properties of the motor diagnostics							
	in the German football talent identification and							
Haner 2015	development programme.	Germany	Adol	Soccer	Ret	Quan	Technical skills	No
	The use of player physical and technical skill							
	match activity profiles to predict position in the							
Woods 2017	Australian Football League draft.	Australia	Adol	Aus rules	Ret	Quan	Multidimensional	No
Gomez Lopez	Relative age effect during the selection of young							
2017	handball player.	Spain	Adult	Handball	Ret	Quan	Relative age effect	No
	Identifying fast bowlers likely to play test cricket	New						
Patel 2017	based on age-group performances.	Zealand	Adult	Cricket	Ret	Quan	Relative age effect	No
Rubajczyk	Doubly Disadvantaged? The Relative Age Effect		Adol					
2017	in Poland's Basketball Players.	Poland	Adult	BasketB	Ret	Quan	Relative age effect	No
	The Relative Age Effect on Soccer Players in							
Praxedes	Formative Stages with Different Sport Expertise		Youth					
2017	Levels.	Spain	Adol	Soccer	Ret	Quan	Relative age effect	No
	Reliability and Validity of the Loughborough							
McDermott	Soccer Passing Test in Adolescent Males:		Adol					
2015	Implications for Talent Identification.	Not listed	Adult	Soccer	Ret	Quan	Technical skills	No
	The role of anthropometric, performance and							
	psychological attributes in predicting selection into							
	an elite development programme in older			Ruby				
Tredrea 2017	adolescent rugby league players.	Australia	Adol	league	Ret	Quan	Psychological tests	No
	Reliability and validity of a talent identification							
	test battery for seated and standing Paralympic			Paralympi				
Spathis 2015	throws.	Australia	Adult	c throws	Ret	Quan	Physical tests	No
Ortigosa-								
Maqrquez	Relative age effect on national selection process in		Adol					
2018	triathlon	Spain	Adult	Triathlon	Ret	Quan	Relative age effect	No
	The Relative Age Effect on Anthropometry, Body							
	Composition, Biological Maturation and Motor							
Altamari 2021	Performance in Young Brazilian Soccer Players.	Brazil	Adol	Soccer	Long	Quan	Relative age effect	No

	The Difficulty of Talent Identification:								
Wiseman	Inconsistency Among Coaches Through Skill-								
2014	Based Assessment of Youth Hockey Players.	Canada	Adult	Ice hockey	Ret	Quan	Coach eye	No	
	A multidimensional approach to factors								
	influencing playing level and position in a school-								
Lovell 2018	based soccer programme.	Australia	Adol	Soccer	Ret	Quan	Multidimensional	No	
	An investigation of Danish male youth football - is		Adol						
Ryom 2018	something rotten in the state of Denmark?	Denmark	Adult	Soccer	Ret	Quan	Relative age effect	No	
Rubajczyk	The Relative Age Effect in Poland's Elite Youth		Adol						
2018	Soccer Players.	Poland	Audit	Soccer	Ret	Quan	Relative age effect	Yes	
	Physical and anthropometrical attributes of								
Keller 2018	Australian youth soccer players.	Australia	Adol	Soccer	Ret	Quan	Physical tests	No	
	The evaluation of small-sided games as a talent								
	identification tool in highly trained prepubertal						Tactical small, sided		
Fenner 2016	soccer players.	UK	Youth	Soccer	Ret	Quan	games	No	
RibeiroJunior	Sports potential modelling of young basketball		Adol						
2019	players: a preliminary analysis.	Brazil	Adult	BasketB	Ret	Quan	Multidimensional	No	
	Multivariate analyses of individual variation in								
	soccer skill as a tool for talent identification and								
	development: utilising evolutionary theory in								
Wilson 2016	sports science.	UK	Adol	Soccer	Ret	Quan	Technical skills	No	
Pena-	Relative Age Effect, Biological Maturation, and								
Gonzalez	Coaches' Efficacy Expectations in Young Male								
2018	Soccer Players.	Spain	Adol	Soccer	Ret	Quan	Relative age effect	No	
	Discerning excellence from mediocrity in								
	swimming: new insights using Bayesian quantile								
Myers 2021	regression.	Tunisia	Adol	Swim	Ret	Quan	Physical tests	No	
Baghurst	A hot mess: basketball coaches' perceptions of								
2021	ability versus actual performances of their athletes.	US	Adult	BasketB	Ret	Quan	Coach eye	No	
	Technical testing and match analysis statistics as								
	part of the TDprocess in an English football		Adol						
Kelly 2020	academy.	England	Adult	Soccer	Ret	Quan	Technical skills	No	
	To See or Not to See: Talent Identification in the								
Lund 2017	Swedish Football Association.	Sweden	Adult	Soccer	Ret	Quan	Coach eye	Yes	
	Evolution of the relative age effect in Spanish								
	young footballers (u-8 to u-19). A comparative								
A Práxedes	analysis of elite club's vs low – level clubs		Adol						
2019		Spain	Adult	Soccer	Ret	Quan	Relative age effect	No	
	Differences in motor skills of selected and non-								
	selected group of children in artistic gymnastics in								
Salaj 2019	the context of their motor development.	Croatia	Child	Gym	Ret	Quan	Physical tests	No	

MacMahon 2019	Exploring the skill of recruiting in the Australian Football League. Talent Selection and the Present? The Way Sports	Australia	Adult	Aus rules	Ret	MM	Coach eye	Yes
Peric 2018	Preconditions Are Determined in Slovakia. Coach decision-making and the relative age effect	Slovakia	Youth	School	Ret	Quant	Physical tests	No
Hill 2016	on talent selection in football. The application of a multi-dimensional assessment approach to talent identification in Australian	Australia	Adol	Aus rules	Ret	MM	Relative age effect	No
Woods 2016	football. The influence of initial selection age, relative age effect and country long-term performance on the re-selection process in European basketball youth	Australia	Youth	Aus rules	Ret	Quan	Multidimensional	No
Kalen2021	national teams. Relative Age Effects as Evidence of Selection Bias	Multiple countries	Adol	BasketB	Long	Quan	Multidimensional	Yes
Herring 2021	in Major League Baseball Draftees (2013-2018). Accuracy from the slot: Evaluating draft selections	USA	Adult	Baseball	Ret	Quan	Relative age effect	No
Farah 2021	in the National Hockey League. The relative age in international football: Europe	Canada	Adult	Hockey	Ret	Quan	Predicting draft hockey	No
Yague 2020	vs South America. Differences in maturity, morphological and physical attributes between players selected to the primary and secondary teams of a Portuguese	Not applicable	Adult	Soccer	Ret	Quan	Relative age effect	No
Ramos 2019	Basketball elite academy. Practitioners' multi-disciplinary perspectives of	Portugal	Adol	BasketB	Ret	Quan	Multidimensional	No
Towilson 2019	soccer talent according to phase of development and playing position.	UK	Adult	Soccer	Ret	Quan	Coach eye	No
Å SImonek 2018	Sports talent identification based on motor tests and genetic analysis. The use of small-sided games to assess skill proficiency in youth soccer players: a talent	Slovakia	Youth	General	Ret	Quan	Physical and genetic	No
Bennett 2018	identification tool. Physical capacity, not skeletal maturity,	Australia	Adol	Soccer	Ret	Quan	Tactical small, sided games	No
Grendstad 2020	distinguishes competitive levels in male Norwegian U14 soccer players. Relative age, maturation, anthropometry and physical performance characteristics of players	Norway	Adol	Soccer	Ret	Quan	Maturation levels	No
Patel 2019	within an Elite Youth Football Academy. The use of individual sports profiles of child athletes and nonathletes in recommending sports to	UK	Adult	Soccer	Ret	Quan	Relative age effect	No
Kandrac 2020	be practiced.	Slovakia	Youth	General	Ret	Quan	Sports based on profiles of physical	Yes

	A multidimensional approach to talent identification and selection in high-level youth							
Tribolet 2018	Australian Football players.	Australia	Adol	Aus rules	Ret	Quan	Multidimensional	No
	The nature and function of talent identification in junior-elite football in English category one		Adult					
Reeves 2018	academies.	UK	s	Soccer	Ret	Qual	Coach eye	Yes
	Players understanding of talent identification in early specialization youth football.		Youth	Soccer	Ret	Qual	Athlete perception of talent identification	No
Clarke 2018	Talent Selection and Management in View of	UK	Youth					
Nagy 2018	Relative Age: The Case of Swimming.	Hungary	Adol	Swim	Ret	Quan	Relative age effect	No
Pena-Gonzalez 2021	Relative age-related differences between different competitive levels and field positions in young soccer players.	Not available	Adol	Soccer	Ret	Quan	Relative age effect	No
	Relative Age Effects in Elite Olympic Weightlifters.		council	Weightlifting				
Kollars 2021	Weightlifters.	Multiple	Adult	ng	Ret	Quan	Relative age effect	No
	Differences of physical abilities between successful and less successful young female athletes.							
Naisidou 2017	athletes.	Greece	Adol	Handball	Ret	Quan	Multidimensional	No
	Relative age and maturation selection biases in academy football.		UK	Adol	Soccer	Ret	Quan	Relative age effect
Hill 2020	The role of growth and maturation during adolescence on team-selection and short-term sports participation.	UK	Adol	Soccer	Ret	Quan	Relative age effect	No
Baxter-Jones 2020	Does Physical Fitness Predict Future Karate Success? A Study in Young Female Karatekas.	Canada	Adol	Multi-Martial arts	Long	Quan	Maturation levels	No
Martinez de Quel 2020	Evidence for the Relative Age Effect in the Spanish Professional Soccer League.	Spain	Adol	arts	Ret	Quan	Physical tests	No
Yague 2020	Spanish Professional Soccer League.	Spain	Adult	Soccer	Ret	Quan	Relative age effect	No
Rosevear 2019	The role of character in talent identification and development in New Zealand rugby union.	New Zealand	Adult	Rugby union	Ret	Qual	Psychological factors	Yes
Sherwood 2019	Pattern recall, decision making and talent identification in rugby union.	New Zealand	Adol	Rugby union	Ret	Quan	Decision making talent prediction	No
	A longitudinal investigation into the relative age effect in an English professional football club: exploring the 'underdog hypothesis'.							
Kelly 2020	A case study comparison of objective and subjective evaluation methods of physical qualities in youth soccer players.	UK	Adult	Soccer	Ret	Quan	Relative age effect	Yes
	Anthropometric and physical performance profiling does not predict professional contracts awarded in an elite Scottish soccer academy over a 10-year period.		Adol					
Dugdale 2020	in youth soccer players.	UK	Adult	Soccer	Ret	Quan	Physical tests	No
	Anthropometric and physical performance profiling does not predict professional contracts awarded in an elite Scottish soccer academy over a 10-year period.							
Craig 2021	10-year period.	UK	Adol	Soccer	Ret	Quan	Physical tests	No

		Olympic						
	Understanding the "gut instinct" of expert coaches	games not						
Roberts 2021	during talent identification.	listed	Adult	Multi	Ret	Qual	Coach eye	Yes
Savassifigueir	Relative age effects and team performance among			Beach				
edo 2020	elite beach handball athletes.	General	Adult	handball	Ret	Quan	Relative age effect	No
	Simple and reliable protocol for identifying						Tactical small, sided	
Wilson 2021	talented junior players in team sports using small,						games	
	sided games.	Brazil	Adol	Soccer	Ret	Quan		No
	Jump higher, run faster: effects of diversified sport							
	participation on talent identification and selection							
Arede 2019	in youth basketball.	Portugal	Adol	BasketB	Ret	Quan	Physical tests	No
Di Cagno	Motor Learning as Young Gymnastics Talent							
2014	Indicator.	Italy	Adol	Gym	Long	Quan	Physical tests	No
	Physical testing characteristics better explain draft							
Jennings	outcome than in-game movement profile in junior						Physical tests or data	
2021	elite Australian rules football players.	Australia	Adol	Aus rules	Ret	Quan	(in game movement)	No
	The relative age-related participation trends in	European	Adol					
Bilgic 2021	European Badminton.	varied	Adult	Badminton	Ret	Quan	Relative age effect	No
	Constructing a Talent Identification Index System							
Huang 2021	and Evaluation Model for Cross-Country Skiers.	China	Adol	Ski	Ret	Quan	Physical tests	No
							Hand dominance and	
							the relative length of	
							the second and fourth	
							digits (2D:4D ratio), to	
Baker 2013	Your fate is in your hands? Handedness, digit ratio							
	(2D:4D), and selection to a national TDsystem.	Germany	Adol	Handball	Ret	Quan	success in sport.	No
	Are relative age and biological ages associated							
	with coaches' evaluations of match performance in							
Hill 2021	male academy soccer players?	UK	Adol	Soccer	Ret	Quan	Relative age effect	No
							Relationship between	
							non-performance-based	
							talent selection criteria	
							and draft order in the	
	The efficacy of talent selection criteria in the		Adol				AFL.	
Sullivan 2020	Australian Football League.	Australia	Adult	Aus rules	Ret	Quan	(multidimensional)	No
	Elite Youth Players Perceptions of English							
	Professional Soccer Club's Talent Identification						Athlete perception of	
Parkes 2020	Camp Participation.	US	Adol	Soccer	Ret	Qual	talent camps	No
Pickering	Can Genetic Testing Predict Talent? A Case Study							
2021	of 5 Elite Athletes.	UK	Adult	Athletics	Ret	Quan	Genotype	No
	The relative age effect in a professional football		Adol					
Mujika 2009	club setting.	Spain	Adult	Soccer	Ret	Quan	Relative age effect	Yes

Jokuschies 2017	Systematizing coaches' 'eye for talent': Player assessments based on expert coaches' subjective talent criteria in top-level youth soccer. What are talent scouts actually identifying? Investigating the physical and technical skill match activity profiles of drafted and non-drafted U18	Switzerland	Adult	Soccer	Ret	MM	Coach eye	No
Woods 2016	Australian footballers. Relative age effect in Greek female young volleyball players: data from the national talent	Australia	Adol	Aus rules	Ret	Quan	Multidimensional	No
C 2021	identification program. Talent map: how demographic rate, human development index and birthdate can be decisive for the identification and development of soccer	Greece		VolleyB	Ret	Qual	Relative age effect Demographic rate, human development index and relative age	No
Teoldo 2021	players in Brazil. Relative age effects in Swiss TD- a nationwide	Brazil	Adult	Soccer	Ret	Quan	effect	Yes
Romann 2018	analysis of all sports.	Switzerland	Adol	General	Ret	Quan	Relative age effect	Yes
O'Connor 2016	Talent identification and selection in elite youth football: An Australian context. Biological maturation, morphology, fitness, and motor coordination as part of a selection strategy	Australia	Adol	Soccer	Ret	Quan	Physical tests	No
Vandendriessche 2012	in the search for international youth soccer players (age 15â€“16 years). Early Specialization and Critical Periods in Acquiring Expertise: A Comparison of Traditional Versus Detection Talent Identification in Team	Belgium	Adol	Soccer	Ret	Quan	Comparison of two	No
Staff 2021	GB Cycling at London 2012. The Bias toward Biological Maturation through the Talent Selection in Japanese Elite Youth	UK	Adol	Cycling	Ret	Quan	detection methods	No
Hirose 2012	Soccer Players.	Japan	Adol	Soccer	Ret	Quan	Maturation levels	Yes
Rodríguez-Lorenzo 2019	Relative Age Effect, Playing Time, and Debut in a Professional Football Club. Talent selection criteria for Olympic distance	Spain	Adol	Soccer	Ret	Quan	Relative age effect	No
Bottoni 2011	triathlon. Relative Age Effect and Talent Identification in Youth Volleyball Players from the Polish	Italy	Adol	Triathlon	Ret	Quan	Physical tests	No
Åsliwa 2021	Volleyball Federation Sports School. Evaluating the physical and basic gymnastics skills assessment for talent identification in men's artistic	Poland	Adult	VolleyB	Ret	Quan	Relative age effect	Yes
Mkaouer 2018	gymnastics proposed by the International Gymnastics Federation.	Tunisia	Adol	Gym	Ret	MM	Multidimensional	No

	The confounding effect of biological maturity on talent identification and selection within youth							
Toum 2021	Australian football.	Australia	Adol	Aus rules	Ret	Quan	Maturation levels	No
Robertson 2022	Mind, body, and shuttle: multidimensional benchmarks for talent identification in male youth badminton.	Belgium	Adol	Badmin	Ret	Quan	Multidimensional	No
Towlson 2021	The effect of bio-banding on physical and psychological indicators of talent identification in academy soccer players.	UK	Adol	Soccer	Ret	Quan	Maturation levels	No
Kiflu 2021	Talent Identification practices and challenges in identified talented young football players.	Ethiopia	Adult	Soccer	Ret	MM	Coach eye	Yes
Jones 2020	"I Can't Teach You to Be Taller": How Canadian, Collegiate-Level Coaches Construct Talent in Sport.	Canada	Adult	Multiple	Ret	Qual	Coach eye	Yes
Sieghartsleitner 2019	Talent selection in youth football: Specific rather than general motor performance predicts future player status of football talents.	Switzerland	Adol	Soccer	Ret	Quan	Multidimensional	No
Sieghartsleitner 2019	Science or Coaches' Eye? -- Both! Beneficial Collaboration of Multidimensional Measurements and Coach Assessments for Efficient Talent Selection in Elite Youth Football.	Switzerland	Adol	Soccer	Long	Quan	Multidimensional	No
Datson 2020	High-intensity endurance capacity assessment as a tool for talent identification in elite youth female soccer.	UK	Adol	Soccer	Ret	Quan	Physical tests	No
Reeves 2020	A bioecological perspective on talent identification in junior-elite soccer: A Pan-European perspective.	UK	Adult	Soccer	Ret	Qual	Multidimensional	Yes
Faber 2017	Can an early perception-motor skills assessment predict future performance in youth table tennis players? An observational study (1998-2013)	Holland	Youth	Table tennis	Long	Quan	Multidimensional	No
Goto 2015	Match analysis of u-9 and u-10 English premier league academy soccer players using a global positioning system: relevance for talent identification and development.	UK	Youth	Soccer	Ret	Quan	Physical tests	No
Gill 2007	Selection of young soccer players in terms of anthropometric and physiological factors	Spain	Adol	Soccer	Ret	Quan	Multidimensional	No
Grove 2001	Practical screening tests for talent identification in baseball.	Australia	Adol	Baseball	Long	Quan	Physical tests	No
Jiménez 2008	Relative age effect in Spanish association football: Its extent and implications for wasted potential	Spain	Adult	Soccer	Ret	Quan	Relative age effect	Yes

	The influence of date and place of birth on youth								
Finnegan	player selection to a National Football Association						Relative age effect and		
2017	elite development programme	Ireland	Adol	Soccer	Ret	Quan	birthplace	Yes	
G Melchiorri	Anthropometric and performance measures to		Youth						
(2017)	study talent detection in youth volleyball	Italy	Adol	VolleyB	Ret	Quan	Multidimensional	not available	
			Youth						
	Does birth date influence career attainment in		Adol						
Gil 2020	professional soccer?	Spain	Adult	Soccer	Ret	Quan	Relative age effect	Yes	
	The relative age effect in male and female English								
	age-grade rugby union: Exploring the gender-		Youth		Rugby				
Kelly 2021	specific mechanisms that underpin participation	UK	Adol	union	Long	Quan	Relative age effect	No	

Appendix A2: Participant consent form - Chapter 5



DUBLIN CITY UNIVERSITY Informed Consent Form

Investigation: Managing high-performance systems in tennis: examining meso and macro factors underpinning player development structures in tennis

You are invited to participate in a research study titled Managing high performance systems in tennis: examining meso and macro factors underpinning player development structures in tennis Dublin City University is undertaking this research in conjunction with Tennis Malaysia. The principal investigators and the data controllers for this research study are:

Mr Garry Cahill, doctorate student at the School of Health and Human Performance, Faculty of Science and Health, Glasnevin Campus, Dublin City University, Dublin 9, Ireland

Email : garry.cahill22@gmail.dcu.ie

Dr Áine Macnamara, Associate Professor in Elite Performance, The School of Health and Human Performance, Faculty of Science and Health, Glasnevin Campus, Dublin City University, Dublin 9, Ireland

Email: Aine.macnamara@dcu.ie

Review Objectives

To evaluate the current state of performance tennis in Malaysia through multiple stakeholder perspectives. More specifically, to examine the coherence amongst the four main stakeholders. To identify the strengths and weaknesses of the current coach education programs. Finally, to provide comprehensive, evidence-based findings that will positively influence future strategic planning

What will I be required to do?

Participation in the study involves one interview lasting approximately 60-90 and one short follow up meeting lasting no more than 30 minutes. These interviews will be conducted online via zoom. Times will be flexible, and all efforts will be made to facilitate participant's schedule. You will be required to login into your meeting with your unique and private Zoom meeting ID. Once logged into the zoom meeting, you will be briefed about the procedure of the interview. Your interview will then subsequently take place. Your interview will be recorded for the following transcription and analysis. Post the primary interview (within 6 weeks); participants will participate in a brief follow-up meeting (no more than 30 mins) to review the data collected and have the option to retract or add to the data.

Participant – please complete the following (Circle Yes or No for each question)

I have read the Plain Language Statement (or had it read to me)	Yes/No
I understand information provided	Yes/No
I understand the information provided in relation to data protection	Yes/No
I have had an opportunity to ask questions and discuss this study	Yes/No
I have received satisfactory answers to all my questions	Yes/No
I am aware that my interview will be audiotaped	Yes/No

This study is entirely confidential. You will be assigned a code number and will not be identified by name. Consent forms will be secured in an encrypted electronic DCU file. Results from this study will be used by the principal

investigators to write a report that may be published and presented publicly. All data will be presented anonymously; individuals will not be identified. Your information will not be processed for any other reason than for this study, and it will not be transferred to any other country or organisation. Your personal data will be retained until publication for a period of 6 months. Upon completion of the study and publication, all personal data will be permanently deleted.

It is important that you understand that confidentiality of information can only be protected within the limitations of the law - i.e., it is possible for data to be subject to subpoena, freedom of information claim or mandated reporting by some professions.

Your participation in this research is voluntary. You can withdraw from this study at any time without giving a reason. Any data identifiable to you will be deleted if you withdraw, and information about your involvement will be discarded. If the data has already been anonymised and aggregated with other data, it will not be possible to identify and remove it, but it will not be possible to identify you from this aggregated data set. You can contact the researcher at cahillgarry@hotmail.com if you have questions about this.

Signature:

I have read and understood the information in this form. My questions and concerns have been answered by the researchers, and I have a copy of this consent form. Therefore, I consent to take part in this research project.

Participants Signature: _____

Name in Block Capitals: _____

Witness: _____

Date: _____

Appendix A3: Plain language statement for participants - Chapter 5



DUBLIN CITY UNIVERSITY Plain Language Statement

Investigation: Managing high-performance systems in tennis: Examining meso and macro factors underpinning player development structures in tennis

Dear _____

You are invited to take part in a research study titled Managing high-performance systems in tennis: examining meso and macro factors underpinning player development structures in tennis (Tennis Malaysia and Tennis Ireland example). This research is being undertaken by Dublin City University. The research is part of a doctorate study investigating contextual issues relating to talent development. The principal investigators are

Dr Aine MacNamara

Email: aine.macnamara@dcu.ie

Garry Cahill

Email: garry.cahill22@gmail.dcu.ie

Please take your time to read the information provided before making any decisions about participation in this research.

Introduction to the Research Study

Successful performance pathways depend on a myriad of factors to be successful. The purpose of this evaluation is to provide a holistic, non-judgmental, external overview that offers practical resolutions to raise the performance standards. This study aims to identify the specific contextual factors that influence player development within a national tennis governing body in and outside Western Europe. Secondly, to explore the general principles underpinning player development pathways of smaller tennis nations.

What will happen if the person decides to participate in the research study?

Participation in the study involves one interview lasting approximately 60-90 and one short follow up meeting lasting no more than 30 minutes. This interview will be conducted online via zoom. Times will be flexible, and all efforts will be made to facilitate participants' schedules. Post the main interview (within 6 weeks), participants will participate in a brief follow-up meeting (no more than 30 mins) to review the data collected and have the option to retract or add to the data.

What additional security considerations will be put in place for my zoom interview?

- The meeting will be locked prior to the start of the interview to ensure that no one else may join
- The zoom meeting will be encrypted to ensure your privacy and anonymity is respected

- Unique meeting IDs are required for each scheduled meeting
- Interviews will take place between the principal investigator (s) and each participant only
- All meetings will take place using the DCU licensed version of Zoom to comply with data protection requirements

Benefits (direct or indirect) to participants from involvement in the Research Study

Participants will receive a full copy of the review and will have the opportunity to contribute to the development of performance tennis in Malaysia.

Data protection and privacy notice

- Mr Garry Cahill and Dr Áine MacNamara are the data controllers and data processors for this research study. A data processor may hold or process personal data but does not exercise responsibility for or control over the personal data.
- You have the right to access your own personal data. For enquires contact the Data Protection Officer at Dublin City University, Mr. Martin Ward (**Email:** data.protection@dcu.ie **Phone:** 7005118 / 7008257)
- It is important that you understand how the data collected from the interview that you participate in will be collected and used for this research study. We are required by law to provide you with this information before you decide whether to participate in this research. This study will use your personal information on two legal bases as defined by the General Data Protection Regulations 2016: Because we feel this study is important for scientific research (Article 9(2)(i)) and because we feel the information you provide could be important for public interest (Article 6(1)(f)).
- This study is completely confidential. You will be assigned a code number and will not be identified by name. Consent forms will be secured in an encrypted electronic DCU file. Results from this study will be used by the principal investigators to write a report that may be published and presented publicly. All data will be presented anonymously; individuals will not be identified.
- There will be no automated decision-making or profiling of your personal data in this study. This means that we will not use your personal data to make any predictions about you. Your information will not be processed for any other reason than for this study, and it will not be transferred to any other country or organisation.
- Upon completion of the study, all data will be deleted within 12 months, and all personal data will be deleted.
- It is important that you know that confidentiality of information can only be protected within the limitations of the law - i.e., it is possible for data to be subject to subpoena, freedom of information claim or mandated reporting by some professions.
- Your participation in this research is voluntary. You can withdraw from this study at any time without giving a reason. If you withdraw, any data identifiable to you will be deleted, and information about your involvement will be discarded. If the data has already been anonymised and aggregated with other data, it will not be possible to identify and remove it, but it will not be possible to identify you

from this aggregated dataset. You can contact the researcher at cahillgarry@hotmail.com if you have questions about this.

Please visit <https://www.dcu.ie/ocoo/dp/guides.shtml> for more information

What are my rights?

- You have the right to lodge a complaint with the Irish Data Protection Commission if you are dissatisfied.
- You have the right to restrict or object to the processing of your information.
- You have the right to have any inaccurate information about you corrected or deleted. For example, you have the right to look over and edit the transcript of an interview with you.
- You have the right to ask for any of your information in a readable format.

How will I find out what happens with the project?

You may contact the principal investigator to receive feedback from this research if you wish. All information from this study will be in non-specific order to preserve anonymity and will be available within 6 months after completion of this study.

Please note: If participants have concerns about this study and wish to contact an independent person, please contact:

The Secretary, Dublin City University Research Ethics Committee, c/o Office of the Vice-President for Research,
Dublin City University, Dublin 9. Tel: 01-7008000

- You have the right to have any inaccurate information about you corrected or deleted. For example, you have the right to look over and edit the transcript of any interview with you.
- You have the right to ask for any of your information in a readable format.

How will I find out what happens with the project?

You may contact the principal investigator to receive feedback from this research if you wish. All information from this study will be in non-specific order to preserve anonymity and will be available within 6 months after completion of this study.

Please note: If participants have concerns about this study and wish to contact an independent person, please contact:

The Secretary, Dublin City University Research Ethics Committee, c/o Office of the Vice-President for Research,
Dublin City University, Dublin 9. Tel: 01-7008000

Appendix A4: Participant consent form - Chapters 6 and 7



**Investigation: Navigating the Future: Parental Decisions and Contextual Influences in
Youth Sport**

The principal investigators and the data controllers for this research study are:

Mr Garry Cahill, professional doctorate student at the School of Health and Human Performance, Faculty of Science and Health, Glasnevin Campus, Dublin City University, Dublin 9, Ireland

Email : garry.cahill22@mail.dcu.ie

Dr Áine MacNamara, Associate Professor in Elite Performance, The School of Health and Human Performance, Faculty of Science and Health, Glasnevin Campus, Dublin City University, Dublin 9, Ireland

Email: Aine.macnamara@dcu.ie

What is the purpose of this research?

The aim study is to investigate what type and how parents/coaches navigate critical decisions along the TD journey.

What will I be required to do?

You will be required to attend one online video interview via Zoom for a duration of approximately 60 minutes four times over a twelve-month period. More specifically, you will be interviewed every 3 months over a twelve-month period from January 2023 to January 2024. Additionally, you will be asked to maintain a diary, which will provide you with the opportunity to log day-to-day happenings that may otherwise have been forgotten. It is not required to input into the diary daily; this will be at the discretion of each participant. Diaries will be regularly monitored by the research team using a shared Google Sheets approach. Full instructions of diary input will be provided during the introduction interview.

Participant – please complete the following (Circle Yes or No for each question)

I have read the Plain Language Statement (or had it read to me)	Yes/No
I understand the information provided	Yes/No
I understand the information provided in relation to data protection	Yes/No
I have had an opportunity to ask questions and discuss this study	Yes/No
I have received satisfactory answers to all my questions	Yes/No

I am aware that my interview will be audiotaped

Yes/No

This study is completely confidential. You will be assigned a code number and will not be identified by name. Consent forms will be secured in an encrypted electronic DCU file. Results from this study will be used by the principal investigators to write a report that may be published and presented publicly. All data will be presented anonymously; individuals will not be identified. Your information will not be processed for any other reason than for this study and it will not be transferred to any other country or organisation. Your personal data will be retained for a period of 12 months after the completion of this research study or until publication if this occurs beforehand. Upon completion of the study and publication, all personal data will be permanently deleted.

It is important that you understand that confidentiality of information can only be protected within the limitations of the law - i.e., it is possible for data to be subject to subpoena, freedom of information claim or mandated reporting by some professions.

Your participation in this research is voluntary. You can withdraw from this study at any time without giving a reason. If you withdraw, any data identifiable to you will be deleted and information about your involvement will be discarded. If the data has already been anonymised and aggregated with other data, it will not be possible to identify and remove it, but it will not be possible to identify you from this aggregated data set. You can contact the researcher at aine.macnamara@dcu.ie if you have questions about this.

Signature:

I have read and understood the information in this form. My questions and concerns have been answered by the researchers, and I have a copy of this consent form. Therefore, I consent to take part in this research project.

Participants Signature: _____

Name in Block Capitals: _____

Witness: _____

Date: _____

Appendix A5: Plain language statement for participants- Chapters 6 and 7



DUBLIN CITY UNIVERSITY Plain Language Statement

Investigation: Navigating the Future: Parental Decisions and Contextual Influences in Youth Sport

This research is being undertaken by Dublin City University.

The principal investigators for this research study are:

Dr Áine MacNamara, Associate Professor in Elite Performance, The School of Health and Human Performance, Faculty of Science and Health, Glasnevin Campus, Dublin City University, Dublin 9, Ireland

Email: Aine.macnamara@dcu.ie

Garry Cahill, Professional Doctorate Candidate, The School of Health and Human Performance, Faculty of Science and Health, Glasnevin Campus, Dublin City University, Dublin 9, Ireland

Email garry.cahill22@mail.dcu.ie

Please take your time to read the information provided on this plain language statement before making any decisions about participation in this research.

What is this research about?

The research aims to investigate the following

- Examine the complexity of decisions that parents of high-performance (individual sports athletes) encounter during critical stages of TD
- Investigate the current decision-making processes employed by parents to enable them to make informed decisions along at the various developmental stages (youth, intermediate, transition to pro)
- Explore how (if at all) decisions are similar or different across a multitude of individual sports and stages of the TD pathway.

Why is this research being conducted?

Throughout the various stages of the TD pathway in sports, parents are invariably faced with complex decisions. These decisions are repeatedly made by parents without experience in sporting or coaching backgrounds. Furthermore, often career-determining decisions need to be made without the assistance of evidence-informed research, as it's implausible to think that researchers can investigate every possible eventuality faced by parents along TD pathways. Against this background, the objective of this study is to provide evidence that will contribute

towards developing a practical tool that will support parents and help them to make more informed decisions regarding their child's development along a sports talent pathway.

What will I be required to do if I participate?

You will be required to attend one online video interview via Zoom for a duration of approximately 60 minutes four times over a twelve-month period. More specifically, you will be interviewed every 3 months for a 12-month period from Jan 2023- Jan 2024. Additionally, you will be asked to maintain a diary which will give you the opportunity to log day to day happenings that may otherwise have been forgotten. Initially, the lead author will meet each participant the goal of 1) building rapport 2) getting a deeper understanding of the participant 3) introducing the longitudinal process and in particular diary logging. The online diary process will be discussed. Diaries will be regularly monitored by the research team using a shared google sheets approach. The theme of the interviews will be to discuss decisions that you were faced with during the three-month period and relevant aspects of the diary. This interview will be between you and the principal investigators only. All interviews will be recorded and transcribed. You will be sent a private and password-protected zoom link via email at least one week prior to the interview. On the date and time of your interview, you may log into your personal zoom meeting. You will remain in the waiting room of your zoom meeting until the principal investigator (s) grants you access to the meeting room. Your interview will take place within the online meeting room. The video will be recorded but deleted immediately upon completion of the interview and only the audio will be retained. The audio will be deleted after transcription.

What additional security considerations will be put in place for my zoom interview?

- The meeting will be locked prior to the start of the interview to ensure that no one else may join
- The zoom meeting will be encrypted to ensure your privacy and anonymity is respected
- Unique meeting IDs are required for each scheduled meeting
- Interviews will take place between the principal investigator (s) and each participant only
- All meetings will take place using the DCU licenced version of zoom to comply with data protection requirements

What are the benefits of taking part in this research study?

As a parent that is highly involved in high performance sport, participation will give you the opportunity to reflect on how you make decisions regarding your child's sports development. Of course, the study is not aimed to provide parents with answers, but reflection alone can significantly assist in the decision-making process. Furthermore, the experience from this study may help you when parenting other children within your family or indeed that of family and friends. From a governing body perspective, collaboration with the research team may

potentially provide the sporting organisation with a framework to help parents within their sports make more informed decisions in the future.

Data protection and privacy notice

- Dr. Áine MacNamara and Garry Cahill are the data controllers and data processors for this research study. A data processor may hold or process personal data but does not exercise responsibility for or control over the personal data.
- You have the right to access your own personal data. For enquires contact the Data Protection Officer at Dublin City University, Mr. Martin Ward (**Email:** data.protection@dcu.ie **Phone:** 7005118 / 7008257)
- It is important that you understand how the data collection from the interview that you participate in will be collected and used for this research study. We are required by law to provide you with this information before you decide whether to participate in this research. This study will use your personal information on two legal bases as defined by the General Data Protection Regulations 2016: Because we feel this study is important for scientific research (Article 9(2)(i)) and because we feel the information you provide could be important for public interest (Article 6(1)(f)).
- This study is completely confidential. You will be assigned a code number and will not be identified by name. Consent forms will be secured in an encrypted electronic DCU file. Results from this study will be used by the principal investigators to write a report that may be published and presented publicly. All data will be presented anonymously; individuals will not be identified.
- There will be no automated decision-making or profiling of your personal data in this study. This means that we will not use your personal data to make any predictions about you. Your information will not be processed for any other reason than for this study and it will not be transferred to any other country or organisation.
- Upon publication of the study, and a period of 12 months, all personal data will be deleted.
- It is important that you know that confidentiality of information can only be protected within the limitations of the law - i.e., it is possible for data to be subject to subpoena, freedom of information claim or mandated reporting by some professions.
- Your participation in this research is voluntary. You can withdraw from this study at any time without giving a reason. If you withdraw, any data identifiable to you will be deleted and information about your involvement will be discarded. A master sheet linking participant's assigned codes to their personal

information will be stored on a password protected computer and will be deleted following the data analysis stage. Following this, it will not be possible to identify and remove your data, but it will not be possible to identify you from this aggregated data set. You can contact the researcher at aine.macnamara@dcu.ie if you have questions about this.

- Please visit <https://www.dcu.ie/ocoo/dp/guides.shtml> for more information

What are my rights?

- You have the right to lodge a complaint with the Irish Data Protection Commission if you are dissatisfied.
- You have the right to restrict or object to processing of your information.
- You have the right to have any inaccurate information about you corrected or deleted. For example, you have the right to look over and edit the transcript of any interview with you.
- You have the right to ask for any of your information in a readable format.

How will I find out what happens with the project?

You may contact the principal investigator to receive feedback from this research if you wish. All information from this study will be in non-specific order to preserve anonymity and will be available within 6 months after completion of this study.

If you need any further information now or at any time in the future, please contact:

Name:

Áine MacNamara

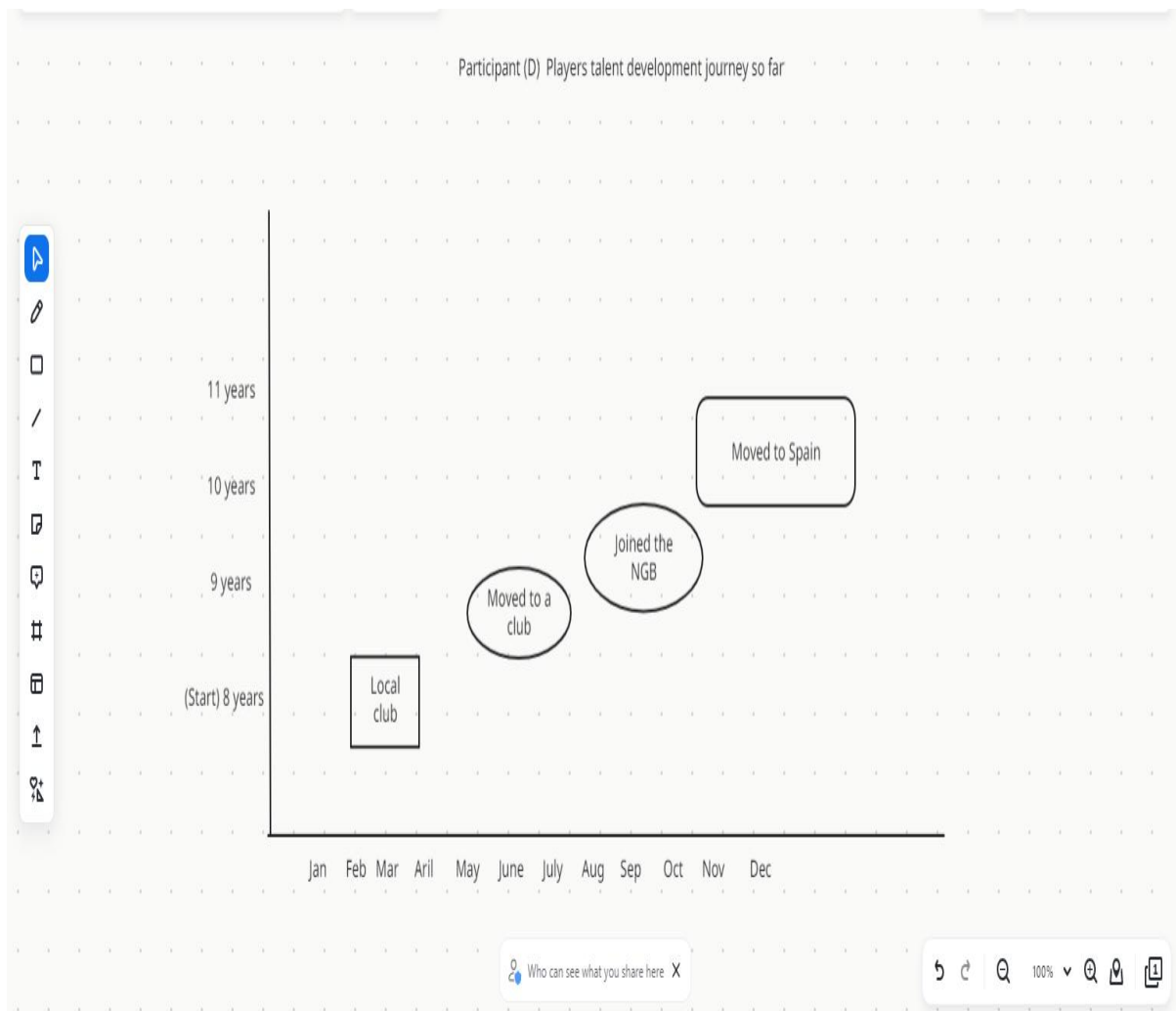
Address: School of Health and Human Performance, Dublin City University, Glasnevin, Dublin 9, Ireland.

Email: aine.macnamara@dcu.ie

If you have concerns about this study and wish to contact an independent person, please contact:

The Secretary, Dublin City University Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9. Tel 01-7008000, e-mail rec@dcu.ie

Appendix A6: Sample grid timeline - Chapters 6 and 7



Appendix A7: Interview guide Chapters 6 and 7 (Sample interview)

Interview 1 January	Prompt: Note: While we provide a structured framework to guide our conversation, it's important to note that this guide serves as a flexible roadmap rather than a rigid script. Our interviews afforded opportunities for organic exploration and unexpected insights. As such, the conversation deviated from the prescribed sequence of questions or topics outlined in this guide.	Probe	Link to theory
Tell me about your family's involvement in sports.	What sports do your children play? Tell me about your / your husband's/wife's background in sports. What were the reasons why you wanted your children to play sports?	Tell me more. Examples?	Background information Family sporting involvement, linked to interpreters of sporting experience
Can you tell me about when and why [child's name] began to take tennis seriously?	What age were they? Why did they focus on tennis? Why did you get them involved?	Personal sport history Family sport history	Linked to role models (did they influence it), interpreters or sporting experiences. Potential life lessons.
Do the other siblings participate in tennis / other sports?	What is their level of involvement? Do they all still participate? If not, why not?	Ranking Time spent training	Family context. Interpretation of aspirations
Introduction to grid and reflective discussion of regarding role, decisions at various stages.	Using the grid, tell me about how your role evolved. (Depending on the child's age, the direction of the conversation will depend on the age.) How does your role change during different stages of your child's tennis development (e.g., beginner, intermediate, advanced) Tell me about some practical examples of how this role changed with your child's development Tell me about decisions you faced along the path How did you make this decision Talk to me about reviewing decisions? who is involved?	Starting point When getting more committed Tell me about information used (Who etc)	Investigate role evolution to date. Looking through the lens of Eccles Fredricks Interpreter Provider Role model changes over time. Schon reflection on action
Specifics of role evolution	How do/did you manage family and sport? Has this changed over time Has tennis impacted social life if so, how? Tell me about other siblings What type of support do you provide to your child (emotional, etc.) (Provider) Who provides what support within the family unit?	Please provide me with some examples.	Investigate role Interpreter Provider Role model evolution to date

	Your child is at this stage now. Can you tell me about your role now? Can you provide me with examples of a current typical week?	Provide examples.	Evaluate Current status and role.
Looking ahead to the next 3 months, what does [child's name] participation look like?	How do you perceive your role for the coming three months? Do you perceive any critical decisions in coming weeks?	Provide practical examples.	Discuss the following three months and how they perceive their role.

Appendix A 8: Interview Transcript Example (Chapters, 6 and 7)

Participant 7th Jan 2023 58 mins (Participant: Paul, interview 1)

Introduction: discussion regarding the study dates, confirm confidentiality

Me: Yeah, exactly. So, first thing is your family model sport, right? Give us a bit of background on the family sport.

P: XXXX mother played camogie gold was her main sport she played with Westmeath, played senior championship with lomas club, so was big into Gaa, that was pretty much where she comes from. No, she coaches the local club and still involved. So, she's still involved. I played a lot of sports when I was younger, Gaelic football, soccer tennis. So probably most mostly tennis at an age and when I reached 18 and played soccer. Playing soccer with the local club Leicester senior league decent standard. We played eircom league u- 21 at the time, which again was a good standard so we that's why my backgrounds, different sports.

Me; Interesting

P: Yes, she played with Saint Loman's, she won junior intermediate and three seniors in a row

Me; Did she play tennis or was it just yourself

P; Her sister XXX played tennis; she was decent, level

Me; Fergus, when you were growing up your level of tennis. Just give us a bit of background on you on Level.

P: Level of tennis, I suppose, a good bit of tennis. played a lot of tournaments. My level was always I suppose middle. Yeah, yeah, we'll be fair and suppose it was one of these that was always good, but not good enough, I suppose.

Me; Fair, but you're a competitive tennis player. You played a competition. Yeah.

P: Played competitions like you would play at competitions all the way through like maybe up until under 16. But yeah, yeah. 16 I played competitions like and probably and won local competitions. But then when we go outside, and I wouldn't won too many. Yeah. Yeah, it's tougher. Yeah. So that was probably my level, and I was on provincial squads and stuff like that.

Me: How did XXX get into tennis? And why did you get him involved? Can you look at this grid and we can discuss the progress, I know he is early on, but it might help us to start the discussion.

P: I'm a tennis coach. Now. That's what I do all the time. So, I appreciate the value of tennis and sport in general and it's always a good sport, and something we could do together and kind of a father and son thing. Just something that we wanted to get involved with, I wanted them to play be the kind of likes the sport. The key driver was the father son thing, that was the key driver. And something could just do together you know, yeah. Even when he was small, and I was coaching in the local club at the time, so he's come in here for small towns like Tiny Tots tennis and we'd go for a cup of tea and friends before the breakfast before we go in. So, it was it was that kind of something that that you could do? You could bring him for breakfast he could he do his lesson and then his mother and pick them up. When I was going to give lessons, he would ask if he could come

Me: Ok so bit of father and son time?

P: Yeah, when I was, I was based in XXXX for up until about two and a half years ago, so he would have been in even days I was coaching his group wasn't on he would come in and hit against the wall or when he was younger, but not now. Not now he wouldn't do it, but yes, he would go in

Me: Tell me about the rest of the family?

P: He's an older brother, Oisín she is 22. Then the older sister is 12 again. Yeah, he's the youngest of the three. Yes, they are all a bit older

Me: What about their involvement in tennis?

P: So older lad, they would have played maybe until he was again, you would have played because I was. I was playing a lot myself. I suppose that he would have been in again, a father-son thing at the time, he would have played a lot until he was 11. He would have played reasonably good standard like he probably played Fitz one year. Yeah, not bad standard, but probably not. Footwork was not brilliant. Yeah. And he liked the sport, put it in Gaelic football and hurling were more his thing, and he got sick one year, and he was in the hospital for about six weeks. Yeah. And his coordination went. He played qualifying to fitz in the summer. Yeah, in January, I brought him into tennis, and he couldn't hit a red ball just yet, so this so went on for about six months. So, when he kinda got back. He wasn't as good as he was. Yeah, and he didn't really want to keep going.

Me: Really sorry to hear that I didn't know

Yeah, I was in the hospital for six weeks, like it was six weeks. Came home from school to school one day and I feel sick or whatever. And I was in the tennis club, doing lessons. he walked down the hall, he hit every side of the wall on the way down, yeah, brought him in, came kind of a virus. Yes, he was in Mullingar. Couldn't do anything then, went Temple Street? Yeah, it hasn't. But your man this was in December. He said, you seem like a level-headed man, I am going to tell you this and then bring your wife in, I'm going to tell you this. And then I'll

bring your wife, and he says I don't know what's wrong. I don't know what is wrong, but I can tell you that he will be alright. I can't tell you exactly what's wrong. I don't have a name for it, but I've seen it before. He said he'd be okay. Yeah, but it might take him six weeks, six months, or he said it may take six years for them to get back to normal.

Me: Wow that was a big strain on the family

P: Ye, he started back playing football back in March that year. So, six weeks and three, three months, his coordination is gone. He couldn't do anything about three, four months later, he was slowly getting back. Just had it to a tee.

Me; Looking at the grid, where did it start to become a bit more serious and why

P: He is competitive kid, he has a brain for things and interested in how people play the game, soccer, tennis any sport. I guess tennis really, ye has always been handy, very good hand eye coordination. From a young age even, he would have a tennis racket at three, but he would have a football on a hurl at here too. I suppose during covid COVID. We played a lot on mini net at the back of her house on the tarmac, he played every day that's he probably started really wanting to get better and do the stuff then really probably that age 10 He's just gone down and so he was only 7, maybe he started playing a lot, maybe every day we played an hour or two hours. "He has a brain for things and is interested in how people play games such as soccer, tennis, and other sports. He was always thinking like this. I guess he was always handy in tennis. He had very good hand-eye coordination from a young age"

Me: Looking at the grid tell me how your role changed at this point

P: Yes, we started to drive all over the place for competitions, we started in the town but before we knew it, we were everywhere. The full weekends were gone with tennis and the wife was not too happy about it. Covid was a time when as a family we really started to put more into tennis.

Me: So covid had an influence on him getting more into tennis?

P: Because it was a sport we could do together the back of the house with the mini net and orange balls, and we could be very competitive brother, older brother was around all the time he was playing very, they were very competitive, and if he didn't win, he could allow visitors over he got into it then. Yeah he was interested in getting better, Yeah, so of course probably had a positive impact in many ways. Yeah, used to football with him also but tennis was the one we did in morning for an hour, afternoon for an hour and evening for an hour, and it was a great way to keep him busy and exercising,

Me; Wow, that's mad because like we see all the hardship of covid, kids were restricted so but there's an example of how a kid got more into a sport

P: Yeah, because we were doing it every day

Me: Would you say ye made a conscious decision to push him more or how did it happen?

It was something that we could put in every day, it was a thing that we can do every day without any hassle, you don't have to leave the house, you have the mini nets and rackets, so away you go. My aim was, nearly every morning, to do everything before we got turned in. We must let tennis and not do homework. It's one of those things, and then when you're alone, which we used to go find courts, when we were not allowed in a club, we used to go to find a court to play. So, he probably played more tennis than he would have at that age, because of covid very good. Now, when COVID is finished, if you compare the amount of tennis he used to play before COVID? And then when COVID finished. How did that change then for him? L

Me: Can you tell me what a week looked like? let's say after COVID and before COVID, maybe a typical week

P: Good question. Before COVID, his tennis was one lesson a week and maybe put in once or twice with me if we had time through everything. Then, after Covid, he was more interested in it, so he moved away from the program in the club, so he wasn't doing an organised lesson search, but he was probably playing three or four times a week with either me or the coach. After his week was definitely more revolved around fitting tennis in with his other sports rather than doing tennis or sports; it was more in par with the other sports, which didn't take over the other sports, but it was more in par

Me: Who was driving this? did you feel it was ye as parents or him

P: Yeah, a lot of that was driven by him, as in. I want to go like so, when I was around, it was always like, we go play tennis. Yeah, like, so it's that, like, he would be the same, can we go play on a football pitch? But then it was always like, tennis was part, so can we play tennis today?

Me: Yeah, yeah, for sure.

Before it was Let's go to the pitch. So now tennis is coming more into it. Like, can we go to the tennis club today? So, it was more or less so he was pushing it more. To go in and play more. And he wanted to get better. Yeah. And then I suppose he realized he wasn't bad. And a lot of the kids in his club. And he was something that's Yeah. Yeah. Kind of pushes himself more. Back to the father-son thing again, so it was great, let's go.

Yeah. If you didn't play tennis, would it be the same?

P: Well, I suppose the fact that I played tennis and my mini net their simple things like the fact that it was there, we had tarmacadam, we had everything set up just knock tennis balls around the court, the court was only a small court, so if I hadn't played tennis, like, that wouldn't be there. It wouldn't be there. And you would have been? Suppose we're big into the sport. We would have been doing football. Like we did football sessions as well, would

have been more hurling sessions, anything to pass my time and pass their time and their time, but the tennis, if I hadn't played, probably wouldn't have done as much.

Yeah. Yeah.

Me: You're the other kids and you have him, who's, you know, taking tennis more seriously at this point on the grid. Right. What kind of work do you do and what do you know about within the family?

P: Management of his tennis

Me: Yeah. are managing the three kids. The family is the tennis.

Yeah. Like it is what is, but I guess I am based away, not foreign but based away from home during the week so at weekend we are relying on the wife to bring him places, I organise the tennis and she hopefully brings him, there is conflict with the other sports, maybe what his mother wants him to do, there is conflict. He can only do so many things, she has brought the daughter to her sports, the older lad is 22, he does his own thing, but yes, has to be done, has to be give and take, he is not the sole focus of the family at this stage. It also had a huge strain on us financially.

Me: Without talking figures can you tell me a bit more about this?

P: Yeah, well, it's expensive? It costs more than all the other sports, because he's doing his squads. He's probably doing a session with a coach. Yeah, when not there. I'm a coach when I'm there. I do a lot with him, obviously, which would save money. I can do this stuff. But yeah, you know, it is. It's expensive. Now, having said that, it's not a burden, because he doesn't do as much as, some kids. You know, and the fact that my view is I suppose I am more into quality than quantity at this stage. But yeah, you notice it is like is. You know, only I have the love of the game, and he seems to have the game also. But yeah, it is more expensive than other sports like Gaa, hockey, and football, but the model of soccer is changing; his soccer is a fee-based thing now

Me: So, the team sports are a lot less expensive?

P: soccer was always a club play registration, his soccer is different, not fee based because the coaches are not qualified so it is a lot cheaper than tennis

Me: Oh, yeah. Yeah.

P: He does the youth soccer program. So, he's a qualified coach for the qualified. It's more and it was more of a development. Yeah, then that's like, let's go on kick football. But still, Soccer is not as expensive. The soccer game is a game. Team game, would not be 1-1 and in fairness, he does 1-1, a friend of mine is starting to do 1-1 in soccer, but it is starting to change friends of mine are doing individual soccer sessions

Me: so, you a coach and a parent, how does this work?

P: My biggest issue with being a parent and a coach is that when I go down to play with him, I find that level where it's, you're taken away, it's only another coaching session. And, but then also find the level where you're just not going down, hitting the ball. So, trying to find a level, middle ground somewhere between the coach and a parent, when I do go down. that makes sense. Yeah, I don't want it to be a coaching session, and him saying that this is another coaching session. Because he does coach sessions, so it's keeping that fun element also. But at the same time, when you want to get some value out of the hour and a half or two hours, we might spend down there or you know, so it's balancing that it's a balancing act. And it's one where sometimes I tend to go too far one way and then go too far the other way. It's a learning

P: On the other hand, it does save money, and I did feel he needed more structured training, so it was good to take him myself a bit.

Me: What is it like at competition, is that a tougher competition to kind of have that balance? Or how do you find that and your role supporting him?

P: No, no, like I don't. I don't get too involved. To be honest with you. That's just me. Maybe it's mother might be a little bit more, More parenting. I'm more interested in letting him at it. And we don't talk about are we do make chat but it's more not your shit, there is none of that from me. Yeah. I will watch him play. Tend to stand back, away from him, I don't want him to feel he has to look at me or think that I'm there judging his tennis. So, I tend to you know, and he might talk to me about the game. He said, oh, look, it's that, or I could have beaten him or, which is great. He brings it up. But that's what I tend to do, sometimes be honest with you, looking at him, I am like. Well, jeez, what is that, but I tend to keep that to myself, get over it fairly quickly, you know? I don't know, sometimes it's that parenting takes over, and that's rare to be honest with me. I think I tend to leave him at it because I understand the game as well, it's tough. there's are good and bad days with everybody in this game. I think when you're playing tennis and look, the other side of it is like I don't want him to be brilliant at tennis because I like the game, I want him to enjoy the game. And just be the best he can be. Same to be honest with you go to the soccer or football. At the moment they are his four sports and even darts over Christmas. He loves darts,

Me: Tell me a bit about how you support him now at this stage on the grid and how you typically have to support him

P: Now we are a taxi and a psychologist, driving him to training in Dublin every weekend and helping him to deal with all the things that go with this. Also, a huge part for us now is dealing with the losing, he is very competitive, he hates losing so much. We really need to sit him down after he loses and chat with him, but this can be very

stressful for us. I don't like to be negative with him, so I am really trying to make him see the big picture and not worry too much. Also, we need to realise that his chances of making it are so small, and we are not just in it for that.

Me: Can I ask you about yourselves as decision makers? When you look at him now, right, and his age, have you had to make any kind of decisions about his tennis yet? And if you have, what is the biggest one you've had to make? I suppose

P: One decision was obviously he was pretty decent at it, better than a lot, better than his peers in the club at home, how do we get to his potential?

Me: potential?

P: To get the best he can be at it and give him a chance, if my view of a sport is to give him a chance if he reaches 12 and he wants, and he thinks he wants to be a tennis player, then he has the foundation and groundwork. And what sort of thing have u had to get right?

P; Well the coaching and setup, we are obviously at a private academy that was a key thing find a good base, with the academy it's about the environment its other kids that want to play and be better it's that environment that I want to see him in that he can see other kids been good at this, sometimes it's important that he's good at sport, but cause he was good in his town I didn't want him think that he was the best in the world, I wanted to show him how other good kids play the game. So maybe the environment is important, and then outside of that, we want that when he does play, we want a structure that he can improve.

Me: Tell me more about the environment. And choosing this?

P: And well, logistically, I suppose you find a program, you have to, you have to tie in with the program, day it's times, but he has other things going on, to be fair, family, as you mentioned earlier, a lot of things going on, and you're busy with stuff. So logistically, I suppose that's one to try and do to give them the chance? And then try and find outside of the program? Other people that can help, outside of his base program, other people to help him, even older kids that can play, other coach Colm to do a session, really interested, really keen I would say the biggest problem. He'd be really keen, but then as a coach and parent, trying to manage this and be on the same page,

P: So, we say you get to that point where you have to make this kind of decision, I want to find the right environment for him to develop, right? Just tell me, like, how would you go through? How did you go through that kind of process? Would you? Would you sit down yourself and your wife and say, okay, we want to go like this? Who's involved in it? What sort of, how does it work?

P: Well lot of sports it is, would be like with your Gaa it is organic it is you club, has been, it's our club same with the hurling, that's where his friends are that environment will always whether it's good or you know it will always be the same, bad there is no decision making, and there's very little decision making around that. Yeah, we only want to give you what you can do in that situation. Obviously, with the soccer situation, you can look at the environment and the tennis.

Me: You know, the question was, right, you made these decisions, right? One of them was to come into a high-performance kind of environment and stuff, right? When you're going through that kind of decision, because it's like, it is a big one for you. You've got to drive every weekend; you've got to go to tournaments. And so, when you're going through that process of making decisions, would it be a case that, you know, your wife would sit down with you? We're just sometimes we have, like, are there other options here? We could do. How would you go through that?

P: Yeah, well, I suppose up until now, Gary, to be honest with you, has been very, like I said, the tennis side of things. Yeah. I would be more involved in that.

Me: Because of your background?

P: because of background, what we want to do, or the tennis side of things. But generally, when you sit down and do these things, you need both parents. I like to say my work and she's doing these things. And I think that that would be little later on. You have a bigger decision to make. With him and his tennis, sport, generally. Yeah, you'll have a bigger decision to make when we come back to conflict or in the house over. Is he missing Gaelic? Because of the tennis? You know, one parent, not so happy. You know, that's, that's part of it. I think. That's what you say you have to sit down and find a solution. But that's the thing. I think that can be an issue. Like further down the line, but as the months go by like that, that decision on what he does or doesn't do is, there are more decisions to be made around us, as Yes, but I suppose not the better he gets. But the more he does, yeah, like he has demands on his time. So, there are more decisions like this. he's demands on his time. So, he's in the emergent talent soccer program. The Gaa wants him to play a year up. He has demands and is on his time. We are trying to keep them, that is, as an age, for many sports, is yeah

Me: If you could, like, I know some of these questions might be completely irrelevant, yet, but if you would like to look back and say, right, of the decisions we've made so far, is there anything about them you might change?

P: Currently, if you said to me, no. I'd be happy where he is. Yeah, and that if he comes to me next weekend and tells me he wants to play more tennis, and I think we're in a position where, yeah, we can do that, because he's got that good foundation.

Me: Ok I see

P: It'd be happy enough for him because he's enjoying his sports, and I think it's important to play all the sports. So, he's enjoying them. And yeah, as a parent, maybe sometimes you can go, was I too easy on him if we do a session? Or should I? If he didn't do well at soccer? Should I tell him here you have to put the work, but not none of that. I'd be quite happy to see him for years. It

Me: OK, Interesting

P: Well, I suppose the one, like dealing with some parents and kids, obviously in some kids that want to be performance tennis players, or parents want to do, or whatever. The one thing I always try to encourage is not to give up all sports too early. And as a coach, and as a parent, I am aware that if I coach a kid who I think is a really good, natural tennis player. I think the coach has on more than the parents add on. Saying, and I think he should do more tennis. I think pretty decent. This tennis player. You know.

P: This was the one device I wouldn't like if I were 10 years old. I wouldn't want the kids giving up all the sports for tennis alone. And that's more of a parent than a tennis coach if it makes sense? Maybe as a tennis coach, I'd be a little bit more selfish. But at the same time, I'd hope so. Yeah, it's encouraged. Because I think a lot of kids will play too much of one sport. And it could be anything. It could be like a soccer event, even though there are a lot of kids now in this academy. You're going to give up Gaelic and hurling just for soccer. And the parents come to me, and I say Hold on, lads. Like, number one, can be really tough, I think the value of giving up so early is a bit much, I don't think they should. Obviously, you can make money in Sports, but it's going to be really tough for any of these kids in any sport.

Me: Ok I see

P: For me, there should probably be some sort of national framework to help parents if they have a talented child in any sport. Because I think no matter what sport they are, especially the individual sports, they're going to face the same things. So, if there were a kind of guideline or national framework where parents could go to seek advice. Like for example, if you have your tennis coach, and he's telling you that your child is brilliant. And your child should be playing tennis alone. That's okay. Just my tennis coach, but would it not be beneficial for me to go and see what happens to other kids in the situation, or what a swimming coach? Or another coach from another sport has their kids doing, you know, a different sport? Are their kids doing or thinking what is the best path forward? Yeah. For a talent? Something? Yeah, something like that. Yeah. I would say to tennis, its bodies get together with something like that.

P: beneficial to everybody. That's definitely. I just feel something like that might be beneficial. Because there are a lot of kids like, you know, kids, different sports, like I say, could be tennis, could be anything they are never going to be, sounds harsh, but they're never going to be what their parents want them to be. Or what the coach is telling them to tell the parents that they can be like, they're not like, so maybe something that didn't go on. And like, like you mentioned earlier on the guide of what kids should be able to do at certain ages, like, so I can tap into that so I can see xxxx play, tennis. So, his coordination should be x and y. The swimming coach told me he's an excellent swimmer. So, he should be able to improve, maybe, as a parent watching this call, it may be how other people have developed? I don't know, is it feasible or to be able to put together or something like that, but maybe something like that to help.

Me: So, you think parents need information? I

P: Yeah, I think it would. Yeah, yeah. There's information there readily available for what kids should be able to do in different stages, talented kids and now there is information there, but you have to find it, or you know, like I said, maybe go to an outside sport. Get some guidelines, and feedback.

Me: Can you learn from other parents?

P: Yeah, yeah. Absolutely. Like, even for tennis, for example, as a sport, we've had kids, I think, that have gone through certain things. And the parents have made some mistakes, and the coaches and everyone have made some mistakes regarding how to do things. But then you might have kids 2,3,4 years later making the same mistakes. Because they're on the path they're on and they are not getting information or, or, you know, and this is like any sport is supposed to put, like, if you if again, come back if you had something to tell parents like feedback in Okay, so we spent a year here. Some of the players that have been on the tour or just tennis on James McGee, Conor Niland, sure they've made mistakes. Their parents should be role models for us. So, if we could get information off these, yeah, explain in some sort of a format.

Me: Yeah. Yeah. Wouldn't it be good?

P: It's because everyone is making a mistake they won't be they won't make the same mistake twice. Those mistakes have been made before by somebody else. These Mistakes are going to happen. Yes.

Me: Tell me about your role over the next three months before we meet again?

P: For tennis, Training probably four times a week. Yeah. And some sort of structure, four times a week. Probably want him to play more competition. Starting as soon as they start coming on stream. They're more competitive because they want us to want them to understand how to play competition to learn how to win. He played a lot of

competition U10, but I think he needs to play more and maybe see what other kids are doing and how to play his best tennis.

P: For my role, I will just continue to support him and do what I can to help him progress. I just think I also need to take care of the family and not get all consumed by this, so that we have no free time as a family. I will just continue to be the taxi driver and get some indoor courts in Dublin to train on

Me: Ok, and what about competition?

P: Competition. Yeah, I think it's important for him over the next three months. He is competitive, so yeah. So, more competition. Definitely. And that's, that's not every week. It's maybe, to me, I suppose, once a month or so. This would be my idea if you can get them one a month. The competitive structure is clear. So, the training is leading to something. And again, look for him. That's tennis, align the sports.

Me: And he will continue the other sports as much?

P: Keep the other sports. Like I said, so everybody's trying to pull out of him, but we are trying to manage, Gaa and hurling is not back yet, they will want him playing u-13 and he is only under 11

Me: Thank and I will see you in three months

Appendix A9 : Participant consent form - Chapter 8



DUBLIN CITY UNIVERSITY Informed Consent Form

Investigation: A Cognitive Apprenticeship Approach to Supporting TD Parents

Mr Garry Cahill, Professional Doctorate student at the School of Health and Human Performance, Faculty of Science and Health, Glasnevin Campus, Dublin City University, Dublin 9, Ireland

Email : garry.cahill@mail.dcu.ie

Dr Áine MacNamara, Associate Professor in Elite Performance, The School of Health and Human Performance, Faculty of Science and Health, Glasnevin Campus, Dublin City University, Dublin 9, Ireland

Email: Aine.macnamara@dcu.ie

What is the purpose of this research?

This study aims to support parents in making better decisions about their child's TD journey through a specialised education program. Additionally, assess how effective this program is from the parents' perspective.

What will I be required to do?

Participants will be required to attend three in-person group sessions for a duration of approximately 60 minutes. Furthermore, participants will be expected to attend one online evaluation session via zoom. Group information will be transcribed verbatim; the trustworthiness of the data collection and data analysis stages will be ensured.

Participant – please complete the following (Circle Yes or No for each question)

I have read the Plain Language Statement (or had it read to me)	Yes/No
I understand the information provided	Yes/No
I understand the information provided in relation to data protection	Yes/No
I have had an opportunity to ask questions and discuss this study	Yes/No
I have received satisfactory answers to all my questions	Yes/No
I am aware that my interview will be audiotaped	Yes/No

This study is completely confidential. You will be assigned a code number and will not be identified by name. Consent forms will be secured in an encrypted electronic DCU file. Results from this study will be used by the principal investigators to write a report that may be published and presented publicly. All data will be presented anonymously; individuals will not be identified. Your information will not be processed for any other reason than for this study and it will not be transferred to any other country or organisation. Your personal data will be retained until publication for a period of 6 months. Upon completion of the study and publication, all personal data will be permanently deleted.

It is important that you understand that confidentiality of information can only be protected within the limitations of the law - i.e., it is possible for data to be subject to subpoena, freedom of information claim or mandated reporting by some professions.

Your participation in this research is voluntary. You can withdraw from this study at any time without giving a reason. If you withdraw, any data identifiable to you will be deleted and information about your involvement will be discarded. If the data has already been anonymised and aggregated with other data, it will not be possible to identify and remove it, but it will not be possible to identify you from this aggregated data set. You can contact the researcher at garry.cahill@mail.dcu.ie if you have questions about this.

Signature:

I have read and understood the information in this form. My questions and concerns have been answered by the researchers, and I have a copy of this consent form. Therefore, I consent to take part in this research project.

Participants Signature: _____

Name in Block Capitals: _____

Witness: _____

Date : _____

Appendix A10: Plain language statement participants - Chapter 8



DUBLIN CITY UNIVERSITY Plain Language Statement

Investigation: **A Cognitive Apprenticeship Approach to Supporting TD Parents**

This research is being undertaken by Dublin City University.

The principal investigators for this research study are:

Mr Garry Cahill, Professional Doctorate student at the School of Health and Human Performance, Faculty of Science and Health, Glasnevin Campus, Dublin City University, Dublin 9, Ireland

Email : garry.cahill@mail.dcu.ie

Dr Áine MacNamara, Associate Professor in Elite Performance, The School of Health and Human Performance, Faculty of Science and Health, Glasnevin Campus, Dublin City University, Dublin 9, Ireland

Email: Aine.macnamara@dcu.ie

Please take your time to read the information provided on this plain language statement before making any decisions about participation in this research.

What is this research about?

This study aims to support parents in making better decisions about their child's TD journey through a specialised education program. Additionally, we'll assess how effective this program is from the parent's perspective.

Why is this research being conducted?

Raising a high-performance tennis player can be challenging, especially for parents who may not have sports experience themselves. Throughout this journey, parents face difficult decisions that can impact their child's future. The program aims to assist parents in making better-informed decisions by combining context-specific information with reflective practice.

What will I be required to do to participate?

Participants will be required to attend three in-person group sessions for a duration of approximately 60 minutes. Furthermore, participants will be expected to participate in one online evaluation session via Zoom. Group information will be transcribed verbatim; the trustworthiness of the data collection and data analysis stages will be ensured.

What additional security considerations will be put in place for the final Zoom interview?

- The meeting will be locked prior to the start of the interview to ensure that no one else may join
- The zoom meeting will be encrypted to ensure your privacy and anonymity is respected

- Unique meeting IDs are required for each scheduled meeting
- Interviews will take place between the principal investigator (s) and each participant only
- All meetings will take place using the DCU licenced version of zoom to comply with data protection requirements.

What are the benefits of taking part in this research study?

Parents will have the chance to reflect on past decisions and anticipate future choices they may encounter during their child's talent journey. They'll receive support and insights from the lead author and fellow parents within the group. Additionally, tools will be offered to help parents navigate critical decisions more effectively. Overall, this intervention has the potential to ease the challenges of parenting a high-performance tennis player, particularly for those who haven't been athletes themselves. Also, participants will contribute to the design of a tennis-specific parent education program that may influence the next generation of parents.

Data protection and privacy notice

- Mr. Garry Cahill and Dr. Áine MacNamara are the data controllers and data processors for this research study. A data processor may hold or process personal data but does not exercise responsibility for or control over the personal data.
- This study is completely confidential. You will be assigned a code number and will not be identified by name. Consent forms will be secured in an encrypted electronic DCU file. Results from this study will be used by the principal investigators to write a report that may be published and presented publicly. All data will be presented anonymously; individuals will not be identified. Your participation in this research will not affect your ongoing relationship with your national sporting body.
- There will be no automated decision-making or profiling of your personal data in this study. This means that we will not use your personal data to make any predictions about you. Your information will not be processed for any other reason than for this study and it will not be transferred to any other country or organisation.
- Upon publication of the study and a period of 6 months, all personal data will be deleted.
- It is important that you know that confidentiality of information can only be protected within the limitations of the law - i.e., it is possible for data to be subject to subpoena, freedom of information claim or mandated reporting by some professions.
- Your participation in this research is voluntary. You can withdraw from this study at any time without giving a reason. If you withdraw, any data identifiable to you will be deleted and information about your involvement will be discarded. If the data has already been anonymised and aggregated with other data, it will not be possible to identify and remove it, but it will not be possible to identify you from this aggregated data set. You can contact the researcher at garry.cahill22@mail.dcu.ie if you have questions about this.
- You have the right to access your own personal data. For enquires contact the Data Protection Officer at Dublin City University, Mr. Martin Ward (**Email:** data.protection@dcu.ie **Phone:** 7005118 / 7008257)
- It is important that you understand how the data collection from the interview that you participate in will be collected and used for this research study. We are required by law to provide you with this information before you decide whether to participate in this research. This study will use your personal information

on two legal bases as defined by the General Data Protection Regulations 2016: Because we feel this study is important for scientific research (Article 9(2)(i)) and because we feel the information you provide could be important for public interest (Article 6(1)(f)).

- Please visit <https://www.dcu.ie/ocoo/dp/guides.shtml> for more information

What are my rights?

- You have the right to lodge a complaint with the Irish Data Protection Commission if you are dissatisfied.
- You have the right to restrict or object to processing of your information.
- You have the right to have any inaccurate information about you corrected or deleted. For example, you have the right to look over and edit the transcript of any interview with you.
- You have the right to ask for any of your information in a readable format.

How will I find out what happens with the project?

You may contact the principal investigator to receive feedback from this research if you wish. All information from this study will be in non-specific order to preserve anonymity and will be available within 6 months after completion of this study.

If you need any further information now or at any time in the future, please contact:

Name: Garry Cahill

Academic supervisor: Áine MacNamara

Address: School of Health and Human Performance, Dublin City University, Glasnevin, Dublin 9, Ireland.

Email : garry.cahill@mail.dcu.ie

If you have concerns about this study and wish to contact an independent person, please contact:

The Secretary, Dublin City University Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9. Tel 01-7008000, e-mail rec@dcu.ie

Appendix A 11: Overview of parent education program Chapter 8

Parent Education Workshop Series: Evidence-Informed Design and Cognitive Apprenticeship

Integration

This four-part workshop series was designed to support parents of junior tennis players in making informed, developmentally appropriate decisions throughout their child's TD(TD) journey. Drawing on the principles of CA model (Collins et al., 1989), the workshops incorporate modelling, coaching, scaffolding, articulation, reflection, and exploration. These elements were systematically embedded to foster experiential learning and enable parents to critically engage with evidence-informed practices in tennis talent development.

Workshop 1 – Foundations of TD and Early Decision-Making

Date: October 6th

Learning Objectives:

- Investigate long-term goals of children's participation in sport.
- Analyse principles of long-term athlete development (LTAD).
- Enhance understanding of the parental role in shaping a child's sporting journey.
- Introduce and practise the B5 reflection tool for decision-making and self-assessment.

Evidence-Informed Content:

- Judy Murray video: Personal account of sending her son to Spain to pursue elite tennis (proximal case example).
- Sampling vs. Early specialisation (Côté et al., 2009 ; Ericsson et al., 1993).

Cognitive Apprenticeship Elements:

- *Modelling:* Judy Murray video as a case study to illustrate parent decision-making.
- *Coaching:* Research presentation on LTAD and early sport engagement.
- *Exploration:* Group analysis of complex decision points drawn from the video.
- *Reflection:* Use of the B5 tool to articulate personal values and decision-making.

Session Tasks:

- Discuss the decision: "If you want to make it, you have to go early" – pros and cons.

- Complete the B5 written questionnaire and articulate responses in pairs.
- Identify and reflect on a real-life decision you have faced or anticipate facing.

Workshop 2 – Planning and Competition Structures

Date: October 20th

Learning Objectives:

- Review reflections from Workshop 1.
- Understand the role of planning in athlete development.
- Analyse competition planning across developmental stages.

Evidence-Informed Content:

- Gauff video on parental planning and career structure.
- Nested planning (Abraham & Collins, 2011).
- Tournament calendars : Tennis Europe (2025), Tennis Ireland (2025).

Cognitive Apprenticeship Elements:

- *Modelling:* Demonstration of using the B5 to analyse planning decisions.
- *Coaching:* Presentation on periodisation and age-appropriate competition structures.
- *Scaffolding:* Build on earlier reflections by guiding parents through planning scenarios.

Session Tasks:

- Reflect on the Gauff video: "What would you have done, and why?"
- Create a six-month competition plan incorporating national and international events.
- Analyse a provided tournament calendar and make scheduling decisions.
- Use the B5 tool to justify a selected decision.

Workshop 3 – Learning from Others and Exploring Career Pathways

Date: November 10th

Learning Objectives:

- Examine the lived experiences of other tennis parents.
- Understand alternative and non-linear career pathways in tennis.

- Deepen engagement with reflective practice through peer discussion.

Evidence-Informed Content:

- Guest parent speaker: Father of a top European junior player.
- Tennis career pathway literature (Li et al., 2020; Kovalchik et al., 2017; Cahill, 2024; Oršolić et al., 2023).

Cognitive Apprenticeship Elements:

- *Modelling*: Live narrative from a proximal role model (peer parent).
- *Scaffolding*: Discussion anchored in previously developed planning decisions.
- *Coaching*: Presentation of alternative career routes using empirical studies.
- *Articulation*: Sharing insights using the B5 tool.

Session Tasks:

- Pair discussions: Role models and influence on personal values.
- Group debrief on competition planning exercises.
- Written B5 reflection on a recent or anticipated competition decision.

Workshop 4 – Sustained Decision-Making and Long-Term Engagement

Date: November 24th

Learning Objectives:

- Explore information sources parents rely on in tennis.
- Investigate continued use of the B5 post-intervention.
- Conduct intervention review: evaluate the use of the B5 tool in decision-making.

Evidence-Informed Content:

- Chapter 7: Sources of information in parental decision-making.
- Resources from British Tennis (2025), Sport Parent EU (2025).

Cognitive Apprenticeship Elements:

- *Coaching*: Structured review of trusted information and evidence-informed decisions.
- *Reflection*: Group discussion on evolving perspectives since Workshop 1.
- *Articulation*: Verbal and written expression of key decisions made using B5.

- *Exploration:* Consider the long-term application of the tool and approach.

Session Tasks:

- Pair discussion: Reflections since the proximal role model session.
- Group dialogue: Revisiting the foundational question – “What do you want for your child?”
- Final B5 articulation: Reflect on a meaningful decision from the intervention.

Appendix A12: Sample of the Big 5 questions- Chapter 8 (Collins & Collins, 2021)

QUESTION	FACTORS INCLUDED
1. <i>What happened/what did you do?</i>	• Recall of the event • Detail, level of comprehension • Same event in session • Supported with notes, video, grid ref, route name and pitch etc. • Technical/conceptual/procedural
2. <i>Describe the other ways you could have also done that.</i>	• Number of options available and why (instruction and/or context) • Detail and order of description • Procedural, episodic, semantic, and conceptual
3. <i>What made you choose the way you did?</i>	• Choice factor for the option chosen • Situational awareness and demands
4. <i>What would have made you choose one of the other options?</i>	• Choice factors for the other options • Situational awareness and demands
5. <i>What would you do if? A real situation.</i>	• Application of understanding • (Procedural, episodic, semantic, conceptual) • Promoting essential proactive adaptability