

Exploring the Links between Coaching Burnout and Work Addiction in Athletics

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Abstract

Many factors can affect coaching tendencies and career longevity in the profession of coaching athletics. Work addiction and burnout are two areas that have been individually studied in various professional work settings; however, information linking the two is scarce. With the pressures of winning at all costs seemingly taking over the American sports culture, coaches now find themselves in highly stressful work environments that require immediate attention around the clock. The purpose of this synthesis was to review the literature on coaching burnout and work addiction in athletics. Both individual factors and situational factors are explored as they pertain to coaching burnout. The sub-themes of commitment, coaching efficacy, perfectionism and emotional exhaustion are each developed and discussed as individual factors that are linked to having sufficient impact on coaching burnout. Work addiction research is limited in the athletics coaching field. The topic is found to be relevant thus subtle connections are made between the limited research providing on coaching and research provided from other professional realms. Lastly, the topic of youth specialization in athletics is introduced as possible links are explored between this area and those previously mentioned. Thus far, previous research has shown while either area could be individual causes to coaches leaving the profession of coaching athletics, there is not enough sufficient evidence supporting a direct link between work addiction and coaching burnout within athletics. Further studies utilizing the proper participants and longitudinal methods are necessary to provide critical information that could prevent an increasing problem amongst athletic coaches at all levels of sport.

Chapter 1 – Introduction

In sport today the coach-athlete relationship is arguably more extensive than ever before and has become a critical component to athlete development in sport. Due to this evolution, coaching burnout has become a major issue. There are many factors contributing to coaching burnout in athletics. One of these lesser studied contributing factors is work addiction. Work addiction is defined as a condition, often referred to as “workaholism,” in which the person (called a “workaholic”) feels driven or compelled to work (Lumpkin & Anshel, 2012). The driving force behind work addiction is often the feeling of guilt for not working, rather than individual passion or outside demands of the position. The job itself becomes an obsession that takes over many (if not all) facets of one’s lifestyle. Many workaholics are thinking about work in life situations outside of working hours (Lumpkin & Anshel, 2012). The proper balance in lifestyle has been shifted to a state in which the normalcy of daily activities including time for social life, personal health, household management, and family is abnormal or nearly non-existent. A recent study by Lundkvist, Gustafsson, Davis, and Hassmén (2016) has shown that only if a coach is exhausted does workaholism seem to be an issue. Findings also prove that a large undertaking has been missed in studying populations of coaching whom are only healthy and not those who may be at risk for stress-related leave (Lundkvist, et al., 2016). Some researchers believe that work addiction is simply a negative psychological happening in which workaholics work in a way that is uncondusive to a healthy lifestyle and lose complete control of time devoted to their career (Salanova, et al., 2016). It could be possible that work addiction plays a major factor into stress-related health

concerns of coaches, however it is the health concerns themselves being pinpointed as the evidence of coaching burnout.

Coaching burnout is by no means a new occurrence amongst athletic coaches. It has become a topic of very recent study due to the prevalence of its existence growing at all levels of competition within sport. It is not only coaches at the collegiate or professional levels that experience the effects of burnout; athletic coaches of highly involved youth organizations are also experiencing all of the symptoms linked to burnout after only a couple years of involvement as a coach. Burnout can have a number of negative effects that impact not only the person going through the burnout, but also those around them (Raedeke, Granzky, & Warren, 2000). The amount of time spent on planning, practice time, conditioning assignments, games, travel, and every other minor detail necessary to reach the ultimate goal of winning can become overwhelming to say the least. Coaches who succumb to the pressures of the “win at all costs” mentality are those most likely to reach the state of burnout. Most of what is currently known about coaching burnout has a heavy focus on stress framework, which has linked several factors associated with high levels of stress to burnout (Raedeke, Granzky, & Warren, 2000). A study by Short, Short, and Haugen (2015) takes an in-depth look at multi-dimensions of efficacy as a possible predictor for coaching burnout. Exploring the realms of perceived success and failure in areas of efficacy including game strategy, motivation, technique, and character building is an indicator that coaching burnout cannot be pinpointed to one exact cause, but rather varies from individual to individual on a case by case basis.

The revelation of specialization in youth sports today also likely plays a role in coaching burnout. Individual sports have become a year-round process for participants, families, and coaches. While there are benefits to specialization in sport, Padaki, et al. (2017) is quick to point out that previous research indicates that specialization has led to a rise in burnout, overuse injury, and overall decreased enjoyment. This recent rise in activity to become the best in individual sport leaves little to no down time for other mental and physical socialization and recovery periods within one's yearly routine. General skills necessary for advanced participation in sport at later ages could be lacking due to specialization because a much narrow foundation of skill and muscle memory has been built focusing on the same repetition of activity. It is argued, conversely, that multisport participation should be emphasized due to the balanced athleticism attained during participation in a variety of athletic activities (Padaki, et al., 2017). Coaching is affected much the same. High level coaching for success (individual or team) requires a serious amount of mental and physical involvement. Brain function may reach unhealthy levels of exhaustion through continuous activity of thought and processing if proper rest is not given. Coaching burnout is almost inevitable if levels of high stress-related health concerns are reached. For both participation and coaching alike, maybe American culture has lost sight of the purpose behind sport and athletic competition? Padaki, et al. (2017) suggests that fundamental foundations, lessons, and purpose behind sport activity such as teamwork, work ethic, discipline, skills, and fun have been left by the wayside in pursuit of individual success and future collegiate scholarship opportunities.

Statement of the Problem

American sport culture is one that dates back for centuries of competition. Adolescents are exposed to sports at younger and younger ages as time goes by. It is without a doubt that athletics play a critical role in our society and culture, but has it reached a point where the need to “win” is now unhealthy? Work addiction (as well as other stress-related facets of coaching) is causing burnout at an incredible rate for both male and female individuals voluntarily choosing to undertake those roles. Those who are supposed to be in a position of leadership to help foster the physical, mental, and psychological development of the next generation in a positive fashion are now reaching points of extreme exhaustion earlier and earlier after assuming the role and title of “coach.” The demands placed on coaches from players, parents, administrations, and society are at an all-time high in sport and this is a serious problem (Tashman, Tenenbaum, & Eklund, 2010). Reasons on why work addiction and coaching burnout in sport have recently become such a big focal point of research study in American culture will be reviewed.

Research Questions

1. What are the leading causes of coaching burnout in athletics?
2. How predominant is work addiction in athletics across the U.S.?
3. Is work addiction linked to coaching burnout in athletics?

Purpose of the Study

The Purpose of this synthesis was to review the literature on work addiction and coaching burnout in athletics.

Operational Definitions

The following are operational definitions for the synthesis:

1. Work Addiction: A condition often referred to as “workaholism,” in which the person (called a “workaholic”) feels driven or compelled to work (Lumpkin & Anshel, 2012).

2. Burnout: A multidimensional syndrome of emotional, physical, or mental exhaustion, depersonalization, and reduced personal accomplishment; the result of overtime stress which directly affects people involved in sports, especially coaches (Nikolaos, 2012).

3. Specialization in sport: The combination of playing and training in a single sport for greater than 8 months per year, playing a single sport to the exclusion of participation in other sports, and starting this process before the age of 12 (Padaki, et al., 2017).

4. Emotional Exhaustion: That which relates to the stress part of burnout and describes the exhaustion as a consequence of prolonged work-life stress – feeling overwhelmed, emotionally depleted, or lacking energy (Schaffran, Altfeld, & Kellmann, 2016; Short, Short, & Haugen, 2015).

5. Depersonalization: Situations in which a person puts distance between oneself and others and produces a personal disconnection (Schaffran, Altfeld, & Kellmann, 2016).

6. Commitment: Feelings of psychological attachment and a desire and intent to maintain involvement in a given activity or course of action (Raedeke, Granzky, & Warren, 2000).

7. Coaching Efficacy: The extent to which coaches believe they have the capacity to affect the learning and performance of athletes (Short, Short, & Haugen, 2015).

Delimitations

Date reviewed for this synthesis included the following:

1. 1,573 athletic coaches of 15 different sports
2. 840 athletic coaches who coached for a mean average of 11.69 years
3. 1,396 athletic coaches who have a mean average age of 38.33 years
4. 866 male coaches, 446 female coaches, and 261 unidentified coaches
5. Head and Assistant coaches
6. Full-time and part-time coaches

Chapter 2 – Methods

The purpose of this chapter was to review the methods used to find literature on work addiction and burnout in coaching athletics while looking for information linking the two separate areas of study. The previous research analyzed to fulfill the purpose of this literature review was identified using the EBSCO host database from the College at Brockport's Drake Memorial Library. Using the EBSCO host database multiple searches were conducted using SPORTDiscus database, Academic Search Complete database, and ProQuest - Physical Education Index (PEI) database. Based on the information retrieved from these searches twelve articles met the criteria necessary to fulfill the purpose of this literature review. For an article to be selected as part of this literature review specific search criteria had to be met. First, the article had to be published between the years of 2000 and 2018. These specific years were provided to ensure that the most up to date research on the topic was used for review purposes, taking the continual technology evolution of the world we live into account. Second, each article had to come from a peer-reviewed journal source. The reasoning behind using peer-reviewed articles is to provide information that is rich and accurate in meaningful data of the highest quality and validity. Multiple searches were conducted to compile the list containing the twelve articles selected for use within this literature review. The first search used the keys words "coaching AND burnout," this returned 59 articles of which 9 were selected. The second search used the key words "work addiction AND NCAA," this returned one article and it was also selected. The third search used the key words "specializing in youth sports," which returned 21 articles. This search was narrowed by

adding “AND burnout,” this returned one article that was selected. The final search that returned the last article used for this literature review was found using the key word “workaholism,” which yielded 46 articles in total. Below is a complete list of searches and articles yielded in the search. The words “NCAA” and “hockey” were included in the original search, however it was decided the literature review would not garner the necessary amount of depth in previous research with such a narrow approach to the topic. Many of the searches supplied duplicates of the articles used within this literature review. Other key word searches had to be narrowed do the scope of volume netted that did not directly correlate with the main points of emphasis within this literature review.

KEY WORD(S) SEARCHED	SPORTDiscus	Academic Search Complete	Physical Education Index
Coaching AND burnout	59	62	261
Coaching AND burnout AND NCAA	2	2	77
Coaching AND burnout AND college	7	12	168
Coaching AND burnout AND hockey	2	0	55
Coaching AND burnout AND NCAA hockey	0	0	23
Work addiction AND NCAA	1	2	24
Work addiction AND athletics	3	15	49
Specializing in youth sports	21	8	147
Specializing in youth sports AND burnout	1	0	28

Workaholism	46	206	10
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Many articles were skimmed over during the review process in order to select those that aligned most closely with the literature review topic. Once a sufficient article had been selected it was immediately saved to the Zotero.com database organizer for future use. After an article was saved to Zotero it was then read over once briefly to ensure it was enriched with sufficient evidence to support the literature review topic. A second critical review of each selected article occurred after the Zotero database organizer was narrowed to the final 12 articles that would be used for this synthesis. Each article was later carefully documented in grid format and add to the Appendix section of this synthesis. The following table shows a breakdown of exact delimitation specifics. The specifics on Full-Time, Part-Time, Head Coach, and Assistant Coaches participating could not be accurately quantified in numerical values.

LEAD AUTHOR	# COACHES	# MALE	# FEMALE	AVG. AGE (YRS.)	AVG. EXPERIENCE (YRS.)
Lee	430	278	152	42.6	19.5
Lumpkin	16	12	4	42.13	9.87
Lundkvist	261	NA	NA	42.8	NA
Nikolaos	170	170	0	39.16	5.76
Price	15	10	5	31.1	9.4
Raedeke	141	80	61	36.5	12

Raedeke/Granzky	295	170	125	34.68	NA
Short	68	32	36	37.71	13.63
Tashman	177	114	63	NA	NA
TOTALS	1,573	866	446	38.33	11.69

Chapter 3 – Review of Literature

The purpose of this synthesis was to review the literature on work addiction and coaching burnout in athletics. The topics of burnout, emotional exhaustion and work addiction (aka “workaholism”) will be addressed within this chapter. While coaching can be a very rewarding profession it can also become demanding, frustrating, and consuming (Raedeke, 2004). Burnout is viewed by many as something "constructed as a relatively chronic condition" (Raedeke, 2000, p.344). There are many potential factors leading to the cause of coaching burnout within athletics. This epidemic is being witnessed at all coaching levels, as a substantial number of coaches are leaving the profession (Raedeke, 2004). This review of literature has attempted to find common themes between work addiction and burnout and link the two areas of study together. Currently, there has been very little scientific research done in terms of linking these two areas of study together. It is important to understand each of these areas of study individually in order to conceptualize how they could be linked. It would seem likely that work addiction could be leading to coaching burnout in athletics, but what does the literature tell us?

Burnout

Burnout can be viewed as a multidimensional syndrome of emotional, physical, or mental exhaustion, depersonalization, and reduced personal accomplishment; the result of overtime stress which directly affects people involved in sports, especially coaches (Nikolaos, 2012). Nikolaos studied (2012) 170 male Greek professional basketball coaches to evaluate the burnout levels of high competition coaches and

examine a model of personal/situational variables, stress perception and burnout. The participants ranged from 28 to 62 in age and had 4 to 27 years of high level coaching experience. A Maslach Burnout Inventory (MBI), Perceived Stress Scale (PSS), Social Support Questionnaire (SSQ) and Demographics Questionnaire were distributed via mail. 170 of a possible 284 participants responded and the responses were then analyzed using descriptive statistics, Pearson correlation, two canonical correlation analyses and a structural equation modelling analysis (SEM). Results showed that “emotional exhaustion and depersonalization are the strongest indicators for latent burnout variables” (Nikolaos, 2012, p.175). The most surprising aspect of the study was that coaches were showing signs of high level of emotional exhaustion before reaching the goals they had set at the beginning of the season. "Burnout not only has a detrimental impact on coaches themselves, but potentially a negative impact on the athletes playing for those coaches as well" (Raedeke, 2004, p.334).

It makes sense that “coaches seem to be likely candidates for burnout because their work emphasizes interpersonal interactions with athletes in environments that are often stressful and demanding” (Short, Short, & Haugen, 2015, p.47). Coaches adhere to high workloads and long days and, therefore, have higher risk of burnout (Lundkvist et al., 2016, p.224). There are many possible factors contributing to coaching burnout within athletics. A review by Schaffran, Altfeld, and Kellmann (2016) set out to summarize factors contributing to burnout in coaches. What they discovered was that factors could be separated into two categories: Individual factors and situational factors. Evidenced through the study by Tashman, Tenenbaum, and Eklund (2010) which

provided support for the theory that personal/situational variables have direct and indirect effects on burnout, specifically (in this case) with respect to maladaptive forms of perfectionism through perceived stress. Individual factors analyzed included age, job experience, gender, motivation, coaching behavior and personality, success, dissatisfaction, entrapment and loss of meaning, as well as social support, fairness and commitment. Situational factors analyzed included sport coached, form of employment and performance level coached. While many of the studies done recently in relation to burnout in athletics pertain to the athletes themselves, researchers are beginning to realize that coaches face a wide range of physical and emotional stressors as well. Schaffran et al.(2016) explains that conflicts, pressure and expectations, managing the competition environments, athlete concerns, coaching responsibilities to the athletes, consequences of sport status, competition preparations, organizational managements, sacrificing personal time and isolation are all major contributors to coaching burnout. On top of these previously listed contributors' coaches oftentimes put in long, irregular hours and do quite a bit of traveling that can also help compile mental and physical health issues eventually leading to burnout (Raedeke, Granzky, & Warren, 2000).

The argument is made that burnout is “the eventual result of chronic exposure to stress and insufficient recovery” (Schaffran et al., 2016, p.122). In terms of individual factors, higher scores of burnout have been reported in coaches with higher intensity coaching styles, coaches who put heavy emphasis on extrinsic rewards, female coaches as a whole, coaches who are less empathetic towards athletes and coaches with weak social support systems or feel that their administration does not have their best

interests in mind. In terms of situational factors, findings show higher scores in burnout for coaches who coach sports that are viewed as higher in social standing and popularity and coaches who are full-time working status. This theory is possibly evident in research by Raedeke et al. (2000) as a majority of study participants were part-time swimming coaches found to be highly committed and experiencing low levels of burnout. Oddly enough, there is no current evidence to show that burnout is affected differently based on coaching age or level of the sport coached and demographic variables, as a whole, appear to have minimal effects on coaching burnout. Nikolaos (2012) did provide evidence that coaching level is a predictor of stress appraisal and that stress appraisal can predict coaching burnout; however it was unable to prove any direct correlation between coaching level and coaching burnout.

Schaffran et al. (2016) points out that many studies performed on burnout in athletics rely on self-report questionnaires and use Maslach Burnout Inventory (MBI) as the measurement, as it has been deemed the “Gold Standard” for the field. There have been researchers who have expressed issues with the MBI however as its item structure is primarily aimed at athletes. This has caused some researchers to tweak the MBI and create other questionnaires geared towards coaches specifically. The Coach Burnout Questionnaire (CBQ) and Recovery-Stress Questionnaire for Coaches (RSQC) would both be examples of this. While most research on burnout seeks to find effective intervention plans not many are directed at the coaching field. Some individual strategies could include focus on social skill improvement, time management skills and relaxation techniques. Schaffran et al. (2016) suggests using a diathesis-stress model to help

discover why some coaches are more susceptible to burnout over others and exploring longitudinal examinations to provide stronger theories into how burnout develops, as opposed to many of the current studies that have focused on cross-sectional analysis. This measure may not be the best fit considering burnout has been described as a “slow and gradual process, which can take several months or even years [to develop]” (Schaffran et al., 2016, p.124). This point is echoed by Lee and Chelladurai (2016) and Tashman et al. (2010) who each used a cross-sectional study method, but suggested that longitudinal studies be used to better analyze cause-effect relationships in future studies. Raedeke et al. (2000) and Raedeke (2004) suggested that longitudinal studies are explored in future research to determine whether coaches’ characteristics make future burnout more likely and may offer an increased understanding on the subject.

Commitment.

While much of previous research on coaching burnout explores the topic from a stress perspective, Raedeke, Granzky, and Warren (2000) opted to delve deeper into coaching burnout and explore it from a commitment perspective, an area of which very minimal research had been done previously. While there is no denying that burnout is stress related, the commitment perspective sheds light on the idea that burnout may much more than merely a reaction to stress as previously thought. The commitment perspective examined by Raedeke et al. (2000) draws connections between why individuals coach and burnout. It is possible that because not everyone who experiences stress experiences burnout other influences certainly must affect burnout in coaches. In

terms of commitment, it could be that investments and alternatives have a bigger influence on burnout than previously thought. Commitment is being influenced by the positive and non-positive pulls. It makes sense that coaches may feel entrapped if they have coached in the same organization for years or simply view coaching as all they know how to do because they have done it for so long. While the commitment may not be there anymore, the emotional exhaustion and stressors grow for fear of change in one's daily lifestyle leading to coaching burnout. Raedeke et. al (2000) identifies that coaches experiencing feelings of entrapment are more prone to burnout. Raedeke (2004) states that "only highly committed individuals experience burnout."

The study was conducted through a random draw of 295 current USA Swimming coaches randomly drawn from USA Swimming membership records. The sample contained 170 males, 127 females and 3 unspecified participants. Coaching age ranged from 18 to 81, 40% reported coaching for 10+ years, 41% coached between 4 and 9 years, and 19% had coached for less than 4 years. Interestingly enough, only 35% of the participants were full-time coaches, yet nearly three quarters of the participants reported spending 10hr or less per week in leisure activities outside of coaching.

Areas of benefits and costs, satisfaction, investments, attractiveness of alternatives, social constraints, commitment, and burnout associated with coaching were measured. First, 9 questions were to be answered for demographic and coaching background information. The formal study questionnaire was reviewed, first, by a panel of USA Swimming board members for readability and content validity then again by a

sports psychology panel for layout, content, and wording strength. Upon final approval, 794 questionnaires were mailed to current and former swimming coaches along with a letter of explanation for the purpose and information on a random draw incentive prize raffle for those returning the survey. 2 weeks later a reminder postcard was sent to those who had not yet responded, with additional notifications sent 1 month and 1.5 months after the postcard. Based on the 484 returned questionnaires, the study was narrowed to 295 participants as only current coaches who had fully completed the survey were selected.

The major design of this study involved use of cluster analysis (specifically, a nonhierarchical K-means cluster) with the overall goal being to “detect underlying structure among observations in a data set based on multivariate profile” (Raedeke et al., 2000, p.93). All variables were standardized to Z scores and all scales demonstrated adequate reliability. Overall, results showed that participants (as a whole) were highly committed and experiencing low levels of burnout. Three coaching profiles were established through the clustering method: Comparatively attracted, entrapped, and less interested. Comparatively attracted coaches were found to be highly satisfied with coaching and perceived high benefits and low costs to continuing. These individuals coach because they want to be involved in sport. Entrapped coaches were found to be less attracted to coaching and perceived low benefits with high costs to continuing, however also had high levels of investment and social constraints. These coaches maintain their involvement because they feel they must. Less interested coaches were found to perceive low benefits with average costs and higher alternative attractiveness;

however, had low levels of investment and social constraints. The major focus moving forward in the study was on the entrapped profile coaches, as the other two profiles made sense to the hypothesized theories. The clusters were compared to burnout and commitment using a one-way MANOVA. Entrapped coaches proved to be experiencing much higher levels of burnout than that of the other two profiles. There is clear evidence that a “relationship exists between the reasons why individuals committed to coaching and burnout” (Raedeke et al., 2000, p.100).

Raedeke (2004) used 141 of the same participants used in Raedeke et al. (2000) one-year later in a follow-up role. The purpose was to examine whether coach profiles reflecting attraction, entrapment, and low commitment could be identified based on the determinants of commitment using both statistic and residualized change scores and whether emergent profiles differed on exhaustion and commitment. 61 female and 80 male participants with an age ranging from 20 to 63 and having an average of 12 years coaching experience agreed to participate in Time 2 of the study (one-year later). The questionnaire, again, consisted of demographic questions, coaching benefits and costs (3-item), satisfaction (5-item), alternative options (3-item), investments (4-item), social constraints (3-item), as well as commitment (3-item) and emotional exhaustion (9-item). Each area was scored based on a 5-point Likert scale, except for exhaustion which was measured on a 7-point Likert scale. The survey was completed by mail. All the same information regarding purpose of study, confidentiality, etc. was included. Analysis procedures included examining alpha coefficients, descriptive stats, nonhierarchical cluster analysis and MANOVA. The follow-up study showed insignificant gains for most

variables with the exception to costs and exhaustion, which both areas increased over time. Nearly one-third of coaches were assigned to a different cluster compared to their Time 1 questionnaire responses.

Coaching Efficacy.

Short, Short, and Haugen (2015) did a study to examine the relationship between coaching efficacy and burnout. It is thought that “burnout in coaches is an important area to study because it has repercussions that negatively impact not only the coach, but also the athletes whom the coach is involved with” (Short et al., 2015, p.38). Previous studies have already proven that coaches who experience burnout are viewed as providing less in terms of teaching skills, structure, and quality practice plans and showing less care and concern for the demands of the job by athletes; ultimately, this leads to the athletes’ development of negative attitude towards coaches (Price & Weiss, 2000). There are four dimensions of coaching efficacy: Game strategy, motivation, technique and character building. This two-part study raised questions of a potential negative relationship between coaching efficacy and coaching burnout. 214 high school basketball head coaches from North Dakota High School Activities Association Directory of Member Schools were selected as possible participants. Of the 214, 101 coaches initially responded during the pre-season study (87 male, 14 female). The same procedures of contact were followed during the post-season portion of the study in which 68 (of the original 101) coaches responded; these 68 head coaches become the participants questionnaire answers that were used for the study because they

participated in both the pre and post-season questionnaires. The range of ages for coaches was 23 to 57 with an average of 9 years of head coaching experience. 47% coached males and 53% coached females. 97% of participants stated that they were employed outside of coaching and 89% of those responses said that they were working full-time outside of coaching. Coaching burnout was measured on a modified 21-item instrument scored on a 5-point Likert scale. The word "swimming" had been replaced with "coaching" throughout the questionnaire. Three sport psychology graduate students reviewed the questionnaires for face validity. Prior to giving the actual study, a test sample of the questionnaire was administered to five high school basketball coaches to test for readability and applicability. Coaching efficacy was measured using a 24-item questionnaire scored on a 10-point Likert scale. Self-reported questionnaires were distributed through the mail in a packet including information on the purpose, consent form, background information, and a stamped self-addressed envelope for return once completed. A follow-up letter was mailed two weeks later to those who had not yet responded. This process occurred twice (pre-season and post-season). A 2x2 MANOVA was used for analysis. Results showed that coaches who had high efficacy had lower coaching burnout and vice versa, confirming a negative relationship. This finding is concerning for those coaches who have low efficacy because consistent cycles of poor performance may lead them to quit. It was found that game strategy seemed to be the only area of the four efficacy dimensions to not be affected through the course of the season; therefore, it could be possible for coaches with low efficacy to lean on their game strategy efficacy for a potential boost for other areas of low coaching efficacy.

Limitations of this study included a homogenous participant pool (predominantly men) and the fact that coaches' success rate was not accounted for as a variable. Further research could possibly help devise strategies for intervention to prevent and/or help improve coaches with low coaching efficacy before they reach burnout.

Perfectionism.

Tashman, Tenenbaum, and Eklund (2010) chose to examine coaching burnout in yet another way, by analyzing proposed models to determine whether perceived stress and perfectionism caused coaching burnout. Individuals who experience high levels of perfectionism tend to find stressful situations more threatening and unmanageable than those without. It is argued that "in this domain [athletic coaching] extreme pressure to perform well at the cost of potential job loss might lead to perfectionism on the job resulting in more intense appraisals of stress" (Tashman, Tenenbaum, & Eklund, 2010, p.196). Lumpkin and Anshel (2012) claimed that perfectionists are often unable to delegate work tasks. However, previous extensive research in this specific area in relation to coaching burnout was limited. 491 Florida head and assistant collegiate coaches (above the age of 18) were sent questionnaire packets. Out of 491, 177 coaches responded (101 head coaches, 76 assistants). 114 were male and 63 were female. Participants coached a total of 13 different collegiate sports. Measures used included the MBI (22-items scored on a 7-point Likert scale), the Perfectionism Inventory (59-items divided into adaptive and maladaptive forms and scored on a 5-point Likert scale) and the Perceived Stress Scale (14-items scored on a 5-point Likert

scale). Permissions were obtained from the Human Subjects Committee and athletic directors were contacted to request coach participation. Initial contact to coaches was via email to explain the study, request their participation and notify them that questionnaire packets would be mailed to them. Packets were mailed containing instructions, procedures and return envelopes. Participants were assigned a number for identification purposes to maintain anonymity. There was no compensation for participation in this study. Statistical analysis involved the use of Pearson Product Moment Correlation Coefficients (PPMCs), the Comparative Fit Index (CPI), the Root Mean Square Error of Approximation (RMSEA), and two devised structural models. Results showed that “maladaptive forms of perfectionism may lead to the perception that resources were insufficient to satisfy demands, thereby resulting in increased levels of stress and the experience of burnout” (Tashman et. al., 2010, p.208). Interestingly enough, adaptive forms of perfectionism showed to have no impact on burnout amongst collegiate coaches.

Emotional Exhaustion.

A research study performed by Lee and Chelladurai (2016) sought to examine the role of emotional labor in coaching athletics. Lundkvist, Gustafsson, Davis, and Hassmen (2016) contends that "exhaustion is widely argued to be the core dimension of most definitions of burnout," hence the reason it is often studied independently. The intended discovery of relationships between positive and negative affectivity, types of emotional labor (surface acting, deep acting, and genuine expression), emotional

exhaustion, and emotional intelligence was the underlying purpose. This was a unique way of examining connections to emotional exhaustion, which is viewed as the predominant cause of burnout by researchers (Raedeke et al., 2000). The methods used involved sending initial questionnaires for participation to 4,918 (of which 430 head coaches accurately responded). 278 of the responding coaches were male and 152 were female. Participants coached 19 different men's sports and 21 different women's sports and coaches ages ranged from 23 to 74. The average coaching experience was 19.5 years. A pilot test was first conducted on 43 randomly selected head coaches from the NCAA Division II level. The validity of items was then analyzed by five different field professionals and approval was received from the Institutional Review Board (IRB). A pre-notification email was then sent to participants explaining the description of the study, the schedule, purpose, procedures, informed consent, confidentiality and the voluntary nature of participation. Lastly, a survey link was provided so that each participant could self-report their questionnaire responses. Results showed that genuine expression and surface acting were significantly related to emotional exhaustion. In other words, "coaches who tend to suppress their emotions are more likely to be emotionally exhausted" because engaging in surface acting uses vital emotional resources (Lee & Chelladurai, 2016, p.180). Genuine expression actually helps reduce emotional exhaustion. Deep acting did not predict emotional exhaustion as the researchers assumed it would. The study revealed a bigger theory in the fact that coaches with higher emotional intelligence have a higher capability to evade emotional exhaustion is they know how to use proper control strategies during situations of

emotional stress. It is suggested that institutions/programs conduct seminars to teach coaches the importance of emotional labor strategies in hopes they can learn to use deep acting control strategies over surface acting control strategies, which will allow for less emotional exhaustion and, therefore, less likelihood of coaching burnout. Raedeke et al. (2000) discovered that coaches who are attraction-based have low levels of exhaustion, whereas less interested coaches display average exhaustion and entrapped coaches (likely associated with elevated stress) show levels of high exhaustion. In fact, Short et al. (2015) proved that burnout occurred to coaches more often in the post-season than the pre-season due to higher elevation in emotional exhaustion at that point of the year for coaches with low efficacy. In other words, coaches who have high commitment levels, but are performing for the wrong reasons or are less confident in their abilities to impact their athletes are likely to be emotionally exhausted and experience burnout.

There is no question that within the athletic setting the dynamics of frequent intense interactions between coach and athlete can create a perfect storm for emotional exhaustion for either party. Because coaching requires a specific level of effectiveness within leadership skills it is vital that coaches strive to minimize emotional exhaustion. A study by Price and Weiss (2000) sought to determine in relationships existed between coach burnout, coaching behaviors and athletes' psychological responses. The study effectively demonstrated that a higher level of emotional exhaustion does impact coaching behaviors, which in turn becomes a key contributor to athlete burnout. Coaches with higher emotional exhaustion became more democratic in

their decision making and less productive in terms of teaching and coaching in their athletes minds. The study included 193 female varsity soccer players and 15 head coaches of high school teams. Coaching participants consisted of 10 males and 5 females ranging in ages from 24 to 46, having 2 to 25 years of experience and many of which whom had a full-time job elsewhere. Six areas were measured once permissions were received from regional and individual athletic directors and letters explaining purpose and procedures of the study were distributed to coaches and players. These areas included athlete enjoyment (3-items measured on a 5-point Likert scale), athlete anxiety (21-items measured on a 4-point Likert scale) , athlete perceived soccer competence (5-items measured on a 4-point Likert scale) , athlete burnout (21-items measured on a 5-point Likert scale), coach burnout (22-items measured on an 8-point Likert scale) and coach behaviors (40-items measured on a 5-point Likert scale). Questionnaires were distributed at the end of the season because it seemed that this would be the period of time of which coaching burnout would likely be at its highest. Multivariate multiple regression analysis, as well as three separate one-way MANOVA's were conducted to determine results. It was stated that a democratic coaching style "requires more skill and is more stressful and demanding, thus explaining the positive association between democratic style and emotional exhaustion" (Price & Weiss, 2000, p.404). Although limitations of certain participant demographics existed, the study provided links between coaching behaviors, emotional exhaustion and coaching burnout. While athletes are more receptive to democratic coaching behaviors over autocratic behaviors, coaches must be careful to balance this style as it can lead to

higher emotional exhaustion to the point where athletes view it as almost unproductive which, in turn, can lead to athlete and coaching burnout in the long run.

Work Addiction

Work addiction is becoming more and more prevalent in the modern-day landscape of American culture and very easily could be an unintended cause of burnout (Lumpkin & Anshel, 2012). Time for work and leisure is often skewed in favor of work. With many individuals forced to work multiple jobs to make ends meet in an economy with staggering unemployment rates work addiction is on the rise. Previous research provides evidence that coaches often work more hours than they are properly compensated for (Lundkvist, Gustafsson, Davis, & Hassmen, 2016). All of this can eventually lead to negative health outcomes like burnout or reduced life satisfaction. Those who suffer from work addiction (often referred to as “workaholics”) can be defined by two characteristics: working to excess and having a compulsive drive to work (Salanova, López-González, Llorens, Líbano, Vicente-Herrero, & Tomás-Salvá, 2016). Lumpkin and Anshel (2012) express the idea that inner pressures make that person distressed or guilty about not working and that workaholics are not necessarily high-level workers. There are four types of workaholics: relentless, bulimic, attention-deficit, and savoring. Relentless has extraordinarily high standards, bulimic have uncontrollable work patterns, attention-deficit have difficulty in completing tasks on time, often overlooking the details and savoring is very concerned with the final product and whether or not others will perceive it as good enough. The study of Lumpkin and Anshel

(2012) was meant to explore evidence of work addiction among NCAA Division I coaches. This qualitative study was approved by the university's IRB and had 16 NCAA Division I coaches' (half were head coaches and half were assistant coaches) from the same university as participants. Average age of participants was 42 years old and the average years of experience coached was roughly 9 years. Coaches' coached in 8 different sports. Interviews were 30-45 minutes in length, consisted of 20 open-ended questions and were not to be recorded at the participants' request. All notes were recorded using pen and paper. Analysis was done through coding written transcripts and identifying raw data themes. By using quotes both higher and lower-order themes were created. 7 higher-order themes included: personal life, work, health, leadership, life goals, attitude towards profession and feelings about coaching. The 19 lower-order themes were apparent within the higher-order themes. A deductive content analysis (CDA) was also used to review original meeting transcripts to check for accuracy. Poor work-life balance is commonly associated with work addiction. "The mindset that the love of coaching is more valuable and meaningful than developing family relationships is, perhaps, at the heart of work addiction" (Lumpkin & Anshel, 2012, p.423). Results of this study showed that work addiction was apparent in the group of coaches who participated. Many indicated a lack of time management skills (which is a key contributor to work addiction), poor health habits and feelings of guilt for not thinking about work while at home with family.

Previous research has gone back and forth on the idea of whether or not work addiction can (or should) be viewed as a positive or negative attribute for an individual.

Lumpkin and Anshel (2012) says that coaches find it acceptable and actually take pride in the fact that they work hard, long hours even if this reflects a self-denial of work-life imbalance. "What might be perceived as work compulsion could be a strong sense of work enjoyment and passion about a coaching career choice (Lumpkin & Anshel, 2012, p.427). Salanova et al. (2016) took on the position that "workaholism is basically a negative psychological construct." The purpose of the study was to study possible links between workaholism, sleep problems, and cardiovascular risk (CVR). Oftentimes, the possibility of heightened health risk is not the first thought when examining coaching burnout, but is a very serious area that should not be overlooked. Four patterns in working individuals were determined based on previous research in the area of work patterns: positive workers, hard workers, compulsive workers, and workaholics. For the purpose of this review of literature the area of workaholics was thoroughly examined. "Workaholics were found to experience the highest job demands, the poorest job resources and the highest levels of burnout and presenteeism. They also showed the lowest levels of recovery, happiness, and performance... often neglecting other areas of life such as leisure and family time" (Salanova et al., 2016, p.229). Lundkvist et al. (2016) states that high level exhaustion is related to negative health issues such as cardiovascular disease.

537 hospital employees from five Spanish hospitals participated in the study by Salanova et. al (2016). Participants had a mean age of 41, 74% were females. Participants also worked an average of 36 hours per week and had been in the career (on average) for 12 years. Upon completion of interviewing hospital management and

receiving permission of the Hospital Research Committee all participants were contacted, explained the purpose of the study and guaranteed confidentiality for their voluntary participation. Measures involved a combination of self-reported questionnaires regarding sleep problems, cardiovascular risk and workaholism (10-items scored on a 4-point Likert scale), as well as medical examinations. Results were analyzed using SPSS 19.0 software and Chi-Square Multiple Analyses of Variance (MANOVA). Three major findings were evident for workaholics based on results: 1) Significantly poor sleep quality, 2) Higher probability of experiencing a cardiovascular problem and 3) Significantly higher prevalence of caffeine and alcohol. "Workaholics may consider excessive investment in work as a means to bolster their self-esteem and reduce feelings of guilt, shame, or anxiety" (Salanova et al. 2016, p.237). Although the study did not find any significant link between specific types of CVR and workaholism it did determine that the two areas are linked as a whole. Possible limitations to this study included use of a cross-sectional convenience sampling, participants from five hospitals, and use of self-reporting questionnaires. Salanova et al. (2016) laid groundwork for further research on work addiction based on the fact that their study provided concrete evidence that working compulsively and excessively puts those individuals at serious risk for possible CVR problems and sleeping disorders.

A qualitative study done by Lundkvist et al. (2016) set out to investigate whether coaches' level of workaholism influences exhaustion differently depending on scores, as well as investigate whether the level of negative work-home interference/home-work interference influences exhaustion. Upon receiving approval from the National Sport

Federation, questionnaires were sent out to 932 Swedish coaches. Of these 932 possible participants, a total of 261 coaches ranging in ages from 20 to 66 with experience coaching high level men's or women's soccer; 44% of which identified as being part-time coaches. Exhaustion was measured using a 5-item Coach Burnout Questionnaire (CBQ) scored on a 5-point Likert scale. Two dimensions of workaholism were measured using the short version of the DUWAS-10 scored on a 4-point Likert scale. Lastly, negative work-home/home-work interference was measured using a 12-item Survey Work-Home Interference (SWING) questionnaire scored on a 4-point Likert scale. Analysis for this study included the use of Small Stata and quantile regression. Results showed that there are associations between exhaustion and, both, negative work-home and home-work interference; although home-work interference had the strongest association to exhaustion. In other words, work seems to interfere with family than vice versa (Lundkvist et al., 2016). "Workaholism may only be an issue for persons with higher levels of exhaustion" (Lundkvist et al., 2016, p.231). Discovering strategies to prevent and/or cope with workaholism could prevent the high rate of turnover seen in the coaching profession.

Specialization

A recent study by Padaki, Popkin, Hodgins, Kovacevis, Lynch, and Ahmad (2017) set out to explore the multiple influences on adolescent athletes responsible for youth athlete specialization and see if a connection could be made with a recent rise in overuse injuries. With "More than 30 million adolescents and children play sports in the

United States alone” specialization has become an epidemic with no signs of slowing down (Padaki et al., 2017, p.532). With roughly 2.6 million annually reported sports injuries in patients’ ages 24 years or younger it seemed likely that evidence would point to early age sport specialization as a main culprit. Despite previous research findings that multisport participation helps with structural physical and mental growth at younger ages and the strict medical advisement against specialization in youth sports, specialization numbers continue to spike at younger and younger ages in many sports. Once approval from the IRB was obtained, this study included self-reported surveys containing sections that covered demographics as well as 15-items pertaining to areas of burnout, psychosocial factors such as intrinsic enjoyment, parental pressure and time invested; it was scored on a 5-point Likert scale. A pilot test was given to (30) 7 to 18-year old patients; ages 7-9 were allowed to consult with parents or adults for question clarity purposes if necessary. Qualtrics and Chi-Square tests were both used for data analysis. The actual data was obtained through surveys completed by 235 patients whom each agreed voluntarily to participate. Of the 235 athletes, 31% stated that they focused on only 1 sport, 58% stated they played multiple sports, but had a favorite and 11% stated they played and liked multiple sports equally. Shockingly enough, nearly 71% of participants expressed desire to play at the collegiate and professional levels in the future, 84% stated they wished they could play more sports, 30% were told by coaches that they could not play other sports, 22% were told by their parents that they could not play other sports, 50% stated that their academics suffered due to sports, 70% stated that sports interfered with their social lives and 60% stated they participated in their

sport for at least 9 months per year. Padaki et al. (2017) states that “Youth specialization has been correlated with increased injury risk, burnout, and decreased enjoyment of playing sports.” Findings of the study determined that overuse injuries and burnout are correlated with year-round participation. Study limitations included an experiment designed instrument of study, broad age range, participants populated from a notoriously competitive region and a cross-sectional nature of study. It seems likely that the lengthened season requirements of specialization and, therefore, the mental and physical stressors experienced in athletes could potentially be eerily similar for coaches and is an area that should be further investigated as little has been done in terms of research to determine if a link between coaching burnout and specialization exists.

Conclusion

The purpose of this chapter was to review the literature on coaching burnout and work addiction in athletics. The review of literature on coaching burnout revealed sub-themes of commitment, coaching efficacy, perfectionism and emotional exhaustion all as major factors that have been linked to burnout. The review of literature on work addiction set out to identify the difference between working excessively and having a compulsive addiction to working, as well as highlight the four different types of workaholics. Lastly, literature was presented to further explore the possibility of athletic specialization as a potential link to both coaching burnout and work addiction. After completing research on both coaching burnout and work addiction, it is concluded that both areas certainly are linked to each other in overlapping ways, however, there still

needs to be more research provided in terms of how these two separate areas of study are linked directly to each other and to athletics at the youth, interscholastic, collegiate, and professional levels. While much of the literature concisely and effectively explored the sub-themes mentioned above it became apparent that a major hole thus far on the topics is that populations being studied are not athletic coaches that are experiencing or have already experienced burnout and/or work addiction. Better efforts must be made in research methods to seek out those athletic coaches who have had these experiences if specific results are going to be uncovered that can be useful in understanding and preventing the growing rate of burnout and work addiction in athletics in the future.

Chapter 4 – Discussion and Recommendations

The effects of coaching burnout and work addiction in relation to athletics were reviewed in this synthesis project. Based on the review, the following conclusions have been recognized. Sufficient progress towards discovering deeper meanings to the impact of each area of study (burnout and work addiction) have been made at the surface. There is evidence in the literature to support the idea that the two ideas are linked, however very little research has been done directly in the field of athletics that involves linking both areas directly to the a cause and effect relationship between the two with respect to the coaching position. Currently, there is no clear cut evidence that supports the idea that work addiction plays a major role in the development of coaching burnout in athletics; however, it is hypothesized that this is due merely to the lack of research performed on the idea that a link may exist to this point.

Discussion

Without a doubt, there are numerous reasons as to why individual coaches experience coaching burnout. The review of literature helps to sort these reasons into two primary categories: Individual factors and situational factors. The review of literature did make it apparent that burnout varies on a case by case basis as individuals experience and manage stress differently or for different reasons. It was also clear that emotional exhaustion is the most prevalent indicator of coaching burnout known thus far. While the individual factors of commitment, coaching efficacy, perfectionism and emotional exhaustion were thoroughly explored in this review based on the research

available it is possible that situational factors have a greater impact on coaching burnout than what has thus far been discovered. Although little evidence supports this idea based on results of the limited research done in these areas further research is still needed to be able to strongly rule against this theory.

In an effort to gain a better understanding of work addiction it quickly became obvious that it is a growing epidemic in other professional fields (as evidenced by the amount of literature available on the topic pertaining to fields outside of athletics), however, it goes without saying that the idea that work addiction can be viewed in a positive way is often a major oversight. This was an interesting revelation to uncover through this review of literature process as it gives hope to those that may feel the symptoms they are experiencing in their own lives are strictly problematic when, in fact, they may not be if those individuals find solace and balance in life through these devices. Concerns and/or pressures may simply be stemming directly from the social perception of their personal habits being projected on them by others (friends, family, co-workers, etc.). There are, however, obviously health risks and concerns that have been linked to work addiction including poor dietary habits, poor sleep schedules and lack of adequate exercise. Individuals have to carefully manage their work life to see that it does not begin to negatively impede against their abilities to enjoy life for the journey that it is in itself. Research has shown that those coaches who are able to find balance between work, social, and family lifestyle have a much better chance of longevity and happiness within their coaching career, as opposed to those that struggle with this and experience the effects of coaching burnout.

Recommendations

The first recommendation is that future studies in the area of coaching burnout and work addiction need to involve coaches who are experiencing or have experienced symptoms. This thought is echoed by one study that claimed “A problem with burnout research is finding coaches and athletes who are truly burned-out” (Price and Weiss, 2000, p.406). It became clear during the review process that much of the research previously performed has come to similar conclusions that those voluntarily choosing to participate in studies hoping to uncover evidence of coaching burnout are those coaches that are not actually experiencing or at least not showing high levels of coaching burnout. The coaches that are burned out may be choosing not to participate in the research being done due to the symptoms of being burned out and, therefore, only view their participation as an added stressor to their situation even though their answers and insight could very well be the missing links necessary to helping avoid (or at least alleviate) those experiencing the effects of coaching burnout.

The second recommendation would be that future studies in both areas (coaching burnout and work addiction) involve research that is performed and analyzed in a longitudinal fashion. The issue here is obviously time itself, as many things can develop, alter, or vanish over time that could affect the research being done. However, if major breakthroughs are going to be made in either (or both) of these areas of study this research method is going to have to be explored. Time is a major factor involved when analyzing the influences and effects in direct correlation with physical and mental

coaching burnout, as well as work addiction for coaches in athletics. Shorter studies currently being done may be masking the answers that researchers are seeking merely due to length on the study itself.

Two final recommendations are, first, that continued future research be based solely on coaches' studies as opposed to just the athletes. The ratio between previous studies done on athletes versus coaches on the topic of burnout is greatly skewed in favor of athletes, which unfortunately carries little weight when attempting to address the research questions posed in this review of literature. The second (and final) recommendation being made is that the area of youth specialization in athletics be strongly explored as a potential cause for work addiction and coaching burnout for coaches within athletics. It not only seems relevant, but also makes sense that if athletes are being pushed to an ultra-competitive environments earlier in their development that require longer periods of training, practice and evaluation that those committed to providing this for them (i.e. coaches) would feel similar effects to those that are already beginning to be explored within research on adolescent athletes.

Overall, there is enough baseline literature evidence currently provided to support the idea that each of these areas is a growing negative influence on athletics. If the correct participants are selected and studied using longitudinal research methods; a deeper understanding will be revealed in this area of research as it relates to athletics. In turn, this should lead to positive breakthroughs for the athletic community as a whole moving forward.

Appendix A

Article Grid

Author	Title	Source	Purpose	Methods & Procedures	Analysis	Findings	Discussion/Recommendations Research Notes - Commonalties/Differences
Ye H. Lee & Packianathan Chelladurai	Affectivity, Emotional Labor, Emotional Exhaustion, and Emotional Intelligence in Coaching	Journal of Applied Sport Psychology (2016), Vol. 28(2), Pages 170-184	The purposes of this study were threefold; (a) to examine the relationship between two forms of affectivity and three forms of emotional labor, (b) to examine the relationship between the forms of emotional labor and emotional exhaustion, and (c) to examine the moderating role of emotional intelligence in the	430 coaches returned completed questionnaires. Male = 278, Female = 152, Caucasian = 375, who coached men in 19 different sports and women in 21 different sports. Ages 23-74. Pilot study on 43 NCAA DII Head Coaches. Survey items modified/reduced for actual study. Content validity reviewed. Online survey used after approval from IRB. Pre-notification email sent. Informed consent, confidentiality,	5-Point Scale used from (very slightly/not at all to very strongly/extremely). Descriptive stats and reliability of the variables computed using SPSS 19.0. Use of LISREL 8.80 to test both measurement and structural models. CFA conducted to check convergent and discriminant validity.	Reliability and Validity Assessment concluded nonresponse error was not a problem. AD's and Coaches need to acknowledge importance of the way coaches' deal with their experienced emotions. The level of emotional intelligence and type of emotional labor strategy engaged is likely to influence emotional exhaustion.	Athletic departments may need to implement an emotional labor and emotional intelligence training programs designed to encourage coaches to engage in the use of deep acting, contributing to coaches' personal outcomes. Regular performance management processes (communication, rewards, social support, etc.) initiated to minimize negative impact of surface acting on coach well-being. Further studies should examine cause-effect relationships of variables used. Limit socially responsible responses.

			relationship between the three forms of emotional labor and emotional exhaustion.	and voluntary nature of participation included with survey link.			
Kelly Lumpkin & Mark H. Anshel	Work Addiction Among Intercollegiate Sports Coaches	Journal of Sport Behavior (2012), Vol. 35(4), Pages 406-432	The purpose of this study was to examine evidence of work addiction among NCAA DI coaches.	Convenience sample of 14 male and 2 female sports coaches at the same NCAA DI university coaching in 7 different sports. 30-45 min. confidential individual interview. Hand-written notes only (recordings not permitted). 20 open-ended questions. Coaches are anonymous (identified by code). Pilot interviews, interview protocol and content analysis	Followed procedures for conducting inductive content analysis (ICA). Reviewed written transcripts. Identified raw data themes. Extracted quotes representing a higher order theme from transcripts. Quotes grouped into lower-order themes. Total of 229 quotes comprised raw data for ICA used to describe work addiction.	7 High-order and 19 lower-order themes identified. Themes conceptually related to work addiction literature. Over 75% of sample was "very satisfied" with career choice within the qualitative study. Work patterns consistent with definition of work addiction. Very little social interaction/relationships unrelated to coaching position.	What might be perceived as work compulsion could be a strong sense of work enjoyment and passion about a coaching career choice. Further research needed to discriminate between the constructs and behavioral manifestations of work addiction. Concepts in sport-psychology can be applied to make a significant contribution to sport coaches in preventing a coach's predisposition to engage in work addiction. Widening demographics and sample size would be useful for research.

				was all reviewed prior. Each interview concluded with a debriefing. Coaches had opportunity to opt out at the conclusion of their interview.			
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Erik Lundkvist, Henrik Gustafsson, Paul Davis & Peter Hassmén	Workaholism, Home-Work/Work-Home Interference, and Exhaustion Among Sports Coaches	Journal of Clinical Sport Psychology (2016), Vol. 10(3), Pages 222-236	Investigate whether coaches' level of workaholism influences exhaustion differently depending on their exhaustion scores. Also, examine whether the level of negative work-home interference influences exhaustion depending on the degree of exhaustion reported.	Web survey questionnaires distributed after appropriate approval was received. 261 Swedish coaches ranging in age from 20-66 participated. Exhaustion measured by 5-point scale of CBQ. Workaholism was measured by 4-point scale of DUWAS-10. Negative work-home/home-work interference was measured by 4-point scale of SWING.	Data analyzed using Small Stata, Version 13. Quantile regression used to analyze the data (linear regression analyses not sufficient). Interested in 4 ranges of exhaustion scores. Beta values, standard error, and probability for data to be true all factored in.	2 scales measuring negative work-home/home-work interference have different relations to exhaustion than workaholism. Relations between coaches work-home/home-work interference are not linear. Work interferes with home more than vice versa.	A longitudinal research design would provide greater understanding of how workaholism and exhaustion are related temporally. Measuring variables linked to engagement and motivation would provide a more comprehensive picture of the related factors within the relationship. More attention of studies should be focused on coaches with actual risk of stress-related leave rather than healthy coaches. Information here could be useful for sport psychologists.
Apostolidis Nikolaos	An Examination of a Burnout	Journal of Physical Education & Sport	The aim of the study was twofold: (a) to evaluate the	170 male high-level basketball coaches volunteered to	Descriptive statistics for the examination of the burnout	Coaches presented moderate to high levels of	Coaches experience feelings of emotional exhaustion and depersonalization

	Model in Basketball Coaches	(2012), Vol. 12(2), Pages 171-179	burnout levels of high competition Greek basketball coaches and (b) to examine and confirm a model of personal/situational variables, stress perception and burnout.	participate in study. Coaches had to work min. 4 years coaching and at least one season coaching for a national division club. Ages ranged from 28-62. Years of exp. ranged from 4-27 years. The Maslach Burnout Inventory (MBI) was used to evaluate 3 burnout subscales. Total MBI was 22-item scale that measures frequency and intensity of feelings scored on a 7-point scale. Perceived Stress Scale, Social Support, and Demographic Questionnaires were included.	levels of the sample. Pearson correlation among all study variables. Two canonical correlation analyses. Structural equation modeling analyses (SEM) and path analysis to appraise the relative plausibility of the conceptual model and to explore the relationship between person/situational variables, perceived stress, and burnout among basketball coaches.	emotional exhaustion (62%) and depersonalization (52%), and low feelings of personal accomplishment (11%). Coaches are becoming exhausted before reaching the goals which had initially been set. The existence of the parallel relation between coaching level and burnout has been verified.	without achieving self-set goals. The stress appraisal that coaches face is impressed more intensely in concrete periods of time and therefore has not been proven to be a permanent situation. Research here provides support to the idea that stress appraisal can predict burnout but it could not be proved that high levels of burnout can constitute a reaction of a provisionally stress period or is a permanent syndrome.
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<p>Ajay S. Padaki, Charles A. Popkin, Justin L. Hodgins, David Kovacevic, Thomas S. Lynch & Christopher S. Ahmad</p>	<p>Factors That Drive Youth Specialization</p>	<p>Sports Health: A Multidisciplinary Approach (2017), Vol. 9(6), Pages 532-536</p>	<p>The goal of this study was to quantify the driving forces behind youth specialization.</p>	<p>IRB approval was obtained. A survey consisting of 2 aggregate sections (section on demographics and section comprising of 15 questions evaluating the factors influencing the player's engagement in the sport. Each question was evaluated using a 5-point Likert Scale. Sample included 235 kids ages 7-18.</p>	<p>Responses were collected using independent survey software (Qualtrics). Chi-Square tests of independence were used to assess the frequency of responses to the 5-point Likert scale questions between distinct cohorts of players. Findings were deemed statistically significant if $P < 0.05$.</p>	<p>Participants began specializing at a mean age of 8.1 years. 74% of players reported suffering a sports-related injury. 70.6% said they want play at the collegiate/pro level. 84% wished they could play more than 1 sport. 30% were told by coaches they could not/22% told no by parents. 60% participate in their sport at least 9 months a year.</p>	<p>Specialization is correlated with injury risk, burnout, and decreased enjoyment of playing sports. Multisport participation should be emphasized to help avoid overuse injury risk. Dexterity gained in multisport participation increases longevity in sports. Excess parental pressure contributes to burnout by increasing anxiety and decreasing enjoyment. Region used for participant selection may not accurately represent the country. By acutely delving into the reasons behind specialization we can be better equipped to address overuse injuries.</p>
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Melissa S. Price & Maureen R. Weiss	Relationships Among Coach Burnout, Coach Behaviors, and Athletes' Psychological Responses	Sport Psychologist (2000), Vol. 14(4), Page 391-409	The purpose of this study was to examine the relationship among coach burnout, coaching behaviors, and athletes' psychological responses using Chelladurai's multidimensional model of leadership as a theoretical framework.	A sample of 193 female soccer players (ages 14-18) and 15 head coaches (ages 24-46) of high school teams completed questionnaires based on 6 measurement areas (athlete enjoyment, anxiety, perceived competence, burnout, coach burnout, and coach behaviors). Permissions obtained follow-up call and distribution of parental consent forms. Questionnaires administered during may and June. Confidentiality explained. Questionnaires took 20-30 mins to complete.	Examined scale reliabilities, correlations among variables, means and standard deviations for both athlete and coach variables. A regression approach to MANOVA was used to examine the relationship between coach burnout dimensions and perceived coaching behaviors. A multivariate multiple regression analysis was employed to determine if coaching behaviors are predictor variables to athletes'	Only emotional exhaustion showed a significant relationship to coaching behaviors. Positive association between democratic coaching style and emotional exhaustion. Athletes reported feeling less anxious and "burned-out" when coaches allowed them to determine their own goals, be involved in team decisions, and provide input on training.	This study extended the knowledge base concerning the personal attributes of coaches that are associated with coaching decisions and behaviors. Results from the coach burnout/behaviors linkage helps us understand what decision making style coaches might adopt and how coaches interact with their teams regarding feedback, skill development, and interpersonal relationships. Coaching behaviors are associated with feelings of athlete anxiety, burnout, perceived competence, and enjoyment. Coaches must minimize feeling of emotional exhaustion.
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					psychological responses.		
Thomas D. Raedeke	Coach Commitment and Burnout: A One-Year Follow-Up	Journal of Applied Sport Psychology (2004), Vol. 16(4), Pages 333-349	The aim of this study was to follow up on Raedeke et. Al's study (2000) on commitment and burnout one year later and examine changes in the theoretical determinants of commitment, commitment level, and burnout. To see if results could be replicated and describe the extent which	Participants included 141 age-group swim coaches ranging in age from 20-63 from across the US. 61 female/80 male. Average coaching exp. was 12 years. Questionnaires were completed at Time 1 and then again one-year later at Time 2. Questionnaires assessed 8 different areas - each scored on either a 5-point or 7-point Likert scale. Surveys were completed	Alpha coefficients computed to examine scale reliabilities and descriptive stats used to characterize sample as a whole. Emergent profiles compared to those found at Time 1 to determine how many coaches stayed in the same commitment profile or shifted. Cluster analysis was used to classify	Cluster 1 revealed 3 profiles of coaches similar to those found at Time 1. These coaches had high satisfaction, benefits, and investments, coupled with below average costs. Cluster 2 showed coaches exhibiting characteristics of entrapment and were below average in satisfaction, but above avg. in costs. Cluster 3 showed coaches who were less	Nearly two-thirds of the coaches were classified in the same profile at both time periods. Coaches that switched profiles from Time 1 to Time 2 moved in a direction that was in accord with their commitment profile based on change. Findings suggest that a static research approach contributes to an understanding of commitment and that commitment model variables exhibit some degree of stability. Future researchers may want to examine the extent to which

			coaches stayed the same or shifted in results.	by mail. Cover letter explained purpose, contact info, and confidentiality. Participants were entered into a prize drawing for merchandise for returning the survey.	coaches who changed more or less predicted on the theoretical determinants of commitments from Time 1 to Time 2. MANOVA used to compare profiles on exhaustion to commitment.	interested in their position.	burnout is stable because the conditions contributing to it remain constant versus burnout being an inherently chronic condition.
Thomas D. Raedeke & Tracy L. Grazyk	Why Coaches Experience Burnout: A Commitment Perspective	Journal of Sport & Exercise Psychology (2000), Vol. 22(1), Pages 85-105	The purpose of this study is to examine coaching burnout from a commitment perspective. Can distinct profiles reflecting entrapment, attraction, and low commitment characteristics be identified and, if so, whether coaches in each	295 current USA Swimming coaches were randomly drawn from USA Swimming membership records. 127 females, 170 males, and 3 unspecified participants. Age ranged from 18-81 (M = 34.68). Benefits, costs, satisfaction, investments, attractiveness of alternatives, and	The multivariate design of this study required a two-pronged approach. Cluster analysis was designed to partition coaches into distinct subgroups based on theorized determinants of commitment. Multivariate analysis of variance was used to compare the emergent	Results indicated that the theoretical determinants of commitment demonstrated low to moderate intercorrelations, therefore, multicollinearity does not appear to be an issue. The strongest correlations found were between commitment and satisfaction, commitment and	This study suggests that a relationship exists between the reasons why individuals are committed to coaching and burnout. It was revealed that coaches fell into one of three categories: attraction-based commitment, low commitment, and entrapment based. All three coach profiles differed on burnout and commitment. Coaches with characteristics of entrapment reported

			profile differed on burnout and commitment.	commitment associated with coaching were measured using 5-point Likert Scales.	profiles on the dependent measures of burnout and commitment. A nonhierarchical K-means clustering procedure was used. All variables were standardized to Z-Scores.	investments, and burnout and costs. Overall, This sample appeared to be highly committed and had a fairly favorable outlook on coaching. The mean burnout scores revealed that coaches were experiencing low levels of burnout. 3 coaching profiles were produced.	higher than average exhaustion scores and commitment scores intermittent to participants in the other two profiles. Contextual differences in the types of coaches' surveyed compared to previous research could explain why exhaustion levels were lower than most studies. Many participants were part-time coaches and may not experience levels of burnout of full-timers.
Marisa Salanova, Angel A. López-González, Susana Llorens, Mario del Líbano, Maria T. Vicente-Herrero & Matias	Your Work May Be Killing You! Workaholism, Sleep Problems and Cardiovascular Risk	Work & Stress (2016), Vol. 30(3), Pages 228-242	The aim of this study is to test the relationships among workaholism, sleep problems, and different physiological indicators represented in several	537 hospital employees from five Spanish hospitals participated in the study. Mean age was 41. 74% were females. Average tenure in their careers was 12 years. An interview with hospital	Analyses were performed using SPSS 19.0 software. Multiple Analyses of Variance (MANOVA) for continuous variables and Chi-Square tests for categorical variables were	The intercorrelations showed that the continuous and categorical scales were positively and significantly interrelated. Scores on the workaholism scales were related to sleep problems, CVR,	Findings indicate that being a workaholic, that is, working in an excessive and compulsive way, can be considered a significant risk factor for having sleep difficulties and for developing cardiovascular problems. Future studies should

Tomás-Salvá			measures of CVR in order to better understand the consequences of being a workaholic.	management conducted and research contract was signed once hospital approval was reached. Four healthcare employees collected analytical samples and took other clinical/anthropometric measurements. Data about sleep problems, Cardiovascular risk (CVR), and workaholism were obtained. Questions scored on two dimensions (working excessively and working compulsively) each based on a 5-point Likert Scale.	used to test the associations of the four patterns of workers with sleep problems and CVR.	and isolated CVR (i.e. obesity and alcohol consumption). Workaholic workers slept significantly fewer hours both on weekdays and weekends and also showed significantly poorer sleep quality. Workaholics showed a significantly higher probability of experiencing a cardiovascular problem. No significant differences among the types of workers in the difference between cardiovascular and biological age. The prevalence of caffeine and	investigate the causal link between those working patterns and the different outcomes considered in the study. Future studies should consider a broader number of organizations to generalize data and use multilevel analysis to understand the variance in workaholism predicted by collective variables. Avoid future data that is collected through self-reports and use objective measures to validate results. This current study does extend and enhance the current knowledge of workaholism and its relationship with sleep problems and CVR's.
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						drinking alcohol were significantly higher in workaholics.	
P. Schaffran, S. Altfeld, M. Kellmann	Burnout in Sport Coaches: A Review of Correlates, Measurement and Intervention	Deutsche Zeitschrift Für Sportmedizin (2016), Vol. 67(5), Pages 121-125	This review aims to provide an overview of the current state of burnout research in coaches, factors contributing to burnout, diagnostic instruments, and approaches for interventions.	Overwhelming majority of reviewed studies used the MBI. The MBI is used in about 90% of studies and considered the “gold standard” for measuring burnout. The original questionnaire includes 22 items divided into the three scales emotional exhaustion, depersonalization	Comparing, contrasting, and analyzing recent case studies on the topic of burnout in sport coaches. To attempt to pick apart or make sense of themes within factors influencing burnout that, thus far, account for contradictory results on the topic.	Demographic variables seem to have minor effects on burnout, whereas coaches’ perception and appraisal of social and management support might play an important role. Personality, motivation, and the behavior of a coach influence the individual assessments of stressful situations.	Research on burnout has extended beyond the sport context in recent years and produced numerous findings regarding contributing factors and intervention strategies; these should be transferred to studies in the coaching field. This review helps to present and summarize factors contributing to burnout in coaches. A diathesis-stress-model could help to explain why some coaches are

				and personal accomplishment. Studies that employed the use of the CBQ were also explored.		Individual factors including age, job experience, gender, motivation, etc. only account for a minimal amount of influence in terms of coaching burnout.	more vulnerable to burnout than others. Longitudinal examinations might provide greater insights into the development of burnout during the season.
Sandra E. Short, Martin W. Short & Chris R. Haugen	The Relationships Between Efficacy and Burnout in Coaches	International Journal of Coaching Science (2015), Vol. 9(1), Pages 37-49	Interest was to investigate the relationship between coaching efficacy and coaching burnout.	66 participants for the study. 55 males/11 female. Age was a mean of 36.94 years old. Average head coaching experience = 9.93 years. 100% of participants were employed outside of coaching. 98.5% were Caucasian. 21-item instrument developed by Raedeke (1997) was modified for this study. The coaching burnout measure consists of three scales:	Descriptive data shows changes in mean burnout score. Scale correlations used between pre and post season efficacy measures and pre and post season burnout measures. A 2x2 MANOVA was run with repeated measures on the last factor.	Results imply that a high sense in one's coaching efficacy may have an insulating effect against the large number of stressors that have been associated with the coaching profession. Coaches were more burned out in the post-season than they were in the pre-season, which means efficacy decreased during the season. Results showed a	Coaches seem to be likely candidates for burnout because their work emphasizes interpersonal interactions with athletes in environments that are often stressful and demanding. To date, no research has been published that shows pre to post-season changes in coaching efficacy, but rather only game strategy. It seems possible that if coaches are experiencing burnout over the course of a season, they can strength from game

				<p>emotional/physical exhaustion, devaluation, and reduced sense of accomplishment. Each subscale has 7 items and is assessed on a 5-point Likert scale. The coaching efficacy measure consists of 24 Likert-type scale questions that comprise 4 factors: motivation, efficacy, game strategy efficacy, teaching technique efficacy, and character building efficacy.</p>		<p>significant multivariate effect. Some high school basketball coaches experience significant levels of burnout and that experience of burnout is related to their coaching efficacy levels. These results are concerning for the low efficacy coaches because continued patterns of these results may lead them to quitting their profession.</p>	<p>strategy areas. Participants for this study were relatively homogenous, comprising mostly of men which could lead to generalizability of the results of the study. Coaches' success rate was not accounted for; future research should account for this area of study. Advancing research in this area may involve developing effective intervention strategies for preventing coaching burnout via developing, maintaining or regaining coaching efficacy.</p>
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<p>Lauren S. Tashman, Gershon Tenenbaum & Robert Eklund</p>	<p>The Effect of Perceived Stress on the Relationship Between Perfectionism and Burnout in Coaches</p>	<p>Anxiety, Stress & Coping (2010), Vol. 23(2), Pages 195-212</p>	<p>The purpose of this study was to test the models of burnout in order to examine the relationship between burnout and perfectionism in collegiate coaches.</p>	<p>491 head and assistant collegiate coaches in the state of Florida (over the age of 18) were sent invitations for the study, 177 responded. 101 were head coaches / 76 were assistant coaches. 114 were male/63 were female. 13 different sports were represented in total. The Maslach Burnout Inventory (MBI) consisting of 22 items, using a 7-point Likert scale was modified and approved for this study. The Perfectionism Inventory (PI) consisted of 59 items grouped into 8 subscales. Items were ranked on a 5-</p>	<p>Pearson Product Moment Correlation Coefficients (PPMCs) were used to estimate intercorrelations among the study variables. The measurement and conceptual models of this investigation were evaluated using the maximum likelihood estimator in the Amos 6 software. Descriptive statistics were tested for skewness of variables. Multivariate kurtosis in the variable set was tolerable. Intercorrelations among the variables were</p>	<p>Both models used had acceptable fit to the data based on previous research using less stringent criteria to assess model fit. Provided further evidence that personal/situational variables were proposed to have both direct and indirect effects on burnout. To some extent the individual's self-evaluative concerns of not living up to his or her standards is sufficient in and of itself to result in feelings of EE, DP, and reduced PA. It is possible that this adaptive form of perfectionism is more "normal"</p>	<p>Previous research examining the relationships between perfectionism, PS, and burnout in coaches has been limited. More scientific effort is needed to examine the relationship between various dimensions of perfectionism and burnout in coaches. It may be prudent to look for alternative conceptualizations and models that describe how perfectionism and PS impact coach burnout. Future studies should aim to examine the impact of perfectionism on coach burnout using a longitudinal design. The current study provided no evidence to falsify the premise that PS is an important factor in coaches' experience of burnout.</p>
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				<p>point Likert scale. The Perceived Stress Scale (PSS) consisted of 14 items that were also assessed on a 5-point Likert scale. Upon study approval, participants were mailed questionnaires with a marked envelope to be returned upon completion.</p>	<p>examined prior to analyzing the measurement model.</p>	<p>resulting in less threatening perceptions of stress. Maladaptive forms of perfectionism lead to the perception that resources were insufficient to satisfy demands, thereby resulting in increased levels of stress and the experience of burnout.</p>	
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