Financing and Coach Development in Swedish High Performance athletics

Maria Berglöf
Abstract:

Why are some countries more competitive than others in sport? The question of sport management reached a political level some decades ago and since then the question has become more important and the numbers of research have increased. From Belgium, Netherlands and UK, some researchers started a group in 2002 to go deeper in the subject of sport management; they were called the SPLISS-Consortium group and developed a model to use when benchmarking critical success factors in sport.

At the time an international athletics high performance project is coordinated from Brussels, Belgium. The project is using the SPLISS-model to benchmark different countries sport policies around athletics. The purpose with this thesis is to describe and explain financing and coach development, two of the critical success factors developed in the SPLISS-model, in Swedish athletics to see how these factors affects the Swedish results in athletics. The result aims to be a part of the international athletic high performance project.

This investigation is built on concepts such as Critical Success Factors, competitiveness and benchmarking. Interviews have been done with two persons working at the Swedish National athletics Association and a coach from a Swedish athletics club. The answers from the interviews have been summarized to describe and explain the predominate context of the financing and coach development in Swedish athletics. The results have also been benchmarked to give a glimpse of how the competitiveness in Swedish elite athletics can be raised.
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1 Introduction

People have always competed in sports but during recent years the competitiveness has grown stronger. A growing number of nations are developing capabilities in elite sport, which is resulting in an increasing competition between nations (Truyens 2009). Competing in elite sport is an economical and political question and to have good policies regarding elite sport has been increasingly important over the last years. One of the reasons in the growing interest in sport is related to the increasing coverage from mass media in the current globalize world. The former president of IOC, Samaranch, brought the Olympic Games into the commercial world and that made the world of sport more dependent on money than earlier (www.svd.se, 2010-05-03).

It was first in the 1970’s indications of planned approach to elite sports development occurred in western countries (Green 2007). During the past 40 years sport policy systems have changed. Sometimes during the 1960-1970:s sport policy questions took place in the politics and a discussion about how to organize investment in sports started. That discussion has, during the years, increased around the world. Around the1980’s, Australia established the Australian Institute of Sport; which indicated that the government improved the investment in sporting performance. About this time similar activities, at the political level, happened in many countries.

The development of investment in sport is a political issue and has been dependent on the current political view and persons at political position. Communist states and western have during history differed in political statement, regarding sport. In communist’s states, such as former German Democratic Republic, GDR, and the Soviet Union, the research around developing elite sport were excellent (Green and Oakley 2001). For example in Germany coaches had to prepare plans how to work when practicing for an Olympic Game. The plan had to be presented to political bodies for decision (Digel 2005). In China, the communist party has had all the power to control decisions in sport. Today this control has started to decrease (Digel 2005). Now sponsors are gaining increased influences through investments into Chinese sport. The Chinese sport system is slowly being more dependent on other forces than the political. Today, after the fall of Soviet Union and former German Democratic Republic, the western and eastern countries gradually come closer regarding to political influences in sports and the willingness to invest in research. There is no longer such a gap between east end west countries investment in sports. In western countries the sport systems have been depending on the people that commit in the sport. Now when all countries are affected by globalization factors such as,
mass media, sponsors, finance, research and politics, the systems are influenced in the same way. As systems in different countries become more equivalent, organizational details become increasingly important (de Bosscher 2009). To have specific tools to measure competitiveness in sports and to measure the quality of sport policies in an international context, have become a more important issue (Truyens 2009). In addition the elite sport system in Sweden is dependent on Swedish culture and political view. This paper aims to explain how the Swedish elite sport system is organized regarding athletics.

At the same time the questions about sport policies come in to focus the willingness to allocate stately financial recourses increase. The increasing investments in elite sport that have occurred during the 21st century have speared discussions weather it is necessary and defensible to invest money in to elite sport when, at the same time, the society faces an increasing health issues such as obesity (Green 2007). Increasing investment in elite sport is most apparent when a country is going to host an Olympic Game. Then governments becomes more keen in investing money to build new sport arenas for the event and to support in young promising athletes, all in an attempt to increase the number of medals.

An investigation conducted by M. Green at Loughborough University in the UK, shows that good sport policies are important for the best use of the investments resulting in improvement in both elite sport and sport on a general level. It is important to invest in sport at a general level to improve people’s health as it will decrease the incidence of obesity and related deceases. Decreasing illness strengthens the society’s economic situation, since hospital expenses are expensive. Hence investing in sport at an overall level has an economical win-win situation. However, according to some elite sports advocates, good results in international competition, such as the Olympic Games, creates heroes which can motivate young people to exercise (Green 2007). Investment in elite sport is important for general health.

Lately governments in different countries have started to be more and more willing to invest in elite sport systems development (De Bosscher et al. 2009). Success in sports increasingly depends on the nation’s effectiveness of using the systems and the existing resources (De Bosscher et al. 2006). The issue of sport systems and sport policies has to be further explored; today it is not clear in what way sport policies best can influence and improve sporting performance. Existing research indicates that good sport policies give good input on sports and results but the research does not indicate how to create a winning concept. Knowing how to create good sport policies is important for governments so that the country can create and
maintain international success and strong competitiveness. It will be easier and more coast
effective to obtain better results in the ranking list, in internationally competitions such as the
Olympic Games, World Championship or World Cup. To obtain that knowledge more research
has to be conducted.

The sport policies and systems consist of variables such as financing, talent identification, coach
development and research. These areas influence the sport climate for the men and women in
their career. In this paper the Swedish athletics are going to be investigated in the light of
financing and coach development.

Elite sport system is similar to a complex organization, with economic and personal political
issues (Digel 2005). To have a strong system surrounding the organization is important to make
the organization move forward and develop in a good way. Who are the persons that frame the
existing sport systems? In one way the systems are framing themselves. Most of the time people
put in to sports are non-profit (Klepper 2009) and because of that, the systems that are formed,
depend on the aspirations of those individuals. The amount of time for training, courses for
coaches and competitions arranged depends on what these individuals working in the sports
clubs wants to do, and what they have time to do. The systems will also depend on those people
that have honorary tasks (Klepper 2009). Unfortunately those people often have little time, and
are frequently busy with other duties. As always in non-profit organizations, those people have
great influence on the organization of the present system.

1.1 Discussion of the issue

In Sweden as in other western countries the scientific research is just in the early phase
regarding sport policy. The aim of this paper is to describe important factors associated with
success with a focus on Swedish athletics. Athletics is a sport with a lot of different disciplines
and technical skills and it is practiced in most countries. At the Olympic Games in Beijing 2008
nearly all participating countries had competitors in athletics (Truyens 2009). Hence it is
meaningful to make international comparisons (Truyens 2009). Sweden has at the moment some
stars in athletics who are achieving good results in international competition. This is not a
constant situation. The issue is who to maintain this success level and develop it further through
improving the critical success factors in the sport system. Knowledge of theses factors is of
interest to many different actors, politicians, coaches, active athletes etc. All people that are
involved in athletics are interested in achieving as much as possible for the time and money they
put in to sport, in terms results, medals, education and economical compensation.
The fact that more training leads to better results most people understand. But what more can be done? There are at the moment no scientific research conducted that can answer who the surrounding policy system should look like in order to improve the results and regarding Swedish athletics in particular. Research has been done in other sports than athletics. In these investigations benchmarking has been used and competitiveness has been measured. It has then been realized that the factors important to create success differ depending on the specific sport and country. The conclusion is that there has to be a specific investigation on how sport policy system looks like for Swedish athletics.

Athletics in Sweden is a very interesting phenomenon. During recent years many Swedish athletics have produced good results in international competitions. This has been observed not just in one but in several different discipline in Swedish athletics, such as Carolina Klüft in multidiscipline event, Susanna and Jenny Callur in hurdle, Christian Olsson in triple jump and Stefan Holm, Kajsa Bergqvist and Emma Green in high jump. At the same time we have seen competent coaches such as Yannick Tregaro, high jump and triple jump, and Jonny Holm, high jump. These people are role models for a lot of young people in Sweden. What interplay between sport systems, coaches and active athletics have contributed to this situation? For an athletic to develop in an optimal way and reach a maximum performance of his or her capacity the entirety of all components have to be synchronized to 100% (Tregaro 2010). The entirety consists of many components as described earlier; the most important ones are the critical success factors. In this paper we will look at the Critical Success Factors: coach development and financial support.

1.1.1 The issues in the research phase
When research is new and in an early phase, as it is in this issue, the field first has to be described and explained. That is also the purpose of this paper, a description and explanation of the coach development and financial support in Swedish athletics. When the description and explanation is completed, further investigations can focus on the next steps in the five steps method and therefore leading to a greater depth in understanding the interrelations between the steps (Söderman 2002): identification of factors, description, explanations, prediction and recommendations (Fig. 1).
1.2 The issue
The following question has been derived from the discussion above.

*How do the financial support and the coach development function in athletics in Sweden?*

1.3 Purpose
From the introductory discussion and the problem discussion in this thesis the overall purpose has been raised:

*The purpose of this thesis is to describe and explain how financing and coach development in Swedish athletics is organized.*

The overall purpose is divided in two more specific purposes:

*To describe and explain how Sweden deals with the critical success factors developed by the SPLISS-group regarding the financial support in athletics.*

*To describe and explain how Sweden utilizes the critical success factors developed by the SPLISS-group regarding the coach development in athletics.*
2 Three parts of the framework

This paper is aiming to describe and explain how the Critical Success Factors around sport policies are managed in Swedish athletics financial support and coach development. The scientific field is relatively new and therefore the research focus is on explaining and describing the issues (De Bosscher et al 2009). It is closely related to economical models such as Porter’s Value Chain and is influenced by phenomena’s such as, critical success factors, competitiveness and benchmarking. These components will create a framework for the analysis of this study. All these factors are also parts of the SPLISS-model that constitute the framework for the international project that this paper aims to be a part of. The SPLISS-model will also be described in this chapter.

2.1 Critical Success Factors

The Critical Success Factors are factors that have great impact on the achieved result in a certain sector. To get more competitive in a sector, it is important to develop and improve those Critical Success Factors. The factors that have most impact on the result depend on the surrounding context, which the competitors are in and how they work. In sports the Critical Success Factors can be factors such as talent identification, coach development, and financial support.

2.2 Competitiveness

The international scientific interest in competitiveness shows that even the best competitors compare (Truyens 2009). Competitiveness is often looked at as synonymous to success and is measured as how the organization is managing its Critical Success Factors (Depperu and Cerrato 2006). When measuring competitiveness both quantitative and qualitative variables are necessary to use (Siggel 2006). Competitiveness is based on comparison and it is a relative concept. It is a relative concept because the criteria and variables that are used when measuring competitiveness are dependent on the specific time and conditions when the measuring takes place (Depperu and Cerrato 2006). International competitiveness between organizations and firms are constructed of three components (Siggel 2006); the degree of internationalization, international and economic market performance and the nature and sources of competitive advantages.
Competitiveness between different countries is constructed of other parameters than competitiveness between firms and it is yearly measured by the World Bank and publicized in the World Competitiveness Report. The principles used by the World Banks when measuring competitiveness between countries economies, can also be used in the sector of sport. The principles of economical competitiveness will then be translated to a sport specific context and applied to a sport to sport comparison (Truyens 2009). The interest of measuring competitiveness in sports and benchmarking sports systems at a country level are at the time increasing.

2.3 Value Chain
Organizations are built of series of activities. When these series are performed it creates value for the costumers. The easiest ways when measuring the value of an organization is to look at how many costumers that buys the organizations’ products (Porter 1990). This thinking is shaped for organizations and firms producing products. The way of thinking can also be used when measuring value at organizations producing services. The organization around sport can be compared as an organization creating services and the Value Chain can be used when measuring performances and competitive advantages against others.

When a company creates a specific product or service there are some primary activities according to the product or service that has to be done. Despite of the primary activities there are in all kind of production also some support activities that follows. These support activities are such of a kind that all organizations need, despite of what product is produced. This is visualized with Porter’s Value Chain (Fig. 2).

![Figure 2. The Value Chain](image-url)
To look at the Value Chain from a sport perspective we can see the process as the active athlete’s development from a young kid starting practice to a senior competitor with good results in international competitions. All things that she or he does are the primary activities in the Value Chain. The Value Chain is like a lifecycle, from producing a product to selling it, from birth to death, from starting practicing a sport to become an elite athlete competing at an international level.

According to Porter (1990), all these primary and secondary parameters are set together with external linkages, which represent in what way the activities are done. These external linkages have great impact on the surrounding environment, the Value System. All Value Chains are operating in that larger steam of activities, the Value System (Porter 1990). These external systems have all great impact on the ending result.

**2.4 Benchmarking**

Benchmarking means to learn from the practices used in successful organizations and can be defined as “the search of industry best practices that leads to superior performance” (Böhlke and Robinson 2009). There are numbers of reasons why to use benchmarking in organizations. It can be used when setting goals and implementing changes. It provides organizations to better understand it strengths, weaknesses and opportunities (Nourayi 2006). Benchmarking is a good tool when doing strategic planning as well as planning how to increase the results. Benchmarking can be used with advantage in sports.

In fact we can say that all sport is benchmarking. It is benchmarking both when looking at the individual persons own progress and when competing against others. When a football game ends with the result 2-1, there has been benchmarking between the two teams competing. One of the teams was better than the other. The loosing team can, in an effort to improve their strategies, benchmark the differences. What has been done before and during the competition? How does the other team train, prepare and play the game? What are they doing differently that leads to their advantages in the competition? Benchmarking competitors give the advantage to learn from them and to achieve greater personal success in the future (Böhlke and Robinson 2009).

Benchmarking in sport is also visualized when benchmarking own results. A skier that does a run in slalom can the next time be going one second faster. When benchmarking the two runs
we can visualize what has been done differently to achieve the better time. Benchmarking with one self give also the advantage to learn and improve. One example is the Swedish ski jumper Jan Boklöv. He tried out a new way of jumping and when benchmarking it against the other ski jumpers it turned out that he jumped longer. The new way of jumping had greater success compared to the others and that is a common thing in all kind of sport. It is all about benchmarking.

Figure 3. Böhlke (2006), according to Porter (1985)

Böhlke and Robinson have, with Porter’s Value Chain as base, created a model for benchmarking elite sport policies instead of firms and organizations (Fig. 3). Benchmark policies and system is a hard task since it is so dependent of the predominate context. To make it easier this model is made for using benchmarking as a tool for improving the management of elite sport system (Böhlke and Robinson 2009). This model can be used when benchmarking in house, against the strongest competitors, when benchmarking different models and different processes. That is done by letting the benchmarking process answer the question “How?”. The question “How?” is also just what this thesis is going to answer. How do financing and coach development in Swedish athletics looks like? When the question “How?” is answered the organization can learn something out of the new information. Benchmarking is about learning something new to make improvements, not about copy some one else’s system.
2.5 SPLISS, Sport Policy factors Leading to International Success

The concepts of critical success factors, competitiveness benchmarking and the value chain have all been mentioned earlier in this paper. They are all common economical concepts and together they remind of a newly developed model. The SPLISS-model evaluated by the SPLISS-consortium group. The SPLISS-Consortium group is consisting of researchers from Belgium, UK and Netherlands. The name SPLISS stands for Sports Policy factors Leading to International Success. These researchers initiated in the end of 2002 an international competitive study on elite sport policies (Truyens 2009). The purpose was to express common need to fill the gap in scientific research between the relationship among sport policies and international sporting success. They wanted to benchmark their nations against each other to find a way to build a model that could be used in all countries and sports. To be able to do that the SPLISS-consortium group develop a model that finally ended up to a nine pillars model named the SPLISS-model (De Bosscher et al 2009) containing of nine important areas that in different ways affect the sport systems. These nine pillars or areas are made up of critical success factors that are internationally competitive (Truyens 2009). The model is supposed to be used in all countries and all kinds of sports to measure and benchmark the competitiveness between countries. There is no single strategy that is appropriate for every nation or every sport (Truyens 2009) but with an appropriate measuring tool different countries can see what they need to do in order to create stronger success. The SPLISS-model has to be adapted to the specific context, in this case the athletics in Sweden. The nine pillars are all divided into three phases, the policy-input (the recourses), the policy-throughput (processes) and the policy-output (results during international competitions e.g. medals, medal points, and number of elite athletes qualifying).
The SPLISS-model is one way to measure the Critical Success Factors and to benchmark sport policies and sport systems between different countries. The model is influenced by the countries participating in making the model, Belgium, Netherlands and UK, and how the sport policy systems look like in these countries. Of course the pillars in the model could be divided in different ways than what has been done in this model. Fewer pillars or more pillars, maybe new areas could be added to the model in different ways. One main critic of the model is that it does not include sponsoring as a pillar. Sponsoring is a big part of today’s sport culture and plays an important role as there is a lot of money in sponsoring. To create a more complete picture, sponsoring would be measured too.

During the research the SPLISS-model might be modified to become more suitable. It is not a perfect model and at this time some pillars includes areas that reaches through a large area. This is not the only way to look at the problem, but it is the way used in the project about international sporting success in athletics, the project this paper is aiming to be a part of. Many countries are invited to be a part of the athletics project and the different nations participating are all using a simultaneous and identical research protocol, so that all the investigations can be compared in an embracing investigation (Truyens 2009). When analyzing the results from the investigations with the SPLISS-model the results are squeezed into tables, containing each of the critical success factors measured.
The SPLISS-model is built around factors operating in the meso level of the society. The environment in society, and around athletics, can be divided into three levels (Play the Game, 2009). First we can see an overall level regarding surrounding structures, the macro level. The macro level involves not changeable factors such as nation’s social and cultural contexts. The next level, the meso level, consists of factors that easily can be influenced by sport policies, such as policies and politics. At last we have the micro level that consists of the athletes’ personal environment, family, friends etc.

Figure 5, The three levels; macro, meso and micro

The nine pillars SPLISS-model are developed to be used in the meso level and the nine pillars are factors from the meso level. This paper is about pillar one and seven, financial support, coach provision and coach development, factors in the meso level. These pillars can sometimes be affected of the other two levels. The macro level consisting of cultural context can be seen in Sweden when we look at the strong tradition surrounding the Swedish study circle tradition (Böhlke and Robinson 2009). Since 1902 when Oscar Olsson, member of the parliament, introduced the concept of study circle it has been and still is the core in Swedish organisational life, from sport to languages, politics, painting etc. The study circle is a group of people that comes together to learn something new, theoretical or practical, and everyone can take part of it. The number of participants and the quantity of hours are then reported to an adult educational
association and the study circle achieve some money dependent on the amount of hours. That tradition has impact on how the structure of coaching is built up. In Sweden the main part of the coaches teaching on a non profit basis and the sports clubs are a place to learn both as a member and as a coach (Appendix 1-2).

2.6 Conclusions of the existing framework
This theoretical framework focuses on five different concepts that all are related to each other. First we took a look at the Critical Success Factors which are the parameters that make one organization or person more competitive than another. With strong Critical Success Factors the organization or person achieves higher competitiveness. To measure competitiveness it is important to know which the Critical Success Factors are. To measure competitiveness there needs to do a benchmarking between different organizations or persons to see who are most competitive and have the strongest Critical Success Factors. Those factors are relatively the same and closely related to each other.

These factors are all part of the Value Chain and are all factors that often are used when talking about products or services, but they suits as good when the product is the performance of a sports man or woman. The SPLISS-model is developed for measuring sport and is nearly related to all those factors mentioned.

3 The emerging methodology
This paper is aiming to describe and explain financial support and coach development in Swedish athletics. It will give a picture of how these issues are solved in Sweden and the conclusions from this paper can in the future be used to consider which parameters that are the important Critical Success Factors. Financial support and coach development are influenced by several parameters but also some parameter that are similar, for example questions about salary for coaches and education. This part of the paper is going to describe the methodology behind the investigation done in this thesis and why the choice to use that approaches have been made. Descriptions of what way the interviews have been performed and with which kind of approach the analysis have been done are presented.
3.1 Scientific view

Alan Bryman writes in his book about methodology that studies are either positivistic or hermeneutic, the same appointment have been made by Sten Andersson in his book about positivistic and hermeneutic approaches. This study is though using both methods. That can seem to be a bit strange, but in fact it is general in researching measuring competitiveness (Siggel 2006). Both methods are also used in the international high performance athletics study that this paper aims to be a part of.

The positivistic tradition is named by the researcher Auguste Comte as the highest scientific level, the positive phase. The positive phase is reached when social sciences can do theories that have the accuracy like the physical sciences (Andersson 1982). The purpose with the theory in a positivistic approach is to generate hypothesis that can be proven and provide a ground for legally explanations (Bryman 2009). In the positivistic thought all the phenomenon that can be verified by the human senses are knowledge. To reach that knowledge researchers have to collect facts. That is in the social sciences usually done with respondents answering questionnaires. If that is done with the researcher asking the questions, he or she has to move away from the personal thoughts and views. Science is going to be as objective as possible (Bryman 2009).

Around the beginning of the 1900 centuries an anti-positive thought become more popular, called hermeneutic. The hermeneutic thoughts argue that the scientist has to interpret a text or a situation, because in the field of social sciences it is unrealistic to find methods to performance measurements as in physical science. The hermeneutic thought is based in the field of theological studies where interpretations of religious texts are common (Bryman 2009). In the hermeneutic way of working the personal thoughts are a part of the result. The result is a result of a certain moment influenced of a certain individual, not a result that is useful all the time in all situations.

In this investigation there are question with answers that can be measured without interpretations as in a positivistic investigation. There are also questions that have to be discussed and where the answers depend on the respondents own personal experiences in the area. How much money the Swedish government put into athletics can just be answered with one answer and are made in a positivistic way. The question about how a coach experiences the courses that are held by the NAA, the answer depends strongly on the experience the particular
coach has, and the answer can be completely different when asking another coach. This investigation has both kinds of questions and because of that the approach will be equally positivistic and hermeneutic. This two sided approach gives a broader picture of the result than just one of them would have reached. Statistic data and elaborated answers give a deeper description and explanation of the situation, which is suitable for the purpose of this thesis.

Social scientific research is also often divided into either quantitative or qualitative investigations. The quantitative approach is used in research with a positivistic view because of the deductive approach between theory and practical research with focus on testing existing theories (Bryman 2009). The qualitative approach is used when having a hermeneutic way of thinking and using an inductive view between the relation towards theory and research. Focus is on generating theories (Bryman 2009). These two approaches are showing contrasting views of what knowledge is and walks hand in hand with the election of either positivistic or hermeneutic view. The boarder between the two is not totally sharp. There are some primary differences but that is not the whole story. The world is complex and general tendencies are not always the only way to solve a problem (Bryman 2009).

Qualitative researcher wants to describe a specific situation. In this investigation the specific situation of financing and coach development around Swedish athletics are described. That means that the result has not to be the same in other sports in Sweden or to other countries. The results in this thesis are going to be describing because it will mostly be presented in words, not in numbers. That is typical for qualitative investigation. Quantitative researchers want to explain the situation and they want to generalize the result so it can be a statement for many different groups. This paper is not going to generalize the result to concern other areas than athletics in Sweden. It is though generalizing the result to concern all the athletics in Sweden and that consist of a lot of different sport clubs.

In quantitative investigations the reproducibility is important, to describe in detail how the result has been obtained, which require high objectivity and validity. In this paper the investigation is described as detailed as possible. The goal is that if the investigation is repeated one more time regarding Swedish athletics the results will be similar. If this kind of investigation is done in another sport the result can be totally different.
To sample the information for an investigation interviews are often a common way. What kind of interview that are used are dependent on the scientific approach the investigation has. This investigation has a combination of a positivistic, quantitative and hermeneutic, qualitative approach and that are also noticed in the election of method for the interviews. In this investigation the interview is a combination between a structured interview (Bryman 2009) with closed questions given from a form, common in positivistic investigations, and a focused interview (Bryman 2009) that have mostly open ended questions about a specific situation, common in hermeneutic investigations. The questionnaires used in this paper have both closed and open questions and suits therefore positivistic, quantitative and hermeneutic, qualitative approaches. That gives a result that are general for all athletics in Sweden but at the same time specific for athletics in Sweden, and not athletics in all countries or all sport in Sweden.

This investigation is aiming to be a part of an international study of international high performance athletics. It is a cross-cultural study coordinated from Brussels, Belgium, with data collected from different countries. The international study this paper is part of is performed with different researcher that all have responsibility to collect data in their own country. The investigation has one coordinator and the researchers are instructed what to research and which kind of questions to ask the respondents. The questions that are used are made by the coordinator and are aimed to be used by all participating researchers. When using the same questions the secondary analysis become easier to do. The secondary analysis is going to be done by the coordinator using the answers from these questions asked in the participating countries. There are some problems with the method (Bryman 2009). Definitions of concept in different countries differs, the coordinator doing the secondary analysis are not familiar with the primary material and have to use a lot of time on learning in what way the data are described and explained. This type of investigation based on data collections in different countries by different researchers and then analyzed as secondary data by the coordinator is efficient.

During the investigation and when writing this paper the ethical principles are being thought of, for example the requirement to inform and to be confidential (Bryman 2009). The border between ethical and unethical investigations is blurring and unspecified and discussions of ethical issues have been debated since the 1960’s. In Swedish researching there are mainly four principles that researchers have to follow (Bryman 2009).

The first principle, the requirements to inform, all respondents has to be correctly informed about the purpose of the investigation (Bryman 2009). The persons participating in the
interview have been informed of the purpose and the use of this investigation. They know why it is done, to survey the Swedish athletics policy environment. They know how the result is planned to be used, as a part of the international investigation regarding athletic policy and systems. The second principle, the requirements of approval, the respondents has to give their approval to participate in the investigation (Bryman 2009). All the respondents received information about the investigation before they accepted to be a part of it, and they all elected to participate.

The third principle, the requirements for confidentiality, all the information regarding the respondents in this investigation has to stay confidential (Bryman 2009). All persons in this investigation are anonymous, and the respondents have not been exposed in other context. Two of the respondents have been presented as working at the Swedish NAA, and maybe people working close to people at the Swedish NAA or at the Swedish NAA can understand who they are. To give this investigation authority I selected to present the information about the persons interviewed. I have been careful with all other information and I do not think that it will cause any damages to the respondents.

The last principles, the purpose of use, all data in this investigation are only for use in this investigation and can not be used somewhere else (Bryman 2009). The data leading to the result in this investigation are going to be used in the international study about high performance athletic and all respondents are informed about it. Regarding the information of the personal data of the respondents, that information is not going to be used in the international study.

In this investigation some of the answers where obtained after a discussion of the topic. That is an ethical dilemma because of the fact that the respondents during the discussion may provide information they have not planned to (Bryman 2009). That can create regret among the respondents. I hope that during the interesting discussions we had during the interviews the respondents feel satisfied with what they said.

### 3.2 Collecting of data

The SPLISS-athletics project is going to be based on interviews. These interviews are all based on questionnaires, developed by the SPLISS-group and then slightly modified to fit the country’s context. For this paper that is established on questions for pillar one and seven from the SPLISS-model, financing and coach development, the questions were first asked to a group
remaining of two persons at the Swedish NAA (Svenska Friidrottsförbundet). The people that were interviewed are working at the Swedish NAA with coach development and to arrange camps and competitions for the elite athletes. A second interview was done with a coach and former elite athlete, coaching a group of 11 years old boys at one of the Swedish athletics sports clubs. The questions at the interview with the coach were the same as at the Swedish NAA, but only the questions relevant at a club level were asked, not those of a more national level.

Additional to the interview some questions and other relevant information have been looked up at annual reports from the Swedish NAA (Riksidrottsförbundet), the Swedish government national budget and the Swedish NAS home page at Internet. Some questions from the interview have also been complemented later through e-mail.

The answers used are chosen to be taken mostly from the questionnaires. To use a questionnaire done by someone operating in another country is in some ways a bit problematic. He does not operate in the same context as I do when doing this investigation. The option to use the questionnaire as a base and then do some modifications in it was chosen because this thesis is aiming to be a part of the international athletic high performance project.

When performing interviews it is hard to not let personal feelings and expectations play a role in what we experience. In an investigation with positivistic approach it is important not to let personal thoughts integrate in the investigation. Working in a hermeneutic way personal expectations are a part of the investigation (Andersson 1982), the result is an answer of the situation in a specific moment. This investigation is both positivistic and hermeneutic, which in Sweden are unusual. I am going to try to be as objective as possible even though some questions have to be understood and maybe explained in my words. In some part of the interviews the interview turned more into a discussion. That part is then more affected by my own thoughts than other parts that were more of an asking-answering kind. The part that turned into more discussions was when asking the open ended questions.

The collection of data is made from one interview of two persons and then one interview with one person. The persons interviewed have good insight in the Swedish athletics. Two of the persons interviewed are working at the Swedish NAA, and very well experienced in the field of pillar one and seven, financing and coach development, in Swedish athletics. The coach who was interviewed had also experience as an athletic at elite level. The questions asked to the
coach were also asked to the persons working at the Swedish NAA, but at the interview with the Swedish NAA there were also other questions. There are just two interviews, which is a bit of a risk moment in the data collection. The answers are, even if they try to be objective, dependent on personal opinions and experiences (Andersson 1982).

3.2.1 The interview with the NAA

The interviews with two persons from the Swedish NAA were done with both closed and open ended questions. To use both close and open questions is suitable for an investigation which is both positivistic and hermeneutic just as this current investigation is. Open question gives more information from the respondents. That gives answers with more room for interpretation, something that suits an investigation done in a hermeneutic way. Closed questions in the other way are easier to measure. There is just an answer, a yes or no or some numbers. Those kinds of questions are suitable for a positivistic investigation. To use both types of questions in the investigation will result in answers which are easy to measure. It also provides more depth and understanding because of the explanations in the answers from the open ended questions.

The interview started with an explanation of the purpose with the international athletics high performance project and this papers part in that same project. I have had contact with the chairman of the Swedish NAA before the meeting and he had also already explained some of the information about my investigation. The Swedish NAA is encouraging and supporting different investigations and is at this time also participating in another investigation.

The persons that were interviewed from the Swedish NAA are denoted; person A and person B. They did not read the questions before. During the interview they had the questionnaires in front of them and I was reading the questions. If they have had the opportunity to read the questions before the interview the answers might have been more detailed, which might have been beneficial for the collection of information. With no preparation the answers might become more honest and discussions during the interview can be more likely to arise. The whole interview was recorded to save the correct information to the analyzing phase. For some of the questions only person A was able to answer while for others person B had better knowledge about. Most of the time, they discussed the questions between themselves before delivering an answer. Some questions were discussed between all three of us. Those answers are made in a very hermeneutic way, and are depending on all our opinions and also the interaction between the three of us.
After the interview they had described a picture of the organisation around Swedish athletics as a movement with strong history and tradition. That movement is possible because of all the non-profit work that people contribute with. Many people are taking all their spare time and vacations, and some times they also take on leave from work, to coach or train and compete. To be a coach or an active athlete are a way of life.

3.2.2 The interview with a coach

The interview with the coach was also done with both closed and open ended questions. Questions framed both in a hermeneutic and a positivistic way. The interview started with me shortly explaining the purpose of this investigation and the international athletics high performance project that it will be a part of. Before the interview I have had contact with the chairman of the sport club, but only a briefly summarize had been presented. The coach had not been able to look at the question before and during the interview I was asking the questions and he did not have a chance to look at them. The answers are so to say his words and thoughts, not prepared answers made to suite a special picture about the sport. If he had had the opportunity to read the questions before the answers might have been more deeply informative. Anyway I elected not to let him now the questions before the interview, just to achieve spontaneous answers. The interview was written down and the person interviewed had the opportunity to read the notes afterwards (Appendix 4 and 5).

3.3 Approach

The answers from the interviews were compiled and a picture of the Swedish athletics financing and coach develop started to frame. A framework to analyse the data were developed out of athletic studies, financing studies and development studies. The data were also benchmarked with older similar data to se how to increase the competitiveness.

3.4 Limitations of the project

This thesis is limited to 20 weeks of work and therefore it was necessary to introduce some further limitations. At a first meeting with project coordinator Truyens in Brussels, Belgium, we agreed that this paper are going to focus of two areas that affect the elite sport system, namely financing and coach development. Another way to go had been to look at more overall areas that presumably affect the elite sport system. After discussions what would be most suitable we
concluded that it would be productive and give some depth to the work to focus to two out of nine areas.

4 Empirical studies

In this part of the paper the results from the interview with people from the Swedish NAA and the interview with a coach in a Swedish sport club are going to be summarized. The results that are presented in this part will be a breakdown and interpretation of the answers. Later the answers will be used to benchmark with other similar investigations to create a picture of how Swedish athletics do in financing and coach development according to others.

4.1 The Swedish National Sport Association

The Swedish National Sport Association, NSA, is in Sweden called Riksidrottsförbundet. The Swedish NSA is the organisation that gather all Swedish sport organizations and represent them against Swedish and international politics and governments (www.rf.se 2010-05-03). The Swedish NSA has the overall responsibility for all sport in Sweden and keeps together the Swedish sport. The Swedish NSA was founded 1903.

The Swedish NSA is consisting of 70 national sport federations, where the Swedish athletic Association is one of them (www.rf.se 2010-05-03). Totally 22 000 sports clubs are members in the NSA. Totally 50 percent of all Swedish citizens between 7 and 70 years are members in one sport club which means 2 million persons, of which 44 percent are women. Of these 2 million, 650 000 persons are participating in competitions and of that 200 000 persons counts as elite sports perpetrators (Idrotts-Sverige 2002). To be a part of the Swedish NSA the national sport federations have to be a non-profit organization, follow the values of the Swedish sport movement, have at least 50 sports clubs as members and 300 000 members and be represented in 10 of the 21 district NSA are divided into.


**4.1.1 Financing**
The NSA has since 1913 received government granting. In the beginning of 2000 this was around 50 million euro to distribute on Swedish sport (Idrotts-Sverige 2002). The county council contributes to the sport as do the counties. The counties in Sweden are the ones paying for building and developing sport arenas. The counties are also establishing profile schools where the students have the opportunity to practice sport at school time.

The hours laid on sports by all the non-profit working coaches are estimated to have an alternative coast of around 1 553 million euro every year (Idrotts-Sverige 2002). That is around 15-20 percent of the total existing total financing.

**4.1.2 Coach development**
Nearly all coaches in Swedish sport organizations are doing a non-profit work. These coaches are the core in Swedish sport. There are totally around 600 000 persons working as coaches in some kind of sport. Of these around 26 percent are women (Idrotts-Sverige 2002). That is just a quarter of all persons working as coaches and due to the gender policy that the Swedish NSA concluded 1989. These persons working as coaches do not just teach the specific sport, they also educate the participants in democracy, leadership, respect for rules and respect for friends and neighbours. The Swedish sport system is a strong part of the culture in the Swedish society.

Educations for coaches are yearly arranged in all sports. Courses are arranged by the 70 national sport federations and the national adult education association, SISU sport education (Idrotts-Sverige 2002). These courses are attended by around 250 000 persons every year.

**4.2 The Swedish National athletics Association**
The Swedish National athletics Association, NAA, is one of the 70 national sport federations that are members of the Swedish NSA. The sport of athletics is placed as the top three largest sports in Sweden, when counting all the members of clubs in competitive sports. There are only two sports that are larger, soccer with 650 000 members, and indoor hockey with 275 000 members. The Swedish NAA has 250 000 members, whereof 60 percent are women (Idrotts-Sverige 2002). The sport of athletics is close to as popular among men and women, with a short over-representation of women. The Swedish NAA is also members of the Swedish National
Olympic Committee, NOC. NOC receive money from NSA to invest in persons that can make good results in the Olympic Games and to administrate the preparation.

4.2.1 Financing
The financing regarding to Swedish athletics are one of the nine pillars in the SPLISS-model and one of two that are in this investigation. The major part of the money in the Swedish athletics system comes from sponsorship, around 3,9 million euro. Total amount spent on athletics 2009 from the government were around 1,1 million euro. Most of the money from the government is free to use in anyway to reach the aim, which is to promote better results in competitions. The counties invest a lot of money in Swedish sport, in fact they are the ones that investigate most in sport, but they do not do it in actually money. They build and invest in sport arenas that the sport clubs can use. In some counties the fees for renting time at the sport arenas do not exist. We can see that in Sweden the financing in athletics comes manly from five areas.

1. **Governmental financial support.** Money from the government is distributed on all the 70 clubs that are members in the Swedish NSA. The money is going to be used to develop the activities around the athletics, such as competitions, time for training, courses etc. This money has to be accounted yearly (Appendix 1-2).

2. **Counties.** Invest money in sport arenas and schools. Schools with a profile have been increasingly popular during the last years and in Sweden there are now schools, at high school level, where to train athletics, for example in Falun and Karlstad. Some counties investigate in schools to become more attractive as a living place. Regarding the sport arenas there are difference from place to place if clubs have to pay for using them or not and if there exist indoor arenas. Counties never give money to individuals (Appendix 1-2).

3. **NOC.** The Swedish National Olympic Committee, NOC, invests money in the elite sport and elite athletics. They have individual contract with some adepts that have an estimated good chance to take medals in the Olympic Games (Appendix 1-2). The goal the NOC try to achieve is to make a competitive Swedish Olympic team (www.sok.se 2010-05-22). A team that can achieve good results and bring home Olympic medals.

4. **Sponsors.** Sponsors are not a main target in this investigation but sponsoring are the only way for athletes today to practice and coach fulltime. There are around 100 athletes at elite level in Sweden but only a handful athletes that can live on money from sponsors. The rest have to coordinate ordinary works with time for the sport (Appendix 1-2).
5. **Private efforts.** A big part of the expenses is paid by the athletes and coaches themselves. The most of the athletes and coaches have a work beside the sport. Some do not have time for a full time work and as much coaching as needed for their level. Therefore they work around 75 percent to receive more time to practice the sport. When there are competitions and training camps they have to take on leaves from work with no economical compensation. If a yearly income from a fulltime work are estimated to 31 000 euro, that means that a lot of coaches have an alternative cost at around 10 000 euro per person every year (Appendix 3).

Strengths and weaknesses of financing in Swedish athletics can be summarized as follow.

+ All members are very positive and have lot of love for the sport of athletics, which can not be evaluated to money.
+ There are a lot of good arenas to use.
  − The clubs can not influence the policymakers
  − The clubs have to prioritize what to do and what not to do, due to the weak economical situation.
  − The clubs can not help promising athletes in an economical way
  − The economical situation of today are mostly an obstacle for women, thought they still often have the main responsibility for the family.

These strengths and weaknesses summarized reflect the love of the sport all volunteers and participants illustrate. If a lot of people feel love for the sport and are proud to be a part of it, it provides the participant value when working with the sport, value that can not be evaluated in money. Even though they are not paid the value created is a kind of payment. The product, the sport, creates high value for the costumer, the participants. The primary and secondary activities in the Value Chain for Swedish athletics are creating something good for people working in the organization. Another important thing is also the fact that there are a lot of arenas to use. That is an important fact, since places to practice the sport are essential to be able to improve the personal skills and develop as a sportsperson. The arenas in Sweden are financed through the Swedish counties. The counties are building arenas and maintain the quality of the arenas. The facts that there are arenas to use prove that the counties investments in athletics are adequate. The arenas are also, in a lot of counties free to use for the sport clubs.
Negative things with the financing in Swedish athletics are that the clubs often operate with tight budgets. That can be frustrating to the clubs if they cannot afford to support young, promising talents. There are also experiences that it is harder to involve women as coaches. Women have still often the main responsibility for the family and that do not leave enough time to spend on coaching. If coaching could be paid, perhaps a lot more women could have time to be coaches, though they could do coaching instead of other types of work. That is quite impossibly with today’s economical situation.

4.2.2 Coach development in Swedish athletics

The main outcome of the questions dealing with the coach development in Swedish athletics reflects a strong non-profit organisation relying on the effort of all members. The organisation is build up of coaches, competitors, parents, officers and people on honorary positions. The Swedish athletics lives on the involvement from these people and all who wants to participate are welcome as a competitor or a coach (Appendix 2). There are no rules that you have to go special course before to start coaching. There are no specific elite coaches. Most of the competitors have the same coach their entire career and in some cases the coach are the parent of the competitor. For example the former Swedish high jumper Stefan Holm with his father, Johnny Holm, that also during all years was his coach. People that are coaches do it because they have a personal interest. They are not employed and have no kind of contract. However there have been some changes when the counties started up profile schools to teach and support young, promising athletes. At the schools that educates in athletics in Sweden there are around 22 persons working at a full time bases, employed with ordinary contracts.

For those who are coaches, there are a lot of courses arranged by the Swedish NAA to take part in. The goal is that all coaches are going to be one step ahead the adept. National courses are held to inspire and educate coaches and international interchanges are done. There are coach educations for those who want, divided into five steps, 7-10 years old, 10-14 years old, 14-17 years old, juniors (16-20 years old) and seniors (20+ years old). Coaches from all different disciplines have further training two weekends every year and all persons that coach elite athletics meets one weekend every year to develop their skills. In excess of that there are also clinics and seminars arranged by both NAA and NSA. For those interested there are a lot of opportunities to educate and to develop the personals coaching skills to become a better coach.
At some Swedish universities there are opportunities to take courses regarding coaching. At Örebro University there is a three years long education to achieve a bachelor in sport. At Umeå University there are courses in coaching at 25 percent of fulltime, to prepare and educate for coaching in for example a sport club (www.vhs.se 2010-05-02). Courses in coaching are also available at some other Swedish universities. All universities that give this kind of courses have one thing in common; they are new established Swedish universities. These courses, who are mainly not sport specific, will give coaches opportunities to be well educated and at the same time take university grades. In the interviews it appeared that it is hard to motivate people to take courses in coaching when there are no jobs that are paid to have after the education. The most important educational moments is though still learning from older coaches according to the Swedish NAA. To be a coach is kind of an art and have to be practiced (Appendix 2).

Strengths and weaknesses of coach development in Swedish athletics can be summarized as follow.

+ A great movement which engages a lot of people in the sport.
+ People in the movement share the knowledge between each other. Younger coaches can learn from older more competent coaches.
- Hard to have people signed up because there are no money.
- Hard to inspire people to attend longer coach educations when there are almost no paid work afterwards.

The strengths and weaknesses regarding coach development are similar to these regarding the financing issue and they are in some way connected. Here are also the movement around Swedish sport culture mentioned as something positive and something that have strong effects on how the system are built. The knowledge of the sport and the coaching skills are shared between the people in the movement. To be an athletic coach is a way of living and the way of living is learnt from other people in the movement. Just like other skills to learn in life. Maybe it has to be learnt as a way to live regarding to the sport system that are in use in Swedish athletics today. When the clubs have bad economy the people involved in the club have to do everything themselves, not just being a coach but also volunteer for other things that has to be done in the club.

There are sometimes hard to engage people in longer projects, such as being a coach in a club. Perhaps that depends on that being a coach is a bit of a lifestyle and to engage is to choose a way to live, not just something to do. Perhaps it would be easier to engaged coaches if they
could have it as a work, and then it could be mandatory to go coach educations, which would increase the level on the coaching skills. At least this could be something to think of considering elite athletics coaches.

4.3 A coach in a Swedish athletic sport club

Swedish NAA consists of nearly 400 athletic sports clubs. For this investigation, one person working as a coach in one of these clubs has been interviewed. This person, a man, is coaching a group of twenty 11 year old boys. He has been coaching them in four year, since they where seven years old. To follow some adepts during some time is common in Swedish athletics, were a coach can follow the person he or she coaches the whole time of their sport career. The person interviewed started coaching when his son started practicing athletics, which also is a common way among Swedish coaches. In many cases the parents have been active athletics in their youth, liked it and then introduced their children to the sport. In other cases the child introduces athletics to the family and then the parents become involved as coaches and volunteers. The person interviewed has been practicing athlete in over twenty years and has been competing at an elite level as a member in the Swedish athletics national team. His knowing in the sport is therefore substantial.

The questioned discussed with the coach was taken from the questionnaires used in the interviews at Swedish NAA. Not all questions were discussed though a lot of the questions in the questionnaire ventilated more clasping questions such as economy at a national level. The questions asked were those relevant at a club level.

4.3.1 Financing

The Swedish NAA achieves government financial support to use and distribute to the athletic sports clubs in the country. The money is not market for specific use, but of course they are meant to develop the clubs work with the athletics. The club interviewed, from now called the club, in turn are divided in different groups with boys and girls in different ages and levels. In the club there the interviewed coach is coaching, every group consisting of around 20 young athletics. Every group achieve 518 euro every year from the club. The permissions are the same as when the Swedish NAA gives money to the clubs. Exactly what kind of function the money has is not interesting, but there has to be something that supports the athletic activities. The money can for example be used to subsidize the costs that the competitors have to pay when
going on training camps. The training camps usually cost around 145 euros per person. A benefit can facilitate for some families letting there kids participating on the camps.

To be a member of the club you have to pay a fee of 124 euros per year. Other costs are for clothes and shoes. To compete you have to have the clubs profile clothes. The coaches receive the clubs profile clothes. That is though everything that is received. No one in the club receives money for the work but they do get paid for things they by for the club. To be a coach for 11 years old boys, the total amount of hours in a month amount to 20-25, not included competitions and camps. The numbers of competitions for 11 year old boys are around 5-8 outdoor and 2-3 indoor competitions every year. To be a coach for 11 year old boys does not take as much time so that all free time beside work has to be used for the sport, but the time is however an alternative cost that is not counted in the cost for the sport.

More money would be desirable for the club to invest in more equipment and to invest in extra equipment such as extra weights, ropes and so on to obstruct the exercises. More money would also be good to give the club members profile clothes to competitions. Mostly though, there would be wonderful for this specific club if they had an indoor arena during wintertime. Now during winter the club has to practice the sport in different schools and has to transport the equipment all the time. An indoor arena would facilitate a lot for the organization and all of their members.

**4.3.2 Coach development**

To have well educated coaches the club needs to persuade the people interested to be coaches to attend the courses for coaches held by NAA. These courses are not mandatory for being a coach in Swedish athletics, but at the club there are attitudes that establish the thought that the knowledge achieved from courses are more important than knowledge experienced from the field. A lot of the coaches at the club are parents to children in the club and have no own experience from athletics. To improve the quality of the training there have to be more coaches with own experience from athletics. Without experience there are difficulties to show the right moves in a correct way and a lot of important details will risk to not be thought. There is a lack of knowledge when experiences are missing that experience and knowing can only be achieved through performance of the sport.
In the club there are a group of young members that try to reach an elite level in their training. The group is not called elite. To talk about helping promising persons reach an elite level are a sensible subject to discuss in the club. No members, or coaches, should be favourable. The elite group are therefore called something else than elite, in a try to treat all members equal. Maybe the Jante Law\(^1\) is taking to much space? It is a sport and in sport performance is always benchmarked. Someone is always better then the others and someone will always be the loser.

Among coaches the climate has the same tendencies. There is a kind of territory- mindedness between the coaches. No one will seek help from someone else and that are in the end resulting in loss of knowledge instead of shared and developed knowledge opposite of the experience of the people from the Swedish NAA had. In one way the Jante Law are speaking, no one are better, in another way a coach with more education achieve more respect independent on the level of practical experience. Maybe this is the negative side of the culture with the Swedish movement. A movement that starts to prove changes in the system, schools with athletics on the scheme, starts to lead towards a system as they have in the USA. It is still far from that kind of system, but there are changes noticed in the movement by the coach interview. And he thinks that, perhaps that would be bad for the sport at a broad level. The current Swedish systems are an asset for the society.

\(^1\) A saying meaning that you should not believe that you are someone special, from Aksel Sandemoses novel 'A refugee cross his own track', explaining the Nordic way to think.
5 Analysis

To analyze the result from the secondary data from the NSA, the data that comes from the questions asked to the Swedish NAA and the coach at a Swedish athletic sport club I will use the framework analyzed earlier in this thesis. In that framework Critical Success Factors were benchmarked to measure the competitiveness. This was then established in a Value Chain and in the SPLISS-model. At first a comparison with the data collected regarding the financing and coach development has been done with data from an earlier investigation performed by the SPLISS-group using the SPLISS model. This earlier investigation was done with data from all kind of sport in a country. In this paper the benchmark will be done with the appropriate fields from that investigation with the data collected for the Swedish athletics. This benchmarking will not give a correct picture of Swedish athletes competitive advantages to other countries athletics, but it will hint and indicate how the Swedish sport system in athletics looks like regarding to other countries.

In the investigation done by the SPLISS-group six countries participate in a study about sport. In the investigation though, they divided Belgium into two regions, Flanders and Wallonia (de Bosscher et al 2009). It was done because these two regions have different governmental decisions regarding sport policies. I will in this paper use the numbers regarding Belgium, not the two regions Flanders and Wallonia. The investigation uses the SPLISS-model when to analyze the data. The researchers compare all the data from all pillars in the SPLISS-model in different tables. Even though that information regards all sports in the participating countries some comparisons can be done with the data collected in this paper. When compared to the data from the investigation done by de Bosscher et al (2009) we see this.
When benchmarking data from pillar one, financing, we have some conclusions even though the investigations in the benchmarking are due to all sport in the country. Per habitant in the country, Sweden spent as much as Italy on sport, which are 4,6 million euro per habitant. The amount spent on sport has increased as much in UK as in Sweden, 45 percent in UK and 55 percent in Sweden. Of that we can find out that the political interest and willingness to invest more on sport are increasing in both countries. The political interest and willingness to invest in elite sport regarding to the political interest and willingness to invest in sport at an over all level.
have similar proportions as, and reminds of, both UK and Belgium. This criteria that been benchmarked in the analyse shows that Sweden reminds mostly of UK. The difference is how much money that the countries spent totally or per person.

When benchmarking the results of Sweden athletics and sport against UK athletics and sport we see that UK achieves much better results. During the Olympic Games in Beijing 2008 UK won 100 medals of which 23 were in athletics (Truyens 2009). Sweden did not even take a place at the top 20. Sweden took totally 5 medals whereof non in athletics. Sweden and UK have a lot in common when looking at the financing, but Sweden politics invest a lower amount compared to the politics in UK. To achieve better results in athletics in Sweden one way can be to increase the total amount invested. To raise it to the same amount as UK would not be realistic, but to raise it to the same amount per habitant is a realistic goal. This analyse conclusion are then that the Swedish government has to increase the investments on sport to 91 million euro every year, which means that investments in athletics should raise to 3.6 million euro every year (Appendix 3).

The Swedish athletics organizations have experiences of difficulties to affect politics and policymaker. Often these categories listens more to stronger organizations with lot of money or to strong arguments with scientific backup. For politics and policymakers it is an easy way to always refer to the movement that during years always been taking the sport forward. Why not now? With research in the area that shows the importance to invest more money due to the increasing professionalism and harder rivalry in elite sport, it can facilitate investment when asking for more money.
CSF1A: There is a structural coach development course and coordinated certification system

CSF1B: There exist an elite coach qualification within the coach development system (at least four levels) with a duration of at least one year

CSF1C: There are several other services to improve career development of coaches, such as a coach platform, opportunities for exchange of information and regular refresher courses

CSF2: Direct financial support is nationally provided for coaches to become full-time

CSF3: Coaching qualification is required/recognised in sports clubs

CSF4: There is a trade union for coaches providing a statute for coaches

CSF5: There exist a coaches and elite coaches database

| CSF1A: There is a structural coach development course and coordinated certification system | It | UK | Ne | Can | No | Bel | Swe (Only athletics) |
| CSF1B: There exist an elite coach qualification within the coach development system (at least four levels) with a duration of at least one year | X | X | X | X | X | X |
| CSF1C: There are several other services to improve career development of coaches, such as a coach platform, opportunities for exchange of information and regular refresher courses | X | X | X | X | X | X |
| CSF2: Direct financial support is nationally provided for coaches to become full-time | 0 | 0 | 0 | 0 | 0 | 0 |
| CSF3: Coaching qualification is required/recognised in sports clubs | X | X | X | X |
| CSF4: There is a trade union for coaches providing a statute for coaches | X |
| CSF5: There exist a coaches and elite coaches database | X | X | 0 |

Table 2 Comparison of availability of five CSF:s for Pillar7: Coaching provision and coach development.

X Highly available, 0 Partly available, “Empty” Limited/not available
Ita-Italy, Neth-Netherlands, Can-Canada, Nor-Norway, Belg-Belgium, Swe-Sweden

Comparisons of the data from pillars 7, coach development, demonstrate that Sweden has a structural course and educational system, with further training for coaches, but with no qualification system or mandatory moments. Full time job are rare, only coaches at the profile athletics schools receive fulltime employment. When looking at the table we see that Italy is most close to Sweden. Between Italy and Sweden it just differs in one of the seven statements that are done. Italy has an elite coach qualification, while Sweden does not.

When looking to earlier results in sport and athletics we see that Italy was ranked at the 14th place at the Beijing Olympic Games in 2008 (Truyens 2009). They had 28 medals whereas two in athletics. Even though the coach development systems appear similar, Italy is better than Sweden. Regarding the coach development, Sweden could in one way improve its results organizing an elite coach qualification system. That could ensure that the coaches working with the top athletes are as well educated as possible to be able to create high level athlete coaching. That could decrease the stressful things in a coach’s life and maybe encourages more women to
work as coaches. To day 26% of athletes coaches are women compared to the fact that 60 percent of all competitors are women.

When benchmarking both the area of financing and the area of coach development I decided to look at the countries that had kind of the same results in the benchmarking as Sweden. When Sweden and a benchmarked country differ in one of the criteria and the other country at the same time have better result in international competitions, Sweden could make minimal changes and achieve better results. When looking at the benchmarking done we can see that for Sweden to improve the result and at the same time do minimal changing in the existing sport system it would be best to increases the governmental investment and at the same time start up a coach qualification system.

6 Discussion and conclusion

The result of this investigation proves that more founding is needed in Swedish athletics to maintain the present competitive position internationally. Of the countries that been benchmarked in this paper, Swedish government is investing relatively limited amounts. Of course that also depends on how to count. The sport culture in Sweden is built on the movement with hundred of thousands of people contributing non-profit work and counties that invest in sports arenas that local sport clubs are able to use. This movement has during the years been the core in the Swedish sport system. It has educated people and taught them to respect rules, friends and neighbors and to maintain equipment and facilities. It has taught people to love sport and for lot of them who started an engagement in a sport club, that engagement never ends. If costs for sport arenas and all non-profit works are included in the sum of Sweden investment it will give another picture. In this study focus is only on funding from the government.

What about the future of the movement? Is the movement loosing its role as the core in the sport system? In the interviews with the Swedish NAA and with the coach some tendencies were observed, people want to receive money for their efforts. At the same time they told a story about a competition held recently. It was planned with really short notice, but in just a few days 100 persons were volunteering their work at the competition. Right now the movement is still strong and alive, but maybe in some years from now that will be uncertain.
There are a lot of courses to go for athletic coaches but it is not mandatory. The courses are meant to give some reward and inspiration. In some clubs the courses are seen as very important and even though they are not mandatory they achieve a mandatory status. The Swedish NAA that organizes the courses says however that the knowledge learned from more competent coaches can be one of the most important ways to receive knowledge. The movement is in that way also a life long education.

As the globalizations increases, the coverage of mass media rise, the sponsor money reach new limits and the sport become more commercialized. When a product or service become more commercialized the rivalry also increases. With higher rivalry it is vital that all components and factors work optimally together. Perhaps it is time to have more well educated coaches, at least on elite level, to increase the standard of elite athletics. As shown in the benchmarking in this investigation Sweden can be able to raise the competitive advantage through introducing an elite coach certification system. Such a system could be one way to meet such requirements that comes with the commercialization of the sport.

It is hard to completely describe and explain the whole system, based on nine Critical Success Factors that influences competitive advantages in athletics, when studying only two of these. Although a picture of the financing and the coach development in Swedish athletics have been framed. The description of the financing and coach development in Swedish athletics has been developed from the interviews. If both areas should be expressed in one word, that word would be: movement. Both the financing and coach development are influenced of the Swedish culture that is built of a lot of non-profit organizations.

The purpose of the financing from government is to facilitate the activities of the sport organizations. The remaining financial requirements have to be met by the members in the organizations. A large number of volunteers are working in the athletic sport clubs as volunteers and coaches organizing competitions, training camps, coach educations etc. These people are the core and the reason that athletics has become the third largest sport in Sweden with 250 000 active members. That is a approximately 2,5 percent of the Swedish population. The monetary value of all non-profit work is estimated to about 600 million euro per year.

The coach development is mainly focusing to inspire and encourage the coaches. The main part of the work of the Swedish athletic coaches is non-profit. The opinion of the Swedish NAA is that this is the reason that the courses can not be mandatory. There are no certification levels
and some coaches just rely on own experience from the sport. Training of coaches is voluntary, but some clubs insist that they are more or less mandatory. Courses are mainly held by the Swedish NAA. The Swedish NAA is the organizer of the main athletics coach education in Sweden, consisting of five steps based on the age of the target athletes. Beyond the main course there are yearly meetings, clinics and camps that all athletic coaches can feel free to join. There are no mentor programs for coaches, the mentorship just encourages from the Swedish NAA. Their opinion is that the most important way to learn is to share the knowledge from more competent coaches.

The reason that financing and coach development in Swedish athletics are organized as described is in one way explained that it is emanating from the Swedish culture. People have during years organized different activities that should included everyone. As, according to the Jante Law, no one is better then the others. However at all organizational levels tendencies of changes have been observed. There are now schools to attend that coaches young promising athletics. People have less time to spend on non-profit activities. Those tendencies have to be dealt with in order not to risk losing competitiveness in athletics on elite level.

### 6.1 Recommendations

The investigation has concluded that the movement that the Swedish sport culture is built on need to be renewed. This conclusion is made from an investigation of the two Critical Success Factors financing and coach development in Swedish athletics. The following recommendations are suggested for financing and coach development in Swedish athletics, to improve the competitive advantage:

- More governmental financing so that coaches on elite level can obtain salary for their work. This is positive in two ways. It reduces stress from the elite coaches that today struggle with economical issues, work, family life and time to rest. It can also facilitate that more women can become coaches at elite level. Women are still taking more responsibility for family life. If they need to have another work besides being an elite coach, there is no time left for family. If coaching could be paid that situation would be eliminated.

- Elite coach certification. That will increase the skills of elite coaches and ensure that they have the most appropriate education. The elite sport has become more professional and that sets higher requirements on the coaches training the top athletes.
7 Critic and future research

The most obvious shortcomings in this investigation can be found in the empirical data. The numbers of interviews are very limited. That could of course affect the validity of the result that has been obtained from the answers in the interviews. However the interviewed persons had very high level of knowledge and the numbers of such persons are limited in Sweden. Also the questionnaire used has some limitations. The questionnaires are designed by the project coordinator for the international high performance athletic project. To use the same questions facilitate the conclusions in the main project. The drawback is that the questions are less optimal for the Swedish context. Therefore the questions have been adopted slightly to fit the context for this investigation.

Considering all the nine Critical Success Factors it is not known which are the most important. In this investigation only two factors have been studied. Therefore the conclusion is limited to financing and coach development, without knowing the importance of these factors relative other factors.

In order to obtain the complete picture future research has to be conducted with regard to the other Critical Success Factors that affects Swedish athletics. To have the complete picture is important when benchmarking against other countries, which is the aim of the international high performance athletics project. In order to gain a deeper understanding and to make predictions and recommendations to the Swedish athletics sport system the effect of all Critical Success Factors has to be studied.
Literature:


Klepper (2009), *Volunteering in Sport – Luxemburg, A study on volunteering in the EU*, European Commission, 2009


**Other sources:**


Play the Game Coventry, June 8-12, 2009


The Swedish Olympic Committee, [http://www.sok.se/omsok.4.18ea16851076df636228008256.html](http://www.sok.se/omsok.4.18ea16851076df636228008256.html), 2010-05-22
Appendix 1, Question regarding financing, answered by people from Swedish NAA.

SEK changed to Euro according to http://www.finansportalen.se/valutakurser.htm 2010-04-08.

1) What is the country’s overall national expenditure on athletics (including elite sport) in 2007 and 2009?

<table>
<thead>
<tr>
<th>athletics</th>
<th>Amount in 2007</th>
<th>Amount in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>International funding (IAAF, Continental funding)</td>
<td>0 €</td>
<td>38 000 €</td>
</tr>
<tr>
<td>National governmental funding</td>
<td>1 213 000 €</td>
<td>1 745 000 €</td>
</tr>
<tr>
<td>Lottery money*</td>
<td></td>
<td>Comes to the athletics through the government</td>
</tr>
<tr>
<td>Sponsorship/commercial funding</td>
<td>3 752 000 €</td>
<td>3 433 000 €</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4 965 000 €</td>
<td>5 217 000 €</td>
</tr>
</tbody>
</table>

International funding

National governmental funding
The money is given to promote athletics. Not for specific events or groups. The money although has to be used in a good way to promote the sport, to realize planned projects. Also a annual report have to be done yearly.

Sponsorship
The money is given for special events or groups.

Others:
The Swedish Olympic committee gives money to athletics with god chance to take medals and high rankings in the Olympic Games.

2) What is the total budget of the government in your country? What percentage of this budget is attributed to sports and athletics?

<table>
<thead>
<tr>
<th>Total budget for sport</th>
<th>Amount in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total governmental budget</td>
<td>78 529 Million</td>
</tr>
<tr>
<td></td>
<td>Euro</td>
</tr>
<tr>
<td>Total governmental budget for sports</td>
<td>43 000 000 Euro</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Total governmental budget for sports (%)</td>
<td>0,0541%</td>
</tr>
<tr>
<td>Total governmental budget for athletics</td>
<td>1 745 000 Euro</td>
</tr>
<tr>
<td>Total governmental budget for athletics (% of the total governmental budget for sport)</td>
<td>0,0022%</td>
</tr>
</tbody>
</table>

3) Are there any conditions* on the distribution of governmental funding to the NAA and other athletic agencies?
No, not direct with certain instructions on what to do. But competitions, training camps etc have to be done.

4) How many NGBs receive governmental funding for sport in general?
All 70

5) What is the total amount of governmental funding for NGBs regarding sport in your country?
43 000 000 €

6) What is the country’s overall expenditure on elite athletics in 2007 and 2009?

<table>
<thead>
<tr>
<th>athletics</th>
<th>Amount in 2007</th>
<th>Amount in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>International funding (IAAF, Continental funding)</td>
<td>€</td>
<td>€</td>
</tr>
<tr>
<td>National governmental funding</td>
<td>335 000 €</td>
<td>183 000 €</td>
</tr>
<tr>
<td>Lottery money</td>
<td>441 000 €</td>
<td>410 000 €</td>
</tr>
<tr>
<td>Others:</td>
<td>€</td>
<td>€</td>
</tr>
<tr>
<td>TOTAL</td>
<td>776 000 €</td>
<td>593 000 €</td>
</tr>
</tbody>
</table>

International funding
The NSA are going to start a elite development project during 2010

National governmental funding
The NSA are going to start a elite development project during 2010

Sponsorship
Some sponsors just give money to elite athletes. Some sponsors gives money for specific project.

Others:
The Swedish Olympic Committee gives money every year. The money has to be used to the right purpose but no performance in taking medals must be done.
7) Are there any conditions on the distribution of governmental funding for elite sport to the NAA and other athletic agencies?

Have a plan of what have to be done and what to do and then also do that. Elite athletes, that achieve money from the Swedish Olympic Committee, have individual agreements.

8) How many NGBs receive governmental funding for elite sport?

All 70

9) What is the total amount of governmental funding for NGBs regarding elite sport in your country?

Total investment in sport are 43 000 €. What goes to elite is hard to say. There is no sharp line.

10) Can you explain and draw the money streams for elite athletics in your country?

Answer when thinking that the definition of elite athletes is the people competing in the Swedish cloths. For example, there is a competition in Qatar in March 2010. 8 competitors are going from Sweden. 3 of them are professional and get paid for doing that, they are financed by their sponsors. The other five are working with something else also, around 70% and take vacation or on leave, to get time to go to the competition. They usually got around 4 000 Euro every year from sponsors, but they don’t get paid for the loss in work time. Trainers often get around 5-10% of the sponsor money from the competitors sponsor contract. Some times the competitors achieve money from the competition as a starting fee. The Swedish Olympic Committee doesn’t get money for this kind of arrangements. Manly it is the competitors by them selves that pay a lot to be an athlete, to compete and travel to competitions. Maybe not in direct terms but the alternative costs gets high.

11) Please describe the amount of funding all national and regional organisations; partners and individuals receive with the aim of supporting elite athletics.

<table>
<thead>
<tr>
<th></th>
<th>Amount of funding received in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>National athletics Association</td>
<td>1 332 000 €</td>
</tr>
<tr>
<td>Direct support for regional (athletic) organisations</td>
<td>0€ (Göteborg have around 51 000 Euro)</td>
</tr>
<tr>
<td>Direct support for athletic clubs</td>
<td>Nearly nothing, 2/3 has some money.</td>
</tr>
<tr>
<td>Direct support for elite coaches</td>
<td>1 844 000 €</td>
</tr>
<tr>
<td>Direct support for elite athletes</td>
<td>At least 400 000 €, but just for 13 of the around 500 elite athletics in Sweden</td>
</tr>
</tbody>
</table>
Other organisations, partners and individuals receiving financial support for elite athletics

12) Please describe the amount of investment of other organisations investing in athletics with the aim of supporting elite athletics in 2009.

<table>
<thead>
<tr>
<th>Organisation that invest in athletics</th>
<th>Amount of investment in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Sport Organisation</td>
<td>€</td>
</tr>
<tr>
<td>National Olympic Committee</td>
<td>183 000 €</td>
</tr>
<tr>
<td>Police</td>
<td>Nothing, don’t have a cooperation in Sweden</td>
</tr>
<tr>
<td>Military</td>
<td>Nothing, don’t have a cooperation in Sweden</td>
</tr>
<tr>
<td>Schools/universities</td>
<td>102 000 €</td>
</tr>
<tr>
<td>Others:</td>
<td>€</td>
</tr>
</tbody>
</table>

a) If applicable, describe the objectives of these organisations’ funding for athletics in your country.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Funding objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Sport Organisation</td>
<td></td>
</tr>
<tr>
<td>National Olympic Committee</td>
<td>Have the purpose to increase Olympic medals taken at the Olympic Games.</td>
</tr>
<tr>
<td>Police</td>
<td>Non</td>
</tr>
<tr>
<td>Military</td>
<td>Non</td>
</tr>
<tr>
<td>Schools/universities</td>
<td>Schools gives the area or town a profile and attract students, witch brings more resources to sports halls etc.</td>
</tr>
</tbody>
</table>

b) Are the objectives that they are funding nationally coordinated (in consultation with the NAA or NSA)?

<table>
<thead>
<tr>
<th>Organisation</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Sport Organisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Olympic Committee</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Schools/universities</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

13) Do clubs receive specified financial support for elite athletics (to develop elite athletes) from the NAA?

No
14) How much money is spent approximately on elite athletics by the local governments in your country?
Not to certain persons. The local government lay money on arenas, equipment etc.

15) Which cities in your country invest the most in elite athletics? Indicate in what these cities invest for 2009.
Can't tell that someone invest more than the others. If a place has more good athletes it depends on the coaches at that place.

16) Are there any guidelines or general conditions regarding the support of elite athletics by the local government?
No, No, different local government does in different ways. They decide. For example in some places to borrow the arenas are for free, in other places you have to pay for it.

17) How is the total amount of financial support to the NAA in 2010 distributed among the following subcategories?

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Amount in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative and operational costs of the NAA</td>
<td>1 224 000 €</td>
</tr>
<tr>
<td>Club and regional support structures</td>
<td>669 000 €</td>
</tr>
<tr>
<td>Talent identification</td>
<td>155 000 €</td>
</tr>
<tr>
<td>Talent development</td>
<td>104 000 €</td>
</tr>
<tr>
<td>Elite athletes (wages, reimbursements, support, …)</td>
<td>155 000 €</td>
</tr>
<tr>
<td>Elite coaches (wages, reimbursements, support, …)</td>
<td>311 000 €</td>
</tr>
<tr>
<td>Participation in international elite athletic competitions</td>
<td>621 000 €</td>
</tr>
<tr>
<td>Scientific support, sport science projects</td>
<td>21 000 €</td>
</tr>
<tr>
<td>Others:</td>
<td>€</td>
</tr>
<tr>
<td>€</td>
<td>€</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5 271 000 €</td>
</tr>
</tbody>
</table>

Do you have any other comments on the financial support of athletics in your country?
There are not that much money to operate with but the organisations are working cost effective. The medals won have a low cost.
What are the main strengths and weaknesses in the financial support of athletics in your country?

Strengths
- People working with the athletics are very positive so are also the competitors.
- Everybody is doing the best they can.

Weaknesses
- Too little money
- The organisations can not affect what's happening because they don't have enough with money
- The organisations can't support the athletics as much as they would like, economically.

Do you have any suggestions to improve the financial support in athletics in your country with regard to better performances at international level?

More money, so that the competitors and the coaches can afford to not work and instead have some spare time and more time to rest sometimes. Now they have to work, train or compete all the time. They have no spare time. Probably this is most a problem for women, because they had to have more time for the family then men does. Numbers of competitions and good arenas to use are not a problem; there are a lot of good arenas.
Appendix 2 Questions regarding coach development, answered by people from the Swedish NAA.

18) **How many elite athletic coaches are there in your country?**
It is hard to say, there are no exact way to define who is an elite coach. Around 100-150 coaches are sometimes participants before and during international competitions. 20 coaches use to follow to an Olympic Game.

19) **How many elite athletic coaches are full professional and semi professional?**
30 whereof 22 are coaches at athletic schools. Some can get something but the majority doesn’t get anything.

20) **How many qualified senior and youth athletic coaches are there in your country?**
The last 10 years 400 persons have taken the courses for senior coaching. But how many of them who work are not counted. There can also be a lot of coaches that don’t have any courses but works. There are no requirements that coaches needs to go the courses.

21) **How many elite athletic coaches are there in the following discipline groups?**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Number of Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sprints</td>
<td>Most coaches</td>
</tr>
<tr>
<td>Jumps</td>
<td>Middle many</td>
</tr>
<tr>
<td>Throws</td>
<td>Very few</td>
</tr>
<tr>
<td>Middle long distances</td>
<td>Middle many</td>
</tr>
<tr>
<td>Long distances</td>
<td>Middle many</td>
</tr>
<tr>
<td>Walks</td>
<td>Are not members of the NAA</td>
</tr>
<tr>
<td>Combined events</td>
<td>15-20</td>
</tr>
<tr>
<td>Paralympic events</td>
<td>Are not members of the NAA</td>
</tr>
<tr>
<td>Others:</td>
<td></td>
</tr>
</tbody>
</table>

22) **Do the national sport agencies (NSA) and/or the National athletics Association (NAA) postulate a minimum qualification level of elite coaches and coaches working with talented athletes in order to employ them? Indicate which qualifications are required below each dimension.**

<table>
<thead>
<tr>
<th>Elite coaches working with elite athletes</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification level</td>
<td>☐ No</td>
</tr>
<tr>
<td>Experience in athletics</td>
<td>☐ No</td>
</tr>
<tr>
<td>Experience as an elite coach at international level</td>
<td>☐ No</td>
</tr>
<tr>
<td>Experience in youth athletics</td>
<td>☐ No</td>
</tr>
</tbody>
</table>
23) Is a certain coaching qualification level mandatory in your country for coaches to work in sports clubs or other regional structures in sports (e.g. subsidisation, TQM system,...)?
No, there is no kind of TQM for the coaches.

24) Is there an overall coordinating agency that is responsible for the formal development of (elite) coaches that aligns the different courses and facilitates the organisation of coach development in your country?
Yes, there is one person working full time in Göteborg with these questions. This person is employed by the NAA.

a) Which agencies are responsible for the athletic coaches and elite athletic coaches’ education?
NAA is responsible for Coach Education agency for coach education
NAA is responsible for Coach Education agency for elite coach education

b) What is the official role of this organisation in your country?
The NAA is a member of the NSA.

c) Is the number of qualification levels and certifications of different sports nationally coordinated?
No

d) Is each qualification level nationally coordinated and aligned among different sports (regarding the content and competence requirements)?
No

e) Is there a compulsory system to keep the coach qualification up to date and valued? (for instance when coaches need to follow yearly refreshing courses/clinics in order to keep their certification valued)
No, not a system, but different types of further training is held many times every year. Different person are invited to these courses, for example people that have been taken courses earlier and interesting, promising coaches that NAA want to invest in. There are also opened courses for all people that are interested.

f) Is the national qualification level (at the overall or sport specific level) evaluated in regard to an international qualification framework* (e.g. EQF: the European Qualification Framework)?

Yes, Comparison to IAAF has been done. Swedish courses and IAAF courses were similar, and there were a thought that Swedish courses would give IAAF certification. But it didn’t become that way. During autumn 2010 there are going to start a university course of 25% speed with duration of one year.

25) Which agencies are responsible for the formal development of athletic (elite) coaches that aligns the different courses and facilitates the organisation of athletic coach development in your country?

The district federations are responsible for coach education agency for athletic coach education. The NAA are responsible for coach education agency for elite athletic coach education

a) What is the role of this organisation/these organisations?

The NAA plays a role as an over bridge organisation that makes competitions and courses on an national level. The district federations do the same but on a district level

and more focus on children

b) Is there a compulsory system to keep the elite coach qualification up to date and valued? (for instance when coaches need to follow yearly refreshing courses/clinics in order to keep their certification valued)

No

c) Is the national qualification level (at the overall or sport specific level) evaluated in regard to an international qualification framework (e.g. EQF: the European Qualification Framework)?

No

26) What is the role of universities, scientific research centres or regional athletic departments in the system of the coaching education?

NAA organize courses and makes syllabus for the district federations how has the courses for kids and youths coaches. The district federations held courses from the syllabus from NAA. Universities do some research. Right now for example a project about injuries.
27) Does the NAA make use other (international) formal coaches’ education structures to develop its (elite) athletic coaches?
For example the NAA did a course in high jump with international delegates, around 300 persons. Coaches go to other countries to take courses and NAA try to motivate such initiative.

28) Please describe the different levels of athletic coach development that are generally recognised in your country. Therefore, please consider the following elements to describe the different roles and stages*

General education and courses to be coach are just at the sport universities or folk colleges that have sport education. NAA are arranging courses for athletics coaches.

<table>
<thead>
<tr>
<th>Qualification level name</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>First/highest level</td>
<td>elite</td>
<td>athletic</td>
<td></td>
</tr>
<tr>
<td>= Seniors 20 years or older</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second level</td>
<td>elite</td>
<td>athletic</td>
<td></td>
</tr>
<tr>
<td>= Juniors 16-20 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third level</td>
<td></td>
<td>athletic</td>
<td></td>
</tr>
<tr>
<td>= 14-17 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth level</td>
<td></td>
<td>athletic</td>
<td></td>
</tr>
<tr>
<td>=10-14 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fifth level</td>
<td></td>
<td>athletic</td>
<td></td>
</tr>
<tr>
<td>= 7-10 years</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

29) Does the NAA or other organisations take any specific initiatives to enhance the number of qualified coaches in sport clubs, and to increase the number of qualified (elite) coaches?

<table>
<thead>
<tr>
<th>Qualification level name</th>
<th>□ YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>First/highest level</td>
<td></td>
</tr>
<tr>
<td>Second level</td>
<td></td>
</tr>
<tr>
<td>Third level</td>
<td></td>
</tr>
<tr>
<td>Fourth level</td>
<td></td>
</tr>
<tr>
<td>Fifth level</td>
<td></td>
</tr>
</tbody>
</table>

Explanation:
Further education is done. Not to increase the number of qualified coaches though there are no qualifications needed. But still it is always good to well have educated coaches and it is motivating for them. The further education is done at al levels.
Yearly events are:
Development meetings, every athletic discipline meet two weekends every year. The very best coaches from all disciplines meet once a year.
Example of projects:
Coach courses for how to prepare for championship and to create team building. This course were held last time 2004-2006 and are now planned for 2010-2013

30) **Which of the existing qualification levels are appropriate for elite coaches?**
Manly level 1 and 2 are for coaches that coaching on elite level. All kind of education is good to take for elite coaches, the more the better. Appropriate education is also the new university education and the folk schools.

   a) **Which different teaching methods were used at these elite coaching levels (class room courses, supervised coaches experience, observational field experience,...)?**
   At all levels there are all types of teaching methods. Lectures held by other coaches. Visual examples are done but no practice. Reading texts and discussions are held.

   b) **What is the minimum period of time (expressed in days, months and/or years), necessary to successfully complete these qualification levels?**
   No such thing.

   c) **Do former elite athletic athletes have the possibility to follow a short track qualification course regarding the qualification as elite coach?**
   No, but there are no requirements that coaches need the courses, so they can be coaches anyway.

31) **Please indicate for these qualification levels (appropriate for elite coaches) the amount of candidates that succeeded in these coach qualification levels since 2004.**
There are no data on how many people that have done the courses and practise as coaches afterwards. There are also a lot of coaches without education. The most meaningful education is to learn from each other.

32) **Please indicate for the different discipline groups whether there is the possibility in the national coach education structure to develop to that certain qualification level.**
The opportunities are the same at all disciplines. OBS! Walk is not members of the Swedish NAA.

33) **Please indicate for the different discipline-groups the amount of elite athletic coaches that possess the qualification level appropriate for an elite coach.**
The opportunities are the same at all disciplines. OBS! Walk is not members of the Swedish NAA.
34) **Is there a compulsory system to keep the athletic coach qualification up to date and valued?**

No, nothing is mandatory. Everything is up to the individual to decide. The different moment and courses are for inspire to keep up a high level of couches. There are though one exception, coaches at athletics schools have to go courses every, or every second year.

   a) **How frequently do coaches need to update or refresh their current status?**
   As often they want and have opportunity.

   b) **Who determines and controls the educational level of elite athletic coaches?**
   The Swedish NAA

   c) **What are the consequences for elite athletic coaches who don't fulfil this expectation?**
   No requirements and no punishments. The consequences are though that if a coach doesn't educate and take courses, he or she won't keep up a good level. He or she wills then loos the competitors that progress to other better coaches.

35) **Are there national/international elite coaches involved in the different athletic coach qualification levels?**

YES, that is a central part of the education.

   a) **How many athletic elite coaches are involved in the athletic coach education structure as an expert or lecturer?**
   There is always someone really clever coach (or/and famous), but how many differs from time to time. It is a good way to inspire and shear experience.

   b) **At which qualification level do they mostly participate as an expert or lecturer?**
   All kinds of levels.

36) **Does the NSA, the NAA or the organisational responsible for (elite) coach education in your country organize athletic coaching seminars/clinics for different levels or coaching?**

Yes, NSA and NAA do.

For example were there last year held a international conference about jump and a development meeting for coaches where around 40 persons were attending.
a) How many of these seminars/clinics were compulsory to achieve a certain 
elite coach qualification level?
None are mandatory.

b) How many of these seminars/clinics were specially addressed to elite 
athletic coaches?
All were meant to elite coaches because they can go on all courses they think is 
interesting.

c) Are there any entry requirement to participate in these seminars/clinics?
The participants are going to love the sport!

### 37) Can elite athletic coaches in your country make use of the following kind of 
services that may support their career development and improve their level 
of expertise?

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>A digital/virtual coaches platform: a platform where coaches from different sports get opportunities to discuss topics on elite sport and exchange information</td>
<td>☐ NO</td>
</tr>
<tr>
<td>Explanations: But there are a number of forum that privat persons have.</td>
<td></td>
</tr>
<tr>
<td>Scientific information: coaches receive information and assistance in questions on sport specific and scientific aspects</td>
<td>☐</td>
</tr>
<tr>
<td>Explanations: All the scientific research done are used. NAA send new results to all coaches, and the most of the coaches have already read it, because there are huge interests in new information.</td>
<td></td>
</tr>
<tr>
<td>Digital databank/website or a library: where coaches can collect scientific and practical information related to their discipline</td>
<td>☐ NO</td>
</tr>
<tr>
<td>Explanations: But there are in official documents that hands out to the coaches. These documents are not in an official database. The documents are about how to train to reach good results.</td>
<td></td>
</tr>
<tr>
<td>Direct peer interaction with other elite coaches in their working environment</td>
<td>☐</td>
</tr>
<tr>
<td>Explanations: NAA encourages visits at other coaches and that are also often done.</td>
<td></td>
</tr>
<tr>
<td>Direct peer interaction with other elite coaches from other sports in their working environment</td>
<td>☐ ☐ NO</td>
</tr>
<tr>
<td>Explanations: There are wishes to do that, but it just dose sometimes. For examples running and orienteering and Nordic skiing are kind of the same.</td>
<td></td>
</tr>
</tbody>
</table>
38) Does the NSA, the NAA or the organisational responsible for coach education provides funding or other services for refreshing services that may help in improving their career at the highest level of expertise?

a) Funding
No

b) Other support services

<table>
<thead>
<tr>
<th>Organisation</th>
<th>YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>The National Sport Agencies (NSA)</td>
<td>Yes</td>
</tr>
<tr>
<td>The National athletic Association (NAA)</td>
<td>Yes</td>
</tr>
<tr>
<td>Organisation responsible for athletic coach education</td>
<td>No</td>
</tr>
<tr>
<td>Organisation responsible for athletic elite coach education</td>
<td>No</td>
</tr>
<tr>
<td>Others:</td>
<td>No</td>
</tr>
</tbody>
</table>

39) Is there a coordinated mentoring scheme for elite coaches in your country that improves their level of expertise?
No, but NAA try to encourage it to be done in official way

a) Please explain the organisational structure and development of this mentoring scheme.
There are none

b) Does the NAA in your country appoint national elite coaches to mentor other elite coaches to improve their level of expertise?
No, but wishes that trainers take responsibility for younger ones. In some clubs it is working well in others not.

c) Does the NAA in your country appoint foreign/international mentors for the elite coaches in your country?
No, But it would be a god thing to do.

d) Please indicate in which discipline-groups national/international athletic mentors were appointed (2008-2009).
Small tendencies are showing in all disciplines. OBS Walk and Paralympics are not a part of Swedish NAA.
40) Do elite coaches receive assistance for several specialist areas, including:

- Mental coaching for athletes  □ YES
- Nutrition for athletes  □ YES
- Biomechanical assistance from a specialist  □ YES  □ NO
- No specialist but people that talk about it and knows a little.
- Physiological assistance from a specialist  □ YES
- Data analysis on the athletes performance development (analysis of athlete's data)  □ YES  □ NO

41) Does there exist a system for talent identification of coaches, to identify coaches who have the potential to become world class experts in their discipline?

No

42) Does the National athletics Association facilitate the cooperation between local, development and elite coaches with regard to the development of elite athletes?

YES, NAA try to stimulate coaches to develop all the time. The coach have to be a bit before the competitor in the development.

   a) Does the NSA, have a regularly performance interview with the coaches employed by them?

No

   b) Does the NAA, have a regularly performance interview with the coaches employed by them?

Yes

   c) Does the NSA, have a regularly performance interview with the coaches of elite athletes?

No

   d) Does the NAA have a regularly performance interview with the coaches of elite athletes?

Yes

   e) Does the NAA have regularly organised discipline specific meetings with the coaches employed by them of the most important elite coaches in those disciplines to evaluate or plan performance development?

Yes
43) Do elite coaches get direct financial support from the NSA/NGB/Olympic Committee/others in order to become a professional/fulltime coach?
No

a) Please indicate which kind of support elite coaches receive and from which organisation.

<table>
<thead>
<tr>
<th>Support</th>
<th>□ YES</th>
<th>□ NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A monthly wage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 of a total of around 150 get averages. Of these 30 are 22 working at athletic schools and 8 at clubs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Car</td>
<td>□ NO</td>
<td></td>
</tr>
<tr>
<td>Living costs/housing</td>
<td>□ NO</td>
<td></td>
</tr>
<tr>
<td>Reimbursements on their discipline</td>
<td>□ YES</td>
<td></td>
</tr>
<tr>
<td>Clothing from the NGB sportswear partner</td>
<td>□ NO</td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td></td>
<td>□ NO</td>
</tr>
<tr>
<td>.............................................................................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.............................................................................................................</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Are there differences between discipline-groups in regard to the support elite coaches receive?
No

c) How much direct funding do elite coaches get on average?

<table>
<thead>
<tr>
<th>Monthly</th>
<th>in your currency</th>
<th>In euro’s</th>
<th>Euro’s a month per athlete</th>
</tr>
</thead>
<tbody>
<tr>
<td>A monthly average wage/total income</td>
<td>0 (25 000)</td>
<td>0 (2588)</td>
<td></td>
</tr>
<tr>
<td>Reimbursement costs (maximum per month)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yearly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wages</td>
<td>0 (300 000)</td>
<td>0 (31 000)</td>
<td></td>
</tr>
<tr>
<td>Income from athletes*</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>*Can be around 5-10% of sponsor money, but there are at most 10 coachse that get that</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

The only persons that get salary from NAA are the persons working for NAA. The only coaches that got paid are the ones working at schools. Just 8 coaches achieve money from sponsors.
d) What are the criteria to receive this direct financial support?
NAA: The money must be used to address operations. For example training camps. How this is organized are not interesting but the money have to be used for that purpose.

e) Is the direct funding given to elite coaches sufficient to be a monthly wage for full time training?
No

f) Do other coaches and supportive members receive direct financial support that is sufficient to be a monthly wage for full time training?

<table>
<thead>
<tr>
<th>Category</th>
<th>Direct Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development coach</td>
<td>NO</td>
</tr>
<tr>
<td>Regional coach</td>
<td>NO</td>
</tr>
<tr>
<td>Coach at training centre (8 persons)</td>
<td>YES</td>
</tr>
<tr>
<td>National high performance director</td>
<td>NO</td>
</tr>
<tr>
<td>NGB’s doctor</td>
<td>NO</td>
</tr>
<tr>
<td>NGB’s physiotherapist</td>
<td>NO</td>
</tr>
</tbody>
</table>


g) Please indicate for each category how much they receive as a monthly average wage.

<table>
<thead>
<tr>
<th>Category</th>
<th>In your currency</th>
<th>In euro’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development coaches</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Regional coaches</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Coaches at training centre (8 persons)</td>
<td>Around 25 000</td>
<td>2 588</td>
</tr>
</tbody>
</table>

No one else gets paid.

h) Please explain what kind of other financial reimbursements are provided to elite athletic coaches.
Nothing

i) Do elite coaches earn additional money (e.g. through sponsorships, performance bonuses, clinics,...) apart from their direct funding?
Yes, if the competitor that the coach is coaching is sponsored, the coach achieves some bonus, around 5-10%. When participating as lecturer at the NAA courses or other courses.

Coaching other sports, it is common that athletic coaches train football and hockey players. They need the same kind of base training and these sports have money to spend on trainers.

44) Do elite coaches (that receive direct financial support or are appointed through the NAA) get an employment contract?

No

a) Please indicate for each discipline category how many elite athletic coaches are contracted to the NSA, the NAA or another agency regarding athletics (elite schools, high performance centres, ...).

<table>
<thead>
<tr>
<th>Discipline</th>
<th>NSA</th>
<th>NAA</th>
<th>Schools</th>
<th>Sports Clubs</th>
</tr>
</thead>
<tbody>
<tr>
<td>All disciplines</td>
<td></td>
<td></td>
<td>Totally 22</td>
<td>Totally 8</td>
</tr>
</tbody>
</table>

b) Please indicate which contract period for elite coaches is most commonly used by these agencies:

The most of the coaches don’t get money and don’t sign a contract. Those who work in schools have regularly work contracts.

c) Does these employment contracts include:

There are mainly no contracts, but those who work at schools have contracts as usual with that above included.

45) Does there exist a legal statute for elite coaches in your country? (= a regulation that gives coaches a recognised status for the job of coaching, a social security, insurances, ... in order to support them to be a professional)

No, nothing

a) Is there an overall legal charter for all kind of sport coaches? Please describe the situation by referring to the responsible governmental agencies.

No

b) Is there a national coaches association in athletics that protects and unifies the athletic coaches in your country?
Yes, The Swedish coach association. It doesn’t meet all need but tries to.

c) Is your national coaches association a member of an international/continental coaches association?
Yes, the European network EACA, European athletics Coach Association

46) Does there exist a trade union for coaches, which represents all employees and coaches working in sports and promotes the professionalization of coaching?
It does not exist a trade union for coaches but they can be part of the trade union for trading.

Do you have any other comments on career development and lifestyle support of coaches in your country?
A part of the Swedish culture are the movement that surrounding a lot of activities in Sweden, so also the athletics.
More and more people though want the organization to be more professional. A lot of people have less time and want to get paid for services they offer. The movements that have been for decades are maybe starting to fade away, maybe not now but in a few years.
To find people to work are not yet a problem. For example were a competition organized with just some days note, and to the competition came 100 persons to help working.

What are the main strengths and weaknesses in coaches’ development and the situation of elite coaches in your country?
Strengths
- The organization have strong traditions and is a part of the Swedish movement, witch is a way to live.
- There is no prestige in knowledge; most of the people want to teach others what they know.

Weaknesses
- Hard to inspire coaches to educate and participate in courses.
- They can’t get a job witch makes its less motivated to go courses.

Do you have any suggestions to improve the career development and lifestyle support of coaches in your country with regard to better performances at international athletics and work level?
The coaches should get paid fore their work so they could focus on athletics and not on athletics and work. To lay al the time on work and athletics can be stressful both in a economical way and in a social way. It is important to feel that there are room for rest and room to have family and friends.
Appendix 3 Calculations

Alternative coasts:

Estimated salary per month: 2 500 euro
per year: 30 000 euro
When working 75% there are a loss at 7 500 euro per year
4 weeks of leave of absence 2 500 euros per year
Total alternative coasts: 10 000 euro per year

Estimated increasing financing:

Sweden spent 4.6 million per habitant
UK spent 9.9 million per habitant

If Sweden spent 9.9 million per habitant it would be 91 million euro totally on sport.

Sweden spent 4% of the totally investments on sport on athletics.

If increasing the total investment on sports the investment in athletics would be 3.6 million.
Appendix 4 Questions regarding financing answered by a coach.

SEK changed to Euro according to http://www.finansportalen.se/valutakurser.htm 2010-04-08.

47) Are there any conditions on the distribution of the money from the club till the groups in the club?
No, just something that needs to do. It can for example be to finance the training camps.

48) Are there any expectations at the money that the groups receive from the club will result in good results at competitions?
No. But there are expectations from the coaches. Expectations can, when they are set in a good way be motivating.

49) What is the total amount that the groups in the club achieve?
518 euros.

50) What are the membership fee at the club?
124 euros

Do you have any suggestions to improve the financial support in athletics in your country with regard to better performances at international level?
There would be grate with an indoor arena. As it is now during wintertime the different groups have training in different schools. It is the local county that invests money in arenas, and they are at least discussing it.

To not have a place during wintertime makes a lot of extra work. There is not as much equipment, so the equipment has to be moved around all the winter.

Camps for free would be great, at the moment the members pays the training camps by them selves. It is around 145 euros.

More equipment such as weights, ropes etc.

More sponsoring to clothes and shoes.
Appendix 5 Questions regarding coach development answered by a coach.

51) **How many elite athletic coaches are there in your club?**
Yes there are some coaches coaching at elite level. But in one way “elite” have become a word that is not really ok. All kids in the club should be good. There is though a group with some coaches that are a kind of elite-group.

52) **Are there any coaches in the club that achieve some kind of fee?**
Coaches acquire a jumpsuit.

53) **How many hours per week do you lay on athletics, without getting paid.**
Around 4 hours of coaching and 1,5 hour to planning. Then there are around 5-8 outdoor competitions every year and 2-3 indoor competitions. There are also training camps every year.

54) **How many qualified senior and youth athletic coaches are there in your country?**
Maybe 2-3, they are also the ones that coaches the “elite-group”.

55) **How many coaches are there in the different discipline groups?**
The most coaches have the same group in al disciplines. The kids choose a discipline when turning 13-14 years. Before that they use to have same coach during the years.

A majority of the coaches have not been athletics by them selves; they took courses in athletic coaching, held by NAA and started coaching when their children started with athletics.

56) **Are there courses or clinics arranged by your club?**
No. There are just courses arranged by NAA.

57) **What do you think about the university courses? Would you like to go one?**
It may be different cultures in different clubs, but in this club they do value formal knowledge achieved by courses is higher then practical experience. Other clubs perhaps have different opinions. The practical experience is as important though the coach have to know exactly hoe to do to help the competitors in the best ways.

58) **Are there any national/international interchanges between coaches?**
No, I do coach football and indoor hockey too sometimes.
59) Have you been taken coach education?
Yes the one for kids 7-10 and the one 10-14 arranged by NSA. The club wanted that, but the first course felt meaningless for me that are an old elite athlete.

60) How many kids are there in every group?
Around 20 kids in a group. The number of coaches per group differs from 3 to 8.

61) Does there exist a system for talent identification of coaches, to identify coaches who have the potential to become world class experts in their discipline?
No

62) Does the NSA or NAA have a regularly performance interview with the coaches?
No

63) Do elite coaches get direct financial support?
Every group in the club achieve 518 euro every year to use on something they think is important to the group.

64) Do coaches write an employment contract?
No

65) Do the coaches receive an incurrence contract?
No, do not think so.

66) Does it exist a trade union for coaches, which represents all employees and coaches working in sports and promotes the professionalization of coaching?
It does not exist a trade union for coaches.
Do you have any other comments on career development and lifestyle support of coaches in your country?
The curses arranged by NAA are good.

If coaching becomes real work with salaries the club activities that are creates the movement are going to disappear.

There are though some tendencies to the model used in USA. That started when the athletic schools started.

What are the main strengths and weaknesses in coaches’ development and the situation of elite coaches in your country?
Bad things with the Swedish model are that it is hard to find good coaches. Often coaches are parents to kids in the club who do not have experience from the sport. Because of that the training sometimes become too easy and with to little specific athletics exercises. With coaches without the experience of the sport there be looses in the knowledge.

Good things are that it is so much fun and happiness to see the kids improve in the sport. In athletics there can take several years before any results are showed. To use my achieved competence and knowledge and teach the kids what I once were learned.

All positive feedback from parents and kids are also something to live on a long time, and something that makes the coaching worth it.

Do you have any suggestions to improve the career development and lifestyle support of coaches in your country with regard to better performances at international athletics and work level?
More ex-elite athletics have to be coaches to keep up a high level of coaching and in that way inspire the competitors more.

Coaches have to be just coaches. Now coaches also have to be functionaries too when something are going to happened.

In the coach courses that are held they should teach what to think about at competitions. With coaches without sport experience, they don’t know how to do at competitions, how to sign in before the competition, how to calm down the kids, when to eat etc.