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Navigating Emotion Norms in Sport Organizations

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ABSTRACT

Sport environments are often characterized by the expression of variety of intense and enduring emotions. Within sport organizations, there are emotion norms (ENs) and implicit rules governing the expression of emotions. These emotional display requirements prescribe how one ought to express emotions and yet there exists a dearth of resources for applied practitioners to support clients to effectively navigate ENs in sport organizations. In this article, we provide insights from existing scholarly knowledge and applied practice on how to navigate ENs by providing recommendations to help promote awareness and understanding of ENs among sport psychologists, coaches, managers, administrators, and multi-disciplinary teams.

KEYWORDS

Collective emotion;
emotion; emotion
regulation; organizational
sport psychology

Emotions can be characterized as relatively brief responses to events that individuals perceive as highly significant (Wagstaff & Tamminen, 2021). Commonly examined emotions include fear, anger, pride, sadness, joy, and anxiety (Tamminen et al., 2024). People in socially organized systems tend to manage how they show their emotions in line with what is expected of them in that time and place (Cai et al., 2022). In this manuscript, we view emotions using the emotions as social information (EASI) model, which assumes that just as mood provides information to the self, emotional expressions provide information to observers, which may influence their behavior (Van Kleef, 2009). When individuals manage their expression of emotions they are typically reacting to implicit or explicit expectations for desired emotional displays. To manage emotion expressions appropriately, people are guided by emotion norms (ENs) and their implicit requirements, which stipulate how and when an individual should express their emotional responses to a given situation (Allen et al., 2010; Diefendorff et al., 2011). For instance, in non-sport settings, such as customer service, managers often prescribe ENs during training (e.g., a work handbook stating “act like you are on stage at all times”), performance evaluation (e.g., customer feedback forms including a “friendliness” category), and selection processes (e.g., coffee shop employees should deliver “service

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with a smile!”; Grandey & Sayre, 2019, p. 1-2). In work settings, ENs are more explicit than in other social settings and are established, communicated, and regulated through a combination of training and evaluation practices, while they also vary between industry (e.g., healthcare vs. education), occupation (e.g., emergency services, medicine, business), job (e.g., nurse vs. human resources), or group context (e.g., children vs. aging adult nurses, oncology vs. pediatric nurse; Allen et al., 2010; Diefendorff et al., 2011; Grandey & Sayre, 2019).

Sport organizations are emotion-laden environments that require members to enact a range of pleasant and unpleasant emotions, regulate them, and then present contextually appropriate emotions in their attempt to achieve organizational goals (e.g., Wagstaff et al., 2013). In sport settings, coaches and athletes might be expected to display a serene, confident demeanor before competition, excitement and joy during performance, and to express emotions that may aid team performance or display dejection after a loss (Lee et al., 2015). This could include suppressing your happiness at medaling because your training partner finished 4th or regulating your sense of injustice and disappointment in a selection announcement meeting for the better of the team. For instance, a teammate or sports parent could “put on” a sad face to maintain a social interaction where the ENs call for them to demonstrate emotions such as empathy, disappointment, or remorse. Alternatively, when a team is successful, athletes and coaches are typically expected to express emotions that convey joy or pride. Indeed, there is emerging evidence that sport organizations have their own ENs whereby stakeholder groups, such as athletes, are permitted to express emotions if they convey positivity and strength (Tamminen et al., 2024). In this paper, we provide an overview of ENs in sport organizations and discuss how practitioners might support clients to navigate them, which draws on our shared professional experiences of elite sport and academia contexts. Specifically, as authors, we collectively have a range of experience working in sports organizations in diverse roles, but primarily as scientist-practitioners and sport psychology service leaders within the high-performance sport context. These roles have entailed working across the sport and academic domains to provide support to individuals and organizations. We also draw on many years of researching emotion-related phenomena within sport.

Emotion norms in sport organizations

Wagstaff et al. (2012a) characterized sport organizations as “emotional cauldrons” (p. 32) that have norms regarding the display of emotions. These ENs define the emotions athletes should suppress and display during their daily interactions (Tamminen et al., 2024). Accordingly, researchers

have highlighted the importance of regulating ones' emotions and making them coherent with the social norms and expectations of the sport organization (Giazitzoglu, 2020). In our experience, these ENs can include cheering on teammates, attending during team talks, laughing together, showing anger during unwanted events, expressing sadness after a loss or poor performance, and can be overtly known (e.g., clearly stated during team meetings or in mission statements) or ambiguous (e.g., unclear, unspoken, subjectively perceived). Moreover, they differ by culture created from the people within, and are influenced by overarching political pressures that sport organizations face (e.g., winning=funding). Researchers have reported that emotional expressions are important for influencing emotional phenomena in teams and also that leaders' expressions of confidence in their team's ability to succeed was linked with improvement in team performance and athletes' team identification (e.g., Campo et al., 2019; Tamminen et al., 2024). Further, members of sport teams are bound by codes which define what sort of emotions they "should perform" to denote cultural legitimacy (Giazitzoglu, 2020). Indeed, norms emerge organically in social groups, and determine the types, intensities, and specific moments in which emotions are perceived as socially acceptable; ENs are inherently complex and implicit. Not just about "how" to express emotions, but also considering what, when, where, and who too. Accordingly, we do not advocate that it is healthy to prescribe emotions, but note that clarity of what emotions and ENs are, and their potential influence could support people to feel more socially aware and connected. Of course, this could be overplayed, and we have noted that there is a risk of hegemonic ENs (i.e., dominant social expectations about how emotions should be expressed) that leave little room for emotional displays that are socially unpleasant or perceived as dysfunctional for social (i.e., team) dynamics. Such risks could perpetuate the development of hegemonic masculinity, whereby the emotions displayed align with principles of hegemonic masculinities (e.g., emotional restraint, competitiveness, a refusal to show vulnerability) as a performance narrative dominates (Giazitzoglu, 2020). As such, clearer ENs could help promote psychological safety, normalize emotional expressions, and encourage help-seeking.

Synthesizing what we know about emotion norms

Given the existing knowledge, there is a need to synthesize what we know about ENs, integrating research and practice insights. The available research on ENs in sport (e.g., Giazitzoglu, 2020; Tamminen et al., 2024; Wagstaff et al., 2013) has shown them to be influenced by the norms of the sport (Wagstaff et al., 2012a), as well as by an individual's personal philosophies, personalities, and self-awareness (Hings et al., 2020). For instance, leaders

in positions of power (e.g., directors, head coaches, captains) might attend to what these norms are, and how they differ in relationships with a range of stakeholders within their sport organization (e.g., athletes, coaches, support staff, managers, administrators) and how these ENs are perpetuated over time (cf. Lee Sinden, 2015). Researchers have also demonstrated that individuals adapt their own emotional experiences and expressions for social goals during a range of sport situations (Tamminen et al., 2024), and that sport organizations have norms and rules regarding the expression and display of emotions (Lee et al., 2015). Despite these emerging insights, to our knowledge no work exists which directly considers the development, production, and reproduction of ENs in sport organizations. In light of this dearth of knowledge and the lack of applied insights for practitioners on the concept of ENs in sport (Cai et al., 2022), in the remainder of this manuscript, we aim to integrate the emerging scholarly knowledge from both sport and non-sport contexts as well as our own scientist-practitioner experiences in high-performance sport, to offer recommendations on how to navigate ENs (i.e., perceive, understand, and act) in sport organizations. In doing so, we use Leggat et al. (2023) knowledge creation funnel, which aims to refine and tailor knowledge to the needs of knowledge users and the practice problem in hand (i.e., navigating ENs in sport organizations). First, we consider knowledge inquiry, whereby the gathering of knowledge (e.g., empirical research) associated with the practice problem is undertaken. The next stage requires us to draw on knowledge synthesis, which entails the synergy of knowledge (across domains) to develop a more specialized knowledge base on the practice problem. Lastly, we review knowledge products and tools that consists of the development of user-friendly materials (e.g., handouts, guidelines) with the aim to represent the synthesized, useful knowledge associated to the practice problem (Leggat et al., 2023). We aimed to translate this knowledge for a diverse audience to promote awareness of ENs across a range of stakeholder groups in sports organizations.

How to navigate emotion norms in sport organizations

Considering the emotional complexities of sports organizations, it is very uncommon to find ENs explicitly stated in formal documents, not least given there is a wide range of emotional situations that can be experienced (e.g., during matches, training, analysis, board meetings, sponsorship events). Yet, this does not mean that we recommend sports organizations to prescribe the emotions for those operating within their sphere of influence. In general, ENs are implicitly shared within organizational guidelines, daily interactions and dynamics, with individuals having to decipher and

conform to the ENs to secure their belonging within groups (Giazitzoglu, 2020). Nevertheless, leaders in sport organizations (e.g., head coaches, captains) might attend to what these norms are with regards to who (e.g., athletes, managers, administrators) and how they are shared and reinforced, and thereby perpetuated. This lack of explicit guidance is an indication of how challenging it can be to navigate high-pressure, high-performance sport climates. Moreover, this absence of explicit guidance does not mean that we are encouraging leaders to tell people what emotions express. But rather, by getting this wrong (i.e., breaches in the ENs), there are risks and consequences (e.g., media issues, fan rejection, impact of team dynamics, relationships with stakeholders) which can influence the emotional climate and functioning of an organization. Thus, having clear and explicit ENs could help counter traditional hegemonic masculinity and performance narratives which exist in elite sport and have negative consequences on athlete mental health and well-being. See [Table 1](#) for a detailed list of recommendations, practical examples, and associated references on how to navigate ENs in sport organizations.

Assessing the environment

Understanding and adapting to the ENs of an organization is important for building trust, fostering positive relationships, as well as helping members feel like they fit in. It requires a combination of keen observation, active listening, and sometimes direct engagement with members. Throughout time, as you become more familiar with the organizational culture, you will be better equipped to navigate and align with the ENs present. When first arriving at a sports organization, we provide a list of actions which can be undertaken to help gain a more in-depth understanding around the ENs present:

1. Observe interactions and behaviors. What do you notice about the dynamics where there is a power imbalance (e.g., coach to athlete) and within subgroups or cliques?
2. Explore any existing policies, procedures, and practices. Are there codes of conduct for behavior? Do they implicitly convey ENs?
3. Listen to the language people use. Attend not only to what people say when they are talking about things that are important to them, but how they do so, and what language they use? What does it tell you about ENs, emotion work, and possible relationships?
4. Engage in informal conversations. What is the emotional temperature of the team at any given moment? Why? Seek out the informal spaces around mealtimes, in between training, whilst traveling.

Table 1. Recommendations and practical examples of how to negotiate emotion norms in sports organizations.

Recommendations	Practical Examples	References
Practitioners, coaches, managers and leaders should attempt to increase awareness and understanding of the ENs present in their work environment.	Group discussions around effective techniques for managing the differences in required ENs could be effective to help provide members with awareness and understanding of what their colleagues do. This could be of particular use to new members, who are trying to navigate a new environment. One-to-one discussions can also prove useful between managers/leaders and members, or purely between members, helping to provide an extra form of support alongside the group work. Increasing awareness and understanding of the ENs present in ones' work environment could be done through clarifying the ENs present in the work environment, as well as the behaviors associated with their particular job roles.	Diefendorff et al. (2011)
Attempt to foster a shared understanding of a range of positive and negative emotional displays.	Provide case study examples to members of the sport organization which focuses on how to deal with emotional situations. Members of the sport organization could share their individual experiences to help provide shared understandings around what can be effective in challenging or difficult situations. This could be particularly beneficial to new members of the organization who are trying to manage and understand a new emotional environment.	Diefendorff et al. (2011)
Practitioners, coaches, managers and leaders should be aware of their own and others observable emotional displays when in difficult situations.	Provide training to athletes, coaches, and managers which focuses on how to deal with emotional situations, or through training coaches, managers, administrators, or practitioners to be effective EN regulators. Increase awareness of ones' own and others observable emotional displays could be developed through peer supervision, counseling, and reflective practice by: Encouraging practitioners, coaches, and leaders to think about the emotional expressions of others, and the degree to which certain emotions, in their frequency, intensity, and duration, are deemed acceptable within social interactions. Helping practitioners, coaches, and leaders learn how to promote certain emotions which are consistent with the organizations intended goals and values.	Hings et al. (2020) Tamminen et al. (2024)
Managers, coaches, and leaders must carefully consider how they are framing ENs for their members and could clarify the ENs they hold for interactions within the sport organization.	Managers, coaches, and leaders must clarify the ENs they hold by making them more explicit (e.g., clearly stating them during team meetings or in mission statements). Managers, coaches, and leaders should attempt to promote space in their practice for members to display their authentic emotions (e.g., negative emotions) in light of expectations to suppress negative emotions.	Randolph and Dahling (2013)
Practitioners should provide training, reflection, and support to help people develop skills for navigating ENs in organizations.	Interventions could be applied at an organizational level to try and limit the ENs linked with negative appraisals in relationships, reduce control, and to empower individuals. Deliver emotional and social intelligence training to foster significant others' empathy and understanding around others' emotions and desire for control. Emotion-related support interventions could be implemented, aimed toward coaches, performers, and their family members, to promote more performer-focused sport organizations who can better develop their athletes and support networks for the various stressors they may encounter.	Wagstaff et al. (2012a)
Practitioners should aim to provide individual and group interventions focused on developing emotional intelligence and emotion regulation skills, which can benefit individuals and feed into the organizational environment.	Interventions to develop emotional intelligence and emotion regulation skills could include educational workshops or one-to-one coaching, which aim to develop emotion regulation abilities (emotional intelligence and emotional regulation) in sports organizations. Psychoeducational workshops could be delivered and reflective practice groups developed, allowing participants time to practice and reflect on the skills and strategies developed during the sessions. One-to-one coaching could be used aimed at developing individuals' emotional self and social awareness as well as their understanding of ENs.	Wagstaff et al. (2013)

5. Check for cultural cues. What is culturally normative across the patchwork quilt of societal, national, sport, organizational, and team cultural influences for people?
6. Observe leadership and management approaches. How do they determine, communicate, or reinforce ENs? Mentalize about what emotions they *want* to see and what they *are* seeing; how do they react to any dissonance regarding ENs?
7. Attempt to understand the environment. What is the cultural, historical, relational, and emotional context? How are these factors influencing the present ENs?
8. Get feedback from members. What do people say when asked how they think they should be feeling or behaving at emotionally-laden times (e.g., selection, post-competition, debriefing, transition).

Using this system formulation can help identify what ENs are present, which will serve as rich information for supporting individuals and the system and can be reflected back to promote awareness of the emotional tapestry of the environment.

Developing an awareness of emotion norms

Practitioners, coaches, and leaders of sports organizations should attempt to increase awareness and understanding of the ENs present in their work environment by clarifying ENs and the behaviors associated with their job roles. This could involve contracting, using visual aids, or through having individual and group conversations (e.g., peer supervision, counseling, reflective practice) with various members of the organization (e.g., practitioners, coaches, leaders) to help promote individual and shared understandings. Yet, clearly stating the ENs of job roles can prove to be particularly challenging to do within professionalized work, given the complex demands, range of emotions experienced by stakeholders across various circumstances, and severity of situations faced. Many sports organizations have no policies regarding emotional displays, only referring to them in their mission statements, or relying on professional and societal expectations to communicate norms about appropriate emotional displays. This use of informal methods and absence of clear policy to appropriately communicate display expectations raises questions around to what extent are ENs understood by members of the sports organization as part of their role (Diefendorff et al., 2011).

In our experience, leaders in sport espouse ENs with the intention of developing positive interpersonal interactions, by encouraging members to display integrative emotions (i.e., positive emotions which aim to bring people together, or suppressing negative emotions; Allen et al., 2010).

Known as integrative display rules, these are similar to people work jobs, such as education and health care, and are perceived as in-role job demands by employees and their managers (Diefendorff et al., 2011). Given the key role of ENs in emotional display management (Grandey & Sayre, 2019), it is crucial for members of sport organizations (e.g., coaches, managers, players, staff) to be made aware of and understand the ENs of their job role (Diefendorff et al., 2011). Accordingly, developing members knowledge around integrative display rules could prove useful, given that integrative emotions represent a beneficial way in which to process emotions (that develops most effectively in a nonjudgemental and autonomy-supportive environment). Moreover, we suggest that sports psychology practitioners and leaders should attempt to foster an environment in their organization where members feel able to express, so that they seek for openness rather than closing it down. Such an environment could be promoted through employing weekly team meetings, developing safe spaces for discussion and reflection (e.g., weekly reflective spaces for 2-3 players/coaches/staff), as well as *via* delivering psycho-educational workshops focused on emotional regulation, expression, and openness. The aim here is to help support a way in which members can express their emotions more authentically.

Practitioners, managers, coaches, and leaders must attempt to increase the awareness and understanding of the ENs present in sport organizations (Diefendorff et al., 2011). Similar to customer service jobs, in sport we find that ENs are often formalized (e.g., scripted examples of what/how to present emotionally in a given situation) and applied to limit employee emotional displays to be a certain way (Allen et al., 2010). Diefendorff et al. (2011) demonstrated that ENs were shared amongst individuals who worked within the same team. Moreover, the authors identified that ENs are often not specified in written form, which subsequently can result in differing perceptions of what is required for one's role within their organization. Thus, promoting group discussions (as well as one-to-one conversations) whereby members share individual experiences and effective techniques for managing the differences in required ENs may prove useful. Alongside this, practitioners and managers could provide case study examples to members which explores how to deal with various emotional situations.

Sports organizations also develop ENs as a method of governing the emotional tone of daily interactions, and generally involve expectations to express positive emotions (e.g., enthusiasm) and suppress negative emotions (e.g., anxiety). Accordingly, group discussions around effective techniques for managing the differences in required ENs could be useful to help promote members' (e.g., players, coaches, staff) awareness and understanding of what their colleagues do. For instance, Holt and Dunn (2006) proposed their Personal-Disclosure Mutual-Sharing (PDMS), which is an approach to team building that asks members to publicly disclose

previously unknown personal events and information to other members of their organization. Originating from Counseling settings, PDMS provides a conscious verbal presentation of an event or an issue with the intention to gain resolution through interpersonal interaction (Holt & Dunn, 2006). Within group settings, collaborative PDMS has demonstrated the ability to nurture empathy of members by providing them with greater understanding of each other's personal experiences, which as result, facilitates communication between group members (Evans et al., 2013).

Developing a shared sense of emotion norms

Sports organizations must attempt to foster shared understandings of emotional displays across the spectrum of positive to negative emotions (Diefendorff et al., 2011). Accordingly, practitioners could support the leaders of these organizations to develop shared or explicit ENs by giving training to members that focuses on how to deal with stressful, unexpected, or difficult situations, as well as through training managers to be effective EN regulators (i.e., managers in the organization who help to determine the importance of emotionally laden, interpersonal role demands for their members). Researchers have proposed that this training can help the development of ENs which emerge in a bottom-up fashion (e.g., sharing of individual beliefs by members through patterns of social interaction, role modeling, or advice giving about what emotional display are most appropriate for a given situation), whereby athletes, coaches, and other members of the organization are encouraged to share with others the ways in which they manage emotions in various emotional scenarios (Diefendorff et al., 2011). When an individual joins a new organization, they must navigate and conform to the ENs present (Giazitzoglu, 2020). Therefore, practitioners might seek to draw on examples from individual members (e.g., players, coaches, leaders) experiences and sharing of ones' best practices which can help to provide shared understandings around what is effective in emotional situations, as well as potentially be of benefit to newer members who are trying to manage the emotional environment present in their organization (Diefendorff et al., 2011). As noted by Hings et al. (2020), there is a need for leaders of sports organizations to align their professional codes of conduct and education/training requirements with the practice demands which their member's encounter. Therefore, it could be beneficial for sports organizations to promote discussions around how other members might expect one another to act, as well as to invite reflections of experiences from members during past emotional events. Allen et al. (2010) and Diefendorff et al. (2011) demonstrated that employee emotional displays predict customer intentions to return, customer perceptions of service effectiveness, and that ENs predict employee emotional displays. Nevertheless, we often find that ENs are not

clearly stated by sports organizations, and instead exist as unwritten norms. If sports organizations do not clearly state the ENs of the job role, then their members (e.g., athletes, coaches, managers, administrators) may hold different views regarding whether they deem associated behaviors (e.g., suppressing anger or smiling) to be recognized parts of their role (Diefendorff et al., 2011). However, to get ahead of this dissonance, reflection can be an effective tool. For instance, through promoting reflection and cultivating self-awareness, individuals can better understand their feelings and how they may differ from external expectations (Hings et al., 2020; Tamminen et al., 2024), which can help members (e.g., athletes, coaches, managers, administrators) to develop a better understanding of themselves and their environment.

Reproducing emotion norms

Randolph and Dahling (2013) suggested that leaders (e.g., managers, coaches, stakeholders) must thoroughly consider how they frame ENs for the members of their organization, given that members awareness of ENs (i.e., either to express positive emotion or suppress negative emotion) is highly influential in relation to their chances to act on these perceptions and engage in emotion regulation. This seemingly small decision of framing (e.g., by stressing either the importance of expressing positive emotions or hiding negative emotions) can result in significant effects on the emotional labor strategies implemented by proactive members (Randolph & Dahling, 2013). Yet, it is important to consider the difference in context between customer service work (e.g., catering, retail trade) and professional work in sport, as there may be times when it is beneficial for individuals to express some negative emotions (e.g., during PDMS work). In professional work settings, there can be little scripting of conversations, political environments (e.g., leadership structures) which are difficult for practitioners to navigate, and a broad range of emotions which can be experienced at varying intensities (and when you least expect it). As such, the setting of professional work (e.g., healthcare, social work) can lead to more complex, differentiated, and negotiated ENs (Diefendorff et al., 2011). Thus, sport leaders could clarify the ENs which they wish to characterize the climate of their organization by being more explicit (e.g., clearly stating them within mission statements or team meetings). Yet, we must also consider the complexity of emotions. Thus, to support this notion, behaviors and values of members could be used to help reflect ENs which occur within the organizations area of operation.

Practitioners should offer training and support for abilities which are vital for the interpretation of organizational ENs (Wagstaff et al., 2012a). For instance, Grandey and Sayre (2019) reported that increased emotional

exhaustion can occur when employees become aware of the ENs. Therefore, abilities such as emotional intelligence and situational awareness, as well as physical skills such as adjusting verbal tone, non-verbal communication, and proximity to the client (i.e., emotion performance) are crucial when attempting to defuse professional challenges (Hings et al., 2020) and for interpretation of organizational ENs (Wagstaff et al., 2012a). Accordingly, practitioners could provide support by scaffolding spaces for reflection, whereby promoting empathy and open discussions around relationships may prove useful to foster significant others' empathy and understanding around others' emotions and desire for control. As noted by Wagstaff et al. (2013), practitioners might seek to provide group and individual interventions, which focus on promoting emotion regulation skills and emotional intelligence. Using these interventions can assist individuals with feeding into the organization's overall plans through improving member relationship closeness and quality, which could help sports organizations to improve their organizational functioning. Based on previous findings from Wagstaff et al. (2012a, 2012b) and other relevant non-sport literature, such training could entail psychoeducation workshops, individual coaching and consultation, or reflective practice group, wherein participants take time to reflect, share, discuss, and practice.

Evaluating the effectiveness of emotion norms work

In order to monitor EN work, a range of observational and self-report methods can be used, which are already prominent within high-performance sport environments. For those seeking more robust mechanisms to gauge the impact of EN work, then process evaluation could be useful and accessible to many scientist-practitioners. Process evaluation has been defined as "individual, collective or management perceptions and actions in implementing any intervention and their influence on the overall result of the intervention" (Nytrø et al., 2000, p. 214). Accordingly, process evaluations are often used to: a) assess the extent to which a program/service/intervention was delivered, received or planned; b) interpret if the intervention was effective; c) show whether it is suitable and sustainable in routine practice. In line with the need to understand how and why sport psychology interventions and/or service delivery may work (or not), process evaluation is a method which has been recommended for implementation in sport psychology given its value for creating impactful and sustainable interventions (see Maher, 2005; Randall et al., 2009). Beyond this, a range of other commonly used methods likely already within practitioners' repertoire for evaluation might also be useful, such as observation, formulation, and informal conversations.

Conclusion

In summary, in this paper we have synthesized lessons learned from multiple disciplines and practice insights around ENs in sport contexts. Given the developing evidence indicating that sports organizations have norms and rules (Lee et al., 2015; Tamminen et al., 2024), and that there are little existing resources on ENs providing practical recommendations (Cai et al., 2022), we have provided applied recommendations and examples around ENs for coaches and practitioners, in the context of sport psychology. Correspondingly, a range of benefits were identified; increased awareness and shared understandings of how other members effectively deal with emotional situations, ENs emerging in a bottom-up fashion, development of skills which are essential when attempting to defuse professional challenges, enhanced member closeness and relationship quality, and improvements in the emotional climate and functioning of an organization.

Clearly, the direct translations from other fields to that of sport comes with risks (e.g., differing contexts, ambiguity). Therefore, further exploration is required to verify the strengths of these recommendations. Practitioners could also attempt to explore and address when and how do we call out problematic ENs, which could be of particular interest within sport settings, helping to develop understandings of the emotional climates present. It would be impossible to map out every EN for each given situation that an athlete, coach, practitioner, or other members within a sport organization could encounter. Yet, as this report has demonstrated, it can be beneficial to become more aware of how emotional expressions might influence professional practice. Accordingly, it also seems necessary that we should focus on enhancing the awareness that members of sports organizations have regarding the positive and negative influences of ENs, so that these individuals can understand how the ENs present in their sport organization influences their own and others professional practice. For instance, through developing relationships with influential or powerful figures, such as head coaches, this could prove to benefit the individual and the organization they operate within.

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