Improving integrity issues in sport: addressing harassing and abusive behaviours through organizational policies

Improving Integrity Issues in Sport: Addressing Harassing and Abusive Behaviours Through Organizational Policies

by

COLETTE SISOFO

Doctoral Thesis

Submitted in partial fulfilment of the requirements for the award of
Doctor of Philosophy of Loughborough University

Word Count: 79,942

June 2019

ABSTRACT

Sport organizations have faced increasing scrutiny recently for a perceived absence of care for participants. While sport is often considered a safe domain and contributes to the positive development of young people, it is an environment which can also foster violence and abuse (Parent & Hlimi, 2012). This research deals with the latter in that it examines two issues of harassing and abusive coaching behaviours that occur within sport and are related to the concept of integrity: sexual harassment and abuse and emotional abuse. Protecting participants and the sport they engage in is a fundamental role for governing bodies. Therefore, tackling problems of harassing and abusive coaching conduct is crucial for sport organizations if they are to uphold established morals through relevant policies and codes of ethics and conduct, and to encourage ethical behaviour by organizations and associated personnel to build and maintain integrity in sport.

The issues of sexual harassment and abuse and emotional abuse in sport cause significant physical and emotional harm to athletes. Thus, there is a significant need to conceptualise what 'good practice' is according to existing literature, how these issues are currently being addressed within sport policy, and how improvements may be made in addressing them. To guide and focus the study, the following overarching research questions are:

1. What are 'good practices' for managing the integrity issues of harassing and abusive behaviours in sport?

2. How do identified 'good practice' standards compare with the contemporary policies of selected sport governing bodies associated with the Olympic Movement?

The research methods employed were a combination of a metanarrative analysis (modified from the original work by Greenhalgh et al., [2005]) and a policy analysis of selected transnational and national sporting organizations affiliated with the Olympic Games. Conducting the metanarrative analysis in a diverse evidence base, a number of key dimensions were identified from the existing literature. These contributed to the formulation of recommendations for 'good practices' to explore within contemporary organizational policies. Elements included athlete empowerment, education, and 'non-traditional paradigms' for sexual harassment and abuse and holistic coaching approaches, normalisation, and reporting procedures for emotional abuse. The audit examined the corresponding governing bodies at the policy levels of the IOC, IFs,

NOCs, and NGBs to determine how policies relating to sexual harassment and abuse and emotional abuse compared with the determined 'good practice' principles.

Using the information collected to establish 'good practice' principles proved beneficial in tandem with the policy audit conducted. It demonstrated that many of the selected sport organizations currently have not implemented established knowledge and understanding to better address, manage and eliminate these issues in sport despite this information being acknowledged, for many years in some cases.

The first significant finding from the analysis was a clear gap between the organizational levels of the IOC and explored NGBs in identifying strong policies pertaining to the issues at hand. Considering that morality is concerned with right conduct, ethics with conduct based on one's knowledge of right and wrong (Ianinska & Garcia-Zamor, 2006) and integrity with the combination of both concepts (McFall, 1987), the *issues of sexual harassment and abuse and emotional abuse pose a severe threat, not only to individual integrity, but to the integrity of organizations and sport culture*.

The analysis revealed that the sexual harassment and abuse issue was addressed with only 43.26% of criterions met within the policy analysis. Thus, there is still significant room for improvement. Fasting & Sand (2015) argue organizational permissiveness may facilitate harassing and abusive behaviours and can enhance the psychological damage for survivors of such practices as identified by Dzikus (2012). Therefore, the implementation of explicit, well-constructed and evidence-based policy is crucial in addressing this problem within sport. Emotional abuse was poorly addressed with 37.40% of policy criterions met in the analysis and may reflect the difficulty and confusion associated with addressing this problem and/or the level of importance organizations interpret emotional abuse to be.

The policy audit formulated for this research could be used in future as a self-assessment tool for sport administrations. Additionally, it is imperative for transparency, accountability and ease of access that all sport governing bodies display all policies relating to harassment and abuse in their organizational handbooks and online members' portals as well as publishing policies on the public areas of their websites. Strongly constructed policies are essential to the everyday practice of sport for sport stakeholders at all levels of participation. Weakly constructed policies can be extremely damaging for participants, as well as for organizations. Athlete protection is an imperative responsibility held by organizations not only to themselves, but all those involved within sport.

<u>ACKNOWLEDGEMENTS</u>

This is the product of a challenging, exciting, frustrating, valuable and fulfilling journey of exploration that could not have been possible without the amount of support, inspiration and love I have received along the way. Thank you to everyone who has been a part of it.

I would like to express my gratitude to Professor Ian Henry for providing me with the opportunity and encouragement to pursue my doctorate. I am grateful to have had the experience and chance to investigate this incredibly interesting and hugely important subject.

Thank you to Dr Joe Piggin and Dr Jamie Kenyon for your guidance, help, patience and knowledge. Your confidence and trust in me were much appreciated and gave me the motivation to press on and grow the certainty in my own abilities.

I would like to thank my loving family who have unconditionally believed in me and invariably encouraged me to pursue my passion and dreams. Although we are 3,872 miles apart, you were always right by my side and always will be.

My sincere gratitude goes to my fiancé's family who have shown me immense love and support. You have helped to make the UK my home and I look forward to becoming an official part of your family soon.

Last, but certainly not least, I would like to thank my soon-to-be husband for his unwavering love, assistance, tolerance and encouragement. This would not have been possible without you because you knew I could complete this process, even when I questioned it myself. Planning a wedding whilst finishing a PhD is a bit crazy and certainly a huge task, but we did it together!

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

AOC	Australian Olympic Committee
BOA	British Olympic Association
BS	British Swimming
CASR	Coach-Athlete Sexual Relationships
CR	Critical Realism
EU	European Union
FFA	Football Federation Australia
FIFA	International Federation of Association Football
FINA	International Swimming Federation
IF	International Federation
INGSO	International Non-Governmental Sports Organization
IOC	International Olympic Committee
ISA	Ice Skating Australia
ISU	International Skating Union
NCAA	National Collegiate Athletic Association
NGB	National Governing Body
NISA	National Ice Skating Association of Great Britain & Northern Ireland
NOC	National Olympic Committee
RT	Research Theme
SA	Swimming Australia
SHA	Sexual Harassment & Abuse
SIA	Stage of Imminent Achievement
The FA	The Football Association
UK	United Kingdom
USA	United States of America
USA-S	United States of America Swimming
USFS	United Stated Figure Skating
USOC	United States Olympic Committee
USSF	United States Soccer Federation

CHAPTER 1. INTRODUCTION

1.1 Research in Context

Sport and physical activity play a part in many peoples' lives. This may be through active participation such as membership of a sport team or as a passive participant supporting a family member at a marathon run. It may be that someone is an indifferent onlooker who stumbles across the latest sports statistics while watching the daily news. However it is experienced, sport is a part, large or small, of many of our everyday lives. Sport organizations have faced increasing scrutiny recently for a perceived absence of care for participants. While sport is often considered a safe domain which contributes to the positive development of young people, it is an environment which can also foster violence and abuse (Parent & Hlimi, 2012). This includes sexual harassment and abuse (SHA) and emotional abuse perpetrated by coaches towards athletes, which is the focus of this study.

There is a difficulty identifying precise prevalence rates in sport for sexual harassment and abuse and little evidence to date exploring emotional abuse. The IOC Consensus Statement on harassment and abuse asserts prevalence rates for sexual harassment vary from 19% to 92% and 2% to 49% for sexual abuse due to diverse measures and study designs (Mountjoy, Brackenridge, Arrington, Blauwet, Carksa-Sheppard, Fasting, Kirby, Leahy, Marks, Martin, Starr, Tiivas & Budgett, 2016). The IOC Consensus Statement affirms the prevalence rate of emotional abuse to be 75% based on the only large-scale study available at the time (Mountjoy et al., 2016). This finding demonstrates how the concern of emotional abuse may be one of the most prevalent forms of abuse perpetrated and the need for additional research and policy consideration.

Vertommen, Schipper-Van Veldhoven, Hartill & Van Den Eede (2015) conducted a "large-scale prevalence study on interpersonal violence against children in sport in the Netherlands and Belgium" (p. 223) examining over 4,000 adults who participated in organised sport before age 18. The findings demonstrated 38% of study participants reported experiences of psychological violence and 14% with sexual violence. "The majority of respondents reporting psychological violence had experienced moderate forms (17%)" (p. 231) and the majority reporting sexual violence experienced moderate or severe occurrences (7.3% and 5.5% respectively). Furthermore, the study illustrated that minority, lesbian/gay/bisexual, and disabled athletes as well as athletes competing at the international level, reported considerably more occurrences of interpersonal violence.

An investigation conducted by Gervis & Dunn (2004) studied "the prevalence of emotional abuse of elite child athletes by their coaches in the UK" (p. 215) utilizing twelve former elite child athletes. The results demonstrated that all participants experienced belittling and shouting by their coach, nine described frequent threatening behaviour and humiliation, seven experienced

scapegoating, six described rejection or being ignored, and four reported being isolated. Additionally, the respondents reported their coaches' behaviour worsened subsequent to being labelled elite athletes which left them with negative emotions such as feeling worthless, humiliated, depressed, and angry. Both studies clearly demonstrate sexual harassment and abuse and emotional abuse threatens the health and wellbeing of athletes. Sport organizations must understand harassment and abuse and employ strong and proactive policies in order to direct and prescribe ethical behaviour within their institution.

Concerns then of sexual harassment and abuse and emotional abuse remain of significant importance for sport, as issues concerning the status of its integrity continue to arise and jeopardise its core structural values, beliefs and principles. Sport governing bodies have the critical responsibility to protect all participants as well as the institution of sport by constructing and implementing strong directives to address and manage integrity failures, such as sexual harassment and abuse and emotional abuse, and foster constructive integrity qualities. There is thus a significant need to conceptualise what 'good practice' is according to existing literature on these problems relevant to integrity in sport, how these issues are being addressed within specific contemporary sport policies, and how improvements may be made in addressing them. By tackling each related integrity issue individually, we can work to improve the status of integrity in sport.

1.2 Research Questions and Study Overview

There is an urgent need to fully comprehend issues of harassment and abuse in sport and the implications this has on practice. Further, we must identify what contemporary policies are implemented in sport governing bodies and how these may be improved to better protect affiliated members and, by association, increase integrity in sport. In order to understand these concerns more, the following research questions are addressed:

Overarching Research Questions for the Thesis:

   1. What are 'good practices' for managing the integrity issues of harassing and abusive behaviours in sport?

   2. How do identified 'good practice' standards compare with the contemporary policies of selected sport governing bodies associated with the Olympic Movement?

The issues of harassing and abusive coaching behaviours in sport were selected because of their pertinence in regard to recent occurrences and importance in athlete protection, as well as the diversity in historical examination into each of these forms of abuse. The concern of sexual harassment and abuse is a well-researched area within academic research. Yet, emotional abuse is an underdeveloped area of research that is gaining traction in the academic realm and problematic in how it is practically addressed. As it has been illustrated through the physical and emotional consequences these two forms of harassment and abuse have on athletes, it is not enough to resort to managing situations at a later date, relying on reactive channels to remedy incidences or depending on other entities to rectify the problem. Sport governing bodies must embody the responsibilities they have assumed to their sport stakeholders and sport as a whole operating in a position of authority.

'Good practice' standards generated by the metanarrative analysis in regard to addressing sexual harassment and abuse and emotional abuse within sport are meant to guide sport governing bodies in the inclusion of specific policy elements and are explored through application of the organizational policy audit. This audit aims to take 'good practice' derived from the existing literature and utilise this to create a list of elements which should be addressed by administrating bodies. The audit assesses how well the selected organizations manage these standards, identifies areas of strength as well as areas for improvement. It should be noted that the effectiveness of implementing these policy elements is not within the scope of this study due to time and resource constraints but would serve as beneficial future research. The sports and affiliated sport organizations analysed within this research were selected because of their relationship with the Olympic Movement and their popularity within the summer Olympic sport and winter Olympic sport categories. Varied sports were included to investigate diversity that may be due to distinct sporting cultures.

The connection of the Olympic Movement to this research is that the IOC acts in a leadership role for the Olympic and broader sport movement. Both directly- and indirectly-related sport governing bodies look to the IOC and the Olympic Movement for governance. Although the IOC operates in a guidance position for sport governance, the success of this leadership is further contingent on its affiliated IFs, NOCs and NGBs to strongly address issues relating to integrity. This must be accomplished through effectively designed sport polices based on academic evidence and recommendations for 'good practice' standards.

Although this investigation focuses on organizational policies, it is crucial to remember why strongly constructed regulations are essential with its links to the everyday practice of sport for sport stakeholders at all levels and the implications less than strongly constructed policies can have on their welfare. Ultimately, protecting participants and the state of the sport they engage

in is the fundamental role for governing bodies. Therefore, tackling problems of harassing and abusive coaching conduct are crucial to sport organizations to uphold their own established morals and the morals promoted by the sport movement through codes of ethics and conduct, and to encourage ethical behaviour by organizations and associated personnel to build and maintain integrity in sport. It is an imperative responsibility held by organizations not only to themselves, but all those involved within sport.

The research methods employed within this investigation are a combination of an adapted metanarrative analysis (original work by Greenhalgh, Robert, Macfarlane, Bate, Kyriakidou & Peacock, 2005) and an organizational policy analysis through utilising a policy audit of selected transnational and national sport organizations. The metanarrative analysis, an extension of the systematic review and method based on Kuhn's notion of scientific revolutions (Kuhn, 1962), aims to configure best evidence from disparate data concluded by different types of researchers within varied disciplines to create an overarching metanarrative summary. By organising the evidence, the metanarrative analysis customarily intends to produce 'best practice'. The researcher has adapted this method for it to be applied to the area of sport policy, which has not been accomplished previously to this researcher's knowledge. All modifications made to the metanarrative analysis are detailed further in *Chapter 3* of this thesis.

1.3 Thesis Structure

Following this chapter, *Chapter 2* will provide a literature review on a number of topics to provide a foundation to the research. The chapter introduces the concepts of morality, ethics and integrity. The distinctions between these three notions are discussed as well as their interconnectivity. Organizational governance and integrity is explored in relation to the business literature and will then focus on sport governance and integrity. As sport often operates as business, particularly at the elite level, the corporate literature on the key issues of sexual harassment and abuse and emotional abuse will be discussed and followed by an overview of the sport-focused literature on these problems. The chapter concludes with a discussion on the Olympic Movement. As the International Olympic Committee (IOC) governs both the Olympic and sport movement with International Federations (IFs), National Olympic Committees (NOCs) and National Governing Bodies (NGBs) playing a significant role in upholding and promoting the ideals established, Olympic sports were utilised as the sample for data collection.

Chapter 3 introduces the methodology and research methods used within the thesis. Firstly, it reiterates the research questions proposed to guide the study and the ontological and epistemological positions for which the research is founded. An in-depth description of the metanarrative analysis is provided as well as modifications made by the author in order for the research method to be applied to the sport policy domain. Lastly, the chapter will introduce the organizational policy analysis method and policy audit used to examine selected sports and sport institutions based on the 'good practices' derived from the metanarrative analysis process.

Chapter 4 explores how the metanarrative analysis was employed to the research beginning with the first three phases; the *Planning, Search and Appraisal Phases*. The *Planning Phase* introduces the research team involved in the study and a broad overview of the reasoning for undertaking the project. The *Search Phase* is characterised through initial searching for the broad topic of coaching aggressions and violence within the coach-athlete relationship. However, the focus was limited to sexual harassment and abuse and emotional abuse. The explanation and reasoning for this decision is detailed within the chapter. The explicit search string strategies for each concern and the databases selected to input them are stated. Finally, the *Appraisal Phase* process is detailed with the preliminary inclusion/exclusion exercise based on relevance as well as the inclusion/exclusion practice relating to the critical appraisal of the located literature.

The *Mapping Phase* of the metanarrative analysis method is deliberated in *Chapter 5* where the limitations of the employed metanarrative analysis are identified. The chapter describes identified metanarratives and each research theme comprising them for the issues of sexual harassment and abuse and emotional abuse respectively. This includes the characterisation and main implications for each separate research theme.

The final two phases of the metanarrative analysis are explored in *Chapter 6*; the *Synthesis and Recommendations Phases*. This chapter summarises and synthesises the key dimensions from the research themes produced in the *Mapping Phase* and explains the relevant recommendations for policy and practice. These implications are utilised to formulate the policy criterions examined within the organizational policy analysis.

Chapter 7 details the organizational policy analysis and begins by deliberating the sports and countries selected for the organizational policy audit, the fundamental reasons for these decisions and explicitly identifies the associated sport organizations. Next, policy audit criteria, the scale by which the elements were judged, and the policy selection process were explained. This serves to further delineate the systematic search for policy documents and clarify the scoring for locating them within the search process and ease of access. Finally, the organizational policy audit findings are determined and discussed at length.

The final chapter, *Chapter 8*, in this thesis summarises the results of this investigation by examining how each research question has been fulfilled. A critical appraisal of the research methods distinguishes the limitations of the current study and ideas for further research are offered. The thesis finishes with a reflection on the research journey for the candidate and general conclusions discerned from the findings of the study with recommendations for prospective practice.

1.4 Conclusion

This chapter has provided the broad context of this research and the research questions guiding the study. Harassing and abusive coach behaviour jeopardises sport's values, beliefs and principles and sport governing bodies maintain a vital responsibility to safeguard participants. As will be explored in the following chapter, integrity in sport has a lack of clarity surrounding it and is often used to reference a restricted number of concerns relating to integrity. However, this is argued to be a limited view and other issues which are in direct contention with established principles and values of the Olympic and sport movements should be considered related integrity concerns. Sport is often promoted as a method to develop character, engage the population in a healthy lifestyle and elite athletes are often viewed as role models. Nevertheless, when problems occur, such conduct conflicts with these established principles and endangers the beneficial intention of sport at all levels.

A broad overview of the research methods employed for the study was described in this chapter, and the structure of this thesis was outlined. In subsequent chapters, the framework and theoretical basis for this investigation will be further explained followed by the application of the research methods and discussion of findings.

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

This chapter introduces and examines the topics which inform the thesis, including the broad concepts of morality, ethics and integrity, organizational governance and sexual harassment and abuse and emotional abuse. Discussion of the fundamental concepts of integrity, ethics and morality will provide the basis in which we will consider how such notions are applied within the broader literature on organizational governance and integrity. The subsequent section will then narrow focus to the sport environment by reviewing the existing literature on sport governance, the emerging conceptualisations of integrity in sport and illustrate present frameworks which guide the auditing of good governance and integrity. The chapter will conclude by establishing relevant literature on sexual harassment and abuse and emotional abuse both in the workplace and within the sport setting.

2.2 Morality, Ethics, and Integrity

The terms 'morality', 'ethics' and 'integrity' are often used interchangeably and can be utilised to refer to various aspects of human conduct also. However, recognising and comprehending the differences between these terms can be crucial to identify, resolve and avoid occurring ethical issues according to Ianinska & Garcia-Zamor (2006). The sections below define each term to differentiate between them and yet demonstrate the essential connectedness concerning these identified concepts.

2.2.1 Morality

The word 'moral' has roots in the Latin word 'mos' ('mores' in the plural form), originally meaning 'fervent striving', 'courage' (Ianinska & Garcia-Zamor, 2006) with the semantic changing progressively to mean 'conquering of one's environment by rules', 'custom' (Walther, 2004). The Merriam-Webster Dictionary (2018) defines 'moral' as "of or relating to principles of right and wrong…expressing or teaching a conception of right behavior…conforming to a standard of right behavior".

As demonstrated in various definitions, "[m]orals refer to the accepted customs of behavior in a society and to the individual's acceptance of and practice in relation to these customs" (Ianinska & Garcia-Zamor, 2006, p. 7) with accepted moral principles acting as a compass by providing direction and guiding individual's behaviour (Covey, 1998). Therefore,

morality is a linguistic concept which is socially constructed to specify and delineate accepted conventional principles or standards of right and wrong in a culture or society (Walther, 2004). Morality can be commonly utilised in a descriptive or normative sense and this distinction in its utilisation has a noteworthy impact for moral theory.

Using the descriptive definition of morality indicates a system of morals or a code of conduct is established by a society or group (such as a religion or political organization) or accepted by an individual as a guide for behaviour (Gert & Gert, 2002). The descriptive usage denotes that morality and moral principles are space and time-bound human devices allowing for more than one system of moralities and moral principles to exist concurrently including those which may conflict with one another (Walther, 2004). One viewing morality through the descriptive sense will in all likelihood reject the notion that there is a universal morality which applies to all humans and, instead, distinguish which codes acknowledged by a society or group are deemed as moral as a relational aspect of this perspective (Gert & Gert, 2002).

Morality in the normative definition identifies a universal guide to behaviour that all rational individuals would accept as regulating the behaviour of all moral agents (Gert & Gert, 2002). According to Kidder (1994), empirical studies have determined that people of varied cultures share comparable fundamental values which structure the basis of proper conduct such as respect, non-malevolence, benevolence, integrity, justice, utility, double effect, responsibility and caring, courage, wisdom, hospitality and peace. "Accepting an account of 'morality' in the normative sense commits one to regarding some behavior as immoral, perhaps even behavior that one is tempted to perform" (Gert & Gert, 2002). Furthermore, although people do not necessarily behave in accordance with such universal principles, many concur with the inherent importance they possess and wish to be governed by said principles because they ensure stability within a society (Covey, 1998).

2.2.2 Ethics

The previous section discussed morality, which can be considered a capacity of human understanding, while ethics is a capacity of human reasoning and consequently these terms are not synonymous nor are they interchangeable (Walther, 2004). Morality and ethics may be used mutually because of the semantics of the root words. The ancient Greek word 'etho' initially meant 'dwelling together' and 'to be used to something', while the meaning of 'etho' in Latin denoted 'custom' or 'moral' (Ianinska & Garcia-Zamor, 2006). Thus, this explanation may establish why these terms may be understood as synonymous.

Ethics is an approach to moral knowledge focused on ethical language, its uses and standards (Almond, 1999) and analyses moral principles and the motives which control our moral choices and decisions (Ianinska & Garcia-Zamor, 2006). "Ethics is primarily concerned with shedding light on the question of what should count as morally good behavior, of what is the good life, and providing the justification of rules and principles that may help to assure morally good decisions" (Ianinska & Garcia-Zamor, 2006, p. 8). There are two types of virtues central to ethics which include substantive moral virtues (such as honesty, fairness and beneficence as traits morally good in themselves) and adjunctive virtues (such as courage and one kind of contentiousness and are not morally good within themselves and may exist in unethical persons) (Audi & Murphy, 2006). Although adjunctive virtues are not innately morally good, they can be imperative for attaining general moral decency and can reinforce moral character (Audi & Murphy, 2006).

Ethical theories are commonly grouped into three categories; (1) metaethics, probing the foundation and significance of ethical principles and concepts and concentrates on the concerns of universal truths and responsibility reason has in ethical choices (Fieser, 2008), (2) normative ethics, examines moral principles which control good behaviour and determines the standard in which all actions are judged (Ianinska & Garcia-Zamor, 2006), and (3) applied ethics, emphasising the context and specifics of circumstances where ethical issues occur (Almond, 1999). Presently, individuals focusing on the history of ethics concur the three normative ethical theories of consequentialism, deontology and virtue ethics form the crux of ethical actions and moral decision-making (Ianinska & Garcia-Zamor, 2006). The subsequent section will describe each ethical theory in detail.

Normative Ethics

As previously cited, ethical normative theory generally encompasses three approaches: consequentialism, deontology, and virtue ethics. Each ethical theory will be discussed broadly with *Figure 2.1* illustrating how they relate to one another.

Consequentialist ethics are also known as teleological ethics deriving from the Greek word 'telos' meaning 'end' (Ianinska & Garcia-Zamor, 2006). "According to consequentialist ethics, the moral content of an action is determined by the real and expected consequences of that action. An action is morally good if its consequences are desirable and bad if they are not" (Kaptein & Wempe, 2011, p. 1). Therefore, the main focus of consequentialist ethical theories is on the outcomes that produce the greatest amount of good in which "the basic or ultimate criterion or standard of what is morally right, wrong, or obligatory is the nonmoral value being

brought into being" (Lumpkin, Stoll & Beller, 1994, p. 37). Any action could be considered morally correct or obligatory if it produces a greater balance of good than other potential alternatives (Lumpkin, Stoll & Beller, 1994). Further, different types of consequentialist ethics exist.

One type of consequentialist ethics includes utilitarianism, which is a primary theory. Within the utilitarian tradition, "happiness or well-being is considered intrinsically good and this is combined with the universalistic idea that any one person's happiness is as important as any other's" (Loland, 2002, p. 26). Dividing this subdivision further is the distinction between act-utilitarianism and rule-utilitarianism. Act-utilitarianism has the inclination of validating transgressions if it benefits the greater population thus making it acceptable to commit acts of harm to people if it for the good of the vast majority (Ianinska & Garcia-Zamor, 2006). In contrast, rule-utilitarianism was developed in order to tackle difficulties with act-utilitarianism by positing an action is morally correct if it corresponds to determined standards of acceptable conduct but accordingly has the potential to cause harm and infringe upon human rights if the implemented principles are fundamentally defective (Ianinska & Garcia-Zamor, 2006).

Yet, consequentialist theories are subject to both the practical problems of measurement and comparison as well as the fundamental problems of justice and rights (Kaptein & Wempe, 2011). Consequentialism can prove problematic in terms of quantifying the common good, comparing the level of 'good' for outcomes, comparing costs and benefits sustained across populations, and when considering people's entitlement to rights.

To briefly summarise consequentialist ethics then, the morally correct action is one which produces the best outcomes. This approach views actions themselves as neither inherently good nor bad but instead are dependent on the consequences yielded by the act.

Beyond consequentialist ethics lie non-consequentialist theories such as deontology. Deontology is a modern moral theory which analyses the actions of an individual, the situation encompassing these actions and how the actions may be assessed as moral or immoral (Parry, 2004). Deontological or 'duty-based' ethics asserts "there is an inherent rightness apart from all consequences" with "acts that are obligatory regardless of the human condition or misfortune" (Lumpkin, Stoll & Beller, 1994, p. 37). Thus, deontology advocates right actions, which are objective from utility maximisation and utility comparisons (Loland, 2002). An "action's correspondence with certain principles is primarily what determines whether it is morally right or wrong. Keeping a promise is important because it is a moral duty, and not because of the consequences" (Kaptein & Wempe, 2011, p. 10). Furthermore, Ianinska & Garcia-Zamor (2006) state duty ethics advises that individuals should be able to defend their choices with a sense of integrity and commitment irrespective of the consequences of such conduct. As such, most people

favour operating within surroundings and organizations which are exemplified by "deontologically unambiguous circumstances" due to the well-defined and explicit messages of what is morally right behaviour (Chandler, 2001).

Deontological ethics provides solutions to several problems which occur in consequentialist theories including utilitarianism such as rights, obligations and justice in which deontology focuses upon (Kaptein & Wempe, 2011). Ultimately, this form of ethics is converse to consequentialism explained previously. Deontology acknowledges that deeds can be intrinsically good or bad irrespective of the outcomes produced. Thus, this may include performing a 'good' action which generates more harm than benefit than if executing a 'bad' action.

The third category of normative ethical theory is virtue ethics. "In this approach, it is not the action or the consequences that are evaluated but the person in question. Instead of judging what people do, it looks to who people are. The object of analysis is the qualities of a person" (Kaptein & Wempe, 2011, p. 19). The distinguishing characteristic of virtue ethics from the aforementioned ethical theories is its concentration on virtue as its foundation within the theory (BBC, 2014).

Virtue ethics, also known as ethics of individuality, is a classic ethical theory which dominated thinking until the 19th century and is grounded in the notions of virtue, in Greek excellence, happiness and the soul (Ianinska & Garcia-Zamor, 2006). "Most virtue ethics theories take their inspiration from Aristotle who declared that a virtuous person is someone who has ideal character traits. These traits derive from natural internal tendencies, but need to be nurtured; however, once established, they will become stable" (Athanassoulis, n.d., p. 1). Therefore, a virtuous individual is a role model and an ideal of moral character retaining qualities others commended and approved of (Ianinska & Garcia-Zamor, 2006). Contemporary ethical theory defines virtues as learned morally good dispositions of a person's character that express our capacity to employ reason in our actions and perform in accordance to general moral principles (Josephson, 1998). Further, it promotes moral education and emphasises the significance of fostering good practices of character and exhibiting this in situations encountered in everyday life (Josephson, 1998). In summary, virtue ethics is not focused on the consequences or moral goodness of specific actions. Instead, a good person is determined by their ability to live virtuously as this reflects the totality of their character. Nevertheless, deciding which virtues one must adhere to can raise issues as diverse cultures, societies, etcetera, may adopt different virtue elements.

Although these three normative ethical theories frequently conflict, they are also closely interrelated with comprehension imperative for moral conduct, reasoning and decision-making (Ianinska & Garcia-Zamor, 2006).

"Utilitarianism forces us to make moral judgements based on relevant costs and benefits to society. But as rational human beings we must also act according to principles and rules that protect the rights, needs, and welfare of individuals. We should also strive to be role models and to exhibit moral qualities and virtuous character. Therefore, it is important to take into account different moral theories and moral standards when judging whether the consequences of an action are good or bad" (p. 12).

With this in mind, applied ethicists recommend a holistic approach of systematic examination into duty, utility, justice, rights and caring be established and utilised to encompass all aspects when confronted with formulating moral judgements on the outcomes of an action (Ianinska & Garcia-Zamor, 2006).

Figure 2.1 Three General Theories of Ethics

EFFORT	CONDUCT	IMPACT
Virtue Ethics	Deontological Ethics	Consequential Ethics

Source: Kaptein & Wempe, 2011, p. 1

2.2.3 Integrity

Integrity is connected to the concepts of morality and ethics and is a relevant theme for this research. The focus of the research is on two forms of harassment and abuse that transpire within

sport and which can have a negative impact on the integrity in sport. Thus, integrity is an essential related concept to define and comprehend. Integrity is discussed below and considers the concepts of morality and ethics and how these three terms are related.

"Integrity is like the weather: everybody talks about it, but nobody knows what to do about it. Integrity is that stuff that we always want more of…Hardly anybody stops to explain what we mean by it, or how we know it is a good thing, or why everybody needs to have the same amount of it. Indeed, the only trouble with integrity is that everybody who uses the word seems to mean something slightly different" (Carter, 1998, p. 22).

This quote is included to illustrate the general lack of clarity regarding the issue of 'integrity' despite common reference to and usage of the term.

Integrity is widely considered a moral virtue (Audi & Murphy, 2006). According to McFall (1987), "[i]ntegrity is a complex concept with alliances to conventional standards of morality – especially those of truth telling, honesty, and fairness – as well as to personal ideals that may conflict with such standards" (p. 5). The use of the concept of 'integrity' can be applied to both objects and individuals. In reference to an object, it denotes the wholeness, intactness or purity of that object (Cox, La Caze & Levine, 2017). When utilised as an expression of virtue for an individual, it indicates the quality of that individual's character (the most important philosophical implication associated with 'integrity') and may also be utilised to discuss an aspect of an individual's life such as the professional, intellectual or artistic facet (Cox, La Caze & Levine, 2017).

A key element to both personal and moral integrity is coherence (McFall, 1987). The first type of coherence is consistency meaning an individual is consistent within one's set of principles or commitments (McFall, 1987). Loyalty to one's moral values is fundamental to integrity, although not the only important element, but is insufficient on its own as corrupt values do exist (Audi & Murphy, 2006). Another type of coherence proposed by McFall (1987) is between principle and action, in which integrity necessitates one to adhere to their own principles, moral or otherwise, despite temptation, including the enticing notion for re-description. Audi & Murphy (2006) concur that integration between conduct and character of individuals and institutions is a good quality to possess and in moral considerations, integration has the benefit of commonly making one uniform in thinking and behaviour with verbal communication connecting the two. McFall states that "[w]eakness of the will is one contrary of integrity. Self-deception is another. A

16

person who admits to having succumbed to temptation has more integrity than the person who sells out, then fixes the books, but both suffer its loss" (p. 7).

Nevertheless, coherence between principle and action is compulsory but not adequate on its own. Thus, if a person acts in the right way (or what they perceive to be) for the wrong reasons, incoherence is demonstrated. In order to attain personal integrity, it requires "an agent (1) subscribe to some consistent set of principles or commitments and (2), in the face of temptation or challenge, (3) uphold these principles or commitments, (4) for what the agent takes to be the right reasons" (McFall, 1987, p. 9). An individual who has integrity accepts the consequences of adherence to their principles regardless of the outcome because if there is no prospect of loss, integrity cannot exist (McFall, 1987). For an individual to be categorised as having (or not) personal integrity, it is contingent on their thoughts of what they comprehend to be morally good and is thus exhibited in their judgements to establish consistency.

Moral integrity contributes a moral condition to personal integrity meaning that a person needs to observe a set of recognisable moral principles or commitments (McFall, 1987). Distinctions have been made between personal morality, a set of moral principles or commitments one follows but has no expectation of others following and does not need to be characterised by impartiality, and social morality, a set of moral principles one accepts and expects all to follow and is typified by impartiality (McFall, 1987). Moreover, Audi & Murphy (2006) highlight the need to understand and utilise the many facets of integrity, which designate 'integrity as' moral virtues (i.e. integrity as...honesty, sincerity, fairness, adherence to high moral standards, etc.). As the notion of integrity can be used in a generic and wide-reaching manner which can lead to a lack of clarity, providing context with 'integrity as' aids in its understanding by employing recognisable moral ideas (Audi & Murphy, 2006).

While the concepts of morality, ethics and integrity has been explained and differentiated in the preceding sections, it has also been demonstrated how they are important correlated aspects of a multifaceted whole which relates to good and bad human behaviour. To summarise and solidify the position this thesis takes on the understanding and application of these concepts, "[m]orals pertain to the principles of right conduct or to the distinction between right and wrong" (Ianinska & Garcia-Zamor, 2006, p. 13) (i.e. a moral individual behaves in accordance with broad moral principles of society), "[e]thics is concerned with rational inquiry about human conduct" (p. 14) (i.e. human behaviour is rational and intentional and therefore entails a choice) with integrity combining these ideas together. Furthermore, reflecting on why one believes an action is right or wrong differentiates an individual who acquires integrity from just an honest individual (Ianinska & Garcia-Zamor, 2006). According to Carter (1998), integrity has three elements: (1) identifying what is right and wrong, (2) acting on what one believes to be right and

wrong despite any personal cost and (3) overtly declaring actions based on this understanding of right and wrong. This collective of elements constituting integrity has been adopted within this current research.

The Olympic and sport movement aims to protect participants' welfare and establishes harm (whether it be physical, sexual, emotional, etc.) as conduct which is not tolerated and incoherent with expected standards associated with sport. However, these behaviours continue to be perpetrated (by individuals, sport organizations/cultures, etc.) and are in direct contradiction to the principles established and therefore lacking in coherency and, by association, integrity. Thus, policies addressing integrity issues such as sexual harassment and abuse and emotional abuse must be constructed based on evidence for 'good practice' recommendations in order to manage and eliminate these problems from sport and thus improve its integrity by association.

2.3 Organizational Governance and Integrity

2.3.1 Corporate Organizational Governance

Governance is "the process of decision-making and the process by which decisions are implemented (or not implemented)" (UN, 2009, p. 1) and can be applied to varied types of fields or organizations. The field of business is investigated within this and subsequent sections to link the multidisciplinary literature on governance and integrity with sport. Organizational sport policies as well as sport wholly are often structured and managed as business entities, particularly at the elite, Olympic level of sport, thus linking this outlying field together with the sport field. In speaking about the role of sport through business expressions, Eric Falt, UN Director of Communications (2004) states:

> *"It is an industry with unparalleled global reach and power. Globally, sport-related turn-over amounts to three per cent of world total economic activity. In the United Kingdom, for example, sport-related turn-over equals that of the automotive and food industries. Major events such as the soccer World Cup or Formula One Grand Prix are watched around the world. ... At the same time, the corporate practices of this worldwide industry can and do have widespread impact, socially and environmentally" (as cited by Dolles & Soderman, 2008).*

While many parallels exist, sport remains an area of business which is distinct. This difference is recognised by the European Union through the Treaty of Lisbon (European Commission, 2007), which acknowledges the 'specificity of sport'. Nonetheless, despite this distinction, many crucial principles crossover between the general business sector and the sport sector such as the need for good governance and integrity. This often includes acting in an ethical and fair manner for the internal stakeholders and the field while meeting both internal and external stakeholders' expectations and needs.

When considering corporate or organizational governance, it is a broad concept which has been defined in a multitude of ways. Based on Monks & Minow's (2001) definition of corporate governance, it is designated as the association between varied participants in establishing the direction and performance of organizations and identifies the primary participants as shareowners, management and the board of directors. Another description formulated by the Organisation for Economic Co-operation and Development (OECD, 2004) expands on this previous definition and states, "[c]orporate governance involves a set of relationships between a company's management, its board, its shareholders and other stakeholders. Corporate governance also provides the structure through which the objectives of the company are set, and the means of attaining those objectives and monitoring performance are determined. Good corporate governance should provide proper incentives for the board and management to pursue objectives that are in the interests of the company and its shareholders and should facilitate effective monitoring" (p. 11). Adding further detail, the expanded definition offered by the Institute of Internal Auditors (2018) defines governance in a broader manner and introduces the concepts of goal congruence, incentives, monitoring and control and which states, "[g]overnance processes deal with the procedures utilized by the representatives of the organization's stakeholders to provide oversight of risk and control processes administered by management. The monitoring of organizational risks and the assurance that controls adequately mitigate those risks both contribute directly to the achievement of organizational goals and the preservation of organizational value. Those performing governance activities are accountable to the organization's stakeholders for effective stewardship" (p. 27).

An effective governance system incorporates monitoring and recording occurrences within governing bodies' authorities, employs measures to ensure compliance with policies and procedures and enforces consequences if policies are incorrectly implemented or ignored completely (Sawyer & Bodey, 2008). According to Lam (2014), the fundamental component of governance is decision-making. *Figure 2.2* illustrates Lam's model of the decision-making process.

Figure 2.2 Decision-Making Process in Governance

Source: Lam, 2014, p. 21

The figure above reflects how organizational stakeholders express their interests, guide how decisions are made, select who decision-makers are and conclude activities to be performed which lead to the inputs provided to organizational decision-makers. Subsequently, the decision-makers must acknowledge given inputs and deliberate their influence in the decision-making process. The decision-makers are accountable to the stakeholders for outputs produced and the manner in which they are realised. However, the described process is an idealistic framework which often transpires differently in reality where organizational stakeholders' interests may not be considered, the process of electing decision-makers may be corrupted, or accountability to various stakeholders may not be fully acknowledged by the organization. Nevertheless, organizations must endeavour to observe the decision-making system as closely as can be achieved to ensure a fair and legitimate governance process.

At the end of the Cold War, the acceptability of inquiring into the quality of a country's political and economic governance structure dramatically increased within international debate with the urging for democracy and improved governmental actions (Woods, 1999; Weiss, 2000).

"[E]xpectations were heightened as to what international organizations might do to further this aim. Many multilateral agencies took up the summons – from the United Nations, to multilateral development banks – and are now a part of a chorus of voices urging governments across the world to heed higher standards of democratic representation, accountability and transparency" (Woods, 1999, p. 39). 'Good governance' principles both vary in name/title and elements which together comprise the concept. According to United Nations (2018):

> *"There is no single and exhaustive definition of 'good governance', nor is there a delimitation of its scope, that commands universal acceptance. The term is used with great flexibility; this an advantage, but also a source of some difficulty at the operational level. Depending on the context and the overriding objective sought, good governance has been said at various times to encompass: full respect of human rights, the rule of law, effective participation, multi-actor partnerships, political pluralism, transparent and accountable processes and institutions, an efficient and effective public sector, legitimacy, access to knowledge, information and education, political empowerment of people, equity, sustainability, and attitudes and values that foster responsibility, solidarity and tolerance…It has been said that good governance is the process whereby public institutions conduct public affairs, manage public resources and guarantee the realization of human rights in a manner essentially free of abuse and corruption, and with due regard for the rule of law."*

According to Aguilera & Cuervo-Cazurra (2009), there has been within the international corporate governance field whether adopting hard laws should be advocated or if soft regulation, such as good governance codes are adequate in enhancing corporate governance systems across countries and if they sufficiently address concerns of corporate accountability and disclosure. The 1990s saw the rapid development of good governance codes in many countries, partially inspired by the Cadbury Code (created in the UK in 1992) with international entities (i.e. World Bank, Organization for Economic Cooperation and Development (OECD)) aiding in the spread of such codes around the world, highlighting the necessity for institutions to improve generally and corporate governance in particular to help countries grow and develop (Aguilera & Cuervo-Cazurra, 2009). Transnational institutions have additionally developed codes to address the need for better corporate governance within multiple countries, which are important for two principle reasons: (1) "they signal the importance of corporate governance and help establish sets of best practices that address common corporate governance problems of firms around the world" and (2) "they serve, in some cases, as the basis for the creation of codes of good governance in

individual countries" (Aguilera & Cuervo-Cazurra, 2009, p. 378). Codes of good governance have thus been increasing in importance within the last decade and by mid-2008, sixty-four countries had disseminated 196 distinct codes of good governance with issuers of good governance codes ranging in diversity (i.e. stock markets or its regulators, investor associations, employer associations, professional associations, government) (Aguilera & Cuervo-Cazurra, 2009). Furthermore, the global financial crisis of 2007/2008 inspired continued debate on good governance practices stimulating the development of new codes or revision to existing ones (Cuomo, Mallin & Zattoni, 2016).

Corporate scandals have confirmed "the need to create internal codes of conduct and apply them to the members of Boards of Directors and top management in order to uphold the reputation, ethical behavior, and integrity of companies…Furthermore, it has become necessary to state the expected behavior of all other workers by adopting a code of ethics' (Rodriguez-Dominguez, Gallego-Alvarez & Garcia-Sanchez, 2009, p. 187). Implementing such codes may be a beneficial way to promote, encourage and guide responsible behaviour while simultaneously founding the corporate principles shaping the responsibilities towards employees, shareholders, customers, the natural environment and society broadly (Rodriguez-Dominguez, Gallego-Alvarez & Garcia-Sanchez, 2009).

As stated previously, included principles of good governance vary depending on the area of governance they are being applied to and/or the regulatory body. Nevertheless, O'Shea (2005) asserts codes of good governance possess a number of key universal principles for effective corporate governance which is shared by most countries including: (1) balance of executive and non-executive directors, (2) clear division of responsibilities between the chairperson and CEO, (3) need for timely and quality information provided to the board, (4) formal and transparent procedures for appointment of new directors, (5) balanced and understandable financial reporting, and (6) maintenance of a rigorous system of internal control.

One framework of good governance principles is provided by the Council of Europe. According to the Council of Europe (2018), there are twelve principles which comprise good governance and for which the European Label of Governance Excellence (ELoGE) is presented to local authorities based on their ability to achieve good governance based on the formulated standards of these principles. The principles include: (1) fair conduct of elections, representation and participation, (2) responsiveness, (3) efficiency and effectiveness, (4) openness and transparency, (5) rule of law, (6) ethical conduct, (7) competence and capacity, (8) innovation and openness to change, (9) sustainability and long-term orientation, (10) sound financial management, (11) human rights, cultural diversity and social cohesion, and (12) accountability.

Another set of good governance principles is set forth by the OECD (2015) within the document *G20/OECD Principles of Corporate Governance* which "are intended to help policymakers evaluate and improve the legal, regulatory, and institutional framework for corporate governance, with a view to support economic efficiency, sustainable growth and financial stability" (p. 9). This framework suggests six guiding principles: (1) ensuring the basis for an effective corporate governance framework, (2) the right and equitable treatment of shareholders and key ownership functions, (3) institutional investors, stock markets, and other intermediaries, (4) the role of stakeholders in corporate governance, (5) disclosure and transparency, and (6) the responsibilities of the board. The individual cases of good governance principles provided here illustrate the different types of principles that may make up such codes and but can vary depending on the context in which they are applied.

Good governance exhibits an effective culture and visibly demonstrates an organization's dedication to entrenching it within the organizational structure (Deloitte, 2014). A key element to corporate good governance is the practice of internal auditing. In their position paper, The *Institute of Internal Auditors* (IIA, 2018) states "[i]nternal audit provides assurance by assessing and reporting on the effectiveness of governance, risk management, and control processes designed to help the organization achieve strategic, operational, financial, and compliance objectives" (p. 1). Further, they state that "[i]nternal audit strengthens corporate governance through risk-based audits that provide assurance and insights on the processes and structures that drive the organization toward success. As risks grow and become more complex, internal audit's role is likely to expand in areas such as risk governance, culture and behavior, sustainability, and other nonfinancial reporting measures" (p. 3). A crucial challenge facing the practice of internal auditing includes overcoming areas of sensitivity (i.e. Board/Board Committee effectiveness) where it will be vital to acquire support from the Audit Committee and Board to guarantee senior management allow auditors the compulsory access (Deloitte, 2014).

It is important to acknowledge that policy barriers and enablers exist within policy implementation, however, achievement of 'perfect implementation' is likely to be unfeasible in practice (Hogwood & Gunn, 1997). Hogwood & Gunn (1997) argue ten preconditions which must be satisfied in order to attain perfect implementation of policy and the reasons this is unlikely to be successful in practice. These preconditions include (pp. 217):

1. The circumstances external to the implementing agency do not impose crippling constraints
2. That adequate time and sufficient resources are made available to the programme
3. That the required combination of resources is actually available
4. That the policy to be implemented is based upon a valid theory of cause and effect
5. That the relationship between cause and effect is direct and that there are few, if any, intervening links
6. That dependency relationships are minimal
7. That there is understanding of, and agreement on, objectives
8. That tasks are fully-specified in correct sequence
9. That there is perfect communication and coordination
10. That those in authority can demand and obtain perfect compliance

They argue that policy implementation must involve a "process of interaction between organizations" (p. 224) in which the members of those organizations could have varied values, perspectives, and priorities amongst themselves as well as differing from those advocating the policy. Therefore, they state that the process of interactions should occur prior to policy formulation. For the purposes of this research, sport organizations within the policy chain associated with the Olympic Movement must attempt to overcome these barriers in order for policies to be implemented more effectively.

Corporate Organizational Integrity

As discussed, codes of good governance and/or ethics are highly beneficial to guide organizations in realising their objectives and urging improvement whilst maintaining crucial legal and ethical standards. Ethics programmes may be implemented as a reaction to reported scandals or originate from a standardised employee ethic training programme thus deceptively reassuring an organization into believing they have protection from ethical failures (Kayes, Stirling & Nielsen, 2007). While improving compliance with ethical codes lays the groundwork for ethical change, the most effective efforts move past mere compliance to foster a culture of organizational integrity (Kayes, Striling & Nielsen, 2007). Integrity is a buzz word utilised in current ethical discussions that has various related meanings (Van Luijk, 2004) and is potentially the greatest quality an organization can possess (Maak, 2008). Further, the concept of integrity is complex as these diverse meanings do not always fit together smoothly (Van Luijk, 2004).

Unethical business practices that may arise within an organization are seldom isolated incidences but instead typically entails the implicit, if not overt, cooperation of others and exhibits the values, attitudes, beliefs, language and behavioural patterns characterising that establishment's operating culture making ethics as much of an organizational issue as a personal one (Paine, 1994). Integrity implies a state of wholeness in which one is 'of being of sound moral principle' (Maak, 2008) and in order to possess integrity, the steering values and norms are complete and consistent meaning "the values and principles, actual conduct, and the consequences that are strived for form a coherent whole. The words and deeds of a person of integrity are in conformance with each other... Integrity refers to the integrative judgment and control of character, conduct, and consequences" (Kaptein & Wempe, 2011, p. 35).

In a similar line of thought, Maak (2008) argues that integrity ascription necessitates certain requirements be met in order to achieve a state of wholeness. These elements, referred to as the '7 Cs of integrity', "requires integrative efforts to ensure alignment of intention and purpose (commitment), conduct, responsibilities (content), relationships both distant and close (context), words and deeds (consistency), principles and action as well as internal and external conditions (coherence), on an ongoing, lifelong basis (continuity)" (p. 360). Although one may continuously strive to achieve integrity, it is difficult because integrity is connected to everything one does (Maak, 2008). Maak (2008) argues these elements (which may focus traditionally on an individual) can be applied to the organizational setting through the '7 Cs of Corporate Integrity', which is illustrated in *Figure 2.3*.

Figure 2.3 The Seven Cs of Corporate Integrity

Integration

Commitment

Continuity

Conduct

Corporate
Integrity

Coherence

Content

Consistency

Context

Source: Maak, 2008, p. 362

In line with Maak's notion of corporate integrity, Paine (1994) argues that in order to support an atmosphere which promotes exemplary behaviour, an integrity-based approach to ethics management marries the concern for complying with the law while highlighting managerial accountability for ethical behaviour. "Though integrity strategies may vary in design and scope, all strive to define companies' guiding values, aspirations, and patterns of thought and conduct. When integrated into the day-to-day operations of an organization, such strategies can

help prevent damaging ethical lapses while tapping into powerful human impulses for moral thought and action. Then an ethical framework becomes no longer a burdensome constraint within which companies must operate, but the governing ethos of an organization" (Paine, 1994, p. 106). Organizational integrity is rooted in self-governance based on the guiding principles of the establishment to create an atmosphere that encourages ethically good behaviour and impart a sense of mutual accountability among employees (Paine, 1994).

Likewise, Kaptein & Wempe (2011) advocate for the use of the integrity approach to normative ethics for institutions, which "advocates the simultaneous and balanced use of the three ethical approaches" (p. 35). A lack of integrity may stem from a variety of issues including: when the values, norms and ideals one upholds are incomplete or inconsistent; the values, norms, and ideals are not consistent with actual conduct and actual effects that are strived for in conduct; and because one takes no account of the environment and the role one plays in it (Kaptein & Wempe, 2011). *Figure 2.4* demonstrates their constructed *Corporate Integrity Model*. The authors assert input, conduct and output are three approaches applicable to establishing the coherence of an organization's ethics.

"First, of all, good intentions have to be converted into good deeds, which have to have the desired results. The corporate qualities create a context in which principles can be honored. And it is in those relations where these principles can be discerned that the desired effects can be achieved. Qualities therefore need to relate positively to principles, which, in turn, need to be related to sustainable mutual and balanced advantage. On the other hand, this means we need to work in reverse by first outlining and judging the desired output and then relating this back to the desired conduct and input. By the same token, input is devoid of moral value unless it contributes to conduct and thus indirectly to the corporate output (Kaptein & Wempe, 2002, p. 259).

Figure 2.4 The Corporate Integrity Model

CONTEXT   CONDUCT   CONSEQUENCES

Source: Kaptein & Wempe, 2002, p. 258

Ultimately, building organizational integrity is about moving beyond the concern of compliance to establishing a coherent whole which informs the principles, language and conduct of establishments and those employed by them to inspire exemplary ethical behaviour. In summary, Maak (2008) concludes:

> *"[E]ven though a focus on integrity raises the bar even further it is arguably the only chance to overcome an increasingly fractured corporate self. Meeting multiple stakeholder expectations, balancing their own claims and realizing value for the many, and not just a few (managers and shareholders), requires an explicit sense of wholeness both in matters of relationships and in matters of content" (p. 365).*

2.3.2 Sport Governance

After examining the existing literature on corporate governance and integrity, the following sections will review the concepts of governance and integrity as they pertain to sport specifically. As previously discussed, the basic definition of governance is the manner in which an organization is directed, controlled and regulated. Governance is a crucial aspect of effective administration in a sporting organization (Yeh & Taylor, 2011). The term governance has

amassed numerous definitions with variations often depending fundamentally on the research agendas of the academics examining the topic or on the phenomenon being studied (Alm, 2013). "In the context of sport, it also encompasses the development and maintenance of practical and ethical self-regulation to achieve diverse objectives such as enforcing the rules of the game, implementing anti-doping policies and disciplining athletes" (Healey, 2012, p. 39). There is a complexity involved in the governance of sport illustrated by the number of different organizational types which comprise the sport sector, each with varied governance structures and legal frameworks (i.e. international sport federations, international event associations, national and state/provincial governing bodies, professional sport leagues and franchises, government-owned sport stadia) (Hoye, 2016). Furthermore, governance is influenced by the external environment, particularly legal and political environments, in which sporting organizations must progressively pay attention to both national and international laws (Beech, 2013).

The commercialisation of sport has meant that governing bodies must additionally manage external stakeholders causing situations to occur with conflict between behaving objectively and ethically for the greater good of the sport and its participants and meeting the requirements of the external stakeholders (Beech, 2013). Beyond commercialisation, the occurrence of well-publicised scandals has also put increased pressure on governing bodies. Forster (2006) applied the term global sport organizations (GSOs) to identify those bodies which are the "supreme organs of governance in sport whose authority is global" (p. 72) (i.e. FIFA, IOC, IAAF, WADA). He further asserts that GSOs typically have one of three main governance functions: (1) governance of a sport, (2) governance of a sporting event, or (3) governance of a specialist function (i.e. anti-doping regulation and enforcement or arbitration), with the most common function being GSOs which govern a sport. Further, there are a number of limitations of governance at both the micro- and macro-levels (i.e. lack of competitive balance, lack of accountability from those serving on boards, etc.) underscored by Hoye (2016) which "highlight that while standards of behaviour and codes of conduct may be in place to guide the behaviour of individuals in governance roles, supplemented by training and professional development activities, the reality is that the governance of sport organisations (and all other organisational types for that matter) will always be subject to the frailties of human nature and the motives of those who may deliberately seek to abuse their privileged position" (p. 334). While organizational policies and initiatives will endeavour to positively prescribe the conduct of affiliated individuals, it remains subject to individual intentions and can fail if they exploit their authority status.

International Non-Governmental Sports Organizations (INGSOs) are the uppermost of the vertical chain of commands (Croci & Forster, 2004) and whose decisions affect all structures

within the governing body's jurisdiction (Hums & MacLean, 2004) (including the IOC and IFs). Critics have called this hierarchic structure undemocratic due to those participating in the competitions being subject to the rules and regulations of transnational sport organizations often without the capacity to influence the policies to their benefit (Geeraert, Scheerder & Bruyninckx, 2013). Furthermore, Alm (2013) confirms INGSOs are traditionally autonomous in that they are subject to almost complete self-governance where public and international authorities have little impact on their functioning.

With the commercialisation of sport increasing rapidly since the mid-1980s, the self-governed hierarchical systems that have customarily pervaded the sporting context (Bruyninckx, 2012; Geeraert, Scheerder & Bruyninckx, 2013) are giving way to a more networked governance system (Croci & Forster, 2004; Holt, 2007) where governments and stakeholders are progressively intruding with the policy processes of sports organizations (Bruyninckx, 2012; Geeraert et al., 2013). The demand for 'good governance' is one that has only recently reached the sporting world and has permeated the sports division at a slower rate than other sectors due to the typically closed and hierarchic structure of sports administration (Alm, 2013). The concept of 'good governance' is utilised to drive INGSOs to achieve various objectives such as long-term economic stability (Bonollo de Zwart & Gilligan, 2009), the capability to navigate sport through an increasingly complex sporting world (Geeraert et al., 2013), and provide sociocultural value to the larger community (European Commission, 2007), which the occurrence of corruption can undermine (Schenk, 2011). The EU Expert Group for 'good governance' in sport provides the following definition:

> *The framework and culture within which a sports body sets policy, delivers its strategic objectives, engages with stakeholders, monitors performance, evaluates and manages risk and reports to its constituents on its activities and progress including the delivery of effective, sustainable and proportionate sports policy and regulation (European Union, 2013, p. 5).*

Good governance of sport organizations is key to their function and continuation and highly dependent on the accountability, transparency, efficiency and effectiveness of governing bodies.

Nevertheless, it is possible for any organization to seemingly encourage positive administrative standards while not taking proactive measures. While the IOC has composed a well-constructed document promoting good governance values and associated sport governing

bodies may subscribe to these (or other) standards of good governance procedures, these initiatives may be just as they are displayed here; words. The IOC itself has been involved in allegations connected to corruption, as have other related sport organizations, and hence may indicate administrations which do not always practice what they preach. Nevertheless, having strongly designed, proactive policies to address interests relating to integrity in sport and not only relying on distribution of sanctions or legal ramifications in response to occurring integrity problems or highlighted scandals is a crucial step in addressing integrity comprehensively and promoting awareness and importance of managing and eliminating each individual related concern.

Integrity in Sport

The concern of integrity has become a key issue in the sporting environment and appears to represent a fundamental standard sport participants and administration must unite around regarding a variety of competition governance issues (Gardiner, Parry & Robinson, 2017). "The umbrella term that has emerged, largely from the sports industry and financially interested parties, is 'sport integrity'. The meaning(s) of this phrase has not been subjected to great critical scrutiny despite its growing presence in sports governance literatures" (Cleret, McNamee & Page, 2015, p. 2). While a number of organizations, both specific to sport and external bodies, have taken steps in order to tackle the issue of integrity in sport, a deficiency in understanding and agreement remains in regard to its definition and scope of application and those who are responsible for it (Cleret, McNamee & Page, 2015).

A number of recent and recurring concerns have surfaced within sport (i.e. issues of financial corruption within sport organizations [Maennig, 2005; Jennings, 2011], systematic doping practices [Wilson & Derse, 2001; Houlihan, 2002], match manipulation [Chappelet, 2015; Serby, 2015]) which have brought sport governing bodies under public scrutiny. When such occurrences arise, they have been ascribed as issues of integrity in sport. Using the term 'integrity' within sport, is often in reference to these three 'traditional' problems which arise; match manipulation, doping and financial corruption. However, the concept of 'integrity' lacks clarity and understanding. A number of internal and external institutions to sport have attempted to address integrity, or at least aspects of it such as IFs, IOC, WADA, SportAccord, ICSS, Transparency International, Interpol and EU. Nevertheless, ambiguity surrounds the usage of integrity and the conceptualisation of the term. As a primary example, President Thomas Back of the IOC (leader of the Olympic and sport movement) refers to integrity in his Opening Ceremony speech of the 127th IOC Session and published within their Olympic Agenda 2020 document it states:

"The less people believe in the future the more they want to know about the future. This means for us that they want to know more about the sustainability of Olympic Games and all our actions; that they want to know better about our governance and finances; that they want to know how we are living up to our values and our social responsibility. This modern world demands more transparency, more participation, higher standards of integrity. This modern world takes less for granted, has no place for complacency, questions even those with the highest reputation. This world takes much less on faith" (IOC, 2014b, p. 3).

Additionally, the document later states that the Principles of Good Governance should be updated continually and accentuate the demand for transparency, integrity and combatting corruption of any kind. While this expresses the importance of integrity within the organization, it does not provide an explicit definition or conceptual analysis of the term. This ambiguity remains a theme throughout additional institutions where a deficiency of consideration and definitive meaning of integrity as it pertains to sport is apparent.

Further, academic literature discussing the specific concept of integrity in sport is both new and developing. Much of the literature has utilised 'integrity' when referring to the 'traditional' issues of match manipulation, doping and financial corruption. However, a number of academics have published papers in attempt to clarify what integrity means within the sport setting and define how it may be applied. For example, McNamee & Fleming (2007) provide a conceptual framework to assess ethical components in organizational culture and attempts "to capture the often-competing levels of operation within sports organizations from individual to social and political levels" (p. 435). This framework, seen in *Figure 2.5*, incorporates the range of ethical issues in the form of key values and utilises three interconnected dimensions to execute an ethics audit of a public sector sports organization. They argue that in order for an organization to exhibit integrity, the institution will endeavour to resolve each level and display the values specified in the framework in their policies and practices. Additionally, they advocate that all personnel associated with the organization must make the commitment to improvement in effort to develop a more ethically rigorous organizational culture.

Figure 2.5 Framework for the Ethics Audit of a Public Sector Sports Organization

Integrity

Respect	Equity	Responsibility
– Beneficence – Civility – Confidentiality – Honesty – Loyalty – Non-abuse – Non-discrimination – Non-exploitation – Non-harassment – Privacy	– Diversity – Fairness – Recognition – Tolerance – Transparency	– Accountability – Effectiveness – Efficiency – Trustworthiness
Individual	*Social*	*Political*

Source: McNamee & Fleming, 2007, p. 430

Archer (2016) conceptualises integrity as a virtue ascribed to sports rather than the sport participants or institutions. It adopts a coherence view meaning "sporting integrity is a matter of coherence in the inefficiencies that people accept in order to make sporting competition possible. A sport in which people face very different constraints is one that lacks integrity" (p. 128). The perspective asserts sporting integrity is the responsibility of both sporting competitors and institutions to support and sustain.

Gardiner, Parry & Robinson (2017) argues for "a core concept of 'integrity' in sport, focussed in taking responsibility for the representation of the 'self' and one's commitments, and a concern for reputation. It also requires effective critical dialogue and deliberation with the different narratives, which constitute the self (individual and organisational), and effective on-going dialogue around the different values focused in those narratives (hence pointing to more effective stakeholder dialogue which does simply focus on stakeholders needs but also responsibility for values and practice)" (p. 20). The article distinguishes between the narrow understanding of behavioural integrity and the broader value-based moral integrity, emphasising that the present discussion in sport focuses on a limited interpretation of behavioural integrity which does not make an effective association to governance.

As conceptualisation of the term or field of 'integrity in sport' was not the focus of this study, the research adopted accepted academic definitions of the philosophical notion of 'integrity' discussed earlier in this chapter. By viewing integrity as the coherence of principles and actions, the study was able to concentrate on the specific issues of sexual harassment and abuse and emotional abuse which are fundamentally related to the broad concept of integrity.

Auditing Good Governance and Integrity in Sport

Due to current issues occurring in sport which have been a main focus in media outlets and within sport organizations themselves, governing bodies of sport must attempt to "reduce the risk of other possible unethical behaviour, restore public trust, and maintain their autonomy, ISOs are expected to respect good governance principles such as transparency, integrity, control, accountability, or democracy" (Mrkonjic, 2016, p. 4). However, a broadly accepted good governance code or standard adopted by international sport bodies at all levels does not exist, which has led to the publication of approximately fifty sets of distinct good governance principles and indicators provided by intergovernmental organizations, sport organizations non-governmental organizations and academics (Mrkonjic, 2016). A number of sets for good governance principles and indicators in sport will be introduced below.

One configuration (of many) of good practices for governance is the IOC's "Basic Universal Principles of Good Governance of the Olympic and Sports Movement" with seven principles each broken down into 'elements to be considered' that propose specific actions which should be taken by governing bodies (IOC, 2008). The seven facets which constitute good governance by affiliated sport organizations include:

1. Vision, mission and strategy
2. Structures, regulations and democratic process
3. Highest level of competence, integrity and ethical standards
4. Accountability, transparency and control
5. Solidarity and development
6. Athletes' involvement, participation and care
7. Harmonious relations with governments while preserving autonomy

Another example of good governance principles offered by the Council of Europe (2005) is "Recommendation Rec(2005)8 of the Committee of Ministers to Member States on the Principles of Good Governance in Sport". It asserts good governance in sport is "a complex network of policy measures and private regulations used to promote integrity in the management of the core values of sport such as democratic, ethical, efficient and accountable sports activities; and that these measures apply equally to the public administration sector of sport and to the non-governmental sports sector". The document further:

> *"Recommends the governments of member states adopt effective policies and measures of good governance in sport, which include as a minimum requirement:*
>
> - *democratic structures for non-governmental sports organisations based on clear and regular electoral procedures open to the whole membership;*
>
> - *organisation and management of a professional standard, with an appropriate code of ethics and procedures for dealing with conflicts of interest;*
>
> - *accountability and transparency in decision-making and financial operations, including the open publication of yearly financial accounts duly audited;*
>
> - *fairness in dealing with membership, including gender equality and solidarity*

The "Basic Indicators for Better Governance in International Sport (BIBGIS)" recommended by Chappelet & Mrkonjic (2013) states the term 'good governance' is "too context sensitive to be applied universally across all sport organisations, locally, nationally or internationally. What is needed is a way to evaluate the governance of a given sport organisation so that it can improve over the years. In that sense, in line with Chappelet (2011), we call for "better" sport governance" (p. 4). Therefore, their paper offers a "pragmatic tool for assessing the state of governance" for international sport governing bodies. Utilising three sources of proposed good governance principles (i.e. Henry & Lee's (2004) seven principles; Council of Europe's Principles of Good Governance in Sport (2005); IOC's Basic Universal Principles of Good Governance of the Olympic and Sports Movement (2008)), Chappelet & Mrkonjic (2013) concentrate on seven general facets of governance identified in all sets of good governance. The seven dimensions include:

1. Organisational transparency

2. Reporting transparency

3. Stakeholders' representation

4. Democratic process

5. Control mechanisms

6. Sport integrity

7. Solidarity

Further, in his review of good governance principles and indicators, Mrkonjic (2016) analyses the groupings of principles mentioned above in addition to "Guidelines for Good Governance in Grassroots Sport" from the ISCA (2012), "Deliverable 2: Principles of Good Governance in Sport" from the EU Expert Group on Good Governance (European Commission, 2013), "Key Governance Principles and Basic Indicators" from ASOIF Governance Task Force (2016), "Declaration of Berlin" from the United Nations Organization for Education, Science and Culture (2013), "Sports Governance Observer" from Geeraert (2015), and "Declaration of Core Principles on Sport Integrity – Good Governance" from Sport Integrity Global Alliance (2016). The author reviewed the sets employing six criteria in a systematic manner and revealed several differences, particularly in terms of scope and degrees of operationalisation and aims to aid "sport organisations and public authorities to evaluate and understand a few external conditions that can lead to the successful implementation of a good governance framework" (p. 13).

The above discusses a number of sets for auditing good governance and integrity in sport wholly. Nevertheless, the aim of the current study does not focus on auditing integrity in sport as a comprehensive model, but rather on two specific issues which occur within sport and relate to the broad integrity concept. The concerns of sexual harassment and abuse and emotional abuse relate to the concept of integrity as the Olympic and sport movements purport to provide a positive sporting experience and protect sporting participants from harm. Yet, harassing and abusive behaviours continue as widespread practice. Coaches who are meant to adhere to codes and policies implemented by organizations are engaging in such behaviour, while those institutions, in some cases, are passively allowing this conduct to continue or actively covering up occurrences. The present study intended to investigate the existing literature on the issues of sexual harassment and abuse and emotional abuse committed by coaches towards athletes to determine 'good practice' standards and construct an organizational policy audit founded on these criterions. The audit evaluates contemporary policies implemented in sport governing bodies and assesses how well these specific recommended policy elements are established. By

improving the way these issues are tackled through policy, the anticipated outcome would be to contribute to the improvement of the state of integrity in sport.

2.4 Sexual Harassment and Abuse / Emotional Abuse

Harassing and abusive behaviours are unacceptable and unethical conduct which occur in various sectors of employment and throughout society. However, the unacceptability of such behaviours has not always been normalised and remain frequently reported to date thus igniting calls for cultural change, accountability and increased regulation. The issues of sexual harassment and abuse and emotional abuse are global concerns. Violent acts can be physical, sexual, psychological or involve deprivation or neglect (World Health Organization, 2002). "Violence has probably always been part of the human experience. Its impact can be seen, in various forms, in all parts of the world. Each year, more than a million people lose their lives, and many more suffer non-fatal injuries, as a result of self-inflicted, interpersonal or collective violence. Overall, violence is among the leading causes of death worldwide for people aged 15–44 years" (World Health Organization, 2002). As discussed in *Chapter 1* of this thesis, sexually and emotionally harassing and abusive conduct has further been demonstrated in the sport sector.

Demonstrating such behaviour is both morally and ethically unacceptable and thus challenges individual, organizational and societal integrity when it occurs. The following sections will highlight existing research on sexual harassment and abuse and emotional abuse within the workplace. The subsequent section to this will further concentrate on the literature pertaining to sport and provide a general context. *Chapter 5* of this thesis will focus heavily on discussing additional relevant identified literature.

2.4.1 Sexual Harassment and Abuse / Emotional Abuse in the Workplace

Sexual Harassment and Abuse

Sexual harassment and abuse and emotional abuse are key issues to address for the health and wellbeing of employees in the workplace. The best estimations of sexual violence derive from population-based surveys (World Health Organization, 2012). However, only a small proportion of occurrences are reported in these surveys and therefore underestimate the prevalence of the issue (World Health Organization, 2012). It is reported that "up to half of working women report experiencing sexual harassment at some point in their careers. These widespread unwanted

sexual behaviors take a heavy toll on those experiencing them… Surprisingly, given this widespread occurrence and serious consequences, formal reporting of workplace harassment is relatively rare" (Vijayasiri, 2008, p. 43). Reasons for not reporting sexual violence include lacking support systems, shame, fear or risk of reprisal, fear or risk of being blamed, fear or risk of not being believed, and fear or risk of being mistreated and/or socially excluded (World Health Organization, 2012). Sexual harassment and abuse is a global concern and widespread within the workplace. However, many experiences of sexual harassment or abuse are unreported and therefore prevalence rates may significantly underestimate the magnitude of the problem.

According to Latcheva (2017), "[s]exual harassment has been recognized as discrimination on the grounds of sex and as a breach of the principle of equal treatment between men and women, and its practical realization, in both the law and research" (p. 1822). Often the legal definition of sexual harassment incorporates two forms; quid pro quo and hostile work environment. Quid pro quo sexual harassment relates to pressure or threats made to engage in sexual activity directly related to work-related decisions based on compliance of the target (i.e. hiring, promotion, termination, salary increase) (Latcheva, 2017; Mainiero & Jones, 2013). Hostile work environment sexual harassment occurs when sex-related conduct unjustly impedes an individual's work performance or produces an intimidating, hostile or offensive working environment (Latcheva, 2017; Maineiro & Jones, 2013; O'Leary-Kelly, Bowes-Sperry, Bates & Lean, 2009). Within the European context, delineating harassment concerning sex as discrimination on the basis of sex is reasonably new (Latcheva, 2017) and has previously been depicted within European legal tradition as a 'Dignity Harm Approach' while conversely in North America, sexual harassment in the legal tradition can be characterised as adopting a 'Discrimination Approach' (Numhauser-Henning & Laulom, 2012).

While the above gives a broad outline of what sexual harassment may entail, the concept remains somewhat unclear and can cause a difference in perceptions of targets and hence reports of experiences. Uggen & Blackstone (2004) suggested there is no widely accepted social definition which could assist individuals who are targets of sexual harassment to clearly ascertain such behaviour. One's distinct perceptions of sexually harassing behaviour will establish whether one decides to pursue a claim or not (Barr, 1993) and therefore is strongly connected to the overall degree of underreporting and, ultimately, the prominence of sexual harassment within wider society (Latcheva, 2017). Additional factors may also compound the disparities in personal views of harassing behaviours. Corr & Jackson (2001) demonstrated that perceived severity of sexually oriented actions can be obfuscated by the likeability of the manager (i.e. if more well-liked, the less serious the situation is perceived) and status of the perpetrator (i.e. manager, subordinate, colleague). Furthermore, variations in individual perceptions can be profoundly influenced by

one's degree of cognizance and information obtained concerning their legal rights, existing laws, and policies in place (i.e. training; informational campaigns related to gender equality legislation and policies) (Latcheva, 2017). This is confirmed by Jackson & Newman (2004) indicating that educated women were more likely to report experiencing unwanted sexual attention in the workplace. The more an individual has been exposed to such information, the greater their awareness and sensitivity to identifying sexually harassing behaviour and vice versa.

Beyond individual understanding, gender cultures can influence differences in perception of sexual harassment. Relating to behaviour which may fall into the more severe behaviour category of quid pro quo harassment, men and women exhibited more agreement in their definition of sexual harassment according to Baugh (1997). Therefore, regarding behaviours which may be less severe and fall within the hostile environment category, differences in perceptions between the genders are further evident and indicate women in the workplace are not likely to be met with understanding or support from male co-workers for the forms of harassing behaviours they are most likely to encounter (Baugh, 1997). Possible sources for these gender differentiations include power gaps, self-serving bias and dissimilar perceptual sets. Moreover, a deficit of recognition of the differences in perception of harassing behaviour between genders in the work environment has the prospect for producing considerable misinterpretations amongst opposite-sex co-workers (Baugh, 1997). Research reporting percentages of women experiencing sexual harassment may vary greatly due to diverse measurements of sexual harassment as well as the use of different time frames (Fineran & Gruber, 2009).

According to an annual report in 2010 conducted by the Equal Employment Opportunity Commission, a US federal agency, companies paid out an average of $47.8 million in the previous twelve years in sexual harassment lawsuits with an additional recovery of $376 million on behalf of discrimination victims in 2009. "Aggression at work is first of all embedded in a situation with potential formal and informal power and status inequalities between the parties, and with formal superior-subordinate relationships" (Einarsen & Raknes, 1997, p. 248). The formal workplace environment can be a setting where people are especially susceptible when faced with aggression, interpersonal problems, coercion, threats and harassment (Einarsen & Raknes, 1997). Both men and women may be subjected to sexual harassment, however, many findings indicate that men are more likely to act in the harassing role than women (Latcheva, 2017). Ménard, Hall, Phung, Ghebrial & Martin (2003) assert that men are twice as likely to be sexually harassing and three times more likely to be sexually coercive than women. This is further confirmed by noteworthy gender differences found in the 5th European Working Conditions Survey (EWCS) concerning unwanted attention where women were twice as prone than men to have reported experienced unwanted sexual attention within the month before the interview and

nearly three times as prone to be exposed to sexual harassment as compared with men (Eurofound, 2012). A study conducted by Jackson & Newman (2004) in the US federal workplace states that it is more probable that female workers experience unwanted sexual attention more than men in this setting. Nevertheless, findings from this study illustrate that men who work principally with women are more likely to receive unwanted sexual attention, particularly when they have a female supervisor.

Reported responses to sexually harassing behaviours include decreased job satisfaction, decreased organizational commitment and increased levels of stress (Ragins & Scandura, 1995; Morrow, McElroy & Phillips, 1994). Female targets may additionally suffer tension, anger and anxiety with a smaller number suffering depression or guilt (Baugh, 1997). Further, female survivors of such behaviours may seek medical or psychological assistance more than male survivors (Baugh, 1997). A number of these reactions to experiences of sexual harassment are demonstrated in a study of adolescent employees by Fineran & Gruber (2009). They found 47% of the teenage workers faced gender harassment and 38% conveyed unwanted sexual attention thereby reporting greater work stress and lower satisfaction with their co-workers and supervisors and were likely to consider leaving their job. Additionally, a reasonable association was identified between workplace harassment and school performance where those teenagers sexually harassed within the work environment displayed considerably higher levels of school avoidance and academic withdrawal than other teenage employees who had not experienced these actions (Fineran & Gruber, 2009). A danger for girls who endure negative incidents early in their employment career, may be that they become socialised to expect this type of behaviour and are actions which are tolerated by others (Fineran & Gruber, 2009). This may ultimately affect the understanding of sexually harassing behaviours as women progress in age and their working life and thus skew reports of such occurrences.

Many survivors of sexual harassment and abuse do not report their experiences formally because they fear they will not be believed, or retaliation will occur (Bergman, Langhout, Palmieri, Cortina & Fitzgerald, 2002; Ragins & Scandura, 1995; Gutek & Koss, 1993) or that they will be blamed for the occurrence by having their definition of sexual harassment disregarded or identifying details within their own behaviour for why it happened (Baugh, 1997). The most frequently used strategies to cope with sexual harassment have not proved to be effective in combating harassment in the workplace (Del Carmen Herrera, Herrera & Expósito, 2018). Blaming the victim for sexual harassment transpires when differences in perception and power relationships are evident within the work setting (Baugh, 1997) as the power disparity, which traditionally favours men, permits men to legitimise and institutionalise male-based definitions of sexual harassment (Vaux, 1993). "Thus, a woman who attempts to make a claim of sexual

harassment is faced with the task of demonstrating to a male-biased, if not male-dominated, power structure the legitimacy of her complaint" (Baugh, 1997, p. 903). Furthermore, if a woman does take formal action to complain about sexually harassing behaviour, she may be viewed as the problem instead of the behaviour which prompts her report (Baugh, 1997). According to Del Carmen Herrera, Herrera & Expósito (2018), most of the female participants in their study "believed that women who confronted their harasser would be perceived by men as impertinent in comparison to women who did not" (p. 5). Harassing and abusive behaviours in the workplace are accompanied with significant costs to the victims of such behaviours and the organizations in which they occur (Vijayasiri, 2008).

It is additionally acknowledged that in today's technological world, sexual harassment does not necessarily have to occur within the immediate work setting but can occur utilising new technologies such as the Internet, social media and text messaging.

"The use of new social media technologies such as Facebook, LinkedIn, and Twitter, as well as Foursquare, internet blogs, and instant text messaging on iPhones, Droids, Blackberrys and other personal communication devices have created situations where some employees complain another employee may have created a hostile work environment for them outside the office which then impacts their behavior inside the office. In this new day and age of social networking, friending a coworker on Facebook or allowing the release of one's personal cell phone number as a result of a personal romantic relationship may be fine initially but may turn to harassment or stalking behavior once the relationship has ended. Even though such social media contacts take place outside the office, employees may feel uncomfortable returning to the office to continue working with a former paramour in a decision meeting on critical work information" (Mainiero & Jones, 2013, p. 368).

Employing the European Union Agency for Fundamental Rights survey, Latcheva (2017) asserts the findings within the EU illustrate sexual harassment against women encompasses an array of various perpetrators and incorporates the use of contemporary technologies, which predominantly affects younger women.

While Boyd (2010) concludes a ban on prohibiting organizational romantic relationships is antisocial and unfeasible, 77% of human resource professionals stated anxieties of sexual harassment accusations as a motive to dissuade workplace romances and 67% conveyed trepidations about reprisal post-relationship in a Society of Human Resource Management survey

(2006). A modern legal concept called a 'love contract' "specifies that the employer desires to avoid misunderstandings, actual or potential conflicts of interest, complaints of favouritism, possible claims of sexual harassment, and employee morale and dissention problems that can potentially result from romantic relationships... The goal of this model is to take the issue of workplace romance and frame it within a set of ethical reflections to enhance open communication dialog to reduce the probability of an adverse outcome leading to accusations of sexual harassment" (Mainiero & Jones, 2013, p. 377). Thus, a love contract can possibly provide a better comprehension of when, where and with whom relationships may be inappropriate with and why.

Research on sexual harassment in the EU shows many employees do not discuss experiences of sexual harassment and very few report the most serious of occurrences to the responsible authority. Therefore, with an obligation to safeguard employees, EU Member States, employers' organizations and trade unions, must take the initiative to disseminate knowledge and understanding of the concept of sexual harassment and support those who experience such acts to report their incidents (Latcheva, 2017). Employees should be exposed to continuous training, education and advice in handling issues of sexual harassment (Fineran & Gruber, 2009; Jackson & Newman, 2004). In regard to the use of modern technology to perpetrate sexual harassment, Latcheva (2017) concludes that "the scope of current policy responses to sexual harassment at both the level of the EU and the level of the Member States could be considered too narrow with respect to their focus on workplace and educational settings" (p. 1846). Discussing the specific issues of United Nations' (UN) staff members committing sexual exploitation, Lowcock & Swing (2018) state those in power should not be protected and guaranteeing survivors are provided support and justice must take precedence. This incorporates a zero-tolerance policy concerning sexual exploitation by personnel against those they are aiding, and harassment targeted at colleagues. The UN has implemented proactive policies such as standard measures for submitting and addressing complaints, required ongoing training for all employees, and making information regarding sexual harassment and abuse prevention accessible to all workers (Lowcock & Swing, 2018). As will be discussed later in this thesis as it relates specifically to transnational and international sporting organizations, Lowcock & Swing (2018) argue the UN (much like the Olympic and sport movements, IOC and affiliated IFs, NOCs and NGBs) must lead by example as they are international officials.

Emotional Abuse

Employee emotional abuse is not confined to a small number of organizations, but rather is a widespread phenomenon (Lutgen-Sandvik, 2003). Over 90% of adults will encounter emotional abuse in the workplace at one point or another during their working lives (Hornstein, 1996). Emotional abuse within the workplace environment is labelled in a number of ways which lacks clear and agreed upon terminology within research. Terms include bullying, mobbing workplace harassment (Pilch & Turska, 2015; Lutgen-Sandvik, 2003), workplace mistreatment, workplace aggression, verbal abuse, psychological abuse, and psychological violence (Lutgen-Sandvik, 2003). While these terms may at times be used synonymously, Lutgen-Sandvik (2003) states the terms mobbing and workplace bullying are similar and involve superior-subordinate abuse but additionally includes the event of co-workers combining against abuse targets. Occurrences of emotional abuse are multifaceted and are connected with victims' and perpetrators' qualities as well as with external circumstances such as characteristics of an organization and properties of the widely understood social environment (Pilch & Turska, 2015). Einarsen, Hoel, Zapf & Cooper (2003) define workplace bullying as:

> *"Bullying at work means harassing, offending, socially excluding someone or negatively affecting someone's work tasks. In order for the label bullying (or mobbing) to be applied to a particular activity, interaction or process it has to occur repeatedly and regularly (e.g. weekly) and over a period of time (e.g. about six months). Bullying is an escalating process in the course of which the person confronted ends up in an inferior position and becomes the target of systematic negative social acts. A conflict cannot be called bullying if the incident is an isolated event or if two parties of approximately equal 'strength' are in conflict" (p. 15).*

Furthermore, Keashly (2001) asserts that, from an observer's outlook, verbal and non-verbal behaviours would be defined as emotional abuse if they are repetitive or part of a pattern of behaviours, unwelcome and unsolicited by the target, breach a standard of appropriate conduct, result in harm or injury to the target, aim to harm the target, and occur in a relationship of unequal power. Therefore, "[e]mployee emotional abuse (EEA) is a repetitive, targeted, and destructive form of communication directed by more powerful members at work at those less powerful" (Lutgen-Sandvik, 2003, p. 472).

Emotional abuse has negative consequences for targeted individuals as well as the organization wholly (Hoel, Einarsen & Cooper, 2003; Vartia, 2001). Serantes & Suarez (2006)

report that since 1998, the International Labour Organization has demonstrated the harmful effects that are caused by psychological violence and abuse. The authors further state that within the third European Survey on Working Conditions, uncivil behaviour, lack of respect, verbal abuse, disparaging attitude or intimidation were found to transpire on a prevalence percentage of 9% versus 4% of physical violence. As stated previously, employee emotional abuse is detrimental to both the worker as well as the organization. In this sense, it transfers employee focus from work productivity to survival, causes staff turnover and burnout, increases sick leave, amplifies medical and workers' compensation claims due to occupational stress, outlay for the hiring of high-priced consultants, results in out of court settlements, legal fees and litigation, failure of communication and teamwork, and causes organizations to lose their credibility and good reputation (Lutgen-Sandvik, 2003).

Organizational factors which may influence the frequency of emotionally abusive behaviours include a tumultuous and erratic work environment, minimised work control, role conflicts and ambiguity, work changes, stress associated with work, performance demands, interpersonal conflicts, destructive management cycle, low moral standard, and organizational culture and climate (Matthiesen & Einarsen, 2010; Agervold, 2009; Harvey, Treadway, Thompson Heames & Duke, 2008; Bowling & Beehr, 2006). However, organizational culture is an especially crucial aspect with some cultures employing bullying and aggression as a means to stimulate workers to attain goals (Pilch & Turska, 2015). Aquino & Lamertz (2004) concur that aggressive conducts may be a cultural norm reinforced and perpetuated if it is believed that it motivates employees. Moreover, the authors argue that abusive behaviours are supported if the cultural norm tolerates ill-mannered and harmful actions.

Lutgen-Sandvik (2003) assert that organizations must assess workplace values and norms, discipline perpetrators of such actions, and cultivate a zero-tolerance approach to abusive administrative behaviour. In simply dismissing managers without addressing a modification of organizational culture, it will do little to counteract abusive supervisors from replacing them (BNA, 1990). The Communicative Generation and Regeneration of Employee Emotional Abuse model offered by Lutgen-Sandvik (2003) suggests the cycle of abuse does not cease when a targeted employee leaves the organization as the cycle continues with identifying a new target worker. It is therefore recommended that both managers and co-workers must acknowledge the victims' encounters as a legitimate illustration of organizational reality.

"[S]ubordinates observe and experience the workplace differently from management because of subordinates' different experiences and activities rooted in the division of labor

44

and organizational hierarchies. Because of their organizational, political, and economic dominance, as well as the power to provide or deny subordinates' livelihood, management's view and expression of "reality" mutes or obstructs the free expression of the subordinates' alternative experiences of the workplace. To safely participate in the work- place, subordinates must transform their own experiences into the acceptable language forms of management's system of expression, even when those forms do not accurately express subordinates' lived experiences. It is only when organizational members at all levels openly interrogate the dominant discourse that the cycle is interrupted" (Lutgen-Sandvik, 2003, p. 496).

2.4.2 Sexual Harassment and Abuse / Emotional Abuse in Sport

Sexual Harassment and Abuse

As the concerns of sexual harassment and abuse and emotional abuse will be evaluated in depth utilising the chosen method for the research in latter chapters, this section serves to introduce and briefly discuss the issues as they pertain to the sporting environment.

Both sexual harassment and abuse and emotional abuse are critically important issues to address within the sporting environment to protect the rights of all sport participants to take part in a safe and enjoyable setting. When considering sexual harassment and abuse in sport, central to many definitions of sexual harassment (Arcel, 1992; Willis, 1993; Brackenridge, 1996; Volkwein et al., 1997; Nielsen, 1998; Brackenridge, 2000; Fejgin & Hanegby, 2001; Fasting, Brackenridge & Sundgot-Borgen, 2003; Brackenridge et al., 2008; Van Niekerk & Rzygula, 2010) is the notion of "invasion without consent" (Brackenridge, 1997) and "unwanted sexual attention" (Fasting & Brackenridge, 2009). However, defining sexual harassment is not clear-cut and poses a hazy grey area in which the individual experiencing these actions determines whether or not they perceive and understand those actions as sexually harassing (Krauchek & Ranson, 1999; Sand et al., 2011). Further, definitions of both sexual harassment and sexual abuse may be culturally defined and rooted in the laws of countries (Fasting, Chroni & Knorre, 2014; Pépin-Gagné & Parent, 2016). Brackenridge (1997) argues sexual exploitation can be viewed as a continuum with sex discrimination at one end, sexual and gender harassment in the middle, and hazing and sexual abuse at the opposite end with overlap in between. Furthermore, fundamental to numerous definitions of sexual abuse is the idea that it occurs when the survivor is "tricked, forced or coerced" (Fasting & Sand, 2015) or "groomed" (Brackenridge, 1997) into sexual activity (Brackenridge, 1996; Fejgin & Hanegby, 2001; Fasting, Brackenridge & Sundgot-Borgen, 2003; Hartill, 2009; Van Niekerk & Rzygula, 2010; Parent, 2011; Johansson & Larsson, 2017).

Additionally, athletes may not be aware of behaviours which constitute sexual harassment or abuse, therefore making measurement of such occurrences difficult.

Touch in coaching is a highly debated topic within the existing literature. Piper, Taylor & Garratt (2012) suggest 'hands-off coaching' and the culture of mistrust associated with it will have negative implications for the recruitment and effectiveness of coaches, development of healthy relationships between adults and children through participation in sport and have a high possibility of destructive effects for achievement at both the elite sport performance level and sport participation. Moreover, the findings presented in Lang (2015) indicate that coaches within the study merged the concepts of positive touch with negative touch and consequently restricted all forms of adult-child touch as a way of controlling the risk of false accusations. If this was not possible, they limited their touch to less 'risky' areas of the body, which is a process that was typically described by the participants in the study as negative because of the impact it had on the coaches' effectiveness in fostering positive coach-athlete relationships. Pépin-Gagné & Parent (2016) propose that it may be essential to distinguish the parameters for ethical conduct within the coach-athlete relationship in order to identify appropriate and inappropriate behaviours in terms of touch and other behaviours (i.e. intimate relationships, verbal behaviours, etc.). This could serve to protect athletes from abuse, clarify acceptable touch practices and behaviours for coaches as well as demarcate well-defined boundaries in the relationship for both coaches and athletes.

Many studies have identified the lack of witness and organizational acknowledgement or action and formal procedures in place regarding sexually harassing and/or abusive behaviours by coaches towards athletes (Brackenridge, 1997; Volkwein et al., 1997; Krauchek & Ranson, 1999; Dzikus, 2012; Fasting & Sand, 2015). In terms of organizational factors, "it is not only power differences that facilitate sexually harassing behaviour, but also the permissiveness of the organisational climate, the gendered occupation and organisational ethics, and the norms and policies that increase the likelihood of sexual harassment to occur" (Fasting & Sand, 2015, p. 584). Dzikus (2012) identifies that passive behaviours or non-intervention, denial, and/or silence by people in positions of influence in sport, amplifies the psychological damage of sexual harassment and abuse by creating the perception for targets that the behaviours are both legally and socially appropriate and/or that those in sport are incapable of protesting such practices. Governing bodies' lack of action can serve to create an environment of athlete silence, thereby inadvertently perpetuating the perpetration of sexual harassment and abuse, and lead to the potential drop out of athletes altogether.

The normalisation of such behaviours as 'something that happens' in sport or behaviours that need to be tolerated as a requisite for participation must be purged from this realm

(Krauchek & Ranson, 1999; Rodriguez & Gill, 2011). It is essential for athletes and coaches to receive education on behaviours which may constitute sexual harassment and/or abuse as well as on the holistic, athlete-centred approach to the coaching philosophy. Volkwein et al. (1997) recognises that many athletic institutions do not offer educational programmes which instruct athletes or coaches on what comprises sexual harassment and abuse and advocate for institutions to execute such programmes "to prevent conflict and misunderstandings between coaches and athletes. Interventions will not only help athletes to clarify potentially ambiguous behaviours but will also assist coaches by establishing clear boundaries for appropriate interactions" (p. 292) and is echoed by subsequent articles (Sand et al., 2011; Fasting, Chroni & Knorre, 2014). Further, education should be implemented alongside strong, proactive policy directives aimed to reduce and eliminate sexually harassing and abusive practices from the sport setting.

Furthermore, the focus of much of the research to date has been on the female survivor – male perpetrator paradigm of sexual harassment and abuse with definitive lack of concentration on males as survivors, females as perpetrators and/or same gender harassment/abuse (Hartill, 2005; Hartill, 2009). It also focuses on coach-athlete sexual relationships in a negative light in terms of sexual harassment and abuse versus legal, consenting and mutually-desired coach-athlete sexual relationships (Johansson, 2013; Johansson, Kentta & Andersen, 2016; Johansson & Larsson, 2017). However, this appears to be changing in more recent literature as research aims to analyse and understand these different survivor – perpetrator paradigms (Dzikus, 2012).

Emotional Abuse

A key definition of emotional abuse provided by Stirling & Kerr (2008a) states emotional abuse is "[a] pattern of deliberate non-contact behaviours by a person within a critical relationship role that has the potential to be harmful" (p. 178) and further stipulates these acts include physical and verbal behaviours and acts of denying attention and support and "have the potential to be spurning, terrorizing, isolating, exploiting/corrupting, or deny emotional responsiveness, and may be harmful to an individual's affective, behavioural, cognitive or physical well-being" (p. 178). This definition is adopted by many subsequent studies (Kerr & Stirling, 2012; Stirling, 2013; Kerr & Stirling, 2015; Gervis, Rhind & Luzar, 2016; Smits, Jacobs & Knoppers, 2017). This description makes effort to include the condition of abuse with measures for classifying emotionally abusive behaviour and originates from experiences of emotional abuse within the athletic setting. While other definitions have been utilised in other studies with slight variances, many definitions agree that emotional abuse is perpetrated by someone in a caregiver or critical relationship role, is a repeated pattern of behaviour, and damages the individual's emotional

wellbeing. Being exposed to this conduct from a coach, whether directly targeted or observed, can negatively impact the athlete. Omli & LaVoi (2009) supported the concept of background anger defined as "the presence of verbal, nonverbal, or physical conflict between two or more individuals (typically adults) that children observe as bystanders" (Raakman, Dorsch & Rhind, 2010, p. 504). This means emotional abuse can be experienced by those directly receiving the emotional abuse as well as indirectly by observing such actions.

Emotional abuse often transpires within elite sport because of the need for positive sporting performances and outcomes, but such behaviours may be displayed at all levels of sport, including recreational sport in attempt to imitate the culture and goals of upper-level sport (Stafford, Alexander & Fry, 2015). Existing research demonstrates emotional abuse often develops out of particular accepted coaching methodologies such as a 'win-at-all-costs' approach (Gervis & Dunn, 2004). This mentality prioritises sporting achievements over an emphasis on health and development of athletes, which perpetuates the need to utilise emotionally abusive practices to obtain the desired outcome. Studies have stressed the necessity to confront emotionally abusive coaching methods and the enduring belief they are imperative to produce optimal athletic performance results through advocating for an athlete-centred approach (Stirling & Kerr, 2008b; Stirling & Kerr, 2014). Therefore, there is a widespread call for a holistic, athlete-centred approach to coaching (Gervis & Dunn, 2004; Stirling & Kerr, 2008a; Stafford, Alexander & Fry, 2015; Kavanagh, Brown & Jones, 2017). In achieving this aim, Stirling & Kerr (2014) argue the importance of reducing the authority of the coach and empowering the athlete.

2.5 The Olympic Movement

The Olympic Movement incorporates organizations, athletes and others who subscribe and agree to comply with the Olympic Charter (IOC, 2017) and the values promoted through Olympism including excellence, respect and friendship (IOC, 2014a).

> *The Olympic Movement is the concerted, organised, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism. It covers the five continents. It reaches its peak with the bringing together of the world's athletes at the great sports festival, the Olympic Games (p. 11).*

The Olympic Movement is developed, supported and protected by each of the explored organizational levels within this thesis with each contributing uniquely to the process. The distinct role of each organizational grouping, according to Judge (2008), will presently be explained. Firstly, the IOC promotes Olympism in line with the Olympic Charter and controls the organization and operation of activities associated with the Olympic Movement. Secondly, IFs govern sport on a worldwide basis, encourage and develop their individual sport(s) as well as the athletes who participate at all levels. During the period of the Olympic Games, IFs are responsible for all practical and technical features of their respective sporting events. Thirdly, NOCs encompass many purposes, which include fostering sport at all levels, constructing educational programmes, training administrators, developing and safeguarding the Olympic Movement and choosing national athlete representatives for the Olympic Games. Further, they are accountable for ensuring all national sport programmes' conformity with the principles established in the Olympic Charter. Finally, NGBs oversee specific sports within their particular country through regulation of qualifying standards, national policies and eligibility constraints as well as preparing, developing and selecting Olympic teams within their sport.

Olympism has been criticised as a "manipulative ideology whose driving force is a search for power, prestige, and profit" particularly displayed when athletes appear to be motivated by self-importance, monetary gain, or in the pure pursuit of victory (Arnold, 1996, p. 93). Furthermore, Chatziefstathiou (2011) argues that Olympism presents itself in a contradictory manner; in one sense, it claims the Olympic Games to be an international event above national boundaries and interests but, in tandem, provides a prevailing platform for the host country to display their own nationalism and culture. Nevertheless, Arnold (1996) argues that when likened to religion, a faith should not be denounced by the few sinners it includes and therefore the ideals of Olympism should not be misconstrued for unintentional or disparaging by-products yielded. Ultimately, the values and principles disseminated through the Olympic Movement and the concept of Olympism are idealistic in nature. When sport is viewed as a valued human practice and a means of education, it:

"…is concerned with the promotion of its own internal goals because they in themselves are worthwhile. It should not instead be transformed into a means to serve other ends, be they political, economic, social, or ideological, no matter how desirable these ends may seem. If, therefore, the missionary concerns of Olympism are to be served by sport, it is best that sport be left to pursue its own purposes and bestow its own benefits. It is by being true to itself that sport is most likely, if indirectly, to serve the goals of Olympism, be it to do with mutual respect or international goodwill and understanding" (Arnold, 1996, p. 100).

The connection of the Olympic Movement and Olympism with this research is that the IOC, as the leaders of both efforts, also acts in a guidance role for the sport movement broadly. Affiliated Olympic sport governing bodies look to the IOC and the Olympic Movement for support and governance within their own institutions. Likewise, sport organizations not directly affiliated with the IOC and Olympic Movement will nevertheless look to this dominant organization, connected governing bodies and the Olympic Movement/Olympism for fundamental moral and ethical assistance to direct the sport movement generally. Ultimately, while the IOC is the central directing force in the Olympic Movement working in tandem with NGBs, NOCs, and IFs to address problems which occur within sport, the responsibility is further bestowed on each individual associated with sport organizations. Those individuals, both directly and indirectly partaking, must maintain, endorse and demonstrate established values and norms. When individual and organizational actions ethically correspond with the moral norms instituted, integrity is achieved as coherence exists between principles (morality) and conduct (ethics).

2.6 Conclusion

Considering the above discussion, morals are norms decided by a collective and ethics are the decisions made by individuals. Integrity is the coherence between established principles and the actions of persons. Good governance monitoring in order to achieve integrity is employed within the broader business world as well as within the sporting context. Shared morals put forward by the Olympic and sporting movement, in particular the IOC who acts as the leader of the Olympic and sport movement in which all other sporting organizations look to for guidance, promotes building personal character, safeguarding of human dignity, elimination of discrimination, and competition in the nature of fair play, friendship and solidarity. Decisions of behaviour are made by individuals and directed by governing bodies through ordinances (i.e. policies and codes of ethics) in accordance with these collective morals decided within sport. Those individuals partaking in associated sport organizations agree to act in the corresponding ethical manner. The minimal obligation of sport organizations is to provide a safe and healthy environment for all participants which extends to every person associated with these governing bodies. Therefore, it is the responsibility of these institutions to both proactively and effectively address and prevent all forms of harassment and abuse within the sporting context and, specifically, the concerns of sexual harassment and abuse and emotional abuse to aid in improving integrity within sport.

CHAPTER 3. METHODOLOGY AND RESEARCH METHODS

3.1 Introduction

The literature on sexual harassment and abuse and emotional abuse is heterogeneous in nature and consequently suitable for conducting a metanarrative analysis. The analysis encompasses a variety of disciplines, focuses on diverse sets of activities, and explores varied investigative methods to concerns.

This chapter reiterates the research questions that directed the research and proposes a specific question to guide the metanarrative process. The ontological and epistemological assumptions are subsequently explained and considered. The research methods are discussed including the foundations of the analysis with description of a systematic review and its role in the process. This will follow with review of the metanarrative analysis and modifications made to adapt procedures for the sport policy field. Finally, the chapter will deliberate the utilisation of an organizational policy analysis of 'good practices' derived from the metanarrative analysis by conducting a policy audit of chosen transnational and national sport governing bodies.

3.2 Research Questions and Selection of Issues

As stated in *Chapter 1*, the study is guided by two research questions:

1. What are 'good practices' for managing the integrity issues of harassing and abusive behaviours in sport?

2. How do identified 'good practice' standards compare with the contemporary policies of selected sport governing bodies associated with the Olympic Movement?

"Saturation is defined as 'data adequacy' and operationalised as collecting data until no new information is obtained" (Morse, 1995, p. 147). Once the preliminary mapping of the field reached saturation levels (i.e. no new issues of coaching aggressions and violence were being uncovered by the literature search techniques employed), the researcher chose two specific issues to focus the metanarrative analysis upon based on five guiding principles:

1. *Current and/or trending issues*
2. *Level of opportunity or threat*
3. *Policy relevance*
4. *Gaps in practice*
5. *Pragmatic considerations (in particular avoiding overlap with research in overlapping areas in which research was being conducted within COS&R; i.e. anti-doping education, Olympic values and Olympic education)*

Founded on these principles, the concerns of sexual harassment and abuse and emotional abuse were selected as concerns to explore. The current researcher decided to focus on issues which are not 'traditionally' considered integrity topics within sport (typically incorporating doping, match manipulation and financial corruption).

Issues of coaching aggressions and violence are topical and significant to athlete safety and wellbeing. Furthermore, coaching aggressions and violence issues have been studied by numerous academic disciplines with diverse perspectives and thus is a 'well-tread' area for exploration. Nonetheless, although coaching aggressions and violence has a substantial amount of research associated with the topic, transgressions continue to arise within sport. Because of the large pool of evidence associated with coaching aggressions and violence, this study reduced emphasis to focus on two specific problems. The study concentrates on sexual harassment and abuse and emotional abuse specifically committed by coaches towards athletes.

The research aimed to provide insight into the coaching aggressions and violence field through a metanarrative analysis by methodically searching existing literature and evaluating identified research. Through selection of sexual harassment and abuse and emotional abuse within sport for the study, the researcher intended to offer an understanding of the following: 1) how the literature recommends these problems are managed through 'good practice' standards by evaluating various research themes studying these issues, 2) auditing specific contemporary policies focusing on these concerns within the sport context to scrutinise how adequately 'good practice' recommendations are addressed, and 3) to appraise and deliberate how current policy may be informed by these 'good practices' to strongly tackle these problems.

3.3 Ontological and Epistemological Assumptions

Within differing approaches to research exist diverse ontological and epistemological paradigms each incorporating particular assumptions about the nature of reality and knowledge and are fundamentally reflected in the methodology and methods chosen by the researcher (Scotland, 2012). "A paradigm may be viewed as a set of basic beliefs (or metaphysics) that deals with ultimates or first principles. It represents a worldview that defines, for its holder, the nature of the 'world', the individual's place in it, and the range of possible relationships to that world and its parts" (Guba & Lincoln, 1994, p. 107). Beliefs of the paradigms are basic in that they are accepted on faith with no way to establish their truthfulness (Guba & Lincoln, 1994).

Ontological assumptions aim to provide "reasoned, deductive accounts of the fundamental" existence of things (Given, 2008, p. 577). Simply stated, ontology is concerned with how we know the actuality of what things are. In orientation to the social sciences, "ontology refers to the claims or assumptions that a particular approach to social enquiry makes about the nature of social reality – claims about what exists, what it looks like, what units make it up and how these units interact with each other" (Blaikie, 1993, p. 6). Establishing ontology is fundamental to the commencement of empirical scientific research in order to theorise contemplative questions that push the boundaries of research which cannot be determined simply by superficial exteriors (Given, 2008). Ontology provides an outline of understanding for the knowledge one possesses and gains.

Ontology exists alongside epistemology and together inform theoretical perspective, "for each theoretical perspective embodies a certain way of understanding *what is* (ontology) as well as a certain way of understanding *what it means to know* (epistemology)" (Crotty, 2003, p. 10). Epistemology addresses the philosophical foundations for determining types of conceivable knowledge and how their adequacy and legitimacy can be confirmed (Maynard, 1994, p. 10) and "focuses on questions such as how can we know about reality and what is the basis of our knowledge" (Ormston, Spencer, Barnard & Snape, 2014, p. 6). Once again in orientation to the social sciences, "epistemology refers to the claims or assumptions made about the ways in which it is possible to gain knowledge of this reality, whatever it is understood to be; claims about how what exists may be known. An epistemology is a theory of knowledge; it presents a view and a justification for what can be regarded as knowledge – what can be known, and what criteria such knowledge must satisfy in order to be called knowledge rather than beliefs (Blaikie, 1993, p. 6). Ontological and epistemological postulations form the basis for which the researcher has adopted the critical realism methodology, which will be discussed in the subsequent section.

3.3.1 Critical Realism

Critical realism (CR) occupies a position between the ontological concepts of realism and constructivism and the epistemological concepts of objectivism and subjectivism, in which reality and social structures are viewed as both socially constructed and existing independently of our recognition of them. The intention of the CR theory "is to explain observable phenomena with reference to underlying structures and mechanisms" (Blaikie, 1993, p. 98). CR distinguishes between explanation and prediction and states that explanation is the primary objective of science (Keat & Urry, 1975). It is not enough to explain phenomena as established regularities, but is necessary to discover the "connections between phenomena, by acquiring knowledge of the underlying structures and mechanisms at work. Often, this will mean postulating the existence of types of unobservable entities and processes that are unfamiliar to us: but it is only by doing this that we get beyond the 'mere appearances' of things, to their natures and essences. Thus, for the realist, a scientific theory is a description of structures and mechanisms which causally generate the observable phenomena, a description which enables us to explain them" (Keat & Urry, 1975, p. 98). *Figure 3.1* illustrates the how CR sits within the general philosophical framework.

Figure 3.1 Philosophical Position of Critical Realism

The current research adopts the CR perspective. Three kinds of depth exist within transcendental realism: intransitivity, transfactuality, and stratification.

The element of intransitivity states that science is a social product, yet, the mechanisms it ascertains function prior to and autonomously of their identification (existential intransitivity) (Archer, Bhaskar, Collier, Lawson & Norrie, 2013). Being incorporates knowledge, experience and any other human quality or product, but is irreducible to these solely and thus the domain of the real is separate from and larger than the empirical domain (Archer et al., 2013). Transfactuality states that the laws of nature function individually of the systems in which they occur with the domain of the real existing as distinct from and greater than the domain of the actual and the empirical (Archer et al., 2013). Finally, stratification is found in nature and science within *a)* a single science and subject and *b)* between a series of subjects (Archer et al., 2013). The core idea of CR, according to Morton (2006), is explained in the following excerpt and the three domains of reality considered are illustrated in *Figure 3.2*:

> *Natural and social reality should be understood as an open stratified system of objects with causal powers. In the first strata is the domain of experiences or the empirical. The second is the wider domain of actually occurring events and 'non-events' or the domain in which causation is actualised but not necessarily experienced or resulting in events. Finally encompassing both these domains is the domain of the real, which contains the objects, which are the source of causation in the world and hence the cause of events. On this understanding an object is real if it has causal power capable of producing effects (p. 2).*

Figure 3.2 The Three Domains of Critical Realism

Source: (Willcocks & Mingers, 2004)

By utilising the CR perspective, the concerns selected for exploration in this thesis are real, but the investigation is likewise interested in how the 'real' issues are constructed. In the specific circumstance of this investigation, the study considers various research approaches to identifying and understanding the underlying mechanisms through various empirical experiences that initiate the chosen issues (the real) of sexual harassment and abuse and emotional abuse (the actual) and are realised by the policy implemented by sport organizations in reaction to participant experiences (the empirical) in attempt to manage causal structures. Further, this research aims to determine 'good practice' principles from current literature addressing these issues with different approaches and evaluates the strength of policies enacted to manage/eliminate such practices by conducting the organizational policy audit.

3.4 Methods and Data Analysis

The current research undertakes a metanarrative analysis and policy audit as its methods for data collection and data analysis. This research was undertaken by the current researcher as a studentship and the utilisation of a metanarrative analysis for completing the study was written directly into the description. Nonetheless, a metanarrative analysis was selected due to its systematic and replicable nature of searching the existing literature. Further, the method can be utilised to identify how various academic disciplines and types of researchers have conceptualised and studied the same topic area. The metanarrative analysis is also meant to give an account of the development within an area of research over time both within a single research tradition and how this research coincides with different research traditions. The aim is that by broadly examining the existing literature and understanding the context and historical development of an issue within varied research traditions, novel insight into the issues being explored may be identified. Furthermore, these insights would be utilised to understand 'good practice' recommendations for policy practice and to construct an organizational policy audit to identify how strongly specific sport organizations' policies are formulated. This would provide understanding for how well sport organizations are currently attempting to address the issues at hand through sport policy.

The following sections will focus on the metanarrative analysis by firstly discussing a systematic review, for which the metanarrative analysis is an extension of and formulates the fundamental search process for the method. Deliberation of a systematic review will lead to an explanation of a metanarrative analysis inclusive of key features, principles and stages in the procedures.

3.4.1 Traditional Literature Review v. Systematic Review

The process of commencing research conventionally begins with the process of undertaking a review of the literature published concerning the particular subject looking to be studied. Traditional literature reviews, also referred to as narrative reviews, are often performed by experts within a specific field and intend to record and measure the current intellectual territory allowing one to postulate a research objective to further develop the identified body of knowledge (Tranfield, Denyer & Smart, 2003).

> *Traditional literature reviews typically present research findings relating to a topic of interest. They summarise what is known on a topic... Most literature reviews that were*

carried out a decade or more ago were contributions to academic debates, think pieces, not done in a systematic way. Reviewers did not necessarily attempt to identify all the relevant research, check that it was reliable or write up their results in an accountable manner (Gough, Oliver, & Thomas, 2012, p. 5).

Narrative reviews do not eliminate the risk of a biased summary of evidence (Petticrew & Roberts, 2006) and are notable for the absence of critical assessment application (Tranfield et al., 2003). The possibilities for researchers to be influenced by their own theoretical views, consciously or not, by funders and occasionally the perceived need to produce positive findings for research to be publishable, contribute to the risk of biased conclusions (Petticrew & Roberts, 2006). Without applying the function of detailed scientific principles to the method of evaluating evidence, researchers may be guided to partial inferences that have the potential to both waste or damage resources (Petticrew & Roberts, 2006). The prospect of cognisant or unintentional bias can be concerning to the legitimacy of the review itself contingent on the overall goal of the research.

Other concerns remain regarding the traditional literature review. This style of review does not explicitly state the criteria utilised to identify and include certain studies or offer reasons as to why other studies have been rejected (Gough, Oliver & Thomas, 2012). Without unambiguous principles for the inclusion or exclusion of research, it is unfeasible to appraise whether decisions made were suitable and applied in a reliable and precise manner (Gough, Oliver & Thomas, 2012). *Table 3.1* illustrates the differences between traditional narrative literature reviews and systematic reviews by comparing key features with each typology.

Table 3.1 Comparing Differences Between Narrative and Systematic Reviews

Feature	Narrative (Traditional) Review	Systematic Reviews
Question	Often Broad in Scope	Often Focused Clinical Question
Sources and Search Strategy	Not Usually Specified, Potentially Biased	Comprehensive Sources and Explicit Strategy
Selection	Not Usually Specified, Potentially Biased	Criterion-Based Selection, Uniformly Applied
Appraisal	Variable	Rigorous Critical Appraisal
Synthesis	Often a Qualitative Summary	Rigorous Critical Appraisal
Inferences	Sometimes Evidence-Based	Usually Evidence-Based

Source: (Nasseri-Moghaddam & Malekzadeh, 2006)

3.4.2 Systematic Review

In contrast to the traditional literature review, the systematic approach to investigating literature presents a replicable, scientific and transparent method allowing bias to be minimised by comprehensively examining the published and unpublished research and delivering an audit trail of the researcher's decisions, procedures and conclusions (Cook, Mulrow & Haynes, 1997). Gough, Oliver & Thomas (2012) define systematic reviews as "a review of research literature using systematic and explicit, accountable methods" (p. 2), which are held to the same transparent and rigorous expectations of primary research. They are an essential method to collecting and comprehending large bodies of information while resolving questions about what works and what does not (Petticrew & Roberts, 2006). Thus, a systematic review provides a methodical and replicable process which thoroughly evaluates secondary research findings.

The systematic review approach has advanced within medical science to provide an improved method of searching evidence-based literature through a rigorous and apparent process to offer thorough deductions about clinical interventions and practice. The systematic review approach was developed in the 1970s out of the need for evidence-based medicine to evaluate the current best evidence in order to make informed policy decisions concerning patient

care (EPPI Centre, 2015a). A systematic review aims "to find as much as possible of the relevant research to the particular research questions, and use explicit methods to identify what can reliably be said on the basis of these studies...Such reviews then go on to synthesise research findings in a form which is easily accessible to those who have to make policy or practice decisions" (EPPI Centre, 2015b). In limiting individual prejudices, the method is useful in its ability to combine patient outcomes from distinct, yet similar, trials potentially allowing generalizable population information to develop stronger evidence-based conclusions (Harris, Quatman, Manring, Siston, & Flanigan, 2014). According to Gough, Oliver & Thomas (2012), there are seven common stages that take place when carrying out a systematic review. *Figure 3.3* demonstrates these phases.

Figure 3.3 Common Stages of a Systematic Review

| **Review Initiation** |
| Form review team   Engage stakeholders |

↓

| **Review Question & Methodology** |
| Formulate question, conceptual framework & approach |

↓

| **Search Strategy** |
| Search & screen for inclusion using eligibility criteria |

↓

| **Description of Study Characteristics** |
| Code to match or build conceptual framework |

↓

| **Quality & Relevance Assessment** |
| Apply quality appraisal criteria |

↓

| **Synthesis** |
| Use conceptual framework, study codes & quality judgements |

↓

| **Using Reviews** |
| Interpret & communicate findings with stakeholders |

Source: (Gough, Oliver & Thomas, 2012, p. 8)

Gough, Oliver & Thomas (2012, p. 5) also indicate three key actions that are involved when undertaking research systematically, which coordinate with the stages listed in *Figure 3.3* above:

1. Identifying and describing the relevant research ('mapping')

2. Critically appraising research reports in a systematic manner

3. Bringing together the findings into a coherent statement ('synthesis')

The strength of the outcome and recommendations of these conclusions heavily weigh on the quality of the evidence reviewed (Harris et al., 2014). Particularly in clinically-based systematic reviews, a 'hierarchy of evidence' is often utilised in the selection process of studies to include in the review and may be used to assess the methodological quality of the study itself (Petticrew & Roberts, 2006). This hierarchy of evidence is a grading of study designs that are used to calculate efficacy of interventions and are positioned in decreasing order of internal validity, which can be described as the increasing susceptibility to bias (Petticrew & Roberts, 2006). The traditional grading "was developed initially to help decision-makers select what sorts of studies they should prioritise when seeking research evidence to help answer clinical questions, but it was soon adopted more widely...The intention was not to produce a definitive hierarchy of methodological purity for all purposes, but a guide to determining the most appropriate study designs for answering questions *about effectiveness*. Answering questions about processes, or about the meanings of interventions, would imply the use of a very different type of hierarchy, perhaps with qualitative and other methods at the top, while for some etiological questions, observational studies would be ranked first" (Petticrew & Roberts, 2006, p. 58). Hence, it is imperative that the 'traditional' hierarchy demonstrated in *Figure 3.4* is understood as one which suits evidence-based medicine specifically, but not as a universal hierarchy for which all types of research should appraise evidence collected. In the present investigation related to sport policy, a different hierarchy of evidence exists in order to best inform the needs of the research and the objective of outcomes.

Figure 3.4 adapted from Harris et al. (2014) and Petticrew & Roberts (2006), demonstrates the traditional hierarchy of evidence for systematic reviews. Conventionally, this has included systematic reviews and meta-analyses at the pinnacle of the hierarchy followed by randomised controlled trials, cohort studies, case-control studies, cross-sectional surveys, case reports, and at the lowermost of the grading, expert opinion.

Figure 3.4 Traditional Hierarchy of Evidence-Based Medicine

High
Internal
Validity

Low
Internal
Validity

Systematic Reviews/Meta-Analyses
Randomised Controlled Trial (Definitive Results)
Randomised Controlled Trial (Non-Definitive Results)
Prospective Cohort Study
Case-Control Study
Cross Sectional Surveys
Case Report
Expert Opinion

Source: Adapted from (Harris et al., 2014) & (Petticrew & Roberts, 2006)

As an alternative, Petticrew and Roberts (2006) suggest that instead of relying on the hierarchy of evidence to determine which studies to include in the systematic review it may be more advantageous to evaluate 'typologies' and resolve which category of study would be most appropriate for answering the review question at hand. While methods near the top of the pyramid may be adequately equipped to answer certain types of questions, they are inappropriate to answer others. This distinction is pertinent to the present research as a high proportion of studies identified and included are qualitative in nature and assist in satisfactorily answering the proposed research intentions.

Qualitative evidence offers comprehensive descriptions of meanings of interventions and behaviours and why an intervention has worked or has not worked, but does not necessarily deliver strong information about the effectiveness of the intervention itself (Petticrew & Roberts, 2006). To this end, it would be more useful to depict which methods are best suited to answering particular types of review questions. The table below is one example that illustrates the aptness of different methodologies for answering diverse types of review questions, in particular for an intervention aimed at children. The higher the number of check marks, the more profound the

contribution the study design is likely to make in answering the variety of research question (Petticrew & Roberts, 2006).

Table 3.2 Appropriateness of Different Study Designs for Answering Different Types of Research Question

Research Question	Qualitative Research	Survey	Case-Control Studies	Cohort Studies	Randomised Controlled Studies	Systematic Reviews
Effectiveness: Does this work? Does doing this work better than doing that?				✓	✓✓	✓✓✓
Process of Service Delivery: How does it work?	✓✓	✓				✓✓✓
Salience: Does it matter?	✓✓	✓✓				✓✓✓
Safety: Will it do more good than harm?	✓		✓	✓	✓✓	✓✓✓
Acceptability: Will the intended user be willing to take up the service offered?	✓✓	✓			✓✓	✓✓✓
Cost Effectiveness: Is it worth buying this service?					✓✓	✓✓✓
Appropriateness: Is this the right service for the intended user?	✓✓	✓✓				✓✓
Satisfaction with the Service: Are the users, providers, and other stakeholders satisfied with the service?	✓✓	✓✓	✓	✓		✓

Source: Adapted from (Petticrew & Roberts, 2006, p. 60)

Social scientists are not the only researchers questioning the practicality of the hierarchy of evidence as Glasziou, Vandenbroucke & Chalmers (2004) cautioned that "inflexible use of evidence hierarchies confuses practitioners and irritates researchers" and further highlights that

within hierarchies of evidence, decisions must be reached about the appropriateness of a particular study to answer the research question (p. 39). Nevertheless, not all evidence is equally valid or relevant. Therefore, establishing what type of research is valuable for what purpose is necessary as the 'traditional' hierarchy of evidence was created for this purpose but has subsequently been widely misinterpreted (Petticrew & Roberts, 2006). As previously stated, this inquiry concerning sport policy requires a certain hierarchy of evidence in contrast to another research area within sport or an external field.

"Systematic reviews have an integral role in the production of research knowledge and are an essential part of the process of interpreting and applying research findings to benefit society. Systematic reviews play a key part in developing future primary research and in advancing methods that better achieve their purpose – so-called 'fit for purpose' research methods" (Gough, Oliver & Thomas, 2012, p. 13). Petticrew & Roberts (2006) present five guidelines about when a systematic review should be conducted. The first includes when there is ambiguity about an issue and when there is prior available research on it. Secondly, it is ideally performed in the initial stages of policy development when the evidence for probable effects of an intervention is crucial. Thirdly, systematic reviews are beneficial when extensive research is available on an issue but where vital questions remain unanswered. Fourthly, systematic reviews are appropriate when a general overall depiction of the evidence on a subject is compulsory to guide future research. Lastly, it is useful when an accurate representation of past research and past methodological research is essential to stimulate the advancement of new methodologies.

By utilising systematic review procedures to conduct the *Formal Search Phase* of the metanarrative analysis, the researcher aimed to conduct a transparent and replicable search method based on robust and trustworthy evidence gathered from existing literature on the chosen concerns. This included deliberating various approaches to research through diverse perspectives, and therefore, the traditional hierarchy of evidence used predominantly for evidence-based medicine was not appropriate for this investigation into answering research questions associated with sport policy. Instead, identified literature pertaining to the problems at hand were evaluated within their individual research paradigms and assessed on the robustness established within that area.

3.4.3 Basis of the Metanarrative Analysis

The metanarrative method represents an extension of the systematic review methodology promoting a specific approach to the analysis of the findings of a systematic search of existing literature. The metanarrative approach developed by Greenhalgh et al. (2005) resulted as a

practical reaction to difficulties in apparently disparate information during a review on diffusion of service-level innovations in the healthcare system (Wong, Greenhalgh, Westhorp, Buckingham & Pawson, 2013). The basis for the metanarrative approach was formed by Kuhn's idea of scientific revolutions, described in his book titled *The Structure of Scientific Revolutions* published in 1962, "which argued that science progresses in paradigms…and that one scientific paradigm gives way to another as scientific progress renders yesterday's assumptions and practices obsolete" (Wong et al., 2013, p. 2). Prime examples of a paradigm shift in the natural sciences include the move from geocentrism to heliocentrism and Newton's law of universal gravitation replaced by Einstein's theory of general relativity.

For most sciences, the early developmental stages were typified by distinct views in nature that conflicted with other views of the same phenomenon originating in part from, and were generally compatible with, the tenets of scientific observation and method (Kuhn, 1962). Those who shared similar processes of scientific thought engaged in what Kuhn refers to as 'normal science', which is positioned on the supposition that a scientific community understands the world and succeeds through that community's willingness to support that assumption (Kuhn, 1962). Normal science is defined as "research firmly based upon one or more past scientific achievements, achievements that some particular scientific community acknowledges for a time as supplying the foundation for its further practice" (Kuhn, 1962, p. 10). "What differentiated these various schools was not one or another failure of method – they were all 'scientific' – but what we shall come to call their incommensurable ways of seeing the world and of practicing science in it" (Kuhn, 1962, p. 4). To delineate issues within a scientific practice for future specialists, Kuhn (1962) states two characteristics that must be present:

1. Achievement must be "sufficiently unprecedented to attract an enduring group of adherents away from competing modes of scientific activity" (p. 10).

2. The new scientific notions must be "sufficiently open-ended to leave all sorts of problems for the redefined group of practitioners to resolve" (p. 10).

The presence of these two characteristics configures what Kuhn denotes as paradigms (Kuhn, 1962). The concept of a paradigm is closely related to the term 'normal science' through the construction of a scientific research tradition with those researchers within the same paradigm abiding the identical rules and standards of practice (Kuhn, 1962). Thus, transformations of these developed paradigms are considered scientific revolutions and the shifts in paradigms over time

by means of revolution are the typical development pattern of mature science (Kuhn, 1962). The following section will introduce and discuss the metanarrative analysis as an expansion of the systematic review.

3.4.4 What is a Metanarrative Analysis?

The conception of practices founded on best available evidence has transferred from the medical research field into other disciplines (Tranfield et al., 2003). Systematic reviews work best when they compare like with like, however within policy research is an epistemological and methodological diversity, which is poorly managed by the traditional systematic review. A new method fundamentally based on the systematic review has matured out of this practice because of the heterogeneity in the evidence and the demand for methodical policy-driven approaches to reviewing the literature.

Greenhalgh et al. (2005) developed the metanarrative review as an adaptation of the systematic review to make sense of disparate data conceptualised by researchers from different primary disciplines (Greenhalgh, Wong, Westhorp & Pawson, 2011). Greenhalgh et al. (2005) states:

> *We provisionally conclude that in situations where the scope of a project is broad and the literature diverse, where different groups of scientists have asked different questions and used different research designs to address a common problem, where different groups of practitioners and policymakers have drawn on the research literature in different ways, where "quality" papers have different defining features in different literatures and where there is no self-evident or universally agreed process for pulling the different bodies of literature together, meta-narrative review has particular strengths as a synthesis method (p. 429).*

In Greenhalgh et al.'s (2005) original work developing the metanarrative approach to adapt to the incongruent data while investigating the diffusion of innovation in healthcare organizations, they found fundamental concepts were conceptualised and researched in diverse ways by different types of researchers from numerous primary research disciplines (Greenhalgh et al., 2011). The metanarrative review, consequently, seeks to identify how different paradigms have approached a multifaceted topic area by understanding "how the 'same' topic" has "been

conceptualised, theorised and empirically studied by different groups of researchers" (Greenhalgh et al., 2011, p. 2).

Through the approach of a single issue in a multitude of theoretical disciplines, the researcher can "interpret and create an account of the development of these separate 'meta-narratives' and then create an overarching meta-narrative summary" (Gough, 2013, p. 2). The metanarrative analysis is primarily configuring, not aggregative, and iterative, versus an assumed and self-evident strategy, allowing the scoping exercise to function as a recursive exploration of research, ideas and data as opposed to an exhaustive pursuit for all studies in the selected research disciplines (Gough, 2013). The focus of this type of review is "primarily concerned with how issues were researched rather than synthesising the findings and so can be considered a form of multi-level configuring mapping rather than synthesis of research findings" (Gough, 2013, p. 2) Nonetheless, some metanarrative reviews could incorporate interpretative configuration and aggregation of data found (Gough, 2013). This methodological strategy potentially offers policymakers an alternative way of comprehending and construing disparate research allowing them to utilise it in a more effective manner and understand a multitude of perspectives regarding the same concern (Greenhalgh et al., 2011). Wong et al. (2013) illustrate the metanarrative approach by reference to the following example:

> *Meta-narrative review is a relatively new method of systematic review, designed for topics that have been differently conceptualized and studied by different groups of researchers. For example, many different groups have, for different reasons and in different ways, studied the building of dams in India. Some have conceptualized this dam-building as engineering; others as colonialism; others as a threat (or promise) to the local eco-system; others as inspiration for literature and drama, and so on. If we were to summarize this topic area in a way that was faithful to what each different group set out to do, we would have to start by asking how each of them approached the topic, what aspect of 'dams in India' they chose to study and how. In order to understand the many approaches, we would have to consciously and reflexively step out of our own world-view, learn some new vocabulary and methods, and try to view the topic of 'dams in India' through multiple different sets of eyes. When we had begun to understand the different perspectives, we could summarize them in an over-arching narrative, highlighting what the different research teams might learn from one another's approaches (p. 2).*

The metanarrative approach is consequently best utilised when there is disparity within the nature of the topic being examined and how to best empirically analyse it (Greenhalgh et al., 2011). As stated by Davey, Davey & Singh (2013, p. 61), it asks the questions:

1. *Which research traditions have considered this broad topic area?*

2. *How has each tradition conceptualised the topic (for example, including assumptions about the nature of reality, preferred study designs and ways of knowing)*

3. *What theoretical approaches and methods did they use?*

4. *What are the main empirical findings?*

5. *What insights can be drawn by combining and comparing findings from different traditions?*

A metanarrative analysis may produce a significant number of areas to be explored, but because resources and time are constrained, the review must be controlled by increasingly concentrating the scope and depth of the report (Davey, Davey & Singh, 2013). The guiding principles listed earlier in this chapter and the successive research questions constructed specifically to guide the metanarrative analysis were each employed to restrict the range and depth of the present research.

The following table illustrates the key features of a metanarrative review:

Table 3.3 Key Features of a Metanarrative Analysis

Purpose	To build a rich, multifaceted picture of a complex topic, especially when a summary is needed for policy decisions
Intended Audience	Policymakers
Type of Insights	Predominantly descriptive but recognises potential for analytic, theory-building insights
Examples of Topics Reviewed	Policy and/or practice-relevant topics
Empirical Data	Included as substantive component of review
Unit of Analysis	The historical unfolding of research on a particular theme by a group of scientists, which occurs within a paradigm
Key Stages	- Assemble multidisciplinary team - Outline research question - Agree outputs with funder - Browse literature to identify the different research traditions in this topic area - Search within each tradition to identify seminal conceptual and theoretical papers - Search systematically for empirical papers - Describe paradigmatic basis for each tradition - Highlight the "storyline" of each tradition (key issues and discoveries as they unfolded)
Recommendations	- Appraise and summarise primary studies - Summarise each research tradition separately, highlighting similarities and differences - View discrepancies as higher-order data; Explain as contestation between paradigms - Consider implications for sponsor/audience

Pragmatism; Pluralism; Historicity; Contestation; Peer Review	- What to include is not self-evident; Protocol must be developed in an emergent way and with attention to needs for funder/audience - Include multiple perspectives and ask what we can learn from each - Trace research traditions over time

Source: (Davey, Davey & Singh, 2013, p. 62)

It should be noted that the terms 'metanarrative review' and 'metanarrative analysis' have been used interchangeably in current literature. However, the researcher believes addressing the method as a 'metanarrative analysis' is a more appropriate title for the method as principles and procedures of a systematic review are employed, but the crucial element differentiating a metanarrative analysis from its predecessor is, indeed, its analysis of the located literature.

3.4.5 Metanarrative Analysis Key Principles

For Greenhalgh et al. (2005) in their original methodological work, reviewers assessing the final report agreed that the metanarrative approach elucidated previously contradictory and confusing literature. Important to the synthesis of complex evidence, the approach "made the crucial leap towards sense-making when we made the decision to systematically produce 'storied' accounts of the key research traditions, thus moving from what Bruner (1990) would call logico-scientific reasoning to narrative-interpretive reasoning" (Greenhalgh et al., 2005, p. 427).

Greenhalgh et al. (2005) suggest five key principles that reinforce the metanarrative process:

1. **Principle of Pragmatism**

   - While the technical model of a systematic review states that a body of research exists ready to be revealed, an interpretive model accepts that identifying prevailing storylines within heterogeneous literature implicates choices that are subjective and negotiable.

- Therefore, searching should firstly originate as exploratory and emergent rather than solely systematic because much can be learned through the 'browsing' of grey and published literature.

- Whilst carrying out the review, the researcher should seek the input of the project team, external guiding group, and dialogue with the primary stakeholder(s) to aid in the decision-making process and to ensure the requirements and perspective of the audience is considered.

2. *Principle of Pluralism*

- If the body of evidence is complex, a simple, formulaic or universal "solution" will not be obtainable within the research, nor will a single theory clarify all findings.

- Researchers should be aware of their own paradigmatic biases as these will lead each individual to an "obvious" body of research with a preferred methodological approach. Instead, researchers must uncover the tensions, map the diversity and communicate the complexity of how the diverse research paradigms contribute to understanding the entirety of the issue at hand.

3. *Principle of Historicity*

- The defining characteristic of a narrative is the sequencing of themes in time allowing for a "plot" to emerge, "in which key scientific discoveries and insights lead to further work that adds pieces to an agreed jigsaw or, less commonly, to work that shakes the foundations of the prevailing paradigm."

- It could be argued that the de-contextualisation of the historical and social aspects of research makes traditional systematic reviews incomprehensible that few read them (Loke & Derry, 2003).

4. *Principle of Contestation*

- The aim of metanarrative review is to ascertain the epistemological (as well as pragmatic and realistic) descriptions for dissimilarities in findings and recommendations from the various research paradigms, which stand to enhance richness to the overall understanding of the problem.

- Metanarrative reviews aim to expose and unpack the contrasting views of the varying research traditions which reinforce conflicting data.

5. *Principle of Peer Review*

- Within the metanarrative process, peer review is critically important as a step feeding into the research process rather than focusing solely on the outputs.

- On one hand, researchers must be wary of individually delving into literature that is drawn-out, unorganised, of variable quality, and unamenable to the critical appraisal tools being utilised. On the other, researchers should be cautious of "groupthink", in which consensus is achieved through members avoiding raising issues thought to be controversial (Janis, 1982). While high inter-rater reliability figures may indicate vigorous decisions made throughout the study, it could also signify analogous biases held by the research team. Therefore, it is crucial to test emerging findings with an external review group and through informal discussion with colleagues independent of the research project.

Source: Adapted from (Greenhalgh et al., 2005, p. 427)

3.4.6 Stages of Metanarrative Analysis

The application of the metanarrative method is conducted in six phases that are not necessarily conducted chronologically but overlap and may be repeated iteratively as needed (Greenhalgh et al., 2005). *Table 3.4* outlines each phase with specifics on how each is executed.

Table 3.4 Phases in Metanarrative Analysis

1. Planning Phase
   a. Assemble a multidisciplinary research team whose background encompasses the relevant research traditions (an initial scoping phase may be needed before the definitive research team is appointed).
   b. Outline the initial research question in a broad, open-ended format.
   c. Agree outputs with funder or client.
   d. Set a series of regular face-to-face review meetings including planned input from external peers drawn from the intended audience for the review.

2. Search Phase
   a. Initial search led by intuition, informal networking and "browsing", with a goal of mapping the diversity of perspectives and approaches.
   b. Search for seminal conceptual papers in each research tradition by tracking references of references. Evaluate these by generic criteria of scholarship, comprehensiveness and contribution to subsequent work within the tradition.
   c. Search for empirical papers by electronic searching key databases, hand searching key journals and "snowballing" (references of references or electronic citation tracking).

3. Mapping Phase
Identify (separately for each tradition):
   a. The key elements of the research paradigm (conceptual, theoretical, methodological and instrumental);
   b. The key actors and events in the unfolding of the tradition (including main findings and how they came to be discovered);
   c. The prevailing language and imagery used by scientists to "tell the story" of their work.

4. Appraisal Phase
Using appropriate critical appraisal techniques:
   a. Evaluate each primary study for its validity and relevance to the review question;
   b. Extract and collate the key results, grouping comparable studies together.

5. Synthesis Phase
   a. Identify all the key dimensions of the problem that have been researched;
   b. Taking each dimension in turn, give a narrative account of the contribution (if any) made to it by each separate research tradition;
   c. Treat conflicting findings as higher-order data and explain in terms of contestation between the different paradigms from which the data were generated.

6. Recommendations Phase
Through reflection, multidisciplinary dialogue and consultation with the intended users of the review:
   a. Summarise the overall messages from the research literature along with other relevant evidence (budget, policymaking priorities, competing or aligning initiatives);
   b. Distil and discuss recommendations for practice, policy and further research.

Source: (Greenhalgh et al., 2005)

The three key phases when carrying out a metanarrative review are the planning, search, and mapping phases and are illustrated in *Figure 3.5* as a flow diagram (Davey, Davey & Singh, 2013). In the following chapters, each phase of the research process will be discussed and detailed extensively in relation to the study at hand.

The current research aims to apply the method of the metanarrative analysis to an area of research that it has yet to be applied to; sport policy. In doing so, specific aspects of the method needed to be altered and adapted to suit the current investigation in order to conform to the nuances of the specific research field and to be fit-for-purpose. For that reason, the current researcher divided the second phase (*Search Phase*) into two separate phases (*Preliminary Search Phase* and *Formal Search Phase*). Further, the third phase (*Mapping Phase*) and fourth phase (*Appraisal Phase*) were interchanged respectively. While these 'steps' are not necessarily chronological and repeat as and when needed, it is a truer reflection of the flow of the research process in this area. The consequent section will illuminate and discuss these and further changes and/or clarifications made to the metanarrative analysis for the purposes of this research.

Figure 3.5 Key Phases in a Metanarrative Analysis

PLAN – Take a multidisciplinary approach

↓

SEARCH – Data search from sources known to research team (academic, policy, and practice)

↓

INCLUSION AND MAPPING – a) Identify focus disciplines; b) Map study characters and relevance; c) Identify seminal sources; and d) Identify within focus and across focus disciplines

↓

Cross discipline metanarrative synthesis

Source: (Adapted from Davey, Davey & Singh, 2013, p. 62)

3.5 Modifications of Metanarrative Analysis for Current Research

As the metanarrative analysis evolved from the natural sciences, amendments to the process were required to apply the method to the sport policy field. Three major alterations of the original method made in the present study include the order of phases in the metanarrative process, the use of the 'research tradition' terminology and the elements used to constitute a 'paradigm', and altering the discourse surrounding 'best practices'.

The stages of the metanarrative analysis discussed in a previous section originate from Greenhalgh et al.'s (2005) primary study. Although, while performing the present research, the steps naturally progressed in a different succession, which are detailed as follows:

1. Planning Phase

2. Preliminary Search Phase

3. Formal Search Phase

4. Appraisal Phase

5. Mapping Phase

6. Synthesis Phase

7. Recommendations Phase

Those stages which are bolded have been modified for this research. Firstly, the original *Search Phase* has been divided into two steps; the *Preliminary Search Phase* and *Formal Search Phase*. While Greenhalgh et al.'s (2005) *Search Phase* incorporated these separate stages, the current researcher believes they would be best served as separate stages as each has very different requirements to be achieved.

The *Preliminary Search Phase*, or Scoping, includes the informal searching of a topic through 'browsing' journals, media (both print and online) and searching the Internet widely. This stage acts to better focus and narrow the research for the subsequent *Formal Search Phase*. Additionally, keywords and databases are determined from this step to best locate articles in relation to the topic. The *Formal Search Phase* utilises the systematic review procedure as discussed earlier in this chapter. This stage involves forming an effective search string strategy to input into the designated databases which will yield the highest amount of empirical and non-empirical articles. This stage also encompasses identifying seminal sources through citation tracking and snowballing from those seminal sources identified within each research tradition, or research theme as is applied within this research. Finally, the *Formal Search Phase* comprises hand searching to ascertain any additional sources which may contribute to recognised metanarratives or identify supplementary metanarratives. This phase, which is iterative and recurs as needed, concludes when no new metanarratives are identified as adding to the research as saturation has been attained.

In the original Greenhalgh et al. (2005) study, the *Mapping Phase* is listed prior to the *Appraisal Phase*. Within the present research, the researcher has allocated the *Mapping Phase* after the *Appraisal Phase* as this was the natural succession of the study. Once sources were found through the systematic searching process, they were appraised based on quality criteria combined from various checklists of diverse types of studies (i.e. qualitative, quantitative, mixed

methods, non-empirical studies) and decisions were made as to whether they would be included in the mapping of the research traditions. As the researcher was not an expert in all academic areas recognised through this procedure, appraising studies first allowed for further comprehension of the various types of studies, the composition of paradigms and what exemplified outstanding methods in each research tradition. After each study underwent the appraisal process, it allowed the researcher to commence the *Mapping Phase*. Once studies were preliminarily mapped into their individual research themes, the researcher reviewed studies initially included in the final metanarratives and those excluded due to their methods being classified as 'many important limitations' iteratively to be sure consistency was maintained through the assessment process to be as objective and transparent as possible.

Greenhalgh et al. (2005) adopts Kuhn's definition of a paradigm which states there are four key dimensions: conceptual (what are considered objects of study and hence, what counts as a legitimate problem to be solved by science), theoretical (how the objects of study are considered to relate to one another and the world), methodological (the accepted ways in which problems might be investigated), and instrumental (the accepted tools and instruments to be used by scientists). Within the human sciences, the term 'paradigm' has come to mean a recognised academic approach "in which academics use a common terminology, common theories based on paradigmatic assumptions and agreed methods and practices...However, we are not talking about the same kind of 'paradigm' that dominated the natural sciences, as the human sciences are characterised by the plurality of theories that coexist in the many disciplines that make them up" (Grix, 2010, p. 26). The term 'paradigm' was utilised loosely and concentrated predominantly on the conceptual, methodological and instrumental aspects to group together 'like' investigations into research themes in a common-sense manner.

The terminology of 'research theme' was utilised instead of 'research tradition' as denoted in the original work by Greenhalgh et al. (2005). The identification of articles and their subsequent grouping was not characterised by the typical definition of a research tradition as used in the original work by Greenhalgh et al. (2005). Some of the research traditions identified are not necessarily firm traditions in the sense that they have lineage, but rather may be recently established due to the issues at hand being moderately new, particularly as an area of research in sport. Therefore, this author replaces the term with 'research theme' as it more appropriately defines how the articles have been grouped together in an intuitive nature and accounts for the lack of research lineage in some cases. This intends to illustrate areas of research which feed into particular metanarratives that are emerging or have little research to date in the existing knowledge base. From this, we can also identify which research themes or metanarratives have distinguished heritage and which research themes or metanarratives could be an area requiring

further exploration and potentially impart additional/new information on how to address such concerns that may not have been previously considered.

Another aspect differing from Greenhalgh et al.'s original work established within the current research, was that multiple research themes could feed into the overarching metanarrative to which it has been assigned. That is, research themes with varied approaches (i.e. non-empirical, qualitative) pertain to the same metanarrative by considering the same central topic with a different perspective and method.

Finally, 'best practices' implies a sole set of principles, but this researcher believes 'good practice' is more encompassing and infers principles which should be broadly considered and implemented appropriately while additional good practices could be determined as contributing to addressing concerns in a complex field such as sport policy. This is the definition utilised by the current researcher when referring to the term 'good practices' within the provided overarching research questions.

3.6 Comparison of Determined 'Good Practices' to Current Sport Policy

3.6.1 Organizational Policy Audit

To address the second research question of this study, an organizational policy audit was conducted by employing a policy document analysis to explore the state of sport policy for the period of 23 October 2017 – 3 November 2017. "Policy evaluation applies evaluation principles and methods to examine the content, implementation or impact of a policy. Evaluation is the activity through which we develop an understanding of the merit, worth, and utility of a policy" (CDC, 2014a, p. 1). Utilising the CDC approach to policy evaluation is a standard, prominent and beneficial way of auditing policy. According to the USA Center for Disease Control Brief 3 on Evaluating Policy Content (2014b, p. 1), the purpose of policy content evaluation can have many different aims including:

- Identifying the extent to which the content of the policy clearly articulates requirements

- Comparing policies across communities to identify key similarities and differences

- Understanding the process by which a policy is selected and passed

- Improving policy implementation and future policy development

- Informing development and interpretation of implementation and impact evaluations

In discussions with an IOC official, it was indicated that policies are implemented through a 'top-down' approach after lower-level sport organizations signal the occurrence of a specific issue within sport at their level that needs resolving. Therefore, based on this notion of a top-down approach to investigating selected sporting organizations and policy documents was adopted.

Firstly, three sports have been selected: two summer Olympic sports and one winter Olympic sport. These sports have been selected because they are considered some of the most popular sports in each the summer sport and winter sport category. Three sports were incorporated to explore any diversity that may be apparent due to distinct sport cultures. Top sports followed in global markets were utilised to choose sports due to their popularity in viewership and the prospective reach of integrity transgressions to be transmitted to those both actively participating and/or passively interested in the sport. As viewership numbers were not obtainable by sport from the Olympic Games, other documents were analysed to determine popularity of the sport. Their popularity was established by analysing and compiling the figures from a survey of fourteen global markets sports media consumption as well as the Global Sports Impact IF Social Media Index and making subjective determinations from this data. The figures from both documents are displayed in *Tables 3.5*, *3.6* and *3.7*. The sports selected as the sample for this research include football and swimming within the summer Olympic sport category and figure skating within the winter Olympic sport category. The reasons for choosing these sports are described below:

- **Football**

  - Summer Olympic sport

  - Team sport

  - Ranked 1 in GSI IF Social Media Index (FIFA)

  - Top sport followed in 11 major markets (approx. 250,226,000 adult sport fans in 2013)

  - Traditionally male-dominated sport culture

  - Non-aesthetic sport

- **Figure Skating**

  - Winter Olympic sport

  - Individual/Team sport

  - Ranked 21 in GSI IF Social Media Index (ISU) – includes speed skating

  - Top sport followed in 2 major markets (approx. 34,075,000 adult sport fans in 2013)

  - Traditionally female-dominated sport culture

  - Aesthetic sport

- **Swimming**

  - Summer Olympic Sport

  - Individual sport

  - Ranked 24 in GSI IF Social Media Index (IIHF)

  - Top sport followed in 1 major market (approx. 22,000,000 adult sport fans in 2013)

  - Gender neutral sport culture

  - Non-aesthetic sport

Effort was made to include different types of sports in terms of individual versus team sports as the sporting environment may vary, and consequently variation may arise due to this dynamic.

Also, from the global market survey of sports media consumption, countries were selected to explore these sports within. As the countries participating in the Olympic Games are represented by five continents in accordance with the IOC's definition, three countries from these continents were chosen as they represent major markets for sport followers. The countries designated to explore include Australia, Great Britain, and the United States. The selection of three countries from three different continents was aimed to explore any diversity that may occur due to cultural context. *Table 3.5* illustrates the size of the sport following of each market.

Table 3.5 Size of Sport Following in Each Market

% of adult population claiming to follow sport in…

Country	2011	2012	2013	Approx. # of Adult Sport Fans in 2013
Australia	N/A	73	77	13,100,000
Brazil	86	84	82	52,400,000*
China	92	90	97	301,400,000**
France	63	68	65	33,300,00
Germany	80	79	78	53,200,00
Great Britain	70	73	73	35,300,000
India	N/A	N/A	95	84,500,000*
Indonesia	N/A	N/A	90	33,500,000*
Italy	87	86	82	41,900,000
Japan	N/A	N/A	74	78,500,000
Russia	N/A	84	77	42,500,000*
Spain	84	85	82	31,500,000
Turkey	N/A	N/A	88	22,000,000*
USA	73	74	71	170,100,000

Follow = watch live or highlights coverage and/or read about frequently and/or talk about frequently

*Brazil, India, Indonesia, Russia, and Turkey: Population size used for calculation is number of adult internet users – Reflects the sample used during the survey fieldwork

**China population size used for calculation is number of urban adult internet users – Reflects the sample used during the survey fieldwork

Source: SportBusiness Group, 2013, p. 34

Table 3.6 Top Three Sports Followed in Each Market

Top three sports followed in each market in February 2013 (figures in brackets represent the proportion of adults aged 18+ following each sport)

Australia	Cricket (33%)	Tennis/Rugby League (29%)	
Brazil	Football (68%)	Volleyball (43%)	Formula 1 (31%)
China	Basketball (56%)	Table Tennis (55%)	Badminton (54%)
France	Football (31%)	Tennis (26%)	Rugby Union (25%)
Germany	Football (51%)	Formula 1 (32%)	Boxing (25%)
Great Britain	Football (44%)	Formula 1 (27%)	Tennis (26%)
India	Cricket (79%)	Tennis (49%)	Football (48%)
Indonesia	Football (63%)	Badminton (55%)	Moto GP (36%)
Italy	Football (58%)	Formula 1 (39%)	Moto GP (34%)
Japan	Baseball (32%)	Football (30%)	Figure Skating (25%)
Russia	Football (42%)	Figure Skating (34%)	Skiing (29%)
Spain	Football (64%)	Formula 1 (47%)	Tennis (41%)
Turkey	Football (64%)	Basketball (48%)	Swimming (42%)
USA	NFL (51%)	Baseball (33%)	Basketball (29%)

Follow = watch live or highlights coverage and/or read about frequently and/or talk about frequently

Source: SportBusiness Group, 2013, p. 34

Table 3.7 GSI IF Social Media Index

Selected sporting International Federations as of 8 July 2015

Sport	Federation	Facebook Rank	Twitter Rank	Instagram Rank	YouTube Rank	Total Points	Overall Ranking
Football	FIFA	1	1	1	1	4	1
Skating	ISU	25	25	11	21	82	21
Aquatics	FINA	21	18	20	30	89	24

Source: Adapted from SportCal, 2015, p. 94

For reasons discussed earlier, the policy audit conducted in this research was informed by a top-down policy discussion. Mazmanian & Sabatier (1983) define top-down policy implementation as "[t]he carrying out of a basic policy decision, usually incorporated in a statute but which can also take the form of important executive orders or court decisions" (p. 20) with the initiation of the process beginning as an authoritative determination of centrally located actors as this approach acknowledges them as of greatest importance to generating the outcomes anticipated by the employed policy (Matland, 1995). This notion is reflected in *Figure 2.2* previously discussed in *Chapter 2*, which illustrates the decision-making process in governance. However, a top-down approach to governance places increased emphasis on the organizational decision-makers as the key drivers of policy change and realisation. In this case, the IOC, as the highest authority in controlling activities associated with the Olympic Movement, should act as the primary decision-makers and policy implementers which should filter down through the various associated governing bodies (IFs and NOCs acting as guidance for NGBs with all organizations looking to the IOC for policy leadership). The researcher considered the NGB policies associated with the selected concerns of the identified sports in the designated countries. The NOC policies in relation to sexual harassment and abuse and emotional abuse were examined for the nominated countries as well as the IF policies for the chosen sports. Finally, the IOC policy documents relating to these issues were additionally reviewed. With this in mind, evaluation of the performed policy audit aims to identify areas of this policy system which are particularly strong and where improvements in policy vigour can be made both across organizational levels, countries and sports as well as within the associations, countries and sports themselves.

3.7 Conclusion

This chapter has restated the research questions directing the study and the specific review question formulated to focus the metanarrative analysis on coaching aggressions and violence. Additionally, the ontological and epistemological underpinnings for the research were clarified, and the adoption of CR for the investigation was explained.

Moreover, this chapter has discussed the metanarrative analysis as the method for data collection and analysis for the research including the systematic review as the basis for the metanarrative analysis extension, its foundations in Kuhn's notion of scientific revolutions, and an in-depth description of the process. Modifications to the metanarrative analysis were described in order to both adapt the method to the sport policy field and further the development of this method into a new area. The chapter concluded with an introduction to the organizational policy audit employed and detailed the sports, countries and organizations selected as a sample grouping for the current examination.

In subsequent chapters, each metanarrative analysis phase will be examined and will demonstrate how it has been employed within the current research. This will be followed by the policy audit of the selected sporting organizations at various sport organizations levels.

CHAPTER 4. PLANNING, SEARCH, AND APPRAISAL PHASES

4.1 Introduction

This chapter begins by introducing the *Planning Phase* of the metanarrative analysis. Subsequently, the *Search Phase* is discussed in detail with focus on aggression and violence in sport. Additionally, this chapter discusses the selected databases utilised to systematically search for relevant existing research and provides the search string strategies and discriminators devised to narrow the focus. After searching the available literature, the decision was made to concentrate on only the issues of sexual harassment and abuse and emotional abuse committed by the coach towards athletes. The chapter concludes with an explanation of the *Appraisal Phase* including a review of the preliminary inclusion/exclusion process based on relevance to the issues at hand and a comprehensive critical appraisal of those included studies from this initial procedure.

4.2 Planning Phase

The first step in the research process was to assemble a multidisciplinary team whose backgrounds complemented the research area at hand. The team assembled included Colette Sisofo (researcher), Dr Joe Piggin (Primary Supervisor – Sport Policy), Dr Jamie Kenyon (Secondary Supervisor – Sport Policy), Professor Ian Henry (External Supervisor – Sport Policy), Bora Hwang (PhD Candidate), and Louise Fletcher (Library and Information Scientist, School of Sport, Exercise and Health Sciences).

The direction of the research was discussed, and two broad, open-ended research questions were formulated. These general and overarching research questions guiding the current research were as follows:

1. **What are 'good practices' for managing the integrity issues of harassing and abusive behaviours in sport?**

2. **How do identified 'good practice' standards compare with the contemporary policies of selected sport governing bodies associated with the Olympic Movement?**

When beginning the investigation, the aim was to explore harassing and abusive coach behaviours perpetrated within the sport context. The strategy created was to map issues relating

to the broad problem of coaching aggressions and violence. Utilising the metanarrative analysis, the researcher performed the Preliminary Search Phase, differing from the original sequence administered by Greenhalgh et al. (2005).

4.3 Preliminary Search Phase

The *Search Phase* is not a stage in linear terms but is performed at various points in the metanarrative process to continually survey for additional data pertaining to the topic at hand which may offer a more complete understanding about the issues being researched.

In applying the metanarrative analysis to the field of sport policy, rational considerations were necessary to make the method fit-for-purpose to the current research area and topic. In doing so, specific aspects of the method were modified to fit the needs of the research as discussed in the preceding chapter. Both the *Preliminary Search Phase* and *Formal Search Phase* will be considered in detail in the subsequent sections.

The researcher began the *Preliminary Search Phase* with a 'scoping' or 'mapping' of the field in attempt to 'locate' coaching aggression and violence issues in sport. It is important to "identify a sufficiently diverse range of sources to build as comprehensive a map as possible of research undertaken on the topic. This step identifies in broad terms the different research traditions, situated in different literatures, which have addressed the topic of interest" (Greenhalgh & Wong, 2013, p. 14). As introduced previously, the metanarrative process was guided by the following specific review question:

What concerns exist within the coach-athlete relationship in terms of aggressive, abusive or violent behaviour (specifically from coach to athlete) that have the potential to threaten the integrity of sport within the literature and what is suggested to manage or mitigate these concerns?

This was carried out through inductive and deductive searching via assorted databases, and in consultation with the researcher's supervisors and colleagues who together form the expert advisory group for the study. The process of 'scoping' the field takes place in tandem with, and leads into, the focusing of the review – "though these processes may feel as if they are pulling in different directions ('scoping' tends to reveal numerous new avenues that seem to need exploring

whereas 'focusing' tends to be a process of deciding *not* to pursue certain avenues)" (Greenhalgh & Wong, 2013, p. 14). The 'mapping' process in this phase was neither meant to be replicable nor transparent, but rather a way to gain insight into the broad field of coaching aggressions and violence.

"Scoping reviews have been described as a process of mapping the existing literature or evidence base" (Armstrong, Hall, Doyle & Waters, 2011, p. 147). A scoping review can be used for multiple purposes including informing systematic reviews, especially to investigate the amount of literature in an area without thoroughly discussing the findings, help to ascertain appropriate parameters of a review, and to identify the potential capacity of a systematic review and its associated costs (Armstrong et al., 2011). Scoping reviews utilised to inform systematic reviews are intended to be carried out within a short period of time and do not typically critically assess the quality of the studies being included, thereby restricting data synthesis and interpretation (Armstrong et al., 2011). Differences between the systematic review process and the scoping review process are highlighted in *Table 4.1*.

Table 4.1 Comparison of Systematic and Scoping Reviews

Systematic Review	Scoping Review
Focused research question with narrow parameters	*Research question(s) often broad*
Inclusion/exclusion usually defined at outset	*Inclusion/exclusion can be developed post hoc*
Quality filters often applied	*Quality not an initial priority*
Detailed data extraction	*May or may not involve data extraction*
Quantitative synthesis often performed	*Synthesis more qualitative and typically not quantitative*
Formally assess the quality of studies and generates a conclusion relating to the focused research question	*Used to identify parameters and gaps in a body of literature*

Source: (Armstrong et al., 2011, p. 148)

Through this scoping exercise, a map of the area was produced to illustrate different concerns which relate to the issue of coaching aggressions and violence and was thematically categorised to make sense of the domain. The map created identified varied forms of abuse, the range of the fields studying those concerns and allowed the researcher to conceive and organise the domain in a structured way. Furthermore, this permitted a more detailed study to proceed after its completion into precise areas of the broader subject, namely sexual harassment and abuse and emotional abuse. The preliminary mapping of the field continued until saturation levels were reached. The researcher began a broad search for issues of coaching aggressions and violence in sport. Grey literature was identified via general searches on the Internet, Google Scholar, as well as comprehensive databases such as Web of Science and the Loughborough University Library Catalogue Plus system.

The researcher explored concerns related to aggressive and violent coaching behaviours and utilised a snowballing technique to continue to identify more topics that may be considered within this field. This method was used in tandem with the researcher's a priori knowledge of the

area, recommendations from the expert advisory panel and contemporaries, as well as scoping current news for recent incidences that may develop into or demonstrate additional topics. Once the researcher reached saturation levels and no new forms of coaching aggressions and violence were being uncovered by the literature search techniques employed, the author was able to configure a framework and to comprehend the complexity of this topic.

Utilising the *Preliminary Search Phase*, keywords were derived for the coaching aggressions and violence issue. The progression of the study leads to the *Formal Search Phase*, which will be deliberated in the succeeding chapter. The *Formal Search Phase* for this research included inputting identified keywords into designated databases with results being subjected to inclusion/exclusion criteria and critical appraisal.

4.4 Formal Search Phase

Once a more fundamental understanding of issues comprising the coaching aggressions and violence field was produced, the systematic searching for studies commenced employing applicable systematic review procedures.

Utilising the scoping completed in the *Preliminary Search Phase*, keywords were derived for each of the identified concerns and arranged into a search string strategy to input to nominated databases yielding article results. The databases incorporated within this research were selected due to the number of articles generated and the variation in nature relating to the concern at hand. Discriminators acted as practical criteria implemented to narrow the relevance of sources produced by the catalogue search. The following is a list of databases chosen for the systematic search procedures of the coaching aggressions and violence concern with a description of each database:

A. **SPORTDiscus**

Brief Description: "This database is the premier source of literature for sports and sports medicine journals, providing full-text content from many well-known and respected sources. It is an essential tool for health professionals, researchers and students, providing extensive coverage in the areas of fitness, health and sport studies" (EBSCO Information Services, 2018).

B. **MEDLINE**

Brief Description: "MEDLINE is the U.S. National Library of Medicine (NLM) premier bibliographic database that contains more than 23 million references to journal articles in life sciences with a concentration on biomedicine. A distinctive feature of MEDLINE is that the records are indexed with NLM Medical Subject Headings (MeSH). MEDLINE is the online counterpart to MEDLARS (MEDical Literature Analysis and Retrieval System) that originated in 1964" (National Institutes of Health, 2018).

C. **PsycINFO**

Brief Description: "PsycINFO provides access to international literature in psychology and related disciplines. Unrivaled in its depth of psychological coverage and respected worldwide for its high quality, the database is enriched with literature from an array of disciplines related to psychology such as psychiatry, education, business, computers, medicine, nursing, pharmacology, law, linguistics, and social work. Nearly all records contain non-evaluative summaries, and all records are indexed using the APA Thesaurus of Psychological Index Terms." (ProQuest, 2018b)

D. **ERIC**

Brief Description: "ERIC (Educational Resources Information Center) is the world's most widely used index to educational-related literature. Established in 1966, ERIC is supported by the U.S. Department of Education's Office of Educational Research and Improvement and is administered by the U.S. National Library of Education (NLE). ERIC is the largest education database in the world- containing over 1.5 million records of journal articles, research reports, curriculum and teaching guides, conference papers, dissertations and theses, and books" (ProQuest, 2018a).

Databases were preliminarily searched for the number of relevant results yielded and influenced the selection process. Moreover, the databases were chosen as they represented a variety of academic and research disciplines which had the potential to contribute constructively

to the concerns being explored. Harassing and abusive coaching conduct are issues which not only manifest due to and have significant consequences for structural, cultural and power relations found within sport but also have very real and experienced physical and psychological outcomes for those who suffer such behaviours. Thus, it was considered crucial for the databases to include both sport and learning-/education-related databases such as SPORTDiscus and ERIC (to explore structural, cultural and power relation concerns of the selected problems), but to additionally survey MEDLINE and PsycINFO in order to explore the relevant literature available within these areas of academia (to explore the physical and psychological consequences of such harassment and abuse). This is not an exhaustive search of databases but aimed to provide a wider view of analysing the problems at hand. While there will be other catalogues which produce pertinent research to these issues, the author had to limit the number of databases examined due to time and feasibility constraints.

Search string strategies were devised in order to narrow the search results produced from each directory with key terms utilised deriving from the *Preliminary Search Phase* in this method. The following search string strategies were executed for the concern of coaching aggressions and violence in the listed databases:

1. **SPORTDiscus:** (abus* OR aggressi* OR harass* OR bully* OR bullie* OR violen* OR intimidat* OR neglect* OR exploit* OR maltreatment) AND coach* NOT medicat* NOT substance* NOT drug*

2. **MEDLINE**, **PsycINFO**, and **ERIC**: (abus* OR aggressi* OR harass* OR bully* OR bullie* OR violen* OR intimidat* OR neglect* OR exploit* OR maltreatment) AND coach* AND sport* NOT medicat* NOT substance* NOT drug*

DISCRIMINATORS:

- Derived from a scholarly journal

- Peer-reviewed

- In the English language

- Must be five pages or longer

- Specific discriminators to limit irrelevant results (i.e. drug abuse) and are highlighted in red in the search string strategies detailed above

The SPORTDiscus database used a varied search string strategy (not including 'AND sport*') because the directory is sport-focused and thus the 'AND sport*' term was deemed superfluous to the searching process within this specific catalogue.

The discriminators were practical criteria and used to filter the results from the databases. Discriminators used for all four systematic searches included that the articles must be derived from scholarly journals, peer-reviewed, and in English. Other discriminators were based on the nature of the topics themselves (i.e. more than five pages in length and NOT medicat*, NOT substance*, NOT drug*).

The original intention was to address the coaching aggressions and violence issue wholly. This included concerns such as general abuse/maltreatment, physical abuse, sexual harassment and abuse, hazing, emotional abuse, and verbal aggression. However, it soon became evident that this interest in its entirety was too large to address with the time allotted. Thus, the decision was made to focus on sexual harassment and abuse and emotional abuse from this broader topic based on the five guiding principles discussed in *Chapter 3*. Sexual harassment and abuse is a well-researched area and a crucial problem for concern in sport while emotional abuse, has comparatively less research, although it is one of the most frequent variations of abuse perpetrated within sport.

The titles/abstracts produced from the databases as results were subjected to inclusion/exclusion criteria based on relevance to the problem being addressed. The researcher copied abstracts into a Word document and scanned the title and abstract for relevance and included or excluded the research based on this. If the researcher could not determine topic relevance through the abstract purely, the article itself was inspected to determine applicability. To satisfy the principle of peer review, one of the five principles linked with the metanarrative analysis, the researcher and their supervisor independently undertook the initial inclusion/exclusion exercise based on relevance to the issue of coaching aggressions and violence with an inter-rater reliability of 91% agreement. Any initial incongruities in inclusion/exclusion were deliberated between both parties until mutual agreement was achieved.

Figure 4.1 illustrates the results yielded from the initial systematic search process and the final included studies following the *Appraisal Phase* for the narrowed concerns. This culminated in sixty-five included articles for the concern of sexual harassment and abuse and sixteen for the concern of emotional abuse. The included studies based on relevance were subsequently subjected to a critical appraisal process based on the type of study (i.e. survey, qualitative interviews, non-empirical studies) and description from these articles was extracted and

recorded with an appraisal checklist. The appraisal of the studies will be discussed further in the following section.

Figure 4.1 Summary of Sources Contributing to the Final Report on Sexual Harassment and Abuse / Emotional Abuse

Electronic Database Search

| 4 Databases |

↓

| 427 Titles/Abstracts Identified |

↓

| **APPRAISAL PHASE** |

| Sexual Harassment & Abuse | | Emotional Abuse |

| Snowballing: 8 Articles | | Hand Searching: 13 Articles | | Snowballing: 5 Articles | | Hand Searching: 3 Articles |

| 65 Final Included Studies | | 16 Final Included Studies |

| 44 Empirical Studies | | 21 Non-Empirical Studies | | 15 Empirical Studies | | 1 Non-Empirical Study |

Source: Adapted from Greenhalgh et al. (2005)

98

As the method is iterative, the subsequent *Mapping Phase* (examined in *Chapter 5*) allowed research themes exploring the chosen problems to be outlined. Once research themes identified within the located literature were defined, 'snowballing' techniques (a search procedure seeking references of references in articles either manually or electronically by operating citation tracking [Greenhalgh et al., 2005]) were utilised for seminal articles within each research theme to locate additional studies which had potential to provide supplementary metanarratives to the review process. Additionally, hand searching of further articles commenced to provide more rich data to the metanarratives. The search process terminated when no new metanarratives were presented as adding to the current metanarratives. Nevertheless, the snowballing and hand searching process were limited by time and resource constraints for the current project.

The systematic process allows for a rigorous, transparent and replicable study to be performed on the literature pertaining to the issues selected. While there is subjectivity in identifying articles in the inclusion/exclusion practice and through snowballing and hand searching techniques, all decisions were described within study notes allowing for the research to remain transparent. Also, it is replicable in the sense that another researcher could follow the identical procedure performed within the current study as all judgements made by the author are disclosed.

4.5 Appraisal Phase

In the initial work produced by Greenhalgh et al. (2005), the *Mapping Phase* is shown as step three and the *Appraisal Phase* as step four. In order to adapt the method to fit the current area of research, the author interchanged these two phases as the process naturally flowed in this direction. Additionally, the phases are iterative and repeat as and when necessary. A prime example of the repetitive nature of this method includes the movement between the *Formal Search*, *Appraisal* and *Mapping Phases*. Articles successfully included in the initial inclusion/exclusion procedures and critical appraisal practice were consequently mapped into their appropriate research theme. A snowballing search procedure was undertaken from seminal articles identified for each research theme as well as hand searching for additional studies that would add to the metanarratives. Each article identified as a potential inclusion similarly underwent the critical appraisal process.

Within the *Appraisal Phase*, each study included based on relevance to the chosen issue was subjected to a critical appraisal according to quality criteria. The researcher restructured quality appraisal checklists established for various types of studies (i.e. qualitative study design, non-empirical study design, mixed methods study design, etc.) and combined useful questions and criteria for judging trustworthiness and rigour for these studies with Greenhalgh et al.'s (2005) primary study appraisal checklist from their principal work to structure an original data extraction form for the current study. This form was developed to summarise measures such as the research questions, theoretical basis, study design, validity and robustness of methods, sample size and power (when applicable), nature and strength of findings, and validity of conclusions for each study (Greenhalgh et al., 2005). The table below provides examples of various types of questions and data recorded through the data extraction form.

Table 4.2 Example of Quality Criteria Adopted in Data Extraction Form for Qualitative Methods

Question: *Did the paper address a clear research question and if so, what was it?*   *1. Explicit, 2. Implicit but clearly implied, 3. Not stated and therefore unclear*
Definitions: *What definitions have the authors adopted to define key terms? (sexual harassment, sexual abuse, emotional abuse, etc.)*
Sampling: *Describe the sample used for the research. Did the researchers include sufficient cases/settings/observations?*
Conclusions: *Did the authors draw a clear link between data and explanation (theory)? If not, what are your reservations?*
Critical Factors: *What factors does the paper identify as critical to a positive (or to avoid a negative) coach-athlete relationship?*
Was the recruitment strategy appropriate to the aims of the research?
Are conclusions drawn justifiable from the results?
Nature of the Study: *Is the study descriptive, evaluative, prescriptive, exploratory, or predictive?*
Population: *What is the sub-population being studied?*
Paradigm: *What is the predominant theoretical 'lens' used?*
Relevance: *Does the paper have an important message for my research question?*
Methods: *Does the paper fulfil the established quality criteria for papers in its domain?*

In addition to the quality criteria, the data extraction form also allowed the researcher to denote basic information such as the title and authors of the article, publishing year, and database in which it was found. The final questions regarding the definitive outcome for the article, in terms of inclusion and exclusion, assessed the relevance to the research questions and whether the study fulfilled the established quality criteria for papers within its domain. The question

regarding relevance of the paper included one of three responses: *essential to include*, *relevant but not essential*, or *marginal relevance*. The question regarding the quality of methods of the article also incorporated one of three responses: *outstanding*, *some limitations*, or *many important limitations*. The combination of these two questions formed a green, yellow, orange or red conclusion made on the articles, which also indicates the hierarchy of evidence and essentiality provided by each individual paper. *Table 4.3* demonstrates the possible conclusions made and, based on this evaluation, whether the article would be included or excluded.

Table 4.3 Inclusion / Exclusion of Articles

Relevance	Methods	Inclusion/Exclusion Outcome
Essential to Include	Outstanding	*Include*
Essential to Include	Some Limitations	*Include*
Essential to Include	Many Important Limitations	*Exclude*
Relevant but not Essential	Outstanding	*Include*
Relevant but not Essential	Some Limitations	*Exclude*
Relevant but not Essential	Many Important Limitations	*Exclude*
Marginal Relevance	Outstanding	*Exclude*
Marginal Relevance	Some Limitations	*Exclude*
Marginal Relevance	Many Important Limitations	*Exclude*

While the researcher found it difficult to appraise the articles because she was not necessarily an expert in all research areas presented, prior training and knowledge of research methods and the comprehensive and wide reading of the articles themselves served to further inform the author in the standards necessary to meet high-quality research.

Although systematic searching within the metanarrative analysis method aims to provide a more objective approach to research, there will invariably be subjective assessments made. To address these subjective judgements, the researcher recorded explicit reasons why particular articles were excluded or included to be transparent and auditable in the procedures. If a different researcher were to replicate the study at hand using the information provided by the current author, they should also arrive at the same decisions and conclusions whether or not they agreed with them specifically. Furthermore, the researcher reviewed the critical appraisal decisions made within each research theme, including the originally excluded articles through the process, to be sure conclusions made were consistent with the quality and robustness of the exclusive research theme.

4.6 Conclusion

This chapter has detailed the *Planning, Search* and *Appraisal Phases*. The process of systematically searching the nominated databases for relevant literature were analysed by specifying how search string strategies and discriminators were devised and utilised and stipulated a summary of contributing sources to the final report. Due to the large evidence base, the researcher utilised five guiding principles to select the two issues that were explored in-depth from the broader coaching aggressions and violence topic: sexual harassment and abuse and emotional abuse. This enabled the researcher to generate an interpretation of individual metanarratives and research themes, utilise them to create overarching metanarratives, and apply 'good practice' recommendations derived from the metanarrative analysis to contemporary organizational policies. This chapter also provided an overview of the *Appraisal Phase* and offered examples of quality criteria implemented to appraise various types of research in order to determine vigour and reliability.

CHAPTER 5. MAPPING PHASE

5.1 Introduction

The *Mapping Phase* of the metanarrative analysis entails charting the metanarrative 'storylines' from the acquired literature and designating research traditions employed to explore them. According to Greenhalgh et al. (2005), the *Mapping Phase* includes recognising fundamental components of a research paradigm, significant actors and events within the tradition and dominant language used by the researchers to portray their work for each research tradition. It is important to note as discussed earlier, this study has employed a divergent definition of 'paradigm' and applied the term 'research theme' in place of 'research tradition'.

Utilising these altered concepts of paradigm and research themes (RT), this chapter describes the metanarratives found within each of the explored issues and the research themes which constitute the 'overarching storylines'. For each research theme, a characterisation is provided and the main implications to address the problem are discussed. Each research theme is interpreted within its own paradigm and theme before considering how they collectively contribute to the overall metanarrative of experiences and perceptions and each issue largely.

5.2 Limitations of Metanarrative Analysis Within the Research

While the metanarrative analysis can be a useful approach to searching the existing literature and understanding the development of metanarratives and research themes within that literature, it exhibited important limitations within the research conducted here. Firstly, the metanarrative analysis is formulaic in its approach. While this can be beneficial in terms of being objective and replicable in its procedures, it can also act to restrict the searching process. Because specific databases were selected to search systematically, time and resource considerations were made in order for search procedures to be completed as comprehensively as possible within the nominated catalogues. While a limited amount of hand searching did occur based on the results produced from these databases, this was restricted due to the amount of time allotted to the original systematic search process. Overall, the search procedures outlined by the metanarrative analysis were weighty and, at times, rigid.

Furthermore, the method is highly dependent on the available research pool relevant to the issues being explored. As one will see in the following sections, employing the metanarrative method did not demonstrate new or additional areas of research. Although the method was utilised in hopes of identifying additional or novel insights to the problems of sexual harassment and abuse and emotional abuse, the existing evidence base did not support this. The

metanarrative analysis aims to recount the historical development of these concerns within the existing literature. However, the associated research is relatively new and thus the historical development is limited at this time. This is especially true when considering the topic of emotional abuse within sport. While it is an important research area and currently gaining momentum, the literature available presently is restricted. In regard to sexual harassment and abuse, the topic is an established research area but is in early stages of further development. This is particularly evident when considering paradigms outside of the 'traditional' male perpetrator – female survivor paradigm and consenting, loving coach-athlete relationships. Therefore, new insights may be forthcoming but are not necessarily reflected within this study.

5.3 Sexual Harassment and Abuse Mapping

5.3.1 Metanarrative 1: Athlete Experiences of Sexual Harassment and/or Abuse

RT: Athlete Experience Studies (Qualitative)

Qualitative studies attempt to understand how the combination of psychological factors and social environment affects an individual's physical and mental wellbeing. Therefore, this research theme focuses on the athletes' experiences and perceptions of their social environment (sexual harassment/abuse behaviours) and the consequences this has on their physical and psychological health. This research theme is predominantly a critical practice characterised by a qualitative approach to research. Six empirical studies were located through the systematic search and included during the critical appraisal process. Three additional studies were included through the snowballing process. They are exemplified by the principal use of athlete interviews as the instrument to understand their experiences and perceptions of sexual harassment and/or abuse.

The first seminal article in this tradition includes Brackenridge (1997), which explores how similar experiences of sexual harassment or abuse experienced by women in their working lives also occurs in sport and why this has severe consequences for women and girls. Another seminal article includes Fasting & Brackenridge (2009) examining the usefulness of classifications of perpetrators of sexual harassment in sport and whether qualitative data collected from sexually harassed female athletes supports various conceptual frameworks of sexual harassment. Almost all identified articles have a focus on elite sport or, minimally, competitive sport.

Central to most definitions of sexual harassment within this research theme, is the idea of "invasion without consent" (Brackenridge, 1997) and "unwanted sexual attention" (Fasting & Brackenridge, 2009). Conversely, one differing article researching sexual harassment was reluctant to focus on grouping specific behaviours but instead studied the environment where such behaviours are cultivated as well as how they are recognised and acknowledged by those experiencing them (Krauchek & Ranson, 1999). In relation to definitions of sexual abuse, fundamental to most definitions was the idea that it occurs when the survivor is "tricked, forced or coerced" (Fasting & Sand, 2015) or "groomed" (Brackenridge, 1997) into sexual activity. Additionally, one article did not provide any specific definition of sexual harassment or abuse, but rather the author utilised his own first-hand experiences and perceptions to constitute his definition of sexual exploitation (Dzikus, 2012).

It must be noted there is a definitive lack of studies that focus on men as the survivor of sexual harassment and/or abuse and women as the perpetrator of such behaviours. Out of the identified studies in this tradition, only one article discussed sexual exploitation of a male athlete by a male coach and none of the articles addressed a female coach paradigm. Key themes identified from this literature include contributing factors, perceptions of coaching behaviours and consequences of sexual harassment and abuse.

In terms of addressing the issues of sexual harassment and/or abuse and ultimately preventing them, there is a large consensus on empowering the athlete to legitimately question the authority of the coach. Confronting and challenging the dominant forms of masculinity and resisting traditional patriarchal practices are crucial in the attempt to prevent sexual harassment (Fasting & Sand, 2015). While practical measures are highly advisable such as criminal background checks and screening procedures, these measures do not change the socio-cultural context that facilitates these behaviours (Dzikus, 2012). Sport systems should become more democratic environments and encourage athletes from a young age to become cognisant decision-makers and critical thinkers (Dzikus, 2012).

An important part of transforming the sport culture is eliminating autocratic styles of leadership where coaches are afforded great power leading to an optimal situation to commit abuse and instead embrace styles of athlete empowerment (Brackenridge, 1997). Within the Krauchek & Ranson (1999) study, the authors perceived more accommodation and tolerance of the typical male model of sporting participation by female athletes than resistance of the masculine rules of the game and wanting to compete on their own terms as women in sport.

Coaches have immense pressure to produce winning results and, as a consequence, the athlete may be in an expendable position. Coaches and administration should accept that athletes not only have a life after sport but during sport as well and consequently the development of the athlete should always come first (Brackenridge, 1997). By educating coaches utilising sexual harassment scripts to aid in revising their behaviours, coach communication styles, postures, gestures and group management techniques may be improved and may not only enhance the quality of the coach-athlete relationship, but also the probability of athlete commitment to the sport and performance success (Fasting & Brackenridge, 2009). By placing emphasis on teaching coach reflexivity, self-monitoring proficiencies will be improved and decrease the potential for miscommunication, thereby aiding in more accurate interpretation of interpersonal behaviours (Fasting & Brackenridge, 2009).

Numerous studies identified the lack of witness and organizational acknowledgement or action and formal procedures in place in regard to sexually harassing and/or abusive behaviours

by coaches towards athletes (Brackenridge, 1997; Krauchek & Ranson, 1999; Dzikus, 2012; Fasting & Sand, 2015). In reference to the focus on producing winning results, athletes in Brackenridge's (1997) study asserted that although the organization was aware of inappropriate behaviours perpetrated by coaches, the organization refrained from taking action knowing the coach's imperative role in producing anticipated outcomes. Thus, athletes favour remaining silent over risking exclusion from their sport. In terms of organizational factors, "it is not only power differences that facilitate sexually harassing behaviour, but also the permissiveness of the organisational climate, the gendered occupation and organisational ethics, and the norms and policies that increase the likelihood of sexual harassment to occur" (Fasting & Sand, 2015, p. 584).

In the study investigating Puerto Rican female athletes' perceptions of sexual harassment, the athletes ascribed their experiences to the typical socio-cultural context of masculine domination commonplace in Puerto Rico (Rodriguez & Gill, 2011). This 'machismo' was furthermore reflected within the country's sport structure. Athletes identified that if they were to complain about experiencing sexual harassment, there would be negative consequences towards them as an individual and their sporting career. The consequences incorporated a lack of confidentiality in the sport structure, authority figures having augmented power, and athletes competing in a non-traditional female sport seemingly encountering more severe gender harassment and violence by male authority figures than those competing in more traditional female sports. The athletes perceive that these sexist behaviours establish that women are not accepted, respected and appreciated as athletes within sport. Ultimately, half of the athletes interviewed ceased participation in their sport or team due to sexual harassment experiences. Although this research looks specifically at the distinctive socio-cultural context of Puerto Rico, the current researcher believes this finding may be applicable to other cultures worldwide.

Dzikus (2012) identifies that passive behaviours or non-intervention, denial, and/or silence by people in positions of influence in sport, amplifies the psychological damage of sexual harassment and abuse by creating the perception for victims that the behaviours are both legally and socially appropriate and/or that those in sport are incapable of protesting these practices. This was corroborated by the author's recollection of his own abuse experience in sport as he questions whether anyone noticed the signs of abuse and could have assisted him. Compounding this situation is the difficulty to deliver complaints under these conditions as it contains personal, sensitive and intimate issues (Fasting & Sand, 2015).

Another approach to tackling sexual harassment and abuse in sport is eliminating the normalisation of these behaviours as 'something that happens' in sport or behaviours that need to be tolerated as a requisite for participation (Krauchek & Ranson, 1999; Rodriguez & Gill, 2011). Krauchek & Ranson (1999) suggest that a perceptual reframing is essential to embolden women

to celebrate their sporting achievements on their own terms, making it less likely for them to view themselves as inferior and encouraging them to partake in sport more confidently and less willing to tolerate harassing or abusive behaviour that belittles or hinders their performance outcomes.

RT: Athlete Experience Studies (Quantitative)

This research theme is distinguished by a quantitative approach to the problem through questionnaires and concentrates principally on athletes' perceptions of what constitutes sexual harassment and/or abuse. In addition, studies within this research theme focus on the experiences of athletes by investigating the prevalence of athletes facing certain behaviours.

One seminal article is identified from the systematic review of the literature, which was written by Volkwein, Schnell, Sherwood & Livezy (1997) exploring NCAA Division I, II, and III female athletes' perceptions and experiences of sexual harassment. In total, seven articles were included within this research theme from the systematic searching of the literature. A further four studies were incorporated through a snowballing process. Another two studies were also included through a hand search of articles that would potentially integrate within this research theme.

The dominant focus of research within this theme centres on female athletes. Nonetheless, two studies explore male athletes' experiences with one of these studies concentrating only on male athletes. Furthermore, the research was found not to focus on the gender of the coach to the extent of the qualitative research theme. However, a small number of studies do specify a male coach, and additionally, one study denotes both male and female coaches. This permits for more opportunity to explore various abusive paradigms which are often limitedly researched such as the female athlete – female coach paradigm and the male athlete – female coach paradigm.

In terms of outlining sexual harassment and sexual abuse, different research adopted various definitions making it somewhat difficult to compare and contrast between studies. This was also found in the qualitative paradigm of this metanarrative. The seminal article written by Volkwein et al. (1997) follows Brackenridge's (1996) definitions which describe sexual harassment as "unwanted attention on the basis of sex" and sexual abuse as "groomed or coerced collaboration in sexual and/or genital acts where the victim has been entrapped by the perpetrator" (p. 7). Other studies within this research theme also adopting these same definitions include Fejgin & Hanegby (2001) and Van Niekerk & Rzygula (2010). Though, Van Niekerk & Rzygula emphasise that actions representing sexual harassment are highly contingent on what

the athlete understands to be harassment and was the fundamental principle in defining sexual harassment for their study.

The element of perception is also encompassed in Sand, Fasting, Chroni & Knorre's (2011) study where they acknowledge sexual harassment as a challenging term to define because respondents may not categorise particular behaviours as harassment. Therefore, the researchers explored sexual harassment without explicitly revealing the phrase, but rather probed participants impartially about their encounters.

Other definitions of sexual harassment/abuse are culturally defined and rooted in the laws of the countries where the phenomenon is being investigated. Fasting, Chroni & Knorre (2014) explored sexual harassment within the countries of Greece, Czech Republic and Norway and which all devised their own laws regarding this issue with marginally different definitions. However, what is mutual to these three countries is that definitions of sexual harassment describe it as an illegal act which is experienced as unwanted or threatening, troublesome, insulting or offensive.

Consequently, it appears that common characteristics to sexual harassment in all studies of this research theme are unwanted or unwelcomed behaviours that are intimidating, degrading, or offensive. Many studies did not overtly define sexual abuse, but the collective characteristic of sexually abusive behaviour appears to be that the victim is groomed or coerced into sexual behaviour by the perpetrator. Further apparent from the studies within this research theme is that perception plays a major function in defining sexual harassment or abuse as many respondents do not label behaviours in analogous ways making uniform definitions of these terms problematic. Key themes from the identified literature include perceptions and categorisation of behaviours constituting sexual harassment and/or abuse, prevalence and experiences of coaching behaviours and consequences of sexual harassment and abuse.

In order to address and prevent concerns of sexual harassment and abuse, there were two main emphases identified; education of both athletes and coaches on behaviours which may constitute sexual harassment and/or abuse as well as a holistic, athlete-centred approach to the coaching philosophy. Volkwein et al.'s (1997) seminal article recognises that many athletic institutions do not offer educational programmes which instruct athletes or coaches on what comprises sexual harassment and abuse and advocate for institutions to execute such programmes "to prevent conflict and misunderstandings between coaches and athletes. Interventions will not only help athletes to clarify potentially ambiguous behaviours but will also assist coaches by establishing clear boundaries for appropriate interactions" (p. 292). This

sentiment is echoed by subsequent articles within this research theme (Sand et al., 2011; Fasting, Chroni & Knorre, 2014).

Sand et al. (2011) conclude that a principal feature of sexual harassment is not necessarily the intention of the perpetrator but rather the perceptions of the targeted party. Therefore, it is essential to alert coaches to the practices of good communication, inform them of the consequences harassing and abusive behaviours have on athletes and implement this type of ongoing education at all coaching levels. This will not only aid in progressing coaches' understanding and awareness of their athletes' needs and feelings but will reduce the risk of unintentional actions by the coach being perceived as unwanted or offensive by their athletes. Fasting, Chroni & Knorre (2014) indicate that while educational systems often replicate existing social relations, they can also affect change, which in the case of sport, can modify the reproduction of the traditional gender order.

The second dominant theme for addressing and preventing sexual harassment and abuse was to encourage a holistic, athlete-focused approach to coaching. In Sand et al.'s (2014) study exploring authoritarian behaviours by coaches and experiences by athletes of sexual harassment, the authors concluded that a fundamental aspect of the coach-athlete relationship is not only the power capital that the coach possesses but how the power is carried out. Authoritarian coach behaviours may be viewed as a way to exert negative 'power over' the athlete in contrast with 'power to' allowing coaches to have a constructive contribution in order to solve shared challenges. As a result, a holistic approach to coaching should be fostered as more attention will be placed on the individual athlete's requirements and distinctiveness and the coach will obtain a better understanding of what behaviours may be comprehended as harassing. Not only will it play an important role in preventing negative behaviours but will benefit the coach and athlete in more general terms through "clarification of values and thereby increase the consideration of the responsibilities and obligations of the coach" (Sand et al., 2011, p. 239).

Other factors recommended to address and prevent these concerns in tandem with the aforementioned emphases include an environment in which athletes are comfortable in reporting occurrences of harassment and confidence their allegations will be investigated with action taken to ensure consideration for both the athlete and coach (Volkwein et al., 1997). Sport administrators, therefore, must recognise and accept that there is a problem within sport and should "formulate clear guidelines, set up educational workshops for coaches and athletes, and implement programs to combat the problem" (p. 292).

In addition, Volkwein et al. (1997) advocate for employing coach background checks before hiring because of an increase in cross-gender coaching to be utilised concurrently with

proactive policies such as those recommended by the Women's Sport Foundation (1994). Based on these recommendations, they go on to endorse the implementation of the following specific policies:

- Developing a strong policy that defines and prohibits sexual harassment and sexual relations between coaches and athletes

- Developing clear written guidelines and administrative procedures for addressing alleged incidents of sexual harassment

- Distributing policy and procedures to each employee, coach and athlete

- Incorporate the policy into administrative and student handbooks

- Educating staff, coaches and athletes about relevant definitions, policies, reporting procedures and sanctions

One can conclude these recommendations are formulated around the central suggestions for coach and athlete education relating to sexual harassment and abuse as well as adopting an athlete-centred coaching and sport administration philosophy. They are further underpinned by encouraging proactive strategies aiming to address, reduce and ultimately prevent these problems from occurring within the sport context.

RT: Athlete Experience Studies (Mixed Methods)

Through a process of hand searching for additional research themes exploring the athlete experience of sexual harassment and abuse within this metanarrative, a study utilising mixed methods was identified. While one study was conducted, it was reported in multiple papers detailing the various aspects of the study and its findings. Four such articles relating to this study were chosen to discuss here.

Firstly, the data derives from the larger Norwegian Women research project funded by the Norwegian Olympic Committee between the years of 1995-2000 investigating disordered eating and attitudes towards doping. Phase I of the sub-study regarding sexual harassment and abuse used a quantitative survey in order "to establish an overview of sexual harassment incidence" (Fasting, Brackenridge & Walseth, 2002, p. 41). Phase II of this sub-study used semi-structured interviews with elite athletes who specified in the Phase I survey that they had

experienced one or more types of sexual harassment and/or abuse and was used "to gather more information about risk factors, about elite athletes' reactions to sexual harassment, and about the consequences these experiences had for them" (Fasting, Brackenridge & Walseth, 2002, p. 41). The motivations and purpose for both phases of the sub-study relate to the individual qualitative and quantitative research themes recognised within this metanarrative.

The authors (Fasting, Brackenridge, Sungot-Borgen, Walseth) point out in their articles that there is no universally accepted definition of sexual harassment and abuse making definitions variable and dependent on features such as the purpose of the research, how data is utilised, cultural interpretations, and whether authors differentiate between sexual harassment and sexual abuse (Fasting, Brackenridge & Sundgot-Borgen, 2003). Comparability of studies on sexual harassment and abuse may be challenging as there are often variances in definitions, sampling, ethics and consent, validity and reliability, underreporting/non-response, etc. (Fasting, Brackenridge & Walseth, 2007).

In Fasting, Brackenridge & Sungot-Borgen (2003), they explicitly state their adoption of Brackenridge's (1997) definitions of sexual harassment and abuse, which advocates for a sexual exploitation continuum and defines sexual harassment as "unwanted attention of the basis of sex" and sexual abuse as "groomed or coerced collaboration in sexual and/or genital acts where the victim has been entrapped by the perpetrator" (p. 116-117). Key themes identified from the literature include the prevalence of sexual harassment and abuse and consequences of sexual harassment and abuse.

The implications for these studies suggest that it is crucial for the culture of sport to change (Fasting, Brackenridge & Sungot-Borgen, 2003). While educational programmes addressing elements such as coaching styles, personal relationships, language, and behaviour in sport are necessary to inspire change, macro-level initiatives are needed in tandem, both structurally (i.e. constitutional changes administering broader representation of women at all levels and roles in sport and structural devices accessible to governing bodies of sport such as awarding or withholding grants, bestowing or rescinding competition venues, and banning of non-compliant states or organizations) and culturally (i.e. opposing pornographic and condescending imagery of women in sport and empowering female athletes beyond giving them authority in selection processes or the right to challenge sexual coercion to supporting profound opportunities to influence decisions in sport wholly) (Fasting, Brackenridge & Sungot-Borgen, 2003).

"Female athletes should be helped to develop a politicised rather than apolitical view of sport to make sense of their destiny and to help them make the transition from passivity to active

agency in challenging sexual harassment" (p. 431). An additional implication of these studies suggests that sport organizations must state their unmistakable commitment to organizational and procedural modifications by providing comprehensive education and training programmes on sexual harassment and abuse for coaches, athletes, and sport administrators. Other practical methods advocated to assist in prevention of sexual harassment and abuse in sport include mandatory education and training for sport science consultants, whistleblower protection systems, and bans from participation in sport-related roles. As sport psychology consultants and other sport scientists often work one-on-one with athletes and develop individual familiarity with their emotional states, the articles propose their essentiality in distinguishing and improving the consequences sexual harassment can have on their welfare. It is thus suggested that professional education and preparation for sport psychology consultants must discuss gender power dynamics in sport and for those professionals to prepare athletes with the psychological coping skills to either deter or confront a harasser.

5.3.2 Metanarrative 2: Coach Perceptions of Sexual Harassment and/or Abuse

RT: Coach Perception Studies

The earliest article to be discussed in this research theme by Bringer, Brackenridge & Johnston (2002) and was identified through snowballing the initial seminal article identified through the systematic search. The article located by way of the systematic review was authored by the same researchers.

Bringer, Brackenridge & Johnston (2002) investigated coaches' interpretations of appropriate behaviour as it relates to coach-athlete sexual relationships. The later article by Bringer, Brackenridge & Johnston (2006) was a follow-up to the previous article and expanded its perspective by studying the differences in coaches' views in connection with potential negative effects that child protection policies have on the concept of coaching effectiveness.

In terms of defining sexual harassment and abuse, both articles, due to the objectives of the research, did not set out specific definitions for these terms. Instead, the researchers explored how sexual harassment and abuse are conceptualised by those involved in the sport setting and coaching behaviours that are ambiguous in nature. Bringer, Brackenridge & Johnston (2002) states that "[o]bjective experience…does not always correspond to how the experience is subjectively defined" (p. 84).

Both articles utilised coaches in the sport of swimming to minimise variability that may be found due to differing sport subcultures as well as to enable access to participants. Male

coaches were purposively selected for the studies because males are overrepresented at the high school, university and elite levels of sport and much of the reported sexual abuse is committed by male perpetrators. Furthermore, Brackenridge & Kirby (1997) "hypothesised that athletes within the 'stage of imminent achievement' (SIA) – that is high level athletes who have the potential to earn elite honours, but have not yet done so – may be most vulnerable to coaches who groom them for sexual abuse" (Bringer, Brackenridge & Johnston, 2002, p. 88). In accordance with this rationale, male coaches teaching swimmers within the SIA were selected for the study.

Bringer, Brackenridge & Johnston (2002) identified seventy coaches as meeting the selection criteria, but those coaches with former allegations of abuse were excluded from the focus groups utilised in this study. Those coaches who were excluded were asked to participate in individual interviews in the follow-up study by the authors in 2006. The initial study incorporated four focus groups with a total of nineteen coaches. The focus groups deliberated seven vignettes related to coach-athlete intimate sexual relationships devised by the researchers. The participants were asked to rate the scenarios from least to most appropriate jointly and comprehensively discuss their rationalisations.

In the subsequent study, individual interviews took place with three male coaches who had experienced high amounts of scrutiny because of the coach-athlete relationships they had engaged in (1 – convicted of sexually assaulting female swimmer; 2 – in a committed romantic relationship with a swimmer he coaches; 3 – suspended by the Amateur Swimming Association during an investigation into allegations of sexual misconduct). The researchers used prompts and probes to guide the participants to discuss areas of interest and these questions were tailored to each individual. The authors broaden their analysis from the previous article by utilising the role conflict and role ambiguity model, which illuminates why some coaches may experience role conflict and ambiguity stemming from child protection policies and other coaches do not. Key themes presented in the located research included ambiguity, touch and relationship roles, scrutiny and coach effectiveness.

The authors suggest that sport psychologists can aid coaches in clarifying their role with the athletes, parents and organization. Furthermore, engaging coaches in self-reflection encourages coaches to adopt athlete development as the core function of their position thereby making child and athlete protection a principal focus rather than an outside regulating force coaches must comply with. Additionally, this practice may help emphasise poor practice or areas for development.

RT: Coach and Athlete Perception Studies

The only article identified within this research theme was written by Nielsen (2001) and identified as a seminal article. It was located through the original systematic search of the existing literature. This research employed two questionnaires that included semi-structured questions with follow-up interviews. The first survey was distributed to adult physical education students at the Institute of Exercise and Sport Sciences at the University of Copenhagen in the fall of 1997 and explored students' sport careers before age 18. Both male and female participants were solicited to take part in the study and asked to elaborate on their answers. The participants were requested to report their experiences of behaviours and note their emotional responses to such encounters. Finally, the questionnaire explored the knowledge, or personal experiences, of sexual abuse. The sample included 253 students of which two-thirds were men and one-third were women. Yet, females appeared more interested in participating as there was a higher response rate than that of males.

The second questionnaire was distributed to coaches of youth or adolescents in the summer of 1998. The coaches embodied twelve diverse disciplines within the National Olympic Committee and Sports Confederation of Denmark. The sample included 275 coaches working with children or adolescents in twelve sports organizations. The author outlined that selection criteria was constructed on a depiction of the five most popular sports in Denmark, gender-strong disciplines, individual and team sports, sports with anticipated high levels of touching/intimacy, and sports with anticipated low levels of touching/intimacy. The questionnaire sample demonstrated that of those who responded (75.3% response rate), 83% of coaches were men and 17% women.

The author states that a broad definition of sexual harassment was developed for the study, which asserted that "sexual harassment always consists of some degree of unwanted sexual attention that oversteps the critical boundary of the individual's personal space (Arcel, 1992; Nielsen, 1998). The definition of sexual harassment stresses that any exploitative behaviour based on imbalance due to age, gender, race, religion, abilities or experience level is wrong, regardless of whether it has happened on a conscious or subconscious level (Willis, 1993). Furthermore, it is legally or morally wrong if he/she is abusing a child/adolescent in order to satisfy his/her own need for power, tenderness and contact as well as erotic desires (Nielsen, 1998: 48-50)" (as cited in Nielsen, 2001, p. 167).

Moreover, the author explains that it is challenging in differentiating between sexual harassment and sexual abuse due to various sexualised acts appearing on a continuum that

118

displays mild sexual harassment at one end and severe sexual harassment and abuse at the other. A continuum adapted from Brackenridge (1997) is presented with the addition of a sequence of exploitative behaviour within sport (Kelly, 1987; Helweg-Larsen, 2000) and presents correlations between occurrences of mild and severe types of inappropriate behaviours and illustrates more explicit and inappropriate behaviours may signify amplified motivation for the coach to abuse.

"Mild sexual harassment is defined as critical behaviour that has not yet passed the legal threshold, while severe forms of sexual harassment, which may also be construed as sexual abuse or vice versa, are defined as punishable behaviour beyond the legal threshold" (p. 168). Further, Nielsen (2001) notes that legal definitions can be problematic in recognising the victims' feelings because behaviours belong to a "grey zone area" and are strongly contingent on context and individual interpretation of the experienced behaviour.

"According to Danish law (Det Kriminalpræventive Råd, 1994), any sexual relations, such as intercourse or any surrogate for intercourse (masturbation or oral, anal or vaginal penetration with fingers, objects or penis), between adults and children under the age of consent (15 years) is prohibited" (p. 168). However, the age of consent is increased to 18 years for those in a position of trust (i.e. teachers, coaches). The Danish law also includes transgressions against public decency (i.e. flashing, foul sexualised language) as a criminal deed and are more likely to be regarded as a degree of sexual harassment. The key theme identified from the existing research discussed here includes the perceptions of behaviours.

The study in this research theme demonstrates that most coaches act in a safe and responsible fashion with their athletes and both athletes and coaches can distinguish between appropriate and inappropriate behaviours to some extent. Indicated in both the student-athletes' and coaches' surveys, was a broad acceptance of bodily intimacy and tolerance towards the consumption of alcohol. Additionally, it is assumed coaches would attempt to portray themselves positively and be mindful of not bringing the coaching profession into disrepute and consequently the findings could underestimate the issue.

The author explains that there are clear patterns for coaches who may engage in inappropriate behaviours which could be used in a risk assessment. It appears that they are typically male coaches aged 30 to 45 and have more liberal attitudes regarding bodily and verbal intimacy. Additionally, these coaches will be keener to partake in athlete activities, be tolerant of athlete alcohol consumption, and go dancing or participate in 'horseplay' with athletes. Within the survey, this group of coaches reported feeling sexually or emotionally attracted to their athlete(s). This is particularly alarming when these behaviours are coupled with drinking,

sleeping in the same room, going out at night with the coach, and journeying to an unidentified location under the pretext of sport matters. Those students who reported experiencing inappropriate coach behaviours normalised them by accepting them as 'how things were' or as part of the game.

5.3.4 Metanarrative 4: Touch in Coaching

RT: Touch in Coaching Studies (Non-Empirical)

This research theme consists of two articles. The first article identified through the systematic searching process is authored by Piper, Taylor & Garratt (2012) and explores 'no touch' coaching practices and the impact this may have on the discipline of sport coaching and its influence on educating and socialising children. The second article, identified by snowballing from this initial seminal article, was conducted by Pépin-Gagné & Parent (2016). This study investigated the acceptability of touch by coaches, the athletes' thoughts of touch by coaches, false allegations, and the impacts fear of false allegations have on child protection and the victims of sexual abuse. The research theme is characterised by a non-empirical, conceptual approach to this issue and is predominantly focused on sport coaches and the sport context (the first article on UK coaches and sport and the second article on Canadian coaches and sport).

Piper, Taylor & Garratt (2012) did not explicitly define sexual harassment and/or abuse. However, Pépin-Gagné & Parent (2016) provided the definition of sexual abuse according to Quebec law, which is defined as "an act that is sexual in nature, with or without physical contact, committed against a child without the consent, or in some cases, through emotional manipulation or blackmail. It is an act that subjects another person to the perpetrator's desires through an abuse of power and/or the use of force or coercion, accompanied by implicit or explicit threats" (Loi sur la protection de la jeunesse [LPJ], article 38d, as cited by Pépin-Gagné & Parent, p. 162). Key themes from the located existing research included moral panic and risk society and false allegations.

To address the issue of touch in the coaching practice, Piper, Taylor & Garratt (2012) suggest that 'hands-off coaching' and the culture of mistrust associated with it will have negative implications for the continued recruitment of coaches, their effectiveness, and also for the development of healthy relationships between adults and children through participation in sport" (p. 342) and have a high possibility of destructive effects for achievement at both the elite sport performance level and sport participation broadly.

Furthermore, Pépin-Gagné & Parent (2016) propose that it may be essential to distinguish the parameters for ethical conduct within the coach-athlete relationship in order to identify appropriate and inappropriate behaviours in terms of touch and other behaviours (i.e. intimate relationships, verbal behaviours, etc.). This could serve to protect athletes from abuse, clarify acceptable touch practices and behaviours for coaches as well as demarcate well-defined boundaries in the relationship for both coaches and athletes. The authors also encourage future studies to examine the extent of false allegations of sexual abuse in the sporting context and the perceptions of athletes in regard to this issue.

RT: Touch in Coaching Studies (Qualitative)

This research theme is comprised of five identified articles located through the systematic search process. The first article authored by Piper, Garratt & Taylor (2013), explores 'no touch' sports coaching and understands these practices by reviewing the general context that problematizes the way child abuse and protection are comprehended through policy and practice. Further, it looks at moral panic, risk society and worst-case thinking and utilises Foucault's governmentality for clarifying the current sporting environment. The second article within this research theme is written by Garratt, Piper & Taylor (2013) and concentrates on the genealogy of child protection in sport. It especially emphasises moral and political genealogies of policy and procedures in swimming to exemplify the rise of 'safeguarding' practice. Additionally, it investigates the effect of developing child protection discourses in creating 'safe boundaries' for coaching practice and policy. The third article by Fletcher (2013) reviews the moral panic of intergenerational touch and its manifestation in 'classroom panopticism'. The fourth article within this research theme is authored by Scott (2013) and explores how media reports of widespread fear regarding baseless accusations and the policies which inhibit unsafe touching effect sport officials, teachers, coaches, parents, and young athletes. The final article located within this research theme is written by Lang (2015) and analyses coaches' embodied disciplinary and emancipatory responses to child protection in competitive youth swimming using a Foucauldian lens. Additionally, it examines the consequences of coaches' anxiety regarding child touch on the swimming practice and on the athletes themselves.

This research theme is characterised by a qualitative approach to the issue of touch in the coaching practice with the majority of articles utilising a Foucauldian perspective to analyse data collected. Instruments utilised as data collecting methods included case studies with semi-structured interviews, a genealogical study or an ethnographic design with follow-up interviews. Furthermore, the studies considered coaches, physical education teachers, other sporting

stakeholders and/or incidents that are extensively believed to be accountable for initiating the radical change in coaches' approach to coaching practices in terms of touch. Key themes identified from the current literature incorporated influencing context and incidents, effect on coaching practices, monitoring of coach behaviours, self-protection and fear of false allegations.

Piper, Garratt & Taylor (2013) state 'worst-first' thinking involves identifying the worst scenario and acting as if it was certain to occur. "In the present case, the multi-layered context of regulation and organization in which sports coaches in particular operate (i.e. quasi-governmental overarching funding bodies, training and accreditation bodies, NGBs, local authorities, employers, clubs etc.) provides a fertile environment for the ratcheting effect. At each level, there is a determination to avoid reputational damage and the 'bad press' that attends cases of abuse and developing an auditable set of avoidance-oriented procedures is one way of doing so, even if they are more attuned to placating external scrutiny than delivering real child protection" (p. 593). Furthermore, child protection in sport has been prioritised over other sporting imperatives typically promoted while simultaneously accepting parameters that make the achievement of other goals likely. "In the absence of any clear-cut benefits in terms of child safety, the result has been to confuse and de-motivate many of the coaches and teachers (PE specialists and others) on whose enthusiasm and expertise the sports depend, and to risk distorting the socially cohesive characteristic of sport. To suggest this is not to downplay the importance of safeguarding, but merely to recognise the significant distinctions between organizations with a breadth and variety of purpose (e.g. encouraging personal and sporting development, promoting sporting excellence, maximising participation, and winning competitions) and any that are predicated on the primacy of a single issue or problem (e.g. preventing particular forms of abuse or harm to children)" (p. 593).

Garratt, Piper & Taylor (2013) have stated that there is an unavoidable and noteworthy interaction between discursive methods discussed in their study as well as the broader social, cultural and political strengthening of child abuse, protection and safeguarding. In addition, moral panic has been perpetuated by the governance of conduct by NGBs conforming to the normalising gaze of 'acceptable practice'.

Fletcher (2013) states that coaches are risk-averse and fear false allegations. Hence, it was demonstrated that teachers and coaches will look to their peers for mutual security. Furthermore, peers will engage in 'mutual monitoring' as a method of self-policing. Surveillance of coaches and physical education teachers serves to prevent abuse through self-regulation, suspicion and monitoring. Teachers and coaches must be complicit in this structure which is challenging to oppose without diminishing trust in their intentions.

Scott (2013) explains that crime does not have to be actual for it to govern individuals' behaviours through moral panic. What was designed as an effort of child protection has transformed into a need for coaches to be protected from them as media reports would insinuate by disseminating issues of unfounded abuse allegations. The author suggests that there is a disconnect between the administrators, who are keen to demonstrate their knowledge of the issue and 'threats' as well as the current policies and guidelines, and the actuality of abuse. The administrators defended the implementation of policies by stating they were aiming to alleviate the potential for harm.

The findings presented in Lang (2015) indicate that coaches merged the concepts of positive touch with negative touch and consequently restricted all forms of adult-child touch as a way of controlling the risk of false accusations. If this was not possible, they limited their touch to less 'risky' areas of the body, which is a process that was typically described by the participants in the study as negative because of the impact it had on the coaches' effectiveness in fostering positive coach-athlete relationships.

The author insists researchers, coaches and coach educators should be mindful not to reproduce the idea of all touch being harmful as this would maintain the current moral panic surrounding child sexual abuse. Instead, development of constructive touch in the coach-athlete relationship should be supported. The implications of coaches eliminating the use of positive touch mean they may be less able to communicate effective athletic techniques necessary for sport and lose the opportunity to cultivate positive interpersonal relationships with their athletes. Furthermore, athletes may suffer from the absence of warmth within the coach-athlete relationship, which has a potential to influence future participation in the sport as well as depriving young people of experiencing positive extra-familial touch. This, in turn, could possibly make it more challenging for youth to recognise inappropriate touch in other situations.

As touch within sport is beneficial as a teaching instrument, and caring touch can convey emotional and psychological understanding to the athlete, coaches should be urged to challenge interpretations of adult-child touch as risky. "Finally, more research that explores and theorizes the boundaries of coaches' touch practices in other sports is also needed, as are studies that investigate athletes' and parents' perspectives on positive adult-child touch" (Lang, 2015, p. 17).

5.3.5 Metanarrative 5: Coach-Athlete Relationships and Power Relations

RT: Coach-Athlete Relationship Studies (Non-Empirical)

Five articles are identified within this research theme. Four articles (Brackenridge, 1994; Brackenridge, 2000; Burke, 2001; Johansson, 2013) were located through the systematic searching process, and one article (Johansson, Kentta & Andersen, 2016) was identified in additional hand searching to add relevant information to the current research theme. The first and seminal study by Brackenridge (1994) illustrates feminist viewpoints in sport research and how they may help in problematizing gender relations in sport and dominant behaviours. Further, the article concentrates on the self-rule of voluntary sport organizations and concerns of child sexual abuse within this setting. The second article chronologically is also written by Brackenridge (2000) and explores factors that influence the coach-athlete relationship both within the relationship itself and those surrounding it. The third article by Burke (2001), discusses philosophical issues regarding the nature of the coach-athlete relationship and the understanding of what composes virtuous behaviour within this bond. The fourth article identified is authored by Johansson (2013) and focuses on expanding the knowledge and perspectives of the coach-athlete relationship in different contexts other than sexual harassment and abuse. The final article included through hand searching is by Johansson, Kentta & Andersen (2016), which also views the coach-athlete relationship through different perspectives other than as sexual harassment and abuse.

Some of the included articles do not explicitly define sexual harassment and abuse but may discuss the problematic nature of outlining the coach-athlete relationship and appropriate or inappropriate behaviours or situations within this context. Brackenridge (2000) states that one way to define sexual harassment and abuse is to view them as points along a continuum that ranges from mild in nature with sexual discrimination, to very severe in nature with sexual abuse. Sexual abuse, in this situation, is regarded as abuse that is coerced or groomed by the perpetrator, while sexual harassment is typically defined as unwanted behaviour on the basis of sex. Johansson, Kentta & Andersen (2016), however, further distinguishes coach-athlete sexual relationships (CASR) from sexual harassment and abuse, "which broadly relates to any form of sexual exploitation, harassment, abuse, and violence that can occur in both legally sanctioned relationships (e.g., marital rape) and non-consenting relationships" (p. 590). It appears as this research theme develops, there is a focus shift from influencing factors, both internal and external to the coach-athlete relationship, that may impact this connection in a negative, abusive manner to exploring intimate coach-athlete relationships that are not necessarily perceived as sexual harassment and abuse.

The research theme is conducted through a non-empirical, conceptual study design approach. Further, the sample begins by looking predominantly at the female athlete – male coach relationship but develops further into viewing this bond, not in an abusive perspective, but in a way where feelings of intimacy and love can be fostered. Key themes discussed within the located research included the culture of sport and the imbalance of power, risk factors for the athletes and coach-athlete relationships not constituting sexual harassment or abuse.

Firstly, child athletes may become reliant on the youth sport coach with many assuming that sport coaches and clubs are 'safe' people and places thereby emphasising the need for sporting organizations to be able to detect warning signs of prospective abuser behaviour (Brackenridge, 1994). While risk factors for athletes do not differ for those in non-sport contexts, considering the physicality of sport in tandem with the commitment and training required at an early age and a conceivably distant relationship with parents, susceptibility to abusive behaviours may increase (Brackenridge, 2000). Brackenridge (2000) suggests that policies for each sport should include systematic recruitment, screening, induction, and monitoring practices for both paid and volunteer applicants. A number of organizations have published broad practical guidelines for athletes, clubs and parents, but female athletes, Brackenridge argues, can further protect themselves by adopting additional principles.

Burke (2001) cites that Shogan (1991) suggests coach-athlete relationships must be formed with trust and therefore illegitimate forms of power must be eliminated. Levels of coach authority and control can make athletes vulnerable to abuse and it is thereby suggested that accepting trust as a necessary element of the coach-athlete relationship should be questioned (Burke, 2001). Burke asserts that through romantic images of coaches, society has facilitated trust in coaches who must earn trust and the trust given should have explicit limitations. Future athletes should be taught to distrust authority figures with the aid of education and legislation to make sure those in positions of power use it correctly (Burke, 2001).

Conversely to Brackenridge and Burke, Johansson (2013) maintains that coach-athlete relationships should be viewed from a dualistic versus deterministic viewpoint without considering all coach-athlete relationships constituting abuse. "To be in a better position to define, understand and govern sexual abuse, and the characteristics and outcomes of coach-athlete sexual relationships more generally, there is a need to examine sexual relationships that do not constitute sexual abuse according to the involved parties" (Johansson, 2013, p. 690). The main message from the article states that 'if no means no, then yes means yes' because athletes should have the ability to make distinctions in their intimate lives on their own accord and the decisions they make should be accepted and reinforced. Empowering athletes in this way is important to protection, safeguarding and equality policy and procedure (Johansson, 2013).

Johansson, Kentta & Andersen (2016) echoes this sentiment by suggesting that not all coach-athlete sexual relationships are abusive and thus policy and practice should concentrate on averting and diminishing harm within CASR instead of attempting to abolish or legislate it away. The authors emphasise that "CASR need to be managed without sidelining coaches' and athletes' capabilities to define their relationships or hinder the involved parties voicing their emotions, intentions, and perceptions" (p. 596).

Furthermore, they suggest three aspects that should be addressed. Firstly, research that explores both positive and negative features and the effects of legal, consenting and mutually-desired CASR is required. Secondly, sport organizations should facilitate transparency, open discussion, and learning objectives about CASR and the relevant ethical dilemmas it can bring within coach education courses. Finally, sport organizations must formulate and implement "scientifically and ethically sound codes of practice and routines to address, consult, prevent, and reduce harmful, dysfunctional CASR, and SHA of athletes, albeit without broadly casting coaches as potential sexual predators" (p. 596).

RT: Coach-Athlete Relationship Studies (Qualitative)

The only article incorporated within this research theme was identified through hand searching of the existing literature. The study was written by Johansson & Larsson (2017) and explored how discussions surrounding performance development in elite sport and coaching and romantic love structure female elite athletes' experiences of coach-athlete sexual relationships. Sexual abuse as defined by Johansson (2013) is "any unwelcomed, non-consensual, or underage sexual activity" (Johansson & Larsson, 2017, p. 3). Further, the authors outlined CASR "as couple-relationships and casual sexual relationships between athletes and their coaches. The coaches and athletes were at least 18 years old and the CASR were legal according to current legislation. CASR can include lesbian, gay and straight relationships, but the relationships explored in this study were all heterosexual" (p. 2).

This research employed a qualitative study design and utilised face-to-face semi-structured interviews as its instrument for collecting data. The sample recruited was a generic, purposive sample that met certain criteria such as CASR experience, gender, elite athletes, time period, individual versus team sports in Sweden, and the athlete's age. To analyse the data, the authors utilised Foucault to illustrate connections between power, knowledge and subjectivity. Further, the study used thematic discourse in order to attain its research objectives. Key themes identified within the existing literature incorporated others' perspectives, power and secrecy.

The authors, like the respondents in this study, expressed CASR cannot be legislated away by governance or moral exclusions. Foucault (1979) offers that, conversely, prohibitions may instead instigate engagement in the behaviour. Therefore, in reproving such relationships with the benevolent intention to prevent sexual abuse in sport, these actions may inadvertently discourage transparency and rational discussion and thus perpetuate taboos and isolation rather than shielding athletes or preventing CASR from transpiring. Furthermore, condemning relationships that are experienced by those involved as consensual and loving can be hurtful, unfair and inconceivable.

CASR should not be discussed as sexual relationships of coach-athlete relationships that are independent of one another, but rather the power within CASR must be understood within the context of agency and social structure. CASR that is legal, consensual and mutually desired can still cause damage and introduce issues because of their contradiction of traditional norms, moral standards and status quo within sport. The researchers "found that problems had more to do with privileged discourses of power and abuse, and thus the socially repressive response, than problems within the CASR themselves. In that sense, prohibiting CASR is (no more than) another normative response rather than prevention or a solution to empower and protect athletes. Because repression contributes to reproducing the coach as the centre of sports, attempts to increase athlete agency would then be to de-centralise the role of coaches" (p. 17). The authors, consequently, urge more research to be conducted on CASR to better advise theory, policy and practice.

Lastly, the study suggests that scientific examinations, interventions and programmes are required to progress and enact policy and codes of practice to manage CASR, inhibit abusive coach-athlete relationships, and improve education, ethical mindfulness, communication and transparency within sport. This should be applied to a broader framework of protection, safety and health within and outside of the sporting context.

5.3.6 Metanarrative 6: Risk Factors

RT: Risk Factor Studies (Qualitative - Interviews)

The only study located within this research theme was written by Cense & Brackenridge (2001) and was identified through the systematic searching procedure. The article's intention was to ascertain risk factors for sexual abuse and identify prevention strategies. Further, the study investigated whether there were any variances in risk factors dependent on age or abuser status. In defining sexual harassment and abuse the authors subscribed to Brackenridge's (1997)

definition which states that sexual harassment is an unwanted, repeated behaviour founded on sex, and sexual abuse is groomed or coerced participation in sexual acts.

The study used a qualitative approach with semi-structured interviews of fourteen athletes who had experiences with sexual abuse in the Netherlands. Six athletes participated in sport at recreational or sub-elite competitive levels, and eight athletes participated at the elite level. The aim of the research was to assemble personal accounts of athletes' experiences of sexual abuse. The interviews were transcribed, and each section was labelled and coded with keywords and themes, which allowed structures and different patterns to emerge between respondents abused as a child and those abused as an adult as well as recreational level and elite athletes. Key themes from the literature discussed within this research theme included both coach risk factors and athlete risk factors.

Based on the results of the research, the authors assert that careful management and increased disciplinary actions should be employed particularly with coaches and others with a history of abusive practices to fortify external restraints of abuse. Additionally, they emphasise the need for surveillance of coach behaviour and staff in close proximity with children, which could aid in preventing severe indiscretions within the coach-athlete relationship. Interpersonal boundaries should be clearly defined and monitored to help in identifying those coaches who may be grooming their athletes. To support this objective, a clear code of conduct should be implemented and include an unambiguous statement of expected interpersonal boundaries within the sport. Additionally, the authors state that an increase in female coaches and administrators may have a constructive effect on team and club culture.

Approaches that democratise sport through athlete empowerment and lessening the authority of the coach will further assist in athlete protection. Likewise, social situations which may facilitate or imply sexual abuse by coaches or other perpetrators must be acknowledged, including detecting athlete behaviours recognised as signs of abuse. The sport organization should cultivate a culture of openness to aid athletes in reporting incidents of harassment or other transgressions in the early phases to prevent the situation from progressing. By discussing sexual harassment and abuse at an early age, children will become more aware of behaviours and situations they must be wary of. Furthermore, athletes must attain clarity regarding reporting systems and procedures involved to receive help or file a complaint. These recommendations for practice must also be strengthened by broader organizational and political modifications to gender in sport.

RT: Risk Factors Studies (Qualitative – Case Studies)

One article, identified through the systematic search process, has been positioned within this research theme. The article, written by Brackenridge, Bishopp, Mousalli & Tapp (2008), explored critical attributes of sex offending in sport, positions offenders hold within sport, motivations for offending, and the methods and settings for perpetrating abuse. This article was initially located within the first research theme of this metanarrative; however, although it employs a qualitative study design, the instrument used to collect data was too dissimilar to be grouped together.

This article functioned on the understanding that while there is no universally accepted definition, a largely agreed feature of sexual harassment is that is a process and involves sexual attention that is unwanted by the victim. The researchers further cite Brackenridge (2001) which identifies sexual harassment and abuse as stages along a continuum of sexual exploitation. Further, the authors designate that grooming within the study pertained to tactics abusers employ to persuade or coerce a child to participate in sexual behaviour.

The researchers identified 325 cases of sexual abuse in sport that were reported in national and international newspapers in the years between 1992 and 2006. After applying screening criteria, 159 cases of sexual abuse cases were analysed. In order to examine core behavioural themes and how they coexist within the data, multidimensional scaling (MDS) was employed for data reduction. The key themes from the located research within this research theme included perpetrator characteristics, victim characteristics and nature of the abuse.

The researchers found that many coaches in the sample had previous convictions or accusations of abuse. This suggests that criminal screening measures should be initiated for all adults positioned in a trust relationship with children (including sport and exercise psychologists) to protect youth athletes from abuse. While this is a positive process to implement, it is not a guarantee to avoid abuse.

Identifying characteristics of abuser repertoires which denote potential warning signs or patterns of behaviour could help sport psychologists detect prospective problems. To accomplish this, sport psychologists must be proficient in comprehending and recognising these characteristics and develop more familiarity in addressing them within a practical setting. Additionally, while accredited members of the British Association of Sport and Exercise Sciences must complete training in child protection and safeguarding, there is no assurance that those from other countries are held to the same standards of certification or education or that they fully comprehend their professional obligations to intercede in preventing sexual abuse and encouraging athlete safety.

Furthermore, coaches' control over their athletes' medical treatment, diet, social activities, and sexual behaviour is often normalised within sport and hence may be more readily tolerated in this setting but could serve to facilitate abusive behaviour. In addition, sport may require an amount of physical contact in the form of hands-on coaching and could generate the prospect for inappropriate touch and abuse to occur. "[R]eports in this study show that clear boundaries have not been established or are not being implemented yet in many sport organizations and that a considerable amount of inappropriate behaviour is tolerated. Just as consulting doctors and psychologists adhere to professionally prescribed standards, guidelines for appropriate coach/athlete relationships could help to make this clear and contribute to reducing the potential for sexual harassment and abuse in sport. Sport and exercise psychologists, thus, have twin roles to fulfil, applying high standards of professionalism themselves and intervening on behalf of young athletes whenever they spot signs of sexually abusive strategies by coaches or other authority figures" (p. 403).

RT: Risk Factor Studies (Non-Empirical)

The articles located within this research theme are authored by Brackenridge & Kirby (1997) and Wurtele (2012). Brackenridge & Kirby (1997) utilises data from previous research on the risk of sexual abuse in sport as well as sport age and athletic maturation and recommends a concept for recognising and evaluating the relative risk of sexual abuse of elite young athletes. This model is referred to as the SIA and is used to describe a stage of greatest susceptibility of young athletes to sexual abuse. The article by Wurtele (2012) examines child sexual abuse by employees within youth organizations, including within the sport context in the USA. This research theme was characterised by a non-empirical, conceptual study design and therefore original empirical data was not produced from these studies. Key themes identified from the current literature incorporated maturity, age and peak performance, established knowledge of sexual abuse in sport, SIA and organizational risk factors.

If Brackenridge & Kirby's (1997) "hypothesis is supported by future research into the ages at which athletes experience sexual abuse in different sports then we shall be able to implement child protection strategies differentiated by degree of risk" (p. 415). This would assist in efficiently directing the limited resources of sports organizations in the public and not-for-profit sectors.

While youth sport is a precedence in most developed nations, until children are acknowledged and defined as such within the sport environment, they are likely to "suffer consequences for their legal, civil and human rights" (p. 415). Wurtele (2012) proposes seven

practical risk management strategies that youth-serving organizations can employ to prevent and eliminate child sexual abuse.

1. Screening of applicants should be carried out and may include a criminal background check, informal internet or social media search, requiring a thorough written application, administering personality assessments or instruments to assess the potential for the individual to be predisposed to abusing children, conducting in-depth personal interviews, and emphasising child protection through signing organizational child protection policies.

2. Implementing youth protection policies, which delineate stratagems the organization has employed to guide assessments and actions on youth protection concerns such as creating secure settings, prohibiting or limiting the time staff can be alone with children and reducing contact between personnel and youth to organization-sanctioned events and programmes.

3. Monitoring and supervising in which organizations should guarantee all employees receive sufficient monitoring, supervision and assessment through documented performance reviews.

4. Recognising the role electronic communication and social media play in the abuse process by implementing policies for personnel in interacting with youth athletes via these mediums.

5. Devising a code of conduct, which should explain how adults must always preserve a professional relationship with youth within and outside of the organization and outlining both acceptable and unacceptable behaviours for this relationship.

6. Child sexual abuse education for personnel, parents and the youth themselves should be executed.

7. Staff developmental training programmes can be executed to illuminate the issue of child sexual abuse and employ ethical training to address boundary violations and how they may be prevented. Wurtele (2012) recommends the need for sexual boundary education as it is crucial for those who work in close contact with children to understand professional limitations, how to avoid transgressing these limits, how to ascertain when other members of staff or themselves are becoming too emotionally involved with or sexually attracted to an athlete, and how to mediate the situation to preclude sexual boundary encroachments.

RT: Legal and Policy Studies (Non-Empirical)

The research theme is characterised by a predominant focus on legislation addressing sexual harassment and abuse in the coach-athlete relationship. This research theme is comprised of ten articles (Wolohan & Mathes, 1996; Velasquez, 1999; Pinarski, 2000; Weiss, 2002; Gibbons & Campbell, 2003; Hogshead-Makar & Steinbach, 2003; Tripp, 2003; Peterson, 2004; Burke, 2004; Brake, 2012).

The articles included within this research theme are non-empirical and conceptual in nature. They have a principal emphasis on USA laws, and as such, the majority of the articles discuss Title VII and Title IX in terms of addressing sexual harassment and abuse within the coach-athlete relationship and the implications for coaches, athletic departments, and physical education programmes. Identified key themes from the literature discussed within this research theme incorporated Title VII and Title IX.

The first implication for practice is that it is crucial for an athletic administration to comprehensively understand sexual harassment in order for it to be prevented and for appropriate policies to be implemented in relation to coach-athlete relationships (Wolohan & Mathes, 1996). The authors suggest a four-step approach to preventing coaches perpetrating sexual harassment of athletes:

1. Create and publish a strong policy statement on sexual harassment for all personnel, including the organization's sexual harassment policy, defining the behaviours that comprise sexual harassment, and detailing examples of proscribed practices.

2. Consider all new personnel extensively and prudently by scrutinising the coach's resume and references and communicating with past employers and other professionals within the field to establish character.

3. Appropriately overseeing all personnel by investigating any and all rumours and reports of sexual harassment by coaches.

4. Allowing athletes to appraise coaches annually through an anonymous survey to indicate any occurrences of sexual harassment with minimised risk of reprisal by the coach as well as providing administrators with substantiation of the coach's team rapport.

Furthermore, Wolohan & Mathes (1996) indicate that Title IX legislation necessitates all federally-funded educational bodies to implement and distribute reporting measures for offering swift and impartial outcomes for student and employee incidences.

Velasquez (1999) asserts that sport organization administrators should evaluate sexual harassment policies in tandem with coaches and administrators inspecting the environment established by the coaching style utilised by themselves and/or assistant coaches. Furthermore, a broad sexual harassment policy should be executed with procedures implemented for those in managerial roles to accurately record and advise upper-level administration regarding sexual harassment accusations made. Subsequently, those in upper-level administration must ensure that these policies are carried out. Moreover, policies should be visible in handbooks disseminated to athletes and coaches as well as being displayed and discussed in organizational meetings.

Pinarski (2000) states the idea women are more coachable and appreciative of coach attention may lead to unethical behaviour. Therefore, constructing sport organization guidelines to counteract inappropriate practices and generate a legal structure which acknowledges hostile athletic environment is a task complete with contradictions. On one hand, coaches must be able to mould their own relationships with their athletes to amplify sporting performance, but independence and self-respect of the female athlete must be maintained. Moreover, Pinarski argues that female athletes' interpretation of coach behaviours will vary, yet it is the individual athletes who will ultimately determine whether the disputed conduct has generated a hostile athletic environment. Title VII, discussed within the article, dictates an emphasis change from the intent or motivation of the coach to the athlete's interpretation of the potential abusive effects of the behaviour, which is crucial to appreciating the context of the athletic environment. The conclusion drawn is that it is the coach's responsibility to continuously act in a professional manner.

Weiss (2002) asserts that laws must be harsher in addressing authority figures who sexually abuse children, thus emboldening victims to take legal recourse as it would validate their feelings and set a precedent for a more profound deterrence of those who may commit such offences.

In the article written by Gibbons & Campbell (2003), the authors conclude that sport organizations have a moral obligation to safeguard children participating within their system as well as a legal commitment to practice judicious attention in hiring, supervising and retaining employees and volunteers within their organization. To accomplish these tasks, Gibbons & Campbell suggest a number actions organization must take:

1. Sport organizations must screen potential employees and volunteers to detect those who may be a higher risk of perpetrating harm against children. What the organization deems appropriate in terms of screening for applicants should be detailed in a written, comprehensive, specific policy intended to inhibit physical and sexual abuse. Furthermore, this screening programme must apply to all possible applicants who have regular contact with children.

2. Those interested in working or volunteering in a sport organization with children should be vetted at a basic level, which would include a comprehensive application form with signed waiver, personal interview to scrutinise the individual's past employment or volunteer involvement or other displays to determine prospective problematic behaviour, and reference checks of past employers and personal contacts. The authors also suggest applicant names should be checked against a sex offender registry.

3. Sport organizations should attempt to conduct criminal background checks and, if possible, fingerprint-based background checks, for both volunteer and employment positions.

4. In managing screening assessments, one person from the organization (or presumably a team for larger organizations) should be accountable for receiving applications and submitting applicant names and biographical information for background checks. Additionally, those candidates should be unable to commence employment or volunteer responsibilities until the results have been obtained and the applicant is regarded as not being dangerous to children. Organizations should be sure to communicate to applicants that these inspections will be carried out.

Nevertheless, it is still possible for a sexual predator to be employed to work or volunteer within a sport organization although a complete screening procedure has been implemented, particularly if the individual has no criminal background. Hence, Gibbons & Campbell (2003) suggest other preventive measures such as eliminating one-to-one contact between volunteers and children (or reducing and supervising the contact), conducting updated screening appraisals annually, educating volunteers and employees on how to determine if a child is a victim of abuse in order for them to quickly stop the transgression, seek suitable intervention with directing the victim to appropriate treatment, and engaging children participants in age-appropriate training on how to detect inappropriate behaviour and procedures to report incidences.

These preventative steps echo those found in Hogshead-Makar & Steinbach (2003), who state when an organization is aware of potential sexual harassment, urgent and applicable action must be taken to examine the occurrence and take appropriate actions to terminate harassment, eradicate the hostile environment if one has been established, and prevent harassment from transpiring in future. "A strong sexual harassment policy, which addresses quid pro quo, hostile environment, and same-sex sexual harassment will serve to prevent misconduct at the outset by creating an atmosphere of respect for and acceptance of others" (p. 189). Furthermore, the organization should ensure employees receive effective education on policy and legal requirements as "[t]he premise of strong sexual harassment policies is that they help create a harassment-free culture within the context of intercollegiate athletics and ensure that students and others can report incidents without fear of adverse consequences. In short, they establish a set of institutional values and a code of behavior that fosters an environment in which sexual harassment is unacceptable, clearly communicates the consequences of sexual harassment, prevents legal entanglements for the college or university, and protects the educational mission of the institution" (p. 189).

Often characterising the coach-athlete relationship is the coach's position of authority and control over athletes both in the sporting and everyday domains, the trust built between the parties, the athlete's emotional dependency on the coach, and potential age disparity (Tripp, 2003). Tripp (2003) further explains there is trouble in establishing limitations in relation to touch between male coaches and female athletes as first-hand perceptions of female athletes may contrast from male athletes. "[C]oaches need to change their attitudes toward sports, ensuring that the accepted behavior is non-hostile. By changing the attitudes of coaches and altering their coaching techniques, it is possible for the game to remain the same without the hostility and harassment that is currently present… Coaches need to be aware of their actions and determine whether education or winning is the primary goal… By altering coaches' thinking patterns, it is possible to reiterate the core principle of learning, thereby encouraging coaches to use alternative training techniques, limiting the possibility for harassment to occur" (p. 254).

Peterson (2004) stressed it is crucial that organizations, parents and children employ non-legal methods to prevent abusive behaviours within the sport setting. Organizations must acquire knowledge on how to secure their facilities to protect athletes and educate staff, parents and the athletes themselves on inappropriate coaching behaviours. Parents must learn to detect signs of an exploitive coach and symptoms of a sexually abused child, and athletes must understand their right to refuse authority figures when behaviour is distinguished as being inappropriate. Importantly, athletes must realise that coaches should not be trusted only because they are in a position of power.

The article by Burke (2004), further validates sentiments stated by previous studies. Burke (2004) suggests for a sport organization to avoid a sexual harassment claim being successful within the courts, the organization should implement a sexual harassment policy that specifies reporting measures, disseminates a robust message of admonishing behaviours that may establish harassment, educate staff about policy and reporting procedures in place and ensure this training is also received by coaches and athletes, monitor workplaces, and create a safe workplace environment. It is essential for the sport organization, employees and parents to understand the developmental influences impacting on athletes that could lead to atmospheres where harassment and abuse can occur in order to reduce these opportunities for perpetrators. Furthermore, the issue of athlete empowerment should be addressed in order for the organization to generate independent athletes who are able to challenge harassing and abusive practices by those in positions of power within sport.

Finally, Brake (2012) discusses how intercollegiate athletic departments should execute clear policies that prohibit sexual relationships between coaches and athletes due to the problematic nature of such a relationship in the context.

Grounding these policies in coaching ethics and student welfare, as opposed to sexual harassment, avoids essentializing sexual harms as distinctively female… The sexual abuse approach advocated here emphasizes the institutional and relational dimensions of the problem, instead of seeing it as a problem of individual harassers and discriminatory motivations. Once freed from a sex discrimination framework, it becomes easier to see how both men and women have something to gain from foregrounding the coach-athlete relationship as a mutual relationship of care and trust. The authoritarian model of coaching that requires unquestioning adherence to whatever the coach says and invests the coach with sweeping control over athletes' lives takes a toll on male athletes too. Coaches' abuse can take nonsexual as well as sexual forms. A policy-based approach to the proper limits of coach-athlete relationships should spark a broader conversation about the ethical obligations of coaches and the need to prioritize the well-being of all student-athletes. Greater scrutiny of how care and trust are exercised in coach-athlete relationships could improve the dynamics of coach-athlete relationships for all athletes, and prompt educators to become more attuned to the breaches of trust that fail male athletes too (p. 423).

RT: Legal and Policy Studies (Qualitative)

This research theme incorporates six articles that explore sport policy and legal implications aiming to address sexual harassment and abuse issues within the sport setting. The first seminal article is written by Brackenridge, Bringer & Bishopp (2005) and investigates reasons for systematic abuse case-recording and management. The second article, authored by Baker, Connaughton & Zhang (2010), reviews volunteer immunity statutes for the 50 states in the USA to determine whether these statutes provide defences for recreational youth organizations and compares how laws may be applied. Thirdly, Parent & Demers (2011) examine how satisfactorily youth athletes are safeguarded in Quebec sport by considering measures implemented to counteract sexual abuse and stakeholders' perceptions of these measures. The fourth article written by Parent (2011) was identified through snowballing of Brackenridge, Bringer & Bishopp's (2005) seminal article and looked at the perceptions and actions of sport stakeholders relating to theoretical and actual cases of sexual abuse. The subsequent article identified by Park, Lim & Bretherton (2012), studies South Korean elite sport as represented in an investigative television broadcast and assesses three core issues (including abuse perpetrated by coaches) within the country's broader social framework. The final article was authored by Johnson (2014) and aimed to explore whether recent incidences in relation to child sexual abuse had encouraged day camp directors to heighten attention paid to this issue or whether they are maintaining current practices.

The articles adopt a qualitative study design to approach the issue of sexual harassment and abuse with instruments including case study, semi-structured interviews, and content analysis. The focus of these investigations was on sport organizations, their stakeholders, and, in one case, a broadcasted documentary. Overall, most articles did not provide a definition of sexual harassment or sexual abuse. The only article that provided a definition was Parent (2011), with the author subscribing to Brackenridge's (1997) definition of sexual abuse which states that sexual abuse is coerced participation in sexual acts that involve manipulation or constraint. Key themes included within the located research include context for sexual abuse, false allegations, disclosing sexual abuse, policy implementation and prevention and liability concerns for organizations.

Brackenridge, Bringer & Bishopp's (2005) data disputes traditional myths about child abuse concerning high levels of false allegations, the prevalence of sexual abuse in comparison to other forms of abuse, and the notion that child abuse is predominantly experienced by girls and not boys. Based on this information, the authors assert that there is a crucial need for a consistent and systematic set of procedures in sport for abuse referrals and the manner in which they are recorded and analysed.

For the study conducted by Baker, Connaughton & Zhang (2010), the authors state that it is essential for national sport organizations to "understand how different jurisdictions apply these immunity statutes so they can better protect themselves against the paedophilic actions of coaches, administrators, and officials within their programmes" (p. 58). Many recreational youth sport organizations are heavily reliant on volunteers to utilise as coaches, administrators and officials but the study demonstrates the majority of jurisdictions have no volunteer immunity statutes that extend to the organizations themselves. "The best defence to the imposition of liability for the actions of others remains the adoption of reasonable protective measures (including policies, procedures, background screening, education, training, and proper supervision) to guard against the infiltration of youth sport organizations by paedophiles. Sport/recreation managers and organizations should implement policies and procedures that have been utilized elsewhere for identifying and eliminating sexual abuse in sport" (p. 58).

The research suggests improved prevention is needed in sport organizations (Parent & Demers, 2011). The study by Parent & Demers demonstrates that enacting measures including administrative training, implementing educational sessions which raise awareness of this issue and providing tools and a resource person/body to advise on management of this concern should be considered. Moreover, internal and external barriers should be improved with systematic and formalised procedures for recruiting coaches and volunteers, education, as well as formulating policies, disciplinary procedures and complaint processes in both local and national/provincial organizations. Moreover, policies need to be modified for lower-level organizations who work directly with the athletes.

The research directed by Parent (2011), illustrates there are a number of current issues facing organizations in terms of addressing sexual abuse in sport. Firstly, the study showed that sport organizations and those close to the athlete questioned their trustworthiness in terms of abuse accusations and were concerned about false allegations. Athletes additionally feared administrators would believe coaches over themselves. Boundaries of behaviour within the coach-athlete relationship lacked definition and sport administrators felt incapable of executing sexual abuse policies thereby causing organizations to be reactive in nature to these occurrences.

The political and socio-cultural context of South Korea is acknowledged within research authored by Park, Lim & Bretherton (2012) as a way of understanding the elite sport system and its operational shortcomings. While this research was focused on a singular culture, many of these issues may be applicable to other cultural settings and further encourage a holistic approach to developing athletes.

From the research by Johnson (2014), it is recommended that best practices devised by professionals who specialise in child abuse should be implemented throughout sport to improve the safeguarding of children and to help shield camp employees and supporting organizations from potential lawsuits. Furthermore, day camp staff members should acquire training (such as coaching certification) that would address appropriate behaviours in managing athletes and keep up-to-date background checks on file with the organization. Additionally, sport organizations and day camps should have a policy and procedure manual that would address safety practices and daily operations as well as provide a definition of child sexual abuse and outline appropriate behaviours within the camp. This handbook should define a clear reporting structure to follow if any of the staff are suspect of abnormal behaviour. It is recommended that all counsellors and clinicians be presented with a copy.

Finally, camp directors should organise a staff orientation to discuss camp policy where the handbook is distributed, and the director obtains proof of staff attendance by requiring a date and signature on a staff log sheet. Directors should consider creating a participation agreement for the campers and their parents to sign as well as purchase insurance that would cover all phases of camp operations.

RT: Legal and Policy Studies (Quantitative)

The article located within this research theme, written by Malkin, Johnston & Brackenridge (2000), was identified through hand searching the existing literature and investigates knowledge and awareness of child protection issues and importance of child protection as compared to other sporting issues. Between October 1997 and March 1998, a series of one-day workshops designed and organised by the National Coaching Foundation in association with the National Society for Prevention of Cruelty to Children were provided in locations throughout the UK. The target sample was sport organization policymakers and aimed to support local authorities, NGBs and other organizations in formulating and executing child protection guidelines in sport. The research employed a survey design through administering a questionnaire at the beginning of each course. 80 to 90% response rate was achieved. Key themes from literature located within this research theme includes child protection knowledge and child protection training.

The findings of this article demonstrated child protection knowledge and training were low among the majority of sport organization employees indicating there may be a training disproportion between those employees in higher and lower positions within the administration. Consequently, when child protection policy development is necessitated, those in positions of

higher authority, essential to stimulating change, may lack crucial information to implement fundamental changes.

Further, those individuals in policymaking positions have greater access to sources of knowledge than lower ranking employees. Therefore, effort should be made to increase access across all sectors of sport as well as a broader range of personnel. In addition, changes may be required in disseminating information and training currently employed as the survey indicated higher participation levels in the shortest duration of training presented (i.e. reading articles and attending lectures or presentations). Moreover, the data demonstrated that child protection issues were placed at the forefront by participants and should inspire sports councils and national sport agencies to invest in communicating information and promoting further awareness regarding this concern.

While sport organizations may state they have adopted an 'athlete first' attitude, the survey indicated that many sport organizations might not have addressed concerns of sexual harassment and abuse for their athletes presently. To do so, standardising child protection initiatives driven by national structures may encourage all sport governing bodies to increase their knowledge and training thereby promoting a safer and healthier setting for their athletes. The sport organizations that advance the movement of child protection issues should be urged to establish standards that will act as an appropriate example for other administrations to follow. Ultimately, national sport organizations and governing bodies should be the drivers of establishing these standards by providing appropriate structures and models for local organizations allowing for information and advice to be centrally coordinated.

Finally, coaches should undergo greater levels of training and be held to higher standards in child protection as a common specification of their employment in such a position. "Issues such as abuse definitions and identification, complaints procedures and codes of conduct could be integrated into sports organizations' awards schemes. Not only would coaches achieve an award in their chosen sport, but they would also gain reward for good practice. This would enhance their abilities in relation to both technical issues and the duty of care" (p. 158). However, Hardcastle (1998) points out that many local authorities employ their own versions of a code of conduct, leaving approaches to such issues essentially uncoordinated and diverse between various organizations. This confirms the requisite for standardisation in the way coaches and other authority figures become certified in child protection concerns.

RT: Parental Role Studies

This research theme is characterised by one article identified through the systematic search by Brackenridge (1998). Using mixed methods, the article explored parents' involvement in their elite athlete daughters' sporting lives regarding the coaching situation and whether the hypothesis that sport is healthy for girls is warranted. Additionally, it investigates how the understanding of sexual abuse in the day care setting may contribute to parents becoming more effective in preventing this issue within the sporting context. The study utilises Brackenridge's (1997) definition of sexual harassment and sexual abuse, wherein sexual harassment "is defined as unwanted attention on the basis of sex (lewd comments, pinching, touching or caressing, sexual jokes and so on) and sexual abuse is defined as groomed or coerced collaboration in sexual and or genital acts where the victim has been entrapped by the perpetrator" (p. 63).

The study used an opportunistic sample with access to participants being arranged by the Sports Council (South West Britain) who invited ninety-three young female athletes (ages 13-19) from thirteen various sports to attend an Elite Young Sportswomen's Forum. All female athletes competed at the national or international sporting levels or had the capability to do so. During a parental workshop held at the forum, an inductive group interview was performed to examine issues relating to athlete safety as well as parental knowledge and participation in their child's sporting activity. This interview contributed to the production of a semi-structured questionnaire, which was conducted on the phone for those parents attending the forum and by post for those who did not attend the forum. All parents present at the forum (nine sets of parents; n = 18) were invited to participate in the study. More parents were contacted at a later date, and a total of 186 parents were invited to partake in the research. Of the 186 population, 103 parents completed the survey. Chi-square analyses and specific cross-tabulations of the survey results were conducted to search for cross-sex and cross-sport significance. The key themes from within the identified literature incorporate involvement and knowledge and ambitions for their child.

The parents in the study illustrated high levels of interest in their child's sporting experiences, but their awareness of the coaching situation was inadequate. Brackenridge (1998) states there is little education and information available to parents in Britain in relation to child protection and sexual abuse prevention. At the time of the study, it was reported that official education and training sessions were only accessible to those who promote and deliver sport. Thus, there is a need to communicate information and education about child protection to parents within and outside the sport setting.

RT: 'Non-Traditional' Paradigm Studies

The articles found in this research theme were both identified through hand searching of the existing literature. The first article was written by Hartill (2005) and concentrates on the deficiency of reports regarding sexually abused male children in the described empirical research of the sporting environment. The subsequent article, also by Hartill (2009), discusses organised male sport as a social setting that enables sexual abuse of boys.

In defining child sexual abuse, Hartill (2009) notes that it has been traditionally difficult to define. The author subscribes to the definition devised by Glaser & Frosh (1988), in which they state "[a]ny child below the age of consent may be deemed to have been sexually abused when a sexually mature person has, by design or by neglect of their usual societal or specific responsibilities in relation to the child, engaged or permitted the engagement of that child in any activity of a sexual nature which is intended to lead to the sexual gratification of the sexually mature person. This definition pertains whether or not it involves genital contact or physical contact, and whether or not there is discernible harmful outcome in the short-term" (as cited by Hartill, 2009, p. 226).

This research is demarcated by a non-empirical, conceptual approach to the issue. Hartill (2005) reviews the existing literature in social work and therapeutic fields relating to sexual abuse of males. The author underscores the constrained range of this knowledge by describing prevailing gender bias in sport-focused academic inquiry that has perpetuated the inattention of male children's abusive experiences. Hartill (2009) addresses this issue by stimulating a sociological perspective on child abuse and develops further the notion that examines and conceives the position of organised sport in the maintenance of the abuse of children in modern society. Spiegel's ecosystems model of the sexually abused male is utilised with sports sociology literature to demonstrate how the sexual abuse of male children is influenced by normative characteristics of male sport. Key themes from the research located within this research theme include the lack of literature regarding male victims of sexual abuse in sport, prevalence, traditional notions of masculinity, underrepresentation of female perpetrators and victims and locations.

Both articles located within this research theme demonstrate issues associated with the male athlete as a victim of sexual abuse. Firstly, academic research into other paradigms that diverge from the dominant male perpetrator – female victim is necessary to illuminate distinct characteristics of male child abuse in the sporting environment. Only by further educating sport

academics, practitioners, policymakers and others on lessons Hartill has exhibited from social work and therapeutic disciplines, will sport be made safe for all those who participate.

Additionally, it is essential that sport examines how it constructs childhood and child-adult relations. A children's rights agenda would possibly initiate further cultural change than child protection policies or initiatives could. Presently, male sports provide a conducive environment for the sexual abuse of boys, and Hartill stresses that the only way to tackle this issue is through profound cultural modification.

5.3.10 Sexual Harassment and Abuse Mapping Summary

Table 5.1 illustrates the metanarratives identified by the researcher from the existing literature and the corresponding research themes. It highlights a number of key implications identified within each theme as main takeaway messages. As one will note, several listed metanarratives have multiple research themes feeding into them, which is a discovery/modification from the current research varying from the original work by Greenhalgh et al. (2005).

Table 5.1 Summary of Sexual Harassment and Abuse Metanarratives and Research Themes

Metanarrative 1: Athlete Experiences of Sexual Harassment and/or Abuse
Athlete Experience Studies (Qualitative)   - Empowering athletes to question coach authority   - Holistic development of the athlete/person highlighted   *Athlete Experience Studies (Quantitative)*   - Education crucial on what behaviours constitute sexual harassment and abuse   - Athlete confidence in the organization that allegations will be believed and investigated seriously   *Athlete Experience Studies (Mixed Methods)*   - Change in sport culture essential   - Sport organizations must make their commitment to organizational and procedural modifications known by offering educational programmes on sexual harassment and abuse
Metanarrative 2: Coach Perceptions of Sexual Harassment and/or Abuse
Coach Perception Studies   - Sport psychologists can play an important role   - Self-reflection for coaches can be beneficial for their concept of athlete development
Metanarrative 3: Coach and Athlete Perceptions of Sexual Harassment and/or Abuse
Coach and Athlete Perception Studies   - Clear patterns of coaches who may engage in inappropriate behaviour may be identified
Metanarrative 4: Touch in Coaching
Touch in Coaching Studies (Non-Empirical)   'Hands-off' coaching and culture of mistrust could have a negative impact on coach recruitment, effectiveness and development of positive adult-child relationships generally   - May be essential to identify appropriate and inappropriate touch behaviours   *Touch in Coaching Studies (Qualitative)*   - All touch should not be communicated as harmful   - Development of constructive touch in the coach-athlete relationship should be supported

Metanarrative 5: Coach-Athlete Relationships and Power Relations

- *Coach-Athlete Relationship Studies (Non-Empirical)*

    - Sport organizations must be able to identify warning signs of abuse
    - Not all coach-athlete sexual relationships (with all parties of or above the legal consenting age) constitute sexual harassment or abuse

- *Coach-Athlete Relationship Studies (Qualitative)*

    - Legal and consenting coach-athlete sexual relationships cannot be legislated away and may instead instigate such behaviour

Metanarrative 6: Risk Factors

- *Risk Factor Studies (Qualitative – Interviews)*

    - Clear code of conduct should be implemented and state the interpersonal boundaries expected within the sport
    - Situations or behaviours which may facilitate or imply sexual harassment or abuse should be acknowledged

- *Risk Factor Studies ((Qualitative – Case Studies)*

    - Criminal screening measures are crucial
    - Identifying characteristics of abuser repertoires which denote potential warning signs or patterns of abusive behaviour could help sport psychologists detect potential issues

- *Risk Factor Studies (Non-Empirical)*

    - Recognising the role electronic communication and social media play in the abuse process is vital
    - Staff developmental training programmes to address boundary expectations is necessary

Metanarrative 7: Legal and Policy Considerations

- *Legal and Policy Studies (Non-Empirical)*

    - Sport administrators should evaluate sexual harassment policies while considering environment established by coaching styles
    - Need for accurate recording of accusations of sexual harassment and abuse by upper-level administration

- *Legal and Policy Studies (Qualitative)*

    - Boundaries must be clearly defined, and administrators must acquire knowledge regarding sexual harassment and abuse in order to be proactive rather than reactive
    - Important to have up-to-date background checks, policies and procedures to define sexual abuse and safety practices, and a clear reporting procedure

- *Legal and Policy Studies (Quantitative)*

    - Employees at all levels of the organization must attain child protection knowledge and training

- Standardising child protection initiatives may encourage sport organizations to increase their knowledge and training on the issue

Metanarrative 8: Parental Role

- *Parental Role Studies*

  - Parents must receive education on sexual harassment and abuse and child protection by sport organizations

Metanarrative 9: 'Non-Traditional' Paradigms

- *'Non-Traditional' Paradigm Studies*

  - Academic research into other paradigms (outside the male perpetrator – female victim paradigm) is necessary
  - Cultural modifications of sport in essential

5.4 Emotional Abuse Mapping

5.4.1 Metanarrative 1: Athlete Experiences of Emotional Abuse

RT: Athlete Experience Studies (Qualitative)

This research theme begins with a focus on athletes' perspectives and experiences of emotional abuse within the coach-athlete relationship. The first seminal article for emotional abuse within the sport environment is authored by Gervis & Dunn (2004). This article investigates emotional abuse in sport utilising Garbarino, Guttman & Seeley's (1986) framework of behaviours to examine the athlete perspective of emotionally abusive behaviours. This focus persists in the second seminal source by Stirling & Kerr (2008a) investigating athletes' experiences of emotional abuse. The conceptual emphasis of this research theme then progresses into attention on the effect these harmful behaviours have on the athletes and how this process transpires and is sustained within the coach-athlete relationship in subsequent research.

Furthermore, all articles identified within this tradition utilised former elite athletes interviewed as adults. However, many athletes were identified as elite when they were a child and hence may have experienced emotional abuse in both their child and adult lives. The samples were recruited using purposive snowball sampling, and it was noted all studies included more females than males, with one study only incorporating retired elite female athletes (Stirling & Kerr, 2008a). A variety of sports were represented apart from one study which focused on the sport of swimming only (the same article which only sampled females). A mix of male and female coaches were represented with two studies explicitly reporting this detail. While other included articles did not report this figure, athletes were asked about their coaches over their entire sporting career, and therefore, it is assumed there would be a mix of both male and female coaches within these samples.

This research theme employs a qualitative methodology. The use of grounded theory as a theoretical basis is predominant within this research theme with the exception of Gervis & Dunn (2004), which utilises a more hypothetico-deductive approach to the research in testing the application of a current theoretical framework to the data collected in their study. Concepts identified along with their properties and dimensions were assessed with groupings derived from earlier analysed interviews. As the research theme advanced, interviewers invited feedback from participants on the understanding of their interview and the developing themes demonstrating the attempt to continually improve the validity of data within the research paradigm. All studies utilised semi-structured interviews, which allowed for in-depth and open-ended examination of the topic.

The definition of emotional abuse derives from the familial setting of emotional abuse and the original definition used by Gervis & Dunn (2004) is supplied by Doyle (1997) and states "[s]uch acts are committed by parent figures who are in a position of differential power that renders the child vulnerable. Such acts damage immediately or ultimately the behavioural, cognitive, affective, social and psychological functioning of the child" (p. 331). This definition is utilised once again by Stirling & Kerr (2008a), but the authors propose another definition based on their findings, which states emotional abuse is "[a] pattern of deliberate non-contact behaviours by a persona within a critical relationship role that has the potential to be harmful" (p. 178). They additionally stipulate these acts include physical and verbal behaviours and acts of denying attention and support and "have the potential to be spurning, terrorizing, isolating, exploiting/corrupting, or deny emotional responsiveness, and may be harmful to an individual's affective, behavioural, cognitive or physical well-being" (p. 178). The description merges preceding definitions and makes an effort to include the condition of abuse with measures for classifying emotionally abusive behaviour. This definition of emotional abuse provided by Stirling & Kerr (2008a) is the first to originate from experiences of emotional abuse within the athletic setting. This definition is utilised by further studies within this research theme. In a later study by Stirling & Kerr (2014), they also included detailed criteria which must be met to define behaviours as emotionally abusive within the coach-athlete relationship in conjunction with the aforementioned definition:

> *(a) behaviors occur in the coach–athlete relationship that have the potential to be harmful to the athlete's emotional well-being (i.e., behaviors occur that are spurning, terrorizing, belittling, humiliating, threatening, exploiting or corrupting, or deny emotional responsiveness); (b) there is a pattern of harmful behaviors in the coach–athlete relationship, and these behaviors occur on multiple occasions and over a period of time; (c) the behaviors occur within a critical relationship in which the coach has significant influence over the athlete's sense of safety, trust, and fulfillment of needs (Crooks & Wolfe, 2007), similar to that of a parent–child relationship and is not limited by the age of the athlete; (d) the behaviors are deliberate and might or might not be intended to harm, but the harmful behaviors are used deliberately by the coach and are intentionally directed at the athlete; and (e) the harmful behaviors are noncontact" (p. 118).*

Specifying these criteria as requisite is crucial in determining whether behaviours qualify as emotionally abusive within the coach-athlete relationship. Key themes identified within the literature located within this research theme include experiences of emotional abuse behaviours, effects of emotional abuse, process of instigating and maintaining emotional abuse and coping with emotional abuse.

In the seminal article by Gervis & Dunn (2004), the results demonstrate the need to challenge particular accepted coaching methodologies such as a 'win-at-all-costs' approach. This notion is echoed in subsequent studies and later developed into recommendation for a holistic, athlete-centred coaching approach. The findings from this study also indicate that research methods which have been previously used to investigate emotional abuse within the family setting can be employed in the sport environment within the coach-athlete relationship and provides a framework in which the dynamics within this relationship may be understood.

Stirling & Kerr (2008b) further stressed the need to confront emotionally abusive coaching methods and the belief that they are imperative to produce optimal athletic performance results thereby advocating for an athlete-centred approach to achieve this. One suggested way to promote an athlete-centred approach is to reward coaches and athletes, not only for performance outcomes but also for other types of achievement within sport. The authors also indicate the need to address the role of parents to obtain a more comprehensive understanding of how emotional abuse is perpetrated, which is addressed in another metanarrative (*Parent Reflections*).

Stirling & Kerr's (2014) article also stresses the importance of reducing the authority of the coach and instead empowering the athlete. One method for doing this, the authors advise, is through athlete education on general models of coaching methods and technical features of their sport. In addition to athlete education, Stirling & Kerr advise that coaches should be urged to preserve open communication with their athletes and include them in the decision-making process to foster respect within the coach-athlete relationship. Additionally, Stirling & Kerr, once again, emphasise the importance of parents to the prevention and intervention of emotional abuse in sport.

In the second seminal article by Stirling & Kerr (2008a), the authors conclude that athlete protection initiatives are needed in tandem with strict guidelines for monitoring coach behaviours. The authors also call for sport organizations to clearly define appropriate and inappropriate coaching methods and implement well-defined procedures for reporting, monitoring, and intervention of problematic behaviours. In tandem with monitoring and policy initiatives is the need to educate both parents and athletes on athlete rights and coaches on non-

abusive approaches to developing and punishing athletes. Additionally, the authors argue the root of emotionally abusive behaviours should be further investigated. For example, athletes within the study suggested such techniques are utilised to establish, maintain, and/or strengthen a coach's dominance over the athlete and subsequently the coach can push them to optimal performance. This demonstrates the necessity of coach education on non-abusive tactics to training and disciplining athletes.

The fourth article examined by Stirling & Kerr (2013), further supports the notion that the ethics of tolerating and/or defending emotionally abusive coaching procedures should be challenged and the requirement for athlete protection measures is confirmed as use of these practices can significantly affect the psychological welfare of the athlete.

The fifth article reported (Stirling & Kerr, 2014) examining how emotional abuse is initiated and sustained in the coach-athlete relationship agrees with previous research in this tradition that monitoring alone will not comprehensively address the issue as it is exceedingly standardised in sport. The findings in this study point to emotional abuse being closely linked with the ambitions and philosophies of athlete development and thus highlighting coach education on ethical coaching conduct and non-abusive values and approaches to cultivating athletes is essential. The authors further assert that policies which present the motivation for child protection as one underlining constant improvement and best practice rather than accentuating surveillance will be more positively perceived and accepted by coaches.

Stirling & Kerr (2014) suggest recommendations for safeguarding athletes from abuse in sport has primarily focused on knowledge of factors of exposure related to sexual harassment and abuse and have consequently concentrated on implementing robust external barriers to enacting abuse. These barriers include screening practices and heightened monitoring for coaches as well as increasing avenues for reporting incidents and educational seminars on abuse recognition and protection methods. Based on results from this article, the authors propose an athletes' susceptibility to emotional abuse is composed of a number of ontological and macro-spheres of influence which prevention and intervention stratagems should thus reflect by implementing the recommended ecological approach to addressing the issue to be most effectual. Centred on this belief, the authors recommend other approaches to coach education on positive tactics to athlete development including informing coaches on forming pragmatic performance goals, mentorship prospects with coaches who have a holistic coaching approach, and social support networks for coaches to reduce athletes' exposure to emotional abuse. As mentioned earlier, Stirling & Kerr encourage sport organizations to establish reporting procedures for athletes to identify such coach behaviours and for the culture of sport to adopt anti-violence campaigns as a way to problematize aggression in sport and promote holistic athlete

development thereby diminishing focus on performance outputs as an exclusive gauge of success. However, as athlete vulnerability factors coexist, prevention and intervention strategies must also consider how to address influences from various ecological levels of exposure for maximum effectiveness.

Finally, in Kavanagh, Brown & Jones' (2017) article, the authors agree with previous studies located within this research theme and state the standardisation of emotional abuse has a major effect on how coping methods are exercised. In unequal power relations, such as the coach-athlete relationship, coping strategies utilised may ease symptoms of the abuse but neglect the source of the problem and could consequently amalgamate the direct effect and long-term consequences rather than improve them. Consequently, it may be beneficial to educate athletes on assuming suitable coping approaches and how to acquire increased control or independence within the coach-athlete relationship, possibly aiding in termination of the abuse cycle in sport, increase the athlete's voice and transfer power dimensions. Based on these implications, the authors state that sport psychologists function as principal actors in athlete protection and should be well-trained to offer support and guidance to athletes.

In addition, Kavanagh, Brown & Jones emphasise sport psychologists should offer athletes problem-focused approaches to dealing with such issues, including informing athletes on their individual rights and recommending guidelines for reporting these behaviours. Preventative and future-oriented coping stratagems can prepare athletes for emotional abuse experiences and help them in acquiring the resources to be more responsive and self-protecting. Such resources may include distinguishing emotionally abusive behaviours, how to respond to them, and/or reporting these behaviours, thus inspiring athletes to speak out against abusive practices. This would have a substantial impact on the victim and consequences for the perpetrator. The article furthermore promotes sport psychologists endorsing education of coaches on athlete-centred approaches that create an environment with open communication and may shift the division of power as well as enabling the athlete to become more autonomous by giving them larger ownership of their own progression in the sport experience.

RT: Athlete Experience Studies (Mixed Methods)

The only article identified as a mixed methods approach to investigating athlete experiences of emotional abuse was conducted by Stafford, Alexander & Fry (2015). As such, this article is seminal, and the current researcher believes this may be the beginning of a new research theme with more articles following suit in the near future.

The survey portion of the study was administered online to young adults aged 18-22 asking them about their experiences in organised sport up to the age of 16. An email was distributed to all students within the National Union of Students database in the UK. A predefined list of over forty sports was included, and participants were asked to indicate the main and second sport, if applicable, they were involved in. The final sample size had 6,124 valid responses. The occurrence of behaviours was measured on a scale of 'never', 'once or twice', or 'regularly'. Participants were also asked to denote who was responsible for such behaviour; teammates/peers, coaches/trainers, or other adults.

Subsequent semi-structured interviews were carried out via telephone with eighty-nine respondents to provide further detail about their experiences indicated within the survey. Those selected specified in the survey they would be willing to be contacted for a further interview and identified themselves as experiencing harm in sport. Interview questions reflected themes found within the survey as well as additional themes identified from the literature and questionnaire data and included the nature of emotional harm in sport experienced, differences between sports, differences between sporting levels, responsibility for the behaviour, frequency and duration of the experience, impact of the experience, who knew about it, athletes' explanation for it, explaining the experience, and awareness of it happening to others.

As the final sample was drawn from students in higher and further education, the socioeconomic family background was marginally higher than for the UK population wholly. 10% identified their ethnicity as other than white, broadly mirroring the UK population. However, 73% of respondents were female, and 27% were male reflecting an underrepresentation of male respondents. 93% of participants distinguished themselves as heterosexual, and 7% reported they were either bisexual, gay, lesbian, other, or preferred not to say. 6% identified themselves as having a disability with 1% participating in disability sport as children. Six sports were played by more than 10% of the obtained sample and included swimming, netball, football, dance, hockey, and athletics. Rugby was included to this list as it was played by more than 10% of the male participants.

While the article did cite Stirling & Kerr's (2008a) definition of emotional abuse in sport as well as Scotland's national child protection guidance definition, the researchers opted to explore specific behaviours associated with emotional harm and therefore disregarded utilising a predetermined definition for the terms emotional abuse or emotional harm. Key themes identified within the literature include occurrence and perpetration of emotional harm, types of emotionally harmful behaviours and sporting culture.

This study highlights that while elite athletes encounter emotionally abusive behaviours, these incidents are experienced at all levels of sport, including recreational sport. Instead of recreational coaching practice focusing on the promotion of young athletes participating in fun, safe and enjoyable sport, some coaches may wish to imitate the culture and goals of upper-level sport thereby coveting more intense competition, prioritising athletes' progression through the sporting ranks and actively seeking to identify new elite athletes for the future causing coaches to display emotionally harmful behaviours.

Furthermore, some of the behaviours described by athletes in the study disregard national thresholds for intervention as determined in national child protection guidelines as well as not meeting minimal standards of emotional care of children as put forth by the UN Convention of the Rights of the Child. Moreover, some experiences and behaviours reported by participants as a conventional characteristic of sport would not be allowed in other situations such as school or home settings.

The study also concludes that peer athletes perpetrate more emotional harm than adults in the sport setting; nonetheless, this appears to decrease as the role of adults in sport increase, therefore, making it more common at the higher and elite levels of sport. One explanation may be that coaches' careers can be contingent on athlete performance, thus adding supplementary pressure to the coach-athlete relationship (i.e. training longer and more intensely, coaches being paid at the elite level, travel away for competitions).

The results from this study demonstrate a level of tolerance and acceptance of emotionally abusive behaviours between sporting adults and young athletes within the UK and suggests the need for developing a youth sport culture which approaches sport philosophy and practice in a different way. While there have been many child protection policies introduced to sport, the results establish the importance of focusing on broader violations of children's rights in sport. The authors state, "[t]here is a pressing need to address the widespread acceptance of a culture in sport where emotionally harmful bullying behaviours are accepted as normal. There is a need to promote a more positive, rights based approach to sport participation, where children are involved fully in decisions about their sporting lives, training and competition, knowledgeable about the standards they should expect from sport, and where they feel empowered to speak up for their right to participate in sport in ways that are safe, fun and carefree" (p. 135).

RT: Coach Perception Studies

The two articles grouped within this research theme were both identified through the systematic search of the existing literature. The initial article by Stirling (2013) investigated coaches' considerations of emotionally abusive coaching behaviours employed within the coach-athlete relationship and why such practices were utilised. The second article, written by Owusu-Sekyere & Gervis (2016), studied elite youth sport coaches' comprehension of mental toughness and the methods they utilised to cultivate this skill.

Stirling (2013) uses the definition that emotional abuse is "a pattern of non-contact deliberate behaviours by a person within a critical relationship role that have the potential to be harmful to an individual's [emotional] well-being" (Stirling & Kerr, 2008a, p. 178). However, Owusu-Sekyere & Gervis (2016) subscribe to the American Professional Society on the Abuse of Children's (1999) definition of emotional which states that it is a "pattern of caregiver behaviour or extreme incidents that convey to children that they are worthless, flawed, unloved, unwanted, endangered or of value only in meeting another's needs" (as cited by Owusu-Sekyere & Gervis, 2016, p. 8). While the definitions have slight variances, both definitions agree that emotional abuse is perpetrated by someone in a caregiver or critical relationship role, is a repeated pattern of behaviour, and damages the individual's emotional wellbeing.

Further, at the heart of Owusu-Sekyere & Gervis' (2016) article is the notion of mental toughness and the (potentially emotionally abusive) methods that may be employed to develop this skill. The authors define mental toughness as "having the natural or developed psychological edge that enable you to generally, cope better than your opponents with the many demands that sport places on a performer" (Jones, Hanton & Connaughton, 2002, p. 209, as cited by Owusu-Sekyere & Gervis, 2016).

Both articles within this research theme used semi-structured interviews to collect their data with elite coaches as the target sample. Stirling (2013) included nine elite coaches (seven men; two women) from seven different sports teaching at the national or international level, while Owusu-Sekyere & Gervis (2016) focused on twelve male elite youth football coaches. Stirling utilised coaches who both formerly engaged in or refrained from engaging in incidences of emotional abuse. Owusu-Sekyere & Gervis included coaches that teach at academies of several professional football clubs around the UK exploring their understanding of mental toughness and the methods they used to foster this. In evaluating the data, both articles utilised content analysis and identified meaning units and themes within that data. The key themes established within the existing research located within this research theme incorporates the benevolence of the coach,

154

understanding mental toughness, use of and perceived reasons for the use of emotionally abusive coaching behaviours and perceived reasons for the change in coaching behaviour.

The study conducted by Stirling (2013) recommends that to reduce expressive emotionally abusive practices, prevention efforts should intend to improve emotional control and coping resources of the coach. This may incorporate enabling formal and informal opportunities to examine coaching concerns with the sport administration and their peers as well as coach education in relation to coping tactics and resources that may support coaches in handling their anger, frustration and anxiety when in demanding circumstances. Furthermore, communications and resources delivered to the coaching community should emphasise and propagate abusive behaviours as socially unacceptable.

Stirling (2013) further suggests in order to decrease athlete susceptibility to instrumental emotionally abusive coaching practices, the concentration should be on reducing the coach's acceptance of such behaviours as a normalised method of developing athletes both athletically and personally. To accomplish this, education should be provided to coaches on holistic athlete-centred developmental methodologies, with formal mentoring between coaches. The criteria for becoming a coach mentor should not only be based on their ability to produce athletes who have experienced success but should also emphasise the coach's reputation for engaging in positive coaching behaviours. Sport organizations should support coaches' effectiveness and facilities to execute positive athlete development methods by providing practical coaching workshops, encouraging coaches to self-reflect in aid of fostering constructive attitudes towards use of positive-based coaching strategies, and instituting athlete protection policies and codes of conduct which may direct social norms on the unacceptability of employing emotionally abusive coaching behaviours. When formulating athlete protection initiatives regarding emotional abuse, sport organizations should contemplate that coaches learn to use non-abusive behaviours through influences of cognitive, environmental and behavioural elements and thus must address these factors comprehensively to be most successful in changing and maintaining coaching practices.

From the study conducted by Owusu-Sekyere & Gervis (2016), the coaches demonstrated ineptitude in acknowledging precise proficiencies of mental toughness, and it is thus questionable whether they would be competent in generating mentally tough athletes. These findings imply youth elite football coaches may be correlating desirable psychological features to the concept of mental toughness without true clarity and consequently influencing their involvement in emotionally abusive methods.

Furthermore, the results of the study establish weaknesses in the reliability of coaches' appraisals of their athletes' mental toughness with most of the coaches crediting sustained athletic performance in the face of adversity is a key trait of a mentally tough athlete and illustrates the crucial impact of performance in the coach's assessment of an athlete's mental toughness. The authors assert that with individual performance relying heavily on subjective determinations and situational influences, this logic is faulty and suggests that although coaches have the authority to evaluate their athletes' mental toughness, their judgement is somewhat haphazard. If coaches employ emotionally abusive practices to develop this skill, athletes who respond negatively will be labelled as exhibiting mental weakness. This exercise could encourage peer coaches that use of harmful practices is appropriate and efficacious at determining and fostering mental toughness in athletes. These results contend that it may be essential to guarantee the development of mental toughness in elite youth football is viewed from a child safeguarding standpoint.

5.4.3 Metanarrative 3: Athlete and Coach Perceptions of Emotional Abuse

RT: Athlete & Coach Perception Studies

The only article identified within this research theme through hand searching for additional research themes and metanarratives, explored factors which may influence people's perceptions of emotional abuse and looked to answer how common emotional abuse is perceived to occur, perceived impact on performance, perceived impact on athlete wellbeing, and perceived acceptability of such behaviours (Gervis, Rhind & Luzar, 2016). The researchers postulated that situational aspects would have a substantial effect on each of the aforementioned variables. The authors use the definition devised by Stirling & Kerr (2008a) which states emotional abuse is:

> *A pattern of deliberate non-contact behaviours by a person within a critical relationship role that has the potential to be harmful. Acts of emotional abuse include physical behaviours, verbal behaviours, and acts of denying attention and support. These acts have the potential to be spurning, terrorizing, isolating, exploiting/corrupting, or deny emotional responsiveness, and may be harmful to an individual's affective, behavioural, cognitive or physical well-being (p. 182).*

This RT utilises an exploratory design with a quantitative survey approach by developing vignettes depicting a coach's emotionally abusive behaviours towards a 14-year-old child and

asking participants to give a rating on a five-point scale regarding the factors being measured. The researchers recruited a convenience sample of 208 undergraduate students (106 males and 102 females; 107 athletes and 101 coaches). Sixteen vignettes were presented to the respondents (i.e. 2 club-successful, 2 club-unsuccessful; 2 county-successful; 2 county-unsuccessful; 2 elite-successful; 2 elite-unsuccessful; 2 dummy scenarios; and 2 scenarios portraying physical abuse). Key themes established within this literature include competitive levels, performance, wellbeing, acceptability and participant's perceptions.

The findings from this study, in combination with previous research emphasising normalisation of emotionally abusive coaching practices in elite youth sport, contend that safeguarding current and prospective young athletes, especially at the elite competitive level, is a fundamental challenge for policymakers and practitioners. Likewise, the data from the study confirm previous research that emotional abuse is experienced more by high-level athletes. It is crucial for sport to encourage safe performance and participation and by understanding situational variables that could impact on coaches' and athletes' interpretations of emotional abuse, the sporting community should be able to improve initiatives to counteract such abuse in the sport context.

5.4.4 Metanarrative 4: Analysis of Coach Behaviours

RT: Coach Behavioural Studies

The only article identified through the systematic search was written by Raakman, Dorsch & Rhind (2010) and investigated whether their proposed model, Typology of Coaching Aggressions (TOCT; an expansion of David's (2005) model), comprehensively encapsulates inappropriate coaching behaviours through a critical incident analysis. Additionally, the authors inspected the effectiveness of the Justplay Behaviour Management Program (JBMP) (assesses and monitors behaviour of youth sport participant groups by allowing game officials to supply data about conduct of players, coaches and spectators) as an instrument for recording negative coaching behaviours which can be examined within the authors' proposed typology framework.

As previously mentioned, the authors built on David's (2005) typology of the main forms of abuse, which included physical, psychological, sexual and neglect as categories and focused on the direct behaviours of the coach to the athlete. But being exposed to this conduct from a coach, whether directly targeted or observed, can negatively impact the athlete. Omli & LaVoi (2009) supported the concept of background anger defined as "the presence of verbal, nonverbal, or

157

physical conflict between two or more individuals (typically adults) that children observe as bystanders" (Raakman, Dorsch & Rhind, 2010, p. 504).

The authors conducted a critical incident analysis, recognising not all incidents lead to accidents, but by considering these incidents, anticipatory measures can be implemented to avoid occurrences. The JBMP instrument collects officials' experiences of behaviour within the game setting, and the researchers analysed comments made regarding unacceptable behaviour performed by athletes, coaches or spectators and categorised them deductively. Each official rates the overall conduct of the home and away players, coaches, and spectators on a scale that ranges from one (very good) to five (very poor). In this study, the researchers focused on those noted as four or five, as they are considered critical incidents. In addition to the behavioural scale, there is space for officials to make comments in regard to their observations. The authors only analysed reports which were considered critical incidents and had correlating comments.

The sample utilised was from the 2007 season of two ice hockey, and one football association as the researchers wanted to study one contact sport (ice hockey) and one non-contact sport (soccer) to explore whether coaching conduct is reflective of sport or if it is consistent across sport. All associations were from large, urban Canadian centres and offered sport for children and youths from Novice (6 and 7 years old) to Juvenile (17 to 18 years old) with skills levels ranging from community-based to travel teams. In total, 540 comment cards from officials were analysed. The authors analysed comments from one association until they were familiar with the data and met to review the conclusions each author made autonomously until accord on theme development was determined. The key theme included within this research theme incorporates direct and indirect psychological abuse.

The study in this research theme builds on Omli & LaVoi's (2009) work confirming an atmosphere may be abusive for young people without the experience of direct abuse and instead high prevalence of indirect abuses relative to direct abuses. This implies the understanding of negative coaching practices in youth sport has previously been restricted. The confirmation of background anger that is perpetrated by coaches gave strong support for the TOCT framework and is an essential expansion to David's (2005) model to incorporate both direct and indirect transgressions.

5.4.5 Metanarrative 5: Parent Reflections

RT: Parent Reflection Studies

This research theme has two identified articles. The first seminal article by Kerr & Stirling (2012), identified through the systematic search, investigated parents' reflections on their child's experiences of emotionally abusive coaching practices and how they were interpreted and handled. The second article, identified through snowballing of Kerr & Stirling's (2012) seminal article, is by Smits, Jacobs & Knoppers (2017) and employs sense-making to study how athletes and parents view coaching practices in elite sport. In defining emotional abuse, both articles in this tradition referred to Stirling & Kerr's (2008a) definition where "emotional abuse refers to a pattern of deliberate non-contact behaviours by a person within a critical relationship role that have the potential to be harmful (to an individual's emotional well-being)" (Stirling & Kerr, 2008a, p. 178).

Kerr & Stirling (2012) sampled sixteen parents of retired elite athletes from various sports incorporating artistic gymnastics, figure skating, ice hockey, rhythmic gymnastics, swimming and trampoline. Fifteen daughters and four sons were discussed, all of which reached national or international competitive levels. The sample was attained using a mixture of snowball and purposive sampling. Smits, Jacobs & Knoppers (2017) used twelve parents from gymnastics but took sampling further to include fourteen elite athletes as well. In this study, the authors were approached by the National Gymnastics Association (NGA) in the Netherlands.

Both studies employ a qualitative study using semi-structured interviews. However, in Kerr & Stirling (2012), the researchers asked parents to reflect with hindsight on their children's experiences in sport and their involvement as a parent. Coherent with grounded theory, the data collection and analysis transpired as an iterative process, and recordings of the interviews were examined with specific meaning units and themes of data acknowledged.

In Smits, Jacobs & Knoppers (2017), the authors use a sense-making theoretical framework, which is a "process through which people work to understand issues or events that are novel, ambiguous, confusing, or in some other way violate expectations" (Maitlis & Christianson, 2014 as cited by Smits, Jacobs & Knoppers, 2017, p. 68). Smits, Jacobs & Knoppers (2017) assert that the "emphasis of sense-making on how individuals deal with ambiguity in daily practices may make this lens especially useful in an investigation of how various actors cope with the ambiguity in the frame that surrounds elite youth sport such as gymnastics" (p. 69). In interviews with athletes and parents, topics of their involvement history, goals, contact with other female gymnasts and parents, and how they experienced the culture of women's gymnastics were explored. Firstly, the authors examined individual stories inductively to depict the frame or

159

culture. Subsequently, a deductive analysis was employed based on the properties of sense-making, and finally, overarching themes, similarities and differences between interpretations and use of cues by respondents were identified. Key themes in the existing literature include socialisation and normalisation, as well as dependency and authority.

Results presented in the article by Kerr & Stirling (2012) suggest parents should not relinquish full control to the coach and should continue involvement in their athlete's sporting experience to protect them from abusive coaching practices. Parents should maintain a balanced involvement across their child's athletic career because over- or under-involvement could put the parent in danger of being socialised into being complicit with normalised emotionally abusive coaching behaviour.

As shown in this study, parents can be socialised into accepting a sporting culture that employs emotional abuse and consequently, athlete protection initiatives must reflect the bystander role to athlete abuse. As potential witnesses of athlete abuse, they must be able to identify abusive behaviours and understand the suitable path for articulating their concerns. These pathways for reporting issues of abusive coaching practices must be accessible to parents without fear of ramification from the coach or sporting organization. The reporting and investigation measures implemented must ensure anonymity in the event precautionary and educational initiatives are not effective. In terms of preventing abusive coaching behaviour, sport psychology consultants may be crucial in educating parents, coaches, and athletes about healthy athlete development strategies. Furthermore, sport psychology consultants could negotiate between parents and coaches when issues occur.

The findings presented in the article by Smits, Jacobs & Knoppers (2017) suggest numerous complications within the NGA and other national sport organizations which regulate youth elite sport in altering abusive actions in a meaningful way. Firing an emotionally abusive coach will not necessarily change the context because sense-making transpired within a frame that restricted criticising a coach and their practices by athletes and parents. Coaches should listen, and athletes and parents must learn how to guarantee their concerns are understood and taken seriously. The researchers assert this necessitates a change in the contextual frame or culture in order for critique of destructive events to be welcomed. However, alterations in micro-level coaching practices will require changes at the macro-level due to the study demonstrating an emphasis on winning and successful performances in sport.

Furthermore, while Stirling & Kerr (2014) made numerous proposals to safeguard athletes from emotional abuse including screening measures for coaches, monitoring, enabling educational workshops on abuse awareness, education for coaches and campaigns to enhance

awareness, these strategies were reportedly in place at the NGA. The findings of Smits, Jacobs & Knoppers (2017) advise action is necessary at the ideological (macro) and institutional (meso) levels in order to change contextual frame because it may be too entrenched at the micro- and meso-levels to have a significant effect.

Lastly, recommendations that stem from organizational change research may provide ways of managing the modification of an embedded contextual frame. "Elite youth sport is part of an institutional context in which other actors and social forces are involved, in addition to athletes and their parents. Consequently, an analysis of sense-making needs to be supplemented with an analysis of the perspectives of other adults such as coaches and directors of sport clubs/organizations at the international level and wherever elite youth sport is practiced, organized and regulated" (p. 81). While autocratic coaches may structure the direction of norms in the contextual micro-frame, they are inhibited by institutional (meso) and ideological (macro) contexts and subsequently require added consideration in how these contexts facilitate the perpetuation of emotionally abusive coaching behaviours.

5.4.6 Metanarrative 6: Historical Translation

RT: Historical Translation Studies

The only article included in this research theme is by Kerr & Stirling (2015), which was identified in the systematic search of the existing literature. This research theme is characterised by a non-empirical approach through examining a setting outside of the sport context and applying any lessons that could learned from this outer sector regarding emotional abuse to the field of sport. This article specifically examines the abolition of corporal punishment in the education sector and discusses lessons that could be used to inform sport coaching practices.

Firstly, it discusses historical reasons for using corporal punishment in schools. The authors discuss existing literature explaining the reasons for acceptance of such practices in institutes and draw parallels to the sport setting. The article continues by explaining why and how corporal punishment was abolished from the education sector and what sport can learn from this.

The definition of emotional abuse the article adopts is Stirling & Kerr's (2009) stating that emotional abuse is a "pattern of deliberate non-contact behaviours by a person within a critical relationship role that has the potential to be harmful to an individual's emotional well-being" (p. 22). Key themes identified within the located research include parallels between corporal

punishment in schools and emotional abuse in sport and applying lessons learned from the education sector to sport.

It is proposed that a helpful strategy for eliminating emotionally abusive coaching practices from sport may be to ensure coaches receive adequate training and education, accountability to a professional regulatory body, and participation in continued professional development. As the coach's power and authority over young athletes is progressively recognised, society becomes increasingly interested in protecting vulnerable groups such as youth and understanding childhood, and adolescent experiences affect long-term health and development, which highlights the requisite to maintain standards. The authors note professionalization of coaching should be implemented alongside a humanistic, child-centred view of coaching because, if professionalized coaches continued to utilise a 'win-at-all costs' mentality over emphasis on health and development of youth athletes, emotionally abusive behaviours will endure and be executed to obtain the desired outcome.

The professionalization of coaching may be a concern for many governing bodies of sport that rely on volunteer coaches. Although, the authors argue that by professionalizing coaching, it would gain an increased status through the implementation of a career development structure, and more people would ultimately be enticed to coaching as a career opportunity. Moreover, additional full-time positions would be presented, and sport participants would benefit from more highly trained and educated coaches.

5.4.7 Emotional Abuse Mapping Summary

Table 5.2 illustrates a summary of the metanarratives identified by the researcher from the existing literature and the corresponding research themes. It highlights a number of key implications identified within each theme as main takeaway messages.

Table 5.2 Summary of Emotional Abuse Metanarratives and Research Themes

---

Metanarrative 1: Athlete Experiences of Emotional Abuse

- *Athlete Experience Studies (Qualitative)*
    - Need for holistic, athlete-centred approach to coaching
    - Essential to confront emotionally abusive coaching methods and belief they are required for optimal athletic performance
- *Athlete Experience Studies (Mixed Methods)*
    - Emotional abuse occurs at all levels of sport
    - Levels of tolerance and acceptance of such behaviours must be challenged

---

Metanarrative 2: Coach Perceptions of Emotional Abuse

- *Coach Perception Studies*
    - Prevention efforts should intend to improve coaches' emotional control and coping mechanisms
    - Coaches' acceptance of such behaviours as a normalised method of athlete development should be challenged

---

Metanarrative 3: Athlete and Coach Perceptions of Emotional Abuse

- *Athlete and Coach Perception Studies*
    - Emotional abuse is experienced by more high-level athletes

---

Metanarrative 4: Analysis of Coach Behaviours

- *Coach Behavioural Studies*
    - An atmosphere may be abusive for athletes without experience of direct emotional abuse, but rather indirect abuses related to direct emotional abuse of another

---

Metanarrative 5: Parent Reflections

- *Parent Reflection Studies*
    - Parents may be socialised into accepting a sport culture which utilises emotional abuse
    - Parents must be able to identify abusive behaviours and comprehend the reporting procedures to express their concerns

---

Metanarrative 6: Historical Translation

- *Historical Translation Studies*
    - Education and training, accountability to a professional regulatory body, and continued professional development for coaches are crucial to eliminating emotional abuse in sport
    - Need for coaches to use holistic, athlete-centred approach to leadership

---

5.5 Conclusion

This chapter has detailed each metanarrative found within the identified existing literature and the research themes associated with those metanarratives. The chapter gave an account of each research theme including the characterisation and main implications while providing a historical account. This chapter illustrated various perspectives studying common issues in disparate ways and how these differed viewpoints and approaches to researching the problems contribute to the understanding of the selected issues and implications for addressing them.

However, as discussed previously, it has also been illuminated that the metanarrative analysis failed to produce additional or novel insights to sexual harassment and abuse or emotional abuse. This failure is ascribed to the evidence base available at the time of conducting this research and thereby affects historical development of the research themes. Sexual harassment and abuse is an established area for research within the sporting context and yet, the historical development is still in its infancy within this domain. Much of the research associated with this concern has existed for a number of years. Nevertheless, the author indicates that emerging information recognised within this study will continue to add to the knowledge and understanding of this problem in sport. This additional comprehension is in the process of advancing. Patterns outside of the male perpetrator – female survivor paradigm are being investigated further as well as coach-athlete relationships which do not constitute sexual harassment or sexual abuse are also being explored and will add to the discussion surrounding this issue. On the other hand, it is clear emotional abuse has a lack of available existing literature within the sport setting and thus the development of the research on this topic is not demonstrated. Yet, the problem has been gaining traction in academia as the need for addressing this concern becomes increasingly necessary in practical terms and therefore original information may be produced in the forthcoming years.

Although a wealth of new information was not brought to light by the application of the metanarrative analysis, the performed sport policy audit discussed in *Chapter 7* will demonstrate that much of the knowledge and implications for practice have not currently been implemented within organizational policies studied in this thesis. This indicates a serious issue within designated sport governing bodies where information on managing and working towards eliminating these issues are available but not presently applied within such policies. The subsequent chapter will complete the metanarrative analysis by reviewing the *Synthesis* and *Recommendations Phases*.

CHAPTER 6. SYNTHESIS & RECOMMENDATIONS PHASES

6.1 Introduction

This chapter discusses the *Synthesis* and *Recommendations Phases* of the metanarrative analysis. The *Synthesis Phase* of the current research aims to identify key dimensions of each concern that has been examined and discusses both common and dissonant data. The *Recommendations Phase* summarises the overall messages from the existing literature and discusses implications for practice, policy and further research. These phases were used to guide the subsequent organizational policy analysis of transnational and national sport organizations that will be examined in the following chapter. Both phases were guided by three questions (one less than the original study by Greenhalgh et al. (2005)) and included:

1. What are the commonalities of research findings across traditions, and where the empirical findings from different traditions are conflicting, to what extent can discrepancies be explained?

2. Given the 'rich picture' of the topic area achieved from these multiple perspectives, what are the overall key implications for practice and policy?

3. What are the main gaps in the evidence on these topics and where should further research be directed?

Adapted from Greenhalgh et al. (2005, p 423)

Literature surrounding the issue of sexual harassment and abuse has been more developed as compared to the literature relating to emotional abuse. Research into sexual harassment and abuse in sport appears to have existed for significantly longer than emotional abuse. This researcher believes this notion is reflected in the number of key dimensions identified within the literature on the respective issues. Sexual harassment and abuse has been explored in more diverse ways in terms of the number of metanarratives recognised and depth of examination within research themes. Furthermore, it appears that sexual harassment and abuse may just be at the point of a broad paradigm shift. As much of the early literature has focused on the male perpetrator – female victim paradigm, research is only just beginning to investigate other paradigms in which such abuse is committed. Another paradigm shift in a preliminary exploration phase is the consideration that all coach-athlete sexual relationships do not necessarily constitute sexual harassment and/or abuse. Further, sexual harassment and abuse appears to be developing

as an emerging accepted component of 'traditional' issues which are related to integrity in sport. This indicates another type of paradigm shift currently underway.

While emotional abuse is arguably the most common form of abuse perpetrated, there appears to be significantly less literature aimed at addressing this issue. One dominant reason, as previously discussed, is the normalisation of such behaviours within the sporting environment and a potential misunderstanding around the concept of developing mental toughness thereby making it difficult to survey and tackle. The relative newness of the emotional abuse problem means knowledge is still being developed and a paradigm shift may occur in future regarding how we approach and address these concerns but has not yet advanced to this point.

6.2 Sexual Harassment and Abuse – Synthesis and Recommendations

6.2.1 Key Dimensions

Contributing Influences and Risk Factors

This key dimension was identified within seven metanarratives and nine research themes. While a specific metanarrative identified from the literature is titled *'Risk Factors'*, aspects of other metanarratives and research themes contributed to a more comprehensive understanding of this factor.

On the whole, there were many general commonalities identified within this fundamental aspect of researching the issue at hand. It was acknowledged in *Metanarrative 1 – Research Theme: Athlete Experience Studies (Qualitative)*, that female athletes are commonly regarded as structurally less powerful than that of the coach which creates and perpetuates a cycle of dependency by the athlete on the coach and strengthens as the athlete achieves more success within their sport. Furthermore, this cycle of dependency solidifies the coach's feelings of superiority and control over the athlete and emboldens them to preserve the succession. Within *Metanarrative 6 – Research Theme: Risk Factor Studies (Qualitative -Interviews)*, this sentiment is reflected and states that differences in age and stage of maturation between the athlete and coach are key risk factors to athletes' susceptibility to abuse. The culture of sport promotes athletes' low structural standing in terms of inferior skill level to the coach and eagerness to realise success thereby hiding distress associated with issues of abuse and making it difficult for the athlete to contest or defy the coach.

Athletes at the SIA may be more predisposed to being groomed for sexual abuse as is reported in *Metanarrative 5 – Research Theme: Coach-Athlete Relationship Studies (Non-Empirical)*. Elite athletes, in particular, may spend considerable time away from school-based and friendship networks and also feel or act significantly different to non-sport peers of the same chronological age according to *Metanarrative 6 – Research Theme: Risk Factor Studies (Non-Empirical)*. Additionally, this perceived and actual division from 'normal' reality and dependence on support arrangements from within sport may increase athletes' exposure to sexual abuse by authority figures in sport and strengthens the previous discussion regarding the cycle of dependency. In *Metanarrative 7 – Research Theme: Legal and Policy Studies (Qualitative)*, issues of sexual harassment and abuse transpire within a national society that exists with traditionally conservative and patriarchal principles, a 'win-at-all-costs' mentality and separates athletes from others. While this finding may be reported in relation to one singular nation, it appears to have application and relevance to the wider culture of sport and supports the notion of separation from a 'typical reality' as a potential risk factor of increased susceptibility to sexual harassment and abuse, particularly at the elite level.

Metanarrative 6 – Research Theme: Risk Factor Studies (Qualitative – Case Studies) described some abusive contexts/situations can be generated by perpetrators while others are enabled by generic sport conditions. Furthermore, the single article located within this research theme reported frequent contexts for incidences of sexual abuse as the offenders' home, within a vehicle associated with driving an athlete home, training sessions, non-sport social occasions, and competitions away. However, the discovery of training sessions and competitions as frequent situations that facilitate abuse is contradicted within *Metanarrative 7 – Research Theme: Legal and Policy Studies (Qualitative)*. To explain this contradiction, one can look at the scope of the studies. The study within *Metanarrative 7* analyses data gathered from implemented case-recording and management systems within The FA. As a result, its scope is limited to one sport in one country. The information reported from *Metanarrative 6* is collected from both national and international newspapers reporting incidents of sexual abuse and subsequently includes more sports and cultural contexts within its sample. This may explain why the reported findings vary from one another.

In *Metanarrative 1 – Research Theme: Athlete Experience Studies (Qualitative)*, categories of coach behaviours were identified and grouped into the Flirting-Charming, Seductive, or Authoritarian Coach with the possibility of intersecting behaviours. Consequently, it was suggested these categories may be best thought of as dominant, preferred or habitual scripts selected according to circumstances but are absorbed through socialisation into sport as a masculine realm. These forms of harassing/abusive conducts are further demonstrated in

subsequent *Metanarrative 6 – Research Theme: Risk Factor Studies (Qualitative – Interviews)*, where it is reported that potential problems may be detected through a coach using behaviours such as spending more time with a specific athlete, utilising an authoritarian coaching style, and being envious of men socialising with the athlete. Additionally, *Metanarrative 6 – Research Theme: Risk Factor Studies (Qualitative – Case Studies)* describes diverse offender strategies including verbally grooming the victim and/or parents, declaring love for the victim, and verbal aggression, which also serves to illustrate the deceptive means employed and explain why sexual harassment/abuse may continue. Perpetrator strategies were also categorised into thematic content, and which reflects similar categories as those described in *Metanarrative 1 – Research Theme: Athlete Experience Studies (Qualitative)*. These classifications include Intimate, Aggressive, and Coercive/Manipulative groupings with coercion potentially a feature of all abuse and the prospect for contrasting patterns of abusive behaviours between male and female victims (i.e. females less likely to experience aggressive strategies and more intimate strategies; males more likely to face aggressive forms of abuse).

As suggested previously, coaches can continue their grooming/abusive actions because they can keep their behaviour concealed, have established community respect, are well-qualified, intelligent, patient, employ good social skills, recurrently receive awards and/or are good at image management allowing the coach-athlete relationship to provide access and time with their target according to *Metanarrative 1 – Research Theme: Athlete Experience Studies (Qualitative)*. These results are in agreement with findings from *Metanarrative 6 – Research Theme: Risk Factor Studies (Qualitative – Interviews)* stating if someone is motivated to abuse and is in a role that lacks monitoring, clear restrictions, disciplinary procedures and permits conditions of secrecy, the ability to commit abuse increases. Moreover, in *Metanarrative 9 – Research Theme: 'Non-Traditional' Paradigm Studies*, the idea that the coach-athlete relationship may provide ideal and legitimate situations for abuse to be committed is supported.

It has been reported in both *Metanarrative 5 – Research Theme: Coach-Athlete Relationship Studies (Non-Empirical)* and *Metanarrative 6 – Research Theme: Risk Factor Studies (Qualitative – Interviews)* that athletes may not initially recognise their experiences as abuse. This could be due to a lack of knowledge in understanding the situation, language to communicate the issue, or they may perceive it as normal within sport. Furthermore, they may feel ashamed, withhold the memory of the experience, and worry about losing their place in sport and the attention of their coach if they were to report their experiences.

A crucial finding in many of the metanarratives and research themes (*Metanarrative 1 – Research Theme: Athlete Experience Studies (Qualitative)*; *Metanarrative 5 – Research Theme: Coach-Athlete Relationship Studies (Non-Empirical)*; *Metanarrative 6 – Research Theme: Risk*

Factor Studies (Non-Empirical); *Metanarrative 9 – Research Theme: 'Non-Traditional' Paradigm Studies*) incorporated athlete risk factors which may increase their vulnerability to experiencing occurrences of sexual harassment or abuse. These risk factors often featured the athlete having low self-esteem or self-confidence, in need of acceptance, attention and care, with a background of a broken family, and/or physical disabilities or learning difficulties. Supplementary factors suggested within these research themes also include a lack of close relationships with parents and peers, sexual minority youth, and those more physically/mentally developed and inclined to perceive sexual activity as mutual (particularly listed for male victims).

Interestingly, there was both an expressed perception and reality of males being riskier in terms of working with children and acting in an abusive manner reported in *Metanarrative 4 – Research Theme: Touch in Coaching Studies (Qualitative)* and *Metanarrative 7 – Research Theme: Legal and Policy Studies (Qualitative)*. The *Touch in Coaching Studies (Qualitative)* research theme in exploring coaches' interpretations relating to touch, discovers many coaches themselves view men, especially older men, wishing to teach sports such as swimming or gymnastics as risky and although both male and female coaches are subjected to accusations of abuse, coaches discussed males being perceived as riskier in engaging with children than females and are therefore less likely to touch children. Likewise, *Legal and Policy Studies (Qualitative)* state abusers are typically male. Though, this should be understood with caution as the studies reported refer to sports that have minimal clothing required, which many may perceive as posing an increased threat, and which have a history of sexual harassment and abuse by male coaches (swimming and gymnastics) or refer to the sport of football, where many coaches are male, and consequently abuser sex may be skewed in the outcomes. Additionally, *Metanarrative 9 – Research Theme: 'Non-Traditional' Paradigm Studies* report an underrepresentation of female perpetrators because of the common acceptance that female abusers are infrequent and not innately aggressive and interactions with children more natural. Furthermore, males are socialised to believe participating in sexual activity with an older woman is an act is to be regarded as positive.

Finally, a number of metanarratives and research traditions (*Metanarrative 6 – Research Theme: Risk Factor Studies (Qualitative – Case Studies)*; *Metanarrative 6 – Research Theme: Risk Factor Studies (Non-Empirical)*; *Metanarrative 7 – Research Theme: Legal and Policy Studies (Qualitative)*) reported slight variations in victim characteristics such as sex and age. In examining the methods, samples and scope of the studies incorporated, general conclusions cannot necessarily be drawn from the data collected for a number of reasons including for some sports, peak performance age is significantly lower than for other sports and thus may serve to lower the age when abuse is perpetrated, recreational versus elite level athletes may exhibit differences in abusive practices faced, certain sports have been traditionally male- or female-dominated and

therefore may skew the reported victim sex, or, as discussed previously, experiences of abuse may not be perceived as such at the time (especially at a younger age) and thus may be underreported.

Cultural Influences

Cultural influences have been incorporated as a sub-dimension of the overarching *'Contributing Influences and Risk Factors'* dimension because of its immense importance in addressing sexual harassment and abuse. The vast majority of the literature recognised and necessitated the need for sport governing bodies and the culture of sport to change in order to challenge sexual harassment and abuse. Directly referencing organizational risk factors, influences and sport culture were three metanarratives and six research themes (*Metanarrative 5 – RT: Coach-Athlete Relationship Studies (Non-Empirical), Metanarrative 5 – RT: Coach-Athlete Relationship Studies (Qualitative), Metanarrative 6 – Risk Factor Studies (Non-Empirical), Metanarrative 7 – RT: Legal and Policy Studies (Non-Empirical), Metanarrative 7 – RT: Legal and Policy Studies (Qualitative), Metanarrative 7: Legal and Policy Studies (Quantitative)*).

A culture of permissiveness (*Metanarrative 5 – RT: Coach-Athlete Relationship Studies (Non-Empirical)*) and idleness (*Metanarrative 7 – RT: Legal and Policy Studies (Qualitative)*) within sport facilities, sport associations and sport widely has been cultivated in regard to sexual harassment and abuse. There may be 'selective ignorance' within organizations as they do not want to acknowledge sexual harassment and abuse as a conceivable problem within their jurisdiction (*Metanarrative 7 – RT: Legal and Policy Studies (Quantitative)*). In line with this thought, findings within *Metanarrative 7 – RT: Legal and Policy Studies (Qualitative)* state sport organizations could possess a negative outlook on implementing preventative measures as there is concern people would believe a problem existed within the establishment. Moreover, administrators may believe this issue may never be fully eradicated from sport and thereby view prevention efforts as producing limited outcomes which are not economically worthwhile.

It was reported in the studies that athletes do not disclose sexually harassing or abusive experiences to avoid exclusion from teammates and sport and to thwart disbelief, blame or contestation of their reliability from administrators potentially causing athletes to drop out. Another concerning finding demonstrated athletes were apprehensive the administrators would believe the coach over themselves further perpetuating a pattern of silence (*Metanarrative 7 – RT: Legal and Policy Studies (Qualitative)*). This is facilitated by the inherent imbalance in power between the coach and athlete where the coach often has unquestioned authority and trust over

the athlete and in which athletes, parents and administrators are agreeable to the coach's controls as a standardised practice within sport.

Conversely, a conflicting finding appears predominantly from *Coach-Athlete Relationship Studies* research theme, where this power difference often positions all coach-athlete sexual relationships as inappropriate. It is argued that adult athletes are capable of consenting and entering into mutually loving intimate relationships with a coach and prohibiting such relationships can be detrimental to both the athlete and coach as well as reducing organizational transparency as they are made to keep their relationship undisclosed. Central organizational risk factors identified include a lack of transparency and mutual responsibility for decision-making and are enabled by sport organizations valuing their reputations over athletes' safety and wellbeing.

There was additionally a significant call for engaging all employees in education at all levels of sport. Programmes should be readily available to all staff with supplement systems devised for local organizations to distribute additional information.

Lastly, preventative measures employed should be proactive and not reactive. Open communication regarding sexual harassment and abuse in sport is essential within governing bodies from the top-down. National and international associations must aid lower-level organizations in executing policies and reporting procedures as otherwise, they are not likely to come to fruition. This is a key finding from both *Metanarrative 7 – RT: Legal and Policy Studies (Qualitative)* and *Metanarrative 7 – RT: Legal and Policy Studies (Quantitative)*.

Perceptions & Experiences

This key dimension was identified with one metanarrative and two research themes. The metanarrative of Athlete Experiences informed this crucial facet. No contradictions were apparent within this dimension.

A fundamental commonality identified from the research themes addressing athlete perceptions and experiences of harassing or abusive behaviours is not all athletes convey identical perceptions despite having similar experiences. *Metanarrative 1 – Research Theme: Athlete Experiences (Qualitative)* and *Metanarrative 1 – Research Theme: Athlete Experiences (Quantitative)* both concur these differences in observations could stem from culture, gender, context and expectations, or other influences that may impact on the development of perceptions about these performed behaviours.

Consequences

This key dimension was informed by one metanarrative and three research themes, which includes *Metanarrative 1 – Research Theme: Athlete Experiences (Qualitative)*, *Research Theme: Athlete Experiences (Quantitative)*, and *Research Theme: Athlete Experiences (Mixed Methods)*.

The most significant congruence identified between research themes are the findings that common consequences for athletes faced with harassing or abusive coach behaviours are disgust, guilt, shame, intimidation, fear and anxiety, blame, anger and irritation, and helplessness. Furthermore, there was agreement in findings demonstrating athletes may not report experiences of harassment or abuse as they may feel hesitant about the situation, guilt or concern about hurting their harasser or affecting their career or family. In addition, harassment enacted by the coach is suggested to have more severe consequences for athletes than harassment perpetrated by peers because when the trust and emotional dependence nurtured within the coach-athlete relationship is fragmented, it can have a more serious impact upon the athlete's wellbeing and performance.

Nevertheless, in contradiction to the above commonalities, *Research Theme: Athlete Experiences (Quantitative)* states that while some athletes may experience serious negative mental, emotional or physical consequences of harassing or abusive behaviours, others may experience and distinguish these occurrences as positive. The ambiguity of actions has been further discussed in the previous section on '*Perceptions & Experiences*' where similar experiences may not yield similar perceptions and, therefore, consequences.

Prevalence

This dimension appears to be one of the most highly contested dimensions addressing this concern due to variances in fundamental elements such as sample populations (elite/recreational athletes, focusing only on female athletes, focusing only on male coaches, etc.), how sexual harassment and abuse are defined, and the culture in which the research takes place (country, school/club sport, religious affiliations/influences, etc.). These differences make it extremely difficult to know and report actual prevalence rates within sport. Furthermore, many incidences go unreported, or behaviours are experienced and perceived differently and are hence likely to underestimate the issue.

Prevalence was discussed in two metanarratives and three research themes specifically (*Metanarrative 1 – RT: Athlete Experience Studies (Quantitative)*, *Metanarrative 1 – RT: Athlete Experience Studies (Mixed Methods)*, *Metanarrative 9 – RT: 'Non-Traditional' Paradigms*) and

173

highlights the problematic nature in measuring the amount of sexual harassment and abuse in sport. Longitudinal studies evaluating multiple cultures, sports, athletes and coaches utilising the same definition may aid in a better understanding of the reality of this issue within sport, but measurements may continue to be challenging. Most importantly to note, the problem of sexual harassment and abuse persists within the sport setting and action must be taken to prevent and manage such situations. It would be very useful to focus on studying the effectiveness of implemented policies relating to this area by evaluating prevalence (within organizations, across sports, at various levels of sports, etc.) if measures could be taken to limit its difficult nature as much as possible, as discussed previously.

Touch in Coaching

Touch in coaching is a difficult dimension to address. On one hand, some research calls for coaches to employ 'hands-off' coaching to prevent inappropriate behaviours, but on the other, coaches feel they must engage in forms of instructional touch for coach effectiveness and athlete development as well as touch to facilitate the coach-athlete bond.

Three metanarratives and four research themes (*Metanarrative 2 – RT: Coach Perception Studies*, *Metanarrative 4 – RT: Touch in Coaching Studies (Non-Empirical)*, *Metanarrative 4 – RT: Touch in Coaching Studies (Qualitative)*, *Metanarrative 7 – RT: Legal and Policy Studies (Qualitative)*) directly address touch in coaching and the fear of allegations that are connected to this concern. A comprehensive and broad overview of research in this area illustrates how this specific dimension may be perceived in various ways by different stakeholders. Organizations can view this topic as a danger to those participating in sport under their care and as a prospective liability, parents and athletes may view coach touch as potentially threatening behaviour, while many coaches view touch as essential to their role in athlete development but perceive scrutiny of their practices and fear false accusations of sexual harassment and abuse. Partaking in 'hands-off' coaching will only serve to perpetuate the notion that all touch is to be perceived as harmful. Instead, by explicitly outlining appropriate and inappropriate coach-athlete interactions within policies and educational offerings, encouraging positive, constructive touch and distinguishing this from negative touch, coaches may better understand how to engage in touch practices that will not negatively affect their coaching efficacy. Furthermore, as will be discussed in the recommendations for practice, education and training provided will help all stakeholders to distinguish between constructive and destructive interactions thus reducing the scrutiny coaches feel on their practices.

'Non-Traditional' Paradigms

This dimension demonstrates a current gap in the literature. However, it is key in that it additionally appears to be a growing area of knowledge focusing on paradigms other than female victim – male abuser 'traditional' paradigm. Although it has been described in only one metanarrative consisting of one research theme (*'Non-Traditional' Paradigm Studies*), it is crucial to include as a key dimension to continue to identify and focus research on 'non-traditional' paradigms of sexual harassment and abuse and to address all aspects of this issue more comprehensively. As many of the research studies to date focus on the 'traditional' male abuser – female victim, it is in natural conflict with this key dimension of identifying abusers and victims outside our typical preconceptions of this concern.

The research concentrates on addressing the culture which may facilitate abuse of males. As male victims of abuse were the focus of the author in both included articles of the respective research theme, it highlights that due to lack of literature tackling a varied paradigm, it is difficult for male abuse victims to identify with the presented information. Furthermore, traditional understandings of what it means to be a 'man' inhibit knowledge around male victimisation. As illustrated in previous literature and other key dimensions identified in this study, focus on the female as a victim of abuse has constrained the broad interpretation of how male abuse may transpire (by male and female perpetrators) as well as offering a reason for the underrepresentation of female abusers. Additionally, further conceivable influences such as homophobia surround the issue of reporting, and therefore, exploring female perpetrator – female victim or male perpetrator – male victim paradigms. Consequently, the contribution of this dimension offers an alternative to understandings of current coach-athlete abuse perpetration and by whom it is committed by. By modifying educational programmes and intervention initiatives and far-reaching cultural change, this facet of the issue may be better directed.

6.2.2 Recommendations for Policy and Practice

In reviewing each research theme individually within the *Mapping Phase*, implications reported by the included studies for policy and practice were discussed. In this section, a broader perspective is utilised to identify agreement for implications conveyed across the multiple metanarratives and research themes to comprehensively address sexual harassment and abuse in sport. These overarching suggestions for practice and policy based on the literature, considered 'good practice' principles to address sexual harassment and abuse in sport, will inform elements selected for the subsequent policy audit of selected sport organizations (bolded)

while other elements are general recommendations that are unable to be pragmatically assessed within the policy audit undertaken (italicised). The main elements identified include:

- **Risk factors**
- *Sporting environment and culture*
- **Normalisation of harassing/abusive behaviours**
- **Coaching styles and behaviours**
- **Holistic, athlete-centred approach to coaching**
- **Athlete empowerment**
- **Elements of a strong sexual harassment policy, placement and distribution**
- **Education and training**
- **Clear boundaries for coach-athlete interactions**
- **'Hands-off' coaching and fear of false allegations**
- **Screening, surveillance, and monitoring procedures**
- **Reporting procedures and consequences of policy violations**
- **'Non-traditional' paradigms**

Some research themes suggested identifying risk factors such as patterns of behaviours by coaches which may be used within a risk assessment or to identify warning signs of prospective problems. This may include coaches with a liberal attitude regarding physical and verbal intimacy or partaking in athlete activities. In relation to athlete activities, alcohol consumption has been identified as an activity that may increase athletes' risk to facing inappropriate coach behaviours, especially when coupled with other behaviours such as the coach sleeping in the same room, going out at night with the coach, or going to an undisclosed location with the coach under the presumption of sport matters. As a result, governing bodies should limit or ban athlete and coach alcohol consumption in sport-related settings to reduce the risk of issues occurring. Another risk factor organizations must consider is the role electronic communications (i.e. text messaging, social media) have in facilitating the harassment or abuse process. Policies should regulate organizational personnel's (including coaches) interaction with youth athletes via these mediums. Research also suggests the SIA is a particularly crucial period for an athlete where they may become more susceptible to enduring sexual harassment or abuse and ascertaining athletes approaching or in this phase may help to direct administrational resources. Furthermore,

organizations must acquire the necessary knowledge to secure sporting facilities in order to protect athletes.

A significant recommendation from the literature is the demand for cultural change within sport organizations and sport widely. Administrations must create an environment which is intolerant to sexual harassment and abuse stemming from permissiveness of such behaviours and actions, gendered positions, as well as organizational ethics, norms and policies. Moreover, creating a climate of openness and where athletes are comfortable in reporting incidents of harassment or abuse knowing they will be believed and their allegations will be handled in a serious manner would be beneficial. This will also help to encourage athletes to report transgressions in the early phases to prevent the situation from progressing.

Going hand in hand with altering the sporting environment and culture is challenging the normalisation of many harassing or abusive behaviours within this context. Policies employed by sport organization should eliminate the use of inappropriate behaviours as actions that must be tolerated within sport by explicitly expressing that they are not something any athlete should have to suffer through.

In focusing on coaching styles and behaviours specifically, much of the research called for the elimination of autocratic styles of leadership and illegitimate forms of power. Policies can state the incongruity of utilising this coaching technique within the sport body and sport as a whole and encourage reflexivity, promoting coaches to concentrate on athlete development as the primary purpose of their role and highlight poor practice or areas for improvement, as well as supporting coaches in utilising alternative training methods.

Building on positive alternative coaching approaches, a holistic, athlete-centred method is advocated in the literature. In order for organizations to incorporate this aspect into their policies, children must be acknowledged and treated as such (before being recognised and regarded as athletes), athlete development should be the fundamental mission of the coach and governing bodies above the encouragement of winning results. Safety of athletes within the organization's care must be prioritised over their reputation by promoting a culture of shared culpability for the protection of children and athletes.

Furthermore, empowering participants to legitimately question the authority of the coach should be encouraged. This serves in lessening the supreme authority the coach has over the athlete. Organizations should promote athlete empowerment from a young age to become cognisant decision-makers and critical thinkers within the coach-athlete relationship.

Many elements were presented in the literature as features encompassed into a strong sexual harassment policy and recommended how and where policies should be placed and distributed. In considering the various aspects of the literature in its entirety and combining the essential characteristics of a strong sexual harassment policy derived from research, the following guidelines for 'good practice' is suggested:

1. Devise a code of conduct that pertains to all employees and require for it to be signed

2. Clearly define sexual harassment, the behaviours constituting sexual harassment including examples of unacceptable conducts, and the organization's stance on coach-athlete sexual relationships (outlining what establishes unethical sexual/romantic relationships)

3. Well-defined and simple reporting procedures should be detailed

4. Measures should be described for accurately recording and advising upper-level administrators of accusations made

5. Sanctions and disciplinary actions for breaching the policy should be explicitly stated

6. Investigation procedures should ensure a fair and swift resolution of complaints and ensure due process to all parties involved

7. Policy should include youth protection features (i.e. creating secure settings, limiting time spent alone with children, etc.)

These features are not necessarily an exhaustive list of elements to establish a strong sexual harassment policy but are key in aiding prevention and management of the issue. Furthermore, the organizational policy should be published in handbooks and distributed to all athletes, coaches, administrators and parents and must be readily available to all. The current researcher suggests this would include publishing all policies and information regarding sexual harassment and abuse on organizational websites, particularly as the Internet is a resource accessed by many and serves to broadcast information around the world. Coaching styles utilised by coaches and assistant coaches should also be periodically evaluated by the sport administration to determine if inappropriate approaches are being used for athlete development and action can be taken to avoid any transgressions arising in future. The research recommends that national sport organizations and governing bodies be catalysts for sexual harassment and abuse standards and

establish appropriate structures and frameworks allowing information and guidance to be coordinated centrally, especially to benefit local associations.

Education and training was another crucial implication supported by much of the literature. Courses, guidance and information provided to all stakeholders are key to inform, prevent and address sexual harassment and abuse in sport. Firstly, educational programmes should be implemented at all levels of coaching, administration, athletic standing, as well as being provided for parents and guardians and any other persons in contact with athletes (sport science consultants, volunteers, sport psychologists, etc.). These sessions should discuss relevant policies, definitions, reporting procedures (including the legal requirements for doing so) and sanctions to establish standards and requirements. Specifically for coaches, training should focus on communicating behaviours which highlight inappropriate behaviours and promote positive behaviours that could improve the coach-athlete relationship, and ultimately, athletic success. Framing child/athlete protection policies as not only serving the purpose it is so named for, but also as acting to personally and athletically develop athletes, encourage excellence, amplify sport participation and produce sporting success may motivate coaches to achieve the latter aims versus feeling as though they are forced to adhere to such standards. This also includes distinguishing between negative and positive touch to clarify expectations and allow coaches to perform their role in an effective but safe manner. Likewise, general training courses should address topics including coaching styles, personal relationships, language, and behaviour in tandem with structural and cultural initiatives. Furthermore, programmes should teach all participants how to ascertain indicators of abuse and victims, how to stop the occurrence quickly, and the appropriate person/place to seek for intervention and treatment. In terms of athletes, they should be engaged in age-appropriate training and taught strategies to avoid potentially harassing or abusive situations, but also educated on both negative and positive coach touch in order for them to be able to distinguish better when actions may be utilised in a positive manner to facilitate the coach-athlete relationship. Organizations should engage stakeholders in longer duration educational courses (other than reading articles or attending a lecture) as well as mandating them to attend developmental courses on a regular basis. Information and educational material relating to child protection and sexual harassment and abuse should be easily accessed by parents and guardians as well as, the current researcher suggests, the general public to demonstrate the organization's commitment to educational initiatives in addressing this problem, contribute to administrative transparency and to hold the organization accountable. National sport agencies and sport governing bodies should invest in disseminating this information and promoting further awareness of sexual harassment and abuse in sport.

Regarding the boundaries for coach-athlete interactions, as previously discussed, educational programmes should address behaviours that would constitute sexual harassment or abuse and appropriate interactions within the coach-athlete relationship, especially for coach effectiveness and to build a constructive bond. As the research had evidently demonstrated, many behaviours are highly dependent on individual interpretations and contextual. Therefore, organizations must communicate clear guidelines for appropriate/inappropriate interactions and behaviours and the boundaries of ethical coach-relationships. By establishing these boundaries, it may become easier to identify coaches or other authority figures who may be grooming their athlete. As research has identified, loving and consenting coach-athlete sexual relationships can exist and are a clear gap in the literature that is in need of extensive exploration. By prohibiting all types of coach-athlete sexual relations, it may serve to promote a culture of secrecy and non-transparency as well as eliminating both the coach's and athlete's agency and counteract athlete empowerment.

Issues of 'hands-off' coaching are caused by a fear of false allegations. The research displays conflict between eliminating coach touch and coach touch being essential for performing the coaching role. In considering these two positions, the current researcher supports the aforementioned initiative to educate and train coaches to recognise both appropriate and inappropriate behaviours and interactions and distinguish between positive and negative coach touch and how this may be accomplished, which may aid the coach in fostering a more constructive relationship with their athletes. However, eliminating coach touch altogether may diminish coach recruitment, coach effectiveness, and development of healthy adult-child relationships through sport involvement.

To further support educational initiatives, comprehensive screening programmes must be required for all employee and volunteer applicants, such as a criminal background check, informal internet and social media searches, and in-depth personal interviews. The screening procedures an organization employs should be comprehensively communicated through the sexual harassment and abuse policy. Applicants should be checked against the sex offender registry and/or fingerprint-based criminal background checks if possible. Moreover, up-to-date background checks must be on file with the organization (conducting on an annual or regular basis) for all employees and volunteers and should not be allowed to begin or continue working within the sporting organization until all checks have been cleared and the person is determined as a non-threat to children and athletes. Surveillance and monitoring are necessary to observe coach interactions (or other authority figures) with athletes.

In unfortunate circumstances when sexual harassment or abuse has not been prevented, reporting procedures must be well-defined with consequences for violating the policy firmly

established and published within organizational handbooks. Reporting procedures must be clear and simple and disseminated to all sport stakeholders, especially athletes, to aid in their understanding of how to receive help or file a complaint. For those reporting incidences of sexual harassment and abuse, whistleblower protection systems should be in place to ensure confidentiality. Investigation into allegations must allow for due process for all parties involved. Consequences for breaching the sexual harassment policy should be clearly outlined and include bans for partaking in sport-related roles. To help in recognising alarming coach behaviour or transgressions, the administration could distribute an annual anonymous survey to athletes to identify, in particular, any occurrences of sexual harassment or abuse and provide data to the organization regarding the coach's rapport with their athletes and/or team.

Finally, as 'non-traditional' paradigms have only started to be discussed, it is essential to make sport participants, coaches and instructors, administrative officials, and parents aware that sexual harassment and abuse is not solely committed by a male perpetrator and that this situation does not only happen to female participants. Rather, through education, information distributed and the policies themselves, sport stakeholders must understand this is a transgression that may be committed and experienced by any sex and should not be labelled as a 'female' problem. This will help to break down the taboos surrounding 'non-traditional' paradigms and hopefully promote all who experience this painful situation to report and resolve the problems they suffer.

6.3 Emotional Abuse – Synthesis & Recommendations

6.3.1 Key Dimensions

It should be noted many of the studies included exploring athletes focused on the elite level of sport competition. Thus, results may be different if more research investigating this topic utilised a recreational athlete sample and explored coaches teaching at this level and the frequency, manner, and reasons for employing it.

Perceptions, Experiences, and Consequences

The first key dimension relates to experiences, perceptions and consequences in the utilisation of emotionally abusive coaching practices. This dimension was addressed directly by three metanarratives and four research themes (*Metanarrative 1 – RT: Athlete Experience Studies*

(Qualitative), Metanarrative 1 – RT: Athlete Experience Studies (Mixed Methods), Metanarrative 2 – RT: Coach Perception Studies, Metanarrative 3 – RT: Athlete & Coach Perception Studies).

The first finding with profound agreement across the majority of research themes is the frequency of perpetration of emotional abuse as athletes attain higher levels in sport. Furthermore, in *Metanarrative 3 – RT: Athlete & Coach Perception Studies*, the impact such practices had on athlete wellbeing in unsuccessful situations decreased as the competitive level increased (least negative impact on elite level athletes' wellbeing in unsuccessful circumstances). As reported in a number of studies, this could be due to the coach's expectations not being met. In exploring coaches' reasons for utilising such coaching practices within *Metanarrative 2 – RT: Coach Perception Studies*, coaches themselves reported using emotional abuse out of frustration and lack of control of their emotional responses, but also with the goal to improve athletic performance and individual development as well as due to the normalisation of such behaviours due to their previous experiences of emotional abuse. These last points are relevant to further agreements identified across research themes.

Firstly, the effects on training and performance have been discussed and met with a mixed response as to the effect it has such as in *Metanarrative 1 – RT: Athlete Experience Studies (Qualitative)* where elite athletes describe in some cases increasing their motivation to train, enhanced performance outcomes and an increased sense of accomplishment because they endured such experiences. While for other athletes, their coach's emotional abuse served to decrease their motivation, enjoyment, focus and skill acquisition whilst training and lead to experiencing performance decrements. *Metanarrative 3 – RT: Athlete & Coach Perception Studies* describes situations experienced by club, county and elite level athletes where performance outcome was a major contributor in deciding whether coach behaviours were perceived by respondents as emotional abuse. The findings suggested when athletes have a successful performance result, the use of emotionally abusive behaviours may be warranted and can be a way of legitimising their use, particularly at the elite level. Moreover, emotionally abusive coach practices utilised at the lower levels of sport with successful performance outcomes were perceived as positive and helpful in producing this effective result. It appears to be a case where positive performance results may, therefore, justify the means of utilising such behaviours. *Metanarrative 1 – RT: Athlete Experience Studies (Qualitative)* concur by conveying athletes may rationalise, use sense-making and justification to positively influence long-term effects and their experiences of emotional abuse in a beneficial way.

In relation to justifying the utilisation of these practices, *Metanarrative 2 – RT: Coach Perception Studies* illustrates some coaches using emotionally abusive behaviours may be benevolent and intend to develop athletes' mental toughness, which is a characteristic and skill

highly regarded in the sporting environment. With confusion regarding the concept of mental toughness and the process of developing and maintaining it, these practices can act in legitimising and normalising abusive coaching practices.

Risk Factors and Cultural Influences

The risk factors and cultural influences of the perpetuation of emotional abuse in sport were discussed by three metanarratives and four research themes specifically (*Metanarrative 1 – RT: Athlete Experience Studies (Qualitative)*, *Metanarrative 1 – RT: Athlete Experience Studies (Mixed Methods)*, *Metanarrative 5 – RT: Parent Reflection Studies*, *Metanarrative 6 – RT: Historical Translation Studies*) with much agreement found amongst all.

Certainly, a dominant premise considered for the use of emotional abuse within sport by the coach was the normalisation of practices. The majority of research themes directly addressing this key dimension highlighted how athletes, parents and others (administrators, outside persons, etc.) are socialised into compliance with emotionally abusive practices. Athletes often witness other older and/or more advanced athletes experiencing emotional abuse thus encouraging its acceptance and belief it is necessary to succeed within sport. Moreover, athletes may accept these coaching practices, although it can be dependent on their athletic performance or success. Good performance or success could serve to justify and rationalise their coach's use of such behaviours thereby reframing their experiences as constructive. Parents often look to other parents and their child-athletes for cues on how to act, which may act in socialising them into silence and collusion regarding coach behaviours. As witnesses to athletes' emotional abuse, by not intervening in these practices it could perpetuate the conception of acceptability to both the athletes as well as the coaches.

Another assenting key aspect of this dimension is the coach's power over the athlete and unquestioned authority as an expert. Coaches frequently utilise emotionally abusive behaviours as a coaching tool and believe these practices are associated with obtaining successful athletic performance. Moreover, parents, athletes, and administrators will often defer to coaches' knowledge and expertise thereby preserving a culture which standardises and accepts such practices and does not encourage athletes becoming independent critical thinkers. Additionally, as athletes rise in athletic standing, the time spent with the coach increases and the coach-athlete relationship thus grows in power. Parents tend to relinquish control (albeit somewhat apprehensively for some) and athletes subsequently spend more time with the coach than they do with their parents or others which may serve in normalising their experiences as sporting performance becomes the main focus and goal and the cycle of abuse is perpetuated.

Types of Emotional Abuse

Direct emotional abuse (abuse directed at an individual) was a predominant focus of much of the literature. Indirect emotional abuse, however, is a form which has less focus. Nonetheless, two metanarratives specifically addressed types of emotional abuse (*Metanarrative 1 – RT: Athlete Experience Studies (Mixed Methods)*, *Metanarrative 4 – RT: Coach Behavioural Studies*).

The first metanarrative focusing on direct emotional abuse states the most frequent emotionally harmful behaviour was criticism relating to the athlete's performance with other destructive behaviours involving being shouted or sworn at, being embarrassed, humiliated (often associated with athlete's looks or weight), teased, and bullied. Furthermore, reports of being shouted or sworn at were more recurrently reported by athletes training at the higher level of sport.

The second metanarrative also exploring types of emotional abuse described direct abuse that incorporated a number of the same coach behaviours as the previous research theme but included additional behaviours. Examples are yelling and swearing at the athlete, demoralisation, running up the score, justifying racial slurs, taunting spectators and threatening their athletes. Likewise, this study further indicated indirect abuse might take place within a sport more frequently than direct abuse and included reports of harassing officials, yelling at others, challenging calls, abusive behaviour, foul language and emotional displays, removal from the game, insinuations that the opponent is not injured, and intimidation. Hence, it is crucial to acknowledge both direct and indirect emotionally abusive behaviours and consider the effect both types of harmful actions have on athletes, which, the current author suggests, may have a significant impact on the sporting environment as well as the coach-athlete relationship.

6.3.2 Recommendations for Policy and Practice

In reviewing each research theme individually in the *Mapping Phase*, implications reported by included studies for policy and practice were discussed. In this section, a broader perspective is utilised to identify agreement for implications conveyed across the multiple metanarratives and research themes to comprehensively address emotional abuse in sport. These overarching suggestions for practice and policy based on the literature, considered 'good practice' principles to address this issue in sport and will inform elements selected for the subsequent policy audit of selected sport organizations (bolded). Other elements are general recommendations that are unable to be practically assessed within the integrity audit undertaken (italicised). The main elements identified include:

- **Influences that may impact coaches' use of emotionally/psychologically abusive practices**

- **Educating coaches on non-abusive coaching methodologies**

- **Holistic, athlete-centred approach**

- **Challenging the normalisation**

- **Educating athletes/parents**

- Parental role

- **Reporting procedures**

The literature discusses influences that could impact on coaches' use of emotionally abusive practices. The research encourages sport organizations to understand that coaches learn to use non-abusive practices through cognitive, environmental and behavioural aspects when devising athlete protection programmes. Each element must be addressed comprehensively in order to be most successful in modifying and sustaining coaching practices. Action at both the ideological (macro) and institutional (meso) levels is imperative to contextual alterations as acceptance of such behaviours may be too ingrained at the micro- and macro-levels to have a meaningful impact on modifying behaviours. Furthermore, changing the importance of winning and athletic success (macro-level) in some sport governing bodies may be required in order to alter the culture at the micro-level to encourage the critique and reformation of destructive coaching behaviours. Lastly, it is essential for coaches, in particular, and sport associations recognise that emotional abuse may be perpetrated both directly and indirectly to promote a better understanding of this issue and the impact it may have on athletes' wellbeing.

Secondly, educational opportunities, both formal (with administration) and informal (with peer coaches), to inform coaches of non-abusive, athlete-centred approaches to coaching is key to curbing emotional abuse. Organizations should consider implementing a formal mentoring programme between peer coaches. In deliberating which coaches should act as a mentor, selection criteria should incorporate not only athletic success but also the coach's reputation for utilising positive coaching practices to develop athletes. Additionally, prevention initiatives should be employed to improve coaches' emotional control and coping mechanisms. By executing practical coaching workshops, it will encourage coaches to engage in self-reflection and promote positive feelings towards constructive coaching strategies, athlete protection policies and codes of conduct which may guide social norms on the unacceptability of using emotionally abusive behaviours. Within educational material, clarifying the concept of mental toughness and how to develop and maintain such attributes without instigating the use of abusive practices is necessary

and should be viewed from a child safeguarding perspective. Furthermore, coaches must engage with athletes and parents and understand their concerns and take them seriously. Sport psychologists may be key in not only educating coaches but athletes and parents about healthy development strategies. Professionalization of the coaching practice has been recommended as more requirements for coach entry-to-practice, training and education would ensure knowledge beyond fundamental safety and ethics courses and looks to address child development and pedagogical concerns in working with youth. Moreover, it would provide coaches with an explicitly defined scope of practice and regulatory body that would enforce these prerequisites. Finally, if a sport organization implements a system where officials document incidences of emotional abuse (or other critical incidents) enacted by coaches, it could be used to inform educational programmes needed, interventions could be carried out and evaluated, and instruments could be created to influence expectations for coaches' practices.

Expanding on the holistic, athlete-centred approach to coaching, it has been recommended that the authority of the coach is reduced, and athletes are empowered. By focusing less on athletic success and more on other aspects of the sport experience and promoting the principles of athletes participating in safe, fun and enjoyable sport, coaches may rethink their use of emotionally abusive strategies. Success should be considered not only in the sporting sense but in developing athletes who perform at their highest ability level. Athletes should be encouraged to be actively involved in the decision-making process relating to their sporting lives and empowered to speak up for their right to partake in safe and fun sport at all levels. Safety in participating and performance should be encouraged by the entire sporting community.

As well as encouraging the sporting community to prioritise athlete safety, the broad acceptance of emotionally abusive coaching behaviours as standard to accomplish high athletic performance or to develop athletes as individuals must be questioned. The widespread acceptance of the utilisation of such strategies should be addressed at all levels of sport, but particularly at the elite level, as use of such behaviours is believed to achieve higher levels of sporting performance and thereby may be deemed more acceptable.

In addition to educating coaches on utilising positive athlete development strategies, learning opportunities should be provided to both athletes and parents. Educational programmes could address athlete's rights, bring awareness to emotional abuse and how to recognise it, outline standards of interactions within the coach-athlete relationship they should expect, and prepare athletes with applicable coping stratagems to empower them by increasing their independence and altering power relations in the coach-athlete bond. Furthermore, information relating to appropriate and inappropriate behaviours should be easily accessible on sport organization's websites. Further, the literature suggests if concerns arise regarding a coach's

behaviour, sport psychologists could act as a mediator between parents and the coaches, which may help the coach reflect on their actions and the impact they may have on athlete's wellbeing.

Another recommendation from the literature suggests that parents must not resign complete control to the coach but rather preserve a balanced involvement in their child's athletic career. Athlete protection programmes should reflect the potential for parents to act as a bystander to their child-athlete's emotional abuse and thus must acquire the ability to identify such behaviour and know the procedures for communicating their concerns.

Understanding the routes and process for reporting coach transgressions is essential and must be accessible to parents and athletes without fear of consequences from the coach or sport organization. Moreover, confidentiality must be ensured for the reporting and investigation into such allegations if preventative and educational initiatives are ineffective.

6.4 Conclusion

This chapter examined the final *Synthesis* and *Recommendations Phases* of the metanarrative analysis. For each selected concern, key dimensions were identified with the mutual and disparate findings discussed and explained. The overall implications for policy and practice were subsequently deliberated and utilised to determine policy audit criterions that will be analysed in the following chapter.

CHAPTER 7. AUDIT OF CONTEMPORARY ORGANIZATIONAL POLICY

7.1 Introduction

This chapter reviews and explains the organizational policy audit conducted within the study based on the 'good practices' as determined from the metanarrative analysis. The logic and procedures for selecting organizations, criteria, and policies themselves will be comprehensively detailed. The chapter will analyse the policy audit findings for each of the chosen issues examined within the selected transnational and national sport organizations and conclude with broad conclusions and discussion surrounding the results.

7.2 Selection of Organizations for Policy Audit

As 'good practice' to address the problems of sexual harassment and abuse and emotional abuse have been determined through the metanarrative analysis, the current research applies the findings to existing practice. By looking across multiple research themes, we are able to better understand how to tackle the integrity issues at hand in a more comprehensive manner. The audit process, although unable to assess all key suggestions discussed within the *Recommendations Phase* of the metanarrative (i.e. sport culture/environment, delivery of educational programmes, quality of incident recording administration, etc.), has considered policy elements reported within the metanarrative and determined by this researcher as crucial to addressing and preventing these concerns. This audit is employed to call attention to areas which are well-constructed and indicate areas where improvements may be needed in policy composition and application.

By analysing contemporary policies implemented by sport organizations, we can examine how sufficiently these 'good practice' criterions have been met, areas where organizations are particularly strong, and areas which can be improved. While well-constructed policies do not necessarily equate to effectiveness (and evaluating effectiveness of these policies is not within the scope of this research), by appropriately addressing 'good practice' standards as determined by the broad outlook of the metanarrative analysis, sport organizations may be better able to address these concerns with a more holistic and wide-ranging approach to policy and potentially lead to a decrease or elimination of these problems within sport.

For the policy analysis, this research assesses three Olympic sports in three countries from three continents participating in the Olympic Games/Movement. Within *Chapter 3* of this thesis, section *3.6.1 Organizational Policy Audit*, fully details the sports and countries designated to examine for the policy analysis and the foundation for their selection.

Table 7.1 Sports Selected for Policy Audit

Football	• Summer Olympic Sport • Team sport • Non-aesthetic sport • Traditionally 'male-dominated' • Ranked 1st in GSI IF Social Media Index • Within top 3 sports followed in 11 major sport markets
Figure Skating	• Winter Olympic Sport • Individual sport • Aesthetic sport • Traditionally 'female-dominated' • Ranked 21st in GSI IF Social Media Index • Within top 3 sports followed in 2 major sport markets
Swimming	• Summer Olympic Sport • Individual sport • Non-aesthetic sport • Gender neutral • Ranked 24th in GSI IF Social Media Index • Within top 3 sports followed in 1 major sport markets

In selecting sports with variant characteristics, potential differences in sporting cultures could be explored due to these factors (i.e. individual versus team sport; aesthetic versus non-aesthetic sport; male, female, or gender-neutral sport). Furthermore, these sports were subjectively determined to have the potential for transgressions to be communicated by analysing their popularity and interest levels with the rationale that if more people are interested and follow the sport, there is a higher chance of transgressions having a more significant impact on both active and passive participants.

The countries selected include Australia, the UK and USA. These countries were chosen for practical reasons (policies provided in the English language) and because they are three major markets for sport consumers as illustrated in *Chapter 3*.

7.3 Policy Audit Criteria

Policy element criteria selected for the audit were based on implications reported within the various metanarratives and research themes and discussed within the *Mapping*, *Synthesis* and *Recommendations Phases*. Those implications which were identified in two or more of the research themes were included in the final criteria for the integrity audit. Furthermore, those implications for practice identified by research themes, which were subjectively acknowledged by the current researcher to potentially strengthen the construction and governing influence of the policy were additionally incorporated as criteria within the policy audit. For the problem of sexual harassment and abuse, the policy audit included thirty criterions. For the concern of emotional abuse, the integrity audit included nineteen criterions.

The scoring for the policy audit included a scale of 0 to 3 (with 3 being the highest score available and 0 being the lowest). A '3' was awarded to a criterion when it was considered 'Good', meaning that the criterion was detailed comprehensively with extensive explanation included. A '2' was allocated to indicate a 'Moderate' level of tackling the criterion, meaning the policy addressed the criterion with clear detail. A '1' was assigned to indicate a 'Poor' level of addressing the criterion when there was limited reference to the criterion and insufficient detail. Finally, a '0' was given to indicate 'None/Unclear' level when no information clearly addressed the criterion.

7.4 Policy Selection

The policies included within the integrity audit were gathered from the public domain through organizations' websites therefore potentially limiting additional policies that may not be presented within those websites and instead published within printed policy handbooks or a separate organizational portal, for example. The systematic search occurred between the dates of 23 October 2017 and 3 November 2017. This was deemed appropriate as the sports chosen to analyse were all mainly 'in season', and policies should be solidified and implemented for the current competition period. The football competition season varies from league to league; however, it is normally from August/September through to May/June, and as a result, the majority of leagues are in the midst of their competition term during the time the systematic search was carried out. The figure skating competition season begins 1 July through to the end of the next June. Finally, for international and European competitions within the sport of swimming

the short course begins in September and runs through December while the long course and open water competition season begins in January and terminates in August.

In order to be as systematic as possible in the selection of organizational policies for each concern, a systematic search of each organization's website was carried out by the researcher. This included utilising the search engine, Google. When inputting the following search string strategies into Google, results only from that organization's website were produced and arranged by relevance to the search terms. Examples of the systematic search string strategies to identify policy documents include:

- ***Site:Olympic.org sexual harassment***

- ***Site:TeamGB.com emotional abuse and code of conduct***

Results were noted down, such as documents, webpages and news articles, to provide an overview of the information relating to the selected issues the organization possessed within the public domain with duplicates being eliminated. Policies were then assigned a 'Search Process' score based on when they were located within the systematic search procedure. The included policy documents as well as the reasoning and notes for the assigned scores can be found in *APPENDIX I* of this thesis. The following table demonstrates the 'search tiers' and the scoring associated with those tiers:

Table 7.2 Search Tiers and Search Process Score for Policy Audit

Search Tier	*Search String Strategies Included in Search Tier*	*Search Process Score*
Tier 1	**Sexual Harassment & Abuse:** Site:*OrganizationURL* sexual harassment; Site:*OrganizationURL* sexual abuse **Emotional/Psychological Abuse:** Site:*OrganizationalURL* emotional abuse; Site:*OrganizationalURL* psychological abuse	3
Tier 2	**Sexual Harassment & Abuse:** Site:*OrganizationURL* sexual harassment and code of conduct; Site:*OrganizationURL* sexual harassment and code of ethics; Site:*OrganizationURL* sexual abuse and code of conduct; Site:*OrganizationURL* sexual abuse and code of ethics **Emotional/Psychological Abuse:** Site:*OrganizationalURL* emotional abuse and code of conduct; Site:*OrganizationalURL* emotional abuse and code of ethics; Site:*OrganizationalURL* psychological abuse and code of conduct; Site:*OrganizationalURL* psychological abuse and code of ethics	2
Tier 3	**Sexual Harassment & Abuse:** Site:*OrganizationURL* sexual harassment and education; Site:*OrganizationURL* sexual abuse and education **Emotional/Psychological Abuse:** Site:*OrganizationalURL* emotional abuse and education; Site:*OrganizationalURL* psychological abuse and education	1
Additional Searching	Documents identified through a five-minute search of organization's website	0

An additional five-minute search was conducted for any additional relevant policy documents timed by a smartphone timer. Liu, Bell, Matelski, Detsky & Cram (2017) utilised this method as a way of identifying conflict of interest policies for medical journals "under the

rationale that journal conflict of interests policies should be easily accessible if they are to be effective at promoting transparency" (p. 4). As transparency of sporting organizations in addressing concerns of integrity is crucial, this method was deemed as appropriate in identifying additional policy documents for the integrity audit. Furthermore, this method was utilised to identify the 'Ease of Access' score, which included searching the organization's website to identify the final included policy documents. If the policy documents were identified within five minutes, the highest score of '3' was awarded to the policy document. If it was identified in six minutes, a '2' was allocated. If located within seven minutes, a '1' was assigned. Finally, if the policy was located in eight minutes or above or not at all, a '0' was given. The rationale was, once again, that to promote organizational transparency, policies addressing these issues should be easily accessible to the public. While it is acceptable and good practice to have these policies within handbooks and separate educational portals specifically targeted at participants of the sport/organization, it is equally crucial for the public to have access to these policies as well, particularly in regard to harassing and abusive coaching behaviour. In having policies easily accessible, parents of participants/potential-participants or potential participants themselves will be able to identify these policies simply without struggling to find them.

7.5 Policy Audit Findings for Sexual Harassment and Abuse

7.5.1 Selected Elements for Policy Audit Relating to Sexual Harassment and Abuse

The researcher will first address each policy element, in turn, to further elaborate on the criterion which will serve to illustrate the reason such an element was included within the policy audit and its importance in addressing sexual harassment and abuse in sport. 'Good practice' policy criteria included within the policy audit for the problem of sexual harassment and abuse were as follows:

1. **Organization has sexual harassment/abuse policy**
   - A policy addressing sexual harassment and abuse should be strong, comprehensive, explicit and plainly visible, particularly on organizational websites. As this is of crucial concern to participant safety and wellbeing, transparency in how an administration defines sexual harassment and abuse and behaviours that constitute this, pre-emptive screening procedures employed, reporting and investigation structures, disciplinary actions for breaching the

policy, encouragement for the utilisation of positive athlete development methods and coach touch, and the educational, training and awareness programmes executed are essential to clarifying how an organization directs resources to the problem. Furthermore, sexual harassment and abuse policies should be straightforward and easy to comprehend for all sport stakeholders (i.e. athletes, coaches, parents, prospective participants, etc.) and all components should be ideally grouped together within the handbook/code of conduct/website so understanding can be achieved.

2. **Policy includes definition of sexual harassment/abuse**

   o Each policy must define sexual harassment and abuse and not rely on common knowledge. By providing a comprehensive and precise definition of sexual harassment and abuse, the organization can be clear about behaviours and interactions that constitute this concern.

3. **Establishes clear boundaries for appropriate coach-athlete interactions**

   o While defining behaviours and interactions which denote sexual harassment and abuse are essential, it is also important to describe behaviours and interactions which may be considered appropriate. By focusing predominantly on the negative 'don't' directive, it may act in discouraging or restricting coaches in developing athletic skills and performance. This should be further emphasised in educational and training initiatives as the literature has demonstrated significant ambiguity around many coach behaviours and by educating coaches on what could be perceived as harassing or abusive, why athletes or others may view them as such and how to mitigate these concerns, it will help coaches in improving their interactions with participants and, ultimately, the coach-athlete relationships.

4. **Establishes clear parameters for inappropriate coach-athlete interactions**

   o The policy should be clear about behaviours, interactions and situations that would be considered by the organization as inappropriate and constitute sexual harassment and/or abuse. This should incorporate the organization's stance on coach-athlete sexual relationships for adult athletes. This area is the beginning of a new paradigm shift in not viewing all sexual relationships between athletes and coaches as comprising abuse and is in need of further academic exploration and understanding. Until more is known, organizations should clarify their position on such relationships in order for the boundaries to be explicit.

5. **Policy eliminates normalisation of inappropriate coach behaviours**

   o The policy employed should explicitly state harassing, or abusive behaviours are not a normal occurrence within sport and do not need to be endured. It should encourage athletes or others (i.e. parents, administrators, other coaches, etc.) to come forward with information regarding sexual harassment and/or abuse.

6. **Clear and simple reporting procedures**

   o Reporting procedures detailed within policies should be unambiguous and understandable in order for experiences of sexual harassment and abuse to be easily expressed. This should identify the person responsible for recording incidences and to whom questions, or concerns should be directed if queries arise relating to sexual harassment or abuse. The policy should ideally explain the essential information required from the accuser that will be documented and investigated.

7. **Confidential reporting ensured for incidences**

   o By ensuring confidentiality in reporting occurrences of sexual harassment and/or abuse, it can serve to encourage athletes and others to take action against their perpetrator.

8. **Procedure explanation for investigation emphasises a fair and swift resolution of complaints**

   o As will be discussed in the following policy component, investigations into allegations of sexual harassment and/or abuse should be examined objectively and speedily to ensure a quick resolution for all parties involved. The policy should be overt in its standard of inquiry.

9. **Due process ensured with allegations for both athlete and coach**

   o Investigations into sexual harassment and/or abuse claims must ensure fair examination into both athlete and coach statements regarding the reported incident. This not only serves to give confidence to athletes and others who convey experiencing such problems, but also to coaches who may be concerned about false accusations. This process should ensure all details are examined, and the proper actions are taken.

10. Anonymous coach appraisal by athletes implemented

  - o As suggested by the literature, allowing athletes to appraise coaches is possibly an effective and unobtrusive way in which to examine coach behaviours and interactions. By utilising this measure, athletes can anonymously report incidences that have occurred with the coach with little fear of retaliation by the coach.

11. Consistent and systematic set of procedures for abuse referrals and manner in which they are recorded and analysed

  - o The implemented policy should specify the designated person and/or body responsible for recording and managing all reported occurrences of sexual harassment and abuse and the procedures for how they will be handled and analysed. This will help to clarify the procedures for all parties involved and demonstrate the organization's orderliness and assurance in addressing these issues.

12. Clear sanctions and disciplinary actions detailed

  - o The disciplinary actions and sanctions for breaching the policy should be listed and therefore may act as a further deterrent to those within or outside the organization looking to join with the intention of committing such acts.

13. Includes systematic recruitment and screening, induction and monitoring practices for all applicants (paid and volunteer positions)

  - o The practises for recruiting, screening, inducting and monitoring all applicants should be particularised to exhibit a robust process of supervising all employees and volunteers. By indicating all procedures, it will make applicants wholly aware of the requirements and information needed from them, and they can consciously decide to consent or not to such scrutiny.

14. Conducting updated screening appraisals frequently

  - o Background screening of current employees and volunteers should be executed on a periodic basis to ensure any criminal offences are revealed including sexual offences. This will also help to deter predators who have prior records. However, this is not an absolute guarantee of removing potential perpetrators of harassment and abuse in the sporting environment because those who may still commit such incidences but do not have a criminal background will not be filtered

out. Nevertheless, it is a preventative measure (not a reactive measure) that works in tandem with other elements suggested within these policy components that organizations must invest in to reduce risk to participants' welfare and their liability in employing all employees and volunteers.

15. **Applicant names checked against sex offender registry and/or fingerprint-based background checks**

   o When possible, applicant names should be checked against the sex offender registry and/or fingerprint-based background checks should be executed as a robust form of screening.

16. **Screening procedures detailed within a detailed written, comprehensive, specific policy intended to inhibit physical and sexual abuse and apply to all applicants engaging in regular contact with children**

   o As mentioned previously, the policy should describe all screening practices employed by the organization to make all applicants aware of the procedures undertaken and in order for them to make an informed decision regarding submitting to these methods. This may also serve to dissuade potential predators with a criminal background from applying to the organization.

17. **Surveillance of coach behaviour implemented**

   o Organizations should endeavour to employ measures that would monitor coach behaviour (i.e. athlete appraisals of coaches, coach reviews by administrators, coach mentorships, etc.) and are related to other policy components audited here. Surveillance will help to remind coaches their behaviours are being analysed and deter inappropriate interactions or aid in self-reflection as well as potentially identifying when they transpire.

18. **Policy empowers athletes to become cognisant decision-makers and critical thinkers**

   o The policy should encourage athletes to be active decision-makers in regard to their athletic careers. Athlete empowerment can serve to develop athletes as independent thinkers who are less reliant on the coach-athlete relationship and reduce the unquestioned authority of the coach, which may help in protecting athletes from sexual harassment and abuse.

19. Details patterns of coach characteristics/behaviours who may be likely to commit sexually harassing/abusive actions as a risk assessment

- o Inclusion of this policy element was aimed at identifying general coach characteristics and situations (i.e. coach who goes out socially with athletes, coach inviting athletes over to their home, etc.), which potentially may indicate the need for monitoring and can be utilised for a risk assessment. They are not meant to be exhaustive or static in nature, but rather evolve as need be and call attention to particular coaches that may fit a harassing or abusive pattern.

20. Prohibits alcohol consumption in athlete activities (i.e. training, competitions, parties)

- o As the literature has demonstrated, the consumption of alcohol by athletes and coaches can lead to sexually harassing or abusive behaviours, especially when coupled with other risk factors. The use of alcohol should be proscribed at all events directly related to the sport or sponsored by the organization that athletes and/or coaches may attend to avoid such problems from arising.

21. Discussion of the stage of imminent achievement

- o The policy should define and discuss the concept of the SIA. Each sport may have different SIAs dependent on when athletes are inclined to achieve peak performance within that individual sport, and thus the policy should reflect the SIA of the sport distinctively. By identifying this concept within the policy, the organization and other sport stakeholders can utilise this as risk assessment for athletes and devote specific resources to monitor athletes at this stage and their coach-athlete relationship.

22. Regulates personnel's interaction with athletes via electronic communication and social media

- o The policy should refer to the potential role social media can play in sexual harassment and abuse but regulate coach/authority figure interactions with athletes through electronic mediums.

23. Eliminates illegitimate forms of power and autocratic coaching styles

- o The policy should directly proscribe overly autocratic coaching styles and those abusing their authority and position of power to commit sexual harassment and/or abuse.

24. Emphasises coach reflexivity

o The policy should promote coach contemplation on their practices. By inspiring coaches to engage in reflection, coaches may be able to reconnect with their fundamental role in developing athletes both athletically and as an individual. This may also aid in consideration of negative practices utilised and encourage a positive modification of these methods.

25. Promotes a holistic, athlete-centred approach to coaching

o The policy should advocate for a holistic, athlete-centred approach to athlete development keeping in mind that athletes have a life beyond sport. Coaches should aim to develop athletes to accomplish the best outcomes they are able to both athletically and outside of sport.

26. Stresses athlete development and safety as priority over producing winning results

o The policy should reinforce athlete development and safety as the key function of the coach, administration and organization over producing successful athletic outcomes.

27. Supports development of constructive touch in coach-athlete relationships

o While setting boundaries for coach-athlete relationships and defining inappropriate behaviours as imperative, it is equally important to encourage positive touch within the coach-athlete relationship. For the coach to fulfil their role as an instructor and mentor, touch can serve as a crucial factor. The policy should highlight positive coach touch which may assist in distinguishing between positive and negative touch for all sport stakeholders and helping to ensure they are not amalgamated. Educational initiatives should further address constructive touch for coaches, athletes, parents and administrators thereby aiding in understanding and knowledge. Furthermore, coaches can gain further comprehension of how certain types of touch may be perceived as negative and how they can modify their touch to potentially avoid ambiguity and concern.

28. Evidence of education/training in relation to sexual harassment and abuse

o As educational and training materials may be provided on separate online portals or distributed in-person, an in-depth audit was not undertaken within this study. However, evidence such programmes exist is essential to organizational initiatives in order to address sexual harassment and abuse in sport. The policy

should indicate what the administration necessitates in terms of education and training requirements for coaches, athletes, and administrators. It should also preferably mention if courses are available to parents/legal guardians.

29. **Evidence of sessions to promote awareness of issue and providing tools and resource person/body to advise regarding this issue**

   o As mentioned in the previous policy component, educational and training programmes should be evident within the policy itself and the requirements needed to partake in the organization. Furthermore, a resource person/body should be identified to direct questions to and provide further information regarding courses and support relating to sexual harassment and abuse. Additional resources could be listed for guidance within the policy, such as simply providing links to certain pertinent pages from the IOC website for further reading.

30. **Mentions 'non-traditional' paradigms**

   o Organizations must highlight that the 'traditional' male perpetrator – female victim is not the only paradigm in which harassment or abuse can transpire. This should aid in alleviating taboos and breaking stereotypes. Acknowledging 'non-traditional' patterns is a crucial paradigm shift in the sexual harassment and abuse issue as it has been previously dismissed and ignored. It is important for all sport stakeholders to understand that any gender could be a victim or perpetrator of harassment or abuse.

The subsequent section will discuss the findings of the policy audit conducted for the selected sport organizations. These results will be analysed generally as well as by country, sport and organizational level individually.

7.5.2 Discussion of Findings

The findings from the policy audit are displayed in *Table 7.3* and will be discussed consequently. Explanations and reasoning for the scores given for each policy component are detailed in *APPENDIX I.*

As the table shows, just over half of the organizations audited were within the 'Good' or 'Very Good' percentage rating according to the scale provided, although on the lower end of this percentile. The three organizations that performed the best in the integrity audit respectively

included NISA, SA, and the USOC with two of three organizations being NGBs. The bottom three organizations incorporated the BOA, ISU, and FINA correspondingly, with two out of three organizations being IFs. The strength of current implemented administrative policies varies greatly between organizations with some possessing more strengths than others. Some form of policy was located for each organization examined except for the BOA. Every organizations' individual strengths and weaknesses for each policy element and overall scores/percentages for criteria met can be viewed in the table. Subsequently, the data will be analysed broadly and then examined by country, sport and organizational level groupings.

Table 7.3 Policy Audit – Sexual Harassment and Abuse

Scoring Key
0 : None / Unclear – No information clearly addressing criterion
1 : Poor – Limited reference to addressing criterion with insufficient detail
2 : Good – Presence of addressing criterion with clear detail
3 : Excellent – Information detailed comprehensively with extensive explanation of the criterion

	1. Organization has sexual harassment/abuse policy	2. Policy includes definition of sexual harassment/abuse	3. Establishes clear boundaries for appropriate coach-athlete interactions	4. Establishes clear parameters for inappropriate behaviours within coach-athlete relationship	5. Policy eliminates normalisation of inappropriate coach behaviours
IOC	3	3	1	2	3
FIFA	2	1	0	1	0
FINA	1	0	0	1	0
ISU	1	0	0	0	0
AOC	2	2	0	1	0
BOA	0	0	0	0	0
USOC	3	3	0	3	2
FFA	3	3	1	3	2
The FA	2	2	2	2	0
USSF	2	2	0	3	0
ISA	3	3	2	3	1
NISA	3	2	3	3	2
USFS	3	3	1	3	1
SA	3	3	3	3	0
BS	2	2	1	2	0
USA-S	3	2	2	3	1
Avg. Score	2.25	1.94	1	2.06	0.75

	6. Clear and simple reporting procedures	7. Confidential reporting for incidences	8. Procedure for investigation includes fair and swift resolution of complaints	9. Due process with allegations for both athlete and coach	10. Athletes appraise coaches anonymously
IOC	3	3	3	3	1
FIFA	0	1	0	0	0
FINA	2	1	2	2	0
ISU	1	0	0	0	0
AOC	2	1	2	0	0
BOA	0	0	0	0	0
USOC	3	3	2	3	0
FFA	3	3	2	3	0
The FA	3	0	3	2	0
USSF	2	3	3	1	0
ISA	3	3	3	3	0
NISA	3	3	2	0	2
USFS	3	3	2	0	0
SA	3	3	3	3	2
BS	3	3	0	0	0
USA-S	3	1	3	3	0
Avg. Score	2.31	1.94	1.88	1.44	0.31

	11. Consistent and systematic set of procedures for abuse referrals and manner in which they are recorded and analysed	12. Clear sanctions and disciplinary actions	13. Includes systematic recruitment and screening, induction and monitoring practices for paid and volunteer applicants	14. Conducting updated screening appraisals periodically	15. Applicant names checked against sex offender registry and fingerprint-based background checks
IOC	3	1	0	0	0
FIFA	0	2	0	0	0
FINA	0	0	0	0	0
ISU	0	1	0	0	0
AOC	0	1	0	0	0
BOA	0	0	0	0	0
USOC	3	3	2	3	0
FFA	3	3	2	0	0
The FA	2	3	3	0	3
USSF	1	3	0	0	0
ISA	3	3	3	2	2
NISA	3	3	3	0	2
USFS	1	3	3	0	3
SA	3	3	2	0	2
BS	0	0	0	0	0
USA-S	2	3	2	3	3
Avg. Score	1.5	2	1.25	0.5	0.94

	16. Screening procedures organization deems appropriate detailed in a written, comprehensive, specific policy intended to inhibit physical and sexual abuse and must apply to all possible applicants who have regular contact with children	17. Surveillance of coach behaviour implemented	18. Policy empowers athletes to become cognisant decision-makers and critical thinkers	19. Details patterns of coaches who may be likely to commit sexually harassing/abusive behaviours which could be used in a risk assessment	20. Prohibiting alcohol consumption in athlete activities (i.e. training, competitions, parties)
IOC	0	1	3	2	2
FIFA	0	0	0	0	0
FINA	0	0	0	0	0
ISU	0	0	0	0	0
AOC	0	0	0	0	0
BOA	0	0	0	0	0
USOC	3	1	0	0	3
FFA	3	1	3	0	2
The FA	3	2	3	0	0
USSF	0	0	0	0	0
ISA	3	2	0	0	2
NISA	3	2	3	0	2
USFS	3	2	0	3	2
SA	3	0	3	3	2
BS	0	0	3	0	0
USA-S	3	1	0	0	2
Avg. Score	1.5	0.75	1.13	0.5	1.06

	21. Discussion of the stage of imminent achievement	22. Regulating personnel's interaction with athletes via electronic communication and social media	23. Eliminates illegitimate forms of power and autocratic coaching styles	24. Emphasises coach reflexivity	25. Promotes a holistic, athlete-centred approach to coaching
IOC	1	0	2	1	2
FIFA	0	0	1	0	0
FINA	0	0	0	0	0
ISU	0	0	1	0	0
AOC	0	1	1	0	0
BOA	0	0	0	0	0
USOC	0	2	1	3	3
FFA	0	1	2	1	3
The FA	0	2	2	1	3
USSF	0	0	2	1	0
ISA	0	1	3	1	3
NISA	0	3	3	3	3
USFS	0	3	0	1	2
SA	0	3	2	2	3
BS	0	2	0	0	2
USA-S	0	2	0	1	0
Avg. Score	0.06	1.25	1.25	0.94	1.5

	26. Stresses athlete development and safety is priority over producing winning results	27. Supports development of constructive touch in coach-athlete relationships	28. Evidence of education/training in relation to sexual harassment and abuse	29. Evidence of sessions to promote awareness of issue and providing tools and resource person/body to advise regarding this issue	30. Mentions 'non-traditional' paradigms
IOC	2	0	3	3	1
FIFA	0	0	1	1	0
FINA	0	0	0	0	0
ISU	0	0	0	0	0
AOC	0	0	1	0	0
BOA	0	0	0	0	0
USOC	3	0	3	3	0
FFA	3	0	3	1	0
The FA	3	0	3	3	0
USSF	0	0	2	2	2
ISA	3	0	1	1	0
NISA	3	1	2	0	0
USFS	2	1	3	3	0
SA	2	1	2	2	0
BS	2	0	2	1	0
USA-S	0	0	3	3	2
Avg. Score	1.44	0.19	1.81	1.44	0.31

209

	Possible 90 Points	Average Search Process Score	Average Ease of Access Score	TOTAL (Out of a Possible 96)	TOTAL Percentage of Criterions Met
IOC	52	2.75	2.25	57	59.38%
FIFA	10	3	3	16	16.67%
FINA	9	1	3	13	13.54%
ISU	4	1.5	3	8.5	8.85%
AOC	14	0	3	17	17.71%
BOA	0	0	0	0	0.00%
USOC	58	3	2.5	63.5	66.15%
FFA	54	3	3	60	62.50%
The FA	52	2.57	2.57	57.14	59.52%
USSF	29	3	0	32	33.33%
ISA	57	0	3	60	62.50%
NISA	62	3	3	68	70.83%
USFS	54	3	2.67	59.67	62.16%
SA	64	2.67	1	67.67	70.49%
BS	25	1.5	3	29.5	30.73%
USA-S	51	2	2.5	55.5	57.81%
Overall Avg. %					43.26%

Percentage Rating Key
80% - 100% : Excellent
60% - 79.9% : Very Good
40% - 59.9% : Good
20% - 39.9% : Poor
0% - 19.9% : Very Poor

In auditing the included policies, it is clear a number of criteria utilised in the audit lacked more than others. Out of thirty criterions, twenty-six criterions within the policy audit were considered deficient overall as they obtained an average criterion score of less than '2' when considering all analysed organizations (highlighted in yellow in *Table 7.3*) and are listed below.

2. Policy includes definition of sexual harassment/abuse

3. Establishes clear boundaries for appropriate coach-athlete interactions

5. Policy eliminates normalisation of inappropriate behaviours

7. Confidential reporting for incidences

8. Procedure for investigation includes fair and swift resolution of complaints

9. Due process with allegations for both athlete and coach

10. Athletes appraise coaches anonymously

11. Consistent and systematic set of procedures for abuse referrals and manner in which they are recorded and analysed

13. Includes systematic recruitment and screening, induction and monitoring practices for paid and volunteer applicants

14. Conducting updated screening appraisals frequently

15. Applicant names checked against sex offender and fingerprint-based background checks

16. Screening procedures organization deems appropriate detailed in a written, comprehensive, specific policy intended to inhibit physical and sexual abuse and must apply to all possible applicants who have regular contact with children

17. Surveillance of coach behaviour implemented

18. Policy empowers athletes to become cognisant decision-makers and critical thinkers

19. Details patterns of coaches who may be likely to commit sexually harassing/abusive behaviours which could be used in a risk assessment

20. Prohibiting alcohol consumption in athlete activities (i.e. training, competitions, parties)

21. Discussion of the SIA

22. Regulating personnel's interaction with athletes via electronic communication and social media

23. Eliminates illegitimate forms of power and autocratic coaching styles

24. Emphasises coach reflexivity

25. Promotes a holistic, athlete-centred approach to coaching

26. Stresses that athlete development and safety is priority over producing winning results

27. Supports development of constructive touch in coach-athlete relationships

28. Evidence of education/training in relation to sexual harassment and abuse

29. Evidence of sessions to promote awareness of issue and providing tools and resource person/body to advise regarding this issue

30. Mentions 'non-traditional' paradigms

These areas that are identified as being less than satisfactory and therefore could be improved upon to make organizational policies addressing sexual harassment and abuse stronger and more comprehensive. By looking across different research themes, key elements in addressing sexual harassment and abuse in sport that may have been overlooked to date and by addressing these criteria can be identified, serve to strengthen implemented organizational policies. Nevertheless, this concern had the highest overall average percentage with meeting the established criterion derived from the current literature reviewed through the metanarrative process and considering the average search process and ease of access scores with 43.26%.

First, the policy audit is analysed by country, which incorporated the individual NOCs and each NGB from the respective nations. Consequently, this section does not take into consideration the transnational organizations (IOC and IFs). It is clear that the UK has the lowest percentage, which may be impacted primarily by the lack of policy located by the British Olympic Association on their website within the public domain as illustrated in the table below. Beyond the UK, Australia and the USA both have percentages which are relatively similar.

Table 7.4 Overall Average Percentages by Country

Country	*Overall Average Percentage*
Australia	*53.30%*
United Kingdom	*40.27%*
United States of America	*54.86%*

However, when omitting the British Olympic Association (due to their lack of located online policies pertaining to sexual harassment and abuse), the UK NGBs have an overall percentage of 51.48%, which is more in line with the other countries within this study. It is possible that they defer to the IOC or NGBs, nevertheless, it would be good practice to make their policies known. If they do adopt the policies implemented by other governing bodies or defer to those organizations

for policy reference, this should be made explicit and links leading to those regulations located on the appropriate organizational website should be included.

When assessing the average of each policy component by country (with the UK including the BOA), there are fourteen clear elements in which each country performs poorly (below a '2' score average). These policy components include:

3. Establishes clear boundaries for appropriate coach-athlete interactions

5. Policy eliminates normalisation of inappropriate coach behaviours

10. Anonymous coach appraisal by athletes implemented

13. Includes systematic recruitment and screening, induction and monitoring practices for all applicants (paid and volunteer positions)

14. Conducting updated screening appraisals frequently

15. Applicant names checked against sex offender registry and/or fingerprint-based background checks

17. Surveillance of coach behaviour implemented

19. Details patterns of coach characteristics/behaviours who may be likely to commit sexually harassing/abusive actions as a risk assessment

20. Prohibits alcohol consumption in athlete activities (i.e. training, competitions, parties)

21. Discussion of the SIA

22. Regulates personnel's interaction with athletes via electronic communication and social media

24. Emphasises coach reflexivity

27. Supports development of constructive touch in coach-athlete relationships

30. Mentions 'non-traditional' paradigms

Australia has thirteen areas of policy strength, particularly in describing reporting procedure components where six criterions related to this. Another key area of well-constructed policy elements when reviewing the data by country are clear implemented policies which

provide a definition of sexual harassment/abuse. Key areas for improvement are within the policies regarding screening procedures (as discussed within the general policy criterions that scored poorly), proactive management of risk factors, and indicating the utilisation of educational programmes and training aimed at addressing sexual harassment and abuse.

The UK's policy component scores suffered greatly due predominantly to the British Olympic Association not offering any sexual harassment and abuse policy through their website in the public domain. As participant safety and organizational transparency is crucial, this researcher suggests that all policies should be unrestricted. Nevertheless, it is recommended the UK, thereby, improves upon their sexual harassment and abuse policies and their communication to the public of such policies as the majority of elements were poor. Areas of strength included outlining clear and simple reporting procedures, empowering athletes, promoting an athlete-centred approach to coaching and emphasising athlete development as priority over producing winning results.

The USA needs significant improvement in a number of the policy components (many were amongst the thirteen elements which scored poorly amongst all countries identified earlier) including those which address coaching practices such as the elimination of illegitimate forms of coach power, encouraging coach reflexivity, promoting an athlete-centred approach, emphasising athlete development over winning results, and supporting the education of constructive touch. Conversely, examples of strengths lie in providing a clear definition of sexual harassment/abuse, forming parameters for inappropriate coach-athlete interactions, outlining reporting procedures while guaranteeing confidentiality and fair resolution of allegations, and detailing clear sanctions as a result of breaching this policy.

Next, the findings will be evaluated by sport. Policies analysed within both football and swimming are relatively even when considering the audit criteria, average search process and average ease of access scores with 43.01% and 43.14% respectively, while figure skating meets the criteria considerably more with 51.09%, as illustrated within *Table 7.5*. When evaluating the average of each policy component by sport, there are sixteen elements in which each sport performs poorly. Twelve of these policies are mutual when analysing each policy element by country and are bolded in the subsequent list:

3. Establishes clear boundaries for appropriate coach-athlete interactions

5. Policy eliminates normalisation of inappropriate coach behaviours

10. Anonymous coach appraisal by athletes implemented

11. Consistent and systematic set of procedures for abuse referrals and manner in which they are recorded and analysed

14. Conducting updated screening appraisals frequently

15. Applicant names checked against sex offender registry and/or fingerprint-based background checks

17. Surveillance of coach behaviour implemented

18. Policy empowers athletes to become cognisant decision-makers and critical thinkers

19. Details patterns of coach characteristics/behaviours who may be likely to commit sexually harassing/abusive actions as a risk assessment

20. Prohibits alcohol consumption in athlete activities (i.e. training, competitions, parties)

21. Discussion of the SIA

22. Regulates personnel's interaction with athletes via electronic communication and social media

23. Eliminates illegitimate forms of power and autocratic coaching styles

24. Emphasises coach reflexivity

27. Supports development of constructive touch in coach-athlete relationships

29. Evidence of sessions to promote awareness of issue and providing tools and resource person/body to advise regarding this issue

30. Mentions 'non-traditional' paradigms

One explanation could be that figure skating is a 'traditionally' female-dominated sport and may be driven by the dominant paradigm of male perpetrator-female victim thus perpetuating the 'need' for tackling such problems more robustly, whereas within the 'traditionally' male-dominated or gender-neutral sports of football or swimming, the urgency for implementing such policies and addressing this problem may be lesser in their respective environments. Although, with current events unfolding, particularly related to occurrences of abuse within football (reports made in 2016 of historical sexual abuse by coaches and scouts within The FA from the 1970s, 1980s and 1990s), a longitudinal study may uncover whether a paradigm shift might occur in the near future to include stronger policies addressing this concern

in sports that have been long-considered 'male-dominated' or 'gender-neutral'. Nonetheless, it is somewhat surprising that the sport of swimming has a lower overall percentage as there have been issues of sexual harassment and abuse reported within the sport.

Table 7.5 Overall Average Percentages by Sport

Sport	*Overall Average Percentage*
Football	*43.01%*
Figure Skating	*51.09%*
Swimming	*43.14%*

The final grouping analysis is by the organizational standing, where *Table 7.6* demonstrates a significant gap between the IOC structural level and the NGB level. IFs and NOCs appear to have less than strong policies regarding sexual harassment and abuse. Each grouping had the following overall percentages:

Table 7.6 Overall Average Percentages by Organizational Level

Grouping	*Overall Average Percentage*
IOC	*59.38%*
IFs	*13.02%*
NOCs	*27.95%*
NGBs	*56.65%*
NGBs Football	*51.78%*
NGBs Figure Skating	*65.16%*
NGBs Swimming	*53.01%*

When evaluating the average of each policy component by organizational standing (IOC, IFs, NOCs, NGBs), there are seven elements in which each level performs poorly. Six of these

policies are mutual when analysing each policy element by country and sport and are bolded in the subsequent list:

9. Due process ensured with allegations for both athlete and coach

10. Anonymous coach appraisal by athletes implemented

14. Conducting updated screening appraisals frequently

21. Discussion of the SIA

24. Emphasises coach reflexivity

27. Supports development of constructive touch in coach-athlete relationships

30. Mentions 'non-traditional' paradigms

From the table, it is evident that the IFs and NOCs selected for this research met significantly fewer of the criteria on average than the other groupings. This demonstrates there may be a gap in addressing the concern of sexual harassment and abuse at both an international and national level with the responsibility for executing strong policies left to the NGBs. However, by IFs and NOCs implementing specific and well-constricted policies (directed by general IOC guidelines) regarding sexual harassment and abuse, policies may be more centralised, consistent and provide further guidance to NGBs in order to be most effective.

Furthermore, it would raise awareness of the significance in addressing sexual harassment and abuse in sport as well as solidifying sport organizations' commitment to managing and preventing such problems. Absence of policies located in the public domain on organizational websites, particularly at the upper level of structural standing, may call into question the importance of these concerns within the organization and if proactive measures are being taken to protect participants. While the scope of this study endeavoured only to audit policy elements, this result may indicate the organizational and/or sporting culture in which these policies are implemented.

7.6 Policy Audit Findings for Emotional Abuse

7.6.1 Selected Elements for Policy Audit Relating to Emotional Abuse

This researcher will firstly expand upon each policy component selected from 'good practice' determined from the metanarrative analysis. This serves to clarify why the criterion was incorporated within the integrity audit and its significance in tackling the problem of emotional abuse in sport. The policy audit criteria were as follows:

1. **Policy present regarding emotional/psychological abuse**

   o It is crucial for sport organizations to include information regarding emotional abuse as it is commonly perpetrated and normalised within the sporting environment.

2. **Athlete protection initiatives/code of conduct expresses unacceptability of employing emotionally abusive practices**

   o The organization must take the opportunity to convey the unacceptability of the use of emotionally/psychologically abusive practices. As many of these behaviours become normalised within sport, the administration must express an explicit stance on the use of such behaviours and explicitly state they will not be tolerated.

3. **Explicitly states behaviours considered emotionally abusive and frames them as unacceptable**

   o As previously stated, emotionally abusive actions may be normalised and therefore promote their continued use. By explicitly outlining inappropriate behaviours and situations within the policy addressing this concern, this may help to clarify to coaches, athletes, parents, administrative staff and others that they will not be allowed in sport.

4. **Defines emotional/psychological abuse**

   o A policy should clearly define emotional/psychological abuse to promote understanding not only to coaches who may intentionally or unintentionally commit such coaching practices but for athletes, parents and others outside the immediate sport setting to question the use of such methods. Many may not

realise what behaviours or situations may constitute emotional abuse, and hence it is crucial to define what it is.

5. **Distinguishes between practices which develop mental toughness and emotionally abusive practices**

   o The literature demonstrates that coaches may not fully comprehend how to develop mental toughness positively and may utilise emotionally abusive coaching methodologies in the name of developing mental toughness. This may be unintentional as some coaches may believe these behaviours truly do build mental toughness or out of ignorance or misunderstanding. Yet, it was also suggested within the existing research that fostering mental toughness may be an excuse for perpetrating emotionally abusive coaching practices and as a result, such behaviours should be viewed from an athlete safeguarding perspective.

6. **Challenges acceptance of emotionally abusive behaviours that may be considered 'normal' within sport**

   o The existing research has demonstrated a normalisation of emotionally abusive practices within the sporting environment implemented by coaches to achieve optimal athletic performance, especially at the elite level. The policy employed should directly address behaviours that constitute emotional abuse, as mentioned previously, and frame these behaviours as unacceptable and not essential to achieving sporting success. Furthermore, coach education, which will be highlighted in another policy criterion, should inform and help distinguish between emotional abuse and fostering mental toughness as well as the impact utilising negative behaviours can have on athlete wellbeing.

7. **Acknowledges emotional abuse can be both direct and indirect**

   o The policy should acknowledge that emotional abuse can take place both directly and indirectly. It does not necessarily need to be directed at an athlete for it to be destructive. Indirect coach behaviours (i.e. yelling at officials, throwing a chair, etc.) can still be considered emotional abuse and harmful to athlete welfare.

8. **Information regarding expectations for appropriate and inappropriate coaching**

   o Policies directed at addressing emotional abuse should clearly identify appropriate and inappropriate coach behaviours. As many emotionally abusive behaviours may become normalised within sport, it is important for the policy to clarify those which are unacceptable and should not be tolerated thereby advising

sport stakeholders on which actions are reportable. On the other hand, the policy should discuss coach behaviours which are acceptable and aid in positive athlete development.

9. **Indicates standards of interactions athletes should expect to encounter**

    o   Sport administrations should indicate the standard of interactions athletes, parents and others should expect from the coach and publish these standards on the organizational website. This could aid in sport stakeholders clarifying behaviours and situations that are anticipated appropriate interactions and distinguish them from inappropriate dealings. Providing this information could further assist in holding coaches responsible for meeting principles required of them.

10. **Policy advocates for a holistic, athlete-centred approach to coaching**

    o   The policy should emphasise providing constructive sport experiences and developing athletes to perform to their best ability while focusing less on performance outcomes. The main concentration of sport organizations should be on delivering a safe and enjoyable experience to all participants at every level of the sport. This policy element should be considered in tandem with others suggested in this audit such as coach education, where training should develop knowledge on the utilisation of positive, athlete-centred coaching methodologies, as well as athlete empowerment to reduce the authority of the coach and inspire athletes to make autonomous decisions regarding their sporting performance.

11. **Policy advocates elements for athlete empowerment (i.e. encouraging athletes to be involved in decisions, etc.)**

    o   The policy should explicitly advocate for athlete empowerment including encouraging athletes to be actively involved in decisions regarding competition and training. This will aid in reducing the unquestioned and unchallenged authority of the coach and give more responsibility to the athlete in their athletic career.

12. **Focuses on promoting a safe, fun and enjoyable sport experience for all participants vs producing 'winning' results**

    o   At any level of sport, participants' welfare and safety should be protected and the central focus and responsibility for coaches. The policy should advocate that these principles, as well as positive, holistic athlete development, be undertaken by not

only all coaching methods but by the administration as well. Through emphasis on constructive approaches to athlete development, participants can be developed both athletically and individually while producing 'winning' outcomes become a secondary motivation.

13. Pathways for reporting incidents of emotional abuse are detailed and accessible

- o A policy should particularise reporting procedures in order for those wishing to express concerns or experiences of emotional abuse to best comprehend who they must contact and how the process will unfold. The policy should specify the information needed and how this intelligence will be recorded, analysed and investigated. Moreover, complaint procedures should be uncomplicated and straightforward to further promote the reporting of issues and be located within the emotional abuse-specific policy.

14. Confidentiality in filing a complaint is evident

- o The policy should emphasise that confidentiality will be ensured when reporting concerns of emotional abuse. This is crucial in encouraging those who are suffering from experiencing such problems or those who have witnessed emotionally abusive behaviours to come forward and report the incidence without fearing ramifications for doing so.

15. Investigation into allegations of emotional abuse are described

- o The policy should comprehensively detail how the investigation into allegations of emotional abuse will take place inclusive of potential hearing procedures. This will make the process clear to all parties how concerns will be managed.

16. System implemented to record occurrences of emotional abuse

- o How complaints of emotional abuse are recorded and analysed should be detailed within the employed policy, which should incorporate who is responsible for recording occurrences, the information documented, how this will be stored and how this report will be utilised.

17. Evidence of education for coaches, athletes, parents regarding emotional abuse

- o Education should be provided to all sport stakeholders regarding emotional abuse. As mentioned earlier, coaches should be educated on the difference between developing mental toughness and the use of emotionally abusive behaviours. Educational initiatives should disseminate the understanding that emotionally

abusive coaching actions are unacceptable and should not be perpetuated as 'normal'. Moreover, coaches should be educated on positive, athlete-centred approaches to athlete development and discipline. Training should include resources which support coaches in managing their anger, frustration, and anxiety when they are in demanding situations. Educational courses for athletes should encourage awareness of emotional abuse and equip them with appropriate coping strategies that would help to empower athletes. Furthermore, parents and administrators should receive training on athletes' rights, defining emotional abuse and outlining behaviours that would be considered emotional abuse. This will aid them in identifying inappropriate coach behaviours and urge such incidents to be reported.

18. Coach mentoring programme apparent

o   A further way to both facilitate a change in environment and educate coaches is by employing a coach mentorship programme. Criteria for coaches selected as mentors should be not only athletic success achieved but their reputation for utilising positive athlete development techniques. This way coaches cultivate a setting where emotionally abusive practices are unacceptable amongst themselves (and it is not necessarily perceived as administratively mandated) and education and knowledge transfer can occur regarding constructive athlete development methods.

19. Encourages parental involvement in athletes' athletic careers

o   The policy should encourage parents' or legal guardians' involvement in their child-athletes' athletic careers. They should be urged not to relinquish full control to coaches but yet not impede coaching responsibilities by maintaining a balanced interest. In many cases, parents can act as bystanders to their athletes' emotional abuse, and therefore parents must acquire the knowledge and understanding regarding identifying such behaviours and comprehend the proper pathways to express their concerns.

7.6.2 Discussion of Findings

Overall, this issue had the lowest average percentage (compared to sexual harassment and abuse) with meeting the established criterion derived from the current literature and reviewed through

the metanarrative process and when considering the average search process and ease of access scores with 37.40%.

Table 7.7 Policy Audit – Emotional Abuse

Scoring Key
0 : None / Unclear – No information clearly addressing criterion
1 : Poor – Limited reference to addressing criterion with insufficient detail
2 : Good – Presence of addressing criterion with clear detail
3 : Excellent – Information detailed comprehensively with extensive explanation of the criterion

	1. Policy present regarding emotional/ psychological abuse	2. Athlete protection initiatives/code of conduct expresses unacceptability of employing emotionally abusive practices	3. Explicitly states behaviours considered emotionally abusive and frames them as unacceptable	4. Defines emotional/ psychological abuse	5. Distinguishes between practices which develop mental toughness and emotionally abusive practices
IOC	3	3	3	3	0
FIFA	0	0	0	0	0
FINA	1	1	1	0	0
ISU	0	0	0	0	0
AOC	2	1	2	2	0
BOA	0	0	0	0	0
USOC	3	3	3	3	0
FFA	2	2	2	3	0
The FA	2	2	3	3	0
USSF	0	0	0	0	0
ISA	3	3	3	3	0
NISA	3	3	3	3	0
USFS	3	3	3	3	0
SA	3	3	3	3	0
BS	1	3	3	3	0
USA-S	0	0	0	0	0
Avg. Score	1.63	1.69	1.81	1.81	0

	6. Challenges acceptance of emotionally abusive behaviours that may be considered 'normal' within sport	7. Acknowledges emotional abuse can be both direct and indirect	8. Information regarding expectations for appropriate and inappropriate coaching	9. Indicates standards of interactions athletes should expect to encounter	10. Policy advocates for a holistic, athlete-centred approach to coaching
IOC	3	0	0	0	2
FIFA	0	0	0	0	0
FINA	0	0	0	0	0
ISU	0	0	0	0	0
AOC	0	0	0	0	0
BOA	0	0	0	0	0
USOC	1	3	0	0	2
FFA	2	0	1	0	3
The FA	1	0	1	0	3
USSF	0	0	0	0	0
ISA	1	0	3	2	3
NISA	1	3	3	2	3
USFS	1	2	2	0	3
SA	0	0	3	2	3
BS	0	0	2	0	0
USA-S	0	0	0	0	0
Avg. Score	0.63	0.5	0.94	0.38	1.38

	11. Policy advocates elements for athlete empowerment (i.e. encouraging athletes to be involved in decisions, etc.)	12. Focuses on promoting a safe, fun and enjoyable sport experience for all participants vs producing 'winning' results	13. Pathways for reporting incidents of emotional abuse are detailed and accessible	14. Confidentiality in filing a complaint is evident	15. Investigation into allegations of emotional abuse are described
IOC	3	2	3	3	2
FIFA	0	0	0	0	0
FINA	0	0	0	2	0
ISU	0	0	0	0	0
AOC	0	0	0	2	0
BOA	0	0	0	0	0
USOC	0	1	3	3	3
FFA	3	3	3	3	3
The FA	2	3	3	0	1
USSF	0	0	0	0	0
ISA	0	3	3	3	3
NISA	2	3	3	2	3
USFS	0	2	3	3	3
SA	2	3	3	3	3
BS	2	0	0	0	0
USA-S	0	0	0	0	0
Avg. Score	0.88	1.25	1.5	1.5	1.31

	16. System implemented to record occurrences of emotional abuse	17. Evidence of education for coaches, athletes, parents regarding emotional abuse	18. Coach mentoring programme apparent	19. Encourages parental involvement in athletes' athletic careers
IOC	3	3	0	1
FIFA	0	0	0	0
FINA	0	0	0	0
ISU	0	0	0	0
AOC	0	0	0	0
BOA	0	0	0	0
USOC	2	2	0	1
FFA	3	1	0	2
The FA	2	2	0	2
USSF	0	0	0	0
ISA	3	1	0	2
NISA	3	1	0	3
USFS	1	2	0	3
SA	3	2	0	2
BS	0	1	0	0
USA-S	0	0	0	0
Avg. Score	1.25	0.94	0	1

	Possible 57 Points	Average Search Process Score	Average Ease of Access Score	TOTAL (out of a possible 63)	TOTAL Percentage of Criterions Met
IOC	37	2	3	42	66.67%
FIFA	0	0	0	0	0.00%
FINA	5	2	0	7	11.11%
ISU	0	0	0	0	0.00%
AOC	9	0	3	12	19.05%
BOA	0	0	0	0	0.00%
USOC	33	3	1.5	37.5	59.52%
FFA	36	3	3	42	66.67%
The FA	30	3	3	36	57.14%
USSF	0	0	0	0	0.00%
ISA	39	0	3	42	66.67%
NISA	44	3	3	50	79.37%
USFS	37	3	2.5	42.5	67.46%
SA	41	3	1	45	71.43%
BS	15	3	3	21	33.33%
USA-S	0	0	0	0	0.00%
Overall Avg. %					37.40%

Percentage Rating Key
80% - 100% : Excellent
60% - 79.9% : Very Good
40% - 59.9% : Good
20% - 39.9% : Poor
0% - 19.9% : Very Poor

Of all nineteen criterions explored, each averaged policy element was below the score of '2', which indicates it does not meet a 'Good' rating across the organizations. Policy component averages for each organization examined are exhibited in *Table 7.7* with the average policy element scores (average policy component scores highlighted in yellow as they all are below the 'Good' rating of '2').

As exemplified in *Table 7.7*, the vast majority of IFs and NOCs scored poorly while most NGBs scored considerably higher overall. When studying the overall average percentage achieved by the organizations inspected, the total percentage is 37.40% which is a position at the upper end of the 'Poor' percentile still with room for improvements to be made.

When analysing the data gathered by country, nine policy components receive an average score below '2' and are detailed below:

5. Distinguishes between practices which develop mental toughness and emotionally abusive practices

6. Challenges acceptance of emotionally abusive behaviours that may be considered 'normal' within sport

7. Acknowledges emotional abuse can be both direct and indirect

8. Information regarding expectations for appropriate and inappropriate coaching

9. Indicates standards of interactions athletes should expect to encounter

11. Policy advocates elements for athlete empowerment (i.e. encouraging athletes to be involved in decisions, etc.)

17. Evidence of education for coaches, athletes, parents regarding emotional abuse

18. Coach mentoring programme apparent

19. Encourages parental involvement in athletes' athletic careers

Australia clearly performs the best in terms of meeting policy components and the average search process and ease of access scores with 55.95% putting the country into the 'Good' ranking status. The results can be found in *Table 7.8*. Australia produced good scores on just over half of the policy elements with ten out of nineteen and scored poorly on nine components audited. Key areas of strengths appear to be defining the concept and behaviours comprising emotional abuse and expressing their unacceptability as well as detailing reporting procedures and the measures established to record and evaluate such occurrences.

The UK performs second best with a percentage of 42.46% and thus positioning within the 'Good' category by an especially small margin. However, it should be noted that the British Olympic Association did not have any policies identified addressing this concern, which thereby affected the country's total score. When considering the general scores without this organization, the UK attains a 56.61%, bringing the country more in line with that score realised by Australia. Even so, the UK had weak scores in all but three policy components audited, which included the organization stating the unacceptability for employing emotionally abusive practices, outlining behaviours constituting emotional abuse and framing them as unacceptable, and defining the concept of emotional/psychological abuse.

The country that performed the weakest was the USA with 31.75%. Although, once again, this is predominantly due to two organizations lacking a located policy on their organizational

229

website which addressed emotional abuse. If only the bodies who had an implemented policy from the USA were examined, they would achieve the highest score of 63.49%. Nevertheless, the USA performed poorly in every policy element when examined individually as a country.

A fundamental weakness for all countries appears to be clarifying the direct and indirect characteristics emotional abuse possesses, defining what athletes should expect from their coach interactions and distinguish between developing mental toughness and committing emotionally abusive coaching methods.

Table 7.8 Overall Average Percentages by Country

Country	*Overall Average Percentage*
Australia	*55.95%*
United Kingdom	*42.46%*
United States of America	*31.75%*

Next, we will analyse the findings based on sport with the overall average percentages illustrated in *Table 7.9*. Each sport had at least one administration in which a relevant policy was not obtained through the online search of organizational websites (2 for Football – FIFA & USSF; 1 for Figure Skating – ISU; 1 for Swimming – USA-S). It is clearly demonstrated that despite this, figure skating obtained a 'Good' score of 53.37%. Football and swimming attained 30.95% and 28.97% respectively, thus scoring only within the 'Poor' category.

Table 7.9 Overall Average Percentages by Sport

Sport	*Overall Average Percentage*
Football	*30.95%*
Figure Skating	*53.37%*
Swimming	*28.97%*

Out of the nineteen policy criterions explored, eight components collectively averaged a score under the 'Good' rating of '2'. These policies were comprised of:

5. Distinguishes between practices which develop mental toughness and emotionally abusive practices

6. Challenges acceptance of emotionally abusive behaviours that may be considered 'normal' within sport

7. Acknowledges emotional abuse can be both direct and indirect

9. Indicates standards of interactions athletes should expect to encounter

11. Policy advocates elements for athlete empowerment (i.e. encouraging athletes to be involved in decisions, etc.)

16. System implemented to records occurrences of emotional abuse

17. Evidence of education for coaches, athletes, parents regarding emotional abuse

18. Coach mentoring programme apparent

A potential explanation for these results may be that figure skating is 'traditionally' a female-dominated sport, and there emotionally abusive behaviours may be seen as inappropriate and less normalised within the sport culture. Whereas in sports such as football or swimming which are 'traditionally' male-dominated or gender neutral, such coaching practices may be seen as a normal or even positive way in which to develop mental toughness in athletes. Also, there may be a general feeling that men can 'take it' and that such actions are not as psychologically detrimental to male athletes.

Finally, the data will be analysed by looking at the organizational level. The overall percentages can be found in the succeeding table. The highest percentage when considering the overall criterions met and the average search process and ease of access scores was attained by the IOC with 66.67% also grouping them as 'Very Good', although at the lower end of this percentile. The NGBs followed with 49.12% and classifying them within the 'Good' ranking. The NOCs were within the 'Poor' category with 26.19%. The lowest percentages were produced by the IFs with only 3.70% achieved putting them securely in the 'Very Poor' grouping.

When breaking down the NGBs by sport, the highest scoring grouping when considering was the figure skating NGBs with 71.16%, which is categorised as 'Very Good'. The football and

swimming NGBs are closer together with 41.27% and 34.92% respectively within the upper level of the 'Poor' ranking.

Table 7.10 Overall Average Percentages by Organizational Level

Grouping	*Overall Average Percentage*
IOC	*66.67%*
IFs	*3.70%*
NOCs	*26.19%*
NGBs	*49.12%*
NGBs Football	*41.27%*
NGBs Figure Skating	*71.16%*
NGBs Swimming	*34.92%*

Four policy elements were consistently marked below the 'Good' standard and included:

5. Distinguishes between practices which develop mental toughness and emotionally abusive practices

7. Acknowledges emotional abuse can be both direct and indirect

9. Indicates standards of interactions athletes should expect to encounter

18. Coach mentoring programme apparent

Once again, there appears to be a significant gap between the IOC organizational level and the NGBs. Although policies may be in place within administrative handbooks that are distributed to athletes, coaches, and employees and/or good practice principles communicated by word-of-mouth or common sense amongst those within the sport or country, strong policies should be formally communicated and implemented and exhibited on organizational websites in an age where information is readily available online and where many people refer to the Internet to obtain their information. Furthermore, emotional abuse is one of the most commonly committed

abuses, which has been normalised within many sports and can have severe detrimental consequences for athletes' wellbeing.

7.7 Conclusions and Discussion

As one can see from the above sections, the IFs and NOCs examined had low averages for both sexual harassment and abuse and emotional abuse comparatively to the IOC and NGBs. Australia and the UK both had similar percentages for both explored issues. Nevertheless, emotional abuse and sexual harassment and abuse were addressed at comparatively the same level in each individual country. The USA had a similar percentage in terms of addressing sexual harassment and abuse to the UK. Conversely, the USA performed significantly lower on managing emotional abuse through their implemented policies of the organizations studied when comparing to percentages attained for sexual harassment and abuse.

The sport of figure skating performed noticeably high on each concern explored in this research. Tackling sexual harassment and abuse within located policies received the highest percentage followed by emotional abuse. This may indicate that sexual harassment and abuse is the most profound issue explored here which is recognised by governing organizations within the sport. The same results were found within the sport of swimming where sexual harassment and abuse was well-addressed. Nonetheless, both of these concerns received notably lower percentages when comparing them to the sexual harassment and abuse percentage achieved within swimming. The sport of football managed the problem of sexual harassment and abuse through employed policies identified to a good standard, with emotional abuse receiving the second highest percentage, although significantly lower.

The IFs and NOCs explored largely do not establish clear appropriate and inappropriate boundaries for coach-athlete interaction within identified policies, although the selected NGBs are typically better at establishing these boundaries. Piper and colleagues suggest 'hands-off coaching', and the culture of mistrust associated with it, can have negative implications for: the recruitment and effectiveness of coaches; the development of healthy relationships between adults and children through participation in sport; and, achievement at both the elite sport performance level and sport participation (Piper, Taylor, & Garratt, 2012). Moreover, Lang (2015) indicates that coaches merge the concepts of positive and negative touch, and consequently restrict all forms of adult-child touch as a way of controlling for the risk of false accusations. If this was not possible, they limited their touch to less 'risky' areas of the body, which

is a process that was typically described by the participants in the study as negative because of the impact it had on the coaches' effectiveness in fostering positive coach-athlete relationships. Pépin-Gagné and Parent (2016) propose that it may be essential to distinguish the parameters for ethical conduct within the coach-athlete relationship in order to identify appropriate and inappropriate behaviours in terms of touch and other behaviours (i.e., intimate relationships, verbal behaviours, etc.). This could serve to protect athletes from abuse, clarify acceptable touch practices and behaviours for coaches, and foster well-defined boundaries in the coach-athlete relationship.

Many of the identified policies do not eliminate the normalization of harassing/abusive behaviours explicitly. The normalisation of such behaviours as 'something that happens' in sport or behaviours that need to be tolerated as a requisite for participation must be eradicated (Krauchek & Ranson, 1999; Rodriguez & Gill, 2011). Additionally, there was little to no discussion of alternative paradigms to the female survivor – male perpetrator paradigm despite the advancement in existing literature from researchers such as Hartill (2005; 2009) and Dzikus (2012). This reflects the focus of much of the research to date, which has been on the female survivor – male perpetrator paradigm of sexual harassment and abuse with definitive lack of concentration on males as survivors, females as perpetrators and/or same gender harassment/abuse (Hartill, 2005; Hartill, 2009). Also, much of the existing literature predominantly focuses on coach-athlete sexual relationships in a negative light in terms of sexual harassment and abuse versus legal, consenting and mutually-desired coach-athlete sexual relationships (Johansson, 2013; Johansson, Kentta, & Andersen, 2016; Johansson & Larsson, 2017). However, this appears to be changing in more recent literature as research aims to analyse and understand these different survivor – perpetrator paradigms (Dzikus, 2012). As more understanding is obtained through additional research regarding varied paradigms and consensual and legal coach-athlete relationships, it may be incrementally reflected in organizational sport policies in the future.

When considering the information wholly, sexual harassment and abuse is addressed at the low end of the 'Good' category. Thus, there is still room for significant improvement. There was limited to no reference of defining SHA by IFs. Although experiences may be subjectively defined by the individual as studies such as Krauchek & Ranson (1999) and Sand et al. (2011) describe, an attempt must be made by all governing bodies to outline unacceptable behaviours. Fasting & Sand (2015) argue organizational permissiveness may facilitate harassing and abusive behaviours and can enhance the psychological damage for survivors of such practices as identified by Dzikus (2012). Therefore, the implementation of explicit, well-constructed and evidence-based policy is crucial in addressing this problem within sport.

Emotional abuse policies are considerably less well-constructed across the various organizations and accordingly warrant increased focus on how to strengthen executed policies by considering areas where each individual organization may be lacking. Emotional abuse is a commonly normalised type of abuse and consequently may be difficult for sport organizations to govern coach behaviours relating to this issue. In the policy audit, there was a definitive lack of identified policies that challenge the acceptance of emotionally abusive behaviours which may be considered 'normal' in sport. This may stem from the need to produce 'winning' results at all levels of sport (particularly at the elite level) as identified by Stafford, Alexander, & Fry (2015) and a consequence of accepted coaching practices such as a 'win-at-all-costs' approach (Gervis & Dunn, 2004). This mentality prioritises sporting achievements over an emphasis on health and development of athletes, which perpetuates the need to utilise emotionally abusive practices to obtain the desired outcome. Studies have stressed the necessity to confront emotionally abusive coaching methods and the enduring belief they are imperative to produce optimal athletic performance results through advocating for an athlete-centred approach (Stirling & Kerr, 2008b; Stirling & Kerr, 2014). Therefore, there is a widespread call for a holistic, athlete-centred approach to coaching (Gervis & Dunn, 2004; Stirling & Kerr, 2008a; Stafford, Alexander, & Fry, 2015; Kavanagh, Brown, & Jones, 2017).

Related to this, the policy audit recognised limited focus on the promotion of safe, fun and enjoyable sport over the 'winning' element of sport, particularly at the IF and NOC levels. Although Stirling & Kerr (2014) assert the importance of athlete empowerment in order to reduce coach authority, few policies were found to explicitly advocate for athlete empowerment and was more common to NGB policies than IFs and NOCs. Furthermore, emotional abuse receives reduced focus by the general public and as a result, may be seen as less of an immediate fear to address in comparison to other concerns such as sexual harassment and abuse.

There is a clear gap in strong policy implementation at the IF and NOC levels explored within this study. As high-level governing bodies of sport, these organizations should be seen to direct other lower-level sport organizations, such as NGBs, in order for a standard to be set and to create an environment in which issues relating to integrity take precedent. When organizations are lacking in strong policies, or policies altogether, to address concerns affecting integrity, it may give the appearance that these interests are unimportant, the organization is not proactive in managing such concerns, and/or they are not of their concern deferring to other organizational levels for guidance and leadership in these areas, whether this is truly the case or not.

The policy audit revealed a lack of acknowledgement that emotional abuse could be both direct and/or indirect. While other definitions have been utilised in other studies with slight variances, many definitions agree that emotional abuse is perpetrated by someone in a caregiver

or critical relationship role, is a repeated pattern of behaviour, and damages the individual's emotional wellbeing. Being exposed to this conduct from a coach, whether directly targeted or observed, can negatively impact the athlete. Omli & LaVoi (2009) supported the concept of background anger defined as "the presence of verbal, nonverbal, or physical conflict between two or more individuals (typically adults) that children observe as bystanders" (Raakman, Dorsch, & Rhind, 2010, p. 504). This means emotional abuse can be experienced by those directly receiving the emotional abuse as well as indirectly by observing such actions and must be strongly established in the organizational policies of sport governing bodies for clarification and knowledge of all active and passive participants.

Lastly, transparency in administrative proceedings is essential as required by 'good governance' principles. As stated previously, the concept of 'good governance' aims to aid sport organizations in achieving diverse objectives (i.e. long-term economic stability (Bonollo, De Zwart & Gilligan, 2009), provide sociocultural value to the larger community (European Commission, 2007), which corruption can damage (Schenk, 2011). There has been further pressure put on sport governing bodies due to scandals reported extensively in the media. Therefore, uploading and maintaining information online is crucial with many people turning to the Internet to obtain information and knowledge. It is therefore imperative that all sport organizations employ competent IT technicians to maintain their organizational website as well as taking the initiative to publish policies on the public areas of these sites. Although it is possible that policies pertaining to the explored issues are published within stakeholder handbooks or within a members-only online portal and thereby unable to be explored within this research, it remains vital that policies can be easily located by both members of the governing body and members of the public. Sport organizations should consider implementing an 'Integrity' section on their site to address related interests such as sexual harassment and abuse and emotional abuse as well as doping, athlete welfare, financial corruption, discrimination and match manipulation, for example.

CHAPTER 8. CONCLUSION

8.1 Introduction

The purpose of the present study was to explore concerns of harassing and abusive behaviour within the coach-athlete relationship in sport and to investigate contemporary policy elements to address sexual harassment and abuse and emotional abuse within sport organizations associated with the Olympic Movement. This chapter will address each of the research questions constructed to direct the investigation and the contributions made. The overarching research questions for the thesis included:

1. What are 'good practices' for managing the integrity issues of harassing and abusive behaviours in sport?

2. How do identified 'good practice' standards compare with the contemporary policies of selected sport governing bodies associated with the Olympic Movement?

The concern of coaching aggressions and violence was subsequently narrowed to explore sexual harassment and abuse and emotional abuse specifically based on five guiding principles within this study. Sexual harassment and abuse and emotional abuse are behaviours which threaten the physical and mental welfare of athletes within sport and are in direct conflict with morals and principles determined by individual sport organizations as well as the Olympic Movement and sport movement generally. This lack of coherence between established principles and the conduct of coaches (in the case of this study), raises important questions about the integrity of individuals affiliated with governing bodies, the organizations themselves and the Olympic and sport movements.

8.2 Conclusions and Discussion

It is fundamental to determine 'good practices' for managing harassing and abusive conduct and to analyse how these 'good practice' standards compare with presently implemented sport policies of governing bodies affiliated with the Olympic Movement. The following sections include a discussion of: how each research question for this thesis has been addressed, a critical appraisal of the research methods utilised, suggestions for future research, reflections on the research journey, and overall conclusions and recommendations for this research.

In order to delineate 'good practices' from current literature, a metanarrative analysis was conducted for each selected concern. *Chapter 3* introduces and describes the metanarrative analysis process, which includes utilising a systematic review method as a way of collecting data from existing research and is subsequently sorted into specific research themes which consequently comprise various metanarratives. *Chapters 4*, *5* and *6* discuss how each phase in the metanarrative analysis procedure was applied within the present study. By utilising this method to comprehend the selected issues, a robust and comprehensive analysis was performed, and the researcher could understand various facets and approaches to the same concern and ways to address and manage them. This proved to be beneficial as different stakeholder perspectives were explored and taken into consideration when formulating the recommended 'good practices' in which to analyse specific sport organizations. Implications for practice are discussed in detail in *Chapter 6*, and key recommendations for 'good practice' derived from the existing literature will be reiterated presently.

Sexual Harassment and Abuse 'Good Practice' Recommendations

Beginning with the problem of sexual harassment and abuse, it is clear that *cultural change* within sport is essential and sport organizations must have a zero-tolerance policy towards this concern by being proactive in their regulations for all organizational staff, officials, athletes, parents, etc. Such behaviours must be clearly framed as an improper practice within sport and express to athletes that harassing or abusive behaviours should not be tolerated as a requirement for participation. In order for *normalisation* of this problem to be addressed, the unacceptability should be communicated through organizational policies and education for all sport stakeholders (Krauchek & Ranson, 1999; Tripp, 2003; Rodriguez & Gill, 2011). Further, the culture of sport should adopt this view and be ardent in expressing their stance (Fasting, Brackenridge & Sungot-Borgen, 2003). To accomplish this objective, all sport associations must take proactive measures to prevent harassing or abusive behaviour from occurring and take firm, robust and quick reactive measures to sanction those who commit such behaviours if they do occur (Brackenridge, 1997; Krauchek & Ranson, 1999; Dzikus, 2012; Fasting & Sand, 2015).

Codes of conduct relating to sexual harassment and abuse should be constructed which pertain to all employees and members (Wolohan & Mathes, 1996; Velasquez, 1999; Cense & Brackenridge, 2001) and should be signed in acknowledgement (Johnson, 2014). As employed with the WADA Code (2015), the Olympic Movement could encourage IFs and NOCs to sign up to

a specific and harmonized code pertaining to harassment and abuse in sport to further solidify commitment and unify efforts to eliminate these behaviours within sport. Policies associated with sexual harassment and abuse must well-define these issues, behaviours which constitute it should be detailed with examples of both acceptable and unacceptable conducts, and clearly state the organization's stance on adult coach-athlete sexual relationships. As identified within the literature, adult coach-athlete sexual relationships should not necessarily be banned (and is a gap that is in need for further research), but governing bodies must be clear on their current stance regarding such interactions within their policy and facilitate open discussions in appropriate educational circumstances (Johansson, 2013; Johansson & Kentta & Andersen, 2016, Johansson & Larsson, 2017). Another identified gap in the literature which is only beginning to be explored academically is the notion of *'non-traditional' paradigms* (paradigms outside the male perpetrator – female victim framework). As the 'traditional' paradigm has been accepted as the predominant pattern for sexual harassment and abuse, it would be beneficial for governing bodies to explicitly state that this is not the only paradigm which exists. It would also be good practice to state that sexual harassment and abuse could happen to anyone (male, female, child, adult) and actively engage sport stakeholders in discussions addressing such occurrences to make them less taboo (Hartill, 2005; Hartill, 2009). This should be evident in implemented policies and delivered educational programmes. Moreover, policies should incorporate youth protection features such as limiting time spent alone with children or regulating electronic communications, for example (Gibbons & Campbell, 2003).

Education and training for sport stakeholders is crucial at all levels and should include sexual harassment and abuse policies, related definitions, reporting procedures and sanctions and create an environment which would facilitate open discussion around the subject (Volkwein et al., 1997; Malkin, Johnston & Brackenridge, 2000; Sand et al., 2011; Fasting, Chroni & Knorre, 2014). Education courses could also consider coaching styles, personal relationships, language and behaviour (Fasting & Brackenridge, 2009; Sand et al., 2011). Coaches, athletes, administrators, and parents could further be taught to establish indicators of abuse and its survivors, how to stop the incidence speedily and the appropriate person/place to seek for intervention and treatment (Brackenridge, 1994; Gibbons & Campbell, 2003; Hogshead-Makar & Steinbach, 2003; Peterson, 2004). Athletes specifically should be engaged in age-appropriate training and taught strategies to avoid harassing/abusive situations (Cense & Brackenridge, 2001; Gibbons & Campbell, 2003). Specifically for coaches, training can focus on understanding inappropriate behaviours and promote positive conduct as well as frame athlete protection policies as encouraging personal and athlete development, excellence, increasing sport participation and producing sporting success which could aid in motivating coaches rather than

making them feel forced into adhering to them (Brackenridge & Kirby, 1997; Bringer, Brackenridge & Johnston, 2002; Bringer, Brackenridge & Johnston, 2006). Relevant policies and educational courses should *eliminate autocratic coaching styles* and promote use of *holistic, athlete-centred approaches* with athlete-development and safety emphasised as the highest priority for coaches and governing bodies over winning and organizational reputation (Brackenridge, 1997; Sand et al., 2014).

Furthermore, training opportunities would be an ideal time to *distinguish between positive and negative touch* and could help in clarifying behaviours which may be perceived as inappropriate for coaches (although that may not be the intention) and define appropriate conduct that may be expected by athletes of their coaches (Sand et al., 2011; Pépin-Gagné & Parent, 2016). This may be essential to coaches feeling they can perform their role as an instructor without engaging in 'hands-off' coaching and for athletes to understand necessary instructional touch (Piper, Taylor & Garratt, 2012; Lang, 2015). By educating all parties involved, it may help to lower misunderstandings within the coach-athlete relationship. Moreover, sport organizations should retain their members in longer-duration educational initiatives. For example, educational and training initiatives should engage various sport stakeholders in regular age- and level-appropriate courses. It may be good practice to create an initial overview course for newcomers as well as mandating frequent educational seminars for all organizational members in order to address a variety of topics, disseminate new information and/or update previously communicated information, facilitate open discussion around concerns and provide a forum where questions can be answered. This type of development will continuously involve sport stakeholders in active participation and dialogue surrounding pertinent interests and not rely on short-term informative activities where educational benefit may be limited (i.e. reading an article, going to a relevant lecture once every year) (Malkin, Johnston & Brackenridge, 2000). Training materials regarding sexual harassment and abuse should be easily accessible, and the researcher would, therefore, suggest that such material should be publicly available on the organizational website, which would contribute to organizational transparency, commitment in addressing the problem and holds the administration accountable.

Sport governing bodies should encourage the *empowerment* of their athletes and actively promote coaches including athletes in choices regarding their athletic careers and educating them on the specifics of the sport in order to make them informed decision-makers (Cense & Brackenridge, 2001; Dzikus, 2012). Organizations could also implement an athlete board to consider athlete opinions and perspectives but should incorporate this panel as an active part of the organizational process (Fasting, Brackenridge & Sungot-Borgen, 2003; Dzikus, 2012). Leading on from the previous statements regarding education, athletes should be educated to respectfully

question the authority of the coach in particular situations (i.e. if they are uncomfortable with coach actions or circumstances they have been put in, they would like to more involved in the decision-making process, etc.) (Burke, 2001; Fasting & Sand, 2015).

Sport organizations can utilise identified *risk factors*, which may be different for various sports or countries, and implement risk assessments which could be utilised for vetting or identifying persons who may perpetrate sexual harassment and/or abuse (i.e. patterns of offending coaches, situations that have been proven to facilitate sexual harassment or abuse, etc.). There is thus the need for *comprehensive screening programmes* for all potential employees and volunteers (Volkwein et al., 1997; Brackenridge, 2000; Gibbons & Campbell, 2003; Parent & Demers, 2011; Wurtele, 2012). All procedures for the process should be outlined in the implemented sexual harassment and abuse policy and should be conducted on an annual or regular basis to keep up-to-date on individuals who pose a threat to participants (Gibbons & Campbell, 2003). Furthermore, no one should be allowed to begin work until all checks have been cleared. *General surveillance* should be employed to observe coach interactions by the organization promoting internal monitoring (i.e. peer monitoring; administrative observation) (Cense & Brackenridge, 2001; Fletcher, 2013) and/or implement periodic coach evaluations conducted by administrators which could utilise an anonymous athlete survey to assess coaches' and other authority figures' behaviour (Wolohan & Mathes, 1996). Identified risk factors can also be engaged in educational programmes for all sport stakeholders to increase awareness of potentially harmful situations (Nielsen, 2001; Brackenridge, et al., 2008).

Finally, *reporting procedures* for all sport stakeholders, particularly athletes, parents and coaches, should be clear and simple, and the sport organization should create an environment where athletes are comfortable in filing complaints and knowing they will be believed and prompt action will be taken (Volkwein et al., 1997; Cense & Brackenridge, 2001; Parent, 2011). Coaches, additionally, should understand and be reminded of the legal and moral obligation they have to report such incidences if they should have knowledge of them occurring. Within the sexual harassment and abuse policy, measures the governing body utilises for recording and advising upper-level administrators of accusations made should be specified as well as the investigation process which should ensure a fair and quick resolution with due process warranted to all involved parties (Velasquez, 1999; Brackenridge, Bringer & Bishopp, 2005). This would allow each party to be aware of the procedures that should occur and aid in holding the organization responsible for carrying these out. Additionally, sanctions and disciplinary actions should be listed and published specifically within the sexual harassment and abuse policy and would potentially act in deterring such behaviours. All sexual harassment and abuse policies and associated educational material should be published within handbooks and member portals (if

implemented by the organization) as well as on public organizational websites for transparency and public information purposes (Velasquez, 1999).

Emotional Abuse 'Good Practice' Recommendations

The second concern explored within this research was emotional abuse and, interestingly, had the fewest studies identified through the systematic search process which pertained to the current topic. While emotionally abusive behaviours may be one of the most commonly and openly committed form of abuse, it appears that there may be a lack of understanding regarding this concern and how to manage it.

Firstly, the literature denotes that emotional abuse perpetrated by coaches may be engrained into their traditional methods, but coaches can learn *non-abusive practices* through cognitive, environmental and behavioural aspects, which should be considered when governing bodies formulate their athlete protection initiatives (Stirling, 2013). As previously mentioned, emotionally abusive conduct appears to be *normalised* within the sport culture as a technique to achieve peak athletic performance or to build mental toughness in athletes (Kerr & Stirling, 2012; Stirling, 2013; Gervis, Rhind & Luzar, 2016). However, this notion must be eliminated at all levels of sport, particularly at the elite level where such conduct may be deemed or perceived as more acceptable or even necessary. Therefore, parents should pursue an active but balanced involvement in their youth athlete's life and not surrender full control to the coach (Kerr & Stirling, 2012). Further, coaches should engage with their athletes and parents to comprehend concerns they may have and take these anxieties seriously (Smits, Jacobs & Knoppers, 2017). To this end, sport psychologists, if available to the association, could play an important role as mediator in problematic situations, assist coaches in self-reflection of poor conduct and impact their actions may have on athletes' wellbeing, and help to educate coaches, athletes and parents on healthy development strategies (Kerr & Stirling, 2012; Kavanagh, Brown & Jones, 2017). As there may be limited resources for governing bodies employing sport psychologists, educational and training initiatives can additionally aid in this area to achieve these ends, as discussed previously.

Another approach to addressing emotional abuse introduced in the sexual harassment and abuse issue, is modifying the focus from winning and producing athletic success to the promotion of the coach role as one of protector of athletes' welfare through the use of *holistic coaching approaches*, which looks to develop both the athlete and individual and could ultimately result in continuation within sport and athletic success because of athletes' enjoyment in the learning process (Gervis & Dunn, 2004; Stirling, 2013; Stirling & Kerr, 2014). Emphasis should be placed on enhancing the athletic experience and promoting safe, fun and enjoyable sport with

coaches gauging development and success on the individual achieving their highest ability. Additionally, athletes should be *empowered* to speak up for their right to participate in safe and fun sport at all levels and encouraged to be cognisant decision-makers in their own athletic careers, which are ideas that should be disseminated throughout the sporting community (Stafford, Alexander & Fry, 2015). To accomplish this, coaches should include athletes in decisions regarding their athletic careers and educate them in various intricacies of the sport to promote their knowledge and capabilities within their sport (Stirling & Kerr, 2014). Further, educational opportunities must communicate the notion that athletes are ultimately responsible for their own athletic destinies and should respectfully question the authority of the coach with administrative policies enforcing this position. The sport governing body must function in empowering athletes as well by establishing athlete commissions which are sincerely engaged in organizational dialogues and decisions.

Next, implemented *educational initiatives* (both formal and informal) are vital in addressing emotional abuse within the sporting domain. Training programmes should endorse non-abusive, athlete-centred approaches to coaching (Stirling & Kerr, 2008a; Stirling, 2013; Stirling & Kerr, 2014). One suggestion made in the literature was the professionalization of the coaching practice, which would potentially introduce more entry requirements, a defined scope of practice, mandated training and educational courses that deliberate constructive child and athlete development, and a regulatory body which would impose these requisites (Kerr & Stirling, 2015). Coach workshops could promote self-reflection and positive feelings towards holistic coaching strategies, athlete protection policies and codes of conduct thereby guiding social norms on the unacceptability of employing emotionally abusive behaviours (Stirling, 2013). Moreover, educational courses can be utilised to discuss direct and indirect emotional abuse and their impact on athlete wellbeing, clarify and differentiate between developing mental toughness and emotional abuse and how to obtain mental toughness in their athletes without using harmful behaviours, and equip coaches with mechanisms to control their emotions and how to cope with frustrations they may experience through the nature of their work (Omli & LaVoi, 2009; Owusu-Sekyere & Gervis, 2016). Another suggestion made was to include a peer coach mentoring programme where selection of mentors is based on the coach's reputation for employing positive coaching techniques for athlete development as well as athletic success (Stirling, 2013). Such educational opportunities must be made available to athletes and parents as well. For all parties (coaches, athletes and parents), these courses should highlight athletes' rights, increase awareness of emotional abuse and how to recognise it, outline interaction standards that should be expected within the coach-athlete relationship, and prepare athletes with applicable coping mechanisms to empower them by increasing their independence and shifting power relations in

244

the coach-athlete relationship (Stirling, 2013; Stirling & Kerr, 2014; Kavanagh, Brown & Jones, 2017; Smits, Jacobs & Knoppers, 2017). Parents should be well-versed in identifying emotionally abusive behaviours and understand the routes for communicating their concerns, which should be accomplished through offered training programmes and material distributed by the organization (Stirling & Kerr, 2008a; Stirling & Kerr, 2008b; Kerr & Stirling, 2012; Stirling & Kerr, 2014). Furthermore, information regarding appropriate and inappropriate behaviours should be easily accessible in distributed handbooks, members' portals (if applicable) and public organizational websites for transparency, accountability and public knowledge purposes (Kerr & Stirling, 2012).

Finally, sport organizations should employ an *incident reporting system* for officials to record occurrences of emotional abuse perpetrated by coaches and use this data to inform educational programmes provided as interventions, which should be evaluated, and to formulate tools that influence expectations for coaching practices (Raakman, Dorsch & Rhind, 2010). All sport stakeholders must comprehend the avenues and procedures implemented for reporting emotional abuse and must be accessible to all without fear of retaliation from the coach or governing body (Stirling & Kerr, 2008a; Kerr & Stirling, 2012; Stirling & Kerr, 2014; Kavanagh, Brown & Jones, 2017). Additionally, confidentiality must be ensured for whistleblowers reporting incidences and maintained in investigations into such allegations.

8.2.2 How do identified 'good practice' standards compare with the contemporary policies of selected sport governing bodies associated with the Olympic Movement?

To answer the second research question, an organizational policy analysis was carried out utilising the 'good practice' recommendations identified within existing research and compiled into a formal audit of selected sport organizations. *Chapters 3* and *7* explain the organizations chosen as well as the affiliated sports and countries. Further, *Chapter 7* discusses the policy audit criteria and scale utilised to assess obtained relevant policies, how organizational policies were selected through systematically searching each public organizational website and the findings derived from this exercise.

Implications for Integrity in Sport

The first significant finding from the analysis is that there is a clear gap between the organizational levels of the IOC and explored NGBs in identifying strong policies pertaining to the issues at hand, (although, this is not true of all IFs and NOCs). This gap could affect the ability of

organizations to address integrity concerns. Considering that morality is concerned with right conduct, ethics with conduct based on one's knowledge of right and wrong (Ianinska & Garcia-Zamor, 2006) and integrity with the combination of both concepts (McFall, 1987), the *issues of sexual harassment and abuse and emotional abuse pose a severe threat, not only to individual integrity, but to the integrity of organizations and sport culture broadly*. Carter (1998) identifies three elements which constitute integrity: 1) establishing what is right and wrong, 2) conducting oneself based on one's understanding to be right or wrong, and 3) explicitly asserting one's conduct based on this acceptance of right and wrong. Thus, coherence is a crucial element to obtain integrity, as it involves the coherence between both moral principles and values and the ethical conduct performed based on this comprehension. Individuals and organizations involved in sport must act in accordance with their principles and achieve consistency between principle and action irrespective of the result.

This study's focus on organizational policies demonstrates social morality as a set of moral principles that must be accepted by affiliated individuals and is expected for all to follow (McFall, 1987). It is critical as different sets of moral principles may exist between varied individuals and countries. However, as associated members of the Olympic and/or sport movements, there is a necessity to adhere to these established values.

Considering this position, this research focused primarily on the ethical aspect of the integrity concept as the implemented policies aim to prescribe behaviour in order for ethical conduct to ensue. Unethical incidences which occur within corporate organizations are infrequently solitary occurrences, but rather reflect an institutions' values, attitudes, beliefs, language, and behavioural patterns which typifies an organization's operating culture (Paine, 1994). Policies should guide proper behaviour, denote reporting procedures, outline required educational programmes and the sanctions that would result if these procedures are not followed. As Sawyer & Bodey (2008) assert, an effective governance system integrates monitoring and recording procedures within institutions, devotes measures to safeguard compliance with implemented policies and procedures, and imposes sanctions if policies are not implemented properly or are wholly ignored. IFs and NOCs must create and implement comprehensive and easily accessible policies emphasising the unacceptability of such conduct and outlining proper conduct for all associated members and employees explicitly and persistently.

By implementing strong directives founded on the 'good practice' policy elements for each issue, the objective is to better manage and eliminate such behaviour from sport. Thus, performed conduct would align with established principles and values of the Olympic and sport movements and help improve the status of integrity in sport. Establishing strong policies based on evidence

246

would strengthen the elements of conduct, consistency and coherence when considering Maak's (2008) *Seven Cs of Corporate Integrity*. Firstly, actions would be in line with organizational integrity requirements (conduct). The policy audit implemented in this study provides "thorough and systematic endeavours to find close possible loopholes – integrity gaps – that could endanger the integrity" (p. 362) of the institution by outlining where policy elements are lacking in relation to the specific issues of sexual harassment and abuse and emotional abuse, and could present areas which could be addressed better. This would help the organization and sport to improve its integrity. Further, an organization's integrity is not only assessed by what it does, but also by what it does not do. "Each and every integrity gap can endanger corporate identity as such – because it implicates 'wholeness'" and thus, organizations must ensure "individual and corporate conduct are aligned, that it supports pro-active action to prevent any gaps from arising and that it has principles-based processes in place that ensure ethically sound behaviour in all walks of corporate life" (p. 363). By identifying 'gaps' (policy elements for improvement) in relation to these specific concerns, it will contribute to building integrity in sport. Organizations should carry out policy audits related to specific integrity issues to identify policy elements in need of improvements.

Secondly, there would be consistency in words and deeds of the governing bodies and of the Olympic and sport movements. Consistency requires institutions to observe "ethical principles in consistent ways, in particular with respect to aligning talk and walk" (Maak, 2008, p. 364). While it may be easy to promote the values and principles established, organizational policies must align with these and associated individuals must act accordingly. If implemented policies do not have clear and strong directives, there may be reduced likelihood of ethical behaviour.

Finally, there must be coherence between principles and action. The organization must take significant measures to ensure the issues of sexual harassment and abuse and emotional abuse are being managed robustly. As identified through the policy audit conducted here, governing bodies must improve the construction of implemented policies to enhance coherence between principles (organizational and Olympic and sport movements) and the action affiliated organizations are taking through policy composition. It is essential for all issues related to integrity to be addressed individually for integrity in sport to be managed more comprehensively. According to Kaptein & Wempe (2011), to possess integrity, the steering values and norms are complete and consistent meaning "the values and principles, actual conduct, and the consequences that are strived for form a coherent whole. The words and deeds of a person of integrity are in conformance with each other... Integrity refers to the integrative judgment and control of character, conduct, and consequences" (p. 35). Ensuring policies are constructed as

strongly as possible based on evidence from the literature is the first step to eliminating integrity-related issues from sport. Evaluating implementation and effectiveness of these policies are the next steps to manage ethical conduct and is an avenue for further research suggested below.

Instead of relying on taking legal action and sanctioning those responsible for violating initiatives as reactive measures if issues should occur, governing bodies should employ researchers and experts in the varied concerns linked with integrity to create strong and complete policies that are implemented to deter problems and promote positive integrity aspects. As seen in the corporate domain, scandals have enhanced the need to construct codes of conduct for upper-level management in order to maintain company reputation, ethical behaviour, and integrity and codes of ethics for all employees in order to establish expected behaviour within the company (Rodriguez-Dominguez, Gallego-Alvarez & Garcia-Sanchez, 2009). If sport governing bodies fail to accomplish this, it may appear these organizations delegate concerns regarding sexual harassment and abuse or emotional abuse to other governing bodies to distance themselves from arising issues, minimise their responsibility in enforcing them and/or consider them to be minimally or unimportant. It was suggested in *Chapter 7* of this thesis that sport governing bodies should display all policies on their organizational website (in addition to handbooks and members portals, if applicable) for transparency and ease of access by potential victims of abuse and harassment, and anyone concerned about potential abuse. They may consider creating a devoted section on their sites to related integrity interests that includes all associated policies and educational and training materials for public viewing, which allows for them to be easily found by all stakeholders both within and outside the sport and establishes policies in place to deter contraventions, promotes the proactive nature of the organization and emphasises the importance the administration places on managing each concern relating to integrity.

The recommendation from the current researcher is that all IFs and NOCs should, at a minimum, adopt and promote IOC policies relevant to integrity concerns as they addressed all analysed concerns well or very well and are the operating leader of the Olympic Movement. As the Olympic Charter (2018) claims, "Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles" and "to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity" (p. 11). Moreover, it states that the practice of sport is a human right in which all individuals must have the possibility of doing so "without discrimination of any kind and in the Olympic spirit" (p.11). Thus, it is the responsibility of the IOC and all associated governing bodies adhere to and actively promote these sentiments in order to ensure all sport participants and

those connected to such organizations are able to engage in and encourage safe and healthy sport. Although these sentiments are idealistic in nature, these are morals established by a leader of the sporting community and echoed in the majority of connected organizations through statements such as those above and enforced through codes of ethics or conduct. In response to the multitude of issues and scandals which may diminish integrity in sport (in particular related to the two concerns studied here), governing bodies must make effort to "reduce the risk of other possible unethical behaviour, restore public trust, and maintain their autonomy" (Mrkonjic, 2016, p. 4) and are additionally expected to respect established good governance principles including transparency, integrity, control, accountability and democracy (Mrkonjic, 2016). As discussed by Paine (1994), organizational integrity is fixed in self-governance based on the guiding values of an institution to create an atmosphere that encourages ethically good behaviour and imparts a sense of mutual accountability among employees. Further, sport governing bodies could utilise established IOC policies and educational offerings as a guideline to adapt and/or create their own well-constructed policies to manage integrity interests.

As the integrity in sport literature is relatively new and developing, this study adds to the evolving discussion. This extant literature approaches the concept of integrity in sport with a wider view of evaluating governance in relation to integrity within organizations. This current research utilises a specific approach to assessing concerns relating to this broader view of integrity governance. Themes of transparency, accountability, effectiveness, trustworthiness, and anti-harassment/abuse/discrimination are components suggested by developing frameworks (McNamee & Fleming, 2007; Archer, 2016; Gardiner, Parry & Robinson, 2017). Through assessment of specific issues relating to integrity (not only sexual harassment and abuse and emotional abuse, but to other concerns such as doping, match manipulation, etc.), many of these concepts are employed and can contribute to the wider understanding of the state of governance and integrity as a whole. It is crucial that sport organizations do not limit their understanding of integrity in sport and exclude crucial areas in doing so. It has previously been discussed that the clarity and understanding of the concept of 'integrity in sport' has been lacking to date (Cleret, McNamee & Page, 2015). These terms have become keywords often utilised without fully appreciating their scope or with any agreement as to what the terms mean or can include. Further, 'integrity in sport' often refers to three main, 'traditional' integrity problems: match manipulation, doping and financial corruption. While these are of course important issues, there is space to expand the domain of integrity concerns in sport. The integrity concept includes numerous related issues which should be addressed appropriately to improve the state of integrity in sport.

Implications for Addressing Sexual Harassment and Abuse / Emotional Abuse

When analysing sexual harassment and abuse and emotional abuse, the first important finding is that the sexual harassment and abuse issue is addressed with 43.26% of criterions met within the policy analysis, which is at the low end of the 'Good' rating and yet, the highest overall for the concerns explored within this study. This outcome was also suggested by the quantity of evidence base located in terms of sexual harassment and abuse being a major point of focus with a significant amount of research identified and emotional abuse with a comparably smaller research pool found. This may reflect the importance of sexual harassment and abuse in sport, and recent events may serve to strengthen organizations' policies further in the near future. Furthermore, the data suggests sexual harassment and abuse as a concern in the midst of a paradigm shift where it may be becoming (or has become) a recognised integrity interest adding to the current three 'traditional' components of match manipulation, doping and financial corruption.

However, the findings for this research in regard to sexual harassment and abuse were surprising as it demonstrates the need for significant improvement despite considerable literature on the problem spanning many decades. While the majority of organizations included a sexual harassment and abuse policy, the policy element of defining sexual harassment and abuse did not perform well. Numerous researchers have indicated that defining sexual harassment, in particular, can be difficult because it involves individual perceptions and subjectivity (Krauchek & Ranson, 1999; Sand et al., 2011). Further difficulty may be due to definitions of sexual harassment and abuse often being rooted in cultural or legal definitions (Fasting, Chroni & Knorre, 2014; Pépin-Gagné & Parent, 2016). Additionally, the normalisation of such inappropriate behaviours was not apparent in the vast majority of policies investigated despite the necessity recognised within the literature (Krauchek & Ranson, 1999; Rodriguez & Gill, 2011).

The policies examined appear to define inappropriate coach-athlete interactions more robustly than supporting appropriate interactions and the located literature recognised that coach touch is a highly contested topic. Coaches may blur the concepts of positive and negative touch (Lang, 2015) whereby the practice of 'hands-off coaching' and a culture of mistrust could have detrimental impacts for coaches, athletes and sport (Piper, Taylor & Garratt, 2012). This lack of distinction and concern regarding allegations of harassment and abuse may be reflected in the policies recognised within this study.

Further, it has long been acknowledged that many sport organizations lack educational programmes (Volkwein et al., 1997) and it appears that the institutions studied here have not

necessarily changed. Many organizations lacked reference to educational and training programmes or sessions which promoted awareness of the issue. Such programmes may exist within the organization and may be located within separate online member portals or may be a matter of common knowledge within the institution, however, it is fundamental that such requirements are reflected within the implemented policy as education and knowledge promotion was identified as crucial within the located literature.

Many organizations did not acknowledge 'non-traditional' perpetrator – survivor paradigms and clearly mirrors the existing research to date which focuses heavily on the male perpetrator – female survivor paradigm (Hartill, 2005; Hartill, 2009). This may be due to the lack of knowledge on male survivors, female perpetrators, or same gender harassment and abuse currently within academic research, but also may reflect the commonly held belief that sexual harassment and abuse is a 'female only' problem.

Numerous studies have acknowledged a lack of witness or organizational action through the implementation of formal procedures and policies to address sexual harassment and abuse (Brackenridge, 1997; Volkwein et al., 1997; Krauchek & Ranson, 1999; Dzikus, 2012; Fasting & Sand, 2015) and identify that permissiveness in organizational climate, gendered occupation and organizational ethics, norms and policies can facilitate this issue (Fasting & Sand, 2015). Additionally, passive behaviour or non-intervention, denial and/or silence by an institution can further amplify the detrimental psychological damage caused by sexual harassment and abuse (Dzikus, 2012).

Emotional abuse is poorly addressed with 37.40% of policy criterions met in the analysis and could reflect the difficulty and confusion associated with addressing this problem and/or the level of importance organizations interpret emotional abuse to be, particularly as it is not considered a 'traditional' integrity concern. The practice of emotional abuse is often utilised to achieve high sport performance at all levels of sport (Stafford, Alexander & Fry, 2015). This notion develops particularly out of a 'win-at-all-costs' mentality (Gervis & Dunn, 2004) and denotes a pervasive demand for a holistic, athlete-centred approach to coaching (Gervis & Dunn, 2004; Stirling & Kerr, 2008a; Stafford, Alexander & Fry, 2015; Kavanagh, Brown & Jones, 2017). However, the policy elements regarding a holistic, athlete-centred coaching methodology, athlete empowerment, and focusing on the promotion of safe, fun and enjoyable sport versus winning are all addressed poorly in the organizations investigated.

Further, no policy included within this study distinguished between emotionally abusive behaviours and behaviours which would develop mentally tough athletes. Owusu-Sekyere & Gervis (2016) discovered that coaches within their study were not proficient in fostering mental

toughness in athletes and it is clear there may continue to be confusion and misunderstanding surrounding this area reflected in the organizations included in the current research. The research also indicates that emotional abuse can be experienced in a direct or indirect manner (Omli & LaVoi, 2009; Raakman, Dorsh & Rhind, 2010), however, the majority of policies explored in this study did not address this concern or the normalisation of such conduct. Overall, emotional abuse policy elements were poorly addressed and indicate the need for significant improvement for all organizations examined.

Another overall conclusion is that sport governing bodies should publish all policies on organizational websites to promote transparency and public knowledge. Further, these policies should be easily accessible as although organizations may have policies executed, if an individual cannot find the policy quickly or at all, it is not useful.

Implications for Research Methods

Utilisation of the metanarrative analysis method as a way of investigating and understanding various aspects of selected integrity issues proved to be useful by allowing 'good practice' in addressing such concerns to be determined. It must be noted that the goal of the metanarrative analysis is to achieve novel insight into the selected issues and this study did not demonstrate the determination of new knowledge into sexual harassment and abuse or emotional abuse. Instead, the metanarrative analysis employed in this study reiterated many implications for policy and practice which have been established for many years. Nevertheless, ascertaining 'good practice' recommendations allowed a policy audit to be composed and conducted on chosen sport organizations to analyse implemented relevant policies. Although many of the 'good practice' recommendations have been recognised, the study still demonstrated that many of these practices were not implemented in several of the explored sport organizations, which is concerning. This may be an issue demonstrated when investigating various other concerns. Additionally, the policy audit formulated for this research could be used in future as a self-assessment tool for sport organizations, which could be further developed and built upon as new knowledge comes to light and issues change within the sporting domain. Furthermore, this policy analysis could establish policy elements which could be used to assess the effectiveness of implemented changes.

Auditing good governance and integrity in sport was previously discussed in *Chapter 2*. Existing frameworks, including the IOC's "Basic Universal Principles of Good Governance of the Olympic and Sports Movement", the Council of Europe's "Recommendation Rec(2005)8 of the Committee of Ministers to Member States on the Principles of Good Governance in Sport", and

Chappelet & Mrkonjic's (2013) "Basic Indicators for Better Governance in International Sport (BIBGIS)", are employed to evaluate the state of governance in sport as a whole. However, this study focuses on the specific evaluation of two issues of harassment and abuse which occur in sport. Principles of these frameworks are demonstrated as policy elements included in the audits utilised here (i.e. integrity and ethical standards, accountability and transparency, democratic structures). Therefore, the current researcher urges that policy audits specific to issues relating to integrity should be conducted in tandem with good governance principles and procedures to fulfil such elements. Employing policy audits to evaluate the strength of implemented directives specific to individual issues (i.e. emotional abuse, doping, match manipulation) would provide a systematic and replicable way in which to assess not only these concerns, but each audit would contribute to the overall assessment on the state of governance and integrity in sport.

Potentially in future, it would be aspirational to use these policy assessments to determine an expected universal standard of all sport organizations and enforced by administrations or a formulated independent third-party body committed to issues related to integrity (as WADA is for regulating doping within sport, for example). It would also be useful to facilitate an open discussion amongst international sport governing bodies at an annual summit to discuss all associated integrity interests. By utilising policy assessments to determine the universal standard, organizations could be highlighted as examples of good practice and used to assist discussions around their policy elements, implementation processes, assessment procedures, policy effectiveness, etcetera. By doing so, other sport governing bodies could have the opportunity to discuss others' procedures, ask questions and could ultimately result in a brainstorming practice to further benefit sport policies relating to integrity in sport worldwide.

Barriers and Enablers to Policy Implementation

It is crucial to highlight that both barriers and enablers to policy implementation exist. As discussed in the literature review of *Chapter 2*, 'perfect implementation' is unlikely to be achieved in practice (Hogwood & Gunn, 1997). They suggest ten preconditions, which were outlined previously, and which must be satisfied for perfect implementation to be achieved. Five of these preconditions will be highlighted here to demonstrate just a few of the barriers in improving existing and/or executing the recommended organizational policies based on the 'good practices' determined from research to date. Suggestions will be offered specifically for organizations to navigate these barriers.

The first precondition for perfect policy implementation is that adequate time and sufficient resources are available to the programme. However, Hogwood & Gunn (1997) argue

253

that "too much is expected too soon, especially when attitudes or behaviour are involved" (p. 218). The core of the recommendations for policy development include a change of attitudes and behaviour by both individuals and organizational/sport culture in reference to sexual harassment and abuse and emotional abuse in sport. Time is needed for such policies to be widely implemented and for the changes to be embraced. However, as emotional abuse and sexual harassment and abuse, in particular, are issues which have received increasing attention and more individuals and organizations are presently aware of the damaging consequences these behaviours can have, this may act as a window of opportunity. This amplified awareness could operate as an enabler in order for implemented policies to be analysed and modified as necessary.

The second precondition for perfect implementation includes the required combination of resources to be available when needed. To overcome this difficulty, each resource must not only be readily available, but the combination of necessary resources must be accessible to avoid significant disruptions in the employment process. As an example, although an organization may improve their policy to define the issue and boundaries more robustly, if educational initiatives are not in place to supplement members' knowledge and understanding, the issues of sexual harassment and abuse or emotional abuse may not be wholly addressed. This may result in a delay of effectiveness for the policy. In another example, if organizational policies are modified to reflect procedures used to report incidences of sexual harassment and abuse or emotional abuse, the organization must have the proper resources (including employees and tools) in order to realise this policy. Obtaining and employing the required personnel and tools to supplement the implemented reporting procedures may equate to disturbances in practice. Nevertheless, organizations must make every effort to make a combined effort to both employ policy and the essential resources needed to carry it out.

The third precondition stipulated by Hogwood & Gunn (1997) is that dependency relationships are minimal. Ideally there would be a single implementing agency involved which would not depend on other agencies for success, or if other agencies have to be involved, the dependency relationships are few and insignificant. Although the IOC can implement a strong policy directed at tackling sexual harassment and abuse or emotional abuse and this may be adopted by organizations lower in the hierarchical structure, the success of the implemented policy is highly contingent on the employed resources of those lower agencies. While a number of resources may be provided by the IOC for addressing these issues, the preparedness of lower structures who deal with members and participants on an everyday basis to execute such policies and provide the needed resources is crucial to policy success. Although some organizations attain significant funding, many sport governing bodies may not be well-funded and therefore have limited ability to provide such necessities to their members. However, solutions must be found

and may require the pooling of resources from many institutions. For example, providing education may be difficult for certain NGBs receiving little funding. However, better funded IFs or the IOC could provide an educational video that could be distributed by such NGBs to their members and participants to aid in their delivery of educational programmes.

The fourth precondition described is there must be perfect communication and coordination with such a requirement necessitating a "unitary administrative system" (p. 222). However, most organizations, including sport organizations, are "characterized by departmentalism, professionalism, and the activities of many groups with their own values, goals, and interests to protect" (p. 222) making perfect implementation near impossible. Every sport governing body will encompass various structural levels within the organization each managing or regulating different values, goals and interests as defined by the overall organization. This may include sport promotion and retainment levels, administrative governance, and specific compliance regulations required by the sport. Moreover, the various sport governing bodies at different structural levels (i.e. IOC, IFs, NOCs, NGBs) will additionally have diverse values, goals and interests. Nevertheless, for something as crucial as athlete welfare and safety, organizations must strive to achieve excellent communication and coordination within their own institution and across the structural levels of governing bodies. Therefore, it may be beneficial for such organizations to consider centralisation of policies which pertain to issues including sexual harassment and abuse and emotional abuse to attain improved policy implementation.

The fifth precondition for perfect policy implementation to be highlighted is that those in authority can demand and obtain perfect compliance or 'perfect obedience'. This means no opposition, internal or external, to organizational authority exists to achieve perfect policy implementation. Regardless, there could be conflicts of interest and status disagreements within an institution or with other governing bodies and those with influence could lack the formal power or will to employ such mandates. As illustrated within this research, there may be tensions or disagreements with certain policies or the implementation of such policies (i.e. coach touch). Sport governing bodies could utilise such contention in order to understand differences in perspectives and to strengthen both the constructed policy and the implementation process.

Application of Findings to Other Issues

The findings of this research may prove useful in their application to other areas of integrity both within sport and broader society. Issues of sexual harassment and abuse and emotional abuse additionally exist in various sectors of society such as business (as discussed in *Chapter 2*), education, domestic life and more. Further, there are similarities that may be useful in addressing

'traditional' integrity issues in sport (match manipulation, doping, financial corruption of sport organizations) or outlying integrity concerns (i.e. discrimination, athlete welfare, etc.). Nevertheless, there are also differences which are exclusive to individual issues. At the general level, there are three policy element areas which may be valuable in application to varied integrity issues within sport: 1) defining the problem and outlining the boundaries which are acceptable and unacceptable related to the issue, 2) clearly defining reporting procedures, and 3) demarcating required educational and training programmes. As previously noted, there will also be issue-specific policy elements to each concern within the three policy element themes identified (i.e. explicitly stating what constitutes emotional abuse, sessions which promote awareness of sexual harassment and abuse and the relevant contact person(s) and resource tools, etc.) as well as additional themes and policy elements which would be issue-specific (i.e. addressing 'non-traditional' paradigms relating to sexual harassment and abuse, parental involvement relating to emotional abuse, etc.).

Firstly, policy elements included in the audit tackled policy components looking to define and regulate the problems of sexual harassment and abuse or emotional abuse and delineate appropriate and inappropriate boundaries. If one applied such policy elements to doping, it would include defining what doping in sport is and specifically the drugs or scenarios which are both acceptable and unacceptable. Additional boundaries, regulations and interactions specific to doping (or any other issue related to integrity) would also be included, but the broad need to define the problem and the boundaries associated with it is crucial for all concerns to provide clarity and delineation surrounding the topic.

Secondly, procedures which would be used to report concerns pertaining to the problem should be clearly and simply stated within executed organizational policies. This was a crucial aspect of the policy elements for both sexual harassment and abuse and emotional abuse and not only included designating the reporting procedures broadly, but also ensuring confidentiality, accurate recording of accusations and occurrence and describing the investigation process. While these may be specific to addressing harassing and abusive behaviours, they may also be beneficial to consider when tackling the problems of match manipulation, doping and financial corruption as well as other outlying concerns related to integrity.

Thirdly, describing essential educational and training programmes associated with the issues is a common theme identified within the existing literature related to sexual harassment and abuse and emotional abuse, but would be a vital component to curtailing any problem encountered in connection with integrity in sport. In providing educational initiatives, organizations' aim should be to aid associated members, employees and volunteers understand the problem at hand, provide supplementary knowledge and understanding, communicate key

protocols and offer a platform for additional questions and discussion surrounding the concern. Educational requisites must be stated and clear for all organizational members to be aware of what is required of them and for the organization to demonstrate their active involvement with crucial concerns linked with integrity.

To conclude, morals are established by sport institutions and enforced by implemented codes of ethics and codes of conduct to do no harm to members and promote safe sport for all. When sexual harassment and abuse and emotional abuse occur within sport, individual, organizational and sport integrity is questioned because of the lack of coherence between the morals formulated and the conduct performed. The integrity in sport concept lacks clarity and is often used with a limited view to discuss match manipulation, doping and financial corruption of sport organizations. However, this view should widen to include issues such as sexual harassment and abuse (as it may be already moving in this direction) and emotional abuse as they are harmful to those who must suffer such conduct and in direct conflict with morals and ethics established by the Olympic and sport movements generally. The findings from this research suggest sexual harassment and abuse is addressed by the examined organizations worse than would be expected for this particular concern and could use further improvement in many policy elements assessed. Emotional abuse is addressed poorly by the selected sport governing bodies and is in need of significant amendments to all policy elements examined. If sport institutions do not have strong policies to address fundamental issues relating to integrity, it is not only their integrity in jeopardy. The concern extends to the individuals associated with the organization and Olympic and sport movements, as they maintain a responsibility to uphold the morals and ethics implemented by their own pervasive institutions and to protect all sport participants.

8.3 Critical Appraisal of Research Methods

The metanarrative analysis was the selected research method written explicitly into the researcher's studentship. Nevertheless, other approaches to the research were considered as an addition to the metanarrative and policy evaluation. The metanarrative analysis proved to be beneficial in formulating the foundation of the issues at hand with a broad perspective. Nonetheless, various research methods could have proved considerably useful in gaining further insight into the integrity concerns selected. Firstly, interviews with crucial sport stakeholders within sport organizations (i.e. policymakers, administrators, athletes, coaches) and external stakeholders (i.e. parents) were considered. However, in exploring this option, it was clear that gaining access to those in the organization would be difficult as when contacted, they did not wish

to be interviewed despite confidentiality being ensured. Further, if access was able to be obtained, there were concerns that answers may not reflect reality, but rather identify idealistic notions of implemented policies to avoid retaliation by others within the organization or to give the perception these issues have been managed.

Ethnographic research was also considered in order to access sport organizations at varied levels which would allow the researcher to gain an understanding of current attitudes and understanding of implemented organizational policies, sport culture and, possibly, an idea of the effectiveness of such policies. However, time and access restriction were identified. Additionally, this method would limit the number of sports and sport organizations which could be investigated.

Finally, a mixed methods approach to the research was contemplated. A questionnaire could be delivered to both internal and external sport stakeholders to explore their attitudes, knowledge and perceived effectiveness of relevant implemented policies. Interviews could have been used to gain further insight into questionnaire answers and to explore further the sport culture and daily interactions of various stakeholders. Yet, once again, access was an identified issue as well as time constraints.

The metanarrative analysis proved to be challenging and weighty in its application to the sport policy domain. The systematic search process, although methodical and replicable in its procedures, proved to be rigid in its application. Research catalogues were selected to search the existing literature but required extensive measures. This limited the time and resources which could be spent on identifying additional relevant research found through engaging in hand searching for further research which cited seminal work.

Furthermore, the metanarrative analysis aimed to identify new and/or additional information in relation to sexual harassment and abuse. However, novel insight into these concerns was not established but rather replicated research which has been present for a number of years. This was due to limits in the evidence base available on these two issues within the sport context and further made difficult by their lack of historical development. Research relating to sexual harassment and abuse demonstrated an established area of examination with many of the findings indicating nothing new, but knowledge which has been present. However, it was clear that paradigmatic shifts will take place within the literature in the forthcoming years exploring areas such as 'non-traditional' harassment and abuse paradigms and consenting adult coach-athlete relationships. The literature relevant to emotional abuse was underdeveloped but appears to be gaining momentum. However, due to the lack of its longevity, it proved difficult to present original information into this topic at the current time.

Although original information was not provided by employing the metanarrative analysis method to this research, using the information gathered to establish 'good practice' principles proved beneficial in tandem with the sport policy analysis conducted. Although the information identified did not offer novel insight into the problems of sexual harassment and abuse and emotional abuse, use within the policy audit demonstrated that many of the selected sport organizations have not implemented this knowledge and understanding to better address, manage and work to eliminate these issues for sport despite this information being available for many years (in some cases). It is concerning that although this research has been available, governing bodies have not utilised it to inform their policies and to protect the welfare of their participants. By highlighting this within the study, one hopes to ignite action by the organizations themselves to critically appraise their contemporary practices and implemented policies.

In relation to the lack of historical development for each issue selected, it is also clear that modifications to the method were essential to apply it to the domain of sport policy. In doing so, the current researcher had to utilise the term 'paradigm' in an intuitive manner. This included focusing on the conceptual, methodological and instrumental elements in order to categorise 'like' research together into 'research themes'. Moreover, the phrase 'research theme' was introduced and employed to replace the phrase 'research tradition' utilised by the original authors of the metanarrative analysis approach. As stated above, the term 'research theme' was used to more appropriately indicate how the literature has been arranged together. While the phrase 'research tradition' is used to reflect historical development of an area of academic knowledge which is therefore grouped together, 'research theme' reflects literature which is categorised in a more thematic sense.

The ability of the researcher to identify and assess all related studies to the selected issues was limited due to time and resource considerations. It is recommended that a team is assembled who are all actively participating in each stage of the process when undertaking such a project to allow for all avenues to be explored. Or, if one person commences such an endeavour, one issue should be selected for investigation and/or more time must be allotted. Furthermore, mapping the selected concerns for the research was approached in a pragmatic manner for this study. Nevertheless, an expert team with knowledge and familiarity which spans the various paradigms and research themes is recommended when undertaking the metanarrative analysis method.

Practical criteria utilised for the systematic search within the *Search Phase* of the metanarrative analysis included only articles in the English language for functionality purposes for the author. This was an additional consideration when picking countries and sport associations to explore as the original idea was to examine both Western and non-Western countries. Nevertheless, it quickly became evident that accessing policy documents in English was

problematic from non-Western countries. If additional time and resources were available, it would have been beneficial to employ a translator to interpret non-English documents in order for non-English literature and supplementary non-Western countries to be analysed.

Only selected countries, sports and the affiliated organizations were explored within this research. Therefore, the findings reported are not necessarily generalizable to all countries, sports and organizations/organizational levels. Consequently, cultural differences in the perceptions of acceptable behaviour from non-Western, non-native English-speaking countries are not represented within this research. Moreover, it does not assess policies that are not included on organizational websites, nor does it evaluate the effectiveness of implemented policies.

This study only investigated policy documents that were accessible in the public domain. Governing bodies may have members' portals which include pertinent documents to the interests being studied, however, in some ways, this was viewed as beneficial to the research because transparency and accessibility to such policies and regulations by members of the public were able to be examined.

8.4 Future Avenues for Research

Suggestions for future research include the utilisation of the metanarrative analysis for other topics and concerns associated with the integrity in sport field. This project proved useful in determining 'good practice' principles used to conduct a policy analysis for the issues of sexual harassment and abuse and emotional abuse to assess current policy practice in selected organizations. Thus, employing these procedures for other concerns would be valuable for evaluating contemporary organizational practice. Furthermore, research should be completed to assess additional sports, countries and affiliated governing bodies and different organizational levels both with the concerns explored within this research (to clarify generalizability of the findings from this study) and other interests relating to integrity.

If access could be obtained, it would be interesting to evaluate educational and training material associated with these concerns from governing bodies and how specific information was communicated to various sport stakeholders. This could include the implementation of relevant initiatives as well as the elements and topics included for discussion based on the 'good practice' criterions ascertained here.

Another suggested avenue for future research is the assessment of the effectiveness of implemented policies. To this end, it would be beneficial to both evaluate the success of contemporary policies executed as well as the effectiveness of modifications in organizational policies in accordance with 'good practice' recommendations thus requiring a longitudinal study.

8.5 Reflections on the Research Process

My doctoral journey began with applying for and receiving a PhD studentship to undertake research on concepts relating to integrity in sport specifically in relation to the Olympic Games to be held in Tokyo in 2020 and the policy initiatives seeking to promote positive integrity elements or tackle aspects of integrity failure. As a former elite athlete and member of Team USA, the topic of integrity in sport was one I was interested in exploring and contributing to. When I competed as an athlete who represented their team, university and country, participating with integrity was of upmost importance to align with my personal values and principles as well as those of my university and country. Thus, I was honoured and excited to undertake such a topical and essential subject to the sporting context.

Written directly into the studentship was the metanarrative analysis approach to be utilised as a research method in order to analyse identified material. Further, subsequent empirical work was to focus on the extent to which Olympic preparations had been employed to leverage enhancement of integrity and enhancement of governance in the Japanese Olympic system in the preparation period for the Tokyo 2020 Olympics, and to consider risk factors in preparation for, and provision of the 2020 Games.

This studentship was to be undertaken in partnership with the University of Tsukuba. However, this relationship did not materialise due to resource constraints at the University of Tsukuba. The first year of the PhD was completed with the intention of working in tandem with researchers from the University of Tsukuba in coming months. Conversely, it became apparent that this partnership was not on course as planned. Thus, the focus was diverging from the intended full scope of research material which was advertised in the original studentship. Furthermore, the decision to explore more topics relating to integrity in sport was the intention for this study (six topics were initially selected). As I worked through the process of the metanarrative analysis, it became apparent that the number of selected topics relating to integrity was far too much to investigate as a solitary researcher and within the time allotted for a three-

year study. After much deliberation with the first supervisor, the decision was taken to limit the number of topics to four.

At the beginning of my second year, my original first supervisor had to retire due to personal matters. This led to a change in supervisors which was a difficult process to navigate and took nearly three months to fully accomplish. At this time, the relationship between me and the University of Tsukuba was non-existent. Therefore, I had to move away from most of the ideas originally proposed within the studentship and had to reconstruct and reformulate my approach and the fundamental basis of my research. This was a challenging and time-consuming task and a difficult position to be in at this point in the research journey with approximately a year and a half left. My new supervisory team discussed my research at length and decisions were made to limit the topics to two and to additionally include the policy audit in order to rebuild the research aims.

The doctoral journey I have been on for the past four years has not been a straightforward or typical journey. I have had to utilise the full extent of the skills I have previously developed from my time in academia and sport including adaptation, problem-solving and perseverance. It is a process which has developed those specific skills further as well as a wide range of additional skills that will be of great use to me in future. It is through hard work and dedication I am able to produce this body of work presently.

REFERENCES

Agervold, M. (2009). The significance of organizational factors for the incidence of bullying. *Scandinavian Journal of Psychology, 50*(3), 267–276.

Aguilera, R. V., & Cuervo-Cazurra, A. (2009). Codes of good governance. *Corporate Governance: An International Review, 17*(3), 376-387.

Alm, J. (2013). *Action for good governance in international sports organisations* (Final Report). Retrieved from Play the Game/Danish Institute of Sport Studies. Website: http://www.playthegame.org/fileadmin/documents/Good_governance_reports/AGGIS_Final_report.pdf

Almond, B. (1999). *Introduction: Ethical theory and ethical practice*. In: B Almond (Ed.) Applied Ethics: Introduction. Blackwell: Malden, MAl, pp 1–14.

American Professional Society on the Abuse of Children. (1999). *Psychosocial evaluation of suspected psychological maltreatment in children and adolescents: Practice guidelines*. Chicago, IL: American Professional Society on the Abuse of Children.

Aquino, K., & Lamertz, K. (2004). A relational model of workplace victimization: Social roles and patterns of victimizations in dyadic relationships. *Journal of Applied Psychology, 89*(6), 1023–1034.

Arcel, L. (1992). *Seksuel Chikane, Ufrivillig sex på arbejdspladsen. Hvad kan man gøre ved det?*. Copenhagen: Hans Reitzels Forlag.

Archer, A. (2016). On sporting integrity. *Sport, Ethics and Philosophy, 10*(2), 117-131.

Archer, M., Bhaskar, R., Collier, A., Lawson, T., & Norrie, A. (2013). *Critical realism: Essential readings*. London: Routledge.

Armstrong, R., Hall, B. J., Doyle, J., & Waters, E. (2011). 'Scoping the scope' of a Cochrane Review. *Journal of Public Health, 33*(1), 147-150. doi: 10.1093/pubmed/fdr015

Arnold, P. J. (1996). Olympism, sport, and education. *Quest, 48*(1), 93-101. doi: 10.1080/00336297.1996.10484181

Association of Summer Olympic International Federations. (2016). *ASOIF Governance Task Force (GTF) 1st Report to ASOIF Council*. Retrieved from: https://asoif.my.salesforce.com/sfc/p/

Athanassoulis, N. (n.d.). *Virtue Ethics*. Retrieved from http://www.iep.utm.edu/virtue/.

Audi, R., & Murphy, P. E. (2006). The many faces of integrity. *Business Ethics Quarterly, 16*(1), 3-21.

Australian Olympic Committee (2016). *Ethical Behaviour By-Law*. Retrieved from http://aoc-cdn.s3.amazonaws.com/corporate/live/files/dmfile/AOC-Ethical-Behaviour-ByLaw-6-May-20165.pdf

Australian Olympic Committee (2017). *AOC Constitution*. Retrieved from http://aoc-cdn.s3.amazonaws.com/corporate/live/files/dmfile/AOC-Constitution-6-May-20172.pdf

Auweele, Y. V., Opdenacker, J., Vertommen, T., Boen, F., Van Niekerk, L., De Martelaer, K., & De Cuyper, B. (2008). Unwanted sexual experiences in sport: Perceptions and reported prevalence among Flemish female student-athletes. *International Journal of Sport and Exercise Psychology, 6*(4), 354-365. doi: https://doi.org/10.1080/1612197X.2008.9671879

Baker, T. A., III., Connaughton, D. P. & Zhang, J. J. (2010). An examination of immunity statutes regarding the liability of recreational youth sport organizations for the pedophilic actions of coaches, administrators, and officials. *The ICHPER-SD Journal of Research in Health, Physical Education, Recreation, Sport & Dance, 5*(1), 54-59. Retrieved from https://search.proquest.com/docview/814390067?pq-origsite=gscholar

Barr, P. A. (1993). Perceptions of sexual harassment. *Sociological Inquiry, 63*(4), 460-470.

Baugh, S. G. (1997). On the persistence of sexual harassment in the workplace. *Journal of Business Ethics, 16*(9), 899-908.

BBC (2014). *Ethics - Introduction to Ethics: Virtue Ethics*. Retrieved from http://www.bbc.co.uk/ethics/introduction/virtue.shtml

Beech, J. (2013). Governance in Sport. In J. Beech & S. Chadwick (Eds.)., *The Business of Sport Management* (2nd ed.). Harlow: Pearson Education Limited.

Bergman, M. E., Langhout, R. D., Cortina, L. M., & Fitzgerald, L. F. (2002). The (un)reasonableness of reporting: Antecedents and consequences of reporting sexual harassment. *Journal of Applied Psychology, 87*, 230–242.

Blaikie, N. (1993). *Approaches to Social Enquiry*. Oxford: Blackwell Publishing.

Bureau of National Affairs. (1990). *Work and stress: The work/family connection (Special Report No. 32)*. Washington, DC: Author.

Bonollo De Zwart, F. & Gilligan, G. (2009). Sustainable Governance in Sporting Organisations. In: P. Rodriguez, S. Késenne and H. Dietl, eds. *Social Responsibility and Sustainability in Sports* (pp. 165-227). Oviedo: Universitat de Oviedo.

Bowling, N. A., & Beehr, T. A. (2006). Workplace harassment from the victim's perspective: A theoretical model and meta-analysis. *Journal of Applied Psychology, 91*(5), 998–1012.

Boyd, C. (2010). The debate over the prohibition of romance in the workplace. *Journal of Business Ethics, 97*, 325–338.

Brackenridge, C. (1994). Fair play or fair game? Child sexual abuse in sport organisations. *International Review for the Sociology of Sport, 29*(3), 287-298. doi:10.1177/101269029402900304.

Brackenridge, C. (1996). *Healthy Sport for Healthy Girls? The Role of Parents in Preventing Sexual Abuse in Sport*. Paper presented at the Pre-Olympic Scientific Congress, Dallas.

Brackenridge, C. (1997). 'He owned me basically…': Women's experience of sexual abuse in sport. *International Review for the Sociology of Sport, 32*(2), 115-130. doi: 10.1177/101269097032002001

Brackenridge, C. (1998). Healthy sport for healthy girls? The role of parents in preventing sexual abuse in sport. *Sport, Education and Society, 3*(1), 59-78. doi: 10.1080/1357332980030104

Brackenridge, C. (2000). Harassment, sexual abuse, and safety of the female athlete. *Clinics in Sports Medicine, 19*(2), 187-198. doi: 10.1016/S0278-5919(05)70198-8

Brackenridge, C. (2001). *Spoilsports*. New York, NY: Routledge.

Brackenridge, C., Bishopp, D., Moussalli, S., & Tapp, J. (2008). The characteristics of sexual abuse in sport: A multidimensional scaling analysis of events described in media reports. *International Journal of Sport and Exercise Psychology, 6*(4), 385-406. doi:10.1080/1612197X.2008.9671881.

Brackenridge, C., Bringer, J. D. & Bishopp, D. (2005). Managing cases of abuse in sport. *Child Abuse Review, 14*, 259-274. doi: 10.1002/car.900

Brackenridge, C., & Kirby, S. (1997). Playing safe. Assessing the risk of sexual abuse to elite child athletes. *International Review for the Sociology of Sport, 32*(4), 407-418. doi:10.1177/101269097032004005.

Brake, D. L. (2012). Going outside Title IX to keep coach-athlete relationships in bounds. *Marquette Sports Law Review 22*(2), Article 3. Retrieved from http://scholarship.law.marquette.edu/cgi/viewcontent.cgi?article=1555&context=sport slaw

Bringer, J. D., Brackenridge, C. H., & Johnston, L. H. (2002). Defining appropriateness in coach-athlete sexual relationships: The voice of coaches. *Journal of Sexual Aggression, 8*(2), 83-98. doi: 10.1080/13552600208413341

Bringer, J. D., Brackenridge, C. H., & Johnston, L. H. (2006). Swimming coaches' perceptions of sexual exploitation in sport: A preliminary model of role conflict and role ambiguity. *The Sport Psychologist, 20*(4), 465-479. doi: 10.1123/tsp.20.4.465

British Swimming (2014). *British Swimming Organisational Policy Manual – General Section: Protection of Vulnerable Adults*.

British Swimming (n.d.). *Appendix 1: British Swimming World Class Programmes – Child Safeguarding Policy*.

Bruner, J. S. (1990). *Acts of meaning (Vol. 3)*. Harvard University Press.

Bruyninckx, H. (2012). Sports Governance: Between the Obsession with Rules and Regulation and the Aversion to Being Ruled and Regulated. In: Segaert B., Theeboom M., Timmerman C., Vanreusel B. (Eds.), *Sports Governance, Development and Corporate Responsibility*. Oxford: Routledge.

Burke, M. (2001). Obeying until it hurts: Coach-athlete relationships. *Journal of the Philosophy of Sport, 28(*2), 227-240. doi: 10.1080/00948705.2001.9714616

Burke, M. (2004). Coaching female athletes and sexual harassment law. *ACHPER Australia Healthy Lifestyles Journal, 51*(2-3), 18.

Carter, S. L. (1998). *Civility: Manners, morals, and the etiquette of democracy*. Basic Books (AZ).

Cense, M., & Brackenridge, C. (2001). Temporal and developmental risk factors for sexual harassment and abuse in sport. *European Physical Education Review, 7*(1), 61-79. doi: 10.1177/1356336X010071006

Center for Disease Control. National Center for Injury Prevention and Control. (2014a). *Step by Step – Evaluating Violence and Injury Prevention Policies – Brief 1: Overview of Policy Evaluation.*

Center for Disease Control. National Center for Injury Prevention and Control. (2014b). *Step by Step – Evaluating Violence and Injury Prevention Policies – Brief 3: Evaluating Policy Content.*

Chandler, R. C. (2001). Deontological dimensions of administrative ethics revisited. *Handbook of administrative ethics,* 179-193.

Chappelet, J. L. (2011). Towards better Olympic accountability. *Sport in Society, 14*(03), 319-331.

Chappelet, J. L. (2015). The Olympic fight against match-fixing. *Sport in Society, 18*(10), 1260-1272.

Chappelet, J. L., & Mrkonjic, M. (2013). *Basic Indicators for Better Governance in International Sport (BIBGIS): An assessment tool for international sport governing bodies* (No. 1/2013). IDHEAP.

Chatziefstathiou, D. (2011). Paradoxes and contestations of Olympism in the history of the Modern Olympic Movement. *Sport in Society, 14*(03), 332-344. doi: 10.1080/17430437.2011.557269

Cleret, L., McNamee, M., & Page, S. (2015). 'Sports integrity' needs sports ethics (and sports philosophers and sports ethicists too). *Sport, Ethics and Philosophy, 9*(1), 1-5. doi: 10.1080/17511321.2015.1049015

Cook, D. J., Mulrow, C. D., & Haynes, R. B. (1997). Systematic Reviews: Synthesis of best evidence for clinical decisions. *Annals of Internal Medicine, 126*(5), 376-380. doi: 10.7326/0003-4819-126-5-199703010-00006

Corr, P. J., & Jackson, C. J. (2001). Dimensions of perceived sexual harassment: effects of gender, and status/liking of protagonist. *Personality and Individual Differences, 30*(3), 525-539.

Council of Europe (2005). *Recommendation Rec(2005)8 of the Committee of Ministers to member states on the principles of good governance in sport*. Retrieved from: https://www.coe.int/t/dg4/epas/resources/texts/Rec(2005)8_en.pdf

Council of Europe (2018, October 22). *12 Principles of Good Governance and European Label of Governance Excellence (ELoGE)*. Retrived from https://www.coe.int/en/web/good-governance/12-principles-and-eloge

Covey, S. (1998). Moral compassing. *The Ethics Edge*, 28-46.

Cox, D., La Caze, M., & Levine, M. (2017). *Integrity*. In Stanford Encyclopedia of Philosophy. Retrieved September 03, 2018, from https://plato.stanford.edu/entries/integrity/

Croci, O. & Forster, J. (2004). Webs of Authority: Hierarchies, Networks, Legitimacy, and Economic Power in Global Sport Organisations in G. T. Papanikos (ed.), *The Economics and Management of Mega Athletic Events: Olympic Games, Professional Sports, and Other Essays*, (pp. 3-10). Athens: Athens Institute for Education and Research.

Crotty, M. (2003). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Sage Publications Ltd.

Cuomo, F., Mallin, C., & Zattoni, A. (2016). Corporate governance codes: A review and research agenda. *Corporate Governance: An International Review, 24*(3), 222-241.

Davey, S., Davey, A., & Singh, J. (2013). Metanarrative Review: Current status and opportunities for public health research. *International Journal of Health System and Disaster Management, 1*(2), 59. doi: 10.4103/2347-9019.128111

David, P. (2005). *Human Rights in Youth Sport: A Critical Review of Children's Rights in Competitive Sport.* London: Routledge.

Del Carmen Herrera, M., Herrera, A., & Expósito, F. (2018). To confront versus not to confront: Women's perception of sexual harassment. *European Journal of Psychology Applied to Legal Context, 10*(1), 1-7.

Deloitte (2014). *Auditing Governance: Having a Voice Where it Counts*. Retrieved October 22, 2018, from https://www2.deloitte.com/content/dam/Deloitte/uk/Documents/financial-services/deloitte-uk-fs-auditing-governance.pdf

Det Kriminalpræventive Råd (1994). *Overgreb mod børn, ser vi det? Gør vi noget? En håndbog*. Copenhagen: The Crime Prevention Office.

Dolles, H., & Söderman, S. (2008). Mega-sporting events in Asia—Impacts on society, business and management: An introduction. *Asian Business & Management, 7*(2), 147-162.

Doyle, C. (1997). Emotional abuse of children: Issues for intervention. *Child Abuse Review, 6*(5), 330-342.

Dzikus, L. (2012). Shreds of memory: A first-person narrative of sexual acquaintance-exploitation in a youth sport experience. *Athletic Insight, 4*(2), 155-169.

EBSCO Information Services (2018). *SPORTDiscus with Full Text*. Retrieved from https://www.ebsco.com/products/research-databases/sportdiscus-with-full-text

Economic Employment Opportunity Commission Annual Report. (2010). *Enforcement and litigation statistics*. Retrieved April 1, 2012 from http://www.eeoc.gov/eeoc/statistics/enforcement/index.cfm.

Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. (2003). *Bullying and Emotional Abuse in the Workplace*: International. London: CRC Press.

Einarsen, S., & Raknes, B. I. (1997). Harassment in the workplace and the victimization of men. *Violence and Victims, 12*(3), 247.

EPPI Centre. (2015a). *History of Systematic Reviews*. Retrieved from
http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=68

EPPI Centre. (2015b). *What is a Systematic Review?* Retrieved from
http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=67

Eurofound. (2012). *Fifth European working conditions survey*. European Foundation for the
Improvement of Living and Working Conditions, Ed.

European Commission (2007). *White Paper on Sport* (391 Final). Retrieved from website:
http://eur-lex.europa.eu/legal-
content/EN/TXT/PDF/?uri=CELEX:52007DC0391&from=EN

European Commission (2013). *XG GG - Deliverable 2: Principles of good governance in sport*.
Retrieved from:
http://ec.europa.eu/sport/library/policy_documents/xg-gg-201307-dlvrbl2-
sept2013.pdf

European Union (2013). *EU Work Plan for Sport 2011-2014* (Deliverable 2). Retrieved from:
http://ec.europa.eu/assets/eac/sport/library/policy_documents/xg-gg-201307-
dlvrbl2-sept2013.pdf

Fasting, K., & Brackenridge, C. (2009). Coaches, sexual harassment and education. *Sport,
Education and Society, 14*(1), 21-35. doi: 10.1080/13573320802614950

Fasting, K., Brackenridge, C., & Sundgot-Borgen, J. (2003). Experiences of sexual harassment and
abuse among Norwegian elite female athletes and nonathletes. *Research Quarterly for
Exercise and Sport, 74*(1), 84-97. doi:10.1080/02701367.2003.10609067.

Fasting, K., Brackenridge, C., & Sundgot-Borgen, J. (2004). Prevalence of sexual harassment
among Norwegian female elite athletes in relation to sport type. *International Review for
the Sociology of Sport, 39*(4), 373-386. doi: 10.1177/1012690204049804

Fasting, K., Brackenridge, C., & Walseth, K. (2002). Consequences of sexual harassment in sport
for female athletes. *An International, Interdisciplinary Forum for Research, Theory and
Practice, 8(*2), 37-48. doi:10.1080/13552600208413338.

Fasting, K., Brackenridge, C., & Walseth, K. (2007). Women athletes' personal responses to
sexual harassment in sport. *Journal of Applied Sport Psychology, 19*(4), 419-433. doi:
10.1080/10413200701599165

Fasting, K., Chroni, S., & Knorre, N. (2014). The experiences of sexual harassment in sport and
education among European female sports science students. *Sport, Education and Society,
19*(2), 115-130. doi: 10.1080/13573322.2012.660477

Fasting, K., & Sand, T. S. (2015). Narratives of sexual harassment experiences in sport.
Qualitative Research in Sport, Exercise and Health, 7(5), 573-588. doi:
10.1080/2159676X.2015.1008028

Fejgin, N., & Hanegby, R. (2001). Gender and cultural bias in perceptions of sexual harassment in
sport. *International Review for the Sociology of Sport, 36*(4), 459-478. doi:
10.1177/101269001036004006

Fieser, J. (2008). *Ethics*. Resource document. Internet Encyclopedia of Philosophy.

FIFA (2012). *FIFA Code of Conduct*.

FIFA (2012). *FIFA Code of Ethics*. Retrieved from https://resources.fifa.com/image/upload/-500282.pdf?cloudid=qyjyegahoannfhfumb1g

FIFA (2016). *FIFA Statutes*. Retrieved from https://img.fifa.com/image/upload/vga5sv1yxeayptzrdudx.pdf

FIFA (2017). *FIFA'S Human Rights Policy*. Retrieved from https://resources.fifa.com/mm/document/affederation/footballgovernance/02/89/33/12/fifashumanrightspolicy_neutral.pdf

FINA (2014). *FINA Code of Ethics*. Retrieved from https://www.fina.org/sites/default/files/fina_codeofethics.pdf

FINA (2015). *Addendum to FINA Handbook 2013-2017*. Retrieved from http://archives.fina.org/H2O/docs/rules/2015/Addendum.pdf

Fineran, S., & Gruber, J. E. (2009). Youth at work: Adolescent employment and sexual harassment. *Child Abuse & Neglect, 33*(8), 550-559.

Fletcher, S. (2013). Touching practice and physical education: Deconstruction of a contemporary moral panic. *Sport, Education and Society, 18*(5), 694-709. doi: 10.1080/13573322.2013.774272

Football Federation Australia (2007). *Code of Conduct*. Retrieved from https://www.ffa.com.au/sites/ffa/files/2017-09/National%20Code%20of%20Conduct.pdf

Football Federation Australia (2011). *FFA Statutes*. Retrieved from https://www.ffa.com.au/sites/ffa/files/2017-09/FFA%20Statutes%2C%20being%20the%20Definitions%20and%20Parts%20I%20to%20IX.pdf

Football Federation Australia (2015). *Constitution*. Retrieved from https://www.ffa.com.au/sites/ffa/files/2017-09/FFA%20Constitution.pdf

Football Federation Australia (2016). *Football Federation Australia: National Member Protection Policy*. Retrieved from https://www.ffa.com.au/sites/ffa/files/2017-09/National%20Member%20Protection%20Policy.pdf

Forster, J. (2006). Global sports organisations and their governance. *Corporate Governance: The International Journal of Business in Society, 6*(1), 72-83.

Foucault, M. (1979). *The History of Sexuality, Vol. 1: An Introduction*. London: Allen Lane.

Garbarino, J., Guttman, E., & Seeley, J. (1986). *The Psychologically Battered Child: Strategies for Identification, Assessment, and Intervention*. San Francisco: Josses-Bass.

Gardiner, S., Parry, J., & Robinson, S. (2017). Integrity and the corruption debate in sport: where is the integrity?. *European Sport Management Quarterly, 17*(1), 6-23.

Garratt, D., Piper, H., & Taylor, B. (2013). 'Safeguarding' sports coaching: Foucault, genealogy and critique. *Sport, Education and Society, 18*(5), 615-629. doi: 10.1080/13573322.2012.736861

Geeraert, A. (2015). *Sports governance observer 2015. The legitimacy crisis in international sports governance.* Play the Game/Danish Institute for Sports Studies, Copenhagen. Retrieved from: http://www.playthegame.org/media/4303278/SGO_report_final_2.pdf

Geeraert, A., Scheerder, J., & Bruyninckx, H. (2013). The governance network of European football: Introducing new governance approaches to steer football at the EU level. *International Journal of Sport Policy and Politics, 5*(1), 113-132. doi: 10.1080/19406940.2012.659750

Gert, B., & Gert, J. (2002). *The definition of morality*.

Gervis, M., & Dunn, N. (2004). The emotional abuse of elite child athletes by their coaches. *Child Abuse Review, 13*(3), 215-223. doi: 10.1002/car.843

Gervis, M., Rhind, D., & Luzar, A. (2016). Perceptions of emotional abuse in the coach–athlete relationship in youth sport: The influence of competitive level and outcome. *International Journal of Sports Science & Coaching, 11*(6), 772-779. doi: 10.1177/1747954116676103

Gibbons, M., & Campbell, D. (2003). Liability of recreation and competitive sport organizations for sexual assaults on children by administrators, coaches and volunteers. *Journal of Legal Aspects of Sport, 13*(3), 185-229. doi: 10.1123/jlas.13.3.185

Given, L. M. (2008). *The Sage Encyclopedia of Qualitative Research Methods*. London: Sage Publications.

Glaser, D. & Frosh, S. (1988). *Child Sexual Abuse*. London: Macmillan.

Glasziou, P., Vandenbroucke, J., & Chalmers, I. (2004). Assessing the quality of research. *BMJ, 328* (7430), 39-41. doi: 10.1136/bmj.328.7430.39

Gough, D. (2013). Meta-Narrative and Realist Reviews: Guidance, rules, publication standards and quality appraisal. *BMC Medicine*, *11*(1), 22-25. doi: https://doi.org/10.1186/1741-7015-11-22

Gough, D., Oliver, S., & Thomas, J. (2012). *An Introduction to Systematic Reviews*. London: SAGE Publications.

Greenhalgh, T., Robert, G., Macfarlane, F., Bate, P., Kyriakidou, O., & Peacock, R. (2005). Storylines of research in diffusion of innovation: A Meta-Narrative approach to Systematic Review. *Social Science & Medicine, 61*(2), 417-430. doi: 10.1016/j.socscimed.2004.12.001

Greenhalgh, T. & Wong, G. (2013). *Training Materials for Meta-Narrative Reviews* (Version 1). Retrieved from Blizard Institute website: https://www.ncbi.nlm.nih.gov/books/NBK260010/bin/Appendix-10.pdf

Greenhalgh, T., Wong, G., Westhorp, G., & Pawson, R. (2011). Protocol-Realist and Meta-Narrative evidence synthesis: Evolving standards (RAMESES). *BMC Medical Research Methodology, 11*(1), 115-124. doi: 10.1186/1471-2288-11-115

Grix, J. (2010). *The Foundations of Research*. Basingstoke: Palgrave Macmillan.

Guba, E. G. & Lincoln, Y. S. (1994). Competing Paradigms in Qualitative Research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 105-117). London: Sage.

Gutek, B. A., & Koss, M. P. (1993). Changed women and changed organizations: Consequences of and coping with sexual harassment. *Journal of Vocational Behavior, 42*(1), 28-48.

Hardcastle, M. (1998). Child protection issues at the fore. *Sporting Insights, 1*(3). Institute of Sport and Recreation Management.

Harris, J. D., Quatman, C. E., Manring, M., Siston, R. A., & Flanigan, D. C. (2014). How to write a Systematic Review. *The American Journal of Sports Medicine, 42*(11), 2761-2768. doi: 10.1177/0363546513497567

Hartill, M. (2005). Sport and the sexually abused male child. *Sport, Education and Society, 10*(3), 287-304. doi: 10.1080/13573320500254869

Hartill, M. (2009). The Sexual abuse of boys in organized male sports. *Men and Masculinities, 12*(2), 225-249. doi: 10.1177/1097184X07313361

Harvey, M., Treadway, D., Thompson Heames, J., & Duke, A. (2008). Bullying in the 21st century global organization: An ethical Perspective. *Journal of Business Ethics, 85*(1), 27–40.

Healey, D. (2012). Governance in sport: Outside the box?. *The Economic and Labour Relations Review, 23*(3), 39-60. doi: 10.1177/103530461202300303

Helweg-Larsen, K. (2000). *Seksuelle overgreb mod børn i Danmark*. Copenhagen: The State Institute of Public Health.

Henry, I. , & Lee, P. C. (2004). Governance and ethics in sport. In J. Beech & S. Chadwick (Eds.)., *The Business of Sport Management*. Harlow: Pearson Education Limited.

Hoel, H., Einarsen, S., & Cooper, C. L. (2003). Organisational effects of bullying. In S. Einarsen, H. Hoel, D. Zapf, & C. Cooper (Eds.), *Bullying and Emotional Abuse in the Workplace: International Perspectives in Research and Practice* (pp. 145–161). London: Taylor & Francis.

Hogshead-Makar, N. & Steinbach, S. E. (2003). Intercollegiate athletics' unique environments for sexual harassment claims: Balancing the realities of athletics with preventing potential claims. *Marquette Sports Law Review, 13*(2), 173-193. Retrieved from http://scholarship.law.marquette.edu/cgi/viewcontent.cgi?article=1272&context=sportslaw

Hogwood, B., & Gunn, L. (1997). Why 'perfect implementation' is unattainable. In M. Hill (Ed.), *The Policy Process: A Reader* (2nd ed.). Hemel Hempstead: Prentice Hall/Harvester Wheatsheaf.

Holt, M., (2007). The ownership and control of elite club competition in European football. *Soccer & Society, 8*(1), 50–67. doi: 10.1080/14660970600989491

Hornstein, H. A. (1996). *Brutal Bosses and Their Prey: How to Identify and Overcome Abuse in the Workplace*. New York: Riverhead Books.

Houlihan, B. (2002). *Dying to Win: Doping in Sport and the Development of Anti-Doping Policy* (Vol. 996). Council of Europe.

Hoye, R. (2016). Sport Governance. In I. Henry & L. Ko, *Routledge Handbook of Sport Policy*. Abingdon: Routledge.

Hums, M.A., and MacLean, J.C. (2004). *Governance and Policy in Sport Organizations*. Scottsdale, AZ: Halcomb Hathaway Publishers.

Ianinska, S., & Garcia-Zamor, J. C. (2006). Morals, ethics, and integrity: How codes of conduct contribute to ethical adult education practice. *Public Organization Review, 6*(1), 3-20.

Ice Skating Australia (2016). *Member Protection Policy*. Retrieved from http://docs.wixstatic.com/ugd/793a42_8d7211173c954e269c223236713a5489.pdf

IIA (2018). *IIA Position Paper: Internal Auditing's Role in Corporate Governance*. Retrieved November 7, 2018, from https://na.theiia.org/about-ia/PublicDocuments/Internal-Auditings-Role-in-Corporate-Governance.pdf

International Olympic Committee (2007). *IOC Adopts Consensus Statement on "Sexual Harassment & Abuse in Sport"*. Retrieved from https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/News/20070802-IOC-adopts-Consensus-Statement-on-sexual-harassment-and-abuse-in-sport/EN-Sexual-Harassment-Abuse-In-Sportt-report-1125.pdf#_ga=2.36101223.612232945.1525897133-2015825372.1521563621

International Olympic Committee (2008, February). *Basic Universal Principles of Good Governance of the Olympic and Sports Movement*. Paper presented at Seminar on Autonomy of Olympic and Sport Movement. Retrieved from https://stillmed.olympic.org/Documents/Conferences_Forums_and_Events/2008_seminar_autonomy/Basic_Universal_Principles_of_Good_Governance.pdf

International Olympic Committee (2014a). *Factsheet Olympic Values Education Programme (OVEP)*. Retrieved from https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Factsheets-Reference-Documents/OVEP/Factsheet-Olympic-Values-Education-Programme-OVEP-January-2014.pdf

International Olympic Committee. (2014b). *Olympic Agenda 2020: 20+ 20 Recommendations*. 2015-05-01](2014-12-08). http://www. olympic, org/Documents/Olympie_Agenda_2020/Olympic_Agenda_2020-20-20_Recommendations-ENG. pdf.

International Olympic Committee (2016a). *Ethics*. Retrieved from https://stillmed.olympic.org/Documents/Commissions_PDFfiles/Ethics/2016_ioc_code_of_ethics-book-en.pdf

International Olympic Committee (2016b). *IOC Guidelines for International Federations (IFs) and National Olympic Committees (NOCs) Related to Creating and Implementing a Policy to Safeguard Athletes from Harassment and Abuse in Sport*. Retrieved from https://hub.olympic.org/athlete365/wp-content/uploads/2015/11/Final_Updated-definition_Guidelines-IFs-and-NOCs-updated-10.03.2017.pdf

Mountjoy, M., Brackenridge, C., Arrington, M., Blauwet, C., Carska-Sheppard, A., Fasting, K., & Starr, K. (2016). International Olympic Committee consensus statement: Harassment and abuse (non-accidental violence) in sport. *Br J Sports Med*, *50*(17), 1019-1029.

International Olympic Committee (2017). *Olympic Charter*. Retrieved from https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/General/EN-Olympic-Charter.pdf#_ga=2.63836975.1074068534.1525599024-2015825372.1521563621

International Olympic Committee (2018). *IOC Code of Ethics*. Retrieved from https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Documents/Code-of-Ethics/2018/Code-of-Ethics-2018.pdf#_ga=2.56603563.1074068534.1525599024-2015825372.1521563621

International Olympic Committee (n.d.a). *IOC Framework for Safeguarding Athletes and Other Participants from Harassment and Abuse in Sport (Games Time Period)*. Retrieved from https://hub.olympic.org/athlete365/wp-content/uploads/2015/11/IOC-Games-Time-framework.pdf

ISU (2017). *Communication No. 2104: ISU Code of Ethics*. Retrieved from https://isu.org/docman-documents-links/isu-files/documents-communications/isu-communications/600-isu-communication-2104/file

International Sport and Culture Association (2012). *Guidelines for Good Governance in Grassroots Sport*. Retrieved from: http://www.isca-web.org/files/GGGS_Web/Guidelines_for_Good_Governance_in_Grassroots_Sport.pdf

Jackson, R. A., & Newman, M. A. (2004). Sexual harassment in the federal workplace revisited: Influences on sexual harassment by gender. *Public Administration Review, 64*(6), 705-717.

Jennings, A. (2011). Investigating corruption in corporate sport: The IOC and FIFA. *International Review for the Sociology of Sport, 46*(4), 387-398.

Johansson, S. (2013). Coach–athlete sexual relationships: If no Means no does yes mean yes?. *Sport, Education and Society, 18*(5), 678-693. doi: 10.1080/13573322.2013.777662

Johansson, S., Kenttä, G., & Andersen, M. B. (2016). Desires and taboos: Sexual relationships between coaches and athletes. *International Journal of Sports Science & Coaching, 11*(4), 589-598. doi: 10.1177/1747954116654777

Johansson, S., & Larsson, H. (2017). 'This might be him; The guy I'm gonna marry': Love and sexual relationships between female elite-athletes and male coaches. *International Review for the Sociology of Sport, 52*(7), 819-838. doi: 10.1177/1012690215626593

Johnson, D. A. (2014). An investigation into the existence of child sex abuse policies within youth sport day camps. *Journal of Applied Sport Management, 6*(4).

Jones, G., Hanton, S., & Connaughton, D. (2002). What is this thing called mental toughness? An investigation of elite sport performers. *Journal of Applied Sport Psychology, 14*(3), 205-218. doi: 10.1080/10413200290103509

Josephson, M. (1998). The six pillars of character. *The Ethics Edge*, 13-21.

Judge, L. W. (2008). Olympic Sport Governance. In T. H. Sawyer, K. J. Bodey, & L. Judge (Authors), *Sport Governance and Policy Development: An Ethical Approach to Managing Sport in the 21st Century* (pp. 241-266). Champaign, IL: Sagamore Publishing.

Kaptein, M., & Wempe, J. F. D. B. (2002). *The Balanced Company: A Theory of Corporate Integrity*. Oxford University Press, USA.

Kaptein, M., & Wempe, J. F. (2011). Three general theories of ethics and the integrative role of integrity theory. *SSRN Electronic Journal*. doi: 10.2139/ssrn.1940393

Kavanagh, E., Brown, L., & Jones, I. (2017). Elite athletes' experience of coping with emotional abuse in the coach–athlete relationship. *Journal of Applied Sport Psychology, 29*(4), 402-417. doi: 10.1080/10413200.2017.1298165

Kayes, D. C., Stirling, D., & Nielsen, T. M. (2007). Building organizational integrity. *Business Horizons, 50*(1), 61-70.

Keat, R. & Urry, J. (1975). *Social Theory as Science*. London: Routledge & Kegan Paul.

Keashly, L. (2001). Interpersonal and systemic aspects of emotional abuse at work: The target's perspective. *Violence and Victims, 16*(3), 233-268. doi: 10.1891/0886-6708.16.3.233

Kelly, E. (1987). *Surviving Sexual Violence*. Cambridge: Polity Press.

Kerr, G. A., & Stirling, A. E. (2012). Parents' reflections on their child's experiences of emotionally abusive coaching practices. *Journal of Applied Sport Psychology, 24*(2), 191-206. doi: 10.1080/10413200.2011.608413

Kerr, G. A., & Stirling, A. E. (2015). Professionalization of coaches to reduce emotionally harmful coaching practices: Lessons learned from the education sector. *International Journal of Coaching Science, 9*(1).

Kidder, R. M. (1994). *Shared Values for a Troubled World: Conversations with Men and Women of Conscience*. Jossey-Bass.

Krauchek, V., & Ranson, G. (1999). Playing by the rules of the game: Women's experiences and perceptions of sexual harassment in sport. *Canadian Review of Sociology/Revue Canadienne de Sociologie, 36*(4), 585-600. doi: 10.1111/j.1755-618X.1999.tb00965.x

Kuhn, T. S. (1962). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

Lam, E. T. (2014). The roles of governance in sport organizations. *Journal of Power, Politics & Governance, 2*(2), 19-31. Retrieved from https://www.researchgate.net/profile/Eddie_Lam/publication/272789182_The_roles_of_governance_in_sport_organizations/links/54ee21380cf2e2830864270c.pdf

Lang, M. (2015). Touchy subject: A Foucauldian Analysis of coaches' perceptions of adult-child touch in youth swimming. *Sociology of Sport Journal, 32*(1), 4-21. doi: 10.1123/ssj.2013-0083

Latcheva, R. (2017). Sexual harassment in the European Union: A pervasive but still hidden form of gender-based violence. *Journal of Interpersonal Violence, 32*(12), 1821-1852.

Liu, J. J., Bell, C. M., Matelski, J. J., Detsky, A. S., & Cram, P. (2017). Payments by US pharmaceutical and medical device manufacturers to US medical journal editors: Retrospective observational study. *BMJ, 359*(j4619), 1-9. doi: 10.1136/bmj.j4619

Loland, S. (2002). *Fair Play in Sport: A Moral Norm System*. London: Routledge.

Lowcock, M., & Swing, W. (2018). *Ending Sexual Harassment and Abuse at the UN. Prague: Project Syndicate*. Retrieved from https://www.unocha.org/es/story/ending-sexual-harassment-and-abuse-un-mark-lowcock-and-william-lacy-swing

Lumpkin, A., Stoll, S. K., & Beller, J. M. (1994). *Sport Ethics: Applications for Fair Play*. St. Louis, MO: Mosby-Year Book.

Lutgen-Sandvik, P. (2003). The communicative cycle of employee emotional abuse: Generation and regeneration of workplace mistreatment. *Management Communication Quarterly, 16*(4), 471-501.

Maak, T. (2008). Undivided corporate responsibility: Towards a theory of corporate integrity. *Journal of Business Ethics, 82*(2), 353-368.

Maennig, W. (2005). Corruption in international sports and sport management: Forms, tendencies, extent and countermeasures. *European Sport Management Quarterly, 5*(2), 187-225.

Mainiero, L. A., & Jones, K. J. (2013). Workplace romance 2.0: Developing a communication ethics model to address potential sexual harassment from inappropriate social media contacts between coworkers. *Journal of Business Ethics, 114*(2), 367-379.

Maitlis, S., & Christianson, M. (2014). Sensemaking in organizations: Taking stock and moving forward. *The Academy of Management Annals, 8*(1), 57-125. doi: 10.1080/19416520.2014.873177

Malkin, K., Johnston, L., & Brackenridge, C. (2000). A Critical Evaluation of Training Needs for Child Protection in UK Sport. *Managing Leisure, 5*(3), 151-160. doi: 10.1080/13606710050084847

Matland, R. E. (1995). Synthesizing the implementation literature: The ambiguity-conflict model of policy implementation. *Journal of Public Administration Research and Theory, 5*(2), 145-174. doi: 10.1093/oxfordjournals.jpart.a037242

Matthiesen, S. B., & Einarsen, S. (2010). Bullying in the workplace: Definition, prevalence, antecedents and consequences. *International Journal of Organization and Behavior, 13*(2), 202–248.

Maynard, M. (1994). Methods, Practice and Epistemology: The Debate About Feminism and Research. In M. Maynard & J. Purvis (Eds.) *Researching Women's Lives from a Feminist Perspective* (pp.10-26). Abingdon: Taylor & Francis.

Mazmanian, D. A. & Sabatier, P. A. (1983). *Implementation and Public Policy*. Glenview, IL: Scott, Foresman.

McFall, L. (1987). Integrity. *Ethics, 98*(1), 5-20.

McNamee, M. J., & Fleming, S. (2007). Ethics audits and corporate governance: The case of public sector sports organizations. *Journal of Business Ethics, 73*(4), 425-437.

Ménard, K. S., Hall, G. C. N., Phung, A. H., Ghebrial, M. F. E., & Martin, L. (2003). Gender differences in sexual harassment and coercion in college students: Developmental, individual, and situational determinants. *Journal of Interpersonal Violence, 18*(10), 1222-1239.

Monks, R. & Minow, N. (2001). *Corporate Governance*. Wiley.

Moral. (2018). In *Merriam-Webster Dictionary*. Retrieved from https://www.merriam-webster.com/dictionary/moral

Morrow, P. C., McElroy, J. C., & Phillips, C. M. (1994). Sexual harassment behaviors and work related perceptions and attitudes. *Journal of Vocational Behavior, 45*(3), 295-309.

Morse, J. M. (1995). The significance of saturation. *Qualitative Health Research, 5*(2), 147-149. doi: 10.1177/104973239500500201

Morton, P. (2006). Using Critical Realism to explain strategic information systems planning. *Journal of Information Technology Theory and Application, 8*(1), 1-20. Retrieved from http://aisel.aisnet.org/cgi/viewcontent.cgi?article=1068&context=jitta/

Mountjoy, M., Brackenridge, C., Arrington, M., Blauwet, C., Carska-Sheppard, A., Fasting, K., Kirby, S., Leahy, T., Marks, S., Martin, K., Starr, K., Tiivas, A. & Budgett, R. (2016). International Olympic Committee Consensus Statement: Harassment and abuse (Non-accidental violence) in Sport. *BJSM*, *50*(17), 1019-1029.

Mrkonjic, M. (2016). *A review of good governance principles and indicators in sport. Neuchâtel: International Centre for Sports Studies*. Retrieved from https://www.icsspe.org/system/files/EPAS%20-%20Review%20of%20Good%20Governance%20principles%20and%20indicators%20in%20sport.pdf

Nasseri-Moghaddam, S., & Malekzadeh, R. (2006). Systematic Review: Is it different from the traditional review. *Archives of Iranian Medicine, 9*(3), 196-199. Retrieved from https://www.researchgate.net/profile/Reza_Malekzadeh/publication/6927045_Systematic_review_Is_it_different_from_the_traditional_reviews/links/550fbc920cf2ac2905aef43f/Sytematic-review-Is-it-different-from-the-traditional-reviews.pdf

National Ice Skating Association (n.d.). *Safeguarding and Protecting Young People (SPYP): Policy, Case Management Processes and Procedures*. Retrieved from http://iceskating.org.uk/is/assets/File/Safeguarding/Safeguarding%20and%20Protecting%20Young%20People%20policy%20(Autosaved)(2).pdf

National Institutes of Health (2018). *Fact Sheet Medline*. Retrieved from https://www.nlm.nih.gov/pubs/factsheets/medline.html

Nielsen, J. T. (1998). *Den forbudte Zone* (Unpublished Master's Thesis). Institute of Sports Exercise and Science, Copenhagen, Denmark.

Nielsen, J. T. (2001). The forbidden zone: Intimacy, sexual relations and misconduct in the relationship between coaches and athletes. *International Review for the Sociology of Sport*, *36*(2), pp.165-182. Retrieved from https://doi.org/10.1177/101269001036002003

Numhauser-Henning, A., & Laulom, S. (2012). *Harassment related to sex and sexual harassment law in 33 European countries: Discrimination versus dignity*. EUR-OP.

OECD. (2004). *OECD Principles of Corporate Governance*. Paris: OECD. Retrieved from http://www.oecd.org/corporate/ca/corporategovernanceprinciples/31557724.pdf

OECD. (2015). *G20/OECD Principles of Corporate Governance*, OECD Publishing, Paris. http://dx.doi.org/10.1787/9789264236882-en

O'Leary-Kelly, A. M., Bowes-Sperry, L., Bates, C. A., & Lean, E. R. (2009). Sexual harassment at work: A decade (plus) of progress. *Journal of Management, 35*(3), 503-536.

Omli, J., & La Voi, N. M. (2009). Background anger in youth sport: A perfect storm?. *Journal of Sport Behavior, 32*(2), 242. Retrieved from http://www.cehd.umn.edu/mnysrc/PDF/background-anger-perfect-storm.pdf

Ormston,R., Spencer, L., Barnard, M. & Snape, D. (2014). The Foundations of Qualitative Research. In J. Ritchie, J. Lewis, C. M. Nicholls & Ormston (Eds.), *Qualitative Research Practice: A Guide for Social Science Students and Researchers (2nd ed.)* (pp. 1-25). London: SAGE Publications.

O'Shea, N. (2005). Governance how we've got where we are and what's next. *Accountancy Ireland, 37*(6), 33-37.

Owusu-Sekyere, F., & Gervis, M. (2016). In the pursuit of mental toughness: Is creating mentally tough players a disguise for emotional abuse?. *International Journal of Coaching Science, 10*(1).

Paine, L. S. (1994). Managing for organizational integrity. *Harvard Business Review, 72*(2), 106-117.

Parent, S. (2011). Disclosure of sexual abuse in sport organizations: A case study. *Journal of Child Sexual Abuse, 20*(3), 322-337. doi: 10.1080/10538712.2011.573459

Parent, S., & Demers, G. (2011). Sexual abuse in sport: A model to prevent and protect athletes. *Child Abuse Review, 20*(2), 120-133. doi: 10.1002/car.1135

Parent, S., & Hlimi, K. E. (2012). *Sexual abuse of young people in sport. Institut National de Santé Publique Québec*. Retrieved from https://www.inspq.qc.ca/en/sexual-assault/fact-sheets/sexual-abuse-young-people-sport.

Parent, S., Lavoie, F., Thibodeau, M. È., Hébert, M., Blais, M., & Team PAJ. (2016). Sexual violence experienced in the sport context by a representative sample of Quebec adolescents. *Journal of Interpersonal Violence, 31*(16), 2666-2686. doi: 10.1177/0886260515580366

Park, J. W., Lim, S. Y. & Bretherton, P. (2012). Exploring the truth: A Critical approach to the success of Korean elite sport. *Journal of Sport and Social Issues, 36*(3), 245-267. doi: 10.1177/0193723511433864

Parry, R. (2004). *Ancient ethical theory*.

Pépin-Gagné, J., & Parent, S. (2016). Coaching, touching, and false allegations of sexual abuse in Canada. *Journal of Sport and Social Issues, 40*(2), 162-172. doi: 10.1177/0193723515615176

Peterson, J. (2004). Don't trust me with your child: Non-legal precautions when the law cannot prevent sexual exploitation in youth sports. *Texas Review of Entertainment & Sports Law, 5*, 297-323.

Petticrew, M., & Roberts, H. (2006). *Systematic Reviews in the Social Sciences*. Oxford: Blackwell Publishing.

Pilch, I., & Turska, E. (2015). Relationships between Machiavellianism, organizational culture, and workplace bullying: Emotional abuse from the target's and the perpetrator's perspective. *Journal of Business Ethics, 128*(1), 83-93.

Pinarski, A. (2000). When coaches cross the line: Hostile athletic environment sexual harassment. *Rutgers Law Review, 52*, 911-947.

Piper, H., Garratt, D., & Taylor, B. (2013). Child abuse, child protection, and defensive 'touch' in PE teaching and sports coaching. *Sport, Education and Society, 18*(5), 583-598. doi: 10.1080/13573322.2012.735653

Piper, H., Taylor, B., & Garratt, D. (2012). Sports coaching in risk society: No touch! No trust!. *Sport, Education and Society, 17*(3), 331-345. doi: 10.1080/13573322.2011.608937

ProQuest (2018a). *ERIC: About*. Retrieved from http://proquest.libguides.com/eric

ProQuest (2018b). *PsycINFO: About*. Retrieved from http://proquest.libguides.com/psycinfo

Raakman, E., Dorsch, K., & Rhind, D. (2010). The development of a typology of abusive coaching behaviours within youth sport. *International Journal of Sports Science & Coaching, 5*(4), 503-515. doi:10.1260/1747-9541.5.4.503.

Ragins, B. R., & Scandura, T. A. (1995). Antecedents and work-related correlates of reported sexual harassment: An empirical investigation of competing hypotheses. *Sex Roles, 32*(7-8), 429-455.

Rodríguez, E. A., & Gill, D. L. (2011). Sexual harassment perceptions among Puerto Rican female former athletes. *International Journal of Sport and Exercise Psychology, 9*(4), 323-337. doi: 10.1080/1612197X.2011.623461

Rodriguez-Dominguez, L., Gallego-Alvarez, I., & Garcia-Sanchez, I. M. (2009). Corporate governance and codes of ethics. *Journal of Business Ethics, 90*(2), 187.

Sand, T. S., Fasting, K., Chroni, S., & Knorre, N. (2011). Coaching behavior: Any consequences for the prevalence of sexual harassment?. *International Journal of Sports Science & Coaching, 6*(2), 229-241. doi: 10.1260/1747-9541.6.2.229

Sawyer, T. H. & Bodey, K. J. (2008). Introduction to Sport Organizations and Governance. In T. H. Sawyer, K. J. Bodey, & L. Judge (Authors), *Sport Governance and Policy Development: An Ethical Approach to Managing Sport in the 21st Century* (pp. 241-266). Champaign, IL: Sagamore Publishing.

Schenk, S. (2011). *Safe Hands: Building Integrity and Transparency at FIFA*. Berlin: Transparency International. Retrieved from http://www.playthegame.org/fileadmin/documents/Good_governance_reports/Report onFiFA_TI.pdf

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. doi: 10.5539/elt.v5n9p9

Scott, C. (2013). The Australian situation: Not so touchy?. *Sport, Education and Society, 18*(5), 599-614. doi: 10.1080/13573322.2012.717067

Serantes, N. P., & Suárez, M. A. (2006). Myths about workplace violence, harassment and bullying. *International Journal of the Sociology of Law, 34*(4), 229-238.

Serby, T. (2015). The Council of Europe Convention on Manipulation of Sports Competitions: the best bet for the global fight against match-fixing?. *The International Sports Law Journal, 15*(1-2), 83-100.

Shogan, D. (1991). Trusting paternalism? Trust as a condition for paternalistic decisions. *Journal of the Philosophy of Sport, 18*(1), 49-58. doi: 10.1080/00948705.1991.9714485

Smits, F., Jacobs, F., & Knoppers, A. (2017). 'Everything revolves around gymnastics': Athletes and parents make sense of elite youth sport. *Sport in Society,* 20(1), 66-83. doi: 10.1080/17430437.2015.1124564

Society for Human Resource Management. (2006). *Workplace romance survey*. SHRM/CareerJournal.com. January, 1–17. Retrieved October 19, 2018 from http://www.shrm.org/Research/ SurveyFindings/Articles/Documents/06-WorkplaceRomance PollFindings%20(2).pdf

SportBusiness Group. (2013). *SportBusiness in Numbers* (Volume 7). London: Philip Savage.

SportCal. (2015). *The Global Sports Impact Report 2015: Review of 2014*. London: Mike Laflin.

Sport Integrity Global Alliance. (2016). *Declaration of Core Principles on Sport Integrity - Good Governance*. Retrieved from: http://www.theicss.org/images/uploads/SIGA_-_Declaration_of_Principles_on_Sport_Integrity_-_8_April_FINAL.pdf?lbisphpreq=1

Stafford, A., Alexander, K., & Fry, D. (2015). 'There was something that wasn't right because that was the only place I ever got treated like that': Children and Young People's Experiences of Emotional Harm in Sport. *Childhood, 22*(1), 121-137. doi: 10.1177/0907568213505625

Stirling, A. E. (2013). Understanding the use of emotionally abusive coaching practices. *International Journal of Sports Science & Coaching, 8*(4), 625-639. doi: 10.1260/1747-9541.8.4.625

Stirling, A. E., & Kerr, G. A. (2008a). Defining and categorizing emotional \abuse in sport. *European Journal of Sport Science*, *8*(4), 173-181.

Stirling, A. E., & Kerr, G. A. (2008b). Elite female swimmers' experiences of emotional abuse across time. *Journal of Emotional Abuse, 7*(4), 89-113. doi: 10.1300/J135v07n04_05

Stirling, A. E., & Kerr, G. A. (2009). Abused athletes' perceptions of the coach-athlete relationship. *Sport in Society, 12*(2), 227-239. doi: 10.1080/17430430802591019

Stirling, A. E., & Kerr, G. A. (2013). The perceived effects of elite athletes' experiences of emotional abuse in the coach–athlete relationship. *International Journal of Sport and Exercise Psychology, 11*(1), 87-100. doi: 10.1080/1612197X.2013.752173

Stirling, A. E., & Kerr, G. A. (2014). Initiating and sustaining emotional abuse in the coach–athlete relationship: An ecological transactional model of vulnerability. *Journal of Aggression, Maltreatment & Trauma, 23*(2), 116-135. doi: 10.1080/10926771.2014.872747

Swimming Australia (2014). *Child Welfare Policy*. Retrieved from https://wa.swimming.org.au/visageimages/SAL_Policies/Child_Welfare_Policy_-_Jan_2014.pdf

Swimming Australia (2014). *Member Welfare Policy*.

Swimming Australia (2016). *Commitment Statement: Code of Conduct*.

Swimming Australia (2016). *Swimming Australia: Safe Sport Framework*. Retrieved from https://www.swimming.org.au/Assets/Safe-Sport-Framework/Safe-Sport-Framework-ALL.aspx

The FA (2014). *Working Together to Safeguard Football: Our Policy and Procedures*. Retrieved from http://www.thefa.com/football-rules-governance/safeguarding/policy-downloads

The FA (2015). *Grassroots Football Safeguarding Children*.

The FA (2016). *The FA Women's Premier League Handbook: Season 2016-2017*. Retrieved from https://resources.thefa.com/images/ftimages/data/league872938/15517.pdf

The FA (2017). *The FA Handbook: Season 2017/18*. Retrieved from http://www.thefa.com/football-rules-governance/lawsandrules/rules-of-the-association

The FA (n.d.). *Safeguarding Children Policy and Procedures: Club Template*. Retrieved from http://www.thefa.com/football-rules-governance/safeguarding/policy-downloads

The FA (n.d.). *The FA Charter Standard: Safeguarding Children Policy and Procedures: Explanation*.

Tranfield, D., Denyer, D., & Smart, P. (2003). Towards a methodology for developing evidence‐informed management knowledge by means of Systematic Review. *British Journal of Management, 14*(3), 207-222. doi: 10.1111/1467-8551.00375

Tripp, E. (2003). Sexual harassment in sports: How adequate is Title IX. *Marquette Sports Law Review, 14*(1), 233-255. Retrieved from http://scholarship.law.marquette.edu/cgi/viewcontent.cgi?article=1413&context=sportslaw

Uggen, C., & Blackstone, A. (2004). Sexual harassment as a gendered expression of power. *American Sociological Review, 69*(1), 64-92.

United Nations (2009). *What is Good Governance?*. Retrieved from https://www.unescap.org/sites/default/files/good-governance.pdf

United Nations (2018, October 22). *Good Governance and Human Rights*. Retrieved from https://www.ohchr.org/EN/Issues/Development/GoodGovernance/Pages/GoodGovernanceIndex.aspx

United Nations Organisation for Education, Science and Culture (2013). *Declaration of Berlin*. Retrieved from:
http://unesdoc.unesco.org/images/0022/002211/221114e.pdf

United States Figure Skating (2017). *Safesport Program Handbook*.

United States Figure Skating (2017). *The 2018 Official U.S. Figure Skating Rulebook*. Retrieved from http://www.usfsa.org/content/2017-18%20Rulebook.pdf

United States Figure Skating (n.d.). *U.S. Figure Skating Rules Pertaining to the Safesport Program*. Retrieved from
http://www.usfsa.org/content/U.S.%20Figure%20Skating%20Rules%20Pertaining%20to%20SafeSport.pdf

United States Olympic Committee (2016). *USOC Code of Conduct*.

United States Olympic Committee (2017). *US Olympic Committee Policy: NGB Athlete Safety Policy*.

United States Olympic Committee (n.d.). *United States Olympic Committee: Coaching Ethics Code*. Retrieved from https://www.teamusa.org/About-the-USOC/Athlete-Development/Coaching-Education/Code-of-Ethics

United States Olympic Committee (n.d.). *United States Olympic Committee: SafeSport Policies*.

United States Soccer Federation (n.d.). *Prohibited Conduct Policy*.

U.S. Center for Safesport (2017). *Safesport Code for the U.S. Olympic and Paralympic Movement*. Retrieved from https://77media.blob.core.windows.net/uscss/1488581091937.2017-03-03---safesport-code---final.pdf

USA Swimming (2014). *USA Swimming Criminal Background Check Policy*. Retrieved from https://www.usaswimming.org/docs/default-source/default-document-library/background-check-program-summary.pdf?sfvrsn=0

USA Swimming (2017). *Article 305: 2017 Athlete Protection Policies*. Retrieved from https://www.usaswimming.org/docs/default-source/safe-sportdocuments/safe-sport-basics/2017-athlete-protection-policies.pdf

USA Swimming (2017). *Rulebook 2017*. Retrieved from https://www.usaswimming.org/docs/default-source/rules-regulations/2017-rulebook.pdf

USA Swimming (n.d.). *USA Swimming Background Check Policy*. Retrieved from https://www.usaswimming.org/docs/default-source/safe-sportdocuments/3.-complete-requirements/a.-initiate-a-background-check/usa-swimming_background-check-program-summary.pdf?sfvrsn=3

Van Luijk, H. (2004). Integrity in the Private, the Public, and the Corporate Domain. In G. Brenkert, *Corporate Integrity and Accountability*. London: Sage Publications Ltd.

Van Niekerk, R. L., & Rzygula, R. (2010). The perceptions and occurrence of sexual harassment among male student athletes with male coaches. *African Journal for Physical Health Education, Recreation and Dance, 16*(Special Issue 1), 49-62.

Vartia, M. A. (2001). Consequences of workplace bullying with respect to the well-being of its targets and the observers of bullying. *Scandinavian Journal of Work, Environment & Health, 27*(1), 63-69.

Vaux, A. (1993). Paradigmatic assumptions in sexual harassment research: Being guided without being misled. *Journal of Vocational Behavior, 42*(1), 116-135.

Velasquez, B. J. (1999). Recent US Supreme Court cases in sexual harassment may provide implications for athletic departments and physical education programs. *Journal of Legal Aspects of Sport, 9*(1), 26-33. doi: 10.1123/jlas.9.1.26

Vertommen, T., Schipper-van Veldhoven, N. H., Hartill, M. J., & Van Den Eede, F. (2015). Sexual harassment and abuse in sport: the NOC* NSF Helpline. *International Review for the Sociology of Sport, 50*(7), 822-839.

Vijayasiri, G. (2008). Reporting sexual harassment: The importance of organizational culture and trust. *Gender Issues, 25*(1), 43-61.

Volkwein, K. A., Schnell, F. I., Sherwood, D., & Livezey, A. (1997). Sexual harassment in sport: Perceptions and experiences of American female student-athletes. *International Review for the Sociology of Sport, 32*(3), 283-295. doi: 10.1177/1012690297032003005

Walther, H. (2004). *Morality and ethics*. Retrieved November 14, 2018 from http://home.t-online.de/home/HelmutWalther/mae_eng.htm.

Weiss, T. G. (2000). Governance, good governance and global governance: Conceptual and actual challenges. *Third World Quarterly, 21*(5), 795-814. doi: 10.1080/713701075

Weiss, K. (2002). Authority as coercion: When authority figures abuse their positions to perpetrate child sexual abuse. *Journal of Child Sexual Abuse, 11*(1), 27-51. doi: https://doi.org/10.1300/J070v11n01_02

Willcocks, L. P., & Mingers, J. (2004). *Social Theory and Philosophy for Information Systems*. Chichester: John Wiley & Sons Ltd.

Willis, G. C. (1993). *Unspeakable Crimes: Prevention Work with Perpetrators of Child Sexual Abuse*. The Children's Society.

Wilson, W., & Derse, E. (2001). *Doping in Elite Sport: The Politics of Drugs in the Olympic Movement*. Human Kinetics.

Wolohan, J. T., & Mathes, S. (1996). Title IX and sexual harassment of student athletes: A look back and to the future. *Journal of Sport Management, 10*(1), 65-75. doi: 10.1123/jsm.10.1.65

Wong, G., Greenhalgh, T., Westhorp, G., Buckingham, J., & Pawson, R. (2013). RAMESES publication standards: Meta-Narrative Reviews. *BMC Medicine, 11*(1), 1-15. doi: 10.1186/1741-7015-11-20

Woods, N. (1999). Good governance in international organizations. *Global Governance, 5*(1), 39-61. Retrieved from http://www.jstor.org/stable/27800219

World Health Organization. (2002). *World Report on Violence and Health. Geneva: World Health Organization*. Retrieved from https://apps.who.int/iris/bitstream/handle/10665/42495/9241545615_eng.pdf?sequence=1

World Health Organization. (2012). *Understanding and Addressing Violence Against Women*. Retrieved from https://apps.who.int/iris/bitstream/handle/10665/77434/WHO_RHR_12.37_eng.pdf?sequence=1

Wurtele, S. K. (2012). Preventing the sexual exploitation of minors in youth-serving organizations. *Children and Youth Services Review, 34*(12), 2442-2453. doi: 10.1016/j.childyouth.2012.09.009

Yeh, C. M., & Taylor, T. (2011). Issues of governance in sport organisations: A question of board size, structure and roles. *World Leisure Journal, 50*(1), 33-45. doi:10.1080/04419057.2008.9674525

APPENDIX I. INCLUDED POLICY DOCUMENTS / REASONING AND NOTES FOR DECISIONS MADE IN ORGANIZATIONAL POLICY AUDIT

Included Policy Documents

IOC

Sexual Harassment & Abuse
- IOC Code of Ethics 2016
- IOC Guidelines for International Federations (IFs) and National Olympic Committees (NOCs) Related to Creating and Implementing a Policy to Safeguard Athletes from Harassment and Abuse in Sport
- IOC Framework for Safeguarding Athletes and Other Participants from Harassment and Abuse in Sport (Games Time Period)
- Consensus Statement: Sexual Harassment and Abuse in Sport

Emotional Abuse
- IOC Guidelines for International Federations (IFs) and National Olympic Committees (NOCs) Related to Creating and Implementing a Policy to Safeguard Athletes from Harassment and Abuse in Sport
- IOC Framework for Safeguarding Athletes and Other Participants from Harassment and Abuse in Sport (Games Time Period)
- The IOC Consensus Statement: Harassment and Abuse (Non-Accidental Violence) in Sport

FIFA

Sexual Harassment & Abuse
- FIFA Code of Ethics 2012 Edition
- FIFA's Human Rights Policy May 2017 Edition
- FIFA Statutes April 2016 Edition
- FIFA Code of Conduct 2012 Edition

Emotional Abuse
- NONE

FINA

Sexual Harassment & Abuse
- FINA Code of Ethics 2014

Emotional Abuse
- Addendum to FINA Handbook 2013-2017

ISU

Sexual Harassment & Abuse
- ISU Code of Ethics

Emotional Abuse
- NONE

AOC

Sexual Harassment & Abuse
- AOC Constitution 6 May 2017
- Ethical Behaviour By-Law 2016

Emotional Abuse
- Ethical Behaviour By-Law 2016

BOA

Sexual Harassment & Abuse
- NONE

Emotional Abuse
- NONE

USOC

Sexual Harassment & Abuse
- SafeSport Policies
- NGB Athlete Safety Policy 2017
- SafeSport Code for the US Olympic and Paralympic Movement
- United States Olympic Committee Coaching Ethics Code

- USOC Code of Conduct 2016
Emotional Abuse
- SafeSport Policies
- SafeSport Code for the US Olympic and Paralympic Movement

FFA
Sexual Harassment & Abuse
- Constitution
- FFA Statutes
- Code of Conduct
- National Member Protection Policy 2016
Emotional Abuse
- National Member Protection Policy 2016

The FA
Sexual Harassment & Abuse
- The FA Women's Premier League Handbook
- Affiliated Footballs Safeguarding Children Policy Statement
- Safeguarding Children Policy and Procedures
- Grassroots Football Safeguarding Children
- Safeguarding Children Policy and Procedures: Club Template
- The FA Handbook 2017/18
- Communicating Responsibly with Young Leaders, Coaches and Referees U18
Emotional Abuse
- Affiliated Footballs Safeguarding Children Policy Statement
- Safeguarding Children Policy and Procedures
- Grassroots Football Safeguarding Children
- Safeguarding Children Policy and Procedures: Club Template
- The FA Handbook 2017/18

USSF
Sexual Harassment & Abuse
- Prohibited Conduct Policy
Emotional Abuse
- NONE

ISA
Sexual Harassment & Abuse
- Member Protection Policy
Emotional Abuse
- Member Protection Policy

NISA
Sexual Harassment & Abuse
- Safeguarding and Protecting Young People (SPYP): Policy, Case Management Processes and Procedures
Emotional Abuse
- Safeguarding and Protecting Young People (SPYP): Policy, Case Management Processes and Procedures

USFS
Sexual Harassment & Abuse
- The 2018 Official US Figure Skating Rulebook
- SafeSport Program Handbook
- US Figure Skating Rules Pertaining to the SafeSport Program
Emotional Abuse
- SafeSport Program Handbook
- US Figure Skating Rules Pertaining to the SafeSport Program

SA

Sexual Harassment & Abuse
- Child Welfare Policy
- Commitment Statement: Code of Conduct
- Member Welfare Policy
- Safe Sport Framework

Emotional Abuse
- Child Welfare Policy
- Member Welfare Policy
- Safe Sport Framework

BS

Sexual Harassment & Abuse
- British Swimming Organisational Policy Manual: General Section
- British Swimming World Class Programme: Child Safeguarding Policy

Emotional Abuse
- British Swimming Organisational Policy Manual: General Section

USA-S

Sexual Harassment & Abuse
- 2017 Rulebook
- USA Swimming Criminal Background Check Policy
- SafeSport/Athlete Protection Policy
- USA Swimming Background Check Policy
- Best Practices: Athlete Electronic Communication
- Model Policy: Electronic Communication

Emotional Abuse
- NONE

_____

Reasoning & Notes for Decisions Made in Policy Audit

SEXUAL HARASSMENT AND ABUSE
IOC
- Organisation has sexual harassment/abuse policy
> - Of 4 policy documents included in final selection, 3 had an Ease of Access Score of '3'
> - Search Process Score of '2.75'
- Policy includes definition of sexual harassment/abuse
> - Definition of sexual harassment and sexual abuse provided in the documents 'IOC Consensus Statement on Sexual Harassment and Abuse in Sport', 'IOC Framework for Safeguarding Athletes and Other Participants from Harassment and Abuse in Sport (Games Time Period', and 'IOC Guidelines for IFs and NOCs Creating and Implementing a Policy to Safeguard Athletes from Harassment and Abuse in Sport'
> - In the document referring to 'IOC Guidelines for IFs and NOCs Creating and Implementing a Policy to Safeguard Athletes from Harassment and Abuse in Sport', the IOC advocates that a robust policy includes a definition of harassment and abuse
- Establishes clear boundaries for appropriate coach-athlete interactions
> - States that adults must adopt "appropriate relationship boundaries" and that codes of practice will define "what is acceptable and unacceptable" in terms of behaviours, however, does not indicate what these appropriate interactions may be
> - Leaves it up to IFs and NOCs to determine appropriate interactions
- Establishes clear parameters for inappropriate behaviours within coach-athlete relationship
> - Does give examples of inappropriate coach behaviours, particularly in Appendix 1 of the 'IOC Consensus Statement on Sexual Harassment and Abuse in Sport', but not comprehensive
- Policy eliminates normalisation of inappropriate coach behaviours
> - Discusses how sexually harassing or abusive behaviours are not appropriate and infringe upon athletes' human rights

- Clear and simple reporting procedures
> - Comprehensively details in 'IOC Framework for Safeguarding Athletes and Other Participants from Harassment and Abuse in Sport (Games Time Period)' the reporting procedures and who is in charge of recording and addressing issues raised

- Confidential reporting for incidences
> - States that confidentiality to concerned persons will be ensured

- Procedure for investigation includes fair and swift resolution of complaints
> - States how complaints will be dealt within the appropriate IF or NOC or by the IOC if circumstances are that the concerning parties are part of different IFs/NOCs or if those IFs/NOCs involved do not have appropriate procedures to deal with the issue
> - Within the IOC Guidelines for IFs and NOCs, Section 2.9 addresses fair process

- Due process with allegations for both athlete and coach
> - IOC Guidelines for IFs and NOCs document discusses that "notice and the right/opportunity to be heard before applying any measure or sanction" is detailed in Section 2.9

- Athletes appraise coaches anonymously
> - IOC Consensus Statement states evaluation systems may be a means to prevent harassment abuse in sport which alludes to possible coach appraisal systems, but it is not clear if this is what is meant

- Consistent and systematic set of procedures for abuse referrals and manner in which they're recorded and analysed
> - Procedure system for reporting concerns is systematic and consistent
> - IOC Safeguarding Officer in charge of recording and addressing concerns during Games Time

- Clear sanctions and disciplinary actions
> - Stated that sanctions and disciplinary actions will be taken but it is not discussed what will occur (dependent on whether the IF or NOC is responsible for sanctions or whether IOC is involved – but details still not provided for what would happen if IOC is involved)

- Surveillance of coach behaviour implemented
> - In IOC Consensus Statement, monitoring systems for preventing harassment and abuse are mentioned, but it is not clear if this is monitoring in direct relation to coach behaviours

- Policy empowers athletes to become cognisant decision-makers and critical thinkers
> - Explicitly states that a "healthy sport system that empowers athletes can contribute to the prevention of sexual harassment and abuse"
> - States that people should be aware of power relations within the coach-athlete relationship especially those in which the coach is controlling and limits the athlete's ability to make independent decisions
> - In the IOC Guidelines for IFs and NOCs, Section 2.12 states that athletes should be involved in formulating policies

- Details patterns of coaches who may be likely to commit sexually harassing/abusive behaviours which could be used in a risk assessment
> - Discusses risky behaviour in relation to harassment and abuse that may be perpetrated by coaches or those in authority positions
> - Lists a few risk factors that may make athletes more vulnerable to harassing or abusive situations

- Prohibiting alcohol consumption in athlete activities (i.e. training, competitions, parties)
> - States that consumption of alcohol is problematic in particular situations in preventing harassing or abusive behaviours but does not outright ban the use of alcohol in these contexts

- Discussion of the SIA
> - Mentions that risk of sexual harassment and abuse is greater when there is high athlete vulnerability in relation to age and maturation
> - Does not explicitly discuss the SIA

- Eliminates illegitimate forms of power and autocratic coaching styles
> - Discusses power relations within the coach-athlete relationship and that controlling coaches are of particular concern and how the power difference can be misused
> - Does not explicitly state that autocratic coaching behaviours should be eliminated

- Emphasises coach reflexivity
> - States there should be education provided (educational programmes should promote coach reflexivity)

- Promotes a holistic, athlete-centred approach to coaching
> - Does promote that sport should provide a safe environment to all athletes which would aid athletes in performing to their best athletic ability
> - Does not explicitly state that coaches should adopt a holistic, athlete-centred approach (not as

much emphasis on developing the athlete on a whole)

- Stresses that athlete development and safety is priority over producing winning results

    - Does stress that safety is extremely important and that all participants are entitled to safe sport

    - Does not stress that athlete development (as athletes, but as people outside of sport) comes before producing winning results – Instead states that providing a safe environment will improve athletic performance for athletes

- Evidence of education/training in relation to sexual harassment and abuse

    - Policy documents discuss that education should be provided by organisations

    - In IOC Framework for Safeguarding Athletes During the time of the Games, it states that "IOC educational materials and other information regarding harassment and abuse in sport will be available to Athletes and other Participants including their respective entourages prior to, during and after the Games"

    - In the systematic search process of the website, an abundance of educational materials was identified through this process

- Evidence of sessions to promote awareness of issue and providing tools and resource person/body to advise regarding this issue

    - In the systematic search process, an abundance of educational materials, resources, interactive tools and news articles were identified in relation to sexual harassment and abuse

- Mentions 'non-traditional' paradigms

    - Consensus Statement refers to most perpetrators being males reinforcing the predominant male perpetrator – female victim paradigm but alludes to the fact that other paradigms may exist

FIFA

- Organisation has sexual harassment/abuse policy

    - Within the Code of Ethics, Human Rights Policy, and Code of Conduct there is explicit mention of sexual harassment (with no mention of sexual abuse – Briefly mentions coercion as being prohibited but within the definition/discussion of sexual harassment)

    - Harassment predominantly refers to acts of discrimination

    - Ease of Access Score of '3'

    - Search Process Score of '3'

- Policy includes definition of sexual harassment/abuse

    - There is a limited definition of sexual harassment but no definition for sexual abuse

    - Establishes clear parameters for inappropriate behaviours within coach-athlete relationship

    - States that the assessment of sexual harassment is "based on whether a reasonable person would regard the conduct as undesirable or offensive" (this is not a clear statement of boundaries)

- Confidential reporting for incidences

    - States that "information of a confidential nature divulged to persons bound by this Code while performing their duties shall be treated as confidential or secret by them as an expression of loyalty, if the information is given with the understanding or communication of confidentiality and is consistent with the FIFA principles" (not explicitly linked to reports of sexual harassment or abuse)

- Clear sanctions and disciplinary actions

    - Within FIFA's Statutes, it states that discrimination is "punishable by suspension or expulsion" (not clear whether this also relates to sexual harassment or sexual abuse)

    - Within the Code of Ethics, Section 6 (General) states that "breaches of this Code or any other FIFA rules and regulations by persons bound by this Code are punishable by one or more of the following sanctions" and includes warning, return of awards, ban on entering stadium, social work, etc. (However, this does not make it clear what the disciplinary measures are in direct relation to sexual harassment and abuse)

- Eliminates illegitimate forms of power and autocratic coaching styles

    - Code of Ethics states that "persons bound by this Code may not abuse their position in any way, especially to take advantage of their position for private aims or gains" (not explicit to coaching style or sexual harassment and abuse – more of a general statement)

- Evidence of education/training in relation to sexual harassment and abuse

    - No indication from policy that education relating to sexual harassment and abuse would be/should be provided

    - There is indication of limited education on the Code of Ethics (unsure who it is targeted at and how frequent this education is)

    - Evidence of sessions to promote awareness of issue and providing tools and resource

person/body to advise regarding this issue
- Harassment and abuse would be/should be provided
- There is indication of limited education on the Code of Ethics (unsure who it is targeted at and how frequent this education is)
- Mentions 'non-traditional' paradigms

FINA
- Organisation has sexual harassment/abuse policy
- Policy documents do make limited reference to sexual harassment/abuse, but it is not comprehensive and is not a specific sexual harassment and abuse policy per se
- Ease of Access Score of '3'
- Search Process Score of '1'
- Establishes clear parameters for inappropriate behaviours within coach-athlete relationship
- Within the organisation's Code of Conduct, it states, "acts of misbehaviour including but not limited to abusive, violent conduct in a disturbing, ugly or provocative manner" and "infliction of physical or mental harm on others" were subject to the application of the Code
- Does not make clear what may be considered inappropriate interactions or behaviours
- Clear and simple reporting procedures
- Reporting procedures simple and straight-forward for those that are bound to the Code, but does not appear to be clear for those who may lie outside of its jurisdiction (i.e. parents/carers)
- Reporting procedures stated but not in direct relation to sexual harassment and abuse issues
- Confidential reporting for incidences
- Code of Ethics states "officials shall not disclose improperly information entrusted to them in confidence by FINA" (does not make clear that those who report an incidence will have their confidentiality – Not directly related to sexual harassment/abuse)
- Procedure for investigation includes fair and swift resolution of complaints
- Within Section C 23.5 of the FINA Constitution, it discusses how persons concerned in a disciplinary hearing have the right to a timely hearing, to be informed in a timely fashion of the rule violation, and the right to a timely, written, reasoned decision
- However, this is not written within the sexual harassment/abuse policy, nor does it make specific reference to this issue
- Due process with allegations for both athlete and coach
- Within Section C 23.5 of the FINA Constitution, it discusses how persons concerned in a disciplinary hearing have the right to a fair and impartial hearing body, the right to be fairly informed of the rule violation, the right to respond to the rule violation and resulting consequences, and the right for each party to present evidence
- However, this is not written within the sexual harassment/abuse policy, nor does it make specific reference to this issue

ISU
- Organisation has sexual harassment/abuse policy
- Code of Ethics does refer to sexual harassment and abuse but there is no specific policy in place to address this issue
- Ease of Access Score '3'
- Search Process Score '1.5'
- Clear and simple reporting procedures
- Evidence of reporting procedures, however, they are not clear and limited on how long a person has to report such incidences
- Not related directly to sexual harassment and abuse
- Clear sanctions and disciplinary actions
- Clear sanctions listed within 'Constitution and general Regulations' but not clear what sanctions would be imposed for sexual harassment and abuse
- Eliminates illegitimate forms of power and autocratic coaching styles
- Discusses the power difference between those in authority positions and athletes (Code of Ethics is a signed agreement to not manipulate their power)

AOC
- Organisation has sexual harassment/abuse policy
- Organisation addresses "child abuse" and "harassment" broadly (no mention of sexual

harassment or sexual abuse that is not child abuse)
- Discusses securing human rights within the organisational Constitution
- Ease of Access Score '3'
- Search Process Score '0'
- Policy includes definition of sexual harassment/abuse
-Defines child abuse inclusive of sexual abuse (but not sexual abuse outside of child abuse)
- Defines harassment broadly (but not sexual harassment specifically)
- Establishes clear parameters for inappropriate behaviours within coach-athlete relationship
- Lists examples of inappropriate interactions and behaviours (particularly with children
– Defined as someone under the age of 18)
- Clear and simple reporting procedures
- Somewhat clear reporting procedures but not in direct relation to sexual harassment and abuse (slightly confusing)
- Confidential reporting for incidences
- Includes confidentiality as a requirement for those which are bound to the Ethical Behaviour By-Law (however, it does not state confidentiality is ensured in relation to reporting procedures and it is not in specific reference to sexual harassment and abuse claims)
- Procedure for investigation includes fair and swift resolution of complaints
- States that the CEO "will, as soon as practicable, but within seven days, forward written details of the dispute to the President and all parties to the dispute, requiring the parties to meet to discuss and attempt to resolve the dispute in good faith, within 14 days of the notice of dispute being forwarded to all parties or such other time as the parties agree"
- Not in direct relation to sexual harassment and abuse reports
- Clear sanctions and disciplinary actions
- Provide sanctions that may be implemented, but they are not in direct relation to sexual harassment or sexual abuse perpetration
- While sanctions are specified within these documents, it is not entirely clear how sexual harassment and abuse perpetration would be disciplined within the organisation
- Regulating personnel's interaction with athletes via electronic communication and social media
- Does not attempt to regulate social media/electronic communication interactions but does allude to the fact that abuse may be perpetrated through these mediums
- Eliminates illegitimate forms of power and autocratic coaching styles
- Discusses power relations between those in positions of authority and athletes (states that those in power should not misuse their influence and authority against a child specifically)

BOA
- No policy found

USOC
- Organisation has sexual harassment/abuse policy
- A lot of information regarding sexual harassment and abuse specifically in multiple areas
- SafeSport policies directly address these concerns
- Ease of Access Score '2.5'
- Search Process Score '3'
- Policy includes definition of sexual harassment/abuse
- Provides definitions of "misconduct", "harassment" (broadly), "sexual harassment", "intimate relationship", "sexual conduct", and "child sexual abuse" within the selected policy documents
- Establishes clear parameters for inappropriate behaviours within coach-athlete relationship
- Provides many examples of behaviours or interactions that would be considered inappropriate (makes it clear what is in violation of the organisational policies implemented)
- Defines the boundaries of the type of coach-athlete relationship that can be pursued
- Policy eliminates normalisation of inappropriate coach behaviours
- Stresses that inappropriate behaviours that violate policies will not be tolerated and that athletes have the right to participate in safe sport
- Does not specifically address the normalisation of these behaviours within sport – But does attempt to change organisational culture through implemented comprehensive policies
- Clear and simple reporting procedures
- Reporting procedures located in many places and therefore easy to see how to report an incidence or concern

- Reporting procedures are communicated in a straight-forward manner
- Confidential reporting for incidences
- Confidentiality is promised (anonymous reporting is available although the organisation encourages people to make themselves known for investigation purposes; confidentiality of hearing information ensured)
- Procedure for investigation includes fair and swift resolution of complaints
- Timeline is determined by the Review Panel but can be expedited if deemed necessary
- Due process with allegations for both athlete and coach
- Accused allowed to present evidence in their defence and can have legal counsel
- Promise of an unbiased decision by the Review Panel members
- Consistent and systematic set of procedures for abuse referrals and manner in which they are recorded and analysed
- Knowledge of incidences of sexual harassment and abuse are to be reported to The U.S. Center for SafeSport's Response and Resolution Office (responsible for investigation into reports)
- Clear sanctions and disciplinary actions
- Lists the potential sanctions and the considerations the body undertakes in order to provide a decision
- Clear investigation procedures and interim measures that may be imposed
- Includes systematic recruitment and screening, induction and monitoring practices for paid and volunteer applicants
-Details screening procedures and for which positions/employees this applies
- Details how often background checks should be updated
- Discusses how often employees should undergo education and training in safe sport awareness (and for whom this applies)
- Conducting updated screening appraisals frequently
- Background checks required to be updated every 2 years
- Screening procedures detailed
- Details screening procedures and for which positions/employees this applies
- Details how often background checks should be updated
- Discusses how often employees should undergo education and training in safe sport awareness (and for whom this applies)
- Screening procedures organisation deems appropriate detailed in a written, comprehensive, specific policy intended to inhibit physical and sexual abuse and must apply to all possible applicants who have regular contact with children
- Discusses how often employees should undergo education and training in safe sport awareness (and for whom this applies)
- Details screening procedures and for which positions/employees this applies
- Surveillance of coach behaviour implemented
- Mentions self/peer monitoring within the USOC Coaching Code of Ethics
- Prohibiting alcohol consumption in athlete activities (i.e. training, competitions, parties)
- Discourages alcohol consumption at athletic events or victory celebrations and by minors
- Tells coaches to refrain from consuming alcohol in the presence of athletes
- Regulating personnel's interaction with athletes via electronic communication and social media
- States that electronic communication/social media can be a place where harassment or abuse takes place
- Regulates interactions between coaches and athletes (limited – within the Participant Safety Handbook, which is a model policy for NGBs)
- Eliminates illegitimate forms of power and autocratic coaching styles
- Addresses coaches misusing their power or entering exploitative relationships with athletes (however, does not discuss autocratic or over-controlling coach behaviours)
- Emphasises coach reflexivity
- Stresses education, training and knowledge as important aspects of the coaching position
- Promotes a holistic, athlete-centred approach to coaching
- Discusses the primary goal of coaching as the "welfare and protection of the individuals and groups with whom coaches work"
- Stresses that athlete development and safety is priority over producing winning results
- Discusses the primary goal of coaching as the "welfare and protection of the individuals and groups with whom coaches work"

- Evidence of education/training in relation to sexual harassment and abuse
> - Significant evidence of educational programmes being offered to all employees
> - Requires employees to receive training in safe sport awareness every two years (kept up-to-date on current practices and issues that may arise and need to be addressed)
> -Evidence of educational material provided specifically for athletes

- Evidence of sessions to promote awareness of issue and providing tools and resource person/body to advise regarding this issue
> - Evidence of educational sessions/webinars regarding sexual harassment and abuse

FFA

- Organisation has sexual harassment/abuse policy
> - Multiple documents referring to sexual harassment and abuse policies
> - Ease of Access Score '3'
> - Search process Score '3'

- Policy includes definition of sexual harassment/abuse
> - Comprehensively defines sexual harassment and abuse (and associated terms – Has a major focus on child sexual abuse)

- Establishes clear boundaries for appropriate coach-athlete interactions
> - Alludes to coaches engaging in appropriate and professional behaviours and interactions but does not expand on what these may be

- Establishes clear parameters for inappropriate behaviours within coach-athlete relationship
> - Provides examples of inappropriate behaviours and interactions
> -Defines what types of intimate relationships coaches can engage in with their athletes

- Policy eliminates normalisation of inappropriate coach behaviours
> - Discusses how sexually harassing or abusive behaviours are not appropriate and infringe upon athletes' human rights

- Clear and simple reporting procedures
> -Reporting procedures very clear and simple (step-by-step process)

- Confidential reporting for incidences
> - Confidentiality ensured for complaints
> - Confidentiality offered for reporting occurrences (however, the organisation encourages the person to be known for investigative reasons)

- Procedure for investigation includes fair and swift resolution of complaints
> - Discusses that a fair investigation and hearing will be provided (but does not discuss timeline or make mention of it being processed in a timely manner)

- Due process with allegations for both athlete and coach
> - Opportunity for the accused to respond with an interview to record the response in writing

- Consistent and systematic set of procedures for abuse referrals and manner in which they're recorded and analysed
> - The Member Protection Information Officer or relevant State Member Protection Officer documents the complaint, process and outcome
> - Details how the information is stored

- Clear sanctions and disciplinary actions
> - Details the potential disciplinary actions that may be imposed for breaching the policy

- Includes systematic recruitment and screening, induction and monitoring practices for paid and volunteer applicants
> - Details screening procedures and for which positions/employees this applies (provides examples of screening measures)
> - Discusses that screening measures are different according to the state and territory (provides the office name, telephone number and website address to each of the various states and territories)

- Screening procedures detailed
> - Screening measures detailed thoroughly with information of how to contact each state or territory to gather the relevant information regarding screening measures in these locations
> - Screening procedures organisation deems appropriate detailed in a written, comprehensive, specific policy intended to inhibit physical and sexual abuse and must apply to all possible applicants who have regular contact with children
> - Screening measures detailed thoroughly with information of how to contact each state or territory to gather the relevant information regarding screening measures in these locations

- Surveillance of coach behaviour implemented
    - Mentions supervision (which alludes to supervision of coach behaviours and interactions)
- Policy empowers athletes to become cognisant decision-makers and critical thinkers
    - Section 5.1.5 in the National Member Protection Policy states explicitly that children should be empowered to participate in the decision-making process to develop and maintain safe environments
- Prohibiting alcohol consumption in athlete activities (i.e. training, competitions, parties)
    - Does provide guidelines on appropriate and responsible consumption of alcohol (however, it does not prohibit alcohol consumption by coaches and/or athletes, particularly in social situations)
- Regulating personnel's interaction with athletes via electronic communication and social media
    - Acknowledges harassment/abuse may take place through electronic communication/social media, but does not regulate how they should or should not be used
- Eliminates illegitimate forms of power and autocratic coaching styles
    - Addresses coaches misusing their power or entering exploitative relationships with athletes
    - Discusses how certain types of behaviour are unacceptable in the coach-athlete relationship
- Emphasises coach reflexivity
    - Discusses that "volunteers and employees who work with children or children's records have ongoing supervision, support and training such that their performance is developed and enhanced to promote the establishment and maintenance of a child-safe environment"
- Promotes a holistic, athlete-centred approach to coaching
    - Stresses the safety and welfare of children are of highest priority over any other considerations
- Stresses that athlete development and safety is priority over producing winning results
    - Stresses the safety and welfare of children are of highest priority over any other considerations
- Evidence of education/training in relation to sexual harassment and abuse
    - Evidence that there are educational programmes implemented
- Evidence of sessions to promote awareness of issue and providing tools and resource person/body to advise regarding this issue
    - Discusses training and education being provided within policies
    - Evidence that educational sessions regarding sexual harassment and abuse take place (minimal evidence to support this)

The FA
- Organisation has sexual harassment/abuse policy
    - Policies within multiple documents addressing sexual harassment/abuse evident (major focus on children – not a lot of focus on adults)
    - Predominantly addresses grassroots football (lower levels – but what about the higher levels?)
    - Ease of Access Score '2.57'
    - Search Process Score of '2.57'
- Policy includes definition of sexual harassment/abuse
    - Defines "abuse", "sexual abuse" and "harm" (no examples)
- Establishes clear boundaries for appropriate coach-athlete interactions
    - Provides a number of examples for reducing the potential for vulnerability of harassment/abuse
    - No examples in direct relation to positive coaching behaviours
- Establishes clear parameters for inappropriate behaviours within coach-athlete relationship
    - Advocates for the elimination of poor practice, but there is no real definition of what poor practice is making it ambiguous (limited examples of behaviours which constitute sexual harassment or abuse)
- Clear and simple reporting procedures
    - Clear and simple reporting procedures detailed
- Procedure for investigation includes fair and swift resolution of complaints
    - Indicates a fair and swift investigation (all allegations are taken seriously and seen to swiftly and appropriately)
- Due process with allegations for both athlete and coach
    - Discusses that the accused person has the right to appeal (does not explicitly discuss the complainant and respondent being able to respond)
- Consistent and systematic set of procedures for abuse referrals and manner in which they're recorded and analysed
    - Details included for the referral process and recording of occurrences (coach/official recording

if an athlete makes a report of harassment/abusive conduct via the organisational referral form)
- Clear sanctions and disciplinary actions
        - Possible sanctions detailed
- Includes systematic recruitment and screening, induction and monitoring practices for paid and volunteer applicants
        - Clear recruitment, screening, induction and monitoring practices implemented
- Applicant names checked against sex offender registry and fingerprint-based background checks
        - Background checks employed for applicants working with children/young people
- Screening procedures detailed
        - Screening process comprehensively detailed
- Screening procedures organisation deems appropriate detailed in a written, comprehensive, specific policy intended to inhibit physical and sexual abuse and must apply to all possible applicants who have regular contact with children
        - Screening procedures are comprehensive
- Surveillance of coach behaviour implemented
        - Period of supervision/observation utilised (induction)
        - Monitoring practices beyond this period are unclear
- Policy empowers athletes to become cognisant decision-makers and critical thinkers
        - "The FA Handbook" urges coaches to encourage athletes to take responsibility for their own behaviour and performance
        - "Safeguarding Policies and Procedures" states that empowering youth athletes can aid in protecting them from harassing/abusive situations
- Regulating personnel's interaction with athletes via electronic communication and social media
        - Policy specifically addresses interactions with athletes via electronic communication (within a document not identified through searching for sexual harassment/abuse)
- Eliminates illegitimate forms of power and autocratic coaching styles
        - Addresses coaches misusing their power or entering exploitative relationships with athletes
        - Discusses how certain types of behaviour are unacceptable in the coach-athlete relationship
- Emphasises coach reflexivity
        - Educational programme implemented as well as evidence of educational material/workshops identified through the systematic search
- Promotes a holistic, athlete-centred approach to coaching
        - Promotes the safety and welfare of the athletes
        - Stresses that the wellbeing of the athletes is most important (including winning)
- Stresses that athlete development and safety is priority over producing winning results
        - Within "The FA Handbook", the Respect 2017-2018 section states that "the well-being, safety and enjoyment of each player" should be placed "above everything including winning"
- Evidence of education/training in relation to sexual harassment and abuse
        - Evidence of educational programmes (i.e. induction; safeguarding course for coaches; recertification course)
        - Evidence of educational material/workshops indicated within systematic search
        - Evidence of sessions to promote awareness of issue and providing tools and resource person/body to advise regarding this issue

USSF
- Organisation has sexual harassment/abuse policy
        - Policy identified addressing sexual harassment/abuse
        - Unsure where the policy is located (not in the policy manual or by-law book) and whether this policy is still in force
        - Ease of Access Score of '0'
        - Search Process Score of '3'
- Policy includes definition of sexual harassment/abuse
        - Policy defines "harassment", "sexual harassment", "child sexual abuse" and "sexual misconduct" (focuses mainly on sexual harassment – only discusses child abuse and does not discuss sexual abuse generally)
- Establishes clear parameters for inappropriate behaviours within coach-athlete relationship
        - Clearly defines behaviours the organisation deems inappropriate
- Clear and simple reporting procedures
        - Clear and simple reporting procedures detailed for employees only (unsure how those who are

not employees would report incidences of harassment or abuse, i.e. athletes or parents)
- *Confidential reporting for incidences*
        - Confidentiality is ensured
- *Procedure for investigation includes fair and swift resolution of complaints*
        - Policy ensures a fair and impartial investigation into allegations
- *Due process with allegations for both athlete and coach*
        - Discusses that the investigator will objectively evaluate the "totality of the circumstances"
- *Consistent and systematic set of procedures for abuse referrals and manner in which they're recorded and analysed*
        - Consistent referral procedures detailed within the policy, but no indication how information is recorded
- *Clear sanctions and disciplinary actions*
        - Potential disciplinary actions clearly detailed
- *Eliminates illegitimate forms of power and autocratic coaching styles*
        - Addresses coaches misusing their power or entering exploitative relationships with athletes
        - Discusses how certain types of behaviour are unacceptable in the coach-athlete relationship
- *Emphasises coach reflexivity*
        - Indicates that employees must complete SafeSport training every 2 years (educational programmes may encourage coaches to reflect on their coaching practices)
- *Evidence of education/training in relation to sexual harassment and abuse*
        - Policy indicates all employees must undergo SafeSport training every 2 years
        - No educational material identified through systematic search
- *Evidence of sessions to promote awareness of issue and providing tools and resource person/body to advise regarding this issue*
        - Policy indicates all employees must undergo SafeSport training every 2 years
- *Mentions 'non-traditional' paradigms*
        - Identifies that sexual harassment may be perpetrated by people of the same of different gender

ISA
- *Organisation has sexual harassment/abuse policy*
        - Clear and comprehensive policy available
        - Ease of Access Score of '3'
        - Search Process Score '0'
- *Policy includes definition of sexual harassment/abuse*
        - Comprehensive definition of "abuse", "child abuse", "sexual abuse", "harassment", and "sexual harassment"
- *Establishes clear boundaries for appropriate coach-athlete interactions*
        - Provides examples of appropriate interactions with athletes (boundaries for a broad number of areas)
        - Suggests physical touching the coach engages in should be "appropriate to the situation and necessary for the athletes' skill development" (however, this is ambiguous and not explicit as to what behaviours or interactions could be perceived as inappropriate)
- *Establishes clear parameters for inappropriate behaviours within coach-athlete relationship*
        - Clear boundaries provided with examples of inappropriate behaviours that are intolerable
- *Policy eliminates normalisation of inappropriate coach behaviours*
        - Discusses the unacceptability of sexually harassing/abusive behaviours (although, not in specific reference to sexual harassment or abuse) but does not explicitly mention the normalisation of these behaviours and interactions within sport
- *Clear and simple reporting procedures*
        - Reporting procedures very clear and simple
- *Confidential reporting for incidences*
        - Confidentiality ensured
- *Procedure for investigation includes fair and swift resolution of complaints*
        - Stresses that complaints will be addressed in a sensitive, fair, timely manner and the policy will be applied consistently
- *Due process with allegations for both athlete and coach*
        - Due process assured (includes details on the process of handling reports for both sides – step-by-step procedures and what to expect)

- Consistent and systematic set of procedures for abuse referrals and manner in which they're recorded and analysed
> - Provides details on how incidences reported are recorded and by whom

- Clear sanctions and disciplinary actions
> - Sanctions are clearly stated (as well as considerations in determining the disciplinary action taken)

- Includes systematic recruitment and screening, induction and monitoring practices for paid and volunteer applicants
> - Details the screening procedures which are employed (each state/territory has different requirements and minimal information is provided, however links to websites on more information and applications are provided)

- Conducting updated screening appraisals annually
> - Difficult to see for all states/territories, but appears that most require screening procedures to be updated semi-frequently (not clear this is the case for all states/territories)

- Applicant names checked against sex offender registry and fingerprint-based background checks
> - Background checks are required (not sure whether names are checked against a sex offender registry or fingerprint database, if they are available at all)

- Screening procedures detailed
> - Clear details of the screening process required (with links to individual states/territories for specifics on the procedures and requirements)

- Screening procedures organisation deems appropriate detailed in a written, comprehensive, specific policy intended to inhibit physical and sexual abuse and must apply to all possible applicants who have regular contact with children
> - Comprehensive procedures detailed

- Surveillance of coach behaviour implemented
> - Monitoring in terms of screening is implemented (but unsure of the extent/procedures of this – not clear who is responsible for the monitoring)
> - Prohibiting alcohol consumption in athlete activities (i.e. training, competitions, parties)
> - Includes a policy on alcohol consumption but does not ban alcohol use in social situations for athletes and coaches

- Regulating personnel's interaction with athletes via electronic communication and social media
> - Social media policy identified but not within the sexual harassment/abuse policy (located in the social media policy)
> - Limited discussion of communicating with minors

- Eliminates illegitimate forms of power and autocratic coaching styles
> - "Coaches Code of Behaviour" discusses elements of authoritative coaching behaviour (i.e. being reasonable in demands on athletes' time, energy and enthusiasm; respect the talent, development stage and goals of each person and compliment and encourage with positive and supportive feedback)

- Emphasises coach reflexivity
> - Limited evidence of education
> - "Coaches Code of Behaviour" encourages coaches to reflect on the behaviours and practices they employ (this will be limited however without continued education)
> - Encourages coaches to obtain the required qualifications and keep up-to-date on current coaching practices

- Promotes a holistic, athlete-centred approach to coaching
> - Encourages the development of the athletes as a whole for to aid that athlete in reaching their full potential through respecting their talent, development stage and goals

- Stresses that athlete development and safety is priority over producing winning results
> - "Coaches Code of Behaviour" states "Place the safety and welfare of the athletes above all else" and to "Remember that people participate for pleasure, and winning is only part of the fun"

- Evidence of education/training in relation to sexual harassment and abuse
> - Minimal evidence of education (only that policy documents regarding child protection are made readily available and that the organisation will publish, distribute and promote the policy and consequences for violations)
> - Policy encourages coaches to obtain proper qualifications and keep up-to-date on the latest coaching practices

- Evidence of sessions to promote awareness of issue and providing tools and resource person/body to advise regarding this issue
> - Minimal evidence of education (only that policy documents regarding child protection are made readily available and that the organisation will publish, distribute and promote the policy and consequences for violations)
> - Policy encourages coaches to obtain proper qualifications and keep up-to-date on the latest coaching practices

NISA
- Organisation has sexual harassment/abuse policy
> - Clear and comprehensive policy addressing sexual harassment/abuse
> - Ease of Access Score of '3'
> - Search Process Score of '3'
- Policy includes definition of sexual harassment/abuse
> - Includes a clear definition for sexual abuse (does not include a definition for sexual harassment – defines harassment broadly and includes harassment of a sexual nature within this)
- Establishes clear boundaries for appropriate coach-athlete interactions
> - Provides very clear detail on interactions that are appropriate within the coach-athlete relationship
- Establishes clear parameters for inappropriate behaviours within coach-athlete relationship
> - Provides very clear detail on inappropriate interactions within the coach-athlete relationship
- Policy eliminates normalisation of inappropriate coach behaviours
> - States that children may not report incidents of abuse because they may believe it is normal (only reference made to the normalisation of abusive behaviours within sport – not specific to sexual abuse)
> - Outlines clear behaviours that would be considered inappropriate and should be reported
- Clear and simple reporting procedures
> - Reporting procedures detailed are simple and clear
- Confidential reporting for incidences
> - Confidentiality ensured
- Procedure for investigation includes fair and swift resolution of complaints
> - Ensures timely action of investigation into allegations of harassment/abuse (does not detail the fairness of the investigation or hearings, if necessary)
- Athletes appraise coaches anonymously
> - While athlete evaluations are not mentioned, policy discusses that those working with young people will be given feedback/appraisal to identify training needs and to set new goals
- Consistent and systematic set of procedures for abuse referrals and manner in which they're recorded and analysed
> - Procedures for recording allegations detailed
- Clear sanctions and disciplinary actions
> - Possible sanctions and disciplinary actions detailed
- Includes systematic recruitment and screening, induction and monitoring practices for paid and volunteer applicants
> - Policy outlines clearly the recruitment, screening, induction and monitoring practices the organisation employs
- Applicant names checked against sex offender registry and fingerprint-based background checks
> - Background checks are utilised (although not necessarily against sex offender registry/fingerprint database)
- Screening procedures detailed
> - Screening process detailed comprehensively
> - Screening procedures organisation deems appropriate detailed in a written, comprehensive, specific policy intended to inhibit physical and sexual abuse and must apply to all possible applicants who have regular contact with children
> - Screening process detailed comprehensively
- Surveillance of coach behaviour implemented
> - Monitoring implemented with feedback/appraisals being given (but no mention of direct surveillance of coach behaviours)
- Policy empowers athletes to become cognisant decision-makers and critical thinkers
> - Policy advocates for athlete empowerment explicitly

- Prohibiting alcohol consumption in athlete activities (i.e. training, competitions, parties)
　　- Prohibits coaches from consuming alcohol when responsible for children or coaching
　　- Does not address athlete alcohol consumption or drinking in social situations (particularly with adult athletes)
- Regulating personnel's interaction with athletes via electronic communication and social media
　　- Strong policy in place with examples of good practice
- Eliminates illegitimate forms of power and autocratic coaching styles
　　- Discusses coaching behaviours that are inappropriate within the coach-athlete relationship (i.e. recognising athletes' capacities; abusing power within this relationship)
　　- Encourages the empowerment of athletes and for athletes to take responsibility for their own behaviour and performance
- Emphasises coach reflexivity
　　- Encourages coaches to employ systems of evaluation including self-evaluation
　　- Organisation employs system of feedback/appraisal periodically, which promotes coach reflexivity
　　- Policy indicates educational programmes being implemented (may promote coach reflexivity)
- Promotes a holistic, athlete-centred approach to coaching
　　- Stresses that athlete safety and welfare come first before winning
　　- Encourages coaches to do the best for athletes' development
- Stresses that athlete development and safety is priority over producing winning results
　　- Stresses that athlete safety and welfare come first before winning
　　- Encourages coaches to do the best for athletes' development
- Supports development of constructive touch in coach-athlete relationships
　　- Section on "Physical Touch" – Guides coaches on best practices
　　- Mentions that physical touch should be used to meet the child's needs (i.e. demonstrating skill/technique; treating or preventing injury – however, more focused on negative touch and what to avoid and does not explain how positive touch could be utilised)
- Evidence of education/training in relation to sexual harassment and abuse
　　- Policy indicates that coach education is implemented (not indicated within the systematic search)
　　- Educational material for athletes or parents not evident

USFS
- Organisation has sexual harassment/abuse policy
　　- Comprehensive policy addressing sexual harassment and abuse identified
　　- Ease of Access Score of '2.67'
　　- Search Process Score of '3'
- Policy includes definition of sexual harassment/abuse
　　- Policy includes definitions of "child sexual abuse and misconduct", "misconduct", "sexual misconduct", and "sexual harassment"
- Establishes clear boundaries for appropriate coach-athlete interactions
　　- Minimally addresses appropriate coach behaviours (encourages coaches to exhibit high ethical conduct – but does not explicitly list examples of appropriate conduct)
- Establishes clear parameters for inappropriate behaviours within coach-athlete relationship
　　- Explicitly states inappropriate coach behaviours in terms of sexual harassment and abuse
- Policy eliminates normalisation of inappropriate coach behaviours
　　- Discusses the unacceptability of sexually harassing/abusive behaviours but does not mention the normalisation of these behaviours and interactions within sport
- Clear and simple reporting procedures
　　- Details clear and simple reporting procedures
- Confidential reporting for incidences
　　- Confidentiality ensured
- Procedure for investigation includes fair and swift resolution of complaints
　　- Ensures timely action of investigation into allegations of harassment/abuse (does not detail the fairness of the investigation or hearings, if necessary)
- Consistent and systematic set of procedures for abuse referrals and manner in which they're recorded and analysed
　　- Referrals of harassment or abuse are clear (no indication about how these incidences may be recorded)

- Clear sanctions and disciplinary actions
    - Potential disciplinary actions detailed
- Includes systematic recruitment and screening, induction and monitoring practices for paid and volunteer applicants
    - Detailed information regarding the recruitment, screening, induction and monitoring procedures
- Applicant names checked against sex offender registry and fingerprint-based background checks
    - Indicates background checks generally (including federal terrorist database, international background check, etc.) as well as against sex offender registries in all available states
- Screening procedures detailed
    - Comprehensive screening procedures detailed
    - Screening procedures organisation deems appropriate detailed in a written, comprehensive, specific policy intended to inhibit physical and sexual abuse and must apply to all possible applicants who have regular contact with children
    - Screening procedures comprehensively detailed
- Surveillance of coach behaviour implemented
    - Monitoring of coaches indicated to enforce compliance with rules and during programmes that those in contact with minors have completed the required training and screening prior
    - Does not specifically discuss the surveillance of coach behaviours
- Details patterns of coaches who may be likely to commit sexually harassing/abusive behaviours which could be used in a risk assessment
    - Discusses "Grooming" behaviours – Identifying conduct they may be risky (encourages monitoring of behaviours which may lead to or constitute harassment/abuse)
- Prohibiting alcohol consumption in athlete activities (i.e. training, competitions, parties)
    - Prohibits coaches from drinking while performing coaching duties or in the presence of minors
    - Does not address athlete alcohol consumption or drinking in social situations (particularly with adult athletes)
- Regulating personnel's interaction with athletes via electronic communication and social media
    - Policy has a section devoted to regulating electronic communications between athletes and coaches (to prevent harassing or abusive situations)
- Emphasises coach reflexivity
    - Indicates that an educational programme has been implemented (may encourage coaches to self-reflect on their own coaching practices)
    - No discussion about appraisals or feedback which may further ensure coaches reflect on their behaviours
- Promotes a holistic, athlete-centred approach to coaching
    - States that US Figure Skating wants to provide a safe environment for physical, emotional and social development of athletes
- Stresses that athlete development and safety is priority over producing winning results
    - Encourages coaches to keep winning and losing in perspective
- Supports development of constructive touch in coach-athlete relationships
    - Mentions that "legitimate non-sexual touching or other non-sexual conduct is not sexual harassment" (indicates that touch can be utilised in a positive manner – should elaborate more and provide examples for how to do this)
- Evidence of education/training in relation to sexual harassment and abuse
    - Policy indicates a training programme has been implemented to educate those who are in contact with athletes (required before anyone works with children)
- Evidence of sessions to promote awareness of issue and providing tools and resource person/body to advise regarding this issue
    - Systematic search indicated significant educational workshops/material available

SA
- Organisation has sexual harassment/abuse policy
    - Documents with policies addressing sexual harassment/abuse identified
    - Ease of Access Score of '1'
    - Search process Score of '2.67'
- Policy includes definition of sexual harassment/abuse
    - Comprehensive definitions provided for
- Establishes clear boundaries for appropriate coach-athlete interactions
    - Provides guidance on appropriate interactions within the coach-athlete relationship (although

these can be a bit ambiguous in nature; i.e. utilise "appropriate" touch)
- *Establishes clear parameters for inappropriate behaviours within coach-athlete relationship*
    - Clearly defines inappropriate interactions within the coach-athlete relationship (provides numerous examples – particularly in reference to child safeguarding)
- *Clear and simple reporting procedures*
    - Very clear, simple and comprehensive reporting procedures detailed within the Safe Sport Framework
- *Confidential reporting for incidences*
    - Ensures confidentiality for those reporting incidences
- *Procedure for investigation includes fair and swift resolution of complaints*
    - Safe Sport Complaint Procedures Commitment to handle "all complaints in a fair, timely and transparent manner, as appropriate"
- *Due process with allegations for both athlete and coach*
    - Describes that the Respondent has the right to appeal a decision
    - Respondent has the right to defend against the allegations at the Hearing Tribunal
    - Some situations may involve an Independent Investigation
- *Athletes appraise coaches anonymously*
    - Encourages those in positions of authority to facilitate opportunities for children and young people to provide their views and feedback
- *Consistent and systematic set of procedures for abuse referrals and manner in which they're recorded and analysed*
    - Safe Sport Framework states, "Swimming Australia Limited, Clubs and Member Associations must keep records of all Complaints in keeping with the "Safe Sport Complaint Register Template" set out in the Safe Sport Resources section of the Swimming Australia Limited website. For Case 2 and 3 Complaints, records must be kept for a minimum of 3 years. For all Case 1 Complaints, records must be maintained for a minimum of 7 years."
    - Must be maintained in a secure and confidential place with both hard and digital copies (if any)
- *Clear sanctions and disciplinary actions*
    - Lists potential disciplinary actions the organisation may take
- *Includes systematic recruitment and screening, induction and monitoring practices for paid and volunteer applicants*
    - Details extensive recruitment and screening processes for all employees/volunteers (but does not detail induction or monitoring required)
- *Applicant names checked against sex offender registry and fingerprint-based background checks*
    - Background checks implemented (no mention of checking sex offender registries/fingerprint databases)
- *Screening procedures detailed*
    - Screening procedures comprehensively detailed
    - Screening procedures organisation deems appropriate detailed in a written, comprehensive, specific policy intended to inhibit physical and sexual abuse and must apply to all possible applicants who have regular contact with children
    - Comprehensive screening procedures detailed and apply to all those who work with children/young persons
- *Policy empowers athletes to become cognisant decision-makers and critical thinkers*
    - Encourages the empowerment of children specifically
- *Details patterns of coaches who may be likely to commit sexually harassing/abusive behaviours which could be used in a risk assessment*
    - Details grooming behaviours (acknowledges that there is no set grooming pattern, but provides examples of behaviours which may lead to sexual harassment/abuse)
- *Prohibiting alcohol consumption in athlete activities (i.e. training, competitions, parties)*
    - Does not prohibit alcohol but restricts alcohol consumption when a coach is carrying out coaching duties
    - Not providing alcohol when participants under 18 are present
- *Regulating personnel's interaction with athletes via electronic communication and social media*
    - Policy explicitly addresses coach-athlete interactions via electronic communications (what to do and what not to do)
- *Eliminates illegitimate forms of power and autocratic coaching styles*
    - Discusses how those in Positions of Power should not misuse this power to exploit athletes
    - Does not explicitly discuss the avoidance of controlling/autocratic coaching styles

- *Emphasises coach reflexivity*
    - Policy identifies educational and training initiatives implemented by the organisation to inform coaches about safeguarding – which could promote coach self-reflection regarding the practices they utilise (minimal indication of coach appraisal/evaluations or feedback – by children and young persons)
- *Promotes a holistic, athlete-centred approach to coaching*
    - Stresses that athlete safety and welfare are priority
    - Helping athletes attain their goals
- *Stresses that athlete development and safety is priority over producing winning results*
    - Stresses that athlete safety and welfare are priority (but does not state this should be placed above winning)
- *Supports development of constructive touch in coach-athlete relationships*
    - Mentions that physical touch utilised by coaches should be "appropriate to the delivery of Swimming Australia and its Clubs' services, events, programs or activities" (provides limited examples)
    - Focuses mainly on touch that would be considered inappropriate
- *Evidence of education/training in relation to sexual harassment and abuse*
    - Policy indicates an educational programme has been implemented (minimal indication of additional educational training identified through the systematic search)
- *Evidence of sessions to promote awareness of issue and providing tools and resource person/body to advise regarding this issue*
    - Minimal evidence of educational/training programmes identified through the systematic search (policy discusses Safe Sport training provided by the organisation)
    - Limited evidence of additional educational materials from the systematic search

BS
- *Organisation has sexual harassment/abuse policy*
    - One policy identified addressing sexual harassment/abuse was within a policy addressing vulnerable adults – Policy dated 2014 (still the current policy – checked organisation's website)
    - Another policy identified was located within "British Swimming World Class Programmes – Child Safeguarding Policy"
    - Ease of Access Score of '3'
    - Search Process Score of '1.5'
- *Policy includes definition of sexual harassment/abuse*
    - Includes a comprehensive definition for sexual abuse (not sexual harassment)
- *Establishes clear boundaries for appropriate coach-athlete interactions*
    - Describes behaviours sexually abusive behaviours coaches should refrain from participating in (not clear about coach-athlete relationships, touching, etc.)
- *Establishes clear parameters for inappropriate behaviours within coach-athlete relationship*
    - Provides inappropriate coach behaviours relating to sexual abuse (but not sexual harassment)
- *Clear and simple reporting procedures*
    - Clear reporting procedures included in "British Swimming World Class Programmes – Child Safeguarding Policy"
- *Confidential reporting for incidences*
    - Confidentiality ensured
- *Policy empowers athletes to become cognisant decision-makers and critical thinkers*
    - Policy encourages the empowerment of vulnerable adult athletes
    - Encourages coaches to make the athlete feel valued and respected and to promote their self-esteem (in reference to "Guidance on Athletes Living Away from Home")
- *Regulating personnel's interaction with athletes via electronic communication and social media*
    - Policy addresses regulation of electronic communications between coach and athlete (however, document identified through searching for 'social media guidelines' versus sexual harassment/abuse)
- *Promotes a holistic, athlete-centred approach to coaching*
    - Emphasises athlete safety and welfare
- *Stresses that athlete development and safety is priority over producing winning results*
    - Emphasises athlete safety and welfare but does not address this being more important than producing 'winning' results

- Evidence of education/training in relation to sexual harassment and abuse
> - Evidence of implemented educational programmes (policy refers to child safeguarding training and some evidence these issues being included within educational material from the systematic search)

- Evidence of sessions to promote awareness of issue and providing tools and resource person/body to advise regarding this issue
> - Minimal evidence of workshops/educational material regarding this issue

USA-S
- Organisation has sexual harassment/abuse policy
> - Clear policy that addresses sexual harassment/abuse
> - Ease of Access Score of '2.5'
> - Search Process Score of '2'

- Policy includes definition of sexual harassment/abuse
> - Does somewhat define sexual harassment (does not define sexual abuse)
> - Provides a number of examples of inappropriate behaviours linked to these issues, but is somewhat ambiguous in some cases

- Establishes clear boundaries for appropriate coach-athlete interactions
> - Clearly defines the organisation's stance on adult coach-athlete relationships

- Establishes clear parameters for inappropriate behaviours within coach-athlete relationship
> - Provides clear boundaries for the coach-athlete relationship (lists examples of behaviours which the organisation considers unacceptable)

- Policy eliminates normalisation of inappropriate coach behaviours
> - Discusses the unacceptability of sexually harassing/abusive coach behaviours (does not specifically refer to the normalisation of this conduct within sport)

- Clear and simple reporting procedures
> - Reporting procedures clear

- Confidential reporting for incidences
> - Confidentiality ensured regarding hearings but no mention of confidentiality being ensured for reporting incidences of sexual harassment or abuse

- Procedure for investigation includes fair and swift resolution of complaints
> - Ensures a fair and timely resolution to reports (in hearings, if necessary, and decisions from those hearings)

- Due process with allegations for both athlete and coach
> - Fair process for both parties ensured
> - Both sides allowed to respond to allegations (also have the right to legal counsel)

- Consistent and systematic set of procedures for abuse referrals and manner in which they're recorded and analysed
> - Names who is responsible for handling reports of harassment/abuse (does not make clear the procedures for recording these reports and the information necessary)

- Clear sanctions and disciplinary actions
> - Makes clear the possible disciplinary actions that may be taken (not in direct reference to sexual harassment/abuse issues)

- Includes systematic recruitment and screening, induction and monitoring practices for paid and volunteer applicants
> - Details the comprehensive screening procedures (for different groups of people)
> - Discusses how the organisation conducts a National Database Search every month for the 24-month period the background check authorisation is valid for

- Conducting updated screening appraisals annually
> - Updated background checks needed every 24-months (National Database Search conducted every month during this period)

- Applicant names checked against sex offender registry and fingerprint-based background checks
> - Discusses how the background check searches sexual offender databases in all states

- Screening procedures detailed
> - Comprehensive details provided about screening procedures
> - Screening procedures organisation deems appropriate detailed in a written, comprehensive, specific policy intended to inhibit physical and sexual abuse and must apply to all possible applicants who have regular contact with children
> - Different types of background checks implemented to be comprehensive

- Different types of background checks detailed for different positions (in different positions)
- *Surveillance of coach behaviour implemented*
  - Background checks frequently updated (type of surveillance) but no mention of direct monitoring of coach behaviours
- *Prohibiting alcohol consumption in athlete activities (i.e. training, competitions, parties)*
  - Includes a policy on alcohol consumption but does not ban alcohol use in social situations for athletes and coaches (mainly addresses those underage or under 18 years of age)
- *Regulating personnel's interaction with athletes via electronic communication and social media*
  - States that clubs should establish their own electronic communication policy (but USA Swimming provides a model policy and best practices to address this issue – separate to sexual harassment/abuse policies)
- *Emphasises coach reflexivity*
  - Mentions that coach's must undertake education (which may promote reflexivity in their own coaching practices – does not specify how often this education is provided/required or the elements discussed within sessions)
- *Evidence of education/training in relation to sexual harassment and abuse*
  - Policy states that members working with athletes must undergo education
  - Evidence of education found from the systematic search
- *Evidence of sessions to promote awareness of issue and providing tools and resource person/body to advise regarding this issue*
  - Educational workshops/material evident from systematic search
- *Mentions 'non-traditional' paradigms*
  - Mentions of 'non-traditional' paradigms found within the systematic search (educational material)

EMOTIONAL ABUSE
IOC
- *Policy present regarding emotional/psychological abuse*
  - Comprehensive policy that directly addresses psychological abuse
  - Ease of Access Score of '3'
  - Search Process Score of '2'
- *Athlete protection initiatives/code of conduct expresses unacceptability of employing emotionally abusive practices*
  - Particularly within the IOC Consensus Statement, the unacceptability of these coaching practices is conveyed
  - In the IOC Framework, the Olympic Agenda 2020 is stated and grounded within strengthening support to athletes and developing educational materials on prevention of harassment and abuse in sport
  - This unacceptability is further supported by the guidelines for NOCs and IFs (importance of addressing the issue)
- *Explicitly states behaviours considered emotionally abusive and frames them as unacceptable*
  - Particularly within the IOC Consensus Statement, the unacceptability of these coaching practices is conveyed
- *Defines emotional/psychological abuse*
  - Provides a comprehensive definition of psychological abuse in all policy documents and further encourages NOCs and IFs to create and implement a policy that does the same
- *Challenges acceptance of emotionally abusive behaviours that may be considered 'normal' within sport*
  - Within the IOC Consensus Statement, it acknowledges that the normalisation of these types of behaviours and interactions in tandem with the bystander effect prevents disclosure of incidents and seeking help to address the issue
- *Policy advocates for a holistic, athlete-centred approach to coaching*
  - Policy does advocate that all sport participants have the right to participate in safe sport
  - Does allude to athlete development being a primary focus, particularly with reference to the Olympic Agenda 2020 and IOC Code of Ethics (however, it is understandable that winning is a dominant focus, especially at the elite level)
- *Policy advocates elements for athlete empowerment (i.e. encouraging athletes to be involved in decisions, etc.)*
  - Within the guidelines for NOCs and IFs, Section 2.12 advocates for athletes to be involved in

developing safeguarding policies (thus empowering the athlete)

- Focuses on promoting a safe, fun and enjoyable sport experience for all participants vs. producing 'winning' results

    - Policy does advocate that all sport participants have the right to participate in safe sport

    - Does allude to athlete development being a primary focus, particularly with reference to the Olympic Agenda 2020 and IOC Code of Ethics (however, it is understandable that winning is a dominant focus, especially at the elite level)

- Pathways for reporting incidents of emotional abuse are detailed and accessible

    - During the Games Period, the channels for reporting harassment or abuse are made clear and it is made clear where the reports will be referred to

    - Further, the IOC guidelines for NOCs and IFs urge organisations to implement reporting, investigation and disciplinary procedures (to make clear the process)

- Confidentiality in filing a complaint is evident

    - Ensures confidentiality within the reporting and investigation process

    - Encourages NOCs and IFs to ensure confidentiality in reports of harassment or abuse

- Investigation into allegations of emotional abuse are described

    - Investigation procedures are somewhat detailed if the IOC investigates allegations of harassment and abuse (but this is obviously left to IFs and NOCs, if appropriate)

    - Investigation procedures are encouraged to be detailed for NOCs and IFs

- System implemented to record occurrences of emotional abuse

    - Within the Games Time framework, it is clear who is proscribed with collecting and recording reported occurrences of harassment and abuse as well as the information that will be noted

- Evidence of education for coaches, athletes, parents regarding emotional abuse

    - Abundance of educational material identified

    - Education for all stakeholders involved in sport encouraged

- Encourages parental involvement in athletes' athletic careers

    - Encourages parents to be educated on forms of harassment and abuse (does not discuss how parents should be more involved in the athletes' athletic careers overall as a specific means of prevention)

FIFA

- No policy found

FINA

- Policy present regarding emotional/psychological abuse

    - FINA Code of Ethics addresses psychological harassment (does not mention emotional/psychological abuse)

    - One line within the policy and under the heading of "Dignity" (not emotional or psychological harm/abuse)

    - Ease of Access Score of '0'

    - Search Process Score of '2'

- Athlete protection initiatives/code of conduct expresses unacceptability of employing emotionally abusive practices

    - Policy states that behaviours relating to this type of concern are unacceptable (but done on a broad scale – however the policy states that psychological harassment is "strictly prohibited")

- Confidentiality in filing a complaint is evident

    - "Officials shall not disclose improperly information entrusted to them in confidence by FINA" (not clear whether this is applicable to reporting incidences of abuse or the investigation/hearing associated)

- Investigation into allegations of emotional abuse are described

- System implemented to record occurrences of emotional abuse

- Evidence of education for coaches, athletes, parents regarding emotional abuse

- Coach mentoring programme apparent

- Encourages parental involvement in athletes' athletic careers

ISU

- No policy found

AOC

- Policy present regarding emotional/psychological abuse
- Policy regarding emotional/psychological abuse evident (however, this is located under the heading of "Child Abuse" – Abuse can occur to adults in addition to children)
- Ease of Access Score of '3'
- Search Process Score of '0'

- Athlete protection initiatives/code of conduct expresses unacceptability of employing emotionally abusive practices
- Behaviours listed within the By-Law are clearly there because they are unacceptable, however it does not make it clear the impacts their use could have on athletes

- Explicitly states behaviours considered emotionally abusive and frames them as unacceptable
- Provides examples of emotionally/psychologically abusive behaviours and their inclusion within the Ethical Behaviour By-Law frames them as unacceptable (but does not go further to stress that these behaviours are intolerable by the organisation and the impact they may have on the athletes themselves)

- Defines emotional abuse
- Provides a definition for abusive behaviours (including emotional/psychological amongst other abusive behaviours)
- No specific definition for the term, but provides examples of what may constitute emotional/psychological abuse

- Confidentiality in filing a complaint is evident
- Confidentiality ensured (however, it is not necessarily in regard to the reporting or investigation of incidences of harassment or abuse)

BOA

- No policy found

USOC

- Policy present regarding emotional/psychological abuse
- Comprehensive policy addressing emotional abuse specifically
- Located within both policy documents included
- Ease of Access Score of '1.5'
- Search Process Score of '3'

- Athlete protection initiatives/code of conduct expresses unacceptability of employing emotionally abusive practices
- Including behaviours within the policy documents indicates the unacceptability of utilising them
- Indicates that they are "intolerable and in direct conflict with the Olympic ideals"

- Explicitly states behaviours considered emotionally abusive and frames them as unacceptable
- Including behaviours within the policy documents indicates the unacceptability of utilising them
- Indicates that they are "intolerable and in direct conflict with the Olympic ideals"

- Defines emotional abuse
- Comprehensively defines emotional abuse and provides examples (and exceptions – however, the exceptions include "professionally-accepted" forms of athlete development which is a bit ambiguous as many of these behaviours will be normalised within the profession and thus perpetuated)

- Challenges acceptance of emotionally abusive behaviours that may be considered 'normal' within sport
- Including behaviours within the policy documents indicates the unacceptability of utilising them
- Indicates that they are "intolerable and in direct conflict with the Olympic ideals"
- However, the exceptions include "professionally-accepted" forms of athlete development which is a bit ambiguous as many of these behaviours will be normalised within the profession and thus perpetuated

- Acknowledges emotional abuse can be both direct and indirect
- Provides examples of verbal and physical acts of emotional misconduct and acts that deny attention and support (alludes that these acts do not need to necessarily be perpetrated against an athlete, but rather could be just as destructive in the presence of an athlete)

- Policy advocates for a holistic, athlete-centred approach to coaching
- States that the "USOC is committed to creating a safe and positive environment for athletes' physical, emotional and social development and to ensuring it promotes an environment free of misconduct" (does not specifically refer to a holistic, athlete-centred way of coaching)

- Focuses on promoting a safe, fun and enjoyable sport experience for all participants vs. producing 'winning' results
　　　- States that the "USOC is committed to creating a safe and positive environment for athletes' physical, emotional and social development and to ensuring it promotes an environment free of misconduct" (does not minimise the importance of 'winning' results and stress athlete development as highest priority)
- Pathways for reporting incidents of emotional abuse are detailed and accessible
　　　- Procedures for reporting are detailed including the information required on the reporting form
- Confidentiality in filing a complaint is evident
　　　- Confidentiality is ensured (although anonymous reporting is made clearly acceptable, reporting explicitly is described as important to the investigation process)
- Investigation into allegations of emotional abuse are described
　　　- Investigation procedures clearly defined
- System implemented to record occurrences of emotional abuse
　　　- Indicates system of recording allegations of harassment and abuse although it is not clear who is charged with collecting this information and how it will be stored
- Evidence of education for coaches, athletes, parents regarding emotional abuse
　　　- Evidence of education being provided for USOC staff every 2 years (however, does not mention athletes or parents)
- Encourages parental involvement in athletes' athletic careers
　　　- Encourages parents to report allegations of harassment and abuse (but does not include the encouragement of parental involvement in athletes' athletic careers explicitly)

FFA
- Policy present regarding emotional/psychological abuse
　　　- Abuse and specifically emotional abuse is addressed within the National Member Protection Policy (predominantly under the heading of "Child Abuse")
　　　- Ease of Access Score of '3'
　　　- Search Process Score of '3'
- Athlete protection initiatives/code of conduct expresses unacceptability of employing emotionally abusive practices
　　　- Expresses that behaviours associated with emotional abuse are considered unacceptable and breach the organisational policy (does not specifically mention this in relation to emotional abuse, but rather is accomplished on a broader scale)
- Explicitly states behaviours considered emotionally abusive and frames them as unacceptable
　　　- States abusive behaviours put "children at risk of harm" (no explicit statement in direct reference to emotional abuse condemning their utility)
- Defines emotional abuse
　　　- Defines emotional abuse and provides examples of behaviours or interactions that may be considered as such
- Challenges acceptance of emotionally abusive behaviours that may be considered 'normal' within sport
　　　- By identifying these behaviours as concerns that would violate the organisational policy and be liable for sanctions, it brings to the attention of those the policy intends to cover that the behaviours are not considered "normal" *but there is no explicit statement of this)
- Information regarding expectations for appropriate and inappropriate coaching
　　　- Provides examples of inappropriate behaviours that constitute emotional abuse (does not provide examples of what could be appropriate behaviours)
- Policy advocates for a holistic, athlete-centred approach to coaching
　　　- Stresses that the safety and welfare of children should be placed above all other considerations (focuses on children)
- Policy advocates elements for athlete empowerment (i.e. encouraging athletes to be involved in decisions, etc.)
　　　- Section 5.1.5 in the National Member Protection Policy states explicitly that children should be empowered to participate in the decision-making process to develop and maintain safe environments (focuses on children)
- Focuses on promoting a safe, fun and enjoyable sport experience for all participants vs. producing 'winning' results
　　　- Stresses that the safety and welfare of children should be placed above all other considerations

- Pathways for reporting incidents of emotional abuse are detailed and accessible
      - Reporting procedures are detailed
- Confidentiality in filing a complaint is evident
      - Confidentiality ensured for complaints
      - Confidentiality offered for reporting occurrences (however, the organisation encourages the person to be known for investigative reasons)
- Investigation into allegations of emotional abuse are described
      - Investigative procedures are detailed (Attachment D3: Investigation Process – National Member Protection Policy)
- System implemented to record occurrences of emotional abuse
      - The Member Protection Information Officer or relevant State Member Protection Officer documents the complaint, process and outcome
      - Details how the information is stored
- Evidence of education for coaches, athletes, parents regarding emotional abuse
      - Evidence that there are educational programmes implemented
- Encourages parental involvement in athletes' athletic careers
      - Parent/Guardian Code of Conduct encouraging parents to be involved in their children's athletic careers (tells them behaviours which are encouraged and behaviours which should be avoided)

The FA
- Policy present regarding emotional/psychological abuse
      - Policy addressing emotional/psychological abuse present in multiple documents
      - Ease of Access Score of '3'
      - Search Process Score of '3'
- Athlete protection initiatives/code of conduct expresses unacceptability of employing emotionally abusive practices
      - Policies express the unacceptability of using emotionally abusive practices, but mainly in reference to children (within "The FA Handbook", the only mention of emotional abuse is within the "Child Safeguarding Policy")
- Explicitly states behaviours considered emotionally abusive and frames them as unacceptable
      - Provides examples of behaviours that the organisation would consider emotional abuse and discusses their unacceptability (only in reference to children)
- Defines emotional abuse
      - Defines emotional abuse (provides examples of behaviours constituting emotional abuse)
- Challenges acceptance of emotionally abusive behaviours that may be considered 'normal' within sport
      - States that "inappropriate behaviour unchallenged can often become the norm – everyone needs to take responsibility for creating change and ensuring positive and supportive environments for children and young people involved in football, whatever their role"
- Information regarding expectations for appropriate and inappropriate coaching
      - Describes inappropriate behaviours in terms of emotional abuse (a lot of what not to do with minimal what to do instead)
- Policy advocates for a holistic, athlete-centred approach to coaching
      - Promotes the safety and welfare of the athletes
      - Stresses that the wellbeing of the athletes is most important (including winning)
- Policy advocates elements for athlete empowerment (i.e. encouraging athletes to be involved in decisions, etc.)
      - Advocates for athlete empowerment (in relation mainly to children and vulnerable adults at risk)
- Focuses on promoting a safe, fun and enjoyable sport experience for all participants vs. producing 'winning' results
      - Stresses that the wellbeing of the athletes is most important (including winning)
      - States "every child or young person who plays or participates in football should be able to take part in an enjoyable and safe environment and be protected from abuse"
- Pathways for reporting incidents of emotional abuse are detailed and accessible
      - Clear reporting procedures in place – simple
- Investigation into allegations of emotional abuse are described
      - Investigation procedures detailed within The FA Handbook, but are particularly confusing (especially if you were a parent looking to understand how the process works)
      - Investigation procedures are only outlined (broadly)

- System implemented to record occurrences of emotional abuse
      - Discusses the information required (not entirely clear who is in charge of maintaining this record and how it should be stored)

- Evidence of education for coaches, athletes, parents regarding emotional abuse
      - Policy indicates an educational programme is implemented for coaches (and other officials, i.e. referees, welfare officer)
      - Policy states the Respect Programme has an online module for parents and carers (with online Parent Guide)
      - Educational material/evidence of training identified from the systematic search (no educational training specifically for athletes; some educational materials which would aid in this objective)

- Coach mentoring programme apparent
      - Mentoring programme for match officials/referees (not for coaches)

- Encourages parental involvement in athletes' athletic careers
      - Encourages parents to be involved (advocating for football clubs to work in partnership with parents/carers to ensure safeguarding; encouraging parents to get to know the Child Welfare Officer

USSF
- No policy

ISA
- Policy present regarding emotional/psychological abuse
      - Comprehensive policy evident
      - Ease of Access Score of '3'
      - Search Process Score of '0'

- Athlete protection initiatives/code of conduct expresses unacceptability of employing emotionally abusive practices
      - Preamble stresses that the "ISA wishes to protect the health, safety, and well-being of all ISA Employees, Officers, Members, National Squad and Team athletes/coaches and support staff, work groups (including Board/Committee/Sub- committee members), and seeks to provide a safe environment for all members participating in ISA sanctioned programs, competitions and activities" and that "ISA will not tolerate harassment, discrimination or abuse of those, and by those, involved in their activities for and behalf of ISA and its members"
      - Explicitly discusses what is meant by breaching the policy

- Explicitly states behaviours considered emotionally abusive and frames them as unacceptable
      - Provides examples of emotionally abusive behaviours
      - Policy states that "ISA will not tolerate harassment, discrimination or abuse of those, and by those, involved in their activities for and behalf of ISA and its members"

- Defines emotional abuse
      - Provides a definition of abuse (broadly) and emotional abuse

- Challenges acceptance of emotionally abusive behaviours that may be considered 'normal' within sport
      - Discusses the unacceptability of emotionally abusive behaviours (although, not in specific reference to emotional abuse) but does not mention the normalisation of these behaviours and interactions within sport

- Information regarding expectations for appropriate and inappropriate coaching
      - Provides examples of what behaviours are intolerable relating to emotional abuse
      - Discusses positive coach behaviours that coaches should engage in within the "Coaches Code of Behaviour" including "Help each person reach their potential – respect the talent, development stage and goals of each person and compliment and encourage with positive and supportive feedback" and "Be dignified and controlled and teach athletes to be likewise"

- Indicates standards of interactions athletes should expect to encounter
      - Although not directed at the athletes themselves, the "Coaches Code of Behaviour" indicates the standards to which the coaches are held and thus provides a general framework for interactions athletes should expect with their coaches

- Policy advocates for a holistic, athlete-centred approach to coaching
      - Preamble stresses that the "ISA wishes to protect the health, safety, and well-being of all ISA Employees, Officers, Members, National Squad and Team athletes/coaches and support staff, work groups (including Board/Committee/Sub- committee members), and seeks to provide a safe environment for all members participating in ISA sanctioned programs, competitions and

activities"
- Also states that it aims "To be an athlete-focused organisation", "Place the safety and welfare of the athletes above all else" and to "Help each person reach their potential – respect the talent, development stage and goals of each person and compliment and encourage with positive and supportive feedback"
- Focuses on promoting a safe, fun and enjoyable sport experience for all participants vs. producing 'winning' results
    - Major focus within the "Preamble" and the "Coaches Code of Behaviour"
- Pathways for reporting incidents of emotional abuse are detailed and accessible
    - Pathways to report incidences are comprehensively detailed
    - Provides documents to report incidents
- Confidentiality in filing a complaint is evident
    - Confidentiality is ensured
- Investigation into allegations of emotional abuse are described
    - Procedures are comprehensively defined
- System implemented to record occurrences of emotional abuse
    - System to record reports of harassment and abuse are detailed within the policy (who records, information about the report, the process and the outcome)
- Evidence of education for coaches, athletes, parents regarding emotional abuse
    - Minimal evidence of education (only that policy documents regarding child protection are made readily available and that the organisation will publish, distribute and promote the policy and consequences for violations)
    - Policy encourages coaches to obtain proper qualifications and keep up-to-date on the latest coaching practices
- Encourages parental involvement in athletes' athletic careers
    - Includes "Parents Code of Behaviour" and behaviours that they should/should not engage in (does not explicitly reference emotional abuse and does not encourage getting involved when inappropriate coach behaviours transpire)

NISA
- Policy present regarding emotional/psychological abuse
    - Comprehensive policy addressing emotional abuse evident
    - Ease of Access Score of '3'
    - Search Process Score of '3'
- Athlete protection initiatives/code of conduct expresses unacceptability of employing emotionally abusive practices
    - Expresses the unacceptability of employing emotionally abusive practices (not specific to emotional abuse, but rather harassing/abusive behaviours broadly)
- Explicitly states behaviours considered emotionally abusive and frames them as unacceptable
    - Lists behaviours that constitute emotional abuse (with them being listed within the policy as something that should not be perpetrated and therefor unacceptable)
- Defines emotional abuse
    - Provides a clear definition of how the organisation defines abuse
- Challenges acceptance of emotionally abusive behaviours that may be considered 'normal' within sport
    - States that children may not report incidents of abuse because they may believe it is normal (only reference made to the normalisation of abusive behaviours within sport – not specific to emotional abuse)
- Acknowledges emotional abuse can be both direct and indirect
    - Acknowledges that emotional abuse may be direct or indirect (athletes may see/hear others experience these behaviours)
- Information regarding expectations for appropriate and inappropriate coaching
    - Discusses the boundaries for both appropriate and inappropriate coach behaviours
- Indicates standards of interactions athletes should expect to encounter
    - Discusses boundaries for coach behaviours (both appropriate and inappropriate), which gives guidelines for what athletes can expect from their coach (few in direct reference to emotional abuse)
- Policy advocates for a holistic, athlete-centred approach to coaching
    - Policy advocates for an athlete-centred approach to coaching

- Policy advocates elements for athlete empowerment (i.e. encouraging athletes to be involved in decisions, etc.)
  - Advocates for coaches to "encourage players to accept responsibility for their own behaviour and performance" and to "respect the rights of athletes to choose to decline to participate within coaching or playing situations"
  - Does not explicitly advocate for athlete empowerment (particularly in decisions regarding their own careers or within policy development)
- Focuses on promoting a safe, fun and enjoyable sport experience for all participants vs. producing 'winning' results
  - Explicitly states that ensuring athlete safety and welfare should be put above winning
- Pathways for reporting incidents of emotional abuse are detailed and accessible
  - Reporting procedures comprehensively detailed
- Confidentiality in filing a complaint is evident
  - Confidentiality is somewhat ensured (does state that the whistleblower's name may be essential as a part of evidence – stresses that anonymous allegations are not as useful, which may put people off from reporting)
- Investigation into allegations of emotional abuse are described
  - Investigation process detailed
- System implemented to record occurrences of emotional abuse
  - Recording system comprehensively discussed
- Evidence of education for coaches, athletes, parents regarding emotional abuse
  - Minimal indication of education for coaches (policy indicates that a coach education programme has been implemented – no further details on this programme)
  - Limited educational material identified from the systematic search
  - No education for parents or athletes evident
- Encourages parental involvement in athletes' athletic careers
  - Encourages parents to be active in their athletes' athletic careers

USFS
- Policy present regarding emotional/psychological abuse
  - Clear and comprehensive policy
  - Ease of Access Score of '2.5'
  - Search Process Score of '3'
- Athlete protection initiatives/code of conduct expresses unacceptability of employing emotionally abusive practices
  - Thoroughly expresses unacceptability of utilising emotional abuse
- Explicitly states behaviours considered emotionally abusive and frames them as unacceptable
  - Lists emotionally abusive behaviours that are unacceptable
- Defines emotional abuse
  - Comprehensively defines "emotional misconduct" and "child emotional abuse"
- Challenges acceptance of emotionally abusive behaviours that may be considered 'normal' within sport
  - Discusses the unacceptability of emotionally abusive behaviours but does not mention the normalisation of these behaviours and interactions within sport
- Acknowledges emotional abuse can be both direct and indirect
  - Vaguely addresses that emotional misconduct can be indirect (i.e. physical acts such as throwing sport equipment, water bottles or chairs at, or in the presence of, participants)
  - Does not explicitly discuss this can be direct and indirect
- Information regarding expectations for appropriate and inappropriate coaching
  - Explicitly states inappropriate coach behaviours in terms of emotional misconduct
  - Minimally addresses appropriate coach behaviours ("Emotional misconduct does not include generally accepted and age-appropriate coaching methods of skill enhancement, physical conditioning, motivation, team building, appropriate discipline or improving athletic performance" – ambiguous phrasing with "generally accepted coaching methods")
- Policy advocates for a holistic, athlete-centred approach to coaching
  - Stresses the importance of creating an environment for athletes' physical, emotional and social development
- Focuses on promoting a safe, fun and enjoyable sport experience for all participants vs. producing 'winning' results
  - Stresses the importance of creating an environment for athletes' physical, emotional and social

development
- Does not stress this is more important than "winning"
- Pathways for reporting incidents of emotional abuse are detailed and accessible
- Fully details reporting procedures
- Confidentiality in filing a complaint is evident
- Confidentiality is ensured
- Investigation into allegations of emotional abuse are described
- Investigation procedures detailed
- System implemented to record occurrences of emotional abuse
- Limited discussion around how these occurrences are recorded (discusses how reports are dealt with)
- Evidence of education for coaches, athletes, parents regarding emotional abuse
- Significant evidence of education for coaches and parents (both within documents analysed and within the systematic search conducted)
- No evidence of education for athletes regarding emotional abuse
- Encourages parental involvement in athletes' athletic careers
- Encourages parents to be involved in their athletes' career (i.e. educational programme aimed at parents; parental code of conduct includes elements of addressing this)

SA
- Policy present regarding emotional/psychological abuse
- Policy which addresses emotional/psychological abuse present
- Ease of Access Score of '1'
- Search Process Score of '3'
- Athlete protection initiatives/code of conduct expresses unacceptability of employing emotionally abusive practices
- Policy makes clear the unacceptability of perpetrating emotional abuse
- Explicitly states behaviours considered emotionally abusive and frames them as unacceptable
- Lists behaviours which the organisation constitutes as emotional abuse
- Policy expresses the unacceptability of all harassing/abusive practices broadly
- Defines emotional abuse
- Provides a clear, comprehensive definition of psychological abuse (located in multiple documents)
- Information regarding expectations for appropriate and inappropriate coaching
- Details the expectations of the organisation regarding positive coaching practices and outlines the behaviours which constitute unacceptable conduct
- Indicates standards of interactions athletes should expect to encounter
- Lists what the organisation expects in terms of positive coaching practices (not specifically aimed at athletes, but athletes would understand what they should expect if they were to analyse this policy)
- Policy advocates for a holistic, athlete-centred approach to coaching
- Advocates for a holistic, athlete-centred approach to coaching
- Policy advocates elements for athlete empowerment (i.e. encouraging athletes to be involved in decisions, etc.)
- Encourages athlete empowerment (in particular reference to child athletes – but necessarily found to reference adult/all athletes)
- Focuses on promoting a safe, fun and enjoyable sport experience for all participants vs. producing 'winning' results
- Clear focus on promoting safe and fun sport experiences
- Pathways for reporting incidents of emotional abuse are detailed and accessible
- Reporting procedures clearly detailed
- Confidentiality in filing a complaint is evident
- Confidentiality is ensured
- Investigation into allegations of emotional abuse are described
- Investigation procedures clearly outlined
- System implemented to record occurrences of emotional abuse
- Recording procedures detailed
- Evidence of education for coaches, athletes, parents regarding emotional abuse
- Educational programmes evident (particularly for child abuse – unsure whether educational

317

programmes/material is available to parents and athletes as well as coaches)
- Encourages parental involvement in athletes' athletic careers
- Encourages parents to report incidences of harassment/abuse and looks to strengthen parents'/carers' capacities to support, care and protect their children

BS
- Policy present regarding emotional/psychological abuse
- Policy on protecting vulnerable adults which addresses psychological abuse (not found within any other part of the general policy manual)
- Ease of Access Score of '3'
- Search Process Score of '3'
- Athlete protection initiatives/code of conduct expresses unacceptability of employing emotionally abusive practices
- Details the unacceptability of utilising these behaviours
- Explicitly states behaviours considered emotionally abusive and frames them as unacceptable
- Lists behaviours which would constitute emotional abuse and therefore violate the policy
- Defines emotional abuse
- Comprehensively defines psychological abuse (according to the organisation)
- Information regarding expectations for appropriate and inappropriate coaching
- Discusses what is expected of coaches and details behaviours that would breach this policy
- Policy advocates elements for athlete empowerment (i.e. encouraging athletes to be involved in decisions, etc.)
- Policy advocates for athlete empowerment (however, this is not directly related to emotional abuse but a general suggestion and is only in reference to vulnerable athletes)
- Evidence of education for coaches, athletes, parents regarding emotional abuse
- Evidence of limited educational programmes addressing this issue found through the systematic search

USA-S
- No policy