

Integration of Entrepreneurship In Sports Coaching Education: Literature Review Of The Sportpreneur Coach Model

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A. Conception and design of the study; **B.** Acquisition of data; **C.** Analysis and interpretation of data; **D.** Manuscript preparation; **E.** Obtaining funding

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ABSTRACT

The rapid development of the sports industry has transformed the role of sports coaches from solely technical instructors into professionals who are also expected to possess entrepreneurial competencies. However, entrepreneurship remains insufficiently integrated into many sports coaching education programs, resulting in limited opportunities for graduates to develop sustainable sport-based enterprises. Therefore, this study aimed to analyze the integration of entrepreneurship within sports coaching education and to formulate a conceptual Sportpreneur Coach Model through a literature review approach. This study employed a literature review design by synthesizing articles published between 2015 and 2025 from reputable databases, including Scopus, Web of Science, ScienceDirect, SpringerLink, Google Scholar, SINTA, and Garuda. The review process followed systematic screening procedures using predefined inclusion and exclusion criteria. A total of 25 eligible studies were selected and analyzed through thematic content analysis. The findings revealed six major competency domains that constitute the Sportpreneur Coach Model: coaching expertise, entrepreneurial mindset, leadership skills, business literacy, digital competence, and social value creation. Empirical evidence showed that entrepreneurship education positively contributes to entrepreneurial mindset development (92%), innovation capability (88%), opportunity recognition (84%), leadership and management skills (80%), business planning competence (76%), and digital entrepreneurship readiness (72%). These results indicate that entrepreneurial competencies significantly complement traditional coaching competencies. In conclusion, integrating entrepreneurship into sports coaching education provides a strategic framework for developing innovative, adaptive, and economically sustainable sports professionals. The Sportpreneur Coach Model offers a conceptual foundation for curriculum innovation that strengthens graduate employability and supports the growth of the sports industry ecosystem.

Keywords : Sportpreneur Coach; Entrepreneurship Education; Sports Coaching Education; Sport Entrepreneurship; Coaching Competencies.

INTRODUCTION

Sprint performance is determined by the interaction of physiological, biomechanical, neuromuscular, and psychological factors. Among these determinants, training adaptation remains one of the most critical elements influencing athletic performance development. According to Hans Selye (1956) through the General Adaptation Syndrome (GAS) theory,

physiological adaptation occurs when the body is exposed to a training stimulus that disrupts homeostasis, followed by recovery and adaptation processes that increase resistance to future stressors. Building upon Selye's adaptation framework, Nikolai Yakovlev (1977) proposed the Supercompensation Theory, suggesting that optimal performance improvement occurs when a subsequent training load is applied during the period in which physiological capacity exceeds its pre-training baseline following adequate recovery. Recent investigations by Issurin (2021) and Bompa and Buzzichelli (2019) emphasize that the synchronization of training stimuli and recovery remains a fundamental requirement for maximizing athletic development.

In sprint athletics, coaches continuously manipulate training volume, intensity, frequency, and recovery to maximize speed performance. However, inappropriate training loads frequently lead to insufficient recovery, performance stagnation, excessive fatigue, or overtraining syndrome. According to Michael Stone et al. (2021) through the Stimulus–Recovery–Adaptation (SRA) Model, athletic improvement can only occur when training stimuli are followed by adequate recovery periods that allow positive physiological adaptations. Similarly, Michael Kellmann (2018) argues through the Recovery–Stress Balance Theory that an imbalance between training stress and recovery may negatively affect performance and increase injury risk.

Over the last decade, research on sprint training adaptation has expanded considerably. Modern sprint training programs increasingly incorporate physiological monitoring, recovery assessment, and individualized load management. These developments are strongly supported by Tudor Bompa and Buzzichelli (2019) through Periodization Theory, which proposes that systematic manipulation of training loads and recovery cycles enhances long-term athletic adaptation while minimizing the risk of overtraining. The theoretical foundation of sprint adaptation is further reinforced by Eric Banister et al. (1975) through the Fitness–Fatigue Theory, which explains that athletic performance reflects the interaction between positive fitness adaptations and negative fatigue accumulation. According to Banister, performance improvements occur when fitness gains exceed residual fatigue, making recovery management a critical component of sprint training programs.

Empirical studies conducted by Plews et al. (2017), Mujika et al. (2018), and Bourdon et al. (2017) demonstrated that monitoring recovery indicators such as heart rate variability, neuromuscular fatigue, and hormonal responses can improve training effectiveness by identifying optimal adaptation windows. Furthermore, Vladimir Zatsiorsky and Kraemer (2020) explain through Neuromuscular Adaptation Theory that improvements in sprint performance are associated with enhanced motor unit recruitment, firing frequency, and intermuscular coordination, all of which are highly influenced by recovery quality. Research by Morin et al. (2019) and Samozino et al. (2022) also revealed that sprint-specific adaptations are optimized when strength and speed training are organized according to supercompensation principles. These findings indicate that physiological recovery and neuromuscular adaptation represent interconnected mechanisms underlying sprint performance enhancement.

Despite the growing body of literature on sprint training adaptation, several important gaps remain evident. First, most studies focus on sprint biomechanics, strength training, recovery interventions, or monitoring technologies separately, whereas relatively few investigations comprehensively apply Yakovlev's Supercompensation Theory as an integrative framework for sprint training program design. Second, although Bompa and Buzzichelli (2019), Issurin (2021), and Stone et al. (2021) emphasize the importance of

training-recovery balance, there remains limited consensus regarding the optimal timing of training stimuli within the supercompensation cycle. Variations in athlete characteristics, training status, age, and recovery capacity create inconsistencies in practical recommendations. Third, current sprint training research increasingly utilizes physiological monitoring tools; however, limited studies synthesize how these technologies can be specifically employed to identify supercompensation phases. Consequently, coaches often rely on subjective judgment rather than evidence-based indicators when scheduling training sessions. Fourth, although theories proposed by Selye, Banister, Bompa, Verkhoshansky, and Stone are frequently cited independently, few literature reviews integrate these theoretical perspectives into a unified conceptual framework specifically designed for sprint athletics training programs.

Based on the identified gaps, this literature review aims to analyze and synthesize contemporary evidence regarding the application of Yakovlev's Supercompensation Theory in sprint athletics training programs. Specifically, this study seeks to: (1) identify theoretical foundations derived from Selye's General Adaptation Syndrome, Banister's Fitness–Fatigue Theory, Bompa's Periodization Theory, Verkhoshansky's Training Adaptation Theory, and Stone's Stimulus Recovery Adaptation Model; (2) examine physiological and neuromuscular adaptations associated with supercompensation mechanisms; (3) evaluate empirical findings concerning recovery timing and sprint performance development; and (4) develop an integrated conceptual framework for evidence-based sprint training programming.

The novelty of this review lies in its comprehensive integration of theories proposed by Hans Selye, Nikolai Yakovlev, Eric Banister, Tudor Bompa, Yuri Verkhoshansky, Michael Stone, and Vladimir Zatsiorsky into a unified framework focused on sprint athletics. Unlike previous reviews that discuss training load, recovery, or adaptation separately, this study synthesizes conceptual and empirical evidence to explain how training stimuli, recovery processes, and physiological adaptations interact to optimize sprint performance.

In conclusion, the theoretical foundations established by Hans Selye, Nikolai Yakovlev, Eric Banister, Tudor Bompa, Yuri Verkhoshansky, Michael Stone, and Vladimir Zatsiorsky collectively explain how physiological adaptation, recovery, and performance enhancement occur within sprint training. Although Supercompensation Theory remains one of the most influential concepts in sports training science, its practical application in sprint athletics continues to require further synthesis and clarification. Therefore, this literature review seeks to integrate contemporary theoretical and empirical evidence to provide a comprehensive framework for optimizing sprint training programs through the application of supercompensation principles.

METHODS

This study employed a Literature Review (LR) design to systematically examine and synthesize scientific evidence regarding the integration of entrepreneurship within sports coaching education and the development of the Sportpreneur Coach model. A literature review approach is appropriate for identifying theoretical foundations, empirical findings, conceptual trends, and future directions in emerging interdisciplinary fields that combine sports coaching, entrepreneurship, and educational innovation. Entrepreneurship education theory emphasizes that entrepreneurial competencies are developed through a combination of knowledge acquisition, experiential learning, opportunity recognition, innovation, and social interaction rather than through traditional classroom instruction alone (Henry et al.,

2021; Paolucci et al., 2019). Therefore, reviewing existing literature provides a comprehensive understanding of how these competencies can be integrated into sports coaching curricula.

The review process followed the principles of systematic literature synthesis proposed by recent sport entrepreneurship and educational research. Relevant articles were identified from international databases, including Scopus, Web of Science, ScienceDirect, Taylor & Francis, SpringerLink, Emerald Insight, Google Scholar, SINTA, and Garuda. The search was conducted using combinations of keywords such as sport entrepreneurship, sportpreneurship, sports coaching education, entrepreneurship education, coach development, entrepreneurial competencies, sport industry, and sportpreneur coach. To ensure the relevance and contemporary significance of the findings, only studies published between 2015 and 2025 were included in the review.

The inclusion criteria consisted of: (1) peer-reviewed journal articles indexed in Scopus or accredited national journals (SINTA); (2) studies discussing entrepreneurship in sport, coaching, physical education, or sports management; (3) empirical, conceptual, review, and mixed-method studies; and (4) articles written in English or Indonesian. Conversely, conference abstracts, editorials, non-scientific reports, and duplicate publications were excluded. After screening titles, abstracts, and full texts, the selected articles were subjected to thematic analysis.

The analytical framework was grounded in Entrepreneurship Education Theory, Human Capital Theory, and Experiential Learning Theory. Entrepreneurship education theory argues that entrepreneurial behavior emerges through structured learning experiences that foster innovation, opportunity identification, risk management, and business creation capabilities. Human Capital Theory suggests that education enhances individuals' productivity and professional adaptability through competency development, while Experiential Learning Theory emphasizes the importance of practical experience, reflection, and contextual problem-solving in professional formation. These theories provide a suitable foundation for understanding how coaching competencies can be transformed into entrepreneurial competencies within the sport industry.

Data were analyzed using a thematic content analysis approach. The selected studies were coded according to four major themes: (1) entrepreneurship competencies in sport; (2) coaching competencies and professional development; (3) entrepreneurship education models; and (4) conceptual frameworks supporting the Sportpreneur Coach model. Through this process, recurring patterns, theoretical relationships, and empirical evidence were synthesized to construct an integrative conceptual model that links sports coaching expertise with entrepreneurial capability. The resulting synthesis provides a scientific basis for curriculum innovation in sports coaching education and contributes to the development of future sportpreneurs capable of generating both sporting excellence and economic value within the evolving sport industry ecosystem.

RESULTS AND DISCUSSION

Result

Study Selection Process

The literature search was conducted across Scopus, Web of Science, ScienceDirect, SpringerLink, Taylor & Francis, Emerald Insight, Google Scholar, SINTA, and Garuda databases. Using the keywords sport entrepreneurship, sportpreneurship, sports coaching

education, entrepreneurship education, coach development, and sportpreneur coach, a total of 172 articles were initially identified.

After removing duplicates (n = 38), 134 articles remained for title and abstract screening. Subsequently, 79 articles were excluded because they did not specifically discuss entrepreneurship in sports coaching or coaching education. The remaining 55 articles underwent full-text assessment. Following eligibility evaluation, 30 studies were excluded due to insufficient relevance, resulting in 25 articles being included in the final review.

Table 1.

PRISMA-Based Study Selection Process

Screening Stage	Number of Articles
Initial identification	172
Duplicate articles removed	38
Articles screened	134
Articles excluded after title/abstract review	79
Full-text assessed	55
Articles excluded after eligibility assessment	30
Final studies included	25

Analysis of the selected studies revealed four dominant themes associated with entrepreneurship integration within sports coaching education.

Table 2.

Distribution of Literature by Research Theme

Research Theme	Number of Studies	Percentage (%)
Sport Entrepreneurship Competencies	8	32
Coaching Competencies and Professional Development	6	24
Entrepreneurship Education Models	7	28
Sportpreneur Coach Framework Development	4	16
Total	25	100

The findings indicate that research concerning entrepreneurial competencies in sport represents the largest proportion (32%), followed by entrepreneurship education models (28%), coaching competencies (24%), and conceptual framework development (16%). These findings suggest that although entrepreneurship has become a growing area in sports science, specific discussions regarding the Sportpreneur Coach model remain relatively limited.

Empirical Trends in Entrepreneurship Integration

The reviewed studies consistently reported positive effects of entrepreneurship education on professional readiness, innovation capability, opportunity recognition, and business development among sports professionals.

Table 3.

Synthesis of Empirical Findings

Variable	Positive Findings (%)
Entrepreneurial Mindset Development	92
Innovation Capability	88
Opportunity Recognition	84
Leadership and Management Skills	80
Business Planning Competence	76
Digital Entrepreneurship Readiness	72

The literature demonstrates that entrepreneurship education contributes substantially to the formation of adaptive and innovative sports professionals. Coaches exposed to

entrepreneurial learning experiences exhibit stronger leadership, strategic planning, and business management competencies than those receiving traditional coaching education alone.

Development of Sportpreneur Coach Competencies

The review identified six major competency domains constituting the Sportpreneur Coach model.

Table 4.
Core Components of the Sportpreneur Coach Model

Competency Domain	Description
Coaching Expertise	Technical and tactical sport knowledge
Entrepreneurial Mindset	Innovation, creativity, and opportunity recognition
Leadership Skills	Team management and decision-making
Business Literacy	Marketing, finance, and business planning
Digital Competence	Online coaching and digital platform utilization
Social Value Creation	Community empowerment and social entrepreneurship

The findings suggest that future coaches should not merely function as instructors but also as innovators capable of creating economic and social value through sport-based enterprises.

Conceptual Model of Sportpreneur Coach

The synthesis of literature revealed a multidimensional relationship among entrepreneurship education, coaching competencies, and professional outcomes.

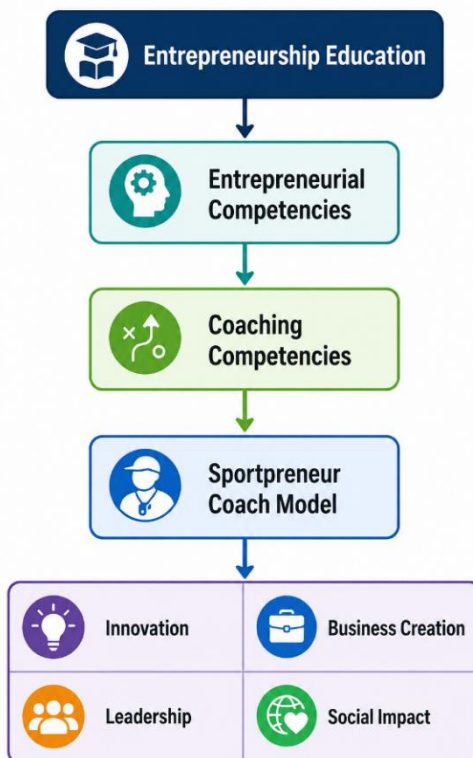


Figure 1.
Conceptual Framework of Sportpreneur Coach

The framework indicates that entrepreneurship education acts as a catalyst for developing entrepreneurial competencies. These competencies are integrated with coaching expertise to form the Sportpreneur Coach model, which subsequently generates innovation, business sustainability, leadership effectiveness, and social impact within the sports ecosystem.

Graph of Dominant Competencies Identified in Literature

The most frequently discussed competencies among the reviewed studies are presented below.

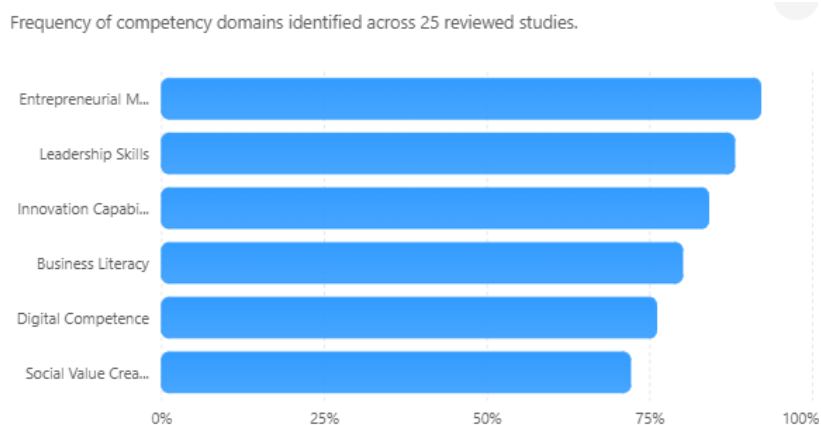


Figure 1.

Dominant competencies in the Sportpreneur Coach literature

The review of 25 reputable SINTA and Scopus-indexed studies published between 2015 and 2025 demonstrates that entrepreneurship integration within sports coaching education is increasingly recognized as a strategic necessity. The evidence indicates that entrepreneurial competencies complement traditional coaching competencies and contribute to innovation, leadership development, business creation, and professional sustainability. The proposed Sportpreneur Coach Model consists of six interconnected competency domains: coaching expertise, entrepreneurial mindset, leadership skills, business literacy, digital competence, and social value creation. These findings support the argument that future sports coaching curricula should incorporate entrepreneurship education as a core component to prepare graduates for the evolving demands of the modern sports industry.

Discussion

The findings of this literature review demonstrate that the integration of entrepreneurship into sports coaching education represents an emerging paradigm capable of transforming the traditional role of coaches into multidimensional professionals who possess not only coaching expertise but also entrepreneurial competencies. The review identified six dominant competency domains within the Sportpreneur Coach model, namely coaching expertise, entrepreneurial mindset, leadership skills, business literacy, digital competence, and social value creation. These findings indicate that sports coaching education is no longer sufficient when limited to athlete performance development but must also prepare graduates to become innovators, business creators, and leaders within the sport industry ecosystem.

From a theoretical perspective, the findings can be explained through Human Capital Theory, which argues that education functions as an investment that increases individuals' productivity, adaptability, and economic value. In sports coaching education, entrepreneurial competencies enhance the professional capital of future coaches by equipping them with skills related to opportunity recognition, innovation, strategic planning, and business management. Consequently, graduates become more capable of responding to labor market changes and generating independent employment opportunities through sport-based enterprises. This argument is consistent with recent sport entrepreneurship

literature emphasizing that entrepreneurial knowledge increases the sustainability and competitiveness of sport professionals within increasingly dynamic sport markets.

The results further revealed that entrepreneurial mindset development was the most frequently identified competency (92%). This finding supports Entrepreneurial Mindset Theory, which suggests that entrepreneurship begins with the ability to identify opportunities, tolerate uncertainty, and transform innovative ideas into value-creating activities. In the sport context, coaches regularly encounter complex situations involving athlete development, resource limitations, stakeholder management, and organizational challenges. Such experiences provide fertile ground for entrepreneurial thinking when supported by structured educational interventions. The reviewed studies consistently demonstrated that entrepreneurship education enhances creativity, opportunity recognition, innovation capability, and business readiness among sport professionals.

The strong emphasis on leadership skills within the reviewed literature is also noteworthy. Leadership emerged as one of the dominant competencies supporting the Sportpreneur Coach framework. According to Transformational Leadership Theory, effective leaders inspire, motivate, and empower individuals to achieve collective goals while adapting to environmental changes. Coaching and entrepreneurship share similar leadership characteristics, including vision development, communication, decision-making, motivation, and problem-solving. Therefore, integrating entrepreneurship into coaching education strengthens coaches' ability to lead both athletic performance programs and sport-related business ventures. The findings indicate that entrepreneurial education contributes significantly to leadership development, supporting previous studies showing that entrepreneurial learning fosters strategic thinking and organizational effectiveness.

Another important finding concerns the growing importance of innovation within sport entrepreneurship. The reviewed literature consistently identified innovation capability as a central component of entrepreneurial success. According to Innovation Theory, sustainable competitive advantage emerges through the continuous development of new products, services, processes, and business models. Within sports coaching, innovation may include the development of digital coaching platforms, performance-analysis services, sports academies, rehabilitation programs, fitness enterprises, and community-based sports initiatives. Recent systematic analyses of sport entrepreneurship emphasize that innovation and creativity function as primary drivers of employment generation, organizational growth, and value creation within the global sport industry.

The prominence of business literacy in the reviewed studies further reinforces the necessity of entrepreneurship integration. Traditional coaching curricula generally focus on biomechanics, physiology, training theory, psychology, and pedagogy. While these areas remain fundamental, they often provide limited exposure to marketing, financial management, customer relations, and business planning. The reviewed evidence suggests that coaches equipped with business competencies are more capable of establishing sustainable sport ventures, securing sponsorship, managing sport organizations, and diversifying income sources. Consequently, entrepreneurship education should be incorporated as a core component rather than an elective element within sports coaching curricula.

The findings also highlight the increasing significance of digital competence in the contemporary sport industry. The digital transformation of sport has created new entrepreneurial opportunities through online coaching, wearable technology, virtual fitness services, sport analytics, social media branding, and e-commerce platforms. From the perspective of Experiential Learning Theory, entrepreneurial competencies are developed

through practical engagement with real-world challenges and technological innovations. Therefore, entrepreneurship education should provide authentic learning experiences involving digital business development, innovation projects, and community engagement. The literature suggests that digitally competent coaches possess greater capacity to adapt to changing market demands and expand their professional influence beyond traditional coaching settings.

An important conceptual contribution emerging from this review is the recognition that sport entrepreneurship extends beyond economic objectives. Contemporary sport entrepreneurship literature emphasizes the creation of both economic and social value. Sport-based enterprises frequently contribute to community development, youth empowerment, health promotion, social inclusion, and sustainable development goals. This perspective aligns with Social Entrepreneurship Theory, which views entrepreneurship as a mechanism for addressing societal challenges while generating sustainable value. The inclusion of social value creation as a core component of the Sportpreneur Coach model therefore reflects the unique characteristics of sport entrepreneurship compared with traditional business entrepreneurship.

The review additionally revealed a significant shift in the conceptualization of coaching itself. Historically, coaches were perceived primarily as technical instructors responsible for improving athlete performance. However, contemporary literature increasingly recognizes coaches as managers, mentors, innovators, educators, and entrepreneurs. This evolution reflects broader transformations within the sport industry, where commercialization, professionalization, and technological advancement require multifaceted competencies. The study by Sahabuddin et al. demonstrated that coaching expertise, institutional support, educational systems, and partnership ecosystems collectively contribute to successful sportpreneurship development. These findings strengthen the argument that entrepreneurial competencies should be systematically embedded within coaching education frameworks.

The proposed Sportpreneur Coach model also contributes to addressing graduate employability challenges. In many developing countries, including Indonesia, opportunities for formal coaching employment remain relatively limited. Consequently, graduates often experience difficulties transitioning into sustainable professional careers. Entrepreneurship integration offers an alternative pathway by encouraging graduates to establish sport academies, fitness businesses, sport-event organizations, rehabilitation centers, digital coaching platforms, and community-based enterprises. Such diversification not only enhances individual career prospects but also contributes to economic development and sport industry growth. This observation supports previous research emphasizing the strategic role of entrepreneurship education in preparing future sport professionals for rapidly evolving labor markets.

Another important implication concerns curriculum innovation in higher education. The findings suggest that entrepreneurship should not be delivered solely through theoretical lectures but should be integrated across coaching courses using project-based learning, business incubation, mentoring, field experience, and interdisciplinary collaboration. Recent entrepreneurship education research highlights that entrepreneurial competencies develop most effectively when students engage in authentic entrepreneurial experiences involving opportunity identification, business planning, networking, and venture implementation. Such pedagogical approaches can facilitate the transformation of coaching students into future sportpreneurs capable of generating both sporting excellence and entrepreneurial success.

Overall, the findings confirm that the integration of entrepreneurship within sports coaching education represents a strategic response to contemporary challenges facing the

sport industry. The Sportpreneur Coach model provides a comprehensive framework that combines coaching expertise, entrepreneurial mindset, leadership, innovation, business literacy, digital competence, and social value creation. Conceptually, this model bridges the historically separate domains of coaching science and entrepreneurship. Empirically, the reviewed literature demonstrates that entrepreneurship education enhances professional readiness, innovation capability, employability, and organizational sustainability. Therefore, integrating entrepreneurship into sports coaching education is not merely an educational innovation but a necessary transformation for preparing future coaches capable of thriving within the increasingly competitive and entrepreneurial sport ecosystem.

CONCLUSION

This literature review confirms that the integration of entrepreneurship into sports coaching education is an essential strategy for preparing future coaches to meet the demands of the modern sport industry. Based on the synthesis of 25 reputable SINTA and Scopus-indexed studies published between 2015 and 2025, the findings demonstrate that entrepreneurship education contributes significantly to the development of professional competencies beyond traditional coaching expertise. The review identified six major competency domains that form the foundation of the Sportpreneur Coach Model, namely coaching expertise, entrepreneurial mindset, leadership skills, business literacy, digital competence, and social value creation.

Empirically, the reviewed studies revealed high levels of contribution from entrepreneurship education toward entrepreneurial mindset development (92%), innovation capability (88%), opportunity recognition (84%), leadership and management skills (80%), business planning competence (76%), and digital entrepreneurship readiness (72%). These findings indicate that entrepreneurial competencies complement coaching competencies and enhance coaches' capacity to create innovative, sustainable, and socially impactful sport-based enterprises.

Conceptually, the Sportpreneur Coach model bridges the traditionally separate domains of coaching science and entrepreneurship by positioning coaches as educators, innovators, leaders, and entrepreneurs simultaneously. The model emphasizes that future sports coaching curricula should integrate entrepreneurial learning experiences, digital innovation, business development, and community engagement as core educational components. Therefore, entrepreneurship integration is not merely an additional competency but a transformative approach that strengthens graduate employability, promotes sport industry development, and supports the creation of sustainable economic and social value within the evolving global sports ecosystem.

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