

From silver seats to SilverCoaches

Barriers and opportunities for people aged sixty and over
who work and volunteer in European sport organisations

DELIVERABLE D2.1

SilverCoaches · Erasmus+ Sport · Project 101238139

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Abstract

One hundred and nineteen coaches, officials and board members aged sixty and over, recruited through partner networks in Finland, Poland, Slovenia and Spain, answered a cross-sectional survey in June and July 2026 about why they stay in their sport organisations. The instrument adapts the Workers' Retirement Motivations Inventory, whose four factors set what is wrong in the role and what the life after offers against attachment to the role and what is feared about that life, and adds a closed list of twelve barriers. Only attachment stands above the midpoint of its scale, at 3.62 of five, while dissatisfaction with the role averages 2.41 and three respondents in 119 fall at its agreeing end. Attachment is independent of the wish to leave rather than its opposite, and what competes with the club is the week rather than the wage: a drop in income is the least endorsed of the twenty-three statements, and personal projects and travel the highest of the three written for this study. The barrier named most often for people of that age, physical limitation, is among the least reported of oneself. The condition that most moves the balance is having nobody of one's own age in the organisation, and it is a condition of small clubs. What holds these coaches is the substance of the role, and the substance of the role is what a club decides.

Keywords

silver coaches · sport clubs · retention · ageing workforce ·
push and pull factors · field theory · volunteering in sport

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1 From silver seats to SilverCoaches

In 1973, *Keirō no Hi*, the Respect for the Elderly Day, was celebrated on 15 September. That day, the Japanese National Railway set aside a few seats on the Chūō line, one of Tokyo's busiest commuter routes, for passengers who were elderly or felt unsteady on their feet. However, a reserved seat is only reserved if people can see it, so the seats had to look different from all the others.

The railway's workshop at Hamamatsu had a roll of silver-grey carpet, left over from covering the ordinary-class seats of the *Shinkansen*, the bullet train. Nothing else was available, and the date was set. Making a virtue of necessity, the Japanese National Railway Company coined the term *silver seats*, but not for the hair of the people who would use them.

The adjective prospered, and within a generation *shirubā*, the Japanese pronunciation of the English word silver, had become an ordinary way of saying old age itself and was used to refer to *silver homes*, *silver fees*, *silver workers*, and *shirubā jinzai sentā*, *silver employment agencies*, public offices whose business was finding paid work for retired people. From Japan, the expression crossed the Pacific as the *silver market*; from there it entered European policy as the *silver economy*, a term for the part of the economy made up of what older people buy and what is made and sold to them.

Shirubā, silver, has also travelled into the name of this project, and into the names of many others. Of the 35 European projects and studies inventoried for this report, six carry the word in their title, and 13 use it somewhere in their description, whether it refers to small and medium enterprises, to regional innovation policy, to food formulation for older consumers, to housing, or to the ageing population as a market.

Our project, *Silver staff in sport clubs: how to effectively use 60+ staff in sports club activities?*, investigates the European sports socioeconomic system from a humble perspective. We believe that sports coaches and staff members aged 60 and over who are ending their professional or social activity in sports clubs can still be valuable assets for clubs and organisations. Furthermore, we believe simple actions can bring together the needs and wishes of both individuals and institutions in an ageing Europe, beyond the alleged economic benefits.

However, before presenting the results of our survey, we need to come to terms with two questions as elusive as they are annoying: What people are we dealing with here? How many of them are there in Europe to deserve our attention?

1.1 What's in a name? That which we call a coach...

We favour the word *coach* because most sports agents involved in sports practice are so-called coaches, trainers, instructors and the like, although staff members of clubs and federations are agents just as relevant and important to us.

We also say *coach* to refer to the general category of practitioners whose work consists of guiding sports practices in very different contexts: from leisure camps to professional leagues, from youth school competitions to the final game of the FIFA World Cup. In this sense, coaching is the specific competence that allows these experts to do their jobs, often obtained through long years of vocational or university study and legally regulated in many countries.

The status of coaches is not a minor administrative matter, although in some parts of Europe it is regulated by law and in others it is not regulated at all. Spain is one of the places where it is, and, before the national regulation arrives, many autonomous communities have already passed their own laws on access to and practice of the sport professions. We present the regulation of the Spanish Autonomous Community of the Basque Country (Law 8/2022) to highlight the challenges we face when defining the survey, and the delicious, chaotic abundance that all European projects must deal with.

This law is based on two sets of elements: a small number of *professions* and a larger set of *qualifications* that grant access to each of them. Figure 1 below depicts the resulting attributions of practices and services that each professional can provide in the Basque Country, translated from the diagram published by the Spanish professional body for physical education and sport, which draws the regulation as a metro map: each qualification is a line and each professional activity a station.

If we set aside the profession of physical education teacher, hard to accept as a sport profession, this regulation establishes a correlation between the qualification levels of managers and coaches and the performance level and characteristics of the players whose practice they organise and guide. In P3, for instance, rehabilitation and peak-performance coaching is reserved for those holding at least a bachelor's degree; in P4, the instructor's field, sport and physical activity with disabled people requires a university degree too, and outdoor pursuits can only be run by holders of specific advanced vocational studies.

This regulation is unique in Europe; similar norms are found only in France and Portugal. In the other countries of this partnership, the situation is as flexible as in the rest of Europe. However, the French case makes visible something that the Basque metro map keeps in the shade: Spanish laws are mainly concerned with health and safety, and these principles must be guaranteed whatever the contractual relationship between provider and user may be.



BASQUE COUNTRY

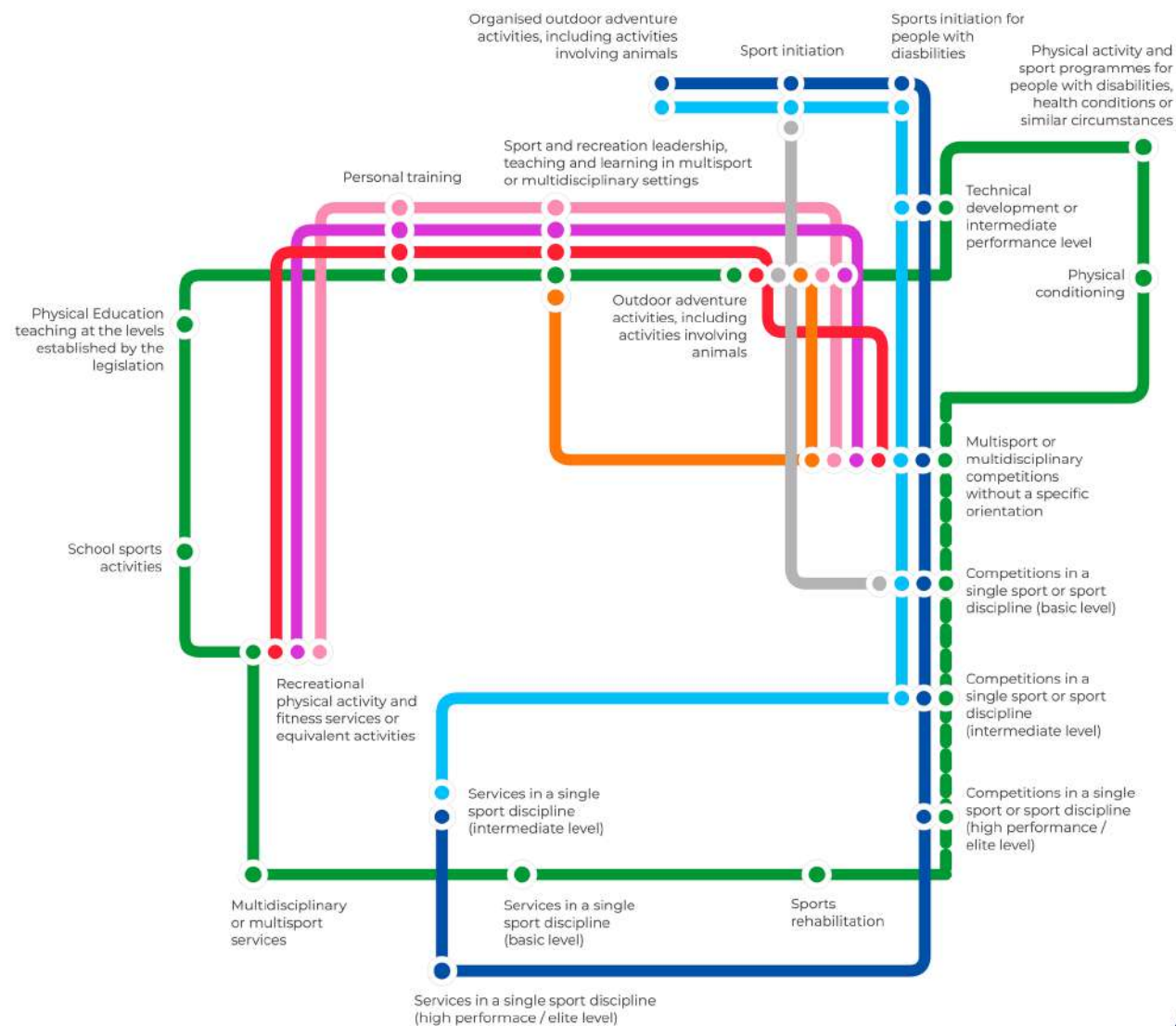


ZONES

- P1 Physical education teacher
- P2 Sports director
- P3 Sports coach
- P4 Sports instructor

LINES

- Bachelor's Degree in Physical Activity and Sport Sciences
- Primary school teacher
- Higher Technician in Animation of Physical and Sports Activities
- Higher Technician in Physical Conditioning
- Higher Technician in Social and Sports Teaching and Animation
- Technician in Outdoor and Leisure Activities
- Higher Technician in Sports
- Sports technician
- Other.



CONSEJO COLEF

Figure 1.1. Sport professions recognised in the Autonomous Community of the Basque Country (Spain). Translated by the SilverCoaches team from the original diagram published by the Consejo General de la Educación Física y Deportiva (Consejo COLEF), consejo-colef.es/regulacion-autonomica, whom we thank for making it available.

Volunteering occupies its own place in the law, and the Basque case shows how carefully it has been drawn. Law 8/2022 keeps volunteering open in sport and expressly excludes it from its general regime of professional regulation (art. 6), although additional disposition 2.1 also requires volunteers to hold the competences needed for whatever functions they take on (Ley 8/2022, art. 6 and second additional disposition, para. 1). The two provisions have to be read together: the first keeps volunteering outside the professional regime, the second attaches a duty of competence to it anyway.

Table 1.1. *Regulation of sport professions in six European countries.*

	How access to the occupation is governed
France	A professional card, issued once the administration has checked the qualification and the person's record, renewable every five years, displayed on the premises and searchable in a public register
Portugal	A national professional title for coaches, issued by the sports institute and subject to revalidation
Spain	No national law. Ten autonomous communities have passed their own, from Catalonia in 2008 to the Basque Country and Valencia in 2022
Slovenia	Entry in one of three registers of sports workers, on conditions of education or qualification laid down in the Sports Act
Poland	Deregulated in 2013. No rules on acquiring the qualification and no document that certifies it: the employer decides who is fit to coach
Finland	Not regulated. Coach, trainer and instructor are absent from a national list of some two hundred regulated professions

1.2 How old are European sports coaches today?

The conceptual and terminological challenge just faced returns here as an arithmetical one: if the same job carries a different legal status in every country, it should be no surprise that every country counts it differently, if at all. Besides, different methods are used to collect labour statistics, and different reference values can be used to produce analyses and reports.

According to the latest Eurostat data, the European sport labour market employed 1,648,400 people in 2024, up 47.4% since 2011: 36.8% are under 30, and only 4.0% are over 65 (Eurostat, 2026).¹

This concerns us most, and for more reasons than its size. The number of people aged 65 and over employed in sport in the European Union rose from 18,600 in 2011 to 65,600 in 2024, an increase of 252.7%, five times the growth of the sector. The strength of sport as a labour market is indisputable; its unbalanced growth in terms of workers' age, shown in Figure 1.2, makes our project even more pertinent.

¹ Series `sprt_emp_age`, unit THS_PER, 2011–2024, extracted via the dissemination API on 13 July 2026 and re-verified on 7 August.

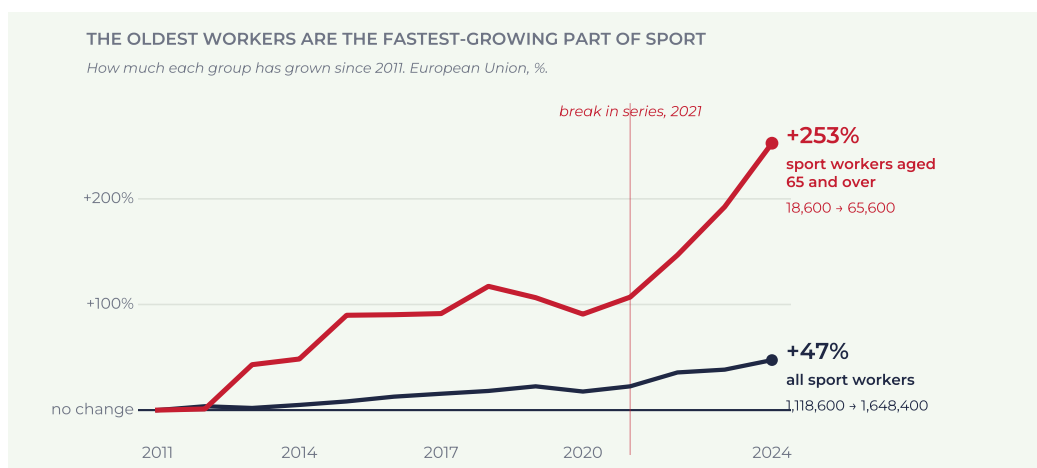


Figure 1.2. Sport employment in the European Union since 2011.

These growth rates align with another age-related feature of the sport labour market: across the Union, 36.8% of people employed in sport are under 30, compared with 17.2% of the workforce as a whole. Sport is a young trade, for obvious reasons, and we have explored its demographic distribution at three levels of precision by using national statistics from Slovenia and Spain (Eurostat, 2026; SURS, 2026; Ministry of Education, Vocational Training and Sport, 2026).²

Slovenia offers the finest picture available anywhere in this partnership. Its employment register gives sport employment in 11 five-year bands. In 2025 it counted 4,321 people in sport, of whom 218 were aged 60 to 64, and 61 were 65 or over. Read against the whole Slovenian workforce, sport is over-represented in every band below 35 and under-represented in every band above it (SURS, 2026, matrix 0764601S).³

Spain can be set beside Europe because the two rest on the same instrument: Eurostat's series comes from the labour force surveys of the member states, and the Spanish ministry runs its own exploitation of that same survey, applied to sport with a definition wider than NACE division 93, since it counts a sport occupation wherever it is performed as well as any occupation performed in a sport activity. There, 28.5% of people employed in sport are under 25, compared with 6.2% of the whole economy, and 9.7% have passed 55, compared with 21.7%. That older group is also the one that grows: from 10,700 people in 2011 to 26,300 in 2025, an increase of 145.8%, compared with 79.5% for sport employment as a whole (Ministry of Education, Vocational Training and Sport, 2026, table D5FM0101).

² The European comparison joins two datasets from the same survey and the same year: `sprt_emp_age` for sport and `lfsa_egan` for all employed persons, EU27, 2024. Finland and Poland cannot be added: neither office crosses sport with age at all.

³ SURS publishes the same table on NACE Rev. 2.1 as matrix 0764602S, where the figures read 4,624, 227 and 63; we use the Rev. 2 ones because the other three countries are still on Rev. 2. In 2024 both older cells carry the flag z, for confidential: the value exists and was withheld, which is what a count of this size looks like in a country of two million.

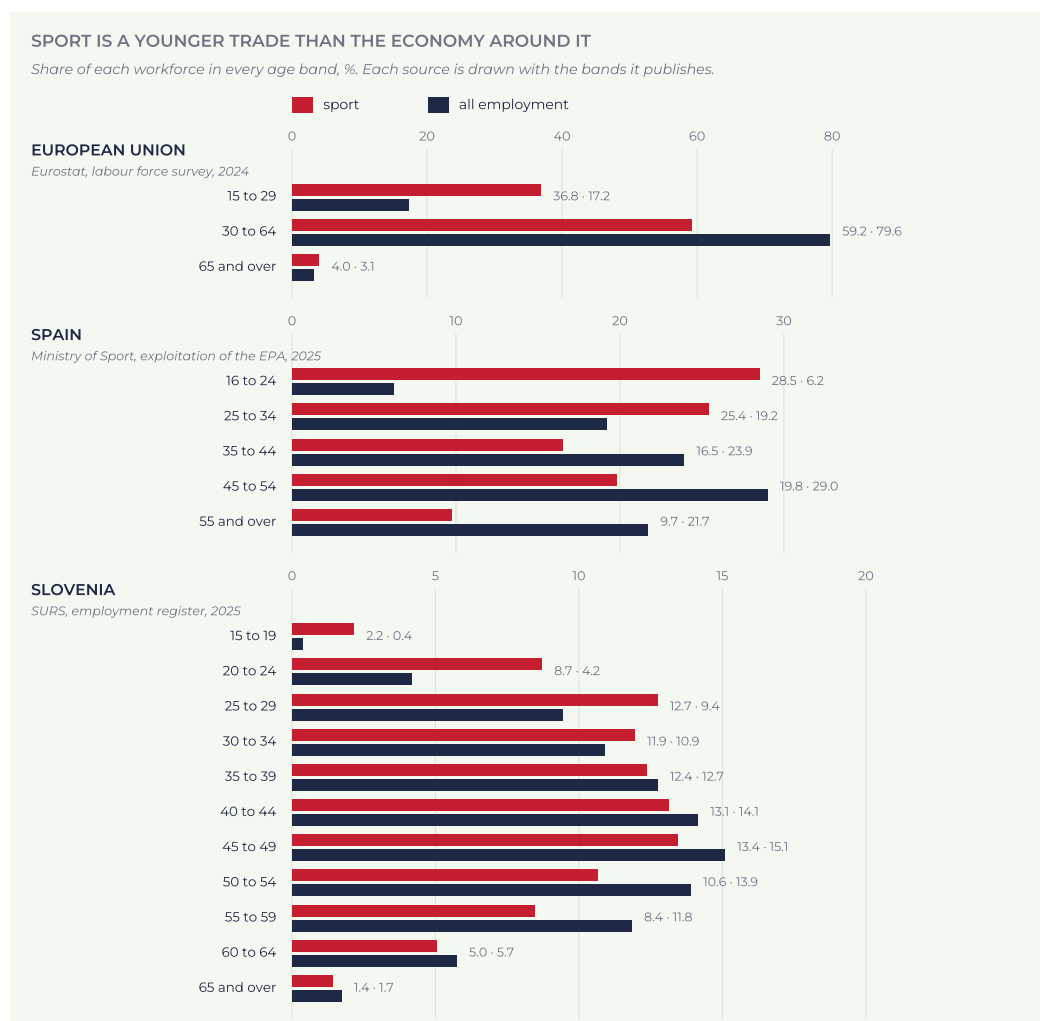


Figure 1.3. Age structure of the sport workforce and of the whole workforce.

The three sources stop agreeing at the other end. Across the Union, sport holds a slightly larger share of people past 65 than the whole economy does (4.0% against 3.1) which means European sport already keeps older workers better than average: in Spain the reverse is true and by a wide margin and Slovenia sits between the two.

The older sport worker, then, is not the same kind of exception everywhere: in some places sport retains them better than the rest of the economy and in others distinctly worse, and that variation is itself the argument for asking clubs and coaches what makes the difference.

One of the main challenges of European studies is dealing with different categorical systems. In our case, the sport occupation exists in all four countries of this partnership, and all four derive it from the same international standard. Spain's classification has grouped *coaches and referees* under heading 3722 since 2010, one of four sub-headings under 372, the others being athletes, sport instructors, and recreation monitors (INE, 2011).⁴ What differs is how deep each

⁴ Its neighbours at the same level of the tree are worth seeing, because they show how wide

country publishes: 5 digits in Finland, 4 in Slovenia, 3 in Poland and 2 in Spain, whose Labour Force Survey stops at the subgroup 37 and whose public micro-data release occupation at a single digit (INE, 2026).⁵

Where the register goes deep enough, the coach appears as a number: Finland records 3,422 sports coaches, instructors and officials; Slovenia records 1,961. Spain is missing from the figure below for the reason just given: at two digits there is no coach to count. Scaled to population, so that a country of two million and a country of 37 million can be read on the same line, this is what the other three partners see when they look for a coach.

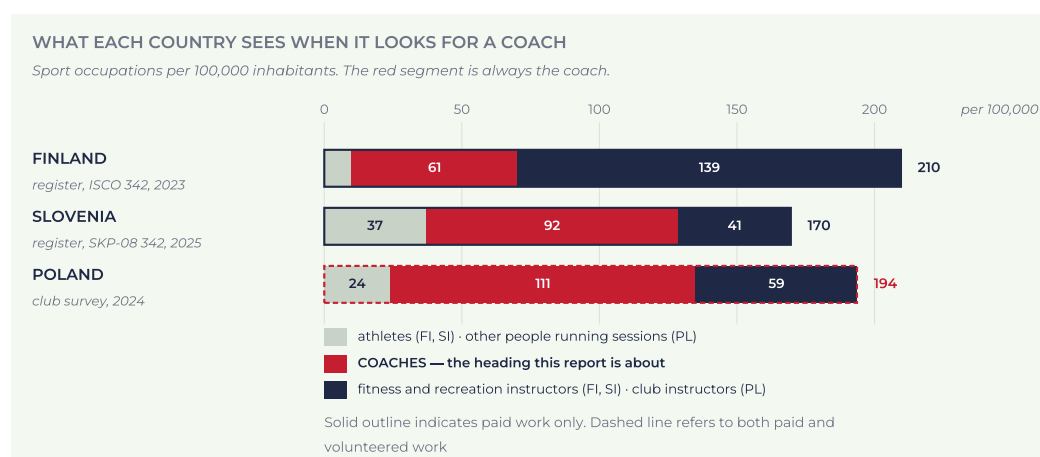


Figure 1.4. Sport occupations in three of the four SilverCoaches countries.

POLAND COUNTS THE ONES NOBODY PAYS

So far, everything is an employment statistic, and employment statistics count paid work. Statistics Poland also runs a biennial survey of sports clubs, and that survey asks a different question: not who is employed, but who runs the sessions. Its answer for 2024 is 72,594 people (41,674 coaches, 21,953 instructors and 8,967 others leading activities) and the office says the count includes those working voluntarily (Główny Urząd Statystyczny, 2025, pp. 21–22).

Poland's employment statistics find 51,637 people in the whole of sport. Its clubs report 72,594 people running sessions. The two are not comparable, but the direction is unmistakable, and it is the best evidence we have that the population this project is about is considerably larger than the payroll.

1.3 Silver coaches in the flesh: a founding survey

Statistics have taken us as far as they can. They tell us how many people work in European sport, how fast the oldest of them are growing, and what the clas-

the box is: 371 covers legal support staff, private detectives, community workers and lay religious auxiliaries; 373 covers photographers and interior decorators.

⁵ Checked across the third quarter of each year from 2021 to 2025: 614,354 records, 91 variables, and all six occupation and activity fields (OCUP1, ACT1, OCUPLU1, ACTPLU1, OCUPA, ACTA) take exactly 10 values each, 0 to 9, in both file generations.

sifications call the job. What they do not tell us is why a coach of 62 stays and another leaves, or what a club could have done differently. For that we need to take the pulse of the people themselves, and of the conditions that make it easier or harder for them to remain in the system.

That is the whole of this project's premise, and it is worth stating plainly because we did not draw it from evidence: SilverCoaches assumes that the withdrawal of older people from sport organisations is not inevitable, and that a club would retain more of them if the right conditions were in place. It is the proposition on which the project was funded, and everything we build assumes it.

The grant agreement states five specific objectives. The first is “diagnosing factors influencing the withdrawal of older people from professional and social activity at the age of 60+”, and the indicator recorded against it is “European Survey, Research summary”. The other four concern strengthening the competences of people and of sports clubs, using the competences of people aged sixty and over as dual-career experts, launching a campaign to promote their activity, and supporting twenty-four people aged sixty and over in preparing their own ideas for involvement in clubs (SilverCoaches, 2025, section 1.2; the commitment sits within Work Package 2 as task T2.3).

Our Work Package 3 produces the “Guide: How to build an effective Senior Coaches Activity Programme”, a manual for two recipient groups: people aged sixty and over seeking forms of involvement in club life, and the clubs themselves. The agreement specifies that the guide is built “based on the results of the WP2 research” and assigns both documents to the same scientific team.

The conditions that govern withdrawal may not lie within a club's reach, and what looks from outside like a barrier may be a preference. The account we borrowed from the literature on paid employment may not survive contact with a voluntary organisation. Even though, we think that this study has a great interest in itself.

For that reason, one clarification governs everything that follows: the transition we studied is not retirement; these sports agents do not retire from their club, because a club has no retirement age, no contract to leave, and frequently no record of who is on its books. What usually ends is a working life elsewhere, and the question is whether the tie to the club survives that ending. Whatever a person's status was beforehand, the direction of travel is the same, and the movement we examine is the passage into or the continuance in volunteering.

The report has five chapters: Chapter 2 sets out the forces that hold a person in an organisation and where our measuring instrument came from; Chapter 3 describes the survey, the limits of its design and what this report cannot say; Chapter 4 reports the results; and Chapter 5 draws the conclusions.

This report is a continuous dialogue between somehow opposing perspectives and requirements, and to be constructive and fair it needs to be balanced in three dimensions at least:

1. *Between the scientific and the operational.* The instrument, the data, and the analysis must withstand a reader who checks them, and the findings have to be usable by a club secretary with 40 minutes on a Thursday. We resolved this by separating the two rather than compromising between them: what a club could act on is said plainly, and what establishes how we arrived at it is said next to it rather than in its place.
2. *Between the systematic and the variable.* One instrument was applied in the same way in every country, because otherwise nothing can be compared. But the countries are not the same, as we have just seen, and sport retains older workers better than average in the Union as a whole and considerably worse in Spain, and averaging that away would destroy the most useful thing we have. Our analysis is systematic, and the reporting keeps the variation: where a national pattern departs from the common one, we say so rather than smooth it.
3. *Between the structural and the conjunctural.* Laws, classifications and the age structure of a labour market change over decades. A person's decision to carry on coaching is taken in a particular season, with a particular committee, after a particular conversation. Both are real and they operate on different clocks. This report describes the structure in Chapters 1 and 2 and the circumstance in Chapters 4 and 5, and its recommendations are addressed to the level a club can reach.

It may be objected that a survey of this kind collects anecdotes, and it does, but that is the instrument rather than a defect in it. No single club's experience generalises, and we do not claim that any one of them does, but local contributions accumulate into a global picture: enough particular accounts of why someone stayed or left, gathered the same way in four countries, and a landscape appears that no one of them contains. The generalisation we are after is to a mechanism, not to a population: what tends to hold people and what tends to release them, and that is a claim the reader can check against every account we report.

Key messages

- Running a session is the same work whether somebody is paid for it or not, and the law only sees one of the two.
- Sport employs a young workforce, and its oldest segment is the one growing fastest.
- How well sport holds on to its older people varies widely across Europe, and that variation is what makes the question worth asking.
- Employment statistics count paid work, so the people this project is about are more numerous than any payroll shows.
- No statistical office publishes the age, the trade and the unpaid work in the same table, which is why the chapters that follow go and ask the people themselves.

2 A silver coach looks into the mirror: Should I stay or should I go?

Statistics give us a sense of what seems to drive the long, large processes we are used to calling historical, economic or sociological. If accurate, numbers and figures feed back useful reflections of the objects we need to understand, but human experience, in sport as anywhere else, takes place in real situations that are unique milieus for unique individuals who make their own decisions for their most personal reasons.

For this reason we need to set the sport system aside for a while and think about silver coaches at first hand: the retiring professionals and the ageing volunteers whose values and circumstances change and adapt to new challenges in the sixth or seventh decade of life, and who might find themselves answering an uncomfortable question more often every week. Should I stay or should I go?

It is a truism that human behaviour is affected by many things at once. Sport, for instance, is a family of institutions that regulate human action while granting their agents very different degrees of freedom: in gymnastics or in athletics events one must abide strictly by the rules of the discipline in order to score, whereas in team sports the actions of the players are far less predictable (Parlebas, 1999; Martínez-Santos, 2018). In every case, the sport system creates structures that materialise in the competitive situations athletes and players take part in and operate as a field of forces that facilitate or impede the fulfilment of their dreams. Games and clubs develop their own internal logic, which is what makes a choice possible and meaningful.

2.1 Clubs are psychosocial fields, not containers

Kurt Lewin (1890–1947) founded social psychology and spent his working life exploring how human behaviour is shaped by the interaction between individuals and their social environment. Field theory, group dynamics and action research are among the terms we inherited from him.

Field theory rests on three principles: first, that behaviour is a function of the person and the environment taken together; second, that at any given moment the person and the environment make up a field, a real situation *hic et nunc*; and third, that stability in a field is not the absence of movement but a balance of forces pulling in opposite directions.

This theory allows us conceptualising our object of study as a system of agents and objective conditions that together affect coaches who need to make a conscious decision about retiring or staying, as a psychosociological field in which barriers and opportunities are brought into being by those hidden lines: “What happens within such a field depends upon the distribution of forces throughout the field” (Lewin, 1947, p. 14).

Some of Lewin's elements are especially fruitful here. If in a quasi-stationary equilibrium, a situation that looks stable is not motionless but held "like a river[,] continuously changes its elements even if its velocity and direction remain the same" (Lewin, 1947, p. 15), corresponding "to equally strong opposing forces" (p. 16): driving forces that correspond "to ambition, goals needs or fears" and tend to produce movement, and restraining forces that merely "oppose driving forces" (p. 28).

It is easy to imagine how these forces are embodied in sports clubs and institutions, and how an equilibrium can be shifted either by adding force or by removing what opposes it, that is by removing barriers or by creating opportunities: "Since increase of tension above a certain degree goes parallel with greater fatigue, higher aggressiveness, higher emotionality, and lower constructiveness it is clear that as a rule the second method will be preferable to the high pressure method" (p. 26).

Studying children's groups, Lewin watched two members leave after accumulating hostility from the others, stating that "a sufficiently large change of the level of equilibrium leads to a basic change in the character of the total situation: too much received dominance makes the member leave" (p. 23). Even though he was not studying sport, he goes on to say that in some cases a further dimension has to be brought into the model: "the degree of 'eagerness to belong to the club'". What a nice metaphor.

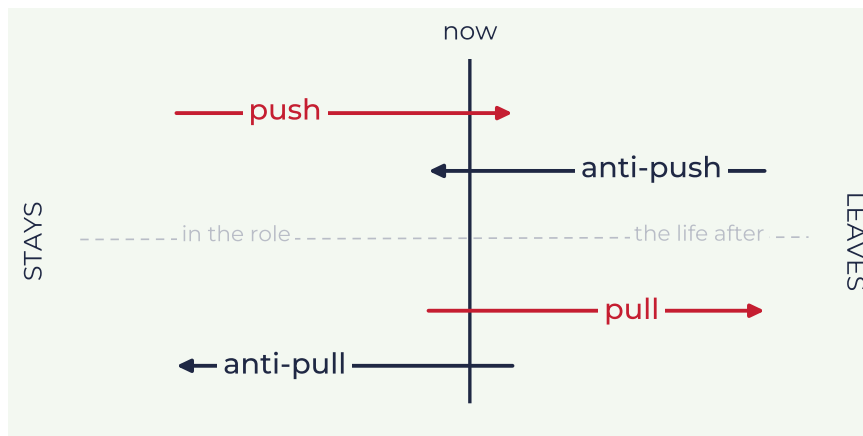


Figure 2.1. The four forces, and the line of today that each of them crosses.

In Figure 2.1 we represent the field of the club and the forces that can act today on the eagerness of any of its members to stay. The two red arrows move a coach towards leaving and the two dark ones hold them where they are, and each pair arises in a different place: *push* and *anti-push* in the role as it stands, *pull* and *anti-pull* in the life that would follow. Every one of the four crosses the line of the present, and that crossing is what makes it a force at all. Whatever stays on its own side of today, a past that cannot be changed or a future nobody is weighing, does not act on the person who has to decide. Let us see how this model works.

2.2 A young but growing 2×2 model

Researchers have studied the conditions surrounding retirement from paid work for decades, and one family of instruments has been built to address something close to the question we needed to ask: what drives people out of a role, and what draws them away from it. That is the so-called “push-pull model”, and we use a descendant: a version with four factors rather than two, which adds to the two moving forces the two holding ones aforementioned.

The questionnaire we use in our survey is the Workers' Retirement Motivations Inventory (WRMI) of Fouquereau et al. (2018), a 20-item instrument developed in French across six studies with 1,898 employees still in work and approaching retirement age. However, to better interpret our results, we need to look back to its origins.

The origins of the model can be traced to Shultz et al. (1998):

“Push factors have been defined as negative considerations, like poor health or dislike of one's job, that induce older workers to retire. Pull factors are typically positive considerations, such as the desire to pursue leisure interests or volunteer activities, that attract older workers toward retirement.” (Shultz et al., 1998, pp. 45–46)

In this sense, “push” and “pull” are not properties of events, but meanings attributed to them, and two people can read the same event in opposite directions: “Because of context, the same event may be rated as either a push or a pull by different workers”, and the factors are “grouped into push and pull categories for ease of interpretation” (Shultz et al., 1998, pp. 46, 48). This is in line with the earliest papers, which set out to identify “the individual-level ‘push’ factors that induce individuals to leave their long-term jobs, but also the myriad ‘pull’ factors like leisure and alternative employment that make retirement attractive” (Feldman, 1994, pp. 286–287).

Étienne Mullet et al. added the “anti-push” and “anti-pull” factors in 2000, asking 590 French adolescents whether they would go and study, work, or live in another country in the European Union. Their two definitions were: “anti-push factors have generally been conceptualised as attachment (to place) factors”, and “Anti-pull factors have been conceptualised as costs and risk factors” (Mullet et al., 2000, p. 218). In plain terms, an “anti-push” is whatever ties people to where they already are (e.g., the place, the people, the role) and an “anti-pull” is whatever the move itself would cost them. Neither is the opposite of a “push” or of a “pull”: they are the two forces that hold.

For clarity, in Table 2.1 we have reduced the 20 items to their core one word and present them side by side. It is interesting that push and pull are worded as comparisons: feeling less motivated, conditions that have deteriorated, more time with family, less pressure, etc. Instead, anti-push and anti-pull are worded as states and feelings: being attached, still having ambitions, being afraid to feel weaker or alone, etc. A high score on the first pair reports a change of degree, and a high score on the second reports the presence of a condition. The four

scales are therefore not four readings of one quantity, and a difference taken between them is not a distance along one scale.

Table 2.1. *The twenty items of the WRMI model, one word each.*

	Towards leaving	Towards staying
In the role now	<i>push</i>	<i>anti-push</i>
	less motivation	attachment
	worse atmosphere	mission
	poorer conditions	status
	higher stress	ambition
	greater dissatisfaction	recognition
In the life after	<i>pull</i>	<i>anti-pull</i>
	family time	weakness
	more rest	depression
	more control	ageing
	less pressure	loneliness
	friends time	boredom

Note. One word per item, in the order Fouquereau et al. give them and administered with the questionnaires in Annex A.

Some absences need to be noted. Four of the five anti-pull statements name nothing that is being left behind: they are about losing one's vitality, feeling without purpose, ageing faster, and being bored. Only the fifth names the organisation as the place to walk out of rather than as something whose loss is being weighed. What that scale reports is how silver coaches regard their own future self, and Chapters 4 and 5 read it that way. The second absence runs through all twenty: none of them mentions money, none mentions physicality, and none asks what the role costs in hours. An inventory written for employees approaching a pension had no reason to ask an unpaid coach any of the three, which is why we added three statements of our own.

The four-factor model has been around for a good quarter of a century. Interestingly, this model reached sport before it reached work. In 2006, Fernandez, Stephan and Fouquereau built the Athletes' Retirement Decision Inventory on exactly this framework — "This push pull anti-push anti-pull framework seemed to be appropriate for studying the process of deciding to retire from elite sport" (Fernandez et al., 2006, p. 409) — and obtained four factors with exactly the labels our own instrument carries (pp. 413–414).

Three more pieces of research complete our landscape. AlKhars et al. (2021) offer the only independent test of the four-factor model we have located: a team with no link to Fouquereau and colleagues, working in a different country and a different sector. They gave the original WRMI to 221 Saudi medical staff aged 40 and over (105 men, 116 women) and asked a single yes/no question about the intention to retire before the country's official retirement age of 60 (58% said

yes). Anti-push, anti-pull and pull moved that intention, but “push factor was not significant” (AlKhars et al., 2021, p. 5). A finer look at the results narrows the finding further: the three working factors predict the intention to retire early only among the women in the sample, and among the men none of the four factors reached the authors’ own threshold.

The WRMI inspired Chevalier et al. (2022) in their study of the decision to start a business. The same Tours team behind the WRMI built a new instrument, although this “theoretical framework was initially used to explain migration decisions and then for career transitions such as retirement decisions among various populations” (Chevalier et al., 2022, p. 102). Understanding push and pull as forces that bring entrepreneurs towards starting the venture, and anti-push and anti-pull as forces that hold them in salaried work, the same two, their person-centred analysis of the 428 responses found three profiles rather than one continuum: ready to start, ambivalent and undecided, the last the largest of the three.

Blanche et al. (2026) went furthest of the three and are the only qualitative application of the model we have found. Thirteen unemployed jobseekers in France (8 women, 5 men) were asked one open question per factor: “Regarding your current situation, what factors motivate you to leave unemployment?” for push, and its mirror for the other three (Blanche et al., 2026, p. 105). In this case, unemployment and a return to work, rather than a job and retirement, counted as present and future, but the four-factor logic remained the same. After coding 319 pages of transcripts, they found that levers (push and pull together) outnumbered brakes (anti-push and anti-pull) by roughly 5 to 4.

Table 2.2. *The four factors and what each measurement found.*

	push	pull	anti-push	anti-pull
What it names	the present, negatively	the future, positively	attachment to the present	fears about the future self
Where it comes from	convention, reported by Shultz et al. (1998)	convention, reported by Shultz et al. (1998)	Mullet et al. (2000), from migration	Mullet et al. (2000), from migration
ARDI 2006 · athletes	6 items ·.87	12 items ·.88	6 items ·.76 · top mean of the four, 7.41/10	15 items ·.90
WRMI 2018 · workers	5 items ·.77	5 items ·.70	5 items ·.76	5 items ·.80
AlKhars 2021 · medical staff	not significant	significant	significant	significant

Note. Figures after the item counts are Cronbach’s alpha. The ARDI and the WRMI are the two instruments in the lineage; the last row is the only independent test. Every figure in it was read in the article it comes from.

From a more technical point of view, Table 2.2 sets the four factors besides what each measurement of them has found. Each row represents one administration of the instrument, and each column represents the history of one fac-

tor. The scales hold together wherever they have been given, since every coefficient of internal consistency in the two instruments in the lineage falls between .70 and .90, among French athletes in 2006 and among French workers in 2018 alike.

Our survey contributes to this collection by being the first one to consider sports coaches and sports clubs from this perspective and by these means. We used Fouquereau and colleagues' questionnaire, rather than building our own bank of items, for stability and reproducibility. Our adaptation was limited to the wording, the response scale, and reducing the original two-question structure to one; we added three statements to cover what the inventory does not ask about. Those changes are smaller than a rebuild and larger than they look, and Chapter 3 explains what each does to the instrument's measurement.

2.3 Some literature about silver coaches

A small body of work examines older members of sport organisations. Five studies stand out, and it is worth being precise about what each establishes and where each stops, because none of the five uses the four-factor instrument. In the order they appeared, they also show how slowly the question has moved.

Inglis, Danylchuk and Pastore (1996) surveyed 359 coaches and athletic administrators in Canadian and United States universities in what remains the only study whose object is literally the retention of coaches: "Respondents were asked to rate on two separate 7-point Likert scales the degree of importance and the degree of fulfilment of each item regarding staying in one's present position" (p. 240). Three factors came out of it, accounting for 41.6% of the variance in importance (p. 241): (i) *work balance and conditions*, 15 items covering "an individual's personal time demands at home and work, such as feelings of emotional comfort at work and healthy levels of stress", together with "employer sensitivity to family demands, adequate program and staff support, clearly defined job responsibilities, good communication, and supervisory competence" (p. 241); (ii) *recognition and collegial support*, 11 items on "status, prestige, and public recognition associated with one's position, as well as several items related to colleagues" (p. 245); and (iii) *inclusivity*, 7 items. Each item was rated twice: how much it mattered and how far it was met, so the instrument locates the gap between what a coach needs to stay and what the organisation actually provides.

This study may seem tangential, but its results are informative. Grant (2001) interviewed 15 people over 70 in New Zealand about their beliefs on physical activity in later life. One of them, Diane, 74, was a silver coach: "I'm a keen swimmer and love training and coaching, whereas my husband is not at all interested in this [...] Much of my time is based around what's happening at the pool, usually getting ready for an event or helping out with the young age groups" (p. 787).

What the study found is that what governs *an old body* is largely what is socially expected: most participants believed that “for some unknown reason, many older people had learned physical activity ‘wasn’t for older people’” (p. 786); as Diane put it, “I learned [intuitively] from my parents that you rested when you were older” (p. 784), being this learning reinforced in public, since “older people were not supposed to play with any degree of seriousness let alone train and try to improve” (p. 788). Those who did train felt it: “It really annoys me when I’m working out at the gym and people look at me with a quizzical stare. I just think to myself, we’re athletes, why shouldn’t we train?” (David, p. 788).

In the Netherlands, sport is the largest volunteering sector of the country, as reported by Schippers and Conen (2014): “the sports, hobby and culture sector is by far the largest when it comes to the number of voluntary workers, with over one million participants” (p. 227). Their portrait of who does it is worth having in full: “The prototypical older volunteer is probably a man in his early sixties, most likely recently retired from a white-collar job [...] active in an organisation in the field of sports or leisure, maybe the tennis club or the association that organises the annual fair on the square in the middle of the village” (pp. 229–231). Among Dutch men, participation in organised voluntary work peaks between 65 and 75 at 29%, higher than at any younger age (p. 226).

Unfortunately, in that study sport is aggregated with hobbies and culture and no role inside the club is ever named, and coaching may mean the counselling of volunteers by professionals rather than the training of athletes: “the professionals have less time for coaching and counselling volunteers” (p. 221). On the contrary, they are very clear about where the key may be: organisations “that want to attract or hold on to voluntary staff have to compete with an increasing range of alternative forms of time use by older people” (p. 237), and “the challenge lies with organisations, and not primarily with the government” (p. 240).

The study by Ronkainen et al. (2020) is especially fruitful to us. They interviewed 23 athletics coaches: 15 men and 8 women, aged between 22 and 86 with a median of 45, in two clubs, one in Finland and one in England. These coaches were asked whether coaching was a hobby, a job, a career, a vocation or something else, and an interesting finding came out: “The younger coaches mainly constructed coaching as a hobby and more often placed value on personal benefits, whereas many older coaches described coaching as a vocation/-calling and emphasised causes that transcend the self (e.g. tradition, duty and leaving a legacy)” (Ronkainen et al., 2020, p. 1). Of the 11 coaches in their fifties and older, five described it as a vocation in exactly that sense, two as a profession, and two as a hobby on the ground that nobody pays for a hobby (pp. 10–11).

One of those 23 interviewed coaches by Ronkainen et al. (2020) was Mark, an athletics coach in his fifties at an English club, who clearly explains why he stays: he feels committed, no one else in his event can take over, and the sessions

don't happen if he isn't there. He also says how costly that can be after a full day's work and then the track, before he gets home at nine. Here they are, an "anti-push" and a "push", both in his own words and depicted in Figure 2.2: there is no trace of the other two forces, not because Mark had nothing to say about them, but because the interview never asked what retirement would offer him, or what leaving the club would cost him.

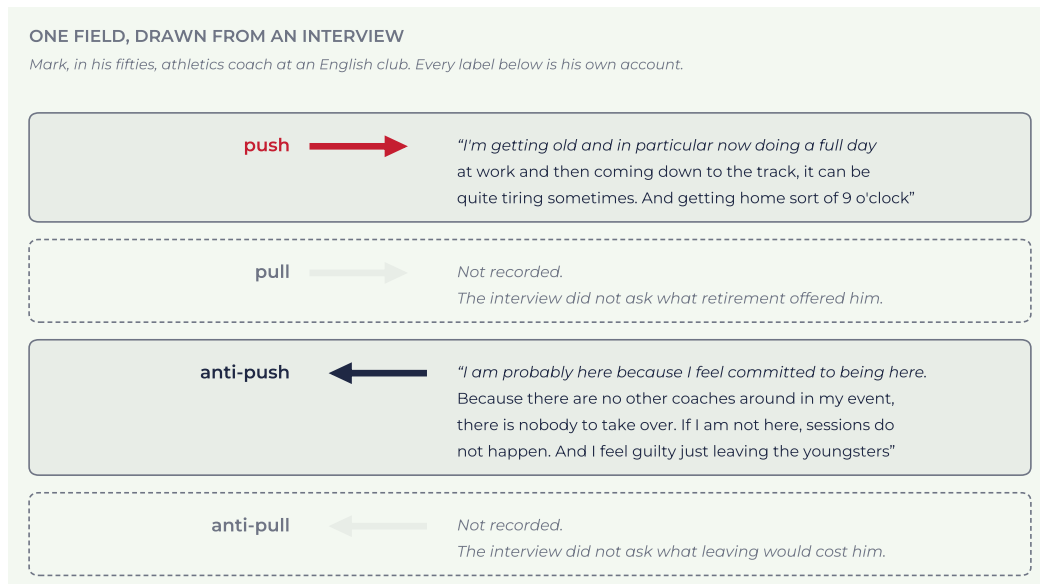


Figure 2.2. Mark's athletic club as a force (from Ronkainen et al., 2020).

If we pay attention to those older 11 coaches in the study by Ronkainen et al. (2020), what keeps them in their posts is commitment rather than enjoyment: "Many of them mentioned that they enjoyed their coaching, but at times when they did not particularly enjoy it, they would still do it because it was their moral duty" (p. 10). Coaching is also rarely the only thing they do, since "their volunteer roles in the sport often included being an official, board member, club statistician, club president and so forth" (p. 10). Besides, they see themselves engaged further and longer than their own position in the club, as one coach in his sixties put it: "And I would say I hope this will all continue long after we're all gone" (p. 12). Unfortunately, the study stops at our door: the words retirement and ageing do not occur once, and there is no case of a person who left. The only trace of leaving is a phrase inside a diagram, "Thinking of disengagement" (p. 7), which the text never picks up.

Finally, Carson et al. (2020), the most recent of the five, surveyed 317 sport officials in Australia and found that the older ones fare better: negative emotional symptoms fall from 31.8 among those aged 18 to 30, to 22.2 in the middle band, to 18.6 among those over 50 (p. 7). "Supporting Hypothesis 1, the findings of the current study highlight the association between age and MH and PWB. Older officials had lower negative emotional symptoms" (p. 9). Two qualifications belong with that. Once the model adjusts for the rest, the advantage in symptoms

is borderline, and the advantage in wellbeing disappears altogether, while what dominates both is organisational rather than personal: workload and control (p. 8). Moreover, the design cannot see the people this report is about: “The recruitment of current, practising officials meant there was a survival bias and that it was not possible to report on officials who have withdrawn from officiating” (pp. 10–11). Its top band is “over 50”; there is no “over 60.”

It is not a surprise to learn that older people run sport clubs, whether they are considered professionals or called coaches, instructors, or managers. This conceptual challenge of naming and counting was discussed in the first chapter, concluding that the competences and contributions of European silver coaches align perfectly with the reality of our sport culture and legislation. In this second chapter, we operationalise our need to understand how 60+ coaches live as part of sports organisations that usually need their valuable contributions. We have also strengthened the study with the most relevant papers in the scientific literature, none of which has measured the field forces acting on members of sports clubs.

According to Kurt Lewin, the balance of forces shifts more efficiently by removing what restrains than by adding what drives, and a group is more likely to retain its members through their eagerness to belong to the club. Our survey aligns with these principles, which is why we set out to measure those forces in real coaches and real clubs, at the moment when real people look into the mirror of their future life.

Key messages

- A club holds its members through a balance of forces, and a balance can be tipped from either side.
- Removing an obstacle changes an organisation more cheaply than adding pressure.
- Four questions cover what moves a person in or out of a role: what is wrong here, what looks better elsewhere, what ties them to what they do, and what they fear about stopping.
- Wanting to stay and wanting to go are not the two ends of one measurement, and the same person can feel both at once.
- Nobody had asked these questions of the people who run sport clubs, and that is what our survey does.

3 Method

3.1 Design

We conducted a cross-sectional online survey of people working or volunteering in sport organisations in four European countries. Each respondent answered once, and we did not attempt follow-up. The design is descriptive: it observes the composition of a field at a single moment and does not support causal inference. The choice of a single measurement is not only a concession to resources. Lewin argued that behaviour at a given moment is explained by the field at that moment: “Any behavior or any other change in a psychological field depends only upon the psychological field at that time” (Lewin, 1943, p. 294).

3.2 Participants

The questionnaire was distributed in Finland, Poland, Slovenia, and Spain during June and July 2026, and 168 valid responses were returned. The analytic dataset comprises 119 respondents aged 60 years or older. Three birth years could not be used (one impossible, one a three-digit fragment, one with a mistyped digit) and were not repaired. Age is therefore available for 165 of the 168 respondents.

Table 3.1. Respondents by country and language of administration.

Country	Responses	Aged 60 and over	Language
Spain	69	58 (84%)	Spanish
Slovenia	56	18 (32%)	Slovenian
Poland	24	24 (100%)	Polish
Finland	19	19 (100%)	Swedish (16), Finnish (3)

Respondents did not report remuneration directly. Item 7 asks how the organisation engages people aged sixty and over, including the respondent, and the answer identifies the respondent only when it is exclusive. On that basis, 45 of the 119 can be classified: 33 belong to organisations that engage people of their age strictly as volunteers, and 12 to organisations that do so strictly in paid positions. The remaining 74 cannot be classified — 39 are in organisations that do both, 18 are the only person of their age in the organisation, and 17 do not know.

A second item asked for years of experience in professional, paid activity, with the word paid printed in the stem. Eleven respondents answered zero, and most of the remainder answered 30 or 40 years, which reads more like a life in the sport than a payroll record. The item therefore identifies the 11 and settles nothing about the others.

3.3 Instrument

The questionnaire comprises 37 items in three parts: 13 classification questions about the respondent and the organisation, 23 statements answered on a five-

point agreement scale, and one question on barriers. It was fielded in six languages, which agree item for item. The wording of every item is held with the questionnaires in Annex A.

The classification variables are: year of birth; gender; the highest completed level of education; the profile and legal status of the organisation; where the organisation mainly operates; the role or roles held within it; the total number of staff and regular volunteers in the organisation; how the organisation engages people aged sixty and over; how many of its staff and volunteers are aged sixty and over; the primary sport discipline; the highest coaching or instruction qualification held; the highest level of competition reached as an athlete; and the years of experience in professional, paid activity. Two of the 13 (role and qualification) accept more than one answer.

The qualification item asks for the highest qualification held. Still, it allows several to be ticked, and respondents divided between the two readings: 85 of the 119 named one qualification and 34 named between 2 and 4. The item therefore records what the respondents put forward as their qualification, not the set of qualifications they hold. A count of how many hold a federation licence cannot be recovered from it, reason why this figure sets a minimum: anyone who named a higher-education degree may hold a licence as well and had no reason to say so. We report the item in Chapter 4 as answers given and never split the respondents into holders and non-holders.

The second section contains the 20 statements adapted from the Workers' Retirement Motivations Inventory (Fouquereau et al., 2018). Three modifications were made: *my company* was replaced by *my organisation*; the original 10-point importance scale was replaced by a 5-point agreement scale; and the original two-question structure, one on deciding to retire and one on deciding to continue, was reduced to one. As a result, the original measures the weight a reason carries in a decision, whereas the current instrument measures agreement with a statement. A respondent may agree that the organisation has deteriorated and give that no weight when deciding whether to remain.

The 20 questions from the four factors were shuffled to avoid any item context effect.

Internal consistency in these data ($n = 119$) was 0.74 for push, 0.84 for pull, 0.71 for anti-push and 0.85 for anti-pull.⁶ The three items written for this study concern personal projects outside sport, physical capacity, and income. An inventory designed for paid employment addresses poorly what competes with an unpaid role. They are scored separately and are never combined with the four factors.

⁶ Cronbach's alpha indexes whether the items in a scale covary, not whether they measure what their label states. The comparable administration in the original is Study 3, the first standalone use of the 20 items ($n = 375$), where the four coefficients are 0.77, 0.70, 0.76 and 0.80, the same figures given in Table 2.2.

The third section is a single question: “Which of the following factors best describe your reasons or barriers regarding retirement from your sports organisation? Please select the TOP 3 most significant factors for you.” 12 options are offered, each with a short gloss: physical limitations, technology gap, stereotypes, communication gap, resistance to change, low salaries, age discrimination, lack of flexibility, limited career paths, youth-oriented culture, temporary contracts and lack of training.

Two properties of the instrument constrain what it can record. First, the barriers question is a closed list of 12 options, ranked, with the top three retained; a closed list can return only what is on it. Second, the four scales do not point in the same direction: a high score on push or pull indicates a reason to leave, whereas a high score on anti-push or anti-pull is scored in the model as a reason to stay. Every figure and table in this report is labelled accordingly.

Analysis also identified a further property that bears on interpretation. The four scales do not refer to the same event. All 10 push and anti-push items name the organisation (i.e., my role at my organisation, the atmosphere within my organisation, my identity and standing within the sport). In contrast, seven of the ten pull and anti-pull items name retirement without specifying retirement from what: once I retire, once I fully retire, I want to retire to. Only one statement in the two scales names what is being left, the fear of becoming isolated once I leave my organisation and sporting circle.

The instrument therefore weighs the club against retirement, which is precisely the transition this project addresses. For a respondent who has already retired, or who never held a job to retire from, the phrase *once I retire* has no referent, for such respondents either supply one or read it as leaving the club, and no analysis can recover which.

3.4 Procedure

The questionnaire was administered online, and each respondent completed it once. National partners distributed it through their own networks in the national languages. There was no sampling frame and, consequently, a response rate cannot be computed or reported.

3.5 Ethics

Participation was free and informed: respondents were told what the survey was for and took part voluntarily. All respondents were adults. The questionnaire was anonymous, and no response can be traced back to an individual.

3.6 Data preparation

Raw exports are held read-only. Every correction is implemented in a script, not in a spreadsheet, so any figure reported here can be traced to the response that produced it. Three preparation decisions affect reported figures:

1. *I do not know* was retained as a substantive answer rather than converted to a missing value: eight respondents did not know how many people their organisation has in total, which is itself information about the organisation.
2. We recovered numbers written as words where unambiguous and took mid-points for ranges, logging every recovery.
3. Staff counts and years of experience are reported in bands, because a free-text field does not carry the precision a mean would imply.

One processing error is reported because it illustrates the purpose of the checks. A text pattern for *lack of training* matched a phrase within the label for *technology gap*, crediting every respondent reporting the second with the first and converting the least cited barrier in the survey into the most cited. We detected it in development, and the checks that caught it now run on every execution.

3.7 Analysis

Analysis is descriptive: counts, percentages and distributions; no p-values are reported. With a purposive dataset like ours, a significance test would address a question about a random draw that was never made. Where uncertainty is material, we report bootstrap intervals, and where a comparison warrants a magnitude, we report an effect size.

Bootstrap intervals resample the observed data with replacement, 5,000 times, and recompute the statistic on each draw, and the interval reported is the range between its 2.5th and 97.5th percentiles. No assumption is made about the shape of the underlying variable, which matters here: agreement items rarely follow a normal curve, and several of the groups compared are small.

Where a comparison spans groups of unequal number, a permutation baseline is reported beside the observed value: group labels are shuffled at random 2,000 times, breaking any real relation while keeping group sizes fixed. It is a reference distribution, not a test: no p-value is derived, and what is reported is the observed value beside the median and ninety-fifth percentile of its own shuffles.

Agreement answers are reported as distributions rather than means wherever the two differ in a meaningful way. A latent profile analysis on the four factor scores returned a single class, and the positions used in Chapter 4 therefore describe where respondents fall on continuous scores, not groups with members, and they are never described as a typology.

Every figure and table in this report was produced in R 4.5.0 (R Core Team, 2025) by a pipeline of numbered scripts that runs from the raw export to the finished output without a manual step, so that any number printed here can be traced back to the response that produced it:

- Data are read and reshaped with *readxl*, *readr*, *dplyr*, *tidyr*, *stringr*, *purrr*, *forcats* and *tibble*, and cleaned with *janitor*.
- Cronbach's alpha for each of the four scales is computed with *psych*.
- The bootstrap intervals for the four groups use *boot*, with 5,000 resamples and a fixed random seed, so that every interval printed in the results reproduces exactly.
- Figures are drawn with *ggplot2*, with *ggstats* for the diverging bars of Figure 4.1, *patchwork* for the composed panels, and *sysfonts* and *showtext* to set the report's own typeface inside the graphics so that a point in a figure is a point on the page.
- Summary tables are built with *gtsummary* and *gt*.

3.8 Limitations

Five limitations govern how the results in Chapter 4 must be read, and each follows from a feature of the design described above:

1. *Who has already left, and why.* The survey was addressed to people holding a role in a sports organisation, so it observes mainly those who stayed. The line did not hold perfectly: 20 respondents entered their role as free text and eight of them described a trajectory out of the organisation: «I was a coach for the U 12s, now no connection with the club», «retired because the sport directors did not want a person with a cochlear implant»...
2. *Causal inference.* Every respondent was observed once. A difference between age groups is a comparison between age groups, not a path through them.
3. *What the respondent is paid.* The questionnaire asks how the organisation engages people aged sixty and over, not what the respondent is. It classifies 45 of the 119, but the other 74 cannot be classified.
4. *Country.* Country is confounded with age and with sporting discipline at once, and completely rather than partially: Poland and Finland returned only respondents aged sixty and over, all 56 Slovenian responses come from team sports, and 16 of the 19 Finnish responses come from athletics. This document analyses no country differences: block D of Chapter 4 describes each partner's group on its own and never measures one against another.
5. *What a second study would need.* Three features of this design cap what it can resolve, and a second study would sharpen the openings of Chapter 5 rather than replace them. The first is the number of respondents: several of the comparisons between the four groups show differences large enough to matter, and a network of 19 split six against 13 cannot resolve a difference of

that size. The second is the frame, which reaches only the people still inside the organisations, and the two routes past it, the clubs' own records and the national registers of qualified sports workers, were not available in the time this task had. The third is the instrument: seven of the twenty statements adapted from the inventory name retirement without saying retirement from what, which for an unpaid coach in a small club may have no referent at all, and an instrument written for this population would ask about leaving *this organisation*, which is the event a guide for clubs is trying to prevent.

Key messages

- A hundred and nineteen people aged sixty and over answered the survey in four countries during June and July 2026.
- They were reached through the partners' own networks, so they are a group and not a sample of any wider population.
- These data do not support conventional statistical testing, so the report gives counts, distributions and intervals instead.
- Every number in the report can be traced back to the answer that produced it.
- The limits of the design are set out in this chapter, before any result is read.

4 Facts and figures about our silver coaches

A The coaches, the jobs and the clubs

4.1 Who answered

A hundred and nineteen people aged sixty or over completed the questionnaire. This section describes them, and it is the first result of the study rather than a preamble: everything the rest of the chapter says is said about these people, who are not a probability sample of anything. We have a dataset of 119, and the four groups within it are subsets of that dataset, not subsamples of a population: members of the Slovenian football federation, athletics coaches in Finland, members of the sports fabric in the Basque Country (Spain), and Polish sports coaches and officials. Therefore, differences between columns relate only to how the study was recruited.

Our silver coach is a 65-year-old man with higher education, involved in sport at an intermediate level. They are overwhelmingly men (108 to 11), and the 11 are unevenly spread: six are Finnish, and Slovenia returned none. Eurobarometer 88.4 finds that 52.8% of Europe's sport volunteers are women (Scharfenkamp et al., 2023, p. 795).

THE COACHES

Table 4.1. Personal traits of silver coaches, by country.

	Spain	Poland	Finland	Slovenia	All	%
Respondents	58	24	19	18	119	100
Age band						
60–64	30	11	9	9	59	49.6
65–69	20	6	5	7	38	31.9
70 and over	8	7	5	2	22	18.5
Median age	64	66	65	64	65	
Sex						
Men	54	23	13	18	108	90.8
Women	4	1	6	0	11	9.2
Education						
Up to upper secondary	14	5	2	8	29	24.4
Tertiary	44	19	17	10	90	75.6
Level reached as an athlete						
Regional or below	36	16	15	7	74	62.2
National elite or international	22	8	4	11	45	37.8

Note. The last column is the percentage of the 119. Percentages are not given by country: a percentage of 18 people is a number better written as 18 people.

They are educated (90 of the 119 hold a tertiary qualification), and most competed: 45 reached national elite or international level as athletes before turning to coaching, and only 13 worked with sports associations without a competitive past of their own: eight who went no further than amateur or recreational play, and five who report no structured athletic career at all. Coaching here seems to be a second career in the same world rather than a late-life hobby.

THE JOBS

Table 4.2. What silver coaches do and for how long, by country.

	Spain	Poland	Finland	Slovenia	All	%
Discipline						
Team sports	32	18	0	18	68	57.1
Athletics	12	4	16	0	32	26.9
Other disciplines	14	2	3	0	19	16.0
Where the role is						
On the pitch	36	14	6	16	72	60.5
Off the pitch	22	10	13	2	47	39.5
Years in paid activity						
Under 10	18	0	2	1	21	17.6
10–19	7	2	1	2	12	10.1
20–29	9	6	6	8	29	24.4
30–39	16	11	6	5	38	31.9
40 or more	8	5	4	2	19	16.0

Our man in his early sixties is a former team-sport player who has been coaching for around 30 years. Two sports families account for five respondents in six, and the concentration is driven by the partners' networks rather than European sport: Finland returned no team sports and Slovenia no athletics. Seventy-two of the 119 hold a coaching role, and 47 do not, and those two counts define a distinction the rest of the chapter uses constantly. *On the pitch* means holding at least one coaching or instructing role, whether the person also holds another; *off the pitch* means holding only board, administrative or support roles, or none of the six offered.

The years they report are years of paid activity, which is not the same as years of work. A coach of 68 who has worked voluntarily since 30 and was paid for 6 of them answers six. Twenty-one respondents fall in the shortest band, and 18 of them are Spanish, so that band understates the work done rather than measuring a short career.

The credentials they put forward are the sector's rather than the university's. The 119 returned 167 answers between them. Seventy-two named a licence from a national or international federation, 39 a higher-education degree in the field, 27 a national vocational qualification and 12 a lower vocational one, while 10 named a course that carries no formal award, 5 said they hold no qualification

at all and work on experience alone, and 2 preferred not to say. These are counts of answers, not people holding each qualification: the item asks for the highest qualification and allows several, so a coach who named a degree may also hold a licence and had no reason to say so. The 72 is a floor, and this report never splits the 119 into those who hold a licence and those who do not.

THE ORGANISATIONS

Table 4.3. *Silver coaches and their clubs, by country.*

	Spain	Poland	Finland	Slovenia	All	%
Type of organisation						
Grassroots club	33	11	4	16	64	53.8
Federation or public body	10	5	7	1	23	19.3
Multi-sport club	5	3	8	1	17	14.3
Other	10	5	0	0	15	12.6
Size, staff and volunteers						
Up to 20	36	18	10	15	79	66.4
21 or more	19	3	8	3	33	27.7
Not given	3	3	1	0	7	5.9
How the organisation engages 60+ coaches						
Some of them are paid	24	11	6	10	51	42.9
All of them are unpaid	17	1	10	5	33	27.7
Cannot be determined	17	12	3	3	35	29.4
Median share of staff aged 60+	0.17	0.20	0.33	0.22	0.20	

Our male team-sport coach works in a small organisation. Sixty-four of the 119 are in a grassroots club constituted as an association, and 79 are in bodies of 20 people or fewer, counting paid staff and regular volunteers together.

Read the row of Table 4.3 on engagement with this question in mind. Item 8 asks how the organisation engages people aged sixty and over, not what the respondent is, so it cannot be determined that it holds two different situations at once: the 18 who are the only person of their age, and the 17 who do not know how many there are. Those 35 are the group we come back to when we ask who leans towards leaving, and the group a guide for clubs should attend to first. Small, local, and mostly voluntary organisations shape the landscape of sport, and this project really wants to address that.

Three features of that portrait belong to the four groups rather than to European sport: the level of education, the concentration in two disciplines, and the men-to-women ratio. Put together, the portrait is consistent, and it is not the one the phrase silver economy would lead a reader to expect. These people are not consumers of sport, nor are they the beneficiaries of a programme: they are long-tenured, formally licensed, mostly unpaid men who competed themselves, who run small clubs, and who are still on the pitch at 70 in half of cases.

4.2 The pitch and the office

Retirement from a sport organisation can be imagined as a move indoors: the coach leaves the session to the younger ones and takes a seat on the board. This section asks whether that happens, and the answer the data gives is that it does not, or not before seventy.

Table 4.4. *Who is still on the pitch, by age, discipline and how their organisation engages people of their age.*

	On the pitch	Off the pitch	All	On the pitch, %
All respondents	72	47	119	60.5
Age band				
60–64	38	21	59	64.4
65–69	23	15	38	60.5
70 and over	11	11	22	50.0
Discipline				
Team sports	46	22	68	67.6
Athletics	17	15	32	53.1
Other disciplines	9	10	19	47.4
How the organisation engages 60+ coaches				
Some of them are paid	31	20	51	60.8
All of them are unpaid	17	16	33	51.5
Cannot be determined	24	11	35	68.6

Sixty per cent of the group is still coaching, and the proportion falls slowly: 64% of those in their early sixties, 61% of those in their late sixties, 50% of those past 70. Only in the last band do the two halves meet, and even there 11 of the 22 are running sessions.

Sports disciplines separate them more than age does. Two of every three in team sports coach; in athletics, it is barely half; and among the smaller disciplines, the office wins. That is the clearest single difference, and it is also the one to trust least, because the discipline in this study is inseparable from the partner who recruited. All 18 Slovenian respondents ticked team sports, and the Slovenian partner is an inter-municipal football association, MNZ Maribor (SilverCoaches, 2025), so that column is football: the questionnaire offered no option finer than team sports. Sixteen of the 19 Finns are in athletics, recruited through an athletics network.

Whether anyone is paid makes no difference worth reporting. Among organisations where some people of this age are paid, 61% of respondents are on the pitch; where nobody is, 52%.

The role mostly held is coaching in the ordinary sense: 42 are head coaches or technical coordinators, 25 coaches or instructors, and 8, assistants; 28 sit on a board, 7 work in administration and 6 in support or medical roles. The question allowed several answers, and few people needed them: 85 ticked one role, 14 ticked two or more, and only 8 combined pitch and board or office roles.

Twenty people, 1 in 6, ticked none of the 6 roles and wrote their own instead, which is more a finding about the instrument. Eight of the 20 answered a question about the present with a trajectory: “now retired, previously head coach and director”; “I was a coach for the under-12s, now no connection with the club”.

Simply put, the office is not where these people go: of the 47 who hold no coaching role, 24 hold a board or administrative one and the other 23 a support role or none of the six, and they are not the oldest. The share who hold no role on the pitch rises from 36% among the youngest band to 50% among the oldest, a drift rather than a move. The picture is not one of coaches retiring inwards but of coaches staying out, and of a smaller group who were always indoors.

4.3 A competitive past and a small club

Age barely moves the line between the pitch and the office. So, what does? What a person brings to the club, or what the club itself is? Two things a person brings can be examined and one cannot: the coaching qualification is absent from Table 4.5 because that item records what a respondent put forward rather than what they hold, and it cannot be split into holders and non-holders. Level as an athlete and education are single-answer items and are not affected.

Table 4.5. *What separates them, and what does not, by what they bring to the club.*

	n	On the pitch	%	Head coach	%
Level reached as an athlete					
Regional level or below	74	37	50.0	20	27.0
National elite or international	45	35	77.8	22	48.9
Education					
Up to upper secondary	29	18	62.1	11	37.9
Tertiary	90	54	60.0	31	34.4

Head coach here counts those who ticked head coach or technical coordinator, a subset of those on the pitch, and the two percentage columns are shares of their row rather than of the 119.

One thing separates them: of the 45 who reached national elite or international level as athletes, 35 are still on the pitch, and 22 are head coaches. Of the 74 who competed regionally or not at all, half are on the pitch and a quarter are head coaches. Twenty-eight percentage points in the first column and 22 in the second: no other characteristic of the person comes close.

Tertiary education makes no difference at all: 60% of graduates are on the pitch against 62% of those who left school at 18, and the gap in leading the coaching runs the same way, three and a half points, which with these numbers is nothing.

We do not mean to say that former elite athletes make better coaches, which this study cannot measure, but they are the ones still coaching at 65, and we cannot say why: a competitive past may bring a body that lasts, or a network

that keeps offering sessions, or an identity that makes stopping harder. All three align with the table, which shows how the four groups were built: elite standing is unevenly spread across them, with 22 in Spain, 11 in Slovenia, 8 in Poland, and 4 in Finland.

The club matters differently, and the direction is the opposite of what one might expect. In organisations of 20 people or fewer, the median share of staff aged sixty and over is 0.24; in organisations of 21 or more, it is 0.15: 1 in 4 of the staff in smaller clubs is over 60. Larger organisations, with more posts and more room, have proportionally fewer.

Being the only one of your age is also a small-club condition. Of the 79 respondents in organisations of 20 or fewer, 25 are either the only 60+ person or cannot say how many there are: 32%, against 18% in the larger ones. So the same organisations that depend most on older people are the ones where an older person is most likely to be alone, and it is the first thing we test against the balance.

B What holds coaches in the club, and what pulls them away

4.4 The four forces, in general

The four scales we use relate the four forces that compete in the field of the club, set out in full when we described the Workers' Retirement Motivations Inventory and the instrument: push is what is considered wrong in the role as it stands and pull is what the life after would offer, both pointing out of the club; *anti-push* is attachment to the role and *anti-pull* what is feared about the life after, both counted in the model as holding the person in. Three further statements, on projects outside sport, on physical capacity and on income, were written for specific reasons and are never folded into the four.

Figure 4.1 shows the actual distribution of responses. Each bar shows the 119 answers to each question, from strong disagreement on the left to strong agreement on the right and sits on the line marking the middle of its neutral block. A bar that extends farther left than right belongs to a statement most of these coaches rejected.

The four blocks have four distinctive shapes:

1. *Push* leans left on all five of its items: most of these coaches deny that anything is wrong in the role, and the most rejected of the five is that the atmosphere is unpleasant, which 13% accept.
2. *Pull* sits closer to the middle and is not uniform: four of its five items lean left, but wanting control over one's own daily schedule leans right, agreed by 45%, the only statement outside anti-push that more than four in 10 endorse.

3. *Anti-push* leans the other way on all five items, the only block that does.
4. *Anti-pull* leans left again, and the highest of its items, the fear of losing one's vitality, is agreed by a third.

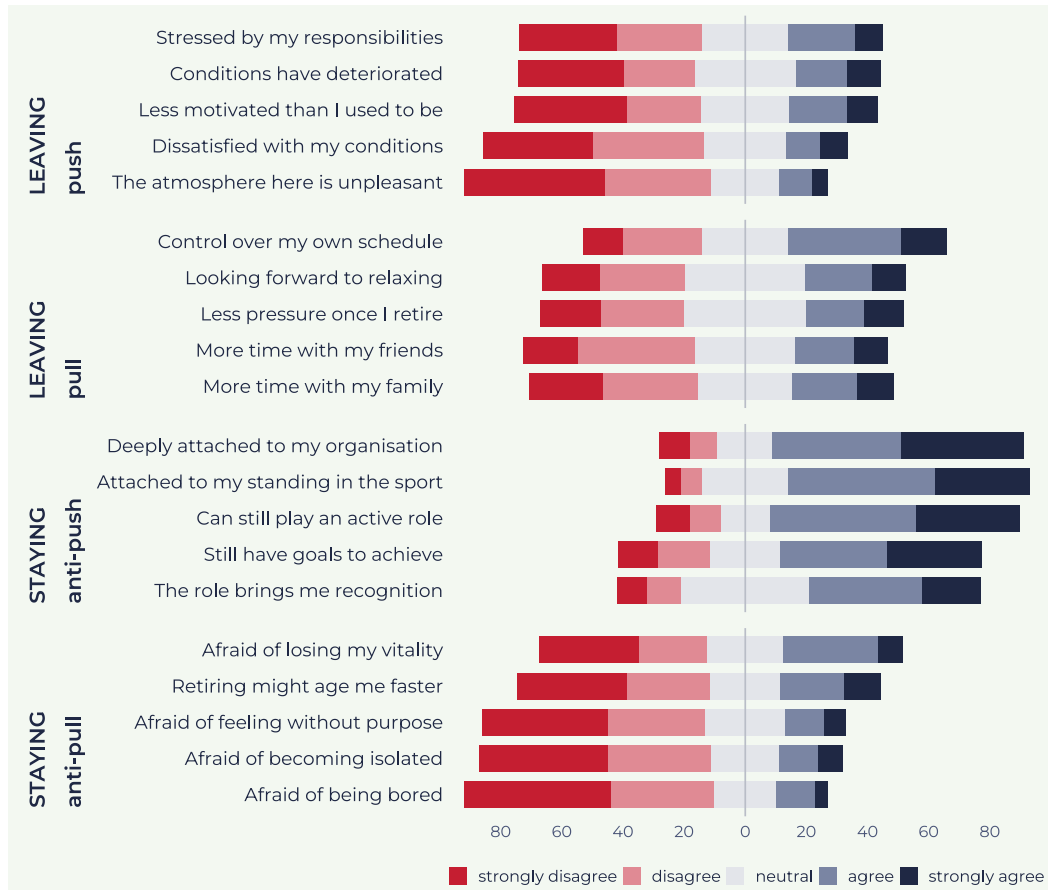


Figure 4.1. Our silver coaches and their fields in 20 statements.

At the level of single statements, the ranking is unambiguous: the five most endorsed statements in the whole instrument are all anti-push, that is attachment to the organisation, attachment to one's standing in the sport, still being able to play an active and vital role, still having goals, and the role giving social recognition. The five least endorsed are a drop in income, boredom, an unpleasant atmosphere, health or energy, and the fear of feeling without purpose.

Attachment to the organisation and recognition for the role are both anti-push statements, and their averages are four-tenths apart, which sounds like very little. However, 69% of respondents agree with the first and 47% with the second: averages can be close while the split behind them is not. Attachment is close to unanimous, while recognition divides the group almost in half, and recognition is something a club decides to give.

Table 4.6 is the statistical extract of those distributions: what each scale's five items average, how widely respondents spread around that value, how many of them land at the agreeing end, and how well the five items hold together.

Table 4.6. *The balance of the four field forces.*

	Mean	SD	Agree	Alpha
Towards staying				
Anti-push — attachment to the role	3.62	0.81	45	0.71
Anti-pull — what is feared about retiring	2.36	0.99	12	0.85
Towards leaving				
Pull — the attractions of retiring	2.84	0.94	14	0.84
Push — what is wrong here	2.41	0.87	3	0.74
The three items written for this study				
Passions, hobbies and travel plans	3.36	1.22	57	
Health or energy make it difficult	2.13	1.08	15	
A drop in income once I retire	1.99	1.12	11	

Only one of the four scales sits above the midpoint, and it names the present: anti-push averages 3.62, and 45 of the 119 average 4 or more across its five items. Nothing else comes near (pull 2.84, push 2.41, anti-pull 2.36), and 3 people in 119 average 4 or more on push. Almost nobody in this study is being driven out by the job. This population is held in place by the job rather than trapped in it.

We call our clubs fields rather than a balance not only because we are very keen on sports metaphors: these 4 numbers show how these forces interact in a complex but clear way. A balance has a single beam, so that a push at either end moves the same pointer; a field holds forces that act without ever meeting. Were the 4 forces the 4 ends of one dimension, a club could retain its older staff by removing whatever irritates them, and every point taken off push would be a point added to staying.

These data do not permit that reading. A club may correct every complaint in the building and leave attachment exactly where it was; and a club whose coaches are deeply attached has no assurance that they are not also making plans. Retention and satisfaction are two distinct tasks, and treating them as one will do half of the work while expecting all of it.

Figure 4.2 puts the seven averages on a single axis, and the three statements written for this study can be compared with the four scales there. A drop in income is the least endorsed statement of the 23, at 1.99, with 11 respondents agreeing; declining health follows at 2.13, with 15. Personal projects outside sport score far higher, 3.36, with 57 agreeing, second only to attachment among all seven.

What competes with the club is neither frailty nor income but the rest of a life that these respondents are, at last, free to arrange: the travel, the family, the thing that was always postponed. The two competitors a club would expect to face are ones it cannot do much about. The one it actually faces is a schedule that wants control over one's own week; averages 3.13, the highest of the five pull items, and a schedule is negotiable in a way that health and pensions are not.

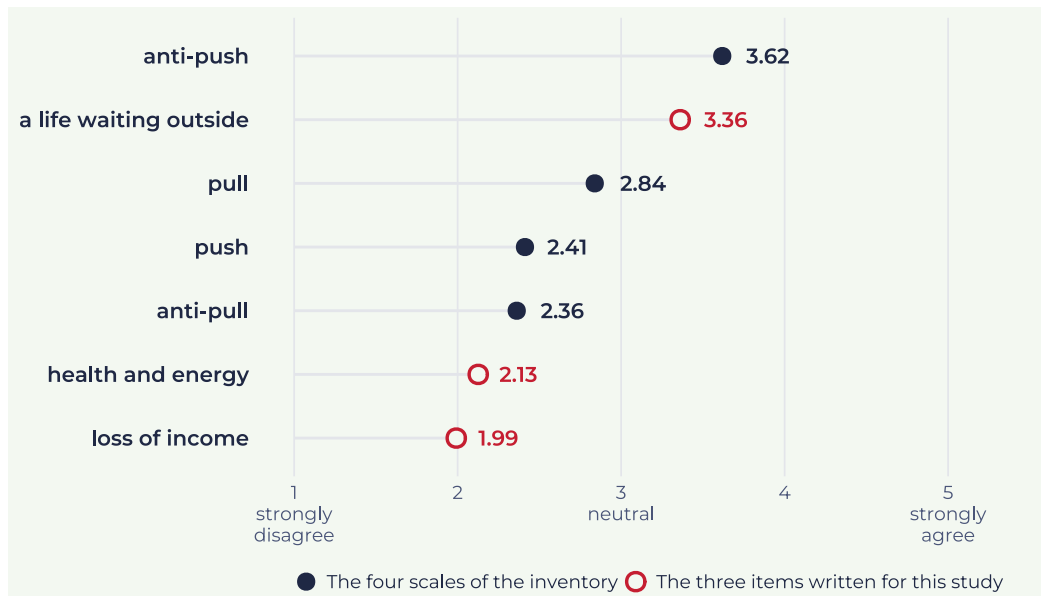


Figure 4.2. The seven averages on one axis.

Two limits govern everything above. The anti-pull items name retirement without saying retirement from what, as we said when we described them, so a low anti-pull score mixes coaches who do not fear leaving with coaches for whom the question had no referent. The scale does not measure confidence about the future, and across all four scales, the balance tips toward staying for 76 of the 119 and toward leaving for 37, with six even. A majority, but not an overwhelming one, and the 37 who lean the other way are the ones we look at next.

At this point, it is interesting to check how the factors interact, whether they move together. A correlation index indicates whether people who score high on one scale tend to score high on another. The six coefficients run 0.63, 0.37, 0.22, 0.21, -0.03 and -0.08.

Push and pull head the list at 0.63 because the coach who finds the club unrewarding is also the coach drawn by what waits outside; dissatisfaction and attraction arrive together. The two at the bottom both pair anti-push with an outward force: -0.08 with push and -0.03 with pull. Both are indistinguishable from zero, and both fall far below anything else in the set.

Knowing how attached a coach is to the role tells you nothing about how much they want to leave. Attachment is not the opposite of wanting to go, but a separate quantity, and the two states a club would treat as contraries (deeply attached, and ready to leave) occur together in the same people often enough to leave no trace of a correlation.

The remaining pair runs against expectation only until its items are read. Anti-pull correlates positively with push (0.37) and with pull (0.22), and its five statements ask about fear of losing energy, feeling depressed, growing old quickly, becoming lonely, and being bored once retired. Only one of the five names the organisation, and it names it as the place being left rather than as something

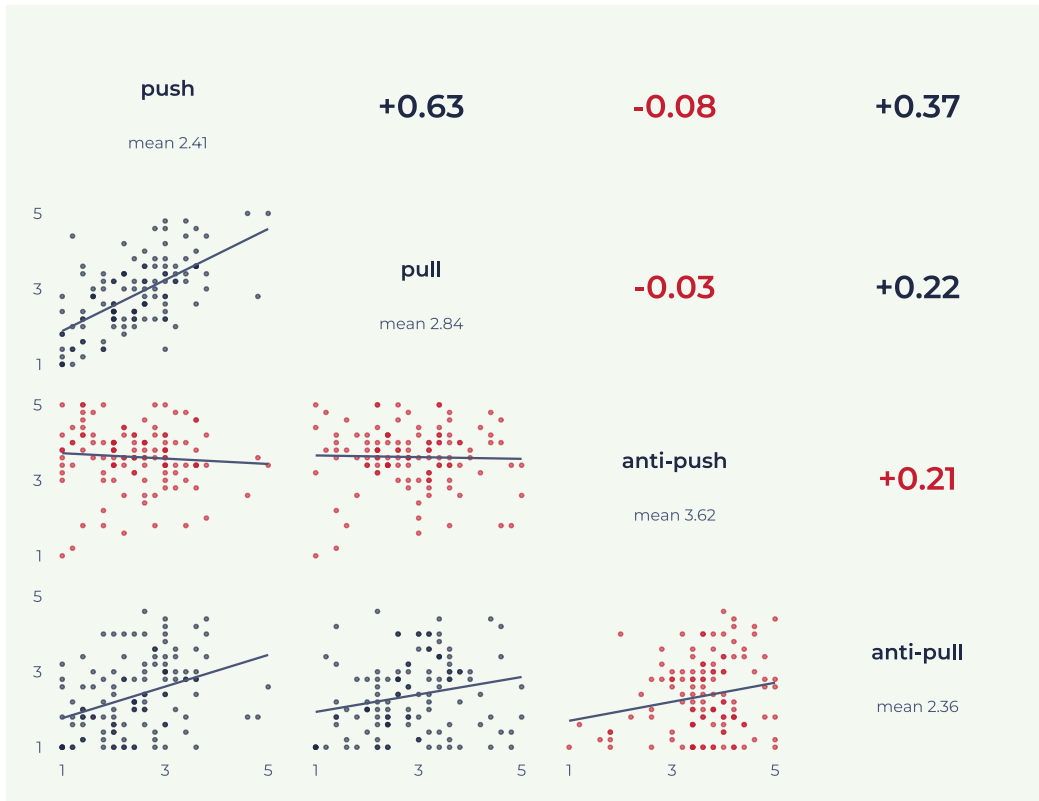


Figure 4.3. All six correlations between the four field scales measured.

whose loss is being weighed. What the correlation says, then, is that the coaches most drawn towards the door are also the ones who most fear what age will do to them, which describes unease rather than a force that holds. On this instrument, anti-pull behaves as a measure of how the future self is regarded, and it is read that way for the rest of this report.

4.5 Those who lean towards leaving

Is it possible to have a sneak peek behind the mean values? Can we try and clear the blur of these statistics?

The first clue comes from the small clubs and how the organisation engages people aged sixty and over who work in it. Its five answers fall into two situations rather than five. In the first, a person has nobody of their own age around them, or nobody they know of: in the second there is company, and the only thing that varies is whether that company is paid, unpaid or both. Table 4.7 groups its rows accordingly.

The last column, net force, reports the mean of the two scales that hold a person in (anti-push and anti-pull) minus the mean of the two that point outward (push and pull): that is, the net force. A positive value means the holding pair is heavier, and a negative one means the outward pair is. Magnitude is what the net cannot carry: a coach barely held and barely drawn, and a coach held and drawn with equal force, both arrive at zero. The four scales and their summary therefore answer different questions. Net values demand a second

caution: push and pull are worded as comparisons, that is, less motivated, conditions that have deteriorated, more time with family, whereas anti-push and anti-pull are worded as states, that is, being attached, still having ambitions, being afraid. The subtraction therefore runs between two kinds of quantity, and the net orders the groups rather than measuring a distance.

Table 4.7. *The four forces in each kind of organisation.*

	n	Push	Pull	Anti-push	Anti-pull	Net
Nobody else of their age, or cannot say						
I am the only one	18	2.68	3.30	3.93	2.34	+0.15
Do not know how many there are	17	2.79	3.02	3.24	2.51	-0.04
Others of their age in the organisation						
Some of them paid, none volunteering	12	2.48	2.73	3.62	2.92	+0.66
All of them unpaid	33	2.28	2.84	3.70	2.22	+0.40
Both paid and volunteering	39	2.21	2.57	3.57	2.26	+0.52

There is nothing interesting to report about the other variables not in the table. Across the three age bands, push runs 2.44, 2.41 and 2.35, and anti-push 3.65, 3.58 and 3.59: the 70-year-olds in this study are no closer to the door than the 60-year-olds. Between the 72 on the pitch and the 47 off it, the largest gap on any of the four scales is 0.17, on anti-push, and the smallest is a hundredth, on pull.

The 35 who have nobody of their own age beside them, or who cannot say whether they have, should not be added together, though, because the two halves are opposites. The 18 who know they are the only ones aged sixty or over record the highest anti-push of the five engagement groups, 3.93, and also the highest pull of any group in the chapter, 3.30. They are held harder than anyone and pulled harder than anyone at the same time: the club's most attached people are also its most precarious.

The 17 who cannot say how many colleagues of their age they have recorded the lowest anti-push of any group, 3.24, and are the only group in this study whose balance tips towards leaving at all, at -0.04. That figure is the *net* column in Table 4.7: the mean of the two staying scales minus the mean of the two leaving ones, and it is the only negative entry.

The two halves are two different problems. Not knowing whether anyone else in the organisation is your age is not a missing value: it describes a workplace where nobody has counted, nobody has asked, and the question has never come up. The 17 people in that condition record the lowest attachment of any group in the study and are the only group whose balance tips towards leaving.

Being the only 60+ in the club is the opposite condition. Those 18 know exactly where they stand and stand there alone. They are the most attached people in the study and among the most pulled away, the one carrying something valuable with nobody to hand it to. What they need is not information, but somebody else.

Head coaches and technical coordinators score 3.76 on anti-push, compared with 3.54 for everyone else, and their net balance is +0.51 versus +0.28: leading holds a person more than assisting does, consistent with what we find in the Slovenian group. Moreover, the 10 respondents in organisations of more than 50 people record the highest anti-push of any group at 4.06, together with the lowest push and pull. Let us not forget that 10 people are 10 people, and one respondent moving would move that average by a tenth.

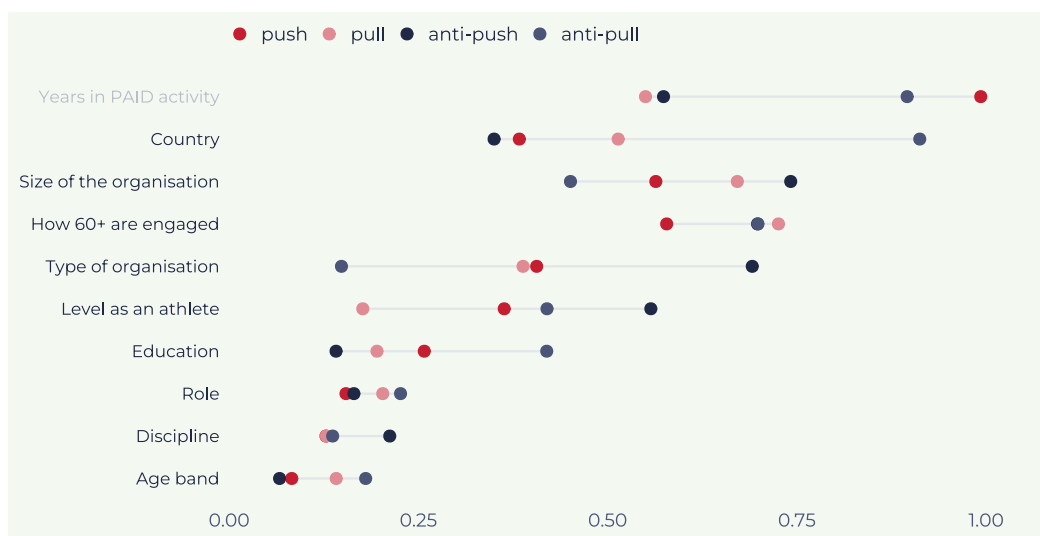


Figure 4.4. Which of the 10 classification variables move the four forces, and which do not.

Lastly, Figure 4.4 gives us a general perspective on this section. Each variable considered for the coaches carries four points, one per force, and the position of a point is the *spread* it produces there: the mean of the highest group minus the mean of the lowest, in points on the five-point scale. Categories of fewer than 10 respondents are left out, because a mean of six people is not a category.

At first glance, the ranking clearly divides coaches' traits. Three variables sit at the foot with every point under a quarter: age band separates the four scales by 0.11 at most, discipline by 0.21, role by 0.23; three more stay below half: education, level reached as an athlete, type of organisation. What a coach is moves these answers hardly at all, and the two things a club would write into a job description are among the flattest of the 10. The four at the top reach 0.99 for years in paid activity and 0.91 for country, and neither is a finding: the first counts paid years in a population that has largely worked unpaid, which is why it is drawn in grey, and the second separates the four groups we have already ruled on.

A spread is a maximum minus a minimum, and the more groups a variable is cut into, the more chances one of them has to drift out on its own. The three flattest have three categories; the four longest have four or five, and across the 40 combinations the correlation between the number of categories and the spread is 0.78.

To control for the random effect of group size, we used permutation to find comparable min-max differences: we got 0.22 to 0.28 for three categories and 0.40 to 0.50 for five, about half of what the longest rows of Figure 4.4 show. The age band is the clearest lesson: its observed spread on anti-push is 0.067, and 1,875 of the 2,000 shuffles beat it. Read on its own, 0.067 might pass for a small effect, but read against its own shuffles, it is less than nothing.

Against that baseline, 5 of the 40 combinations stand clear of the 95th percentile of their own shuffles, and the two artefacts account for three; the two that remain are the size of the organisation and its legal kind, both acting on attachment and both properties of the club rather than of the person in it. How the organisation engages its older people reaches 0.70 against a baseline whose 95th percentile is also 0.70, and cannot be told from the variable's shape; at the other end, age, discipline, and role fall below their own shuffles. What the spread across five groups cannot show, the two halves inside it do: the 18 and the 17 sit at the top and the bottom of attachment, and it is that gap the rest of this report reads. It is a fact about a room: whether anyone else in it is your age.

C What coaches declare when asked directly

4.6 The 12 barriers *per se*

The last section of the questionnaire lists 12 barriers and their short explanations and asks for the 3 most significant: 96 respondents chose three and 23 chose two. Ten of the 12 name the organisation or what surrounds it:

- Age discrimination was offered as a preference for younger workers and fewer job opportunities.
- Stereotypes, as older staff being seen as less innovative or capable.
- The technology gap, as difficulties with software, online systems, or a lack of training.
- Physical limitations, as changes in health, stamina or fitness with age.
- Lack of flexibility, as fixed schedules and work–life imbalance within the organisation.
- Low salaries, as limited budgets and financial insecurity.

- Temporary contracts, as instability and a short-term employment culture.
- The youth-oriented culture, as an exclusive focus on young people.
- Lack of training, as few professional development courses tailored for senior staff.
- The communication gap, as generational differences and team conflicts; resistance to change, as personal hesitation or difficulty in adapting to new methods.
- Limited career paths, as few leadership roles for older staff.

Two of the 12 named personal issues: physical limitations and resistance to change.

Table 4.8. *The 12 barriers, as chosen, by country.*

	Slovenia (18)	Finland (19)	Poland (24)	Spain (58)	All (119)	%
Physical limitations	11	10	10	28	59	17.7
Technology gap	10	4	6	28	48	14.4
Stereotypes	7	6	15	16	44	13.2
Communication gap	4	7	2	15	28	8.4
Resistance to change	1	5	5	15	26	7.8
Low salaries	7	4	6	8	25	7.5
Age discrimination	3	3	5	12	23	6.9
Limited career paths	2	5	2	13	22	6.6
Lack of flexibility	2	1	7	12	22	6.6
Youth-oriented culture	1	0	6	7	14	4.2
Temporary contracts	2	4	3	4	13	3.9
Lack of training	0	1	1	8	10	3.0
Total	50	50	68	166	334	100.0

Note. The last two columns are the total and its share of the 334 barriers chosen, and rows are ordered by that total. Each respondent chose two or three barriers, so the total column sums to 334, not 119.

Three barriers stand clear of the rest: 59 of the 119 name physical limitations, 48 the technology gap, and 44 stereotypes. The fourth, the communication gap, drops to 28, and the gap between third and fourth is wider than any other in the list. Eighty-four per cent of respondents name at least one of the three, and only four name all three: these are the barriers most people meet.

The country columns matter because the total conceals what each group is like. Three of the four put physical limitations at or near the top, but the Polish coaches do not, and their stereotypes come first, named by 15 of 24 against 16 of the 58 Spanish coaches. The Finnish case is the one where the communication gap reaches 7 of 19, a share no other group reaches, and the Slovenian coaches never mention lack of training. Each column is read against the total in the last one and never against its neighbours, for the reason we gave about how each group was built.

What the three favourite options have in common is worth stating, because it is not what the ranking looks like at first glance. Only one of them is about the coach. The technology gap and stereotypes are both about the fit between the coach and an organisation that has changed around them: one names the tools it now uses, the other what it now assumes. Together with age discrimination at 23 and the youth-oriented culture at 14, what other people think accounts for a large share of what these coaches name.

And the body is a real answer, not a euphemism: 59 of them name physical limitations here, in a closed list, while only 15 agree that their health or energy makes the work difficult. The two questions are not the same question: one asks what is significant for 60+ coaches, and the other what is true of me, the gap between them being the distance between a barrier one recognizes, and a barrier one has.

4.7 Cluster analysis of the barriers field

The ranking shows how often each barrier was named, but it does not indicate whether the barriers occur in any structured way at all. To explore it, we counted all the pairs, resulting in Figure 4.5.



Figure 4.5. The 12 barriers, and the three groups they fall into.

The two heaviest cells of the matrix are the technology gap with physical limitations (24) and stereotypes with physical limitations (19), neither of them more

frequent than chance would give. If the choices were independent, the number of people naming both would be the number naming the first times the share naming the second: 59 of the 119 named physical limitations, and 48 named the technology gap, which puts the expected count at 24. That is what we observe.

Across the 66 pairs, the largest excess over chance is 3.5 people, and some of the visible cells fall below it: 19 people pair stereotypes with physical limitations where 22 would be expected, and 12 pair stereotypes with the technology gap where 18 would be. No pair of these 12 barriers is chosen together more often than chance would have it.

A pair is a small unit, and no single pair settles whether the twelve barriers as a whole fall into a pattern. Each respondent who chooses three draws three lines between barriers, and together the 119 draw a network of those lines. To see whether that network has structure, we grouped the barriers with a simple clustering technique: it looks for the split into groups that keeps as much co-choosing as possible inside each group and as little as possible across groups, measured against the same chance baseline as before (each barrier keeping its own popularity).

Figure 4.5 also draws the network as a matrix. Each cell counts respondents who put those two barriers in the same top three; the shade repeats the count, and the diagonal shows how many named each barrier overall. The red frames mark the three groups the clustering found:

1. *The work as it is now done*: physical limitations, the technology gap, the communication gap, resistance to change and lack of training.
2. *How the organisation treats age*: stereotypes, age discrimination, lack of flexibility, limited career paths and the youth-oriented culture.
3. *Income*: low salaries and temporary contracts.

Two arguments support that split. First, it is not an artefact of chance: against 500 reshuffles of who chose what, keeping each respondent's and each barrier's totals fixed, none produced as much structure as the real data did. Second, it survives a change of respondents: resampling the 119 five hundred times, pairs from the same group fall together again between 69 and 93% of the time. In the end, the loosest anchor is physical limitations, the most named barrier of all, which appears in 53% of resamples, and resistance to change in 56%, almost as often as with the rest of its own group.

Our grouping is measured against a barrier's popularity, so the two results do not contradict each other: the arrangement holds the structure that no single pair can. The structure is modest and allows a statement about matters, not people: there are three subjects here rather than three kinds of coach, and nobody belongs to a group. The grouping appears in these same data, so a second study is needed to confirm it: the checks above show it is not an accident and holds together across resamples. For a guide, the practical half is available now:

a club that buys tablets has not addressed what its board assumes about age, and a club that revises its contracts has done neither.

4.8 Barriers even taller if silver coaches are alone?

Income is where blocks B and C of results converge: 25 respondents named low salaries and 13 named temporary contracts; once each is counted once, that's 32 people (27%), while a drop in income was the least endorsed of the 23 statements, at 1.99. This confirms that, for these coaches, the problem is not income.

The other two statements written for this study behave as they should. Those who ranked physical limitations among their top three score 2.31 on the health statement, compared with 1.95 for those who did not, and those who ranked low salaries score 2.28 on the income statement, compared with 1.91. The differences are small (0.36 and 0.37), and that is what we expected: ranking a barrier as significant for people your age is not the same as agreeing that it affects you.

The third statement has no matching barrier, and that is the finding: personal projects and travel are the highest-scoring of the three added statements, at 3.36, with 57 respondents agreeing, and among the 12 options there is nothing to pair it with. Drawn against the nearest candidate, lack of flexibility, it does not move: 3.27 for the 22 who ranked that barrier against 3.38 for the 97 who did not.

The 12 options point at obstacles, but what competes hardest with an unpaid role is not an obstacle but an attraction outside it that pulls silver coaches out of the job.

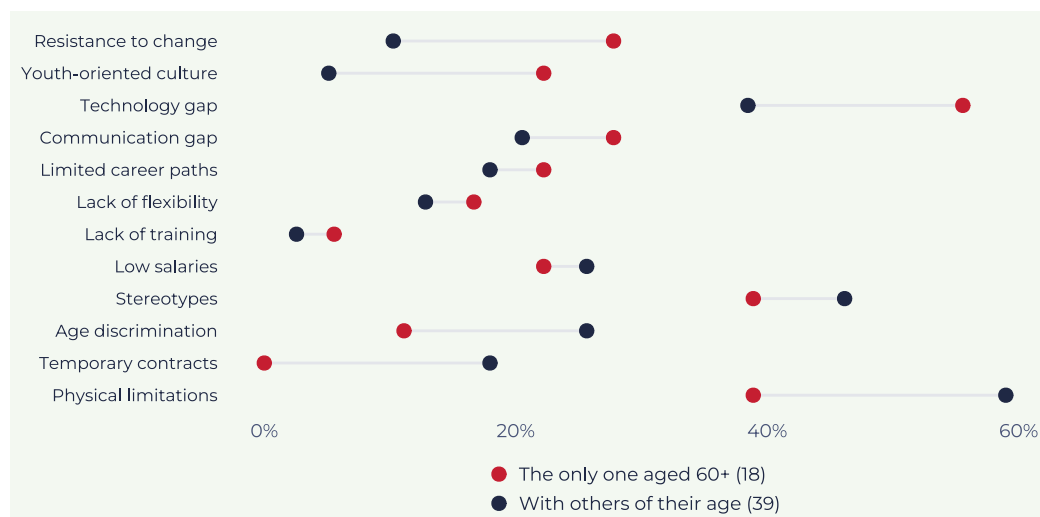


Figure 4.6. The 12 barriers, for the 18 who are the only one of their age and the 39 who have company of both kinds.

Interestingly, the 35 who have nobody of their own age around them choose differently, and in the direction we expected. They choose physical limitations far less (34% against 56) and select what surrounds them more: the youth-oriented culture at 20% against eight, stereotypes at 43 against 35, the technology gap at 46 against 38: the coaches who work alongside others of

their age name the physicality, but those who work alone point to the atmosphere of the club. Figure 4.6 draws that contrast at its two ends. It sets the 18 who know they are the only one of their age against the 39 who have company both paid and unpaid, so its shares run steeper than the ones just given, which compare all 35 with the other 84.

One limit governs everything in this section, and it produced the finding above: a closed list of 12 returns only what is on it. Two respondents showed what that costs, and outside this question, by writing in the box that asked about their role: one reported leaving because the club's directors did not want a coach with a hearing implant, and another that they were not admitted. Nothing here shows that a barrier absent from the list does not exist, and the ranking measures which of the 12 offered options a respondent found most significant, not what they would have written had we asked.

D Four countries, four groups: four fields too?

4.9 One last global look at the group of 119

Everything so far has been said with one unique group of 119 coaches in mind. To be exhaustive, in this block we take each country on its own. Nothing below is a national finding, none of the four is measured against another, and each is named for the network it came from. However, we consider this exercise to provide a critical perspective on our reality.

Before describing the four groups individually, one figure clarifies what is at stake in comparing them. Figure 4.7 puts each group on each of the four scales, against the average of the 119 as a reference line, with the bootstrap interval of the difference drawn through it.

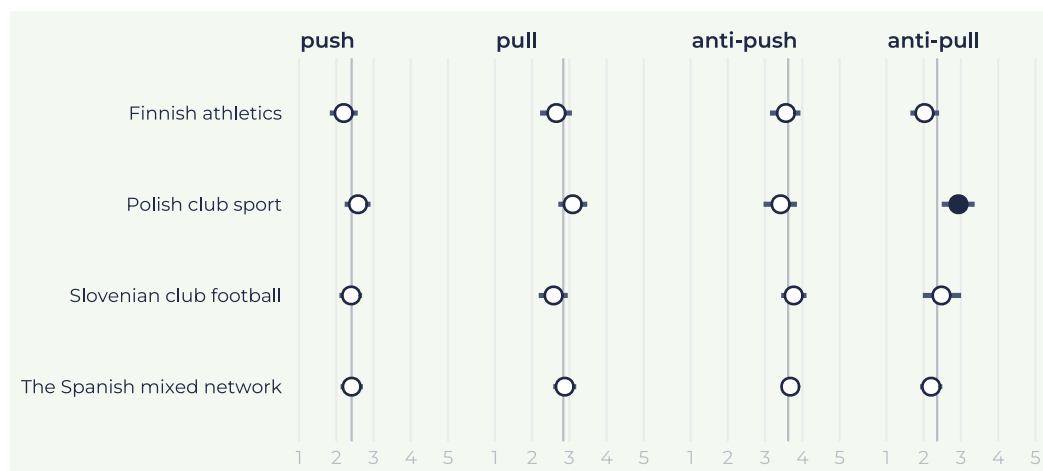


Figure 4.7. The four groups against the whole, on each of the four forces.

Of the 16 differences, 15 have an interval that contains zero: at these numbers the four lists cannot be told from the whole on push, on pull, on anti-push, or on anti-pull in three of the four, except one: the Polish group sits 0.57 of a point above the average on anti-pull, and its interval starts at 0.12. Those 24 respondents fear what retirement would do to them more than the study as a whole does, and it is the only thing in this block that a reader may take as established.

That single result is worth more than a table of 16, because it says what the rest of this block is and is not. The four networks are four ways of recruiting, and on the forces this instrument measures, they returned very nearly the same people. What differs between them is what the next four pages describe: who the partner reached, in what roles, in what kind of club.

The first block of the next table needs one caution: roles allow more than one answer, so it does not sum to the row of respondents.

Table 4.9. *Four partners, four fields?*

	Slovenia	Finland	Poland	Spain
Respondents	18	19	24	58
What they do				
On the pitch	16	6	14	36
Head coach or coordinator	12	3	7	20
On a board	2	9	4	13
Where they are				
Grassroots club	16	4	11	33
Federation, public body or multi-sport	2	15	8	15
Median share of staff aged 60+	0.22	0.33	0.20	0.17
Who they are				
National elite or international	11	4	8	22
Women	0	6	1	4
Alone in the organisation				
Only one, or cannot say	3	3	12	17

4.10 The field of Slovenian club football

Eighteen people, and the most uniform group in the study. All 18 ticked team sports, which here means football; for the partner, MNZ Maribor is an inter-municipal football association, and the questionnaire offered no finer option. Sixteen are in a grassroots club constituted as an association; 16 are on the pitch, and 12 of them are head coaches or technical coordinators. All 18 are men and 11 reached national elite or international level as athletes. Two sit on a board, and nobody works in administration or support.

These are playing careers that turned into coaching careers in the same sport, often at the same club, and the four forces record it exactly. Anti-push averages 3.77, the highest of the four groups, and agreement that they feel deeply at-

tached to their organisation averages 4.00, which is the only scale point in the whole instrument where a group's mean lands on *agree* rather than between two answers. Their balance is +0.63 and three of the 18 lean towards leaving.

They are also the group with the least outside it. Wanting control of one's own daily schedule averages 2.78 against 3.33 in Spain and Poland, and personal projects and travel 3.00 against 3.53 in Spain, below every other case on projects and travel, and second only to Finland on schedule. What competes with the club elsewhere competes least here.

The barriers they name in Table 4.8 are physical limitations (11 of 18) and the technology gap (10). For a group holding this many head-coach posts, that pairing is worth attention: the people running the training sessions are the people naming the body and the tools.

Split by the thing that makes this case what it is (12 lead the coaching and six do not), it also holds the one contrast in Block D that this study can resolve. The 12 who lead score 2.33 on pull against 3.07 for the six who do not, a difference of 0.73 with a bootstrap interval from 0.15 to 1.33 and a standardised effect of 0.98. Leading is not incidental to why they are still there. Their anti-push runs the same way, 3.93 against 3.43, but the interval touches zero, so Table 4.10 shows the difference rather than asserting it here.

4.11 The field of Finnish athletics

Nineteen people, and the exact reverse. Sixteen are in athletics, 15 are in a federation, public body or multi-sport club rather than a single grassroots club, and only six are on the pitch: nine sit on a board, four work in administration and two in support. Three are head coaches. Six of the 19 are women, more than the other three groups together.

Their organisations are where older people are most present (a median of one person in three aged sixty or over, against a fifth or a sixth elsewhere) and none reports being the only one of their age. Ten are volunteers in organisations where every older person is unpaid; not one reports an organisation that pays its older staff and has no volunteers among them.

What that produces is the calmest field of the four. Push averages 2.20 and anti-pull 2.02, both the lowest of the four groups, and 2.02 is the lowest anti-pull recorded by any group in this chapter. These are not being driven out and are not afraid of what retiring would do to them. Wanting control of one's schedule averages 2.58, also the lowest: they largely have it.

The barrier they name that the others do not is the communication gap, seven of 19, proportionally the highest anywhere. In a network run from boards and offices rather than the track, that is the barrier one would expect to name, and it is.

4.12 The field of Polish club sport

Twenty-four people, 18 of them in team sports, and the group where the study's central finding is most concentrated. Twelve of the 24 are either the only person aged sixty or over in their organisation or cannot say how many there are. Seven cannot say, the highest count of any answer.

The scales follow. Anti-push averages 3.42, the lowest of the four lists, and anti-pull 2.93, the highest; the fear of becoming isolated after leaving averages 2.96 against 1.95 in Spain, a full point. This is the combination we identified as the fragile one: least held by the work, most frightened of being without it.

The Polish list names stereotypes more than any other: 15 of the 24, 62%, against 28% in Spain, with a youth-oriented culture named by six more. Whatever else these 24 report, they report being seen in a particular way more consistently than anyone else in this study.

Their qualifications are the most formal of the four: 16 hold a higher-education degree in the field and 14 a national vocational qualification, both proportionally the highest, and none reports working on experience alone. The least anchored group is not the least credentialled one.

4.13 The field of the Spanish mixed network

Fifty-eight people, half the study, and the only group that is not one thing. Thirty-two are in team sports, 12 in athletics, and 14 in other disciplines; 33 are in grassroots clubs, and the remaining 25 are spread across federations, public bodies, multi-sport clubs, and other arrangements. Thirty-six are on the pitch, and 20 are head coaches, proportions that sit between the Slovenian and the Finnish groups rather than resembling either.

Eighteen of the 58 report fewer than 10 years in paid activity: not short careers but long careers that were mostly unpaid. Moreover, 12 of the 58 ticked none of the six offered roles and wrote their own instead: 12 of the 20 who did that anywhere in the study, with five in Poland and three in Finland. Four of the 12 described a trajectory rather than a post.

Its field is unremarkable except at one point. Anti-pull averages 2.20, the second lowest, and the fear of becoming isolated averages 1.95, the lowest of the four. Whatever holds these 58 in their clubs is not fear of what lies outside: personal projects and travel average 3.53, the highest of the four.

The barriers it names are the technology gap and physical limitations, 28 each, followed by stereotypes at 16. In the other three groups, physical limitations are named more often than the technology gap: once in Slovenia, four in Poland, and six in Finland. Here the two are level at 28 each, and this is the only group where what the club runs on weighs as much as what the coach's own body will still do.

WHAT THE FOUR CASES ARE FOR

Each of the four cases was then split by the variable that makes it what it is, whether they lead the coaching in Slovenia, whether they are still on the pitch in Finland, whether anyone else of their age is there in Poland, and years in paid activity in Spain, that last because 18 of the 21 respondents in the whole study who report fewer than 10 paid years are Spanish.

Table 4.10. Each group is split in two by the variable that makes it distinctive, and the difference between the halves on each of the four scales.

	Push	Pull	Anti-push	Anti-pull
Slovenian club football (12 v 6)				
Leads the coaching, against does not	-0.25	-0.73	+0.50	+0.37
95% interval	-0.68, +0.17	-1.33, -0.15	-0.05, +1.07	-0.80, +1.43
Finnish athletics (6 v 13)				
On the pitch, against off it	+0.39	+0.65	+0.16	+0.31
95% interval	-0.36, +1.09	-0.17, +1.32	-0.84, +1.06	-0.47, +1.10
Polish club sport (12 v 12)				
Alone or cannot say, against with others	+0.50	+0.25	+0.23	+0.20
95% interval	-0.10, +1.03	-0.42, +0.92	-0.62, +1.07	-0.58, +1.03
The Spanish mixed network (18 v 40)				
Under ten paid years, against ten or more	+0.46	+0.21	+0.18	-0.02
95% interval	-0.15, +1.10	-0.35, +0.80	-0.15, +0.53	-0.45, +0.41

Note. Each figure is the first group's average minus the second's, on the same 1-to-5 scale. Beneath it is the range within which that difference would fall in ninety-five of a hundred repetitions of this study: where the range includes zero, the difference is shown but not claimed. The four splits are four different variables, so the rows are not compared with one another.

Fifteen of the 16 differences cannot be told from zero: the Finnish pull gap of 0.65 and the Polish push gap of 0.50 both carry standardised effects near or above the conventional threshold for a moderate one. What defeats them is arithmetic, not substance. An interval is only as narrow as the smaller half allows, and six people allow very little: one answer among six moves that half's average by a sixth of a point, so the range around the difference comes out wider than the difference itself and keeps zero inside it. A group of 19 split six against 13 cannot resolve a gap of that size. Whether the pattern in Finland and Poland is real is a question for a study with more people.

The same instrument, answered by people of the same age doing nominally the same work, describes four different situations. A guide that assumes its reader is a head coach in a small club may not reach the Finnish board member; one that assumes colleagues of the same age surround that reader may be meaningless to the 12 Polish respondents who are alone or cannot say. That is the argument for writing the practical guide around situations rather than countries, and it is the one result of this chapter that pooling the 119 could not have produced.

Key messages

- These are not people winding down: three in five are still running sessions.
- What holds them in the club is the work itself, and hardly anybody is unhappy in it.
- Being attached to a role and wanting to leave it are independent of each other, so keeping people and keeping them content are two separate jobs.
- What competes with the club is the week rather than the wage.
- The condition that most changes the balance is whether anybody else in the organisation is the same age.
- The barriers these coaches name describe the organisation more often than themselves.

5 On fields, barriers, and silver opportunities

Kurt Lewin's field theory has been especially fruitful to understand how 60+ coaches and staff feel and face those moments when their staying in their organisations can be uncertain. A hundred and nineteen sports coaches and staff aged sixty or over, recruited by the four partners in Spain, Poland, Finland and Slovenia, answered a questionnaire about their experience in their organisations.

Are these silver coaches on their way out? Not quite. Sixty per cent of them are still coaching, and the share falls slowly with age: 64% of those in their early sixties, 61% of those in their late sixties, and 50% of those past seventy.

They certainly prefer the pitch and the court, depending on the sport discipline though: 2 of every 3 in team sports are coaching, in athletics it is barely half, and in the smaller disciplines the office wins. That is the clearest single difference in this part of the data and the one to trust least, because discipline here is inseparable from the partner who recruited: all 18 Slovenian respondents ticked team sports and 16 of the 19 Finns are in athletics.

Despite how different their situations may be, they all belong in fields structured by four *competing* forces acting on their experiences and decisions we have been able to bring up to light. As we learnt, a situation that looks stable is not motionless but held by two sets of forces fighting each other, and the calm that the others sense is what a balance looks like from outside.

It is worth recalling it once again: a club is not a container that keeps people until they drop out of it but a field, and a field can be changed from either side, by the club or by the coaches. Based on their answers, we have been able to describe their fields and to have a sense of how silver sports fields can be structured. In this final section we aim to build up a conclusion discussing our results with the scientific literature in the shoes of the coaches and the clubs to whom our project aimed.

What decides these fields is a contest between two things worth having. On one side the role itself: attachment averages 3.62 of five and is the only one of the four scales above the midpoint. On the other side a life already waiting: personal projects and travel score 3.36, and the wish to control one's own week is the highest of the five statements about leaving. What a club competes against is neither a pension nor a complaint, but a Tuesday afternoon that could be spent somewhere else, and against that a club is not helpless: the terms of the contest are the week and the standing of the role, and the organisation sets both.

5.1 The forces that move silver coaches out of the club

Of the two forces that would move a coach out of a club, one is almost absent, and the other is real but small. Neither reaches the midpoint of its scale and neither comes near attachment, which is the only one of the four that does.

What separates them is their shape: push has no tail at all, while pull's content are time and the control of one's own week. Push comes first here, and briefly, because the finding about it is how little of it there is.

IS ANYBODY BEING DRIVEN OUT?

Almost nobody. Push, what is considered wrong, averages 2.41/5, and only 3 people in 119 average 4 or more. The five least endorsed statements of the whole instrument are a drop in income, boredom, an unpleasant atmosphere, health or energy, and the fear of feeling without purpose, which between them are most of what the questionnaire offers as a reason to be unhappy in a club.

This is the force the framework was built around and the one our data have least of. The two studies quoted above had already found it the weak part of the model outside sport. What we add is how little of it there is: not a low average with a tail of unhappy people, but a low average with three of them.

For a club, a retention programme designed as a complaints process would collect three answers and fix nothing that anybody is leaving over. What these coaches are weighing is not whether to get out of the club but whether to spend the week somewhere else, which is a different force.

WHAT ARE CLUBS COMPETING AGAINST?

Not money: a drop in income was the least endorsed of the 23 statements, at 1.99, and although 32 respondents named low salaries or temporary contracts as a barrier for people of their age, they did not agree that losing income would affect them. We have seen that personal projects and travel score 3.36 and wanting control over one's own week is the most endorsed of the five statements about leaving. Schippers and Conen (2014) had already said the same about older volunteers in general: organisations "have to compete with an increasing range of alternative forms of time use by older people".

This can be good news: a club cannot outbid a pension, but weekends and weekdays can be arranged to fit everyone's expectations. Health and pensions, the two competitors a club may face, are the two it can do nothing about.

5.2 The forces that hold silver coaches in

Of the two forces the model counts as holding a coach in place, only one does. Attachment to the role is the only one of the four scales above the midpoint of its own range. What is feared about the life after is the lowest of the four, and it moves with the two forces that point outwards rather than against them, which is not how a force that holds behaves. The questions below take the working half first, and the half that does not work after it.

WHAT HOLDS SILVER COACHES IN THEIR CLUBS?

The role itself: of the four forces that we measured, only *attachment to the organisation* stands above the midpoint, at 3.62/5, with 45 of the 119 averaging 4 or more across its 5 statements. When the framework was first taken into sport, Fernandez, Stephan and Fouquereau (2006) gave it to elite athletes deciding whether to end their careers and attachment returned the highest mean of the four. Dissatisfaction was the weak part too in two studies outside sport: it did not predict the intention to retire early among 221 Saudi medical staff (AlKhars et al., 2021), and it did not predict actual retirement across 5,127 European employees aged fifty and over, with 440 retirements observed (De Preter et al., 2013).

What holds silver workers is the substance of the role, and the substance of the role is mainly decided by the club.

DO SILVER COACHES STAY JUST OUT OF DUTY?

Silver coaches stay because they still have goals, and this is the one place where we disagree with an earlier finding rather than confirm it. Ronkainen and colleagues interviewed coaches in a Finnish and an English athletics club and found many of the older ones describing coaching as a vocation and staying out of obligation: “at times when they did not particularly enjoy it, they would still do it because it was their moral duty” (Ronkainen et al., 2020). Our 119 respondents do not report so: dissatisfaction is low, and the statements they endorse most are about playing an active and vital part and still having goals.

We do not think this is contradictory. An interview asking what coaching means and a questionnaire asking whether somebody is thinking of leaving are not asking the same thing, and the difference is unresolved: a programme for people held by duty and one for people held by goals are not the same programme and, on our evidence, clubs should aim for the second.

THOSE COACHES WHO THINK THAT LEAVING COSTS A LOT ARE LESS LIKELY TO STAY?

Not necessarily. The fourth force, what leaving would cost, does not behave like attachment: it rises with dissatisfaction at 0.37 and with pull at 0.22, weakly, but in the direction of the two forces that point outwards. The explanation may be in what the scales ask: attachment is about today and can be reported without ever having thought about going; the cost of leaving is about a departure that has to be imagined first, so only somebody already weighing whether to stay has had imagined it.

The two scales are therefore not two ends of one measurement, and a club reading them as if they were will misread the coaches who say that stopping would cost them a great deal.

IS KEEPING COACHES IN THE JOB THE SAME AS KEEPING THEM HAPPY?

As paradoxical as it may sound, *attachment is independent of the wish to leave*: its correlation with dissatisfaction is -0.08 and with the pull of alternatives -0.03 , both indistinguishable from zero, while those two travel together at 0.63 . Mullet and colleagues (2000) built these two holding forces for a measuring attachment to a place, on one side and the costs and risks of the move, on the other, which already implied that neither is the opposite of a push or a pull. Our results abide by the model in this sense.

The consequence runs in both directions: a club can remove every irritation in the field and change nothing about attachment, for devoted coaches can also be making plans for their future. Retention and satisfaction are two issues and need different solutions that a satisfaction survey cannot inform the clubs about.

5.3 In search of keys and explanations

Seen together, the two forces this framework was built around are the two these fields do not have. Push asks what is wrong with staying and anti-pull asks what would be lost by going, so both are made of loss, and both came back the two lowest of the four. Silver coaches are not escaping anything, and almost nobody is staying because leaving would cost too much. That removes an entire model of the ageing coach, the one who endures a role that has worn out because the alternative frightens him, and it leaves the question where the rest of this chapter takes it: what these coaches weigh is not what they would suffer, but what they would rather be doing.

WHO HOLDS THE KEY TO SILVER COACHING?

The club: what respondents declared hardly affect the four forces, and the one classification variable that does (whether the respondent is the only one of that age or cannot say) is a fact about the organisation and how it engages the people aged sixty and over. Carson et al. (2020) found the same division with a different instrument and a different population, 317 Australian sport officials: once their model adjusted for everything else, what dominated was organisational, workload, and control.

There can be a second interpretation of these results: the sport system may have selected these people so tightly (decades in clubs, a qualification, in most cases a competitive past, etc.) that *survivors* are too alike for their remaining differences to move anything. Albeit, for a club the two readings say the same thing: what is left to change is the club.

WHOM DID THE SURVEY NOT REACH?

Everybody in this study is somebody who stayed. We fielded the questionnaire through the organisations, so it found the people who still hold a role in one, and it could not find the coaches who have already gone. The line did not

hold perfectly (twenty respondents wrote their role in as free text and eight of them described a trajectory out of the club) but it held well enough that the forces which pushed the others out are not measured anywhere in this report, and they could be stronger than anything the 119 tell us.

Two things follow. Everything in Chapter 4 describes retention and not return: we are watching a balance that is still resolving towards staying, in people for whom it has resolved that way for years. Besides, those who could come back are the hardest to find of all, because once a coach stops is hard to keep track of them.

There is no action in this for a club, and we would rather say so than dress it up. It is a condition on how to read what follows: the next two blocks are about the people who are there.

IS PHYSICAL CONDITION THE REAL OBSTACLE FOR SILVER COACHES?

The barrier most often named is not the one most often felt. Physical limitations are named by 59 of the 119 as a barrier facing people of their age, more than any of the twelve barriers offered. Asked about themselves rather than about their age group, the same people do not report it: the statement saying that health or lack of energy make the work difficult averages 2.13/5, among the least endorsed of the 23, with 15 of the 119 agreeing. Even those who named this barrier reach only 2.31 on that statement, against 1.95 for those who did not.

Stereotypes come third, named by 44, and this is where our barriers and literature meet. Grant's 15 New Zealanders over seventy described the same belief as something they had been taught, that "older people were not supposed to play with any degree of seriousness let alone train and try to improve" (Grant, 2001). What Grant found older people believing about themselves, our respondents report meeting in others.

The same reading holds for the barrier next to it on the list. The technology gap is named by 48 of the 119, ahead of stereotypes and second only to physical limitations, and like stereotypes it describes an organisation that changed around the person rather than a change in the person. Of the three barriers named most often, only one is bodily and even that one turns out to be mostly about the age group rather than about the respondent. Read as a whole, the list points outwards.

A second question points the same way. The 35 respondents who have nobody of their own age beside them, or who cannot say whether they have, name physical limitations far less than everybody else, 34% against 56%, pointing at what surrounds them more: the youth-oriented culture, the stereotypes and the technology gap all rise. When the field is under strain, the barriers named are the ones outside the person.

5.4 Turning barriers into opportunities

In the same way that expert judokas turn the opponents' strengths into weakness and competent sailors take advantage of the tides to govern the ship, we need to pay attention to our results to look further into the messages that our silver coaches are giving to European sports clubs and organisations.

In fact, our standpoint is that all members of a club are practically affected by the field they belong to no matter what their contributions and personal interpretations may be. For the same reasons, the whole system can benefit from any modest change in the functional structure. A role is a device that acts on the two squares of the field that are not empty. The five statements of attachment are attachment to the organisation, attachment to one's own standing in the sport, still playing an active and vital part, still having goals, and the role giving social recognition.

The four conditions we draw for any new role are an active part, something still to achieve, recognition for doing it, and a week left intact. Three of the four are those statements almost word for word. The fourth is not: a week left intact holds nobody, what it does is not feed the pull. A role designed this way raises the one force that is carrying the field and does not wake the one that competes with it.

1. *Nobody has counted these people when counting them is free.* The condition that moves the balance of the field most is not age and not being alone: it is not knowing. Thirty-five respondents are the only person of their age where they work or cannot say how many there are, they score half a point higher on both forces pointing outwards, their attachment is identical to everybody else's, and 46% of them lean towards leaving against 25% of the rest. Inside those 35 the 18 who know they are the only one record the highest attachment of the five engagement groups, 3.93, and the 17 who do not know record the lowest, 3.24, and the worst overall balance we measured anywhere.

The two halves of that group need different things, and both are within reach of any club. Those who do not know need the number, which costs nothing and needs no budget line. The 18 who do know need somebody else of their age, and putting two clubs in touch is a phone call. Being the only one of your age is largely a condition of small clubs, which puts the most affordable action in this chapter where there is least machinery to carry it out.

2. *Recognition is the only one of these forces with room left to grow.* Attachment is close to unanimous and recognition is not: 69% agree they feel deeply attached to their organisation, 47% agree the role gives them social recognition, and the same people answered both. Attachment is near its ceiling and there is little to add to it; recognition is short, and it falls on the factor the only earlier study of coach retention had already named. Inglis, Danylchuk and Pastore (1996) asked 359 coaches and administrators to rate each item twice,

once for how much it mattered and once for how far the organisation met it, and their second factor was recognition and collegial support. Their design locates a gap directly and ours asks once, so we cannot compute one, but the distance between those two agreement rates sits exactly where they said it would.

Recognition here is narrower than praise: it is the role being visible as a role, named in the club's documents, mentioned where the club speaks in public, given standing in the decisions it belongs to. It is the cheapest form of pay a club has.

3. *What competes with the club is the week and not the wage.* A drop in income is the least endorsed of the 23 statements at 1.99, with 11 agreeing, while personal projects and travel score 3.36 with 57, and wanting control over one's own week is the most endorsed of the five statements about leaving.

None of that costs money and all of it costs organisation: hours that do not move once they are set, a season that ends when it said it would, a role that survives its holder being away for three weeks in February. A club cannot outbid a pension. It can stop asking for the one thing these coaches say they are keeping.

4. *A club cannot remove a physical limit, and it can stop assuming one is there.* Of the 119, 59 name physical limitations as a barrier for people of their age, and only 15 agree that their own health or energy makes their own work difficult. Most of what that barrier reports, then, is what these coaches believe about people of their age rather than what they say about themselves.

A club shows what it assumes through what it asks of these coaches and what it lets them do, and not through what it says about them. Saying the right thing in a newsletter changes nothing, and handing the physical part of a session to somebody else without being asked says the assumption out loud.

5. *The twelve barriers are three separate jobs.* They fall into the job as it is now organised, how the organisation treats age, and income, and each is a different duty: a club that buys tablets has not addressed what its board assumes about age, and a club that revises its contracts has done neither. We found that grouping in these same data, so it is a way of ordering the work and not a diagnosis.

Read as an obstacle the split is discouraging, because it means three fronts instead of one; read as a plan it is an agenda with three headings, and most clubs will recognise which of the three they have already worked on.

6. *The fear of what leaving would cost arrives before the decision does.* When a coach starts saying how much they would lose by stopping, that decision is already being weighed. The cost of leaving travels with the two forces pointing outwards (correlation values of 0.37 with dissatisfaction and 0.22 with the

pull of alternatives) for the reason given in the previous block: it is a cost that has to be imagined before it can be reported, and only somebody weighing whether to stay has had occasion to imagine it.

This one costs a conversation, which is more than a phone call and less than a budget line, and the conversation belongs to the season the sentence is first said rather than to the one after. It sounds like loyalty, but it is the opposite.

7. *The list of twelve barriers had no box for being refused, and two respondents wrote it in anyway.* What they describe is exclusion by the club's own decision, which is neither age discrimination as the list defines it nor a physical limitation. Two answers in 119 are not a finding and we do not present them as one.

5.5 From silver seats to *Silver Clubs*

The opportunities we are after are opportunities for silver coaches, to stay or to come back, and this is the boundary of the field where our instrument runs out. The four forces were built to ask why somebody leaves and what leaving would cost, never what might be offered instead, so nothing in this questionnaire can name a task.

We cannot state that the following roles will raise attachment, because our coaches were not asked about it. Instead, they are the functions our own respondents named when no box offered them which can serve to rule proposals out, not to promise results. It is also why an opportunity for a silver coach and an opportunity for the club are not two things competing for the same page. They are one thing seen from either end of the same field, and a restraint lifted releases both: the coach stays, and the club keeps somebody it was going to lose.

Twenty of the 119 ticked none of the six roles offered and entered their own, and 13 of those 20 described a function the questionnaire never named. Ten of the 13 name something that happens inside a club, and they fall into 5 types:

1. *Mentoring and accompanying*: mentor, adviser-consultant, companion. Three people describe a function with no fixture list, which is the one form of involvement that survives a bad knee and a full week.
2. *Running a part of the club*: head of the rugby school, sports technician. A section is a unit small enough to be handed over whole, and handing one over is a decision a club already knows how to make.
3. *Governing*: president, director. Two of them have moved from the pitch to the board, which is the move clubs already accept, and the only one of the five that carries an office and a title without anybody having to invent it.

4. *Coaching on their own terms*: independent coach. One kept the work and left the organisation, which is the outcome this report is written to make unnecessary.
5. *Working with people their own age*: the respondent who now leads gymnastics for older men and covers in schools. The only answer in the study where the coach's age is the qualification rather than the problem.

As we know, in 1973, *Keirō no Hi*, the Respect for the Elderly Day, was celebrated on 15 September. That day, the Japanese National Railway set aside a few seats on the Chūō line, one of Tokyo's busiest commuter routes, for passengers who were elderly or felt unsteady on their feet. The success of this campaign was not due to the financial efficiency of reusing old material or the magical properties of a remnant of cloth, but to the transformative impact it had: what turned a few places on the Chūō line into silver seats was not the cloth but the decision about what they were for. And this decision impacted like a real *tsunami* over the social perspective about the elderly people.

The five roles above stem from the same opportunity and contain the same inner strength. Not one of them asks a club for a resource it does not already hold: a section that exists and needs somebody to run it, a seat on a board that is already empty, a session that already happens and could happen with somebody beside it. What such a role has to contain was set out above, and all of it came out of the forces measured in these 119 rather than from an assumption about what old age needs.

The effect of these policies does not stop at the person who takes the role. A field changes as a whole or it does not change at all: a restraint lifted releases both ends of it, and a role written into the club's documents alters what the club takes an older member to be for, which is the belief this chapter found sitting in other people rather than in the coaches themselves. A club that opens one silver role has not set aside a place for the old at the back: it has changed the field that all of its members stand in for the better.

And now we have magic made. What keeps coaches in their sixties engaged is what brings an athlete to the first training of the season: something still to achieve, a part that matters, and somebody who notices when it is done. A club has never had more than one substance to work with, and it is the one the athletes' dreams are made of. The silver seats campaign was never about a colour or a cloth, but about a new project to transform how traveling by train was both collectively and individually experienced. In the same way that silver seats made trains silver, the benefits and impact of silver actions go further the satisfaction and attachment aroused on silver coaches, for there is no 60+ coaches without *silver clubs* that try to turn into fields of gold.

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Annex A The survey, as fielded: all six language versions

The 23 statements at the centre of this questionnaire are adapted from the Workers' Retirement Motivations Inventory (Fouquereau et al., 2018). The three changes made to it (*my company* to *my organisation*; the original ten-point importance scale to the five-point agreement scale printed below each item; the article's two stems collapsed into one) are declared in the method (§3.4), together with the three statements added by this project (b19, b21 and b23), which have no counterpart in the source article.

What follows is the instrument exactly as it was fielded, in each of the six languages the survey went out in: English, Spanish, Polish, Slovenian, Finnish and Swedish. It is transcribed from the versions circulated to respondents (70_cuestionario/traducciones/) and kept in its own language rather than translated into English: that is the only way a reader who speaks one of these languages can check a translation against what a coach actually read. All 23 items in all six languages were checked against each other on 14 July 2026, and they agree. The item codes (b01–b23) are the ones used throughout the report. Two conventions carry through every language below: *One answer* marks a question that accepted exactly one option, *Several* marks the two that accepted more than one, and an option ending in a colon was an open write-in in the original (a province, a region, "other").

A.1 English

A Word file circulated as the English reference version differs from the fielded form in two ways: it groups the 23 statements by factor rather than in the shuffled order fielded, and it omits question 5, on where the organisation is located, which all six live forms asked and all 168 responses answered. The English printed here is therefore taken from the live form, not from that document. One respondent opened the English form on 23 June 2026, submitted a bare timestamp and nothing else; that submission is not among the 119 analysed. The eight response levels under question 5 are the one piece of English on this page that is ours rather than the instrument's, rendered from the Spanish, since no English respondent ever reached that question and the reference document had dropped it.

CLASSIFICATION QUESTIONS

1. What year were you born? (e.g., 1966) Open, four digits.

2. Gender *One answer.* Female; Male; Non-binary / Other gender identity; Prefer not to say.

3. What is your highest completed level of education at the time of joining the project? *One answer.* No formal education or incomplete primary education (ISCED 0); Primary education (ISCED 1); Lower secondary education (ISCED 2); Upper secondary education (ISCED 3); Post-secondary non-tertiary education (ISCED 4); Short-cycle tertiary education (ISCED 5); Bachelor's degree or equivalent (ISCED 6); Master's degree or equivalent (ISCED 7); Doctoral degree or equivalent (ISCED 8).

4. What is the profile and legal status of the organisation where you currently work, or where you worked the longest during your career? *One answer.* Grassroots / Community sports club (NGO / Association): a small or medium-sized club; Multi-sport club: a large organisation (association or company); Professional sports club (commercial company); Commercial sports or fitness centre; Governing body / Sports federation; Public educational or municipal sports institution; Prefer not to say; Other:.

5. Where is your organisation mainly located? *One answer.* Rural area or village (under 5,000 inhabitants); Small municipality (5,000–19,999 inhabitants); Medium municipality (20,000–99,999 inhabitants); Large municipality or small city (100,000–499,999 inhabitants); Large city (500,000 inhabitants or more); Province: _____; Region: _____; Don't know / Prefer not to say.

6. What is your current role / position within your organisation? *Several.* Head coach / Coaching coordinator; Coach / Instructor; Assistant coach; Board member / Management staff; Administrative / Office staff; Support, medical or technical staff; Other:.

7. What is the total size of the staff, including both paid employees and regular volunteers, in your organisation? Open, a number.

8. How are individuals aged 60 and older, including yourself, engaged in

your organisation? *One answer.* Aged 60+ are engaged both in paid roles and as unpaid volunteers; Aged 60+ are engaged strictly in paid positions; Aged 60+ are engaged strictly as volunteers; I am the only individual aged 60+ currently engaged; Don't know / I do not have access to this data.

9. Including yourself, how many staff members and regular volunteers aged 60 and older are currently engaged in your organisation? Open, a number.

10. In which primary sport discipline (or field) do you mainly work or coach? *One answer.* Team sports (e.g., football/soccer, volleyball, basketball, handball); Water sports (e.g., swimming, canoeing, rowing, sailing); Athletics and running sports (track and field); Combat sports / Martial arts (e.g., judo, karate, wrestling, boxing, fencing); Winter sports (e.g., skiing, snowboarding, ice skating); Gymnastic, acrobatic sports, and dance; Racket sports (e.g., tennis, badminton, table tennis); Cycling and motorsports (e.g., road / MTB cycling); Outdoor, mountain sports, and climbing (e.g., sport climbing, mountaineering, trail running); Fitness, bodybuilding, and physical recreation (e.g., pilates, yoga, personal training, calisthenics); Prefer not to say; Other:.

11. What is your highest qualification or certification for sport coaching / instruction? *Several.* Higher education degree; National vocational qualifications; International or national sport federation licences; International health and fitness sector certifications; Non-formal commercial qualifications / course certificates; I do not hold a formal qualification, but I coach based on professional or athletic experience; Prefer not to say.

12. What was the highest level of sports competition you achieved as an active athlete before concluding your athletic career? *One answer.* International level; National elite level; Regional / local level; Amateur / recreational level; I did not have a structured athletic career (transitioned into coaching / instruction without a competitive athlete background); Prefer not to say.

13. Please specify your years of experience as a sport coach, instructor or staff member in professional (paid) activity. (e.g., 5) Open, a number of years.

THE 23 STATEMENTS

Scale: **1** Strongly disagree – **2** Disagree – **3** Neutral – **4** Agree – **5** Strongly agree.

Code	Statement
b01	I feel less motivated in my role at my organisation than I used to.
b02	I want to retire to be able to spend more time with my family.
b03	I feel deeply attached to my organisation.
b04	I am afraid of losing my vitality once I fully retire.
b05	I am looking forward to being able to relax once I retire.
b06	I feel I can still play an active and vital role at my organisation.
b07	I am afraid of feeling low or without purpose once I retire.
b08	I find the current atmosphere within my organisation unpleasant.
b09	I am strongly attached to my identity and standing within the sport.
b10	I worry that retiring might make me age more quickly.
b11	I feel that the conditions for working at my organisation have deteriorated over time.
b12	I want to gain better control over my personal life and daily schedule.
b13	I am afraid of becoming isolated once I leave my organisation and sporting circle.
b14	I frequently feel stressed by my responsibilities at my organisation.
b15	I expect to be under significantly less pressure once I retire.
b16	I still have goals in sport or coaching that I want to achieve.
b17	I am generally dissatisfied with my current conditions at my organisation.
b18	I want to retire to spend more quality time with my friends.
b19	I have personal passions, hobbies, or travel plans I am eager to pursue.
b20	I worry about being bored and not knowing how to fill my time.
b21	My physical health or energy levels make it difficult to keep up with the demands of my role.
b22	My role at my organisation gives me important social recognition.
b23	I am concerned about a drop in income or standard of living once I retire.

THE QUESTION ON BARRIERS

Which of the following factors best describe your reasons or barriers regarding retirement from your sports organisation? Please select the TOP 3 most significant factors for you.

1. Age discrimination (preference for younger workers, fewer job opportunities)
2. Stereotypes (older staff being seen as less innovative or capable)
3. Technology gap (difficulties with software, online systems, or lack of training)
4. Physical limitations (changes in health, stamina or fitness with age)
5. Lack of flexibility (fixed schedules, work-life imbalance within the organisation)
6. Low salaries (limited budgets, financial insecurity)
7. Temporary contracts (lack of stability, short-term employment culture)
8. Youth-oriented culture (exclusive focus on young people, feeling excluded)
9. Lack of training (few professional development courses tailored for senior staff)
10. Communication gap (generational differences in communication, team conflicts)
11. Resistance to change (personal hesitation or difficulty adapting to new methods/systems)
12. Limited career paths (few leadership roles for older staff, reduced motivation)
13. Other:

A.2 Spanish (Español)

CLASSIFICATION QUESTIONS

1. **¿En qué año nació? (p. ej., 1966)** Open, four digits.
2. **Género** *One answer.* Mujer; Hombre; No binario / Otra identidad de género; Prefiero no responder.
3. **¿Cuál es el nivel educativo más alto que había completado en el momento de incorporarse al proyecto?** *One answer.* Sin estudios o educación primaria incompleta (CINE 0); Educación primaria (CINE 1); Primera etapa de educación secundaria (ESO o equivalente / CINE 2); Segunda etapa de educación secundaria (Bachillerato o equivalente / CINE 3); Educación postsecundaria no terciaria (CINE 4); Educación terciaria de ciclo corto (FP de Grado Superior o equivalente / CINE 5); Grado universitario o equivalente (CINE 6); Máster universitario o equivalente (CINE 7); Doctorado o equivalente (CINE 8).
4. **¿Cuál es el perfil y la naturaleza jurídica de la organización en la que trabaja actualmente o en la que trabajó durante más tiempo a lo largo de su carrera?** *One answer.* Club deportivo de base / comunitario (ONG / asociación); un club de tamaño pequeño o mediano; Club polideportivo: una organización grande (asociación o empresa); Club deportivo profesional (sociedad mercantil); Centro deportivo o de fitness comercial; Órgano de gobierno / Federación deportiva; Institución deportiva pública, educativa o municipal; Prefiero no responder; Otro:.
5. **¿Dónde se ubica principalmente su organización?** *One answer.* Zona rural o pueblo (menos de 5.000 habitantes); Municipio pequeño (5.000–19.999 habitantes); Municipio mediano (20.000–99.999 habitantes); Municipio grande o ciudad pequeña (100.000–499.999 habitantes); Ciudad grande (500.000 habitantes o más); Provincia: _____; Comunidad autónoma: _____; No lo sé / Prefiero no responder.
6. **¿Cuál es su función o puesto actual dentro de su organización?** *Several.* Entrenador/a principal / Coordinador/a técnico/a; Entrenador/a / Monitor/a; Entrenador/a asistente; Miembro de la junta directiva / Personal directivo; Personal administrativo / de oficina; Personal de apoyo, médico o técnico; Otro:.
7. **¿Cuál es el número total de personas (incluyendo tanto al personal remunerado como a los voluntarios habituales) en su organización?** Open, a number.
8. **¿Cómo participan en su organización las personas de 60 años o más (incluyéndose usted)?** *One answer.* Las personas de 60+ participan tanto en puestos remunerados como en labores de voluntariado; Las personas de 60+ participan únicamente en puestos remunerados; Las personas de 60+ participan únicamente como voluntarias; Soy la única persona de 60+ que participa actualmente; No lo sé / No tengo acceso a estos datos.
9. **Incluyéndose usted, ¿cuántas personas (entre personal y voluntarios habituales) de 60 años o más participan actualmente en su organización?** Open,

a number.

10. ¿En qué disciplina deportiva (o ámbito) principal trabaja o entrena principalmente? *One answer.* Deportes de equipo (p. ej., fútbol, voleibol, baloncesto, balonmano); Deportes acuáticos (p. ej., natación, piragüismo, remo, vela); Atletismo y carreras (pista y campo); Deportes de combate / Artes marciales (p. ej., judo, kárate, lucha, boxeo, esgrima); Deportes de invierno (p. ej., esquí, snowboard, patinaje sobre hielo); Gimnasia, deportes acrobáticos y danza; Deportes de raqueta (p. ej., tenis, bádminton, tenis de mesa); Ciclismo y deportes de motor (p. ej., ciclismo de carretera / BTT); Deportes al aire libre, de montaña y escalada (p. ej., escalada deportiva, montañismo, trail running); Fitness, culturismo y recreación física (p. ej., pilates, yoga, entrenamiento personal, calistenia); Prefiero no responder; Otro:.

11. ¿Cuál es su titulación o certificación más alta para el entrenamiento o la enseñanza deportiva? *Several.* Título de educación superior (universitario); Certificados de profesionalidad / Formación Profesional; Licencias de federaciones deportivas nacionales o internacionales; Certificaciones internacionales del sector de la salud y el fitness; Titulaciones comerciales no formales / certificados de cursos; No tengo una titulación formal, pero entreno a partir de mi experiencia profesional o deportiva; Prefiero no responder.

12. ¿Cuál fue el nivel de competición más alto que alcanzó como deportista en activo antes de finalizar su carrera deportiva? *One answer.* Nivel internacional; Nivel nacional de élite; Nivel regional / local; Nivel amateur / recreativo; No tuve una carrera deportiva estructurada (pasé al entrenamiento o la enseñanza sin una trayectoria como deportista de competición); Prefiero no responder.

13. Indique sus años de experiencia como entrenador/a, monitor/a o personal deportivo en actividad profesional (remunerada). (p. ej., 5) Open, a number of years.

THE 23 STATEMENTS

Scale: **1** Totalmente en desacuerdo – **2** En desacuerdo – **3** Neutral – **4** De acuerdo – **5** Totalmente de acuerdo.

Code	Statement
b01	Me siento menos motivado/a en mi función dentro de mi organización que antes.
b02	Quiero jubilarme para poder pasar más tiempo con mi familia.
b03	Me siento profundamente vinculado/a a mi organización.
b04	Tengo miedo de perder mi vitalidad cuando me jubile por completo.
b05	Tengo ganas de poder relajarme cuando me jubile.
b06	Siento que todavía puedo desempeñar un papel activo e importante en mi organización.
b07	Tengo miedo de sentirme decaído/a o sin un propósito cuando me jubile.
b08	El ambiente actual dentro de mi organización me resulta desagradable.
b09	Estoy muy apegado/a a mi identidad y a mi posición dentro del deporte.
b10	Me preocupa que jubilarme pueda hacerme envejecer más rápido.
b11	Tengo la impresión de que las condiciones para trabajar en mi organización han empeorado con el tiempo.
b12	Quiero tener un mayor control sobre mi vida personal y mi horario diario.
b13	Tengo miedo de quedarme aislado/a cuando deje mi organización y mi entorno deportivo.
b14	Con frecuencia me siento estresado/a por mis responsabilidades en mi organización.
b15	Espero tener mucha menos presión cuando me jubile.
b16	Todavía tengo objetivos en el deporte o el entrenamiento que quiero alcanzar.
b17	En general, estoy insatisfecho/a con mis condiciones actuales en mi organización.
b18	Quiero jubilarme para pasar más tiempo de calidad con mis amistades.
b19	Tengo pasiones personales, aficiones o planes de viaje que deseo emprender.
b20	Me preocupa aburrirme y no saber cómo ocupar mi tiempo.
b21	Mi salud física o mi nivel de energía me dificultan responder a las exigencias de mi función.
b22	Mi función en mi organización me aporta un reconocimiento social importante.
b23	Me preocupa una reducción de mis ingresos o de mi nivel de vida cuando me jubile.

THE QUESTION ON BARRIERS

¿Cuáles de los siguientes factores describen mejor sus motivos o barreras en relación con la jubilación de su organización deportiva? Seleccione los 3 factores más importantes para usted.

1. Discriminación por edad (p. ej., preferencia por trabajadores más jóvenes, menos oportunidades laborales)
2. Estereotipos (p. ej., percibir al personal de mayor edad como menos innovador o capaz)
3. Brecha tecnológica (p. ej., dificultades con programas informáticos, sistemas en línea o falta de formación)
4. Limitaciones físicas (p. ej., cambios en la salud, la resistencia o la forma física con la edad)
5. Falta de flexibilidad (p. ej., horarios fijos, desequilibrio entre vida laboral y personal dentro de la organización)
6. Salarios bajos (p. ej., presupuestos limitados, inseguridad económica)
7. Contratos temporales (p. ej., falta de estabilidad, cultura de empleo a corto plazo)
8. Cultura orientada a la juventud (p. ej., enfoque exclusivo en los jóvenes, sensación de exclusión)
9. Falta de formación (p. ej., pocos cursos de desarrollo profesional adaptados al personal sénior)
10. Brecha de comunicación (p. ej., diferencias generacionales en la comunicación, conflictos de equipo)
11. Resistencia al cambio (p. ej., reticencia personal o dificultad para adaptarse a nuevos métodos o sistemas)
12. Trayectorias profesionales limitadas (p. ej., pocos puestos de liderazgo para el personal de mayor edad, menor motivación)
13. Otro:

A.3 Polish (Polski)

CLASSIFICATION QUESTIONS

1. **W którym roku się Pan/Pani urodził(a)? (np. 1966)** Open, four digits.
2. **Płeć** *One answer.* Kobieta; Mężczyzna; Osoba niebinarna / inna tożsamość płciowa; Wolę nie odpowiadać.
3. **Jaki jest najwyższy ukończony przez Pana/Panią poziom wykształcenia w momencie przystąpienia do projektu?** *One answer.* Brak wykształcenia formalnego lub nieukończona szkoła podstawowa (ISCED 0); Wykształcenie podstawowe (ISCED 1); Wykształcenie niższe średnie (dawne gimnazjum) (ISCED 2); Wykształcenie średnie (liceum lub technikum / szkoła branżowa) (ISCED 3); Wykształcenie policealne (nieterciarne) (ISCED 4); Wykształcenie wyższe – studia krótkiego cyklu (ISCED 5); Wykształcenie wyższe – licencjat / inżynier lub równoważne (ISCED 6); Wykształcenie wyższe – magister lub równoważne (ISCED 7); Stopień doktora lub równoważny (ISCED 8).
4. **Jaki jest profil i status prawny organizacji, w której Pan/Pani obecnie pracuje lub w której pracował(a) Pan/Pani najdłużej w swojej karierze?** *One answer.* Oddolny / lokalny klub sportowy (organizacja pozarządowa / stowarzyszenie): mały lub średni klub; Klub wielosekcyjny: duża organizacja (stowarzyszenie lub spółka); Profesjonalny klub sportowy (spółka handlowa); Komercyjny ośrodek sportowy lub fitness; Organ zarządzający / związek sportowy; Publiczna instytucja oświatowa lub miejska instytucja sportowa; Wolę nie odpowiadać; Inne:.
5. **Gdzie głównie znajduje się Pana/Pani organizacja?** *One answer.* Obszar wiejski lub wieś (poniżej 5000 mieszkańców); Małe miasto (5000–19 999 mieszkańców); Średnie miasto (20 000–99 999 mieszkańców); Duże miasto (100 000–499 999 mieszkańców); Wielkie miasto (500 000 mieszkańców lub więcej); Powiat: _____; Województwo: _____; Nie wiem / Wolę nie odpowiadać.
6. **Jaka jest Pana/Pani obecna rola / stanowisko w organizacji?** *Several.* Trener główny / koordynator szkolenia; Trener / instruktor; Trener asystent; Członek zarządu / kadra zarządzająca; Personel administracyjny / biurowy; Personel pomocniczy, medyczny lub techniczny; Inne:.
7. **Jaka jest łączna liczba osób (w tym zarówno pracowników wynagradzanych, jak i stałych wolontariuszy) w Pana/Pani organizacji?** Open, a number.
8. **W jaki sposób osoby w wieku 60 lat i starsze (w tym Pan/Pani) są zaangażowane w Pana/Pani organizacji?** *One answer.* Osoby 60+ działają zarówno na płatnych stanowiskach, jak i jako nieodpłatni wolontariusze; Osoby 60+ działają wyłącznie na płatnych stanowiskach; Osoby 60+ działają wyłącznie jako wolontariusze; Jestem obecnie jedyną osobą w wieku 60+ zaangażowaną w organizację; Nie wiem / nie mam dostępu do tych danych.
9. **Ile osób (spośród pracowników i stałych wolontariuszy) w wieku 60 lat i starszych jest obecnie zaangażowanych w Pana/Pani organizacji, wliczając**

Pana/Panią? Open, a number.

10. W jakiej głównej dyscyplinie sportu (lub dziedzinie) Pan/Pani głównie pracuje lub trenuje? *One answer.* Sporty zespołowe (np. piłka nożna, siatkówka, koszykówka, piłka ręczna); Sporty wodne (np. pływanie, kajakarstwo, wioślarstwo, żeglarstwo); Lekkoatletyka i biegi (konkurencje biegowe i techniczne); Sporty walki / sztuki walki (np. judo, karate, zapasy, boks, szermierka); Sporty zimowe (np. narciarstwo, snowboard, łyżwiarstwo); Gimnastyka, sporty akrobatyczne i taniec; Sporty rakietowe (np. tenis, badminton, tenis stołowy); Kolarstwo i sporty motorowe (np. kolarstwo szosowe / MTB); Sporty plenerowe, górskie i wspinaczka (np. wspinaczka sportowa, alpinizm, bieganie górskie); Fitness, kulturystyka i rekreacja ruchowa (np. pilates, joga, trening personalny, kalistenika); Wolę nie odpowiadać; Inne:.

11. Jakie jest Pana/Pani najwyższe wykształcenie lub uprawnienie w zakresie trenerstwa / instruktażu sportowego? *Several.* Dyplom ukończenia studiów wyższych; Krajowe kwalifikacje zawodowe; Licencje międzynarodowych lub krajowych federacji sportowych; Międzynarodowe certyfikaty z sektora zdrowia i fitnessu; Nieformalne kwalifikacje komercyjne / zaświadczenia o ukończeniu kursów; Nie posiadam formalnych uprawnień, ale prowadzę zajęcia w oparciu o doświadczenie zawodowe lub sportowe; Wolę nie odpowiadać.

12. Jaki był najwyższy poziom rywalizacji sportowej, który osiągnął(ęła) Pan/Pani jako czynny sportowiec przed zakończeniem kariery sportowej? *One answer.* Poziom międzynarodowy; Krajowy poziom mistrzowski; Poziom regionalny / lokalny; Poziom amatorski / rekreacyjny; Nie miałem(am) usztrukturyzowanej kariery sportowej (przeszedłem / przeszłam do trenerstwa / instruktażu bez doświadczenia w sporcie wyczynowym); Wolę nie odpowiadać.

13. Proszę podać liczbę lat doświadczenia jako trener / instruktor / pracownik sportowy w działalności zawodowej (płatnej). (np. 5) Open, a number of years.

THE 23 STATEMENTS

Scale: **1** Zdecydowanie się nie zgadzam – **2** Nie zgadzam się – **3** Neutralnie – **4** Zgadzam się – **5** Zdecydowanie się zgadzam.

Code	Statement
b01	Czuję się mniej zmotywowany/a w mojej roli w organizacji niż dawniej.
b02	Chcę przejść na emeryturę, aby móc spędzać więcej czasu z rodziną.
b03	Czuję się głęboko związany/a z moją organizacją.
b04	Obawiam się utraty vitalności po całkowitym przejściu na emeryturę.
b05	Cieszę się na możliwość odpoczynku po przejściu na emeryturę.
b06	Czuję, że wciąż mogę odgrywać aktywną i istotną rolę w mojej organizacji.
b07	Obawiam się, że po przejściu na emeryturę będę czuł(a) się przygnębiony/a lub pozbawiony/a celu.
b08	Obecna atmosfera w mojej organizacji jest dla mnie nieprzyjemna.
b09	Jestem silnie przywiązany/a do mojej tożsamości i pozycji w sporcie.
b10	Martwię się, że przejście na emeryturę może sprawić, że szybciej się zestarzeję.
b11	Mam wrażenie, że warunki pracy w mojej organizacji z czasem się pogorszyły.
b12	Chcę mieć większą kontrolę nad swoim życiem osobistym i codziennym harmonogramem.
b13	Obawiam się, że stanę się odizolowany/a, gdy opuszczę moją organizację i środowisko sportowe.
b14	Często odczuwam stres związany z moimi obowiązkami w organizacji.
b15	Spodziewam się, że po przejściu na emeryturę będę pod znacznie mniejszą presją.
b16	Wciąż mam cele w sporcie lub trenerstwie, które chcę osiągnąć.
b17	Ogólnie jestem niezadowolony/a z moich obecnych warunków w organizacji.
b18	Chcę przejść na emeryturę, aby spędzać więcej wartościowego czasu z przyjaciółmi.
b19	Mam osobiste pasje, hobby lub plany podróży, które chcę realizować.
b20	Martwię się, że będę się nudzić i nie będę wiedział(a), czym wypełnić czas.
b21	Mój stan zdrowia fizycznego lub poziom energii utrudniają mi sprostanie wymaganiom mojej roli.
b22	Moja rola w organizacji daje mi ważne uznanie społeczne.
b23	Niepokoï mnie spadek dochodów lub poziomu życia po przejściu na emeryturę.

THE QUESTION ON BARRIERS

Które z poniższych czynników najlepiej opisują Pana/Pani powody lub bariery związane z przejściem na emeryturę z organizacji sportowej? Proszę wybrać TRZY (3) najważniejsze dla Pana/Pani czynniki.

1. Dyskryminacja ze względu na wiek (np. preferowanie młodszych pracowników, mniej możliwości zatrudnienia)
2. Stereotypy (np. postrzeganie starszego personelu jako mniej innowacyjnego lub kompetentnego)
3. Luka technologiczna (np. trudności z oprogramowaniem, systemami online lub brak szkoleń)
4. Ograniczenia fizyczne (np. zmiany w stanie zdrowia, wytrzymałości lub kondycji wraz z wiekiem)
5. Brak elastyczności (np. sztywne grafiki, brak równowagi między pracą a życiem prywatnym w organizacji)
6. Niskie wynagrodzenia (np. ograniczone budżety, niepewność finansowa)
7. Umowy tymczasowe (np. brak stabilności, kultura zatrudnienia krótkoterminowego)
8. Kultura zorientowana na młodzież (np. skupienie wyłącznie na młodych, poczucie wykluczenia)
9. Brak szkoleń (np. niewiele kursów rozwoju zawodowego dostosowanych do starszego personelu)
10. Luka komunikacyjna (np. różnice pokoleniowe w komunikacji, konflikty w zespole)
11. Opór przed zmianami (np. osobiste wahanie lub trudności z dostosowaniem się do nowych metod / systemów)
12. Ograniczone ścieżki kariery (np. niewiele stanowisk kierowniczych dla starszego personelu, niższa motywacja)
13. Inne:

A.4 Slovenian (Slovenščina)

CLASSIFICATION QUESTIONS

1. **Katerega leta ste rojeni? (npr. 1966)** Open, four digits.
2. **Spol** *One answer.* Ženski; Moški; Nebinarna / druga spolna identiteta; Ne želim odgovoriti.
3. **Katera je najvišja dokončana stopnja izobrazbe, ki ste jo dosegli ob vključitvi v projekt?** *One answer.* Brez formalne izobrazbe ali nedokončana osnovna šola (ISCED 0); Osnovnošolska izobrazba – nižja stopnja (ISCED 1); Osnovnošolska izobrazba – višja stopnja (ISCED 2); Srednješolska izobrazba (gimnazija ali poklicna/strokovna šola) (ISCED 3); Posrednješolska neterciarna izobrazba (ISCED 4); Višješolska izobrazba (kratki terciarni program) (ISCED 5); Visokošolska/univerzitetna diploma ali enakovredno (ISCED 6); Magisterij ali enakovredno (ISCED 7); Doktorat ali enakovredno (ISCED 8).
4. **Kakšen je profil in pravni status organizacije, v kateri trenutno delate ali ste delali najdlje v svoji karieri?** *One answer.* Lokalni / amaterski športni klub (nevladna organizacija / društvo): majhen ali srednje velik klub; Večšportni klub: velika organizacija (društvo ali podjetje); Profesionalni športni klub (gospodarska družba); Komerčni športni ali fitnes center; Krovna organizacija / športna zveza; Javni izobraževalni ali občinski športni zavod; Ne želim odgovoriti; Drugo:.
5. **Kje se vaša organizacija pretežno nahaja?** *One answer.* Podeželje ali vas (manj kot 5.000 prebivalcev); Manjše mesto (5.000–19.999 prebivalcev); Srednje veliko mesto (20.000–99.999 prebivalcev); Veliko mesto (100.000–499.999 prebivalcev); Velemesto (500.000 prebivalcev ali več); Statistična regija: _____; Kohezijska regija: _____; Ne vem / Ne želim odgovoriti.
6. **Kakšna je vaša trenutna vloga / položaj v vaši organizaciji?** *Several.* Glavni trener / koordinator treniranja; Trener / inštruktor; Pomočnik trenerja; Član uprave / vodstveno osebje; Administrativno / pisarniško osebje; Podporno, zdravstveno ali tehnično osebje; Drugo:.
7. **Kolikšno je skupno število osebja (vključno s plačanimi zaposlenimi in rednimi prostovoljci) v vaši organizaciji?** Open, a number.
8. **Kako so osebe, stare 60 let ali več (vključno z vami), vključene v vašo organizacijo?** *One answer.* Osebe, stare 60+, so vključene tako v plačanih vlogah kot v prostovoljstvu; Osebe, stare 60+, so vključene izključno v plačanih vlogah; Osebe, stare 60+, so vključene izključno kot prostovoljci; Sem edina oseba, stara 60+, ki je trenutno vključena; Ne vem / nimam dostopa do teh podatkov.
9. **Koliko oseb (med osebjem in rednimi prostovoljci), starih 60 let ali več, je trenutno vključenih v vašo organizacijo, vključno z vami?** Open, a number.
10. **V kateri glavni športni panogi (ali področju) pretežno delate ali trenirate?** *One answer.* Ekipni športi (npr. nogomet, odbojka, košarka, rokomet); Vodni športi (npr. plavanje, kajak/kanu, veslanje, jadranje); Atletika in tekaški športi; Borilni športi / borilne veščine (npr. judo, karate, rokoborba, boks, sabl-

janje); Zimski športi (npr. smučanje, deskanje na snegu, drsanje); Gimnastika, akrobatski športi in ples; Športi z loparji (npr. tenis, badminton, namizni tenis); Kolesarstvo in motošporti (npr. cestno / gorsko kolesarstvo); Športi na prostem, gorski športi in plezanje (npr. športno plezanje, alpinizem, gorski tek); Fitnes, bodibilding in telesna rekreacija (npr. pilates, joga, osebno treniranje, vadba z lastno težo); Ne želim odgovoriti; Drugo:.

11. Katera je vaša najvišja kvalifikacija ali certifikat za športno treniranje / poučevanje? *Several.* Visokošolska izobrazba; Nacionalne poklicne kvalifikacije; Licence mednarodnih ali nacionalnih športnih zvez; Mednarodni certifikati s področja zdravja in fitnesa; Neformalne komercialne kvalifikacije / potrdila o opravljenih tečajih; Nimam formalne kvalifikacije, vendar treniram na podlagi strokovnih ali športnih izkušenj; Ne želim odgovoriti.

12. Katera je bila najvišja raven športnega tekmovanja, ki ste jo dosegli kot aktivni športnik/športnica pred koncem svoje športne kariere? *One answer.* Mednarodna raven; Državna vrhunska raven; Regionalna / lokalna raven; Amaterska / rekreativna raven; Nisem imel/-a strukturirane športne kariere (v treniranje/poučevanje sem prešel/-a brez tekmovalnega športnega ozadja); Ne želim odgovoriti.

13. Navedite število let izkušenj kot športni trener / inštruktor / član osebja v poklicni (plačani) dejavnosti. (npr. 5) Open, a number of years.

THE 23 STATEMENTS

Scale: **1** Sploh se ne strinjam – **2** Se ne strinjam – **3** Nevtrarno – **4** Se strinjam – **5** Popolnoma se strinjam.

Code	Statement
b01	V svoji vlogi v organizaciji se počutim manj motiviran/-a kot prej.
b02	Želim se upokojiti, da bom lahko preživel/-a več časa z družino.
b03	Čutim globoko navezanost na svojo organizacijo.
b04	Bojim se, da bom izgubil/-a svojo vitalnost, ko se popolnoma upokojim.
b05	Veselim se, da se bom lahko sprostil/-a, ko se upokojim.
b06	Menim, da lahko še vedno igram dejavno in pomembno vlogo v svoji organizaciji.
b07	Bojim se, da se bom po upokojitvi počutil/-a potrt/-a ali brez smisla.
b08	Trenutno vzdušje v moji organizaciji se mi zdi neprijetno.
b09	Močno sem navezan/-a na svojo identiteto in položaj v športu.
b10	Skrbi me, da bi se zaradi upokojitve hitreje postaral/-a.
b11	Zdi se mi, da so se pogoji za delo v moji organizaciji sčasoma poslabšali.
b12	Želim imeti boljši nadzor nad svojim zasebnim življenjem in dnevnim urnikom.
b13	Bojim se, da bom osamljen/-a, ko zapustim svojo organizacijo in športni krog.
b14	Pogosto me obremenjujejo moje odgovornosti v organizaciji.
b15	Pričakujem, da bom pod bistveno manjšim pritiskom, ko se upokojim.
b16	Še vedno imam cilje v športu ali treniranju, ki jih želim doseči.
b17	Na splošno sem nezadovoljen/-na s svojimi trenutnimi pogoji v organizaciji.
b18	Želim se upokojiti, da bom preživel/-a več kakovostnega časa s prijatelji.
b19	Imam osebne strasti, hobije ali načrte za potovanja, ki jih želim uresničiti.
b20	Skrbi me, da se bom dolgočasil/-a in ne bom vedel/-a, s čim zapolniti svoj čas.
b21	Moje telesno zdravje ali raven energije mi otežujeta izpolnjevanje zahtev moje vloge.
b22	Moja vloga v organizaciji mi prinaša pomembno družbeno priznanje.
b23	Skrbi me zmanjšanje dohodka ali življenjskega standarda po upokojitvi.

THE QUESTION ON BARRIERS

Kateri od naslednjih dejavnikov najbolj opisujejo vaše razloge ali ovire v zvezi z upokojitvijo iz vaše športne organizacije? Izberite TRI (3) za vas najpomembnejše dejavnike.

1. Starostna diskriminacija (npr. dajanje prednosti mlajšim delavcem, manj zaposlitvenih možnosti)
2. Stereotipi (npr. dojemanje starejšega osebja kot manj inovativnega ali sposobnega)
3. Tehnološki razkorak (npr. težave s programsko opremo, spletnimi sistemi ali pomanjkanje usposabljanja)
4. Telesne omejitve (npr. spremembe v zdravju, vzdržljivosti ali telesni pripravljenosti s starostjo)
5. Pomanjkanje prožnosti (npr. fiksni urniki, neravnovesje med delom in zasebnim življenjem v organizaciji)
6. Nizke plače (npr. omejeni proračuni, finančna negotovost)
7. Začasne pogodbe (npr. pomanjkanje stabilnosti, kultura kratkoročne zaposlitve)
8. Kultura, usmerjena v mladino (npr. izključna osredotočenost na mlade, občutek izključenosti)
9. Pomanjkanje usposabljanja (npr. malo programov strokovnega izpopolnjevanja, prilagojenih starejšemu osebju)
10. Komunikacijski razkorak (npr. medgeneracijske razlike v komunikaciji, konflikti v ekipi)
11. Odpor do sprememb (npr. osebno oklevanje ali težave pri prilagajanju novim metodam/sistemom)
12. Omejene karijerne poti (npr. malo vodstvenih vlog za starejše osebje, zmanjšana motivacija)
13. Drugo:

A.5 Finnish (Suomi)

CLASSIFICATION QUESTIONS

1. Minä vuonna olet syntynyt? (esim. 1966) Open, four digits.

2. Sukupuoli *One answer.* Nainen; Mies; Muunsukupuolinen / muu sukupuoli-identiteetti; En halua kertoa.

3. Mikä on korkein suorittamasi koulutustaso hankkeeseen liittyessäsi? *One answer.* Ei muodollista koulutusta tai keskenäinen perusopetus (ISCED 0); Alempi perusaste (ISCED 1); Ylempi perusaste (ISCED 2); Keskiaste, esim. lukio tai ammatillinen koulutus (ISCED 3); Keskiasteen jälkeinen koulutus, joka ei ole korkea-astetta (ISCED 4); Alin korkea-aste / lyhyt korkea-asteen koulutus (ISCED 5); Alempi korkeakouluaste, esim. kandidaatin tutkinto (ISCED 6); Ylempi korkeakouluaste, esim. maisterin tutkinto (ISCED 7); Tutkijakoulutusaste, esim. tohtorin tutkinto (ISCED 8).

4. Mikä on sen organisaation profiili ja oikeudellinen muoto, jossa työskentelet tällä hetkellä tai jossa työskentelit pisimpään urasi aikana? *One answer.* Ruohonjuuritason / paikallinen urheiluseura (järjestö / yhdistys): pieni tai keskikokoinen seura; Yleisseura: suuri organisaatio (yhdistys tai yritys); Ammattilaisurheiluseura (kaupallinen yritys); Kaupallinen liikunta- tai kuntokeskus; Kattojärjestö / urheiluliitto; Julkinen oppilaitos tai kunnallinen liikuntalaitos; En halua kertoa; Muu:

5. Missä organisaatiosi pääasiassa sijaitsee? *One answer.* Maaseutu tai kylä (alle 5 000 asukasta); Pieni kaupunki tai kunta (5 000–19 999 asukasta); Keskikokoinen kaupunki (20 000–99 999 asukasta); Suuri kaupunki (100 000–499 999 asukasta); Suurkaupunki (500 000 asukasta tai enemmän); Maakunta: _____; Suuralue: _____; En tiedä / En halua kertoa.

6. Mikä on nykyinen roolisi / tehtäväsi organisaatiossasi? *Several.* Päävalmentaja / valmennuskoordinaattori; Valmentaja / ohjaaja; Apuvalmentaja; Hallituksen jäsen / johtohenkilöstö; Hallinto- / toimistohenkilöstö; Tuki-, terveydenhuolto- tai tekninen henkilöstö; Muu:

7. Kuinka suuri on organisaatiosi henkilöstö yhteensä (mukaan lukien sekä palkatut työntekijät että säännölliset vapaaehtoiset)? Open, a number.

8. Miten 60-vuotiaat ja sitä vanhemmat henkilöt (mukaan lukien sinä itse) osallistuvat organisaatiosi toimintaan? *One answer.* 60+ -ikäiset toimivat sekä palkatuissa tehtävissä että palkattomina vapaaehtoisina; 60+ -ikäiset toimivat ainoastaan palkatuissa tehtävissä; 60+ -ikäiset toimivat ainoastaan vapaaehtoisina; Olen tällä hetkellä ainoa 60+ -ikäinen henkilö toiminnassa; En tiedä / minulla ei ole pääsyä näihin tietoihin.

9. Kuinka monta 60-vuotiaasta tai vanhempaa henkilöä (sinä itse mukaan lukien) toimii tällä hetkellä organisaatiossasi työntekijöinä tai säännöllisinä vapaaehtoisina? Open, a number.

10. Missä päälajissa (tai alalla) työskentelet tai valmennat pääasiassa? *One answer.* Joukkuelajit (esim. jalkapallo, lentopallo, koripallo, käsipallo);

Vesiuurheilulajit (esim. uinti, melonta, soutu, purjehdus); Yleisurheilu ja juoksulajit (rata- ja kenttälajit); Kamppailulajit / itsepuolustuslajit (esim. judo, karate, paini, nyrkkeily, miekkailu); Talviurheilulajit (esim. hiihto, lumilautailu, luistelu); Voimistelu, akrobatialajit ja tanssi; Mailapelit (esim. tennis, sulkapallo, pöytätennis); Pyöräily ja moottoriurheilu (esim. maantie- / maastopyöräily); Ulkoilu, vuoristo- ja kiipeilylajit (esim. urheilukiipeily, vuorikiipeily, polkujuoksu); Kuntoilu, kehonrakennus ja liikunnallinen virkistys (esim. pilates, jooga, personal training, kehonpainoharjoittelu); En halua kertoa; Muu.

11. Mikä on korkein valmennukseen tai liikunnanohjaukseen liittyvä tutkintosi tai pätevyytesi? *Several.* Korkeakoulututkinto; Ammatilliset tutkinnot; Kansainvälisten tai kansallisten urheiluliittojen lisenssit; Kansainväliset terveyst ja kuntoilualan sertifikaatit; Epäviralliset kaupalliset pätevyudet / kurssitodistukset; Minulla ei ole muodollista pätevyyttä, vaan valmennan ammatillisen tai urheilukokemukseni perusteella; En halua kertoa.

12. Mikä oli korkein kilpailutaso, jonka saavutit aktiiviurheilijana ennen urheilu-urasi päättymistä? *One answer.* Kansainvälinen taso; Kansallinen huipputaso; Alueellinen / paikallinen taso; Harraste- / kuntotaso; Minulla ei ollut järjestelmällistä urheilu-uraa (siirryin valmennukseen / ohjaukseen ilman kilpaurheilutaustaa); En halua kertoa.

13. Ilmoita kokemuksesi vuosina valmentajana, ohjaajana tai toimihenkilönä ammatillisessa (palkallisessa) toiminnassa. (esim. 5) Open, a number of years.

THE 23 STATEMENTS

Scale: **1** Täysin eri mieltä – **2** Eri mieltä – **3** Neutraali – **4** Samaa mieltä – **5** Täysin samaa mieltä.

Code	Statement
b01	Tunnen olevani vähemmän motivoitunut tehtävässäni organisaatiossani kuin ennen.
b02	Haluan jäädä eläkkeelle voidakseni viettää enemmän aikaa perheeni kanssa.
b03	Tunnen syvää kiintymystä organisaatiooni.
b04	Pelkään menettäväni elinvoimaani jäätyäni kokonaan eläkkeelle.
b05	Odotan, että voin rentoutua jäätyäni eläkkeelle.
b06	Koen, että voin edelleen toimia aktiivisessa ja tärkeässä roolissa organisaatiossani.
b07	Pelkään tuntevani itseni alakuloiseksi tai päämäärättömäksi eläkkeelle jäätyäni.
b08	Koen organisaationi nykyisen ilmapiirin epämiellyttäväksi.
b09	Olen vahvasti kiintynyt identiteettiini ja asemaani urheilun parissa.
b10	Olen huolissani siitä, että eläkkeelle jääminen voisi nopeuttaa ikääntymistäni.
b11	Minusta tuntuu, että työskentelyolosuhteet organisaatiossani ovat heikentyneet ajan myötä.
b12	Haluan saada paremman hallinnan yksityiselämäni ja päivittäiseen aikatauluuni.
b13	Pelkään eristäytyväni, kun jätän organisaationi ja urheilupiirini.
b14	Tunnen usein stressiä organisaationi tehtävistä.
b15	Odotan, että paineeni vähenevät merkittävästi eläkkeelle jäätyäni.
b16	Minulla on edelleen urheiluun tai valmennukseen liittyviä tavoitteita, jotka haluan saavuttaa.
b17	Olen yleisesti ottaen tyytymätön nykyisiin olosuhteisiin organisaatiossani.
b18	Haluan jäädä eläkkeelle viettääkseni enemmän laatu-aikaa ystäväni kanssa.
b19	Minulla on henkilökohtaisia intohimoja, harrastuksia tai matkasuunnitelmia, joita haluan innokkaasti toteuttaa.
b20	Olen huolissani siitä, että tylsistyn enkä tiedä, miten täyttää aikani.
b21	Fyysinen terveyteni tai energiatasoni vaikeuttaa tehtäväni vaatimuksista suoriutumista.
b22	Tehtäväni organisaatiossani tuo minulle tärkeää sosiaalista arvostusta.
b23	Olen huolissani tulojeni tai elintasoni laskusta eläkkeelle jäätyäni.

THE QUESTION ON BARRIERS

Mitkä seuraavista tekijöistä kuvaavat parhaiten syitä tai esteitä, jotka liittyvät eläkkeelle siirtymiseen urheiluorganisaatiostasi? Valitse kolme (3) sinulle merkittävintä tekijää.

1. Ikä syrjintä (esim. nuorempien työntekijöiden suosiminen, vähemmän työmahdollisuuksia)
2. Stereotypiat (esim. vanhempaa henkilöstöä pidetään vähemmän innovatiivisena tai kyvykkäänä)
3. Teknologia kuilu (esim. vaikeudet ohjelmistojen tai verkkojärjestelmien kanssa tai koulutuksen puute)
4. Fyysiset rajoitteet (esim. terveyden, kestävyys tai kunnon muutokset iän myötä)
5. Joustavuuden puute (esim. kiinteät aikataulut, työn ja vapaa-ajan epätasapaino organisaatiossa)
6. Matalat palkat (esim. rajalliset budjetit, taloudellinen epävarmuus)
7. Määräaikaiset sopimukset (esim. vakauden puute, lyhytaikaisen työsuhteen kulttuuri)
8. Nuorisoon suuntautunut kulttuuri (esim. keskittyminen pelkästään nuoriin, ulkopuolisuuden tunne)
9. Koulutuksen puute (esim. vähän vanhemmalle henkilöstölle suunnattuja täydennyskoulutuksia)
10. Viestintä kuilu (esim. sukupolvien väliset erot viestinnässä, tiimien ristiriidat)
11. Muutosvastarinta (esim. henkilökohtainen epäröinti tai vaikeus sopeutua uusiin menetelmiin tai järjestelmiin)
12. Rajalliset urapolut (esim. vähän johtotehtäviä vanhemmalle henkilöstölle, heikentynyt motivaatio)
13. Muu:

A.6 Swedish (Svenska)

CLASSIFICATION QUESTIONS

1. **Vilket år är du född? (t.ex. 1966)** Open, four digits.
2. **Kön** *One answer.* Kvinna; Man; Icke-binär / annan könsidentitet; Vill inte uppge.
3. **Vilken är din högsta avslutade utbildningsnivå vid tidpunkten då du gick med i projektet?** *One answer.* Ingen formell utbildning eller ofullständig grundskola (ISCED 0); Grundskola, lägre årskurser (ISCED 1); Grundskola, högre årskurser (ISCED 2); Gymnasieutbildning (ISCED 3); Eftergymnasial utbildning som inte är högskola (ISCED 4); Kortare eftergymnasial-/högskoleutbildning, t.ex. yrkeshögskola (ISCED 5); Kandidatexamen eller motsvarande (ISCED 6); Magister-/masterexamen eller motsvarande (ISCED 7); Doktorsexamen eller motsvarande (ISCED 8).
4. **Vilken profil och juridisk form har den organisation där du arbetar nu eller där du arbetade längst under din karriär?** *One answer.* Gräsrots-/lokal idrottsklubb (ideell organisation / förening): en liten eller medelstor klubb; Fleridrottsklubb: en stor organisation (förening eller företag); Professionell idrottsklubb (kommersiellt företag); Kommersiellt idrotts- eller träningscenter; Takorganisation / idrottsförbund; Offentlig utbildnings- eller kommunal idrottsinstitution; Vill inte uppge; Annat:.
5. **Var är din organisation huvudsakligen belägen?** *One answer.* Landsbygd eller by (färre än 5 000 invånare); Mindre tätort (5 000–19 999 invånare); Medelstor stad (20 000–99 999 invånare); Stor stad (100 000–499 999 invånare); Storstad (500 000 invånare eller fler); Län: _____; Landsdel (Götaland, Svealand eller Norrland): _____; Vet inte / Vill inte uppge.
6. **Vilken är din nuvarande roll / befattning inom din organisation?** *Several.* Huvudtränare / tränarkoordinator; Tränare / instruktör; Assisterande tränare; Styrelseledamot / ledningspersonal; Administrativ personal / kontorspersonal; Stöd-, medicinsk eller teknisk personal; Annat:.
7. **Hur stor är den totala personalstyrkan (inklusive både avlönade anställda och regelbundna volontärer) i din organisation?** Open, a number.
8. **Hur är personer som är 60 år eller äldre (inklusive du själv) engagerade i din organisation?** *One answer.* Personer 60+ är engagerade både i avlönade roller och som oavlönade volontärer; Personer 60+ är engagerade enbart i avlönade befattningar; Personer 60+ är engagerade enbart som volontärer; Jag är för närvarande den enda personen som är 60+ och engagerad; Vet inte / jag har inte tillgång till dessa uppgifter.
9. **Hur många personer (bland personal och regelbundna volontärer) som är 60 år eller äldre är för närvarande engagerade i din organisation, inklusive du själv?** Open, a number.
10. **Inom vilken huvudsaklig idrottsgren (eller område) arbetar eller tränar du främst?** *One answer.* Lagidrotter (t.ex. fotboll, volleyboll, basket, hand-

boll); Vattensporter (t.ex. simning, kanot, rodd, segling); Friidrott och löpning; Kampsporter / stridskonster (t.ex. judo, karate, brottning, boxning, fäktning); Vintersporter (t.ex. skidåkning, snowboard, skridsko); Gymnastik, akrobatiska sporter och dans; Racketsporter (t.ex. tennis, badminton, bordtennis); Cykling och motorsport (t.ex. landsvägs-/MTB-cykling); Utomhus-, bergs- och klättringssporter (t.ex. sportklättring, bergsbestigning, terränglöpning); Fitness, bodybuilding och fysisk rekreation (t.ex. pilates, yoga, personlig träning, kroppsviktsträning); Vill inte uppge; Annat:.

11. Vilken är din högsta kvalifikation eller certifiering inom idrottsträning / instruktion? *Several.* Högskoleexamen; Nationella yrkeskvalifikationer; Licenser från internationella eller nationella idrottsförbund; Internationella certifieringar inom hälso- och fitnessbranschen; Icke-formella kommersiella kvalifikationer / kursintyg; Jag har ingen formell kvalifikation, men tränar utifrån yrkes- eller idrottserfarenhet; Vill inte uppge.

12. Vilken var den högsta tävlingsnivå du uppnådde som aktiv idrottare innan du avslutade din idrottskarriär? *One answer.* Internationell nivå; Nationell elitnivå; Regional / lokal nivå; Amatör- / motionsnivå; Jag hade ingen strukturerad idrottskarriär (gick över till tränar-/instruktörsrollen utan bakgrund som tävlingsidrottare); Vill inte uppge.

13. Ange antal års erfarenhet som idrottstränare / instruktör / personal i yrkesmässig (avlönad) verksamhet. (t.ex. 5) Open, a number of years.

THE 23 STATEMENTS

Scale: **1** Instämmer inte alls – **2** Instämmer inte – **3** Neutral – **4** Instämmer – **5** Instämmer helt.

Code	Statement
b01	Jag känner mig mindre motiverad i min roll i organisationen än tidigare.
b02	Jag vill gå i pension för att kunna tillbringa mer tid med min familj.
b03	Jag känner en djup samhörighet med min organisation.
b04	Jag är rädd att förlora min vitalitet när jag helt går i pension.
b05	Jag ser fram emot att kunna koppla av när jag har gått i pension.
b06	Jag känner att jag fortfarande kan spela en aktiv och viktig roll i min organisation.
b07	Jag är rädd att känna mig nedstämd eller utan mening när jag har gått i pension.
b08	Jag upplever den nuvarande stämningen i min organisation som obehaglig.
b09	Jag är starkt knuten till min identitet och ställning inom idrotten.
b10	Jag oroar mig för att pensioneringen kan göra att jag åldras snabbare.
b11	Jag känner att förutsättningarna för att arbeta i min organisation har försämrats med tiden.
b12	Jag vill få bättre kontroll över mitt privatliv och min dagliga planering.
b13	Jag är rädd att bli isolerad när jag lämnar min organisation och idrottskrets.
b14	Jag känner mig ofta stressad av mina arbetsuppgifter i organisationen.
b15	Jag förväntar mig att vara under betydligt mindre press när jag har gått i pension.
b16	Jag har fortfarande mål inom idrotten eller tränarskapet som jag vill uppnå.
b17	Jag är generellt missnöjd med mina nuvarande förhållanden i organisationen.
b18	Jag vill gå i pension för att tillbringa mer kvalitetstid med mina vänner.
b19	Jag har personliga intressen, hobbyer eller resplaner som jag är ivrig att förverkliga.
b20	Jag oroar mig för att bli uttråkad och inte veta hur jag ska fylla min tid.
b21	Min fysiska hälsa eller energinivå gör det svårt att leva upp till kraven i min roll.
b22	Min roll i organisationen ger mig ett viktigt socialt erkännande.
b23	Jag är orolig för en minskning av min inkomst eller levnadsstandard när jag har gått i pension.

THE QUESTION ON BARRIERS

Vilka av följande faktorer beskriver bäst dina skäl eller hinder när det gäller pensionering från din idrottsorganisation? Välj de TRE (3) viktigaste faktorerna för dig.

1. Åldersdiskriminering (t.ex. att yngre arbetstagare föredras, färre jobbmöjligheter)
2. Stereotyper (t.ex. att äldre personal ses som mindre innovativ eller kapabel)
3. Teknikglapp (t.ex. svårigheter med programvara, onlinesystem eller brist på utbildning)
4. Fysiska begränsningar (t.ex. förändringar i hälsa, uthållighet eller kondition med åldern)
5. Brist på flexibilitet (t.ex. fasta scheman, obalans mellan arbete och privatliv i organisationen)
6. Låga löner (t.ex. begränsade budgetar, ekonomisk osäkerhet)
7. Tillfälliga anställningar (t.ex. brist på stabilitet, kultur av korttidsanställning)
8. Ungdomsinriktad kultur (t.ex. fokus enbart på unga, känsla av utanförskap)
9. Brist på utbildning (t.ex. få fortbildningskurser anpassade för äldre personal)
10. Kommunikationsglapp (t.ex. generationsskillnader i kommunikation, konflikter i teamet)
11. Motstånd mot förändring (t.ex. personlig tvekan eller svårigheter att anpassa sig till nya metoder/system)
12. Begränsade karriärvägar (t.ex. få ledarroller för äldre personal, minskad motivation)
13. Annat: