How We Can Develop Sports in Iran: Explaining the Process

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ABSTRACT

Purpose: The current research aimed to design and explain the sports development processes in Iran.

Methodology: The qualitative and grounded theory-based methods have been used for the current study. The snowball data sampling method and the semi-structural interviews with 15 knowledgeable elites on the subject was used for data collection. The obtained data were analysed by the grounded theory coding with the structuralist approach introduced by Charmaz (2006). The coding was done in two phases as the primary and concentrated codes. Then, the theoretical coding was used to organize the concentrated codes. The trustworthiness of the obtained data and codes for ensuring them the researcher did authenticity.

Findings: The findings show that the processes required for sports development in Iran include attraction, maintenance (the process of maintaining community sport participation and the process of retaining talent), and education. These three processes and their components are interrelated and connected in a systematic approach. The proper designing of the processes and the relationship between their components with the strategy to use each process output as the input of the next one with particular emphasis on the interstitial processes and components is an essential point that must be considered.

Originality: Proper design of processes and the relationship between their components using each Process's output as input to the next Process with special emphasis on the Process and intermediate components is a critical point that must be considered. It is in this state that heroism is taken out of the greenhouse mode. Incidentally, with the spread and promotion of sports and physical activity among different sections of society, the possibility of the emergence of sports talents naturally increases, and their growth and excellence path become clear. Iran's sports development model is presented with a stakeholder approach, procedures and process.

1. Introduction

Today, sports as a relatively global entity have had significant effects on the social, political, economic, and technological changes (Aboagye & Mbale, 2017; Astle, 2014; Haasler, 2012; Kaufman & Wolff, 2010). The achievement of these functions in the national and international arenas will be possible only in the light of the effective development of the sports. Sports Development, as a field of study, has grabbed the attention of researchers since 1970 and has been defined and interpreted diversely by the people (Askarian & Raahbar, 2021; Astle, 2014; Bramham & Hylton, 2008; Houlihan & White, 2003; Hylton & Bramham, 2007; Nicholson et al., 2010). However, the vision that has been noted in all definitions of sport's development is about the opportunities of participation and promotion and the advantages of sports participation (Shilbury & Deane, 2001). Generally, sport's development is focused on three objectives: public health, educational objectives (which denotes the growth of the sports participators and they may become successful through the promotion of their performance), and the elites' performance excellence (Collins et al., 2012). Therefore, the sport's development has grabbed the attention of various states as the main priority; however, what is so essential meanwhile is the specification of the processes to realize this matter. Sports development models (Hylton et al., 2001; Shilbury & Deane, 2001) cannot fully cover and specify all the sports development processes (Bailey et al., 2010; De Bosscher et al., 2006). For example, these frameworks do not explain how sports organizations play a role in developing or supporting different stages of sports development (Brouwers et al., 2015). In addition, these frameworks ignore the people participating in the sport's development, the way of this participation, and the related results (Sotiriadou & Shilbury, 2013).

2. Theoretical background

2.1. The Process of Attraction, Retention/ Transition, Nurturing

Sotiriadou et al. (2008) have introduced the sports development path based on the ARTN to include three processes: attraction, retention (transition), and nurturing. This framework results from four years of studying the annual reports and other political evidence from 35 national sports centers in Australia. It provides an organizational vision of who, how, and which degree and results are involved in sports development. It can be taken as a managerial and administrative approach to the sport's development (Brouwers et al., 2015).

2.1.1. Attraction Process

The attraction process aims to increase knowledge and encourage people to participate in sports (Sotiriadou et al., 2008; Sotiriadou & Shilbury, 2013). Numerous studies have been done regarding the attraction process, which seeks to promote and increase public participation. For example, Collins et al. (2012) have suggested a model based on biological maturity, psychological development, and social factors to replace the one-

dimensional and straightforward models of sports participation development. Côté et al. (2014) in, the study of the sport's development's dynamic processes, have introduced the three essential elements for youth sports participation: what they do, their relationships with others, and the environment and conditions in youth sports which the sports activity is done. These three elements, in a positive interaction with each other, lead to the change in the personal assets of the participators (the sense of competence and merit), trust, connection (joint), and personality, as well as long-term results such as the participation in continuance of the sports, reaching higher levels in sports, and personal development through the sports. Also, Rowe et al. (2013) introduced a model for the development of sports participation. They stated the reaction of four factors: the physical environment, individual factors, social environment factors, and the policies and regulations that determine the individual's participation in the different levels of sports (from recreational sports to professional sports). The current study has aimed to combine the science of sports development with the social-ecological theory to develop sports and promote physical exercises at the societal level.

2.1.2. Retention Process (Transition)

The retention process (transition) includes the stages of identification and development of the talents. Its objective is to help talented youth athletes attain the skills required for international success (Brouwers et al., 2015). In terms of the retention process (transition), various models have been provided. For example, the Athletic Talent Development Environment Model is an ecological model introduced as a framework for the specification of the roles and functions of the components and the different relationships within the environment in the talent development process. The essential part of this model is to help the youth talents transition to the elite levels. In this model, the athletes are at the center. The components are made up from the micro-level (the school, friends, family, team, or club) and macro-level (education system, national culture, sports culture, and federations), which are placed in the sports and non-sports areas and consider the past, present, and future conditions (Henriksen, 2010). Also, he has categorized the Environment Success Factors Model, which affects the successfulness of the talent's development environment, under three categories. The input section is (financial resources, human resources, infrastructural resources, and educational facilities), the processes are (education, camps, competitions, and social events), and output is (development of the individual achievements of the athletes, result of the team achievements, and development of the organizational culture) (Elahi et al., 2021). Mills et al. (2012) have identified six main categories of the factors that positively or negatively affect the outcome of football talented athletes to reach higher performance levels, which are: awareness (self-awareness, awareness of others), flexibility (such as resisting the defeat, positive vision), directed features (such as enthusiasm and professional approach), intelligence (the sports intelligence, sense of competence), sports specific features (such as the guidance and competitiveness), and social factors (such as the critical others and game culture). In this study, awareness has been considered as an essential and mediatory element. Also, the findings express the

multidimensional nature of talent development. Röger et al. (2010) also introduced the specified, strategic, and written objectives, ordered and regular planning, consideration for the modern scientific approaches in the talent spotting, and understandable and adaptable educational content as the critical factors in evaluating the quality of sports talent-spotting system.

2.1.3. Nurturing Process

The Process of nurturing is a process in which the focus is on promoting the elite athletes and obtaining the best performance in the national and international arenas (Sotiriadou et al., 2008). In terms of the nurturing Process, also, the results of Newland and Kellett (2012) have shown that the three crucial elements in the elites' sports development: 1-sports development process, 2- sports development settings (development of the clubs and the elite performance institutions- non-development of the clubs and educational systems), and 3- sports development environment (effects of structure- effects of policy). In addition, Liebenau (2010) has introduced sports development strategies to include: coaching, sports psychology, tournament, facilities and equipment, physical conditions, and the budget and finance. Astle (2014), in terms of sustainable development in New Zealand, has introduced five vital elements for sustainable sports. The growth and development include developing the games, players, development of the providers (schools and clubs), facilities and equipment, and the coaching. De Bosscher et al. (2006) have classified the influential factors that lead the nations to enjoy the development of the championship and professional sport and international sports success in 9 pillars and three groups: the first group is the input which includes the human, financial resources, and is essential. The second group consists of accepting the strategies and policies that facilitate championship sports, such as promoting the training, competition, match, and scientific research. The third group is the output that is the result of the championship sports development and is specified by the Olympic Games and other competitions medals, number of athletes, and sixth to eighth place. Table 1 is a review of the studies that have used the ARTN framework.

Table 1. A Review of the Studies with ARTN Approach Adopted from (Brouwers et al., 2015).

Article	Thomson et al. (2010)	Liebenau (2010)	Thomson et al. (2010)	Sotiriadou et al. (2014)
Title	Domestic youth sports development programs	The path of sports development for amateur golfers	Limitations and Benefits of Sports Participation for People with Mental Disabilities	Attracting and retaining club members in changing societies
Process	Retention/ transition/ nurturing	Public and Special Paths for Public Participation to Selectness	Attraction/retention	Attraction/retention

2.1.4. The Iranian Sports Structure

Iranian sports structure has a governmental and semi-governmental system. At the national level, it faces the traffic of administrative and decision-making bodies. The closer we get to the operational level, the fewer the supervision and participation of the

government become. Practically, numerous executive institutions related to sports and their performance somehow affect the outputs expected by the country's sports system.

2.1.5. The Sports Participation Condition in Iran

Low participation of the people in sports and their sedentariness, especially youths and adolescents, is a challenge that can jeopardize the people's public health. Also, the emergence of diseases due to sedentariness is another challenge. Based on the research conducted in this regard, 70.65% of Iranian people do not do any physical exercises, which can be a serious alarm to the authorities (Majdara et al., 2018)

2.1.6. The status of Elite Sport in Iran

Based on the analysis performed on the status of Iran in different summer Olympics, the Iranian average medal has been just four medals. The other words, in each period, proportionate to the conditions and compared to other periods, it has had ups and downs, and the instability in the medal has been evident. The observation of the gold medals obtained by the Iranian athletes during different summer Olympics confirms the above claim. Among 68 medals won, only 18 have been gold, and Iran has managed to win a gold medal in only eight summer Olympics games. The observation of Iran's status in different periods of the Asian Games indicates the falling trend of Iranian athletes' medal-winning started from Beijing's 1990 Asian Games, and it has been worsened from 2010 (Majdara et al., 2018).

Various countries in the world have adopted different programs in different time sections to achieve sports development. In Iran, multiple plans have been designed and implemented by other institutions related to sports in recent years to realize sports development. However, due to a lack of harmony and consistency, these plans have not been as efficient as they should (Askarian & Raahbar, 2021). A look at sports participation and elite sports shows that sports development processes have not been appropriately designed and are inefficient. The conducted studies within the country in terms of the sport's development also have usually considered elite sports development or public sports participation separately, and they have rarely provided a framework with an integrated and comprehensive approach that determines the sports development processes at all levels. In addition, these studies are quantitative researches based on the traditional models of sports development, and often, they have ignored the flaws of these models. Therefore, Iran's sports development authorities must conduct research again and design processes more accurately and coherently. Seemingly, because process designing is one of the primary and central circles in the sports development system in any country, the lack of enough attention and proper investment in it can impose financial and non-financial losses upon the nations. The direct economic costs include any costs that do not lead to the realization of the objectives. The indirect financial costs include the drop in society's public health, the accidental elimination of talents, and the like. Thus, based on what was mentioned, the main research question is how the sports development processes in Iran are?

3. Methodology

In the current study, the grounded theory-based qualitative method has been used for explaining the Process of sports development in Iran. Regarding the nature of the research, the data collection instrument included semi-structural interviews and library-based studies (through referring to the documents and studying and investigating the theoretical frameworks of the subject). In selecting the samples for semi-structural interviews, we used both academic degrees and managerial experience. The sampling method is snowball sampling, and finally, after 15 interviews and data saturation, it was finished. The demographic data of the 15 experts interviewed in the current study are presented in Table 2.

Table 2. Demographic Data of the Interviewees.

Total number	Position		Education		Field of study	
	Manager	**Member of faculty**	**PhD**	**Bachelor's**	**Sports management**	**Economy/management**
15	7	8	13	2	12	3
100%	46.66%	53.33%	86.66%	13.33%	80%	20%

Before doing the interviews, the interviewees made the arrangements, and the instructions were sent to them. Therefore,15 interviews have been done until saturation. During the interviews, the people's conversations were fully recorded with prior permission. Then, the discussions were written on paper, and finally, the data were prepared for analysis. The conducted interviews were analysed by the grounded theory coding with a structuralist approach which was introduced by Charmaz (2006). Also, the validity and reliability concepts have different definitions in the qualitative data. Skinner and Edwards (2010) suggest using the concept of credibility instead of validity, based on the various objectives and features of the qualitative studies. It should be tried to obtain this task through long-term involvement, sustainable observation, checking with the participators, and triangulation. Glazer also states that triangulation is one of the instruments that can judge the research's strength and validity. The methods used for validation of the current study have been presented in Table 3.

Table 3. The Methods Used for Validation of the Current Study.

Long-term involvement	It was done to increase the theoretical participation and communications with the participators to evaluate the researcher's inferences.
Re-inspection of the data extraction path	The researcher's periodic inspection of the obtained data and codes to prevent bias and ensure their credibility was done.
Checking with the participators	Investigation of the obtained data by the help of the research group and surveying the interviewees about the results.
Triangulation	Three sources of data collection as 1) interview, 2) related literature and the theoretical framework (articles, theses, and up-to-date international reports on the sports development as well as investigation of the sports development models and structures in some countries such as China, Australia, Japan, Singapore, Germany, and Canada, the documents (First to Fifth Development Plan, 20-year Vision Document of the Islamic Republic of Iran, Master Plan for Sport Development).
Continuous comparison	Comparison of the data obtained from the investigated sources with other sources throughout the study.

The criteria were considered with different strategies (Table 3)-the data obtained from the interviewees and recorded and written on paper. In addition, the researchers contacted participants continuously to get their new comments. Also, to prevent bias and ensure the validity of the data, periodic inspections on codes were done. In the current study, based on the suggestion by the researchers (Charmaz, 2014; Flick, 2014), the validity criterion was considered the credibility of the data and the method. Through the effort for ensuring the data worthy of analysis, the organized comparison between the data obtained from various sources, the documentation, and the precise and detailed reporting of the data was performed. Also, to ensure the reliability of the current study, the percent agreement formula was used. A co-researcher was asked to participate in the research. Then, the researchers, alongside the co-researcher, coded three interviews. The agreement rate between the coders was 83.23%, regarding the fact that the reliability value is above 60%. So, the credibility of the coders was confirmed and suitable.

The obtained data were analyzed using grounded theory-based coding with the structuralist approach introduced by Charmaz (2006). The coding in the grounded theory with the structuralist approach includes at least two phases: primary coding and concentrated coding. Also, this approach of theoretical coding is done to form the concentrated codes. The primary or open coding (extraction of the concepts and subjects): in the first phase of coding, which is called prior coding, the researcher, reviewing the collected data, tries to identify the concepts which are hidden in them. While performing the primary coding, data sections such as the lines, words, chapters, and events are investigated. We mainly consider them from an analytical point of view (Charmaz, 2006). The coding objective is to re-parsing the set of the data collected to the minor conceptual components. About 310 key points were extracted from the interviews, and after omission of the standard codes and conceptualization in the framework of 35 open codes, 15 concepts, and 15 categories were defined. Concentrated coding: complete coding is the second phase in coding. These codes were accurate in terms of directing power and have more optionality. They are also more conceptual than word-for-word, line-for-line, and event-for-event coding (Charmaz, 2006). After the primary coding and creation of the required analytical paths, these primary codes can be used to combine and explain more extensive sections of data. In this phase, 15 categories were obtained, and they were transformed into four full codes in the previous phase. Theoretical coding: theoretical coding is a complicated level of the coding process. They are integrated and form the obtained concentrated codes. They help the researcher make and describe their analytical story. Therefore, these codes conceptualize the relationship between the codes and direct the analytical story towards the theoretical destinations (Charmaz, 2006).

4. Results

In Tables 4 and 5, the coding guide and data coding process with the structuralist method has been provided, respectively.

Table 4. Coding Guide.

Code	Source	Required instruments and facilities
IN-M	Interview with the managers	Recording facilities
IN-T	Interview with the members of faculty	Recording facilities
DO	Literature and theoretical framework, documents	Worksheets, indexing, and checklists

Table 5. Data coding process with the structuralist method

Concentrated code	Categories	Concepts	Primary code
Attraction process	Attraction process	Individual attraction	People attraction
			Importance of the attraction process
	Attraction process input	The public	All people
			The youths and adolescents
	Attraction process output	1. Promotion of sports participation, 2. Talents spotting and attraction	Promotion of community participation
			Talent spotting and attraction
	Attraction process processing	Participation development	Individual factors
			Social factors
			Physical environment
			Policies and regulations
			Participation development strategies
Talent retention process	Retention process	Talent retention	Talent retention
			Retention management
	Retention process input	Pool (treasury) of talent (talented youths and adolescents)	Talent pool
	Retention process processing	Talent development	Talent development sources
			Talent development requirements
			Talent development strategies
	Retention process output	Talent (talented youths and adolescents)	Talented people
Elite nurturing Process	Nurturing process processing	Elite development	Paying attention to the development of mass participation
			Adopting a ladder movement approach
			Provincial development of sports
			Development of special training programs
			Development of modern coaching services
			Elite development strategies
	Nurturing process output	National and international achievements	Medal-winning
			Elite athlete
	Nurturing process input	Elite talent	Athletes capable of attending the national team
	Nurturing Process	Talent nurturing	Talent nurturing
			Talent development
	Input	Adoption of two approaches as reinforcement of the environment and	Reinforcement of learning environment

Concentrated code	Categories	Concepts	Primary code
Process of retention of community sports participation		learning, and changing the retention environment	Changing the retention environment
	Processing	Improving individual and engineering skills of community	Improvement of individual skills
			Social engineering
	Output	Continuation of sports participation and	The institutionalization of sports behavior
		Community Health	Individuals' health

After determining and grouping the concentrated codes based on the theoretical studies and the field notes and the interviews, and the investigation of their relationships, the final framework obtained is provided in Figure 1.
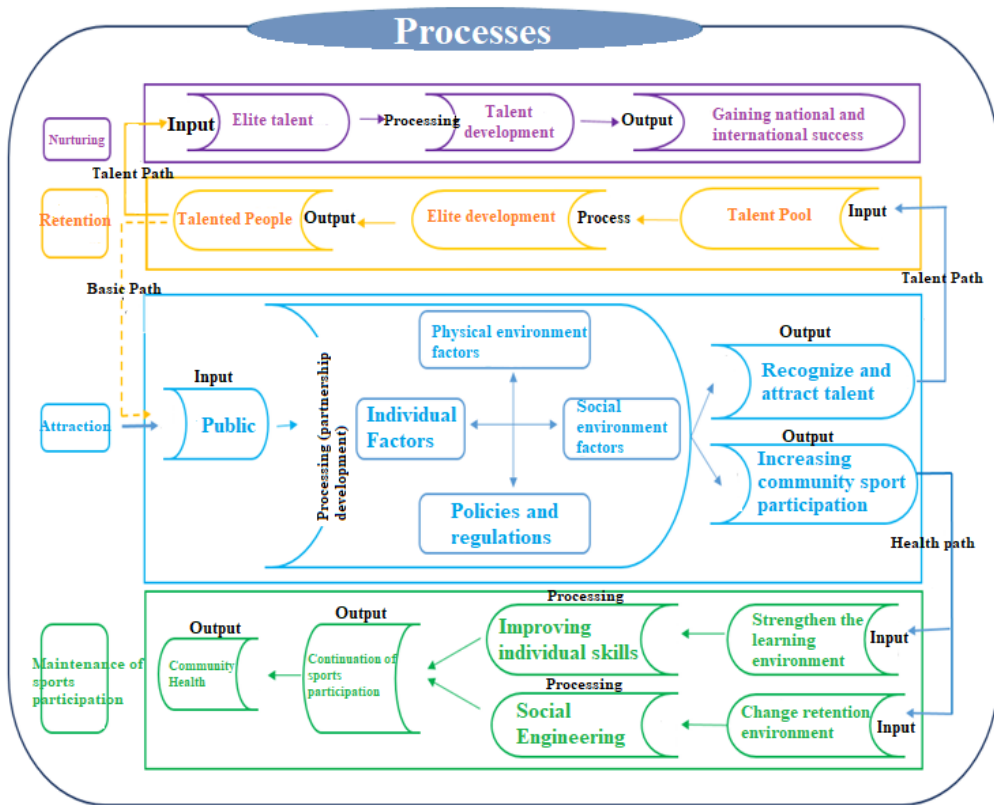

Figure 1. Iranian sports development processes.

5. Managerial implications

The purpose of this paper is to offer constructive suggestions for sports policymakers and sports officials and ultimately create the best practices to address unique perspectives of sport. The current study results can be used for long-term policy-making

and planning in sports development. In the executive area, it can also provide the sports managers and officials with a clearer perspective. It is expected that studies in this area would help inspire more scholarly inquires and ultimately improve the continued advancement of sport in Iran.

6. Discussion and conclusion

In the current study, the sports development processes were designed and explained in three processes: attraction, retention (retention of the community's sports participation and talent retention process), and nurturing (Figure 1). The system theory can justify the rationale of such design of the sports development processes. Every Process has three sections as the input, processing, and output. The researchers defined a set of subsystems including participation development system, talent development system, elite development system. Furthermore, the collection of these three processes is a part of a macrosystem, which is the deports development system. Based on the research findings, the first sports development process in Iran is the attraction process. This Process aims to increase the community's sports participation and identify talented people in Iran. It seeks to, by using an ecological approach and a spectrum of participation development strategies, attract all people to the sports, regardless of their age and sports performance level. In the current study, this Process is defined as having three parts: the input, the processing, and the output. The details are provided in Table 6.

Table 6. Attraction process.

Definition	Input	Processing	Output
Attraction process	The public	Sports participation development	- Increasing the community's sports participation - Identification and attraction of the talents

In the input phase of the attraction process, every adult, youths, and gender (women and men), with every physical situation, is attracted to sports without any constraints. The interviewee (IN-M-5) has stated in this regard that "the attraction process input is the public. Anybody can enter this process and there no constraints". The processing phase of the attraction process in the current study is the development of sports participation based on the experts' opinions. Rowe et al. (2013) have introduced four factors (physical environment, individual factors, social environment factors, and the policies and regulations) as the factors that internationally determine the individual participation behavior in different levels of sports (from recreational sports to professional sports). Based on this framework and the opinions of the current experts, the participation development in the present study includes four factors as the individual (awareness, vision, behavior, beliefs, perceived obstacles, motivation, joy, self-efficiency, skills, education, social and economic status of the person, and occupational status), social environment (the family such as the effects of the parents and other family members' physical activities, family support, the peers, the institutions and organizations such as the schools, the workplace and social organizations, access to the social support networks, the effects of essential others such as the teachers and

instructors, society's norms, cultural background, the social and economic status of the community), phsycial environment factors (natural factors such as the weather or geography, access to the facilities such as the parks, playgrounds, sports grounds, stadiums, aesthetics or perceived quality of facilities or the natural environment, security such as crime rates or traffic volume, urban design such as street connections, housing congestion), policies and regulations (urban planning policies, active transportation policy, educational policies such as scheduling sports classes, financial policies, sports policies, health policies, environmental policies, workplace policies) plus a range of participation development strategies including (providing facilities and infrastructure, culturalization through media content, design and implementation of popular campaigns and carnivals, incentives, regulating prices for sports services and free provide of parts of it). The results of this chapter are in line with those of Wolman (2014), Sotiriadou and Shilbury (2013), Darcy and Dowse (2013), Rowe et al. (2013) in terms of sports participation development. In this regard, interviewee IN-M-2 stated: "In terms of the public participation in the sports, the social participation must be increased through the formation of non-governmental institutions. In the public sports and attraction process, the preparation of the platforms is upon the governments, and participation is upon the people. In fact, at the individual level, the social and economic status of the family, especially the access to the equipment and facilities and having the money are important, and at the macro level, the facilitated issuance of the permissions by the governments and the creation of the non-governmental institutions are important. And finally, the output of the attraction process also includes the identification of talented individuals and increasing the society members' sports participation which is itself considered as the input for the retention process (Memari et al., 2021).

Based on the findings, the retention process is the second Process of sports development in Iran. The two outputs of the attraction process include two separate retention processes, including the community sports participation, retention process, and the talent retention process. The Process of community sports participation seeks to provide a suitable learning environment for improvement of the individual skills and sound engineering of the society and the environment the individual is in, continue the society members' sports participation. In the current study, this Process has been defined in three phases: the input, the processing, and the output. The details are provided in Table 7.

Table 7. Society sports participation retention process.

Operational definition	Input	Processing	Output
The Process of retention of community sport participation	Two approaches: -Enhancing the learning environment -Changing the retention environment	-Improving individual skills -Community engineering	-Continuation of sports participation -Community health

Based on Laitakari et al. (1996) findings in the introduction of two learning and retention environments for retention of the sports behavior, and with regards to the opinions of current study's experts, the input of the community sports participation

retention process includes the adoption of two approaches as enhancing the learning environment and changing the retention environment. The learning environment is a controlled environment for learning objectives and acquisition of the skills and those related responses to the sports behavior that is focused on the individual. Opposite to the retention environment is the ordinary life environment with the changing moods, stresses, temptations, and other forces opposed to sports behavior, which require suitable changes for retention and continuance of the sports behavior, and is focused on the environment (Laitakari et al., 1996). The processing phase of this Process includes improvement of the individual skills (especially the cognitive skills such as the self-efficiency and self-motivation) and community engineering. The enhancement of personal skills is one of the fundamental approaches in retaining sports behavior. It leads to the improvement in an individual's capability and trust for continuing the sports behavior and independence of his sports behavior from the external environmental effects. The use of behavior change theories, cognitive learning theory, and behavioral-cognitive principles to enhance individual skills can be seen in various studies on sports (Laitakari et al., 1996). In the current study, the community engineering approach means the revision of behavior through environmental issues and community for positive reinforcement of the physical activities related to health. It includes creating a suitable environmental space such as easy access to the facilities, security, and attraction, beautifying the environment, networks organization, supporting programs, and supports by the government, families, and friends to retain and continue the sports behaviors of the community. In other words, the highest focus of community engineering is put on the culture. With the improvement of the individual's cognitive skills in sports, alongside a good culture in the society, the continuance and institutionalization of the sports behavior and ultimately, the community health as the outputs of this Process can be achieved. Nigg et al. (2008), also in their model, have provided the Physical Activity Maintenance (PAM) theory based on the psychological and contextual factors, which align with the current study's findings. The interviewee (IN-M-4) explains the sports behavior-changing path as follows: "for retention of the people's sports behavior, the Process of behavior-changing must be created. The behavior-changing starts with the change in cognition, and then the vision change occurs. The next stage is the change in beliefs and finally, the change in behavior of the individual". The talent retention process seeks to provide the talent development requirements and the use of talent development sources and strategies, develop the talented individuals identified in the attraction process, and enter the *eliteness* level. In the current study, this Process has been defined in three phases: the input, the processing, and the output. The details are provided in Table 8.

Table 8. Talent retention process.

Operational definition	Input	Processing	Output
Talent retention process	Pool (treasury) of talent	Talent development	Talented people

After identifying the talents in the attraction process, a wider pool for talent is created, which is considered the input of the talent retention process. It includes children

and adolescents with championship talents and potential. Also, the processing phase of this Process is the talent development, and it consists of the talent development sources (human resources, financial resources, and infrastructural resources), requirements for talent development, including (community support, family, media, politicians, and legal support, creation of specialized structures, the need for required considerations by unrelated agencies) and talent development strategies (talent development through training and practice, designing training programs with competitive structure, investment in sports academies, continuity in talent spotting, developing an integrated and coherent talent identification system, early recognition, and comprehensive talent development). Henriksen (2010), also, in a model provided under the title of "talent development environment's successfulness factors, " has noted three categories of environmental resources: human, financial, and infrastructural resources. The findings in this chapter are in line with those of Jacob (2014), (Hayman et al., 2011), (Mills et al., 2012), and Röger et al. (2010) in terms of the influential factors on the talent development. The all-out support of the talent by the society, media, family, and politicians shows that the talent seed would be fruit when it is cultivated in a rich and supportive environment. The media provides supportive cultural and social platforms by delivering the correct awareness of talent identification, promoting its importance, and positively changing the community and families' attitudes. On the other hand, the major politicians also prepare the supportive political platforms for the realization of objectives of talent development through the adoption of optimal policies and strategies as well as the provision of sufficient and facilitating legal frameworks. Finally, the output of the talent retention process is the youths and adolescents with elite talents, which are considered as the input of the nurturing Process. The interviewee (IN-M-1) comments in this regard: "After identification of the talented people, now there should be the location, facilities, and well-trained instructors to work on these people and we should also implement in our country what the developed countries have done in this regard. Also, the interviewee (IN-T-4) states about the retention process: "we take the attraction process in Iran seriously, but the retention and nurturing processes are being ignored. For example, the failure to retain the old customers in a sports shop, failure in the retention of a talented youth who was attracted to the youth club, and failure in the retention of a coach we have attracted with difficulty. Or numerous efforts to attract spectators and not having a suitable plan to retain them". Also, he has stated that: "the attraction process is the only active process in Iran, and the lack or insufficiency of the retention and nurturing processes in sports are felt."

In the current study, the nurturing Process is considered the last sports development process in Iran. It aims to focus on the elite sport in Iran to achieve success in the national and international arena. This process is divided into the input, processing, and output phases. The details are provided in Table 9.

Table 9. Elite nurturing process.

Operational definition	Input	Processing	Output
Elite nurturing Process	People with elite talents	Elite development	Achievement of national and international success

The nurturing Process's input is the talented individuals (the youths and adolescents with elite talents) who are outed from the talent retention process. The processing phase of this model is the elite development process. It includes developing elite strategies, modern coaching services, special training programs development, full-time athletes supporting, specialized elite sports equipment, designing competition system. The other segments of this Process are the importance of training science and financial support of elite athletes to prepare the identified talents for the elite levels to achieve the best performance in the national and international arenas and win the medals. The findings in this chapter align with those of Newland and Kellett (2012) and Park (2011) regarding influential factors on elite sport development. Finally, the output of the nurturing Process is a national and international success. In this regard, the interviewee (IN-T-4) comments: "In the nurturing process, we must have suitable financial, mental, and physical plans for nurturing the talented athlete."

The relationship between these processes and their related components determines the path for effective implementation of the countries sports development policies. Designing the relationship between the sports components using each Process's output as the next, with particular emphasis on the Process and the mediatory elements, is an important point that must be considered. It is in such a state that heroism exits the greenhouse state. Indeed, with the expansion and promotion of sports and physical exercise among the society's groups, the possibility of the emergence of sports talents is increased, and the path for their growth and excellence becomes clear. The current situation of the relationship between the sports development components in Iran is indicative of an island approach as long as this relationship is not designed and enhanced, no clear vision can be predicted (Majdara et al., 2018). The interviewee (IN-M-6) has the same idea: "The task of beneficiaries of these processes is to control the input and the output as well as the processing process." Generally, a view of the three sports development processes mentioned above indicates that these processes must follow their path in sequence to properly realize the sport's development at all levels as if they were interlocking gears. With the movement of the attraction gears, the retention gears move, and the direction of the retention gears leads to the action of the nurturing. These processes tell us that if you want to experience sustainable success in the international arena, you must focus on the retention process and invest in designing a good talent development system. To have a good talent development system, you must focus on the attraction process and expand the policy-making, planning, infrastructures, and required resources. To have continuous sports participation among people, you must focus on the cognitive skills of the individuals besides social support and community engineering. The perception of each Process and its related components are so important that with creating a small problem in each, the following processes would also face the problem. Consequently, the desired product and objective would not be realized.

Provision of such integrated and coherent sports development processes can be the same as a road map for the related officials. It determines that they must start from where they should go through and what results they should obtain to realize sports development at all levels. Also, this framework can be a good criterion for measurement and evaluation and provides a new approach for sports researchers, regardless of the

pyramid and traditional models of sports development. Regarding the extensiveness of the current study, researchers tried to identify and explain the related processes and components with a systematic approach.

However, each of these identified processes is among the essential issues that are suggested to be further studied more precisely and as a separate subject.

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طراحی و تبیین فرآیندهای توسعه ورزش در ایران

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چکیده

هدف: هدف تحقیق حاضر طراحی و تبیین فرآیندهای توسعه ورزش در ایران است.

روش: در این پژوهش از روش تحقیق کیفی، مبتنی بر تئوری داده بنیاد استفاده شد. داده‌ها با استفاده از نمونه‌گیری گلوله‌برفی و مصاحبه‌های نیمه ساختاریافته با ۱۵ نفر از نخبگان آگاه به موضوع گردآوری شدند که به روش کدگذاری نظریه مبنایی با رویکرد ساختگرا مورد تجزیه‌وتحلیل قرار گرفتند. کدگذاری در دو مرحله کدگذاری اولیه و متمرکز انجام و سپس از کدگذاری نظری برای فرم بخشیدن به کدهای متمرکز استفاده شد. بازرسی ادواری داده‌ها و کدهای به دست آمده به جهت اطمینان از صحت آن‌ها توسط محقق انجام گرفت.

یافته‌ها: یافته‌های پژوهش نشان داد فرآیندهای لازم برای توسعه ورزش در ایران شامل جذب، نگهداری (فرآیند نگهداری مشارکت ورزشی جامعه و فرآیند نگهداری استعداد) و پرورش است که در یک رویکرد سیستماتیک نحوه ارتباط هر سه فرآیند و مؤلفه‌هایشان، تبیین شد.

اصالت و ابتکار مقاله: طراحی درست فرآیندها و ارتباط میان مؤلفه‌های آن‌ها با رویکرد استفاده از خروجی هر فرآیند به‌عنوان ورودی فرآیند بعدی با تأکید ویژه بر فرآیند و مؤلفه‌های بینابینی نکته بسیار مهمی است که باید مورد توجه قرار گیرد. در چنین حالتی است که قهرمان‌پروری از حالت گلخانه‌ای خارج شده و با گسترش و ترویج ورزش و فعالیت بدنی در میان اقشار مختلف جامعه، به شکل طبیعی امکان ظهور و بروز استعدادهای ورزشی افزایش و مسیر رشد و تعالی آن‌ها شفاف می‌گردد. مدل توسعه ورزش ایران با رویکرد توجه به ذینفعان، رویه‌ها و فرآیندها ارائه شده است.

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