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**Dissertation title:** The role of disciplinary power at an elite level  
**Supervisor:** Toby Nichols  

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CARDIFF SCHOOL OF SPORT

DEGREE OF BACHELOR OF SCIENCE (HONOURS)

SPORTS COACHING

TITLE: The role of disciplinary power at an elite level

(Dissertation submitted under the discipline of Coaching)

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Cardiff School of Sport

Cardiff Metropolitan University
THE ROLE OF DISCIPLINARY POWER AT AN ELITE LEVEL
Cardiff Metropolitan University
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Deepest gratitude to my dissertation supervisor Toby Nichols for his support and guidance throughout the project. Without his expertise I would not have completed the study. Special thanks also go out to all the participants who took part in the interviews.
Abstract

This study employed a Foucauldian framework to explore the role of disciplinary power at an elite level. To ensure that this objective was met, an examination into the relationship between power and knowledge, an examination into the athlete’s preparation before and after a competition and an examination into the athlete’s perceptions of control and its effect was conducted. By using qualitative research, a random sample of athletes competing at national or international level was used to achieve results. Qualitative research is the process by which meanings or qualities are comprehended (Gratton and Jones, 2010). Therefore by conducting semi structured interviews, an insight into the participants understanding and experiences following the aims of the study was used. The study highlights the way in which elite athletes are subject to disciplinary power within training sessions in relation to competition and performance. The findings imply that the qualities a coach occupies can lead to respect from the athletes, where the exercising of disciplinary power is vast. The athletes were reported to have made sacrifices for their sport as a means of conforming to “acceptable” behaviour. For athletes, the use of control within the training environment can be valuable if exercised in the right manner.
CHAPTER ONE

INTRODUCTION
The use of power is seen as a fundamental feature in all social activity, whether the interactions are elementary or not (Potrac, Jones & Cushion, 2011), and therefore can be used as a means of making sense of the variability that occurs within the coaching environment. Coaches are influenced by a wide range of powers (empowerment, expert power etc.) within the performance environment, and are exercised in a variety of methods depending on the situation. These situations vary depending on an individual’s ability to gain the approval of their athletes or other coaches in order to achieve effectiveness and longevity (Potrac and Jones, 2009). However, Foucault believed that power is not something that occurs in a hierarchy manner by which an individual can attain; instead he perceived power as a social interaction within everyday relationships (Dension, 2007).

The concept of disciplinary power is the term used for controlling, judging and normalising (Lang, 2010). Foucault highlighted that power is created by discourse which is operational within daily routines and therefore, is coerced to the creation of knowledge. In this concept the body therefore becomes pivotal for the use of power (Lang, 2010; Dension, 2007). Foucault’s reasoning of this theory has been shaped by the way individuals identify themselves and their interactions within social situations and the constraints that lie within (Dension and Scott-Thomas, 2011). Although Foucault never talked about this theory in a sporting context, his work on control and the body has provided a framework for sport scholars such as Dension (2007) to critique in means of weight management, exercise routines and competition where the subjection to disciplinary techniques is present. Foucault never saw discipline and control as negative but as a positive mechanism that shapes and trains an individual to produce a docile body (Chase, 2006). Research by Chase (2006) and Shogan (1999) suggests that modern sport is operated as a way of producing efficient and “machine-like” bodies in order for them to be transformed and improved. Therefore reducing the risk of mistakes and producing norm behaviour. However, Dension (2007) shows that although the use of discipline can at times be a positive mechanism where timetables and regimes are imposed within the coaching environment, the use of such controlling techniques can cause an athlete to rely on feedback and instruction from the coach. This results in the over conformity of athletes and can initiate a performance which is below expectation.
Although there exists to be a wide range of literature on Foucault’s disciplinary power and its effect on the body, there remains limited knowledge for coaches to conceptualise this theory to real coaching experiences where the enhancement of the athlete’s performance is key (Dension, 2007). Therefore, this study will investigate coaching as a discipline practice within training before competition and in relation to athlete’s performance. The next chapter focuses on the coaching environment by which disciplinary power is found to be existent through many circumstances and how the production of docility is generated.

1.1 Aims and objectives

By using a Foucauldian framework, the main aim of the study is to gain a greater understanding into the role of disciplinary power at an elite level. By interviewing elite athletes an examination into the relationship between power and knowledge, an examination into athletic preparation before and after a competition and an examination into the athlete’s perceptions of control and its effect will be conducted.
CHAPTER TWO

LITERATURE REVIEW
2.1 A background to sports coaching

There have been many attempts to define and oversimplify the coaching practice as a way of observing, assessing, planning an action plan, putting the action plan into place, re-assessing and organising in order to understand what coaches do and how they execute it to improve performance (Lyle, 1993; Woodman, 1993 & Mosston and Ashworth, 1986). Such definitions suggest that to understand the theory of coaching it must be viewed as a process by which an individual’s improvement of sporting performance, through structured preparation and practices, is the key focus (Lyle, 2002; Cross and Lyle, 1999 & Mosston and Ashworth 1986).

Existing literature of coaching have used a rationalistic approach; the process is explained in a linear sequence where there are a clear set of goals to be achieved without problem (Spence, 2012), and is suggested that this has been sought through the production of models for and of coaching (Lyle, 2002; Fairs, 1987; Franks et al., 1983 & Cote et al., 1995). Regarding the process as the influencing of an athlete’s performance, through the ability to control the variables which situate within the practice of coaching (Bowes and Jones, 2006) suggests that logical, correlated steps are applied within the coaching environment in ensuring that the practice is most effective. The proposal that human behaviour can be measured (Cross and Lyle, 1999) is supported by the idea that the models of coaching are accepted by the assumption that by evaluating individual functions, a systematic guide is produced (Cushion, 2007; Cushion and Lyle, 2010). However these models representing the coaching process fail to provide a realistic representation of the complex coaching environment. Lyle (2002) criticised Fairs (1987) model of coaching as being over simplistic, not taking into consideration the coach-athlete relationship and how coaching situations can change, therefore, restricting the use of long-term planning. This suggests that no progression can be made by an athlete or coach, as it is shown in figure (1) that the coaching process acts in a circular like motion where ending up back at the beginning of the cycle is prominent.
As a result of this rationalistic approach, coach education is limited on providing the support needed for a coach to develop the skills necessary to operate within the socio-cultural environment efficiently. Coaches are required to work with a wide range of individuals from athletes and colleagues to parents and managers, which suggests that the coaching practice is not simply a process that is delivered but exists as a social domain which consists of a diversity of various roles that a coach must adopt (Jones, Armour and Potrac, 2002: Cushion, 2007). Therefore, coach education is divorced from practice which leads to minimal influence and learning for

Figure 1 Coaching Process model (Fairs, 1987)
a coach (Hussain, Trudel, Patrick and Rossi, 2012). Cushion and Jones (2006) reiterated this point by explaining that how learning to coach through experience rather than from a large scale education programme is more beneficial to an individual as it allows the coach to cope better with coaching dilemmas. Such research opposes the division of coaching into modules and suggests that coach education becomes decontextualized from reality.

Lyle (2010) expressed that not all coaches operate in the same way due to the demands of the environment, athletes and individuality of the coach. Furthermore, it is suggested that the behaviour and coaching styles a coach displays echoes that of a coach’s value or belief (Figure 2). Therefore, it is important that a coach becomes self-aware which essentially permits the learning of how to utilise this into their practice. To support this, research conducted on coach leadership behaviour and leadership styles presents findings that a coach’s personal value and belief generates effective coaching where individual styles are adopted (Bennie and O’Connor, 2012). Therefore, effective coaching can be perceived as determined by the coach-athlete relationship and their setting where athlete approval and performance improves when coach behaviour reflected that preferred by the athletes (Chelladurai and Carron, 1978). Consequently, by combining preferred and required behaviours a coach can exercise efficiently within the coaching environment (Bennie and O’Connor, 2012).

Figure 2 The Goal Hierarchy Framework
The concept that a clear set of goals can be achieved without problem provides no appreciation for the real world of coaching (Cushion and Jones, 2006). The Coaching environment comprises of a variety of factors that make this rationalistic assumption unrealistic and therefore suggests that a more complex approach is better applied (Cushion and Lyle, 2010: Jones and Wallace, 2005). More recent research conducted on the coaching process suggests that no acknowledgment has been made as to the complex nature of coaching which has thus provided the fabrication of such coaching models (Cushion, 2007: Jones and Wallace, 2005, Cushion and Lyle, 2010). Still, numerous authors use the rationalistic approach to generalise the coaching process through models and/or schemas (Cushion, 2007).

In reality, the coaching practice does entail variation and diverse goals that are constantly changing, and intended outcomes that are not the absolute conclusion (Jones and Wallace, 2005: Cushion and Jones, 2006). The rationalistic view suggesting that a step by step guide is beneficial for coaches, does not in fact take into consideration these variables which occur within the environment. Jones and Wallace (2005) suggested that the coaching process cannot be wholly rational as it is seen to be a hierarchically form of social interactions, where individuals have the ability to choose personal goals and change them depending on the situation. Therefore, coaching is a changing environment dependant on individuals and situations. As the variables and diversity within the coaching environment can change a coach’s practice, the way in which these are overcome is key in order to develop an effective action plan (Cote, Salmela, Trudel, Baria & Russell, 1995).
2.2 Foucault’s theory of disciplinary power

Foucault’s theory of disciplinary power can be understood as a practice, which individuals do not possess but involves changes within relationships and groups depending on circumstances and time (Chapman, 1997; Danaher, Schirato and Webb, 2003; Lang, 2010). This suggests that social bonds and their settings influence the coach-athlete interactions and the practice of discipline. This is supported by Cushion and Jones (2006) who investigate the complexity of interactions within a professional youth soccer coaching session. The findings imply that the disciplinary actions of the coach seemed natural due the cultural context that the players were aspired to win, thus leaving the coaches unquestioned. This would suggest that discourse is employed and supports the idea that the context in which a coach makes a statement can influence the meaning of such statements (Elder-Vass, 2010). Furthermore, discourse creates a web of power that individuals get caught in within daily routines (Lang, 2010), suggesting that power is connected to the creation of knowledge, making the mechanism of power central to that of the body (Lang, 2010). The use of power within the coaching environment therefore depends on the social structure of the sport. For example, the demand to win at an elite level in most sports is a social structure (Dension, 2007). The way in which a coach practices the use of discipline is dependent upon the goals and aspirations of both the athletes and coach (Rhind, Jowett and Yang, 2012), suggesting that the athletes will to follow routines and training regimes is high due to the need of increasing performance standards (Johns, 1998). A competitive rower in a study by Purdy, Potrac and Jones (2008) state that although there were big changes due to the new coach’s arrival they had better listen to the coach if they desired to be successful. This suggests that the athletes aim to be successful influences behaviour towards the coach, resulting in compliance with controlling techniques and new training methods.

Foucault’s work studied the relation between power and knowledge and advised that knowledge itself can make individuals its subject (Danaher et al. 2003; Markula and Pringle, 2006). In this sense knowledge is seen as a disciplinary role which leads to the production of docility. Through this exploration, it is proposed that individuals are often willing to submit to disciplining techniques because it is believed that the knowledge a coach possess is an important factor in an athlete’s
development and desire to win (Lang, 2010; Johns and Johns, 2000). Research suggests that an individual cannot use the concept of power effectively unless they have the knowledge and experience within that specialist field (Jones, Wells, Peters and Johnson, 1993). To support this, an auto ethnography case study by Purdy et al. (2008) explores power, consent and resistance in competitive rowing. The rower “Laura” states that

*I think it’s going to be really cool having her (the coach) around the club. She has a strong technical knowledge of the sport and has worked with some of the world’s top coaches, so that means she knows what she’s talking about. She also has a tough training attitude which is awesome (p.g 324).*

The athlete’s enthusiasm about the new coaches tough training techniques was influenced by the fact that she was established as a knowledgeable other and could be seen as an expert within the sport. Therefore, knowledge, of the sport can be seen as one of most important aspects of a coach and their practice (Fox, 2006). However, an athlete is never entirely without power so this concept is useless unless a coach is able to make their athletes do what he or she wants; the ability to utilize knowledge and power creates respect amongst athletes towards the coach (Potrac, Jones & Armour, 2002). A coach’s knowledge is derived from implicit sources such as experience. Therefore, by getting to know the individuals the athletes respect the coach and consequently want to work harder.
2.3 Athletic preparation

Within the context of elite training and competition lies a question of sport ethic, which Kosik (2012) explains as “customs, morals, character or way of thinking” (pg. 65) determining what is acceptable in society, and distinguishing between right and wrong. Modern sport consists of all ages, different races and genders; therefore the demand to show moral and ethical behaviour is vast amongst elite athletes as a method of forming a “role model” image (Kosik, 2012). Foucault’s disciplinary power suggests that norm behaviour is produced by exercising the use of organisational structures such as prisons or mental institutes (Chase, 2006). The Panopticon (prison tower) in Foucault’s work implies that surveillance is used as a control mechanism, by where the prisoners being guarded didn’t know who was guarding them or if they were in fact being guarded, resulting in “acceptable” behaviour.

Foucault acclaimed that individuals adjust their behaviour as a result of the possibility of being watched (Lang, 2010). Applied in a sporting context, elite performers are submitted to organized and repetitive training sessions, which provide a situation whereby the surveillance creates this “norm” behaviour by athletes. To support this, Lang (2010) shows how at North Eels and South Dolphins swimming clubs the coach would pace up and down the poolside forming the internalized surveillance. Authority figures such as lifeguards, helpers and parents created external surveillance by monitoring what was happening within the pool and the poolside:

“Fieldnotes, 30 April 2007: The poolside [at Central Seals] is constructed like a goldfish bowl. Windows along two sides of the pool allow people from the street outside to peer in and a lifeguard is on permanent watch in a high chair. The coaches stand on a raised platform along the side of the pool and stride up and down alongside swimmers, stopwatches in hand” (p.g. 26)

In this context, the over conformity to these sport ethics has been considered to produce docile bodies (Lang, 2010; Dension, 2007 & Johns, 1998). For example, the study conducted by Dension (2007), where the decisions made concerning Brian’s workouts was those entirely of the coach. Although Brian adhered to these
controlling measures it suggests that the permitting of the skills learnt and how they would be absorbed are seen to have caused the athlete to perform below the expectation of the coach and the individual. This shows that athletes are undeniably expected to perform at a high standard and are therefore required to push their bodies beyond its limit by par taking in extra fitness and developing structured routines outside of their “scheduled practices”, resulting in over conformity.
2.4 The docile body

The concept discipline is suggested to represent the practice of normalising and controlling which shapes the body into docility through prevention and prohibition (Vigarello, 1995). This relates to Dension (2007) where acknowledgement is made to that of Foucault and his notion of the body and discipline, and suggests that an individual’s movements, gestures, attitudes and rapidity can be seized by discipline. For Foucault, disciplinary power can be highly productive on the body instead of negative at times and docility of a high performance athlete is beneficial to sporting achievement. The use of discipline can be used as a means of advice or support. The example used by Vigarello (1995) where a tree is tied to a stake with a rope represents such suggestions. The rope used in this instance acts as the power discipline, where wrong directions are corrected and roaming is set straight. In this example the use of discipline by a coach is believed to be a good thing, as the execution of effective skills requires dedication for repeated routines by athletes (Dension, 2007). This therefore suggests that the coach’s role in such situations is that of a guide.

Foucault argued that the use of time and space was most effective when control was present through the use of timetables as a method of imposing order and (Dension, 2007). Therefore, ruling out any unnecessary actions in order to concentrate on improving skills, allowing an athlete to perform the skills needed to be successful in competition settings with minimum error (Shogan, 1999). Rather, the use of discipline as a mechanism of control is appreciated as enabling the body instead of restricting (Heikkala, 1993).

However, the production of a docile body is not always central to a successful performer. The subjection to such controlling mechanisms can be a cause for concern when it comes to a coach and their athlete. The findings in Dension (2007) recommend that although the athlete submitted himself to the control used within the coaching sessions, it caused him to remove himself from the competition experience. Through this exploration the fabrication of docility caused the performer to become machine like, causing a lack of individuality and initiative.
CHAPTER THREE

METHOD
3.1 Procedure

Initial contact was made via word of mouth and the Cardiff Met email system, from where a participation form (appendix B) was sent to ensure that the nature and content of the study and interview was familiarised. Participants were notified that a single interview will take place at their convenience in a neutral environment to aid the flow of conversation and therefore putting the participant at ease, avoiding compromising situations and environmental bias. An informed consent form (appendix A) was printed and taken to the interview for the participant to complete before the interview commenced. At this time the participants were able to ask any questions they may have about the interview and the study. The interviews proceeded for no longer than 30 minutes and were audio-taped to ensure accuracy whilst writing transcribes. The finished transcribes were sent to the participants to also ensure accuracy.

3.11 Participants

Six participants were used to explore the athletes’ experience of disciplinary power at an elite level. All were selected on the basis that they met the given criteria of sampling questions when initial contact was made; all participants were over the age of 18 and had been playing their sport at either national or international level 12 months prior to the study. The sports used in this study are; Basketball [no. =1], Netball [no. =1], Football [no. =1] and Hockey [no. =3].
3.2 Interview guide (appendix C)

To permit the examination of the experiences that each participant encounters, a semi-structured interview guide using open-ended questions was implemented, offering flexibility whilst retaining a series of standardized questions (Patton, 2001). This provided authoritative fluency within the process whilst accounting for the systematic nature of data gathering between participants (Patton, 2002). The use of an interview guide has been described by Patton (2001) as a benefit to the interviewer by allowing the time available to be exercised efficiently. Using open-ended questions minimised the risk of variation of answers between participants (Patton, 2001).

The main interviews were divided into sections. Section one provided the participant with and introduction of the study, explaining individual rights and confidentiality, details of audio-taping and by what means will the data be analysed; this was not audio-taped. Section one also explored the participants sport and what level they played at; these were audio-taped. Section two was structured for the participant to elaborate on the experience of their coach and any previous coaches in the past. The main aim was to find a relation between the experience their coach possess and the respect that may have occurred. Section three was structured to explore the athlete’s experiences within training sessions and to elaborate on any differences between sessions before and after a competition. The participants were able to elaborate upon their thoughts and feelings of these training sessions. Section four allowed the participant to provide their opinion on the docile body and if necessary expand on any experiences. Lastly, section five created opportunity to provide any further comments and concluded the interview, thanking the participant for taking part and answering any queries that the participant may have.

Within the interview guide the use of probes was adopted such as what did they say? And how did they act? The way in which the basic probes were used is called detail-oriented probes which can be seen as trying to gain a deeper understanding into their experience, and aiding the flow of conversation (Patton, 2001). These probes allowed the participant to feel that their response was valued resulting in a build of rapport.
3.21 Pilot study

A pilot study was conducted allowing refinements to be made such as adding questions and probes; this allowed the interview process to allow efficiently. The participant was contacted via email where a participant information sheet was sent. The interviewee had been playing their chosen sport at national and international level within the past 12 months. The interview lasted no longer than 20 minutes and was transcribed then sent to the participant to read to ensure accuracy as it was done for all participants.
3.3 Data analysis

Miles and Huberman (1994) suggested that there are 3 procedures used when analysing qualitative data (preparation, organizing and reporting); therefore the data/content analysis process will be conducted using data reduction. This procedure reduces and organises the mass of qualitative data that could be obtained from the study (Gratton and Jones, 2010). Also recommended is the use of data display, where it is suggested that it is essential that a good display of data is applied for example, tables and graphs (Miles and Huberman, 1994). To understand the data collected the employment of a hierarchical structure was presented allowing conclusions to be drawn. Content analysis is not just about counting words, instead its purpose is to ensure that large amounts of text can be classified into similar categories which have similar meanings.

3.31 Organizing the data

To form logical structure whilst reducing the mass of data, the practice of coding was incorporated. Whereby the researcher studied the transcripts content in detail repeatedly to identify common themes before developing new trends. To identify common themes that emerged within the data, key words or phrases from the transcribed interviews were highlighted and organised into categories related to the study. Subsequently, these categories were then clustered into overall occurring themes where there existed to be a relationship within the second level of the hierarchal structure. Using a combination of both deductive and inductive content analysis allowed the researcher to contrast themes that developed from the interview process with existing literature whilst also allowing new theories to be generated.
3.311 Trustworthiness of data

Lincoln and Guba (1985) suggest that the trustworthiness of content analysis can be judged amongst four criteria; credibility, transferability, dependability and confirmability. There have been various techniques acknowledged (Lincoln and Guba, 1985), some of which have been used in this study.

Credibility can be increased by using triangulation. This is where the researcher interviews a number of athletes in order to gain varied experiences and perspectives. By doing this the data reported can be complemented with the validity of the responses (Anderson, Miles, Robinson and Mahoney, 2004). Transferability can also be increased. By using sufficient detail of both the participant and the interviewer, readers can evaluate the findings and decide whether it can be transferred to their own context. The generalization of participants as elite athletes provides this. Confirmability is used to determine whether the findings were in fact from the data collected (Anderson et al. 2004). By coding the data and generating themes within the study the findings can be traced back to their original source, being the interview transcribes.
CHAPTER FOUR

RESULTS AND DISCUSSION
This chapter critically examines the athlete’s responses that occurred within the semi structured interviews, and are discussed using relevant literature under three emergent themes in relation to disciplinary power. The themes are the relationship between knowledge and power, athletic preparation and the docile body. The results and discussion are presented together in order of how they occurred when coding the interviews. The use of hierarchical structures was used and can be found in the appendices (appendix D).

4.1 The relationship between knowledge and power

The importance of effective coaching, the creation of respect through experience, and similar goals and aspirations were qualities that arose from the interviews in order to explain the relation of power and knowledge. The athletes identified that effective coaching comprises of honesty, discipline, listening, approachability, autocratic and democratic coaching, detailed feedback, authority, the promotion of learning and the ability to socialise. One athlete reported that

"Um… well our coach he like, he’s really, he’s laid back in a way that he can socialise with you and everyone knows that when to switch on like, when you go onto the pitch like that’s when you focus, so like um… I think it’s good that you have that relationship because, so it makes you feel a bit more at ease and like they are more approachable. So… like before training he likes sits around and asks us about the night before and stuff, which is good"

Dension (2007) identified that Foucault’s work described power as not something that an individual can attain but does in fact remain as a social activity therefore; a coach’s effectiveness depends on the individual’s ability to gain the approval of their athletes (Jones et al. 1993). From the findings in the study it is suggested that an individual is able to gain this approval through the use of coaching methods and the characteristics that they possess, providing effective coaching and subsequently increasing the coach’s ability to utilize the use of power within the field. The leadership styles and the behaviour that the coach employs has been implied to reflect a coach’s values, beliefs and the coach-athlete relationship; therefore
reflecting the favourable attributes considered by their athletes, resulting in athlete gratification and an increase in performance (Bennie and O’Connor, 2012). Potrac et al. (2002) implied that to be a successful coach at an elite level the ability to be approachable and being able to relate to the athletes as human-beings as well as players is beneficial. Subsequently taking an interest in the athlete’s lives will produce a comfortable environment where communication between the coach and athlete is frequent, which indicates an effective coach. Bennie and O’Connor (2012) reiterated this point where it was showed that interpersonal relationships both on and off the field is essential for a coach to earn the respect of their athletes and vice-versa. Building rapport off the field has been suggested to be an essential part in an athlete’s development by allowing coach-athlete interaction, which can therefore influence athlete satisfaction and willingness to support coach decisions (Bennie and O’Connor, 2012).

Similarly, the creation of respect through experience enhances the relationship between knowledge and power. The participants reported that how a coach creates respect is through their experience which can be achieved through playing internationally, coaching internationally and nationally, through demonstrating good skill, the position the coach holds, being involved in the Olympics and playing professionally. An example given by one athlete states that

_I think, like if you take the England coach. She played for Wales and she’s worked her way up as a coach through um… coaching Bath and then she’s a lecturer for coaching; now I think that gains a lot of respect because she has worked her way through_

One of the foremost foundations of respect is knowledge where it is created in the world around us (Jones, Armour and Potrac, 2003). Therefore, it is suggested that knowledge derives mainly from implicit sources such as playing and coaching, and can been seen as influencing the values and beliefs of a coach (Purdy et al. 2008). To support the findings in the study, Jones et al. (2003) explain how a coach’s background and experiences (playing internationally) within their field has formed their knowledge and coaching and how this leads to respect. Cushion and Jones (2006) explain that power relations, in terms of position within the field of a particular
sport as being domineering. In this concept, the coach who is regarded as being the expert other is able to influence their future and the future of the athletes by exercising control. This is known as capital power and can be recognised in a number of forms. The main forms found in the study is that of cultural, social and symbolic where the athlete’s coaches were valued as having educational and professional credentials (coaching certificates, lecturer for coaching), social positions and connections, honour and prestige (international player, international and national coach, and being involved in the Olympics). In relation to disciplinary power, elite athletes strive for expert coaches as a means of using their knowledge to exceed in performance, therefore the more influential and successful their coach appears, the more likely approval can be gained from the athletes (Petipas, 2007). These coaches’ therefore have a great deal of capital capacity, therefore influencing the athletes practice and resulting in the production of respect. Subsequently, Bennie and O’Connor (2012) suggest that where respect is present, athletes are more willing to accept coach feedback, decision making and selection choices. Therefore, the knowledge that the coach possesses permits the use of power and the athletes are willing to submit themselves due to the need to succeed. These findings relate to the above discussion where gaining the approval of an individual channels the notion of effective coaching.

Similar goals and aspirations between the coach and athletes were also suggested to influence the relation of power and knowledge. The team’s goals and aspirations were confirmed as promotion, improvements of their position within the table, finishing top three, qualifying and going to a major championship. Relatedly, the athletes reported that their coach’s goals and aspiration were again promotion, improvements in table positioning, finishing top three and going to a major championship.

It has been suggested by Lang (2010) that athletes often submit themselves to controlling techniques within the coaching environment due to the reality that they are focused upon their goals. The study supports this by showing that the athlete’s goals and aspirations also reiterated what they thought them to be for their coach. One athlete suggested that their coaches goals and aspirations were the same as
what the team wanted, which was to finish in the top three in the table. Therefore suggesting that the power of a coach can be largely dependent on whether the athletes feel that the coach is there to help them achieve their goals and aspirations. The below quote also supports this statement.

… it is intense but you know we’ve (the athletes) all got one common goal and that’s to take Wales higher both in the rankings and to a major championships so you know girls that haven’t been so keen on the idea, haven’t been logging what they are doing so he (the coach) has taken them off the site altogether…
4.2 Athletic Preparation

This section presents findings which describe the athlete’s preparation with regards to training and training sessions. The athletes reported that their input within their training sessions in regards to drills etc. was subject to them not feeling that it was their place and therefore, it was more fitting for the more experienced members of the group and the captain to liaise with the coach. One athlete stated that

… I kinda feel like it’s not in my place to have input on the thing like the training, so I think that’s left to more like the coach liaising with the captain and like the experienced members of the squad.

The athletes also felt that the opportunity to have an input within these training sessions was important as the sessions were described as being “too structured and generalised”, to gain different perspectives, to reduce boredom, to allow co-operation and to prepare for an important match. This shows that in order for there to be an improvement in performance, enjoyment within the training environment still remains crucial, even at an elite level.

Research has suggested that decisions should be made in relation to the value and judgements of an individual and is further described as being relayed to ethics (Shea, 1996). The ability to distinguish between right and wrong comprises of many factors such as rules, customs, habits or principles which subsequently can decide how an individual behaves towards another (Shea, 1996). Therefore showing that the athlete’s thought it wasn’t ethical for them to be involved within the decision making process due to the fact that they lacked experience. Proios, Kostas, Dimitrios, Michael and Unierzyski (2007) state that a lack of moral principles can occur during the decision making process, despite the fact that competitive sport is about winning whilst fulfilling the rules. For example, decisions that are aimed to improve the performance of the team or a certain athlete’s performance often lack moral and ethical principles (Shea, 1996) such as the controlling what intensity the athletes train at and what drills they do which therefore, results in the absence of enjoyment.
The results suggest that the athletes are required to push their body beyond its limit. Two of the athletes reported that when they went to their training camps they were given set times for their meals. The same athletes also described how when they get to the camps the first authority figure they saw was not in fact the coach but other members of their social support network, such as the strength and conditioning sports scientist or the physio to prepare for the main session. It was also reported that in order to get picked for the team, the athletes must train at a high intensity at all times. Quotes from the athletes state that “if you don’t train at high intensity then it’s like you’re not getting picked at the weekend, so you always have to give 110%” and

*We have regular fitness tests at the start, during and post season so um… and he tends to pick a lot of the squad based on those results, you know if girls are playing well for their clubs or whatever then they don’t turn up or perform well in the fitness test then he tends not to pick them.*

It was also reported that within their training sessions the coach would have a meeting to discuss what was expected of them over the weekend and who’s present and why people are absent.

In Discipline and Punish: The birth of the prison (1977) Foucault stated that societies used power to frighten individuals through surveillance. The prison tower is a modern example of this, where prisoners never knew who was watching and when they were being watched resulting in individuals watching their own or someone else’s behaviour. Research conducted by Lang (2010) suggested that by creating surveillance an individual is obliged to adjust their behaviour due to the fact that they may have been being watched. It was further explained that other authority figures such as parents and helpers etc. created an external surveillance by monitoring from the parameters. This study is supported by such research as other members of staff such as the physio and strength and conditioning sports scientist were present from the start of the training, therefore creating surveillance. The findings in the study where the athletes attended meetings to discuss acceptable behaviour and attitude is also supported by the work of Chase (2006) where it is suggested that norm behaviour is generated from exercising the use of organisational structure. Therefore, by imposing these orders and regulations upon the athletes the coach
can ensure that unnecessary actions are absent so that performance can be improved (Shogan, 1999). The use of meetings has also been described as an approach to enhance control over the athletes where acceptable behaviour can be discussed (Fox, 2006). Research has supported the notion that athletes are required to push their bodies beyond its limit by taking part in extra fitness and developing structured routines outside of their training sessions (Dension, 2007; Lang, 2010 & Johns, 1998). This supports the findings in the study where all of the athletes train 5-6 times a week, sometimes twice a day. It was also reported that the athletes undertook extra training to keep fit which included strength and conditioning sessions and one athlete reported that they had an individual programme.

*We have got our own individual programmes from netball and football give us programmes… if weights is cancelled then I’ll go to the gym um… if I’m feeling good I haven’t got anything on then I’ll go and do speed interval sessions specially if there’s fitness tests coming up…*

Prior to competition, it has been suggested that a change to coach behaviour and structure of the session occurs. Athlete’s reported that their coach gets stricter and more motivational. The athletes also reported how when training for an important competition, the main focus becomes that of tactical where the drills are game related, the use of set plays and analysing the opposition is incorporated. One participant stated that

*We scout so obviously we look at like other teams and look at like their, like what players they have on their team, and what their attributes are and if they are left handed or right handed and what kind of like, it they’re a big like asset to their team then we definitely look at like if, that we need to scout them, we need to shut them down.*

Chelladurai and Carron (1978) identified that an athlete’s performance is mostly determined by the amount of similarity between the athlete’s preferred behaviour of a coach, the behaviour necessary for a situation and the behaviour that the coach displays. The findings in the study is supported by this as when asked what the athletes thought to be effective coaching one response was to be disciplined, which
links to what they reported to be the actual behaviour of the coach to be prior to competition. Therefore, showing that in order for a coach to attain the most potential from their athletes, it is crucial that their behaviour reflects that of what is preferred by the athlete depending on the situation. It was further suggested by Cote, Salmela and Russell (1995) that being supportive is perceived to be an important factor for a coach’s practice.

Within athletic preparation the athletes presented examples of their dedication to their sport and how their coach provides guidance on what to eat. The athletes reported that playing at an elite level meant that their social life was a “knock off” or had “evaporated”. It was also suggested by two athletes that they are required to travel long distances. The study also found that the majority of athletes were given regular nutrition talks and one athlete quoted that “diet is literally you always either recovering from a training session with protein or preparing for one with other things”. The findings in the study reveal how disciplinary power is used in compliance with the athletes. As suggested by Dension (2007) athletes are required to undergo intense and frequent training regimes. It is further proposed by Hughes and Coakley (1991) that athletes are reminded that to be successful they need to show dedication and to be willing to make sacrifices with experiences of growing up. This supports the athletes statement that they no longer had a social life and that they would miss events with their friends. This shows that the athletes have been committed to these norms of sport in order to be the best that they can. Gould, Guinan, Greenleaf, Medbury and Peterson (1999) found that one reason for a team failure was due to the low levels of athlete conformity to the coach. This therefore suggests that athletes who want to be successful or have a good performance are required to conform to the ways of their coach; those who don’t are therefore more likely to have a bad performance (Vukovic, Gadzic, Sekulic and Kukric, 2012).

In relation to changes with coach behaviour and session structure prior to competition, it has been suggested that changes to coach behaviour and structure of the session occurs also as a result of under-performance. Half of the athletes reported that their coach’s behaviour becomes aggressive and that they are honest, one athlete states “he tells us like he doesn't hold back”. It was also mentioned that
when the team under-performs; depending on how much the loss is and whether effort was visible, the athletes are expected to train harder and are punished within the next training session. One athlete states,

*Um… it impacts the structure of the next training session because the next training session will go even harder so, work at a higher intensity um... I don't think he, I don't, he would react in a bad way because obviously we all tried our hardest. But if we haven't tried our hardest then like some of us have been lazy or stuff like that, that's when he will be angry and punish us by doing fitness or something like that*

The earlier suggestion by Hughes and Coakley (1991) that athletes are required to make sacrifices in order to be the best at their sport also implies that to be an elite athlete, adopting a behaviour where the likelihood of performance failure is more prominent is essential. Therefore allowing the way in which an athlete and their coach deals with this to lead to an improvement in performance. It has been described that a coach’s behaviour is closely linked to their athlete’s performance and competition efficiency (Trninic, Papic and Trninic, 2009). Therefore, supporting the findings that when an athlete or team performance is poor the way in which the coach re-acts is with aggression, with the hope to influence the individual or group to make every effort to reach their goals (Trninic et al. 2009; d’Arripe-Longueville, Fournier and Dubois, 1998).

Focusing on coach behaviour and session structure, the athletes reported that the coach “stays in the coaching role”, and the general attitude is high-spirited where positive feedback and praise is given as a result of a good performance. One athlete quoted that “… his attitude is so much better if we’ve won you know he’s ecstatic he gets excited”. It has also been found that the structure of the sessions stay the same and it was reported that even though the athletes may have won a match or had a good performance, the structure of the next session didn’t change due to the fact that there isn’t such a thing as a perfect performance and the athlete needs to improve constantly. One athlete reported that “he won’t evade the bad points in the game he will go over them; they’re just as important as the good…” where another athlete stated that
if it’s a good performance then he like, we wouldn’t like loose intensity, we’d still keep, and we’d still train at a good level. Um… we’d probably, there’s always things you can improve on so he will always find something for us to do…

Baric (2005) stated that it is the coach’s job to use positive behaviour, award and provide support when an athlete’s performance is effective. The findings in the study are supported by this statement as it shows how the coach becomes more supportive and content within the next training session. It has also been found that there is a positive connection between positive feedback and an athlete’s self-efficacy (Trninic et al. 2009), which therefore suggests that where an athlete is pleased with his/her performance, there is a strong desire to enhance the performance further (Trninic et al. 2009).
4.3 The docile body

This section presents findings on the athlete’s perceptions of control used by a coach and its effect upon the body. The athletes reported that control can be important as it minimises confusion with the team, motivates the athletes to do well, keep the team on the “straight and narrow”, help to improve performance and to build the coach athlete- relationship. The concept discipline is a result of modern institutions which includes forms of domination and integration where one aim is to train the body and individuals to provide optimum efficiency through controlling movements and gestures. Therefore the use of discipline within sport can be understood as using existing and clear forms of power to normalise bodies (Rail and Harvey, 1995). The earlier example by Vigarello (1995) where the rope is tied to a tree to act as a guide supports the findings from the study. It has been described by Dension (2007) that using such control within the coaching environment is an important feature in a coach’s practice as it rules out any unnecessary actions and roaming can be set straight. Using Foucault’s suggestion that the docile body can be produced by disciplining techniques, sport scholars have identified how this control can be seen as important in order to improve performance and for the athlete to reach their potential (Dension, 2007). The above findings where one athlete reported that control is important as it can motivate an individual to improve their performance supports this statement.

The athletes also reported that sometimes control within the training session isn’t a good thing as the coach may not have a lot of experience, an athlete may be expected to change themselves, an athlete’s personal life should be kept separate, it can create a bad coach-athlete relationship, the athletes may become too reliant on the coach and it could be very demotivating.

Um… I think it depends what type of person you are um... you know if someone really doesn’t like being controlled and that intense environment where you have to update people all the time then they might go the absolute other way which I’ve seen girls do and just not bother with it at all and sack it off…
Dension (2007) elaborates that an athlete can remove themself from the competition setting as a result of over conformity within the training sessions. It can also be used to support the findings from the study as one participant stated that “a player may become too reliant on uh the feedback of a coach”. This therefore suggests that a coach needs to be aware of how much control is necessary in order for the athletes to use initiative and keep their individuality whilst also conforming to rules and improving the body and performance (Chase, 2006).
4.4 Strengths, limitations and future research directions

An in depth understanding of the athlete’s experiences and perceptions of control and discipline in relation to training and competition was permitted due to the qualitative nature of the study. A strength of the study existed to be that the athletes were actively playing at an international level when the interviews took place. This ensured that the information given was accurate and that the athlete’s recollection of their experiences was trustworthy. The use of open ended questions within the interviews allowed for detailed responses to occur where probes were essential for guidance.

One concern about the study occurs to be that the sample consisted of six elite athletes from four team sports (3 hockey, 1 basketball, 1 netball and 1 football). This is a rather small sample size and range of sports, which therefore does not give a comprehensive understanding to the overall sporting community. Furthermore, the study comprised of a one sided view from the athletes. Therefore may not be adequate to fully understand the role of disciplinary power present as it fails to account the perspectives of the coach and other members of staff.

To gain further understanding into the role of discipline and to explore experiences further, future research should investigate the experiences of the coach or other members of staff alongside the athlete. The current study only interviewed six athletes therefore, by doing this; a larger sample size would be employed. It may also be beneficial for future research to use a number of interviews over a period of time for each participant; before, during and after competition. This would provide a more comprehensive understanding of how disciplinary power changes with circumstances and time and would therefore provide an explanation into why such techniques are used and complied with. This would be essential to increase our knowledge on the subject. Future research may also wish to consider different abilities and different sports. This may provide understanding of how disciplinary power is used through all environments, by drawing on experiences and making comparisons to develop an increased understanding.
CHAPTER FIVE
CONCLUSION
The aim of the study was to investigate the role of disciplinary power at an elite level by examining the relationship between power and knowledge, exploring athletic preparation before a competition and after performance, and finally to gain an understanding of the athletes perceptions upon control and the effect on the body. The findings from the study show how disciplinary power is present and changes due to circumstances and time. The results show how the qualities of effective coaching can influence the relationship of power and knowledge. The coaching methods that a coach uses can therefore gain the approval of the athletes and by reflecting the favourable attributes considered by the athletes an improvement in performance can be achieved. Results also show that as knowledge derives from sources such as playing and coaching. The athletes explained that the respect they had for their coach was due to the fact that they had played at an elite level, coached at an elite level, or had educational credentials. It was also reported that the athletes believed to have similar goals and aspirations to their coach, resulting in a view that their coach desired to help the athletes achieve them.

The study demonstrated that experience of both the coach and athlete can affect the decision making process in relation to athletic preparation. The results showed that the athletes felt that their lack of experience meant that it wasn’t their place to have a say; therefore leaving the more experienced members to liaise with the coach. However, the athletes suggested that it is important for an athlete to be involved in the decision making process as it allows for enjoyment and therefore results in an increase in performance. The findings suggest that the use of power within training sessions as a means of surveillance; through other members of staff, resulted in the athletes watching their behaviour and complying with the rules.

The study also found that coach behaviour changed due to competition and performance; the use of aggression was found to be widely used as a result of under-performance and punishment was given, where positive feedback and praise was used when performance was good. The athletes showed how playing at an elite level meant making sacrifices to their social life and diet. Athletes are constantly reminded that in order to be the best they can in their sport sacrifices are necessary, therefore suggesting those athletes conform to these norm behaviours due to the need to succeed.
The results presented that control would be beneficial to an athlete if it is implemented correctly. The findings report that in order to decrease confusion and promote team efficiency the coach must act as a guide, rectifying wrong decisions and movements. However, too much control has been reported to result in over-reliance and consequently, if a coach is seen to not be an expert in the field can demotivate the athlete.
REFERENCES


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APPENDICES
APPENDIX A

INFORMED CONSENT FORM
CARDIFF METROPOLITAN
INFORMED CONSENT FORM

CSS Reference No:

Title of Project: The role of disciplinary power at an elite level

Name of Researcher: Collette Hallworth

Participant to complete this section: Please initial each box.

1. I confirm that I have read and understand the information sheet dated ……….. for this evaluation study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that it is possible to stop taking part at any time, without giving a reason.

3. I also understand that if this happens, our relationships with the Cardiff Metropolitan University, or our legal rights will not be affected.

4. I understand that information from the study may be used for reporting purposes, but I will not be identified.

5. I agree to take part in this study on

______________________________________________________________________________________________

Name of Participant

__________________________________________________________________________________________

Signature of Participant Date

__________________________________________________________________________________________

Name of person taking consent Date

__________________________________________________________________________________________

Signature of person taking consent

* When completed, one copy for participant and one copy for researcher’s files.
APPENDIX B

PARTICIPANT INFORMATION SHEET
Project Title: The role of discipline at an elite level

This document provides a run through of:

1) The background and aim of the research,
2) My role as the researcher,
3) Your role as a participant,
4) Benefits of taking part,
5) How data will be collected, and
6) How the data / research will be used.

The purpose of this document is to assist you in making an informed decision about whether you wish to be included in the project, and to promote transparency in the research process.

1) Background and aims of the research

Within high performance sports, most performers if not all experience certain levels of disciplinary power within their coach-athlete relationship. Some of these performers view this experience as restricting and resulting in obedient bodies, while others view such experiences as beneficial for performance and excel as a result. We (me and my research team) wish to examine the relationship between disciplinary power and high performance sports using a Foucauldian framework. To do this, there are three aims that we wish to achieve. Firstly to examine the relationship between power and knowledge, secondly to examine the athlete’s preparation before competition looking closely at training regimes, and thirdly to examine the docile body.

2) My role as the researcher:

The project involves me (Collette Hallworth), the researcher, interviewing you (the participant), asking a series of questions for 45 minutes.

3) Your role as a participant:

Your role is to answer these questions as honestly as possible. The interview includes questions about your training regime and your experiences (if any) of docility within competitive sporting environments. The completion of the interview is not compulsory, and you do not have to respond to every question should you wish not to.
4) Benefits of taking part:

The information we obtain from this study will allow better insight into the relationship between disciplinary power and high performance sports. From this we will aim to understand more about how the relationship between power and knowledge is viewed by the athletes, and how much disciplinary power is used before competition and whether the use of disciplinary power leads to a docile body. We will be happy to share this information to any of the participants of this study. Once the transcripts have been written a copy will be sent to the participants for feedback and accuracy.

5) How data will be collected:

As alluded to above, data will be collected solely from a single interview that will last approx. 45 minutes. The interview will be audio-taped.

6) How the data / research will be used:

In agreeing to become a voluntary participant, you will be allowing me to use your responses to the interview and include them within a larger data set that includes the data of other participants. Your personal data will be anonymous and will not be reported alone, but within the total sample of participants.

Your rights

Your right as a voluntary participant is that you are free to enter or withdraw from the study at any time. This simply means that you are in full control of the part you play in informing the research, and what anonymous information is used in its final reporting.

Protection to privacy

Concerted efforts will be made to hide your identity in any written transcripts, notes, and associated documentation that inform the research and its findings. Furthermore, any personal information about you will remain confidential according to the guidelines of the Data Protection Act (1998).

Contact

If you require any further details, or have any outstanding queries, feel free to contact me on the details printed below.

Collette Hallworth
Cardiff School of Sport
Cardiff Metropolitan University
CF236XD, United Kingdom
E: st10001238@outlook.uwic.ac.uk
APPENDIX C

INTERVIEW GUIDE
Background/Introduction

- Thank you for participating in the interview. It should last no longer than 60 minutes and you do not have to answer all questions if you don’t wish too and can stop the interview at any time. The interview will be audio taped.
- After all the interviews have been conducted they will be transcribed and you will be sent a copy to ensure that the data is accurate.
- Throughout the interview you will be asked a series of questions linked to the use of Discipline your coach uses during your training sessions, why you comply with such techniques (if applicable) and there will be chance for you to draw on some of your experiences.
- Can I Just confirm that you are over 18 years and have been playing at an elite level within the past 12 months?

1. Please can you tell me your sport and how long have you been playing?

2. What level do you play?

3. How long have you been playing at this level?

Knowledge and Power

4. Talk to me about effective coaching, think about your coach, or any coach. What did you like about the way they coached?
   - What did they say?
   - How did they act?
   - How did the drills/practices meet the learning outcomes?

5. Can you provide any examples of this?

6. Talk to me about the experience your coach has in your sport in terms of playing and coaching? You may not know but that’s ok.
7. How does this create respect towards a coach? For example how do you think an athlete acts towards a coach that has experience compared to a coach that doesn’t?

• How does the coach-athlete relationship differ?
• How may a coach use their experience to gain respect from their athletes?

8. I know this is quite hard to answer but talk to me about the relationship you have with your coach and any previous coaches?

• How do the relationships differ
• Could you explain to me which relationship you preferred?

9. What would you say your personal goals and aspirations are? For example, you may want to improve your fitness

10. What would you say your goals and aspirations are as a team? For example, you may want to win more than half your games

11. Can you talk to me about your coach’s goals and aspirations?

• What would you say they were as a coach
• What would you say they were for the team

12. It is said that as an elite athlete using respectful behaviour and do as the coach says is high. Can you think of any examples when this happened to you?

• Why do you think this happens?
Athletic preparation

Ethics

13. What attracted you to play (sport) at an elite level?

14. How did you find out about the trails for your team?

15. Talk to me about your experience within the selection process/ trials. For example.
   • Describe to me the standard of competition
   • Describe to me how you felt when you got into the team

16. I know this is a difficult question but why do you think the selectors chose you? For example
   • What physical characteristics do you have that others may not have?

17. Can you talk to me about how important these characteristics are to your sport and position? For example
   • How do they help with your performance
   • How do they relate to your position

18. As an elite athlete can you talk to me about any changes you have made in order to keep your place on the team? For example,
   • Your diet
   • Social life
Training

19. Talk to me about your weekly training regime? For example,
   - How often do you have scheduled team practices?
   - How long do they last?
   - What type of training do you participate in outside of these practices (if any)?
     Do you initiate these practices, or is it entirely the idea of the coach?

20. Can you describe to me the structure of a typical training session? For example,
   - What intensity do you train at?
   - What do you do when you get there?
   - Who is present

21. So focusing on these scheduled team practices, can you describe to me how involved you are within the decision making process? For example,
   - How is the amount of intensity you train at determined
   - How are the drills you do in your session chosen?

22. Can you talk to me about whether you think it’s important for an athlete to be involved in the decision making process within training sessions and why for example,
   - How does this impact on performance

23. Can you provide any examples of when this has happened?

24. Can you describe to me any changes within the training session that occur when a competition is coming up? For example,
   - How does the behaviour of the coach differ?
   - How does the structure of the session change?
   - What significant changes are made to the team dynamics?
25. If your teams underperforms can you describe to me how the coach reacts? For example,
   - How does this impact on the structure of the next training session?
   - What does the coach do or say?
   - What changes are made to the group dynamics?

26. If your team’s performance is positive can you describe to me how the coach reacts? For example,
   - What do they do or say?
   - How does this impact on the next training session?
   - What changes are made to the group dynamics?

27. Thinking about the training session, say for some reason your coach is absent for either the whole session or a few minutes, can you describe to me how and if the session differs?
   - What happens to the intensity of the session?
   - What do you/ your team mates do differently?
   - Why do you react this way?

**Docility**

28. Talk to me about control. For example, describe to me the effect that this may have upon athlete, it could be positive or negative.
   - How can it impact on performance?
   - How can it impact on behaviour and group dynamics?
   - Can you provide any examples of when this has happened to you?

29. Can you describe any positive/ negative effects as well?
   - How can it impact on performance?
   - How can it impact on behaviour and group dynamics?
   - Can you provide any examples?
Conclusion

- Thank you for participating in the interview.

- Would you like to ask any questions or add anything you missed, which may help me with the study?
APPENDIX D

HIERARCHICAL STRUCTURES
Effective Coaching

Characteristics of the Coach
- Honesty
- Discipline
- Socialises

Coaching Styles
- Listens
- Approachable
- Autocratic
- Democratic
- Detailed feedback
- Promote learning
- Authoritive

The creation of respect through experience

Background
- Played Internationally
- Creditable knowledge
- Demonstrating good skill

Capital
- International coach
- Assistant coach
- National League coach
- Position of coach in relation to other staff
- Olympics
- Played professionally
- Lecturer for coaching
Similar Goals and Aspirations

Team

- Promotion
- Improve table positioning
- Finish top three
- Qualifying
- Major Championships

Coach

- Promotion
- Improve table positioning
- Finish top three
- Major Championships

No input within the decision making process

Dependant on Experience

- Not my place
- Not experienced
- Liaise with captain and more experienced members

Important

- Preparation for match
- Co-operation
- Sessions are too structured and generalised

- Boredom
- Different perspectives
Pushing body beyond its limit

Training regime
- Train 5-6 times a week
- Sometimes twice a day
- Taking part in extra physical activity to keep fit
- Strength and conditioning sessions
- Individual programmes

Controlling methods
- Set times for food
- Working with other staff straight away
- Training hard to get picked for a match
- Meetings to discuss absences and expected behaviour

Changes prior to competition

Coach Behaviour
- Motivational
- Stricter

Sessions focus more on tactics
- Analysing the opposition
- Past games
- Set plays
- Game related drills
Diet and Social life

Dedication to team and sport
- Travel long distances
- Reduction of social life/ or no social life

Guidance on what to eat
- Nutrition talks
- Recovery and preparation

Changes as a result of under-performance

Behaviour of the coach
- Honesty
- Aggression

Structure of the session
- Punishment
- Train harder
Changes as a result of good performance

Behaviour of the coach
- Stays in coaching role
- Uses praise and positive feedback
- High spirited

Sessions stay the same
- No perfect performance
- Athletes are required to constantly improve

Perceptions of control

Why control is important
- No confusion within the team
- Motivate the athlete to do well
- Keep the team on the straight and narrow
- Help improve performance
- To build the coach-athlete relationship

Why control isn’t important
- Coach doesn’t have a lot of experience
- Expected to change yourself
- Keeping personal life separate
- Create a bad coach-athlete relationship
- Become too reliant
- Can demotivate an athlete