Cardiff School of Sport
DISSERTATION ASSESSMENT PROFORMA:
Empirical [1]

Student name:	Rachel Murphy	Student ID:	St20006098
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Dissertation title:	TO UNDERSTAND THE DUALITIES AND DILEMMAS THAT EMERGES FROM THE PERSONAL FACTORS OF A 'PLAYER-COACH'

Supervisor:	

Comments	Section
	Title and Abstract (5%) Title to include: A concise indication of the research question/problem. Abstract to include: A concise summary of the empirical study undertaken.
	Introduction and literature review (25%) To include: outline of context (theoretical/conceptual/applied) for the question; analysis of findings of previous related research including gaps in the literature and relevant contributions; logical flow to, and clear presentation of the research problem/ question; an indication of any research expectations, (i.e., hypotheses if applicable).
	Methods and Research Design (15%)

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[1] This form should be used for both quantitative and qualitative dissertations. The descriptors associated with both quantitative and qualitative dissertations should be referred to by both students and markers.

	To include: details of the research design and justification for the methods applied; participant details; comprehensive replicable protocol.
	Results and Analysis (15%) [2] To include: description and justification of data treatment/ data analysis procedures; appropriate presentation of analysed data within text and in tables or figures; description of critical findings.
	Discussion and Conclusions (30%) [2] To include: collation of information and ideas and evaluation of those ideas relative to the extant literature/concept/theory and research question/problem; adoption of a personal position on the study by linking and combining different elements of the data reported; discussion of the real-life impact of your research findings for coaches and/or practitioners (i.e. practical implications); discussion of the limitations and a critical reflection of the approach/process adopted; and indication of potential improvements and future developments building on the study; and a conclusion which summarises the relationship between the research question and the major findings.
	Presentation (10%) To include: academic writing style; depth, scope and accuracy of referencing in the text and final reference list; clarity in organisation, formatting and visual presentation

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[2] There is scope within qualitative dissertations for the RESULTS and DISCUSSION sections to be presented as a combined section followed by an appropriate CONCLUSION. The mark distribution and criteria across these two sections should be aggregated in those circumstances.

CARDIFF METROPOLITAN UNIVERSITY

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CARDIFF SCHOOL OF SPORT

DEGREE OF BACHELOR OF SCIENCE (HONOURS)

SPORT AND PHYSICAL EDUCATION

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TO UNDERSTAND THE DUALITIES AND DILEMMAS THAT EMERGES FROM THE PERSONAL FACTORS OF A 'PLAYER-COACH'

COACHING

RACHEL MURPHY

ST20006098

TO UNDERSTAND THE DUALITIES AND DILEMMAS THAT EMERGES FROM THE PERSONAL FACTORS OF A 'PLAYER-COACH.

Cardiff Metropolitan University

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With great thanks to Sofia Santos as both my personal tutor and dissertation leader for the endless support and constant guidance throughout my research.

Abstract

Within sport there are many different types of unconventional coach-athlete relationships. One in which many fail to recognise is the player-coach, this relationship in actual fact is the reality for coaches in many clubs. Therefore, the player-coach literature is limited and the coaching understanding and knowledge for these coaches is very hard to come by. The purpose of this study was to understand the dilemmas placed on a player-coach and how these affect the coach-athlete relationship. The study followed the objectives of exploring the dualities and dilemmas that emerge from the two player and coach roles while ascertaining if and how the personal factors affect the coaching role. To uncover if and how the role duality affected the individual's performance and to describe the coping mechanism used by the coaches to deal with their player-coach role. Five player-coach participants were examined, through the use of semi-structure interviews.

The main finding of the study was the level in which the player-coach had played at an individual level affected the success perception of the dual role. The three elite athletes found it easier to apply the duality of the role, while the two non-elite athletes struggled to implement both parts of the role. The next finding was that the performance of the player-coach was always affected in a negative way. Findings were linked back to past research of Impression Management Theory, Kahle (1978); Lewis (2010) and Tett and Simonet (2011) and Orchestration Encarta, (2001) and Jones and Wallace (2005).

CHAPTER ONE

INTRODUCTION

1. Introduction

The nature of the coaching process has provoked many debates over the years. From being seen as a rationalistic view of an unproblematic activity Macdonald and Tinning (1995) to a complex, dynamic and ever changing environment Lyle and Cushion (2010). The field of coaching is a fast adapting academic subject which is always developing with new literature. Consequently, another understanding of coaching has been thought of as a social endeavour which includes many different cooperative relationships Cassidy, Jones and Potrac (2004). Therefore, coaching as a whole continues to mature and progress rapidly as many new findings and literature are being brought to light.

A key element of coaching is the relationship between the coach and athlete. Numerous researchers stated that a coach seen as a 'significant other' can have a vast effect on both psychological and emotional state of an athlete including the main element, performance Horn (2008); Smoll *et al.(*1993). This highlights the importance of the relationship bond the coach has with their athlete to meet the desired needs to achieve the athlete's best performance Zetou *et al. (*2011). A relationship develops if both coach and athlete work hard to achieve a successful network together Jones, Hughes and Kingston (2008). Positive coaching relationships can be maintained through communication and learning Armour, Jones and Potrac (2004). By means of developing an understanding of what the coach-athlete relationship, a knowing for the elements needed for success within an athlete's development are also gained Heydarinejad and Adman (2012). Therefore, gaining an understanding of the coach-athlete relationship within the social and dynamic field coaching may help to better understand how to achieve success.

There are many different types of relationships that are currently in place within the sporting field. For example, unconventional relationships such as parent-child Jowett and Cramer (2012); Shanmugan, Jowett and Meyer (2013), and husband-wife Carroll (2008). Indeed, there are numerous diverse networks to consider when further studying the coach-athlete relationship. These relationships play a fundamental part when understanding both sides to a coaching relationship Jones (2006). To explore it further, this study aims to add onto the limited research into

another unconventional relationship, known as a player-coach. This relationship for many coaches is reality. It also intends to expand the literature of a coach-athlete relationship by producing literature from active player-coaches. This study aims to generally understand the situation and the dilemmas placed on a player-coach and how these affect the coach-athlete relationship. In specific, the study's objectives relate to:

- Explore the dualities and dilemmas that emerge from the two player and coach roles.
- Ascertain if and how the personal factors affect the coaching role.
- Uncover if and how the role duality affects the individual's performance.
- Describe the coping mechanisms used by coaches to deal with their player-coach role.

CHAPTER TWO

LITERTURE REIVEW

2. Literature Review

Coaches play a fundamental part within an athlete's career and development within sport today, Jones (2006). Previous research in sports coaching has presented many theoretical and empirical insights into the processes of coaching, for example Franks (1986); Fairs (1987); Lyle (1999, 2002); Mosston and Ashworth (1987); Saury and Durand (1998). However, as coaching contains numerous and ever changing fields, research into the vastly improving academic area is always updating and is yet to be fully understood.

2.1. Coaching as a complex endeavour

Coaching was first seen as a rationalistic view, alongside a linear process, meaning a coach would have to meet a series of stages. Borrie and Knowles (2003) implied improvement could happen to athletes following this linear process. Lyle (2002) believed that traditional coaching does not focus on task, environment or athlete but depends very much on a coach centred approach. This suggests that the coach had full control over their athletes, with no environment or task changing the way the coach takes the lead. It was said that models should represent the functions and structure of the coaching process and how a coach should set up their sessions Lyle (1999, 2001). However, this leads readers to believe that all types of coaching, any sport, any age and any environment all followed the same structure week in week out; Lyle (2002) also argued that without required planning of a series of activities, performance cannot be improved. This suggests that consolidating coaching into a linear process helps to reduce a wide range of variables that could an affect athlete performance; within and before planning a coaching session Cross and Ellice's (1997); Launder (1991) and Lyle (1986, 1991, 1992, 1996b and 2002). Lyle (2002) also agreed that it is possible to put coaching into a model of organised series "episodes", where goals can be set and planned by achieving step by step processes within each stages of the model. Consequently, he argues that coaching can be seen as meeting a set of stages and once learnt never forgotten, being applied to every coaching situation. However, if coaching was this simplistic and straight forward, the coaching field itself would be fully understood.

However, researchers Coppel (1995); Wylleman, Carpenter, Weiss and Ewing (1999) argued otherwise. Putting forward that coaching was a complex world with many significant roles, that cannot be understood through a model or series of activities Coppel (1995); Wylleman, Carpenter, Weiss and Ewing (1999). The opposite view offered from a traditional perspective, over simplified the portrayal of what coaching entails Cushion (2007). Due to this view and portrayal of coaching, Jones and Wallace (2005, p.119) believed "it therefore has relatively limited potential either for a theoretical understanding of coaching or for guiding practitioners". By researches moving forward the view, coaching was seen as a complex area. Jones and Bowes (2006, p.235) believed it helped to understand the "fluid nature of the activity". Jones (2000) stated that coaching was not simply about the transfer of knowledge from the coach to the athlete but instead various other factors needed to be considered. The coaching practice is a social activity which involves people's individual differences and 'complex interactions' Cushion, Jones and Potrac (2001). The relationships and interactions involved within coaching are unpredictable and ever changing; due to athletes within their environment have their personal agency. Athlete's agency could be enhanced from their personal habitus within their own field of sport and within this field each athlete's holds their own capital, Bourdieu (2002). Capital is a source of power, which represents position within a field, Bourdieu (2002). This source of power can come from many forms, for example social capital, is power held due to the social connections and positions a player hold within their team or field. Whereas physical capital comes from the development of an athlete's body, in ways recognised as a valued athlete. Therefore, a coach can never have full control over their athletes due to this Jones and Wallace (2005).

 The social dynamic of coaching helps to understand the interpersonal relationship of the lives of sport athletes. Additionally, aiding the development that defines the coach-athlete relationship Jones, Potrac and Armour (2002); Cushion and Jones (2006); Purdy, Potrac and Jones (2008); Jowett, Shanmugam and Caccoulis (2012). Indeed, coaching is a multifaceted activity, involving social environments that lead to manipulating and managing relationships to achieve the end goal Hughes *et al.* (2008, p.46). Therefore, Jones (2006) argued that there is no conceptual framework

that sufficiently deals with the complex reality within the coaches' framework. Concluding, that according to these authors' models cannot portray the everyday coaching reality. Reinforcing that no model can account for the realism of coaching due to all the aspects a coach needs to consider. As Jones (2006) argues along with Jones (2000), Gilbert and Trudel (2004b) there is yet to be a conceptual structured framework that adequately deals with the complexity and reality of coaching.

2.2. Social perspective into Coaching

Coaching is seen as a social endeavour, where many bonds and relationships are shared. Durant-Bush, Schinke, and Salmela (1998) explained that coaches' relationships with athletes are reciprocal, provided that both coach and athlete work together with mutual respect and beliefs for their sport or event. The athlete-coach relationship is fundamental in the process of coaching because its nature is likely to determine the athlete's satisfaction, self-esteem and performance accomplishments Jowett and Meek (2000a, 2000b); Lyle (1999); Vealey, Amrstrong, Comar and Greenleaf (1998). The relationship between athletes and their coach show great importance to the underpinning detail of success. Heydarinejad and Adman (2012) agreed with this as they stated that, for success, it is required that the coach understands the individual. Emphasising, the significance of the responsibility a coach has to understand their athletes. Jones (2009) believes the affective bond between both coach and athlete has been known to be linked to a deep bond over thoughts, feelings and behaviours. Jowett (2007) has confidence in this process as he states that the coaching concept is characterised by its social and interpersonal nature. In relation to this, coaches consequently aid their relationship by steering athletes towards achieving particular goals by engaging in their athlete's behaviour. Aimed at improving performance, athletes and coaches subsequently need to strive for a relationship where the athlete learning is the central consideration Oldham et al. (2011). This social relationship develops by respect, belief in, knowledge of, and contribution to the other's goals, needs and wants, Poczwardowski, Barott and Henschen (2000). Wang and Goldfine (2007) believe that coaches' power and their coaching behaviours have a profound impact on the athletes' performance. There is a growing body of knowledge recently developed within sociology of sports coaching. Within this area, authors argue that a look into the power relationships within the activity will allow better understanding of the nature of the coaching process.

2.2.1. Power theories

What coaches say or do to athletes before or during competition can have a profound effect on their athletes' mind-set and their athletic performance Wang and Goldfine (2007). This shows the high amount of influence a coach has over their athletes. Many researcher's see this influence as a use of 'power', such power that is held over their athletes. This produces athletes that perform, entirely on their coaches subjective goals. Coaches can then be seen as a figure head that the athlete indulges and listens to, due to the depth of understanding both have for each other power. Home and Carron (1985), (as cited in Konter 2012, p.3) argued "that coaches' perceive themselves differently than their athletes". They argue that this is because; coaches judge themselves much more highly confident than their athletes in all leadership factors. Therefore, coaches can be seen to have a directing role where their athletes' follow. This is due to coaches' believing their role deservers the leadership. In past and previous literature coaches have been seen to be 'playing a role', where they use their leading power to influence their athletes outcomes. Leadership is the ability to influence people towards the attainment of chosen goals Daft (2000). Mintzberg (1983) suggested that this leading power does have the ability to influence the behaviour of others. Therefore, researchers argue when a coach has this much power over an athlete, in order to influence their outcome goals or behaviour toward the goals, the coach has full power over that athlete. While using both power and leadership skills coaches were see to be almost 'bullying' athlete's performance outcomes on them.

2.2.2. Impression management theory

'The impression theory' was also seen to believe in this 'role play' work of acting. Lewis (2011 p.70) stated "that the art of acting is the art of impression management". Putting forward that coaches just play a role of, 'a coach' and it is whether athletes believe in this role play and the actor's behaviour, Kahle (1978). Leary and Kowalski (1990, p.36) argued that the "Impression management theory, is the process by which people control the impressions others form of them, leading to it playing an important role in interpersonal behaviour". Additionally Macdonald and Tinning (1995) claimed that within this approach, coaches are often seen as technicians and their athletes as machines, which produce an output or performance. This links to how coaches get their athletes to believe in the impressions they make to help them

improve as an athlete. Putting forward that coaches see themselves as a coach only doing practice, a role they play to get athletes to believe in their actions not as they see themselves in life and outside coaching. Erving Goffman's (n.d) seminal work developed the concept of the impression management through social psychologists and came up with three instrumental goals; ingratiation, intimidation, and supplication. Goffman believes in this model due to the aspects that individuals present themselves differently within everyday life in comparison to their sporting nature. For example "as a son or daughter, a wife or husband, an employee or employer, a father or mother, a close friend, a casual friend, etc. within an assortment of settings and to the different audiences, each role is pretty much as it appears to be" Goffman (as cited in Lewis 2012, p70).

2.2.3. Orchestration metaphor

Jones (2004); Jones and Wallace (2005, p.128) framed coaching as an act of 'orchestration', "with the use of coordinated activity within set parameters expressed by coaches to integrate, organise, monitor, plan, and recognise the progression of athletes". Consequently the idea of a coach being an orchestrator provides underpinning for practical preparation by supporting the focus on learning how to cope with " relative uncontrollability, incomprehensibility, contradictory values and novelty as normal parts of the everyday coaching life" Jones and Wallace (2005, p.128). Linking with the ambiguous environment coaching really is, the way coaches have to operate within their somewhat uncontrollable environment does resonate senior leaders as orchestrators. This is due to just as senior leaders having to take advantage of their "limited agency to achieve their goals with and through others, so do coaches", Jones and Wallace (2005, p.128). Coaches' today are not likely to be given full authority when choosing goals, due to the involvement athletes' have within their own right of agency. However, due to authority over athletes' and their organising they lead the athletes' to believe the chosen goals are athletes' lead, but really the choice of chosen goals was first put forward and picked from the coach, it is just the athletes' choice whether to buy into the goals. "It operates as much by channelling athletes' agency through encouragement and incentives as by delimiting their agency through sanctions", Jones and Wallace (2005, p.129). Within

orchestration furthermore characteristic were found in Miller (1992); Potrac (2000); Cushion and Jones (2001) work. Within Potrac (2000) study he found that 'silence' was used as a secret tool, to allow players to correct exercise and their objectives; with principle to allowing the game to be the teacher. The use of silence is often used within coaching today, highlighting how often a coach orchestrate their athletes' in feeling and doing, what they deem to be right; with the athletes' agreeing and following in most cases.

For example, within the coach-athlete relationship, there are many different types of relationships that can be formed. These have been studied under the rational that they hold different and very strong 'relational depth' with affect the coaching process Means and Cooper (2005). For example, Jowett and Meek (1999) investigated the relationships between married couples in sport. They extensively interview four coach-athletes relationships to measure the 'closeness', 'complementarity' and 'co-orientation'. The results concluded that "feelings such as 'love', 'trust', 'closeness', 'liking', 'caring', 'shared knowledge' and 'respect', that originated in their outside relationship, all lead to positive interpersonal relationships for sport" Jowett and Meek (2000, p.13-14). Bonds over deep thoughts, feelings and behaviours are seen to as affect relationships, due to the level of comfortable communication that can take place between the coach/athlete.

Another common relationship within coaching is a parent-child one. Barber, Sukhi and White (1999), discussed that "social influence research, suggests that parental influences may be greater and more significant for a child that is coached by his or her parent".

However, Denison (2007) discussed that although important; relationships and social interactions are hardly questioned and often ignored. Indeed, Smith (2007) commanded that research involved in the impact and value of different relationships within sport today is underdeveloped. Therefore, there is a gap within the literature to expand on different types of relationship seen in the coaching and the sporting world

today. The reality of coaching is often hidden and ignored; hence to expand the literature of the coach-athlete relationship further developed within this field is needed. Coaching as a whole is an academic subject which often fails to highlight the reality of the process. Within many sporting clubs and fields today both reality and the role of coaching lays on a players shoulders. Today this is known as a 'player-coach'. All these relationships are foreseen as non-traditional coach athlete relationship nevertheless are used every day throughout the whole world and media of coaching.

CHAPTER THREE

METHODOLOGY

3. Methodology

3.1 Qualitative research

Qualitative research is a "field of inquiry in it is own right, which crosscuts disciplines, fields and subject matters" Denzin and Lincoln (2011, p.3). Particularities of these methodologies relate to the socially constructed nature of reality, the intimate relationships between the researchers and what is studied, and the situational constrains that shape inquiry, Denzin and Lincoln, (2011, p.8). Indeed, it allows the analysis of experiences and an emotion related to behaviours and is recently become more important in the sporting world, Gratton and Jones (2010). For the reason this study looks into the reality of the dilemmas a player- coach faces within sport, this study therefore, lends itself to qualitative research as it aims to analysing feelings and emotions related to personal behaviours of a player-coach. As mentioned above the chosen methods for this study were interviews.

3.2 Interviews

Interviews are a well-known and used skill that requires practice and training. ''An interview is a conversation, usually between two people where the interviewer is seeking responses for a particular purpose'' Gillham (2000, p.1). Within research there are many different types of interviews, ''structured, semi-structured and unstructured interviews'' Gilham (2005 p.47). For this study a semi-structured interview was the chosen method. "Semi structured interviews are designed to have a number of open ended interviewer questions prepared in advance" Wengraf (2001, pg.5) with some questions arising from the interview Wengraf (2001). Whereas a structured interview are a set of questions, where one is not to divert off. Due to using semi structured interviews, an open conversation can be developed between interviewee and participant to allow for new ideas to be brought up; because of rapport built with the respondent. However, the wording of questions may alter throughout the group of participants, due to the interviewer reacting to the respondent because open type question allow respondent time and scope to talk about their own opinions. Therefore, an interview guide was planned to address the matter of the duality of a player-coach and to guide the interview along "without any fixed questions or ordering" Minichiello et al. (1995, p.65). These allow for promoted answers about relevant feelings and experience within social interaction and room

for flexibility. Oppenheim (1992) suggests, that open-ended questions and probes are important within a semi-structure interview as they prompt the respondents to say whatever they think and to do so with "greater richness and spontaneity" (pg. 81). Another positive of the use of semi-structured interviews is that researcher Oppenheim (1992), argues that they produce higher 'valid answer'. This is due to the interviewer allowing the respondent to speak for themselves, with little guidance. This allows the interviewer to find out the meaning behind the respondents answers. However, one negative Judd et al. (1991) claims is that semi-structured interviews allow for the interviewer to be made vulnerable. This is due to asking unplanned question just to obtain the subject insights of the wanted information.

The semi-structured interviews were carried out within a quiet and private room to help the interviewee to feel at ease while remaining confidential. The conversation was then audio-taped Edwards and Skinner (2009) to continue the confidentiality between both interviewer and interviewee. The advantage of audio-taping is that it allows the researcher to concentrate more fully on the interview procedure while keeping the confidential communication as the main focus, Nelson (1990) (as cited in Edward and Skinner 2009).

3.3 Participants

For the purpose of the study, five participants were chosen who had at least one (1) season's experience of being a player-coach. All five participants were women between the ages of twenty one (21) and thirty two 32. Each participant played within a team sport, of either Netball (n=4) or basketball (n=2). The level of participants ranged between coaching for recreational purposes within Division 7 of 7 up to Division 4 of 7, and at a high- division competitive team BUCS/EBL and Division 1 (basketball) and BUCS/ Division 4a up to Division 1 (netball). Each individual had played at different sporting levels, including competitive adults' leagues (n=1), county level (n=1), representing their country (n=2), and representing their nation (n=1).

3.4 Procedures

Five player-coaches' were contacted by email explaining the process of the study. Each participant chosen had to have at least one season experience of being a player-coach, within an adult league or division. After the participants agreed to take part in the study and agreed to sign the consent form (refer to appendix B), a meeting was arranged to explain the study more in-depth and to provide a session for the participants to ask questions. When the participants felt they understood and were comfortable about the process, a date and time was arranged with each individual separately in order to carry out the interview in a quite confidential room. The confidential room was a quite an empty small room, where only both interviewer and interviewee were present. Each interview lasted between the time of twenty (20) minutes to forty five (45) minutes and each interview having been recorder with use of a Dictaphone.

3.5 Ethical concerns

With collecting data from human participants, there are many ethical concerns that need to be considered in order to make the participant feel respected and confident to carry out the interview Goddard and Melville (2007). Two important areas to consider are the confidentially and anonymity. With this in mind, participant's names within the study were replaced with pseudonyms in order to protect their identities. Furthermore, the interview transcripts were and will be kept amongst the interviewer and the study's supervisor, as suggested by Gratton and Jones (2010). Another structure to maintain both was the interview was held within a quiet confidential room where a one to one scenario would be set out. This was in order to make the participant feel comfortable in the environment and to also protect the data confidentiality. This is due to keeping the interview personal between the participants and interviewer.

Another vital factor to consider within this kind of exploration was the personal thoughts and feelings. Due to the study's topic - relationships within their sporting field – it was identified that participants could feel uncomfortable and judged as either a good or bad practitioners. In order to avoid this, a meeting before the

interview took place to clearly explain the study's aims. The meeting was a ten minute session for both interviewer and participant to introduce one self and ask any questions necessary before the interview. Another procedure put in place was before the interview started, the interviewer explained, 'they do not have to answer any question that makes them feel uncomfortable and they can terminate the interview at any point'. Furthermore, when using the quotes or any material from the interview either from the participant, or for the use of data analysis, respect and care was taken in order to ensure the participants felt no judgemental references would be used. The information given was to be used by the researcher investigating the dualities and dilemmas a player-coach experienced to highlight the importance of the participants being in a comfortable state.

This study was also approved by Cardiff Metropolitan Ethics community (Refer to appendix A).

3.6 Trustworthiness

Lincoln and Guba (1985) suggested that trustworthiness is proposing the results and findings of the study are worth paying attention to. There are four ways in which trustworthiness can be gained within a qualitative study; Credibility, Transferability, Dependability and Conformability Kumar (2011). Credibility, "involves establishing that the results of qualitative research are credible or believable from the perspective of the participant in the research" Trochim and Donnelly (2007, p.149). As qualitative research explores into experiences and feelings of the respondents, Kumar (2011) believes that the best person to check and judge the findings used best reflects are the participants themselves due to it being their individual opinion. The second is Transferability which "refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or setting" Trochim and Donnelly, (2007, p.149). Transferability can be achieved by extensively explaining the process which was adopted to allow others to replicate the process, Kumar (2011). Dependability "was concerned with whether we would obtain the same results if we could observe the same thing twice" Trochim and Donnelly (2007, p.149). This process is the hardest to achieve, however, it can achieved by keeping an extensive and detailed record of the process carried out Kumar (2011). The last process was Conformability which "refers to the degree to which the results could be confirmed or

corroborated by others" Trochim and Donnelly (2007, p.149). Whereby, it is possible to achieve if the process is in an identical manner for both results to be compared Kumar (2011).

Reflection was another process that was carried out to achieve trustworthiness within this study. Reflection is the procedure in which thought and consideration went into looking back through the study to make sure everything that was put forward was met.

3.7 Content analysis

Content analysis "means analysing the contents of interviews or observational field notes in order to identify the main themes that emerge from the response given by the respondents" Kumar (2011, p.278). The purpose behind it can provide new insight knowledge and representation of facts and a practical guide to action. Kumar (2011) suggests following his four step process in order to carry out content analysis affectively. The first stage was, identifying the main themes. Within this stage, careful evaluating was carried out to develop descriptive responses to develop an understanding for each objective of the study Kumar (2011). 'From these responses broad themes were developed' Kumar (2011, p.278). The second stage was assigning codes to the main themes. Within this stage responses were grouped together and a code was assigned to the theme Kumar (2011). Therefore, for the next stage known as classifying the response, answers with the same meaning were linked to one theme within the results due to the set coding that was applied. The last stage to follow was integrating the themes into the text Kumar (2011). Within this stage having already identified different themes, it was linked back to the text to meet the individual objective's that was set out to answer.

 This study will take an inductive approach to the content analysis in order to describe a relevant phenomenon in the reality of coaching. With the aim of an inductive approach the researcher must enter the interview with an open mind as Lawrence (1988 p.86) suggested the "inductive protocol definition models the behaviour of honest agent's faith"

CHAPTER FOUR

RESULTS

4. Results

The analysis examined the impact of the duality of the role in the participants' perception of success as player-coaches. The results of this study discovered two main findings, with the success perception. To distinguish between these two possibilities of successful and unsuccessful, four common themes were developed; such as Dualities of the role, Coach-athlete relationship, Performance and Coping Strategies.

4.1 Dualities of the roles

Results show that all five player-coaches mention that the duality of the role was not an easy road. Four out of the five participants became player-coaches' due to their coach leaving or the club needing help. Therefore, it was not a chosen role from the start, it happened as they seemed the best choice to step into the role straight away. Many participants found that the duality of the simultaneous coach and athlete role produced many dilemmas. Indeed, anxiety from carrying out both roles to the best of their ability stemmed from their discourse. One common feeling amongst most participants was pressure, mainly coming from making demands to players in relation to results, while making sure this was evident in their own performance.

> *"You need to do this and you need to do that and you don't do it yourself and your like ahhhh… basically. Yeah I should of done what I told you to do".* *(Hannah).*

> *"You cannot say right you need to be a man on man defence and you need to do this if you're not doing it, Like I may be coach but at the end of the day I'm on court to do a job"* *(Rebecca).*

All player-coaches' felt that due to them being part of the playing team they need to perform to the same standard they were asking from the team or if not better. This arose from the feeling that if, as a player, they did not follow their own coaching instructions, then the team would not buy into their objectives'. Respect was a common word used by the participants to emphasise the importance of having the team on their side and to believe in their work as a coach. The duality of the role

drew out many factors that contributed to how they gained this respect and belief from their team including: language, performance and making changes.

4.2 Differences between elite and non-elite players

The main finding was that three out of the five player-coaches' were successful and two were unsuccessful within the dual role. From these results the success rate of a player coach, was linked with the level at which the participant played. The level of play was separated into a two coding scheme, elite and non-elite. Three participants were confident to play at elite level due to gaining national honors as a player; whereas two were non-elite and they played at club level. Comparisons between the two levels were made and four common themes found that, the three elite players found it easier to account for both roles and, therefore perceived themselves as being more successful within their role as player-coaches', as demonstrated by the quote below.

> *"no if anything it does help you enjoy it a little bit more sometimes when you coach the same team over and over again and your just coaching and it can become a little repetitive, but obviously when you're a player and coaching there's different situation and things going on and your dealing with different thing all the time so it is a nice challenge"(Rebecca).*

Whereas, both non-elite player-coaches' found it harder to play both roles to their best ability and consequently were unsuccessful.

> *"it's affected me now because it was so bad that I don't want to coach any more I know for a fact now I want to be player not a coach and it stopped me from wanting to become a coach" (Katherine)*

Elite player-coaches' believe that they could carry out the role of a player-coach due to the experience they gained within their sport firstly as a player. Even though they believe that being a player-coach hindered their performance in the case of they would not improve their playing ability further. They believed that by not having an individual coach their performance would not develop; due to them watching others and no one watching them.

"I've probably take it a step back, but because of my experience that takes over sometimes, so technically I'd probably not a sharp as what I used to be because the past two years I've been spending so much time watching other people, that I've probably created some bad habits of my own"(Sam).

" Oh yeah definitely, I've made silly mistakes because I was thinking about what I'm going to say like in the last few minutes of the game, thinking right what am I going to say in the team talk" (Claire).

"If I wanted to develop more I would definitely say to get another coach" (Claire).

Whereas the non-elite believe it hindered their performance to not play well at all. They felt that having the two roles to do increased the pressure enough to hinder their performance to not play well from the start of the game.

"there's a lot of more pressure on me to play well and a lot more pressure on me to show them how I can play even though I've lost how I can play"(Hannah).

"It stopped me from playing the way I should have played and kind of affected the team" (Katherine).

Therefore, there is a clear difference within the results of the way in which the two levels of player-coaches' describe how the duality of the role affects their own performance. Even though all five participants believe that the duality of the role does hinders their performance as a player in some way.

Another difference that was present within the results between the elite participants and non-elite participants was the coach-athlete relationship held within the team. As a coach one key part to consider is the relationship held with your players. However, as a player-coach two different relationships become important; the coach-athlete relationship and the relationship developed within the whole team. The participants of this study all described that in order for this role to work, a good coach-athlete relationship needed to be developed. The importance of the relationship within time grew deeper and became a contributing factor to the outcome of the dual role.

The two non-elite players struggled to gain any relationship at all with the remainder of the team and they put the blame down to the confusion the players felt due to the

duality of the role. Within one case, the player-coach was forced to feel like a 'body' that was just there.

"I would say there really wasn't one and that I'm just ahhh…I'm just a body that's there" (Hannah).

From this result the player-coach was lead to feel useless, as if she was an outsider from the team with no remaining coach-athlete relationship at all. However, when explored deeper this particular player-coach felt that this was because she never felt respected in the role from the start. Therefore, with no relationship built with the team as either coach or player to begin with, the non-existent relationships lead the player-coach further and further away from the team.

"There isn't any kind relationship and there wasn't any type of relationship built from the beginning" (Hannah).

Whereas the other non-elite player-coach felt that the relationship with the team decreased rapidly when the team was seeing the pressure and worry she was developing from trying to carry out both coach and player roles. Within this scenario the team began to experience frustration creating what the coach felt to be a negative relationship. In turn leading to the player-coach allowing the destructive relationship to develop further, this increased the feeling of her anxiety on court and consequently, affected the whole team's performance.

"It was mainly negative because like I keep saying the frustration wore off on people cause everyone was seeing the effect, everyone was feeling the effect and it had that detrimental effect"

"But if I was getting stressed and all that business I think the others didn't feel like they had a strong coach" (Katherine).

The feeling of worry and stress due to the negative feeling amongst the team created even more pressure for the player-coach. Within these negative coach-athlete relationships both player-coaches' started to worry about the social and personal feelings of the players. They began to be concerned about losing friends and making the wrong decisions as a coach. This was due to having personal feeling as a player. This worry was created from the pressure of making changes within the

team and upsetting a friend on court. So therefore, personal factors decreased the coach-athlete relationship even further due to the duality of the role.

"they'll properly be annoyed with me and then you start to think about the social side of things, are they going to be annoyed with me cause I'm their friend with all the decisions and all these pressures from outside, that affect my decision making"(Katherine).

However, the three elite player-coaches' did not feel either of these worries or pressures from the team due to them as coaches alone creating a positive coach-athlete relationship with the whole team. All three of these elite player-coaches' see their role as two separate roles that came together to create the coach-athlete relationship that is needed. This was because when they step off court and become the coach all three mention that the relationship became equal; it is the same with each player; no matter what bond they had on the court.

"I think that off court you have the same relationship with everyone as a coach, whereas when I'm on court I think that with defensive unit there is more" *(Rebecca).*

" successful relationship because they understand that when it is half time we all shut up, we all listen to me for the first two minutes and then we all talk together"(Claire).

"As a whole, very positive. If they are not meeting the standards that I expect I could easily, even though we are friends off court, I can still get in them and discipline them if I need to and they respond and get on with it"(Sam).

Again this highlighted a considerable difference in the way the elite player-coaches' see themselves within the team and how they created a positive coach-athlete relationship; due to keeping player and personal relationships separate to the coaching role. Both these significant differences within the manner the player-coaches' approach the success perception and the coach-athlete relationship show that the level in which the player-coach had reached plays a fundamental part within the success of the duality of the role.

4.3 Main dilemmas

The main dilemmas that occured from the duality of the role was making changes to the team and keeping focused as a coach when playing.

4.3.1 Making changes to the team and keeping focused within the roles

Another area difficult to manage that affected the pressure the player-coach had on their shoulders was when changes needed to be made within the team. This affected the participants all in their individual way. The worry for three of the participants come forth from the player-coaches' having felt that they had limited amount of time to think about substitutions and positional changes as a coach. This was due to them thinking about their game as a player. They felt so focused within their own individual performance; they either forgot about the changes or felt that the right decisions could not be made due the limited time and pressure.

> " it's tough when I'm in the middle of the game and being competitive I get so zoned in that I didn't track that person running up and down or that persons has been sitting for too long, stuff like that and the time management" (sam)

> "There are times when I stayed on court when I think no I should have come off, but then because I'm in coaching mode, I sort of forget about me being on the court"(Rebecca)

Both these statements from the player-coaches' who were classed as elite players, felt the player-coach role worked. However, they seemed to struggle the most with remembering both sides of the roles, when having to make critical decision of changes within a game. Whereas the non-elite players felt it was more of a personal issue, in that they felt they had to explain why the changes were being made. They felt they had to make sure the team agreed with the changes, and that if they stayed on, they deserved to in both their opinion and the teams.

> "It's literally awkward if you need to take someone off or they feel you should be taking yourself off or if you want to pit yourself on instead of someone. It's trying to explain to them I haven't taken them off because I feel I am better" (Claire).

> " as a player-coach I was having to try and communicate with people on the side and say can you analyses your position and see what they're doing and whether

you think I should change them cause it stopped me from making the right decisions"
(Katherine).

Within this area of dilemma all three elite player-coaches' dealt with the scenario in the same way. The non-elite player-coaches' also dealt with the same scenario but used a different strategies to address the dilemma. The finding suggests that both strategies obtained different outcomes. This interlinked with the player-coaches' feeling stressed from not being able to see as much as if they were on the side-line.

With the excitement and the hype of the game four out of the five player-coaches' found it hard to see what changes needed to be made, due to not being able to see all aspects that contributed to these decisions. While performing their player role, with the weight of performing well; the coach role became more difficult to perform during the flow of the game.

" *I'm thinking is this one of the reason why we are not better because we are not getting fresh legs in, and I'm missing things because I'm playing and focusing on that, and not making the coaching decisions"* (Sam).

" *sometimes when you're playing you just automatically forget and you say you should have been here, but really if I was on the side as a coach I would of seen what happened and known it was my ball"* (Rebecca).

4.4 Strategies used

The player-coaches' used many strategies to improve the dilemmas that occurred from the duality of the role.

4.4.1 Performance

Each participant within the study believed that being a player-coach hindered their performance in some way. They all believed that it was taking a back step from their full potential. This was due to only developing so far, from being self-taught. However, there was a difference in the amount it affected their own performance, due to the level they had played at; elite or non-elite. However, no matter at whatever level all participants felt that they still had to prove their place through their

individual performance on court. Each player-coach believed that due to their duality of role they had to perform to their highest standard to gain the teams respect and control.

4.4.2 Language

Language was a stress that the player-coach found difficult and essential to balance while carrying out the two roles. The difference in language used when having the 'coach hat on 'and having the' player hat on' was seen to be problematic but an important area to help gain respect from their team. They believed that as a player on court within the flow of the game, it is acceptable to point players out and aim points at an individual; whereas as a coach they suggested that there was a line that cannot be crossed and more tact was needed. So for example pointing out individual negatives in front of the team would not be a good use of language.

> *"when you become the coach you do need to watch what you say, because obviously there's that line as a coach that you can over step when you're playing" (Rebecca)*

4.4.3 Creating closer relationships with specific stakeholders

One significant relationship that was highlighted was the link with the captain or the vice-captain. These relationships between both the player-coach and the captain developed due to an understanding of what each of the roles entailed. All player-coaches explained how off-loading information and communicating with the team was greatly helped from the relationship they had with the captain or vice-captain of the team.

> *"I think my vice-captain was the best relationship, because I think that she understood where I was coming from" (Katherine).*

> *"So it's a good relationship with her as in she can tell me, 'I think you should do this'" (Claire- taking about her captain relationship)*

The deeper relationships and bonds between the certain stake holders and player-coaches' therefore, developed further; helping to create an open relationship where

opinions of both were always appreciated. For example Katherine, captain of her team asked the vice-captain to work alongside her coaching, to create a strong relationship that decreases her personal worries for the team. Whereas Claire explained her relationship with her captain as reciprocal, working together side by side.

"It gives me another side of it and I go ohh… actually yeah that's a good idea, so I appreciate the sort of reciprocal relationship" (Claire).

Another relationship of a stake holder that developed due to the role of being a player- coach was the position link in which the player-coach worked with; for example within the defence unit or attacking unit. This relationship developed through communication of performance on the court. This bond then increased due to a higher understanding from a coaching role of what is needed for that key position.

"I think more with my defense unit, because obviously it's the same kind of position as you work more with them, so you build more of a rapport as a player with them and then.. as well as coaching, so you are still trying to teach them how to defend and then your also playing the same time" (Rebecca).

"I also had a really good relationship with the person I player with, my goal shooter with Imogen because I knew more about her position" (Katherine).

However, this relationship firstly developed as a player-player relationship when they were on the court; which therefore increased off the court as a coach-athlete relationship due to the bond of working together.

4.4.4 Other coping strategies

Even though there were different outcomes of the dual role, one key element that shined through the player-coaches' role was having an open communication environment within the team. Every participant explained how important it was that all players felt that their opinion was valued and appreciated. Therefore for every participant at each level used an open environment as a strategy to help aid the player-coach.

" I's say the biggest driver is the communication, and being an open, honest communicator, not always having direct messages, so that way all the girls know this is where were at"(Sam)

"I think they appreciate I lay it on the table and if there's anything you want to talk about just shout out" (Claire)

To conclude the results the elite player-coaches' strategy was to separate the role into two. Although they knew both roles belonged to them, they separated the roles in order to create a full potential environment for each role. They explained it as having different 'hats on' or being 'an actor'. For example the coaching role could be seen as role play and it would depend on how well this was performed.

"It's almost like you have to be a really good actress. It's like I have to be, I put myself on a stage to have this face that I'm coach and no matter how the game is going or whatever, I always have to be that motivator, that person who gives the instructions and makes sure everyone's on task". (Sam).

" so then I have to put my sort of player hat on that sort of thing and then get involved with it nut then I can't be like to abrupt with what I'm saying"(Rebecca).

These statements from both elite athletes prove their belief in coaching to be as an acting role. Suggesting this is why they obtain a higher success perception over the non-elite player-coaches'.

CHAPTER FIVE

DISCUSSION

5. Discussion

The study set to assess the importance of expanding the literature of the coach-athlete relationship by looking deeper into the unconventional relationship of player-coaches' with their athletes. Therefore, this study determined the effect of the duality of the role and the dilemmas caused by it. A strong relationship between successful perceptions and the duality of the role has been reported in the results. Therefore, the study produced results which corroborate the findings of some of the previous work in the coaching field.

5.1 Impression Management Theory

The findings of the current study link with those of Lewis (2010) who described coaching as a form of acting. The player-coaches' felt they had to act in ways to make the team buy into their coaching role. Kahle (1978) stated that "impression management theory concerns with whether an actor believes that an observer perceives that the actor's behaviour is tacted" (P, 55). Here, the player-coach acted for the team, hiding the dilemmas related with the duality of the role. Lewis (2010, p.72) argued that impression management was a social process "by which individuals control how others see and react to them".

A result that correlates deeply within this theory is how the player-coach explains, no matter what they have experienced during their day prior to the coaching session; those feelings and/or the events must be ignored and set aside until after the coaching session has terminated. This lead to the player-coach putting 'their best foot forward' Tett and Simonet (2011) meaning they should 'shrug off' any negative feelings in order for the audience (athletes) to experience an acted, but false positive ethos. It is encouraging to compare this unconventional relationship further with that has been found in Goffman seminar work (as cited in Lewis 2010). Goffman suggested that the actor is a "disciplined performer" who remembers one's role to play and therefore, does not oblige by unmeant mistakes or signals to give away the role. Goffman believed the performer was someone with discretion, who would not disclose ones secrets to give the acting performance away (as cited in Lewis 2010).

Goffman's work therefore links back to the strategy used by the three elite athletes, of having a 'two hat' performance to hide the duality of the role into one.

The performer is someone "who can cover up the spur of the moment feelings with 'presence of mind'" Lewis (2010, p.72). To do this the actor shows self-control, by suppressing ones emotional feelings into private feelings within an instant Lewis (2010). Goffman's work again highlights strong relations with the results of the player-coaches'. For example, the results indicate that the player-coach divides their successful performance by the wearing of 'two separate hats'. These results directly link to how the coach becomes a 'disciplined performer' by hiding away personal feeling with the use of 'hats'.

5.2 Orchestration

Orchestration is known as the theory "that a coach maximises the modest possibilities for control, comprehension and the expression of compatible values" Jones and Wallace (2005, p. 128). The coach therefore, focuses on increasing the amount of possible controlled variables available, whilst finding a way to deter the uncontrollable variables. This study produced results which corroborate the findings of a great deal of the previous work in this field. Santos, Jones and Mesquita (2013) believed that orchestration, was a systems of how a coach manipulates her control over their athletes by using 'stakeholders' that have already bought into the coaches' philosophy. Results from this study links to Santos, Jones and Mesquita (2013) belief as the player-coaches' used the captain or vice-captain of the team to help their position within the team. Therefore, the player-coaches' manipulated the relationship shared with the captain or vice-captain being the 'stakeholder' to improve the teams perception and respect for their coach. Additionally when the player-coaches' identified that they needed more respect and belief from within the team, they described attempting to develop a stronger relationship with the next in line. For example, the captain or vice-captain in the team was always highlighted as an important relationship to have. This was due to the player-coaches using their shared responsibility in their captain to allow them to gain more respect from the team as the captain expressed their belief in the coach to the team. Therefore, the player-coach gained more respect from manipulating the captain of the team from

"such an arrangement being perceived as giving the individual the freedom to be creative from a foundation of shared, collective responsibility and understanding" Jones and Wallace (2005, p. 129).

Another way these results match those suggested by Jones and Wallace (2005); Santos, Jones and Mesquita (2013), was through the use of the variable performance. All participants believed in the importance of performing well when on the court in order for their remainder of the team to buy into their position. Indeed, they described that they had to play well in order to gain respect from the players to coach the team. Encarta (2001, p.1023) argued that this concept is figuratively consistent with the dictionary definition "to organise a situation or event unobtrusively so that a desired effect or outcome is achieved". Therefore, the player-coach became an orchestrator by using their performance to improve their chance of gaining the respect held by their players within the role as a coach.

The result of this study linked again to Jones and Wallace (2005) beliefs of orchestration are how all the player-coaches' provided an open environment where athletes' opinions were respected valued and appreciated. As Jones and Wallace (2005, p.129) suggests, "Orchestration operates as much by channelling athletes' agency through encouragement and incentives as by delimiting their agency through sanctions". Therefore, when it came down to team talks and vital decisions although the athletes were made to believe their opinions were valued and appreciated, when necessary the coach delimited their athlete agency through only following her instructions. The player-coach took a back step from leading to gain the athletes trust and respect, but did it to manipulate the athletes into thinking they had an opinion on the team to gain a better outcome when having to control the team completely.

Overall, the player-coaches' manipulated the relationship held with 'stakeholders', the performance and the false apprehension of an 'open environment', to increase the perception the team had for the player-coach.

CHAPTER SIX

CONCLUSION

6. Conclusion

This dissertation aimed to expand the literature around coach-athlete relationships by looking into an unconventional reality of a player-coach. Having explored the dilemmas resulting from the duality of the role including personal factors that affected coaches' activity and distinguishing which coping strategies were applied. It was found that the duality of the role of a player-coach affected their performance, both as a coach and as a player. Indeed, coaches perceived their 'playing performance' quality to be hindered by the thinking process attached to the coaching role. Furthermore, the interviewees pointed out that the level reached as players influenced the athlete's perceptions on them and, consequently the degree to which they respected them. In fact, the three elite player-coaches' demonstrated a greater perception of success in dealing with the duality of the role than the two other non-elite athletes. The next set of findings found that, both levels of player coaches' carried out the same strategies to help improve the duality of the role. The three strategies used were, language, performance and developing stronger relationship's with certain stakeholders within the team. However, these strategies still caused the player-coach dilemmas in the form of making changes to the team while keeping focused on the coaching role. To conclude the results found, the success perception was linked to the way in which the player-coach saw the dual role. Elite player-coaches' saw the role as two separate jobs put together into forms of 'hats to wear'; whereas, the non-elite tried to implement both roles constantly and lead themselves experience stress and anxiety causing them not the be able to perform either role to their best ability.

Although explored, the player-coaches' relationships held with the players represent an unconventional one, for many, it was the everyday reality. In this sense, this study provides new literature to expand the current available literature on the coach-athlete relationship. This research may serve as a foundation for future studies around these themes, as well as further developing the coach education programmes informed by the reality of what coaching may entail.

However, the findings in this report were subjected to a somewhat limited discussion due to the seldom found literature available around this unconventional relationship.

Indeed, more research is needed in order to better understand the implications of the duality of a player-coach role. In order to expand on the current findings of this study, recommendations include applying observations alongside interviews, for going beyond the participants perspectives and, consequently, developing the understanding of the dilemmas evident and of the coping mechanisms needed to be put into action.

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Appendix A

Cardiff Metropolitan University | Prifysgol Metropolitan Caerdydd

Date: 06/03/2014

To: Rachel Murphy

Project reference number: 13/5/270U

Your project was recommended for approval by myself as supervisor and formally approved at the Cardiff School of Sport Research Ethics Committee meeting of 16th October 2013.

Yours sincerely,

Sofia Santos

(Supervisor)

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UWIC CONSENT FORM

UREC Reference No:

Title of Project: **to explore relational depth within the coach-athlete relationship and the contextual and personal factors which mediate it**

Name of Researcher: Rachel Murphy

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 the participation of me is voluntary and that it is possible to stop taking part at any time, without giving a reason.

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

4. I agree for myself to take part in this case study of coach-athlete relationship.

Name of person taking consent

_____

 Date _____

_____

Signature of person taking consent

* When completed, one copy for participant and one copy for researcher's files.