Coaches’ Experiences of Job Crafting Through Organizational Change in High-Performance Sport

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The purpose of this study was to explore coaches’ experiences of job crafting through a climate of organizational change in high-performance sport environments. Semi-structured interviews (Md\text{duration} = 83.86\text{ minutes}, SD = 26.28\text{ minutes}) were conducted with seven coaches (M\text{Experience} = 22\text{ years}, SD = 7.55) who had experience of coaching sport performers at international, Olympic and professional level. Guided by Interpretative Phenomenological Analysis (IPA), the findings revealed that “the climate of organizational change” for these coaches encapsulated ‘job turnover’ at various stages of organizational change and ‘working in a vacuum and losing sight of the process’. Four subordinate themes were generated to highlight coaches’ experience of “crafting the job in a climate of change”: motives for job crafting; appraising and re-appraising aspects of the job; mobilizing social and structural resources; and withdrawal from aspects of the job. The findings advance job crafting theory by demonstrating how organizational change can both constrain and stimulate coaches’ job crafting efforts in particular ways. Identifying opportunities for autonomy and support resources to craft their jobs helped coaches to maintain enthusiasm, job satisfaction and continue in one’s job. To our knowledge, this is the first study in sport psychology literature to explore coaches’ experiences of job crafting within a climate of organizational change in sport. We conclude by outlining some recommendations on how job crafting may be optimized to improve well-being and performance in the elite sport working context.

\textit{Keywords:} Coaching, coping, IPA, job demands, job resources, occupational stress
In the last decade, elite and professional sport organizations in the United Kingdom have observed a host of unforeseen, rapid and continuous changes in the way that these organizations and their personnel function (Wagstaff et al., 2015; 2016). In this way, organizational change can be considered from an emergent approach (Weiss, 2009), in which change is viewed as a dynamic, turbulent and contested process that emerges in an unpredictable and unplanned fashion. At the same time, organizational change in high-performance sport has been orchestrated by leadership and management teams (Gibson & Groom, 2018), in the belief that changes will result in improved organizational effectiveness. Organizational effectiveness for elite and professional sport organizations may include improving athletic performance, successful delivery of core services to its members and achievement of key organizational performance indicators (Thompson & Parent, 2021). In this high-performance sport context, coaches are important stakeholders whose well-being, career development needs and retention are critical for facilitating organizational effectiveness. Insofar that coaches are often tasked with leading, managing and supporting organizational change initiatives (Gibson & Groom, 2018), they are also expected to adjust their job roles and service delivery to support the achievement of organizational goals (Wagstaff et al., 2016). In the knowledge that high-performance coaches typically experience high workloads (e.g., Norris et al., 2017), job insecurity (e.g., Bentzen, Kenttä, Richter et al., 2020), limited organizational support (e.g., Kilo & Hassmén, 2016), and a poor work-life interface (e.g., Knights & Ruddock-Hudson, 2016), working within a climate of organizational change has the potential to place further demands on coaches’ capacity to adapt effectively. A sustained inability to adapt proactively to organizational change may influence experiences of burnout (Demerouti et al., 2001), a lack of satisfaction in one’s role
One way in which coaches may proactively adapt their role when experiencing organizational change is to craft their job in line with their personal needs and resources as a way to experience greater purpose, motivation and satisfaction in their work. Job crafting is considered a bottom-up job redesign approach which describes how individuals change the type and number of tasks they do, the way they interact with others, and how they cognitively frame the significance of their work (Wrzesniewski & Dutton, 2001), with the aim of improving person-job fit (Tims & Bakker, 2010). While crafting one’s job role(s) in high performance sport has the potential to simultaneously improve stakeholders’ work engagement and organizational effectiveness, to date there is a scarcity of research that has explored the phenomena of job crafting in sport stakeholder (e.g., coaching) contexts.

**Job Crafting**

Job crafting involves making physical and mental changes to one’s job task demands and the resources available to them to support their individual needs in undertaking their job role (Demerouti, 2014). Workplaces that support employees’ ability to modify how and when work is achieved do so in the knowledge that this increases workers’ engagement, job satisfaction and productivity. Job crafting research in the organizational and occupational psychology literature is dominated by two theoretical perspectives. The first is Wrzesniewski and Dutton’s (2001) theory of job crafting which refers to the process by which individuals shape their jobs to find greater personal meaning at work. This theory distinguishes between three forms of crafting: task, relational and cognitive crafting. Task crafting includes modifying the task boundaries of one’s job role, such as making changes to the type, content,
or number of job tasks that an individual is involved in at work. Relational crafting refers to changing who one interacts with and in what fashion whilst completing their job tasks. Cognitive crafting refers to changes workers make in how they view and appraise various aspects of their job. In crafting some or all these aspects of one’s work, workers are redesigning their job and work environment (Demerouti, 2014) to better fit their personal needs and capabilities without changing the core of their work (Tims & Parker, 2020).

The second theoretical perspective of job crafting builds on the Job Demands-Resources (JD-R) model of burnout (Demerouti et al., 2001). The JD-R suggests that employees experience strain, burnout and poor performance when limited job and personal resources are available to manage the job demands that are encountered. Within work environments where individual control and support are high, it is argued that employees have the greatest potential for job crafting. In line with the JD-R model, job crafting has been conceptualized as reducing hindering job demands and increasing challenging job demands and job resources (Tims & Bakker, 2010). In summarizing the occupational psychology literature on job crafting across a variety of non-sport occupations (e.g., surgeons, nurses, police officers, teachers, construction managers, accountants, civil engineers), research suggests that seeking job resources (e.g., feedback, advice from colleagues) is linked to achieving goals, greater engagement in one’s work, improved well-being and performance (Gordon et al., 2018). In addition, seeking challenges (e.g., seeking new challenging tasks in one’s role, asking for more responsibility) has been related to improved motivation at work and an increased sense of personal accomplishment (Petrou et al., 2012). In comparison, job crafting by way of reducing hindering job demands (e.g., disengaging from cognitively, emotionally or physically taxing tasks, procrastination) has been linked to a greater perception of work overload, and burnout (Lazazzara et al., 2020).

Although these theoretical perspectives highlight distinct ways in which job crafting
may be linked to well-being and performance outcomes, the strategies individuals employ to
job craft depend on the working context (Lazazzara et al., 2020), and context (e.g.,
organizational change experiences) influences hermeneutics of phenomena (Smith et al.,
2009). Furthermore, the meaning individuals attach to job crafting may depend on how one’s
work context (e.g., organizational change) and job role provide constraints or autonomy in
how they can behave and function in their work (Wrzesniewski & Dutton, 2001). Therefore,
it has been recommended that future research should continue to redefine and update the key
characteristics of job crafting in diverse working contexts (Demerouti, 2014). Coaching in
high-performance sport environments represents a complex and unique working context in
which the phenomena of job crafting may be interpreted differently for optimizing coaches’
well-being and reducing turnover intentions in the future.

**Placing Job Crafting in the Work Context of High-Performance Coaching**

Sport coaches who work in elite and professional sport organizations require the skills
to adapt to a multitude of job demands. These demands include managing performance
scrutiny from a range of internal and external stakeholders, erratic working patterns, high
workloads and regular organizational change (for a review, see Norris et al., 2017). In recent
times, there has been an exponential growth in research literature highlighting that coaches
are not coping well with the ongoing demands that they encounter and require support
resources to better manage their job roles for optimized motivation, well-being, and
performance (Chroni et al., 2019; Didymus et al., 2019). Moreover, coaches operating in elite
and professional sport occupations have been found to suffer from burnout and as a result
often resign prematurely from their coaching roles (Galdino et al., 2022; Kilo & Hassmén,
2016). This is problematic since their ill-being and burnout could have deleterious
consequences for the health and performance development of those who coaches support
(e.g., athletes, sport personnel). By optimizing job crafting within coaches’ working contexts,
there is the potential to enhance their well-being and productivity, and in turn, achieve greater organizational effectiveness. Despite this, currently we know little about coaches’ experience of job crafting in sport working contexts and the extent to which experience of specific contexts in high-performance sport (i.e., organizational change) may constrain or facilitate the ability for coaches to job craft in distinct ways. The phenomenological, hermeneutical and idiographic foundations of Interpretative Phenomenological Analysis (IPA) are suitable to explore and interpret coaches’ lived experience of job crafting. In line with theoretical perspectives on job crafting (Demerouti et al., 2001; Wrzesniewski & Dutton, 2001), IPA maintains a commitment to the individual, which promotes the illumination of personal meaning and experiential accounts from a contextualist (e.g., organizational change experiences) position (Smith et al., 2009). Moreover, given the breadth of recurring, interrelating and often unpredictable changes that coaches experience, IPA suits an idiographic exploration of how coaches’ holistic experience of organizational change may influence how they make sense of job crafting in this working context. Specifically, IPA provided a detailed, nuanced analysis (Smith et al., 2017) to address the study’s purpose of exploring coaches’ experiences of job crafting through a climate of organisational change in high-performance sport.

**Method**

**Research Design and Philosophical Underpinning**

The present study adopted a semi-structured interview approach that was guided by the principles of Interpretative Phenomenological Analysis (IPA, Dwyer et al., 2019). The use of IPA was consistent with the study’s aim of exploring coaches’ experiences of job crafting (Larkin et al., 2011) within a climate of organizational change. In addition, the idiographic and phenomenological nature of IPA allowed the present study to explore the individual lived experiences of the coaches within their jobs and working context (Newman
et al., 2021). To maintain idiographic commitment of IPA, convergences and divergences were explored both within and across the participants’ accounts (Smith et al., 2021). As part of this process, the researcher and participant also engaged in a “double hermeneutic” which allowed the participant to make sense of their experiences (Dwyer et al., 2019). By adopting these approaches the study was consistent with recommendations that IPA research remains grounded in an interpretivist paradigm (Quilico et al., 2021). This was exemplified by the interest shown in the meanings the coaches created and credited to their experience of job crafting within the context of organizational change. In doing so, the present study maintained a contextualized position of IPA (Larkin et al., 2011) whilst adopting a social constructionist stance (Shinebourne, 2011).

**Participants and Procedure**

Purposive sampling was used to recruit national head coaches who had experienced organizational change in sport. In addition, to protect the anonymities of coaches and their respective sport organizations, we used maximum variation to recruit national head coaches from different sport organizations (e.g., acrobatic, water, multi-discipline, team invasion). This served the purpose of exploring common and unique experiences of job crafting during organizational change (Langdridge, 2007). The participants were seven coaches (Five male, two female; Mage = 49.14 years, SD = 6.74) who had worked for UK sport national governing body (NGB) organizations. The coaches were of English (n = 6) and Swedish (n = 1) nationalities. These coaches were currently coaching sport performers at international, Olympic and / or professional level. Coaches had between 14- and 35-years’ experience of coaching (M = 22 years, SD = 7.55), and had been undertaking a lead coaching job for their sport organization for at least 2 years. Whilst their main job role was to coach sport performers, all coaches previously held a range of leadership and coaching roles in UK and international sport organizations. Table 1 provides an overview of the coaches’ demographic
characteristics and organizational change events encountered. Following institutional ethical approval [blinded for review], head coaches and the sport organizations in which they were employed were contacted by email and social media (e.g., LinkedIn) and informed of the purpose of the study. Coaches were then recruited for the research if they believed that they had current or prior experience of organizational change in sport. Prior to each interview, participants were contacted by telephone to discuss the study purpose in more detail and to confirm that each participant had experienced organizational change in sport. Before each interview, participants were given written and verbal information as to the purpose of the study. Once coaches had been assured of voluntary participation, anonymity, and the freedom to withdraw at any time, coaches had the opportunity to ask questions before completing a consent form.

**Interview Guide**

A semi-structured interview guide was used to facilitate each discussion. The interview guide was generated from a range of sources. Firstly, background questions were developed to stimulate discussion with the coaches about their job role and organizational change experiences (e.g., “can you tell me about any experiences that you have had of changes that have occurred in your sport organization?”). Secondly, in line with previous research that has explored the nature of organizational change in sport (e.g., Gibson & Groom, 2018) and other workplace settings (e.g., Cunningham, 2006), we probed coaches on their lived experience of the organizational changes that were discussed (e.g., “Who do you think was involved in communicating and implementing the change?”).

Thirdly, we drew on broader conceptualizations of job crafting from the work psychology literature (Tims & Bakker, 2010; Wrzesniewski & Dutton, 2001) to explore how coaches had attempted to craft their job roles during organizational change (e.g., “In your

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1 Organizational change was outlined to represent any positive or negative changes that have occurred within the sport organization that coaches have worked, and have had an impact on coaches’ role.
opinion, what do you think is the best way to manage organizational change?”; “Were there any times when you put plans in place to manage the change better?”; How important is it to have support resources when going through this change?”). Finally, coaches were encouraged to summarize their views and elaborate on any issues relevant to organizational change and ways in which sport organization stakeholders can job craft effectively. It should be noted that to best “get at” the participants’ experiences this semi-structured interview guide was intended merely as a stimulus and was only used flexibly (Smith, 2019). This afforded the participants freedom to explore relevant parts of their experiences as they saw them. Piloting of the interview guide with different coaches (n = 2) to the current sample revealed that the interview questions were well-understood and generated appropriate data. To provide the participants with some comfort and security from discussing organizational change at their workplace, the first author conducted five interviews by telephone and two interviews were conducted in a private meeting room at a university. The interviews ranged from 59 to 133 minutes (Mduration = 83.86 minutes, SD = 26.28) and were transcribed verbatim, with participants’ names being replaced with pseudonyms.

Data Analysis

Interviews were analyzed by the second author in accordance with Smith et al.’s (2021) guidelines for IPA. This aligned with a bracketing approach in so far that the second author was not familiar with the research literature on organizational change or job crafting. Nonetheless the second author was a sport psychologist who is experienced in IPA. After the audio files were transcribed, each interview was analyzed separately to maintain the idiographic commitment of IPA (Newman et al., 2021). The transcripts were read and re-read.

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2 All interviews were conducted in 2017. At the time of conducting the interviews, all participants were cognizant that UK Sport had recently faced significant scrutiny from the British media based on unanticipated funding cuts to some ‘high profile’ elite sport national governing bodies (BBC, 2017a), in addition to scrutiny surrounding claims of bullying in UK elite sport organizations (BBC, 2017b). On this basis, prior to being interviewed every coach was reassured that their data would be kept confidential and anonymous, and that the research study was not part of a UK sport-commissioned investigation.
so that the second author could immerse themselves in the lifeworld of the participant (Dwyer et al., 2019). After this, exploratory comments were made in the right margin of the transcript to facilitate a close analysis of the text. These notes highlighted the linguistic (e.g., “it’s the way it is” encapsulated Ted’s acceptance of limited support to develop other people, including himself) and experiential (e.g., “I’ve either dodged bullets or maneuvered”) nature of the participants’ accounts. Then the left margin of the text was used to document emerging theme titles which took the initial notes to a higher level of abstraction. This process drew on psychological concepts where relevant to capture the essential meaning in the account (Smith & Osborn, 2006). Through the processes of abstraction and subsumption, the emergent themes were clustered into subordinate themes to illustrate participants’ accounts (Newman et al., 2021). At this stage, the first author reviewed the subordinate themes with the second author and framed them at the superordinate level in line with the extant occupational psychology literature on job crafting. QSR NVIVO was used as a storage for the participants’ quotes and emerging themes, and to assist with the process of developing themes with common meanings.

**Research Quality**

In accordance with the latest guidance for achieving excellence in IPA (Nizza et al., 2021), the present study was guided by four quality indicators of IPA. A “compelling, unfolding narrative was conducted” carefully both within and across themes. Within each theme there was an alternation between carefully selected quotes and analytic interpretation which went beyond the narrative. Consistent with Nizza et al.’s (2021) guidance this was presented at the subtheme level. To achieve coherence each theme contributed to the narrative in an interconnected fashion. Through explicitly engaging with the experiential and existential significance of what the participants were reporting and paying particular attention to their meaning-making a “vigorous experiential account” was developed. For example, the
existential significance for coaches trying to take pride and shape their job role within change
cultures, which often involved poor leadership and communication, was exemplified through
strong data and interpretation. To maintain IPA’s commitment to interpretation and
idiographic depth a “close analytic reading” of the participants’ quotes took place. Quotes
were not left to speak for themselves and a full meaning to the data was achieved by focusing
on what was going on in the immediate quote as well as the context of the wider transcript.
“Attending to convergence and divergence” was demonstrated by the present study
illustrating similarities and differences both between and within the participants. Through a
balance between commonality and individuality the present study highlighted the coaches’
higher order qualities, whilst keeping a focus on their idiosyncratic characteristics (Smith et
al., 2021). This can be seen by Matt’s account of taking time off during the season.

**Transparency and Openness**

Audio recorded interviews and transcripts are not publicly available as sharing this
information risks breaching participant anonymity and confidentiality. Due to the nature of
this research, participants did not agree for their data to be shared publicly. The information
presented in this article complies with the APA Style Journal Article Reporting Standards—
Qualitative (JARS-Q). The present study was not preregistered. A copy of the interview
guide is available as an electronic supplementary material.

**Results**

Consistent with recently highlighted evidence for achieving excellence in IPA studies
(Dwyer et al., 2019; Nizza et al., 2021), two themes are presented which firstly outline the
experience of organizational change in elite sport and secondly “capture the heart” of the
participants’ lived experiences of job crafting in this context (see Table 2). A summary of
“The climate of organizational change” is provided to foreground detailed coach accounts of
“Crafting the job in a climate of change” and its subordinate themes.
The Climate of Organizational Change

Within the theme of “The climate of organizational change”, the participants discussed a climate within elite sport which left them feeling lost and to some degree that they were working in a vacuum. This environment was characterized by what they viewed as poor leadership, which operated without consultation. As Peter highlighted:

[Changes were] announced with not a lot of notice, and implemented very quickly without a lot of consultation. It was “this is happening” and “this is the way it is”. They said there was consultation in terms of meeting with the relevant people. But they met with them to tell them what was happening as opposed to discussing how they could improve or change. It was the hard line so to speak, “this is the line, this is what we're doing and don't cross it”.

Peter’s account depicted the feeling of an authoritarian “hard line” approach to change which did not engage stakeholders in their organization. This conferred a sense of deflation within the participants’ accounts, and in the meantime led to chaotic circumstances which Ted articulated, “we've got this worse case of ‘you can't do this’, [then] ‘we're gonna do it’, and then it doesn't get done, and that just leads to frustration.” Ted’s account evoked not only an emotional impact in terms of frustration, but it also inferred that this feeling resulted from the “top-down” nature of how change was thwarted, promised, and then ultimately not delivered. This conferred an authoritarian, conforming culture where several of the coaches felt the power was concentrated in too few hands. Tristian’s account exemplified this:

They're all yes people…they put in people that they know will tolerate it and do as they're told, and I don't think that's been good for the sport. [It’s] a bit like the (car) company who centralized their departments which was ok for them because it sparked creativity. But when they started to separate, one in (country) or wherever it was, they had the two marketing companies that had two different ideas and when they came
together it built a quality car. But when they centralize everything then you just conform to that one thought pattern, and I think that's not a good way to do it. Tristian emphasized a belief that change was delivered in a conforming fashion which displayed a lack of contextual intelligence for the sport. Moreover, by drawing on parallels with other industries he implied that this process may not have been delivered in such a way that encourages creativity, diversity, and ultimately guarantees quality performance. Set against this backdrop of a conforming culture and the deflating feelings around organizational change in high performance sport that appear to result from issues around leadership, the coaches portrayed a challenging, insecure context within which to craft their role.

In concluding the superordinate theme of the “The climate of organizational change”, coaches often highlighted the fluidity of change, which echoes previous research that has highlighted the repeated non-linear nature of change in high-performance sport (cf. Wagstaff et al., 2016). This fluidity seemingly left many cynical of whether they could legitimize change, which often was poorly delivered and caused a lot of upheaval, as a consequence of poor team and organizational functioning. Linked to this, involuntary (e.g., redundancies) and voluntary job turnover was a common constant spanning several sport cycles which framed how coaches made sense of organizational change. For example, many participants pointed to incidents where coaches had been made redundant, suggesting this was in response to crafting (e.g., resisting or slowing down change, or challenging leadership over top-down decisions). When colleagues voluntarily left their organizations, some coaches appeared to rationalize this as a clash between personal values and the change initiatives being driven by leadership teams. In most of these cases, coaches implied that a ‘backs against the wall’ or ‘we are all in this together’ mentality amongst athletes and staff was required to protect one another from ‘top-down’ driven change. Yet, some coach accounts reflected a realization of the potentially destructive effect that this could have on individual, team and organizational
Crafting the Job in a Climate of Change

Despite the inherent challenges posed by the coaches within a climate of organizational change, they outlined a variety of approaches to shaping their job role within this context. These included, from a cognitive perspective, appraising and re-appraising the way they viewed aspects of their job. On a social level, they focused on mobilizing structural and social resources to facilitate growth and functioning. Focusing on well-being, withdrawing from negative aspects of the job was also prioritized. At the heart of this, though, was the importance placed on their motives for job crafting.

Motives for Job Crafting

An essential part of any attempts the coaches made to shape their job role was their motives (i.e., reasons) for doing so. Across their accounts, the participants highlighted their reasons to shape their role, whilst also drawing on some of the potential barriers which might thwart these aspirations. For Tristian the need for control over the job was clear:

If you're in control of your environment and you're not having to go cap in hand to a national governing body...if you strive for autonomy, you can control the environment, learn and continue to progress yourself as you would, but if you're in any way cap in hand for some of this stuff then you're always going to be handcuffed to an extent.

Tristian’s continued reemphasis in this extract around the need to obtain “control” and “strive for autonomy” highlighted the importance of job crafting within high-performance sport for this reason (Buonocore et al., 2018). Moreover, his account alluded to a sense that relying on support from wider sporting institutions and governing bodies to job craft could confer a feeling of having this need for control thwarted. One consistent motive for job crafting according to work psychology literature is to improve one’s person-job fit.
(Demerouti, 2014). However, when person-job fit is regularly compromised, as Peter highlights, there may be little motivation to job craft during change initiatives in the future:

> I have definitely had to compromise my own values and beliefs, several times ... and I have expressed those with people in the organization. But with the same point if you're working for an organization and you're employed or contracted to do work for them, then by signing that contract you're agreeing to their philosophy, ethos, values and beliefs. So, you know, you're almost a shining beacon for that organization, you can't then go against them and apply your own personal values and beliefs.

Despite occupying the same type of role and years in the position as Tristian (see Table 1), Peter highlighted less of a sense of latitude to be able to craft his role in line with his values, within the potentially authoritarian context of sport. A perceived inability to “go against” the organization suggested a much less empowered position than Tristian, though both participants echoed a perception that national sport organizations could be problematic to liaise with in the quest for job crafting during a climate of organizational change.

> Whilst experiencing organizational change, Verity appeared to point to individual and work-related goals as motives for job crafting:

> For me personally I've never got a lot of financial gain like the head coach they got a lot of money so once the funding was gone they [head coach] were gone but I, I've not ever been in it for the financial side of it. I do it, it is a great honor for me and I appreciate every time, I'm still cutting that rope, so you know for me it was like “right, is there going to be a [national] team?” And that's still a question you know, we can't not have a [national] team, you know an international team and that's the sort of motivation … “what can I do to ensure this continues?”.

In this case, Verity expressed a desire to maintain a positive work identity as one of the national coaches. Verity also highlighted a motive to job craft which centered around
accomplishment of personal goals, rather than material items such as money. The honor and appreciation she felt suggested something more self-determined and potentially fueled a sense of competence. It is worth considering compared to the other participants that this may be grounded in her position as an assistant national head coach rather than in a lead role. This raises a question whether the requirements of this position may lead to a slightly different lived experience in elite sport. Nonetheless, the uncertainty with which she spoke about the future of the national team was familiar to the potentially need thwarting nature of the other coaches’ organizational change climates and the impact this can have on individual job crafting. This was the case for Verity especially, as within her context the lack of resources available seemingly led to questions around whether the national team, and therefore her role, would cease to exist. Yet, she demonstrated motives to job craft regardless of the lack of resources, in identifying ways to ensure that the national team continues.

**Appraising and Re-appraising Aspects of the Job**

Throughout the coaches’ accounts of organizational change, at some stage all of them appeared to change the way in which they viewed carrying out aspects of their work as a consequence of organizational changes. In turn, this can change how individuals and groups of workers approach their jobs (Petrou et al., 2018). Although the coaches outlined the challenging and somewhat problematic nature of organizational change in elite sport, some such as Adrian cognitively emphasized the positives for improving collaborative working:

> You know it's starting to be much more cohesive and we have access to the senior program now. The senior coaches are coming to see what we do more frequently to have an understanding and probably a real understanding of what does the environment that we work in look like.

From Adrian’s perspective change seemed to facilitate a more integrated “cohesive” system which resulted in developing greater shared understanding with other coaching staff.
about each other’s job roles. For others, change provided the ideal springboard for them to shape an organization’s philosophy within their personal vision. Matt highlighted how he was “fascinated to see if I can… put my knowledge and what I believe a successful organization [should] look like from not necessarily winning trophies but also the culture and the environment that you create.” However, it is important to highlight that Matt’s views may be a consequence of him transitioning from a high-profile professional club environment where his personal vision towards ways of working clashed with the organization’s, to a new club where he could shape his vision.

Interestingly, though Adrian and Matt occupied similar positions in terms of their time in their current roles (see Table 1), they seemed to be supported by more long-lasting coaches (e.g., Verity) in reframing the need for change to benefit everyone’s roles. Verity’s account below implies that she appraised the positive outcomes and opportunities to improve when the national team she coached received an increased team of support staff:

What was really good were the support staff, the S&C guy. He was employed for the full year and normally you’re just employed for the time in camp. So, the coach knew these players had to be in the best shape they’ve ever been in. That just doesn’t happen over a six-week camp that has to be over the entire season for two, three years so you know that was a really positive change.

On the surface this appeared to positively reflect Verity outlining the need for change, yet later she struck a cautionary note:

They [the elite performance director] were wasteful, they were trying too hard sometimes because we needed help and support, you know, we were limited… I think they were trying to look at [one percent gains] all of the time, where instead of really sitting down and trying to work out [appraise] what we could do, they just kept seeing these ideas and bringing them in without a discussion.
In contrast to some of the other participants Verity was in a situation where the sport received a sudden injection of funding and described some of the perils of this. By perceiving the change as “wasteful” with limited discussion, her account suggests that an apparent positive stimulus in the change context can be more problematic than first imagined and thwarting in terms of coaches expressing their viewpoints.

Within a different sudden organizational change context, Ted appeared to initially construct a lack of fairness (Lazazzara et al., 2020) when finding out third hand that the National Governing Body (NGB) had withdrawn from hosting a home world championship in the lead up to the competition. Through reflecting on his ability to utilize meta-cognition, he forecasted personally meaningful outcomes (Wrzesniewski & Dutton, 2001) in learning how to approach his interactions with NGB staff differently in the future:

I'm not precious about how I get it [the information], if it had been a text message I wouldn't have really given a toss, but I didn't receive anything [from the NGB]… It’s a pretty glaring indication that the governing body don't see fit to engage me in decision making … so understanding those, you know meta-cognitive processes, it's how do we think, how do we interpret the world, how do we make decisions, why do we make the decisions that we do … if you don’t reflect you don’t learn, you don’t develop, you don’t grow, you don’t change … But it’s perhaps making it more action-oriented, it’s well, now knowing what I know about myself, how I’m perceived by others, how do I change that? How do I then assess what’s working well, what’s not working, and putting changes into place.

Ted’s account offered a key insight into the importance of developing meta-cognition within sporting stakeholders, so that they can approach their job roles differently and positively shape the social environment they work within (Demerouti, 2014).

Mobilizing Social and Structural Resources
One means by which the participants felt they could effectively shape characteristics of their work during organizational change was by drawing on social resources. This included proactively building and maintaining effective relationships with performers, support staff, coaches and leadership within their organizations. It also represented searching for advice and counsel from other coaches external to their sport organization. At an individual level, mobilizing social resources included tailoring relationships with performers and sport staff to alter the quality of interactions during change. For Arla, this process was described systemically in terms of working with various external partners during an ongoing cultural change in philosophy towards performance development. During this change, sharing knowledge and ideas with external partners about ways of working collaboratively led to a sense that it was possible for all parties to “get a lot of things done” through collective problem solving. Through outcomes such as “getting a lot of things done” Arla described building relationships as a process where sharing ideas and collective problem solving over issues preventing goal progress appeared to be a very successful crafting strategy for achieving work goals for various partners during a change culture. In addition, to remedy some of the demands of group working, Arla appeared to suggest dedicating more time than usual to understand individuals and their ways of working. Arla neatly summarized this in relation to changes pertaining to rules and regulations in their sport, “Every person is unique and…every person…is worthy of being treated with respect.” Even though Arla was facing challenging circumstances with this organizational change context, it demonstrated the importance placed on a bespoke process to actively changing relationships. By spending more time with some individuals and getting to know them despite the presence of organizational changes, Arla highlighted how it is important to reinforce the value placed on individuals, with the benefit that this may mobilize them as a resource. Matt echoed similar sentiments placing salience on being “player owned, [letting] them take the initiative” in his
approach. In contrast, in the context of developing a new professional team franchise, Matt revealed a slight divergence in highlighting that this tailoring of relationships needs to occur at a departmental, as well as individual level:

I am the boss but it's not going to be “tell, tell, tell,” we're gonna figure out what we want as a club and then as a department, then we're gonna figure out where you stand with your own [job] responsibilities. So that their roles will be crystal clear but they can take ownership as well … I think that was really powerful for where we were going.

The requirements Matt outlined around avoiding a “tell, tell, tell” approach with individuals suggested organizational challenges faced by coaches who are trying to work collaboratively, which may be reflecting the typically authoritarian nature within high-performance sport. Despite this, his account offered hope in terms of the power of this approach. It is noteworthy that despite the relative difference in Matt’s time in post (see Table 1) compared to Arla’s, this notion of working with individuals (people and/or departments) was strong. However, their ability to do this instead may be stimulated in reaction to the organizational changes in rules and regulations.

In contrast, other participants had to make greater efforts to maneuver (i.e., alter the quality of relationships) into the ingroup of the leadership hierarchy of their organization. Peter explained this within the context of the national squad training structure that was being centralized:

I can maybe voice my opinion and it would be heard and hopefully that would make an impact. But maybe me being on the inside a little, whereas when you're on the outside [of the leadership hierarchy], you have no impact, you can't change the problem.

Peter’s references to having influence as an “insider” showed awareness of mobilizing
social resources through understanding the micro-politics of their organization. For example, through working on the “inside” of the organization Peter demonstrated the micro-political perspective by using his influence to further his interests (Gibson & Groom, 2018). This also offered potential for how adopting a micro-political perspective can be a successful, proactive relationship building approach, even within cultures which are undergoing rapid change.

For some participants, mobilizing resources involved modifying their social resources as well as optimizing their structural resources to achieve work goals and / or opportunities for development. Mobilizing structural resources in the main consisted of prioritizing collective learning at a team and organizational level, but it also included physical and financial resources such as sport science support. During the lead up to an Olympic Games, Tristian had to exert efforts to alter how they negotiated (e.g., social resources) with the NGB to receive continued sport science support (i.e., structural resource).

So going into [Olympics Games], the biomechanist, [sport NGB] pulled him from pillar to post, his hours [contract] were done by February … So I went to [NGB leader] “where is my biomechanist going? Because that’s the guy I’ve worked with for seven years” … Now I know they are leaving in a week, and the [NGB leader] knows this, but the [NGB leader] has specifically told [the biomechanist] not to tell me. So when [biomechanist] finally left, the [NGB leader] took huge umbrage with him and said nobody can use him, but I’d already made another arrangement with [biomechanist] and said “look, we still want to use you, this is what we want to do, can you do these dates?” and [biomechanist] was like “yeah, that should be fine.” … I’ve got someone who can win a gold medal and I’m having to, you know, not only am I having to supplement [national lottery] funding, I’m having to negotiate and make this happen, and that is the huge frustration that I have with the governing body.
While altering the nature of the relationship with the NGB and sport scientist support may have achieved the end goal of facilitating their performer’s pre-Olympic training preparation, Tristian’s account seemingly reflected a frustration, exhaustion and futility of trying to negotiate and personally work around the apparent micro-politics of their NGB. Tristian’s account therefore seems congruent with the notion that mobilizing resources can help to address organizational demands and achieve performance goals (Demerouti et al., 2001), but at what cost for the coach’s job satisfaction and well-being?

The degree to which creating opportunities for collective learning was supported within a climate of organizational change in sport varied, showing significant divergence within the accounts. For Arla, putting education at the forefront of their national coach role was pivotal:

We have had mentor programs. We have supported the coaches. We have done a lot of work. We have five workshops a year with these coaches, and these programs have been supported by the [national sport organization] … and I think that's been massive [for growth]. That's one of the key things we've been able to do to develop the players because we [the coaching staff] are speaking the same language, we are wanting the same things for the players’ development and for the clubs’ development.

The repeated use of the word “we,” suggests that Arla placed value on the trickle-down effect of mobilizing a team (i.e., a support resource) to develop players, to achieve greater organizational effectiveness. Indeed, work psychology literature indicates that individuals do not only job craft on their own, but they may also decide how work is organized and conducted together with colleagues (Tims & Parker, 2020). This collective crafting strategy was reflected systemically at both an individual and organizational level, suggesting that mobilizing both structural and social resources was supported within this change climate. Notably this was grounded in Arla’s position as the oldest most established
participant, in terms of the time spent within their current organization, which may have
conferred greater decision latitude to shape her leadership role over coaches, support staff and
sport performers. This was in direct contrast to Ted, who although occupying a similar role
was afforded much less opportunity to seek advice or feel supported by the NGB:

I'm currently in theory being supported by our governing body to do a [sport
qualification] but I don't receive any financial support for that. I don't receive any
feedback [or] mentoring from the governing body…Maybe it's on me to go out and
push for it but unfortunately the person that [feedback] would be coming from is the
[stakeholder], who I don't think could tell me how to move my coaching forward so it's a sad state of affairs but it's the way it is.

This was a contrasting experience to Arla’s and highlighted the potentially deflating
experience of organizational environments which were not supportive on either a financial or
developmental level. Inherent in Ted’s sadness is perhaps a realization that some change
initiatives (e.g., a change in performance director) can represent a constraining context
(Lazazzara et al., 2020) by which they can create and maintain opportunities to develop their
knowledge and skills or seek social support. Verity echoed similar sentiments around the
importance they place on developing the self, “I do it because it's something I've been
interested in and developing myself, but I don't think there is a culture of that [development]
within [sport]”. Importantly though, Verity described this is a process that needs to be driven
individually. Despite Verity also occupying her role for a significant length of time, her
account suggests that she had much less of a structural support resource than Arla had
previously outlined, to drive this within their organization. The importance Verity places on
developing the self perhaps characterizes a ‘promotion-orientation’ to crafting her role
(Petrou et al., 2018), in demonstrating proactive attempts to complete training that satisfy a
desire for learning and personal growth during financial instability within their sport.
Withdrawal from Aspects of the Job

Considering the energy that was required to shape coaches’ job roles, it was unsurprising that they explored the need to rest within their account, which appeared to constitute as a form of demand reduction (Demerouti, 2014). Matt in particular highlighted how the unrelenting nature of player turnover, coupled with his “problem that I couldn't switch the engine off when I was at home, so the brain was still ticking” drove a “need to take time off during the week.” In emphasizing a “need” rather than a “want”, this seemed to reflect an entrapment-commitment profile in which the only other alternative to taking time off would be to transition out of their coaching role (cf. Knight et al., 2015). Elsewhere he described how this manifested itself, but then this also led to reflection for shaping his role going forwards:

It was engulfing my life … sometimes you can't see the ‘wood from the trees’, so you try to work even harder, it's easier to see it now, I'm not doing it… But if I got back into the boiling pot again I'd definitely say “no”, I need time off during the season.

The divergence in Matt’s account was clear from the potentially intoxicating totality of the institution of high-performance sport, through to a growing sense of identity and perspective around having greater decision latitude in their role and meeting their own work-life needs (Wrzesniewski & Dutton, 2001). His movement from being “engulfed” to “definitely saying no” to taking on more work during organizational changes communicated a change in belief around how he could take more control in this situation (e.g., McEwen & Rowson, 2023). This may in part be explained by Matt’s relatively small time in his current role (see Table 1) compared to the other participants. Potentially messages taken from time spent reflecting after being sacked may still have been fresh in his mind here.

Adrian had spent a similar time in post to Matt but described a different set of circumstances which might prompt a need to withdraw from his role during an organizational
staff restructure rather than take time away:

[There is] fear around “am I having to reapply for my own job” or “my job doesn’t exist in the [organizational] restructure moving forward so I've got to apply for something else”. I've been fortunate enough that I've either dodged bullets or maneuvered my way through the process to where I am now, but there's been close colleagues and good friends that have either decided to depart because of what is coming or, with the uncertainty, “I’ll depart on my own terms and take a redundancy package”.

This outlined a much different perspective to Matt’s around Adrian’s potential to shape the role, which may result from their differing roles as national and professional club coaches (see Table 1). While he described how others have “departed on their own terms” the fortune he described to “dodge bullets” alluded to him finding ways to ‘maneuver’ in the sport organization. This included avoiding direct conflict with key decision makers, and removing himself from the ‘firing line’ by ensuring the roles he undertook were still required after an organizational restructure. Adrian’s insights seem to be congruent with the way workers distance themselves from risky work situations or negative interactions with other workers to protect their well-being or tenure (Demerouti, 2014). For Adrian, this need to be reactive may result from the “funding pot not being as large as it was in previous Olympic cycles.” In contrast for Matt the club environment (where he had just experienced the off-season, as he was interviewed during pre-season) may have provided more opportunity and resources for him to feel secure, rest, and reflect on the rest periods needed in the future. This highlights that attempts to manage well-being and seek new job opportunities may very much be localized to different sport organizations, reinforcing the salience of organizational leadership and management contexts on individuals’ crafting strategies.

**Discussion**
The purpose of this study was to explore coaches’ experiences of job crafting within a climate of organizational change in high-performance sport. In doing so, we extend on previous calls in occupational psychology to redefine and update the key characteristics of job crafting in diverse working contexts (cf. Demerouti, 2014). In the main, experiences of organizational change constrained the capacity for high-performance coaches to craft their job role in particular ways, leaving them feeling lost and working in silos under authoritarian leadership. This climate of organizational change made the coaches feel insecure about their jobs and disengaged from interactions with their leadership teams. Despite previous theories highlighting that job crafting behaviors in the workplace are difficult to enact when personal control and support resources are limited (Demerouti et al., 2001), our findings extend these theoretical tenets by illustrating that many coaches in the present study still found ways to job craft. While these findings offer a unique contribution in sport psychology literature, the challenges of job crafting in constraining contexts such as organizational change have been recently documented in other working domains. For example, in a meta-synthesis of qualitative studies, Lazazzara et al. (2020) identified from a small sample of studies that organizational change typically resulted in workers having reactive motives for job crafting and operating in a constraining context. These constraining contexts included workers’ perceiving low social support in their workplace and pressure to adhere to authoritarian leadership. Moreover, these constraining contexts led to workers enacting more maladaptive methods of job crafting (e.g., reducing hindering job demands). However, in extending these occupational psychology findings to the elite sport working context, some coaches were involved as drivers of change at a micro- or macro-level, and, therefore appeared more likely to initiate proactive motives for crafting their job. The participant accounts in this study highlight the importance of leadership and organizational support for coaches during organizational change, particularly when the coaches may not be delivering the change...
initiatives. In collaborating with and supporting coaches during change, the findings highlight
the potential for organizations to encourage coaches’ efforts to adapt their job characteristics
in line with their personal needs (Demerouti, 2014). Consistent with the JD-R model, altering
job characteristics such as personal and work resources may prevent burnout or poor
performance when encountering a high degree of job demands (Demerouti et al., 2001).

Central to the participants’ accounts of job crafting was the importance placed on
motives for job crafting, in which a desire for control, person-job fit, accomplishment of
goals, and to maintain a positive work identity drove coaches’ proactive job crafting efforts.
Conversely, when control and support was thwarted by organizational factors (cf. Demerouti,
2001), this led some coaches to feel less empowered and compromise their personal values to
remain employed under authoritarian leadership. This led to coaches withdrawing from the
negative aspects of their work (i.e., reducing hindering demands; Petrou et al., 2018). These
findings are in line with research in organizational psychology which argue the importance of
personal needs in driving the process of job crafting (Lazazzara et al., 2020), advocating the
individual needs for control in how people can behave and function at work (Wrzesniewski &
Dutton, 2001). As noted from the coach accounts proactively finding ways to mobilize one’s
job resources (e.g., searching for advice, sharing knowledge, altering the quality of work
relationships) can fulfil one’s psychological needs in one’s work (Gordon et al., 2018).

Within coaches’ accounts of appraising and re-appraising aspects of the job, many
cognitively emphasized the positive aspects of change for personal and organizational
functioning purposes and trying to foresee positive outcomes. In addition, coaches saw the
benefit of metacognition to explore how aspects of organizational change practices and their
responses to them could be improved in the future. While some of these experiences can be
explained by Wresniewski and Dutton’s (2001) theory of job crafting, in which individuals
change how they view their working conditions (i.e., for better or worse), contextualizing job
crafting to the elite sport working context highlights a preference for coaches to proactively appraise their work as a meaningful whole for others operating in the sport system (Lazazzara et al., 2020). This is rather than coaches passively accepting how change might personally impact their job role (e.g., Bentzen, Kenttä, & Lemyre, 2020).

It was evident from the coach accounts that mobilizing social and structural resources was a key approach and avoidant method of job crafting. Coaches approached a range of sport stakeholders in and outside of their organization for guidance and counsel on how best to cope with organizational changes. At the same time, they also developed stronger personal relationships in sport to foster greater individual and collective goal attainment in relation to completing important job tasks (cf. Demerouti, 2014). Conversely, some coaches seemed to alter the quality of work interactions with members of organizational leadership, such as “dodging bullets” during top-down organizational change. These findings can be explained theoretically in several ways. Firstly, according to Wresniewski and Dutton (2001), relational crafting is an important element of re-designing who one interacts with at work and in what frequency to aid completing their job tasks. Secondly, job roles and tasks are embedded in an interpersonal structure (Berg et al., 2010), and others may influence how co-workers craft their roles or decide how their own work is organized and conducted as part of a team (Tims & Parker, 2020). Thirdly, the JD-R model of job crafting and burnout suggests that workers modify the job demands and resources available to them to carry out their work meaningfully (Demerouti et al., 2001). This may include seeking support resources from others to tackle job demands effectively or reducing hindering interpersonal demands that protect one’s well-being or prevent job tasks from being completed (Tims & Bakker 2010).

In line with previous conceptualizations that advocate modifying one’s job task boundaries (task crafting; Wresniewski & Dutton, 2001) and seeking new challenges (Demerouti et al., 2001; Tims & Bakker, 2010) to develop new knowledge and skills, the
findings in the current study highlighted mobilizing structural resources (often combined with increasing social resources), such as creating collective opportunities for learning and tangible support as a prominent method of job crafting. By the repeated reference to ‘we’ in this context, developing oneself and others revises individual and collective work identities (Wresniewski & Dutton, 2001). In the context of organizational change, framing this as another opportunity for growth represents a shared work identity that allows coaches to reinforce a collective sense of ‘wanting the same things’ for individual and organizational improvement. Collective crafting in this way may enable coaches to experience greater readiness to change whilst remaining committed to their organization (Demerouti, 2014).

The final theme that encapsulated the way coaches’ made sense of their job crafting experiences was withdrawal from aspects of the job, which represented efforts to reduce the aspects of their work that were cognitively, emotionally, or physically taxing. Many of the coaches alluded to feeling exhausted from the ongoing commitment to adapting to organizational change, citing ‘engulfed’, ‘wheeling and dealing’, ‘dodging bullets’ and ‘manoeuvring through the process’. Job crafting theory and work psychology literature suggests that withdrawing oneself from work, leaving jobs prematurely and ‘saying no’ typically represent maladaptive methods of job crafting (Demerouti et al., 2001; Lazazzara et al., 2020). However, in the coaches’ accounts (e.g., Matt) finding time for rest was designed to improve their well-being and protect work-life balance, particularly when they felt addicted to their work (‘I couldn’t switch the engine off when I was at home’). Therefore, the present findings challenge the degree to which withdrawing from negative aspects of the job are maladaptive for well-being, and may sometimes be beneficial for restoring one’s health.

**Applied Implications**

From an applied perspective, the current findings suggest that in a potentially constraining context of organizational change in high-performance sport, coaches still find
ways to persevere in crafting their job roles. However, the continued ‘dodging of bullets’ and
‘wheeling and dealing’ to improve person-job fit may come at a cost to coaches’ health, well-
being and performance (McEwen & Rowson, 2023). Job crafting is a bottom-up job redesign
approach to improving working conditions (Demerouti, 2014). However, the coach accounts
highlight the key role management teams and wider sport NGB organizations can have in
emphasizing the value they place on supporting individual and collective job crafting. From
the current findings and previous research exploring coach well-being (e.g., Norris et al.,
2017), an inability to job craft in one’s sporting role may have deleterious consequences for
coaches’ job satisfaction, experiences of burnout, and turnover intentions, which can all
impact on athlete performance development and organizational effectiveness (Thompson &
Parent, 2021). Organizational support for job crafting may equip leaders, managers, and other
sport personnel with the tools to proactively re-define and modify their job roles in line with
their personal needs. Alongside this recommendation, clearly and openly communicated top-
down changes, with the space to collaborate, can help coaches make sense of the parameters
in which they are aided to job craft for improved personal and organizational productivity. In
contexts like ongoing organizational change, leaders and managers may also need to re-
evaluate their unrealistic expectations for coaches to job craft excessively to protect their
well-being and performance.

Limitations and Future Research Directions

Although this study makes an original contribution to sport psychology and coaching
literature by eliciting how coaches experience job crafting in a climate of organizational
change, some limitations should be acknowledged. The primary limitation of this study
includes the retrospective analysis of coaches’ accounts regarding their experiences of job
crafting through organizational change. As one reviewer of the current study critiqued,
coaches’ perceptions of organizational change may have changed post the COVID-19
pandemic. Although the research was conducted in 2017, to date limited research in sport psychology has explored the phenomena of job crafting in high-performance sport. In addition, researchers can study lived experience in retrospect since it still has meaning for the individuals in question even though events (e.g., organizational change) may have taken place a while ago (Jones et al., 2013). Secondly, we acknowledge the extensive range of experiences that coaches had in relation to organizational change in sport. Although lived experiences of organizational change were drawn on in this study to foreground experiences of job crafting, the broad scope in which experiences of organizational change were explored could have been further delimited to specific organizational change events. Moreover, although organizational change can typically represent a constraining factor for facilitating autonomous job crafting attempts (Lazazzara et al., 2020), it was clear from coaches’ accounts that not every organizational change initiative they encountered was necessarily negative for their job roles, organizational functioning, or overall governance of the sport at a national level. It could therefore be considered both a strength and limitation of the current research that the study illustrates coaches’ experiences of proactively and passively trying to job craft in a potentially reactive and constraining climate of organizational change. In this way, our findings cannot be generalized to other sport working contexts that may be considered as proactive rather than reactive reasons for job crafting, or contexts in which coaches feel supported or limited in their decision latitude to craft their job role.

We recommend that future research continues to explore and understand how members of leadership and management in sport organizations can job craft in different sporting working and personal contexts. Moreover, future research should look to better understand personally effective and ineffective job crafting efforts under additional leadership and management contexts in high-performance sport. Finally, although the
participant accounts alluded to how job crafting efforts may be linked to burnout, well-being and turnover intentions, it was not the goal of this paper to examine these links. Insofar that coach turnover can occur annually and unsettle sport performer and team dynamics, future research should explore how job crafting throughout sport seasons may be linked to greater health, well-being and productivity in the longer term, irrespective of broadly experiencing organizational change or specific work event contexts. Leadership support for job crafting could also be explored regarding developing job crafting interventions in sport organizations or, assessing how perceptions of leadership support influence sport personnel’s job crafting efforts for enhanced well-being and performance.

**Conclusion**

In conclusion, this paper makes an important theoretical contribution to the job crafting literature by exploring coaches’ lived experience of job crafting in a climate of organizational change. Organizational change often represented a poor person-job fit for coaches who work in high-performance sport environments. Contrary to some job crafting theories (Demerouti et al., 2001; Wrzesniewski & Dutton, 2001) and research literature (Lazazzara et al., 2020), coaches still found ways to job craft despite a poor person-job fit. Coaches’ motives for job crafting were influenced by the constraining and reactive nature of experiencing organizational change, which influenced proactive and passive job crafting behaviors. These findings may provide important information to leaders in sport on how they can support job crafting to achieve greater organizational effectiveness. We hope our findings provide a stimulus for exploring job crafting in sport working contexts in the future.

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3Although we did not explore burnout in this study, some of our findings align closely to strategies that have been broadly proposed in the sport coaching literature to minimize burnout and optimize well-being. These include considering time for rest and recovery, counteracting a lack of control, and prioritizing self-care (e.g., see Altfield et al., 2018; Bentzen, Kenttä, & Lemyre, 2020; Higham et al., 2023; McEwen & Rowson, 2023; Pankow et al., 2022). However, we also extend the findings on organizational change, well-being and ill-being in sport coaches by highlighting that within high-performance sport contexts where coaches may lack control, resources or a positive person-job fit, coaches can still find proactive ways to adapt their job demands and resources for improve or restore personal meaning and purpose within their roles.
References


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<table>
<thead>
<tr>
<th>Participant Pseudonym</th>
<th>Gender</th>
<th>Age</th>
<th>Coach Status</th>
<th>Years in Current Role</th>
<th>Job Roles Previously Held</th>
<th>Organizational Change Events Encountered</th>
<th>Time of Season</th>
<th>Interview Length</th>
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<tr>
<td>Peter</td>
<td>Male</td>
<td>36</td>
<td>Olympic-level individual coach</td>
<td>5 years</td>
<td>Technical advisor, coach education committee role, national coach</td>
<td>Change of national coach, changes to competition structure, centralization of national squad training and coaching structure</td>
<td>Start of season</td>
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<td>Tristian</td>
<td>Male</td>
<td>50</td>
<td>Olympic-level individual coach</td>
<td>5 years</td>
<td>National coach, club coach</td>
<td>Change of performance director, change of CEO, sport science support being withdrawn by the National Governing Body (NGB), training facilities being shut down, being sacked</td>
<td>End of season</td>
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<td>Arla</td>
<td>Female</td>
<td>56</td>
<td>National team coach</td>
<td>12 years</td>
<td>National coach, national assistant coach, professional club coach</td>
<td>Rules and regulations, rise in the quality of squad performers to work with, change in philosophy towards performance development</td>
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<td>Ted</td>
<td>Male</td>
<td>46</td>
<td>National team coach</td>
<td>4 years</td>
<td>National assistant coach, player/club coach, NGB development officer</td>
<td>NGB withdrawal from hosting the world championships, change of performance director, rise in the international competition profile, national squad training tour being cancelled by the NGB.</td>
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<td>100 mins</td>
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<td>Adrian</td>
<td>Male</td>
<td>44</td>
<td>National team coach</td>
<td>3 years</td>
<td>National assistant coach, Academy coach, sport development officer, talent development officer</td>
<td>Organizational staff restructure, turnover of staff, change in talent development pathway, centralization of national performance center</td>
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<td>Matt</td>
<td>Male</td>
<td>52</td>
<td>Professional club coach</td>
<td>2 years</td>
<td>Performance director, elite national coach, professional club head coach, professional club assistant coach, player-coach</td>
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<td>Verity</td>
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<td>53</td>
<td>National team assistant coach</td>
<td>10 years</td>
<td>National team head coach, professional club head coach,</td>
<td>New Olympic cycle, funding cuts, change of national head coaches, injection of funding, increased team of support staff</td>
<td>Pre-season</td>
<td>65 mins</td>
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Table 2

*Master Table of Experiential Themes for Job Crafting and Organizational Change*

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<thead>
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<td>Crafting the job</td>
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<td>Appraising and re-appraising aspects of the job</td>
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