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Comments	Section		
	<p>Title and Abstract (5%)</p> <p>Title to include: A concise indication of the research question/problem.</p> <p>Abstract to include: A concise summary of the empirical study undertaken.</p>		
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Explore athlete's perceptions of a coach's use of power.

**(Dissertation submitted under the discipline of
Coaching**

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Abstract

The aim of this study was to investigate different athlete's perceptions of their coach's power. One of the main objectives looked at throughout the study was the coach athlete relationship and how the athlete perceived their coaches use of power to affect it positively or negatively. Trazaskoma- Biceserdy et al. (2005) suggest that the coach athlete relationship is important as its nature determines athlete's performance. Five female athletes were chosen as participants for this study as they all represented their sport at an elite level. Three of the participants were involved in a team sport and the other two were individual athletes. All the athletes were involved in a semi structured interviewed which lasted 30-40 minutes. The interviews included the athletes giving information about their training environment. Questions involved them talking about the relationship they had with their coach. Findings demonstrated that currently all 5 participants had a positive coach athlete relationships, they all stated that this had a positive effect on their performance as they felt more confident and motivated to perform. On the other hand, some of the participants were able to talk about past experiences where they have had a negative relationship with their coach; this resulted in the opposite effect as it had a detrimental effect on performance for many reasons, this left the athlete feeling unconfident and frustrated.

CHAPTER ONE: **INTRODUCTION**

1.1 Introduction

Power can be defined as “the capacity to produce and contribute to outcomes by significantly affecting another or others” (Luke, 1993: 504). This definition is very broad as it considers all areas of power. Weber, (1946) on the other hand perceived power as the ability of an actor to realize their will in a social action even against the resistance of others. It is important that there is an understanding of the dynamic power relationship that exists between coach and athlete to understand what power should be used in different situations. Greater appreciation of the dynamic nature of coaching in terms of the agency available to coaches within given structural constraints, thus contributing towards the generation of theory that depicts the activity’s complex reality (Purdy, Jones, & Cassidy, 2009) Coaching is interpreted as possessing six different sources of power that are all used in different situations, this framework of power was developed by French and Raven (1995). The power used by the coach, and the athletes’ perceptions of this can have a contribution to causing a very complex environment, and this has a knock on effect towards the social dynamics within the coach-athlete relationship. This is because both coach and athlete have a certain amount of agency that they want to exercise and sometimes have contradicting ideas. Jones (2006) summarises so although coaches try and get everyone pointing relatively in the same direction, the environment is characterized by a multitude of stakeholders with a range of priorities, perceptions and specialities.

1.2 Aim of study

Therefore, the aim of this study is to explore athlete perceptions of a coach's use of power. This aim will be addressed through a series of interlinked research objectives. These relate to exploring:

- (1) the effect of a coach's power on the coach –athlete relationship.
- (2) how the coach's power is perceived as having an impact on performance.
- (3) the effect of a coach's power on athlete learning, and
- (4) the short term and long term effects of coaches' power.

1.2 Rationale

The principle value of the study lies in building on earlier discussions of coaches' power and how it is evidenced (e.g., Cassidy, Jones & Potrac, 2009; Jones, Armour & Potrac, 2004). There has been little research carried out on coaches' power and, more specifically, how it can affect the coach-athlete relationship. This is important to understand in order to improve coaching practice and coach education. Jowett & Cockerill, (2003) have examined athlete perceptions regarding desirable and problematic coaching relationships; they have not directly or adequately addressed the concept of power and its various manifestations within such relationships. This study responds to the call of research by not only increasingly looking into athletes' positive and negative perceptions of coaches' power, which affect coach-athlete relationships but also at how coaches' power can effect other important aspects in the coaching environment, such as learning . Groom et al. (2011) suggests that the effectiveness of coach–athlete relationship is influenced by a number of complex interacting social factors, such as coaching knowledge, power, respect and the suitability of the learning environment. This research sheds some light on the power relations that exist in the coach athlete relationship from the athletes' perspective.

Jones (2002) argues that the understanding of the dynamic power relationship that exists between coach and athlete is necessary for effective coach education and effective coaching practice. This includes looking at power within different dimensions. This is supported by Westwood (2002) who suggests that power isn't a part of a binary relationship but is transformative in nature.

CHAPTER TWO: **LITERATURE REVIEW**

2.1 Coaching research

Cushion et al (2006) suggests that coaching literature as one dimensional, as it sometimes focuses on one aspect of the coaching process. Recent work has positioned coaching as a social endeavour (e.g., Jones, 2007). This is because the coaching process includes both coach and athlete working together to achieve a common goal. The coaching process up until now is has been under researched and needs more enquiry to understand the process better. Lyle (1999) suggests that there is a need for future inquiry into the coaching process to more adequately examine its essential social and cultural nature. They believe that the social aspects are just as important as tactical and technical aspects of the coaching process. More recently, Jones's (2006) perspective has been increasingly used to examine the relationship between coaches and athletes as well as with other stakeholders. Mclaughlin & Talbert (1993) suggest that the analysis of coaching is not limited to styles of delivery, strategies of management or a set procedure, but should be focused on the social dynamics of the coaching context. Cote (1995) then suggests that individual coaches interpretations of their experiences, meanings and knowledge are used to guide actions, this could contribute towards a generation of theory that represents the complex realities of the coaching process.

2.2 Broad view of power

It's important to understand power as a sociological phenomenon that has been theorized to understand how it links to coaching. (Touraine, 1981: 33) defined power as a 'social relation'. Most interactions within the coaching environment involve using a source of power, whether it's used by the athlete or Coach Lukes (1993) suggests

that power is the ability to influence another person. The power use in the coach-athlete relationship is very dynamic. This power isn't only used by the coach and athlete it is used by everyone within the environment as everyone has a certain amount of agency. Westwood (2002) supports this as she suggests that power is not located in one place, institution or person, but is constantly reinvented and re-negotiated through social actions. Jones and Wallace (2005) suggest that the coaching process leaves all actors with sufficient agency, to pursue goals; this makes it hard for the coach to have control over everything in the coaching process. Research has been done into making this coaching process more simplistic and easier to manage. Potrac et al. (2002) suggests that the issue with power is related to the coach needing to gain respect of the person he or she coaches. Earlier work by Cassidy et al (2009) has suggested the importance of coaches using the framework of power developed by French & Raven (1959) this theory is based around six different sources of power in different coaching situations. These sources include informational power, reward, and legitimate, coercive, referential and expert power. French and Raven's typology has been among the most popular approaches to the conceptualization of social influence Podsakoff & Schriesheim (1985) highlight that a coaches power is very diverse and isn't a straight forward process as the social dynamics within a coaching power are continuously changing and unique. This is why coaches need to know their players to understand what base of power that athlete works best of so they can apply it.

2.3 Rationalistic view

Coaching has until relatively recently been perceived through a rationalistic view, assuming it to be a rather unproblematic environment. This is supported by Jones, (2007) who found that sports' coaching has tended to portray the activity as a linear

and a sequential process. From such a positivistic perspective, coaching was seen as functional and unproblematic. Due to this perspective there has been many models created for coaches to follow. However, many coaches have found these vague and hard to follow. Bowes and Jones (2006) supports this statement as they state that many coaches find the models problematic and hard to follow. Similarly Jones and Wallace (2005) describe coaching models as underestimating the complex nature of coaching. A coaching model is very vague and some people say it can never really prepare you for the dynamic reality of the coaching process. Woodman (1993: p168) states that "there is no comprehensive framework that represents the complex reality within coaches' work". So going off previous literature it shows us that realistically a coaching model can't prepare you for the unique situations that a coach is faced with as they are all different and require different actions. Jones (2006) thinks that these current affairs are attributed to the view of coach education. "Which has tended to present coaching knowledge as an almost 'autonomous body of facts that is passed on through generations" (McKay *et al.* 1990, p.62). Here it is assumed that coaches are just responsible for the transfer of knowledge to athletes, and a knowable sequence to just be followed. This view ignores the reality that coaches work within as it includes significant others. Jones (2006) summarises "so although all coaches try and get everyone pointing in the same direction, the environment is actually characterized by a multitude of stakeholders with a range of priorities, perceptions and specialities" Jones (2000) argued coaches operate as social beings in a social environment and is linked to constraints and opportunities within human interactions. Borrie and Knowles (2003) support this they suggest that models don't take into account the other elements of coaching and the coach's role within the coaching environment.

2.4 Complex view

Even though it is thought by some that the coaching process is a knowable sequence, some have contradicting ideas and think it is a very complex process filled with ambiguity. Jones (2007) who supports this idea, as recent investigations have positioned coaching as a social activity, inextricably linked to the constraining and enabling influence of both structure and agency. Jones and Wallace (2005) agree with Cushion's suggestion about models being unproblematic representations of the complexity that lies within the social relationships in coaching. There are many aspects that influence the coach athlete relationship, however power and the way in which it is shared between the coach and athlete and lies at the heart of the of the complexity. Lyle (2002) suggests that there is no doubt that sports coaching involves a complex set of power relationships, and that this gives a potential for a reconceptualization of coaching styles and interpersonal relationships. The use of power within the coaching context is very complex and filled with ambiguity. Jones & Wallace (2005) the coaching process is therefore characterised by an ineradicable element of ambiguity, or uncertainty. This is because both the athlete and coach want to exercise their power but sometimes there may be contradicting ideas which can leaves uncertainty over what everyone is trying to achieve. Borrie (1996) suggests that the level of power and control a coach can exert over many aspects of the coaching environment will affect the nature of coach-athlete interaction on the practice field. From a coach's perspective decision making can be quite complex and challenging, because a coach has to make decisions based on limited information especially in a team sport as it's hard to know what everyone is doing all the time. Jones & Wallace (2005) support this statement by saying that coaches can only have a limited awareness of the indirect impact of their actions. Many researchers

have looked into orchestration as a way of coping with the complex nature of coaching Jones & Wallace (2005) suggest that orchestration is a process of a coach harnessing their agency, and steering change. Coaches do this by appointing leaders so goals are achieved through them. It's as if the coach takes a step back and guides the athletes in the right direction so they get a sense of empowerment. Jones and Wallace (2005) believe that opposed to leading from the front, orchestration is characterized by behind the scenes string pulling. Cushion and Jones (2001) carried out a study of top level Norwegian Football coaches and found that they used the unobtrusive coaching method of 'silence' when they were doing set drills or practices. He found by the coaches using this method it empowered the athletes to make decisions by themselves on what needed to change, opposed to the coach stepping in and correcting them. Further work by Jones et al (2003) confirms that majority of top level coaches work take place unobtrusively. Wallace & Pocklington (2002) agree with this because their conception of orchestration is a range of unobtrusive practices and involves the initiation, organising and maintenance of tasks and be able to cope with the consequences of each action.

2.5 Coach-Athlete relationship

There are many factors that determine the progression of an athlete. The coach-athlete relationship has been defined as ".the situation in which coaches' and athletes' emotions, thoughts, and behaviours are mutually and causally inter connected" (Jowett & Ntoumanis, 2004, p. 245) Jones et al (2004) suggest that the coach athlete relationship can be seen as the heart of the coaching process. A positive coach-athlete relationship plays a big part in a successful coaching environment and can be the difference between winning and losing. Coakley (1986)

suggests that the coach athlete relationship has an impact on their training process and performance outcomes. Researchers are agreed upon the centrality of the athlete-coach relationship as an important part of the coaching process for its contribution to athlete motivation, satisfaction, self-esteem, sport achievements and quality of life (Jowett & Meek, 2000). There are many different aspects that contribute to having a positive coach athlete relationship. Jowett and Cockerill (2003) suggest that mutual trust, respect, belief, support and communication are among many of the most important aspects. Jowett and Cockerill (2002) suggest that it's about the athletes and coaches feelings being mutually interrelated to have a positive coach athlete relationship. Leach and Moon (1999) agree with as they state coaching is a very demanding role, and includes both coach and athlete working together. Hemery (1986) supports this position as he documented the experiences of some elite athletes and found that positive coach-athlete relationships often lay at the centre of the athlete's narratives. As a coach it's important to get to know your athlete so you know how they learn best and which best ways to coach them. Continuing with the work related to studies with women athletes. Balague (1999) found that in elite gymnastics, coaches sometimes do not fully understand their athletes; this caused the women involved within this study to feel underappreciated and trivialised. It is important to get a certain amount of appreciation and respect between the coach and athlete in order to build a good relationship. A good coach-athlete relationship is about understanding and taking on board each other's feelings and working together to achieve a common goal. Jowett and Ntoumanis (2004) suggest that it's about the situation in which coaches and athletes understand and respect each other's emotions and thoughts and are mutually inter-connected. Jowett & Chaundy (2004) did a study on team sports which demonstrated that

athletes' perceptions of the quality of their coach athlete relationship and coach leadership predicted how good team cohesion was. Many studies have proven this including. Jowett and Cockerill (2003) found that positive relationships between coach and athlete at high performance level sport were athlete-centred, underpinned by shared knowledge, open communication, trust, mutual respect and clearly defined roles. The importance and influence of coach-athlete relationship was also studied in Greenleaf, Gould, and Dieffenbach (2001) who done a study on US Olympic athletes from the 1996 Olympic games. In this study they found that athletes who failed to reach their full potential and achieve during the games was because of conflict between the athlete and the coach and poor communication from their coach. Conversely, he found that athletes who did achieve attributed their success to trust and respect between their coach as well as good quality feedback from the coach. Kalinowski (1985) done a similar study with US Olympic swimmers and concluded that elite athletes can't reach high performance levels without direct support from their coaches. This matches the findings of Hemery (1986) who documented that the world's most achieving athletes have a positive coach athlete relationship at the centre of their narrative.

2.6 How Power effects coach athlete relationship

There are a lot of power battles within the coaching environment as it is filled with many stakeholders trying to exercise their agency. Jones (2007) suggests that recent investigations have positioned coaching as a social activity linked to constraining and enabling both structure and agency. To better understand this agency debate in coaching other investigations have employed the work of Giddens

(1984) who sees power as a relational because it is generated in and through social structures. This work builds on previous work of Armour & Potrac (2004) which has explored the complex power dynamic within the coaching environment. Whether the coach likes it or not the athlete will always have a certain amount of power, the coach can't have complete power and control over everything. Jones (2006a) supports this statement and Giddens (1984) point about coaching being relational and states that athletes will always have a degree of influence in the coaching environment. Athletes may have contradicting ideas, beliefs and goals to the coach which they need to respect in order to create a good coach-athlete relationship. Coaches and athletes may choose to ignore each other's opinion and just go along with what they believe and what they may think is right. This can have an effect on the coach-athlete relationship as an athlete may lose motivation because they don't feel like they have an input into the process. Jones & Wallace (2005) summarises this by stating the coaching process leaves all parties with sufficient agency to pursue alternative goals, leaving coaches without the capacity to ensure tight control over the process and outcomes, regardless of their superior position of coach. Through athletes perceptions of a coaches power it can cause an athlete to lose respect for a coach so they don't really value what the coach has to say. Purdy (2008) did a study on elite rowers and how they resist their coach's authority. These rowers had such little respect for their coach due to the lack of authority. This is similar to the study Cushion & Jones (2006) carried out on young football players who tended to withdraw effort in coaching sessions because they didn't value what the coach was asking them to do. This lack of mutual respect between both coach and athlete can result in a negative coach-athlete relationship which has both short term and long term effects. Jowett and Cockerill (2003) found that positive

relationships between coach and athlete at high performance level sport were athlete-centred, underpinned by shared knowledge, open communication, trust, mutual respect and clearly defined roles. The way in which a coach exercises their expertise can be seen through their discourse. Wright (2000) suggests that socio-philosophical aspects of a coaches role more specifically how a coach uses their discourse to control and athlete and improve them has received little attention. Johns & Johns (2000) bridged this gap by doing a study on the 'discourse of expertise'. A coach is seen as a knowledge giver to athletes and someone who knows how to make someone the best they can be. Johns & Johns (2000) also suggest that the coach is seen as the knowledge giver and the athlete's receivers who need that knowledge to better their performance. Sometimes the coach takes advantage of this power they have over an athlete and don't take into consideration how they can affect that athlete. Drummer et al (1987) suggests that consequently through pressure of being the ideal body shape and weight, athletes can develop eating disorders in attempt to try and improve their performance. They can almost become robots and try to match up to this ideal athlete that a coach talks about. Shogan, (1999) suggests that the given ideal clashes with the unique and hybrid nature of athletes. These identities are formed through a coach discourse and practices. Coaches can sometimes take advantage of their power dominated role and go beyond their expectations. Sparkes (1998) summarises by drawing attention to the often power dominated and problematic relationships between both athlete and coach and the part a coach plays in the production of an athlete's sense of self.

CHAPTER THREE: **METHODOLOGY**

3.1 Introduction

This phase of the study included carrying out semi structured interviews to gather data from different athletes involved in both team and individual sports in relation their coach's use of power in different situations. The section will begin by discussing why a qualitative approach was taken. The chapter will begin by discussing why a qualitative approach was taken. This is followed by sections addressing interviews as the means to gather data, the participants and why they were chosen, the procedure undertaken how the data were analysed and finally, how ethical considerations were employed.

3.2 Qualitative approach

A qualitative approach was chosen for this particular study because it was important that the athlete's feelings thoughts and opinions were gleaned. Gratton and Jones (2004) suggest that qualitative research, intends to capture meanings or qualities such as thoughts and experiences. Such a perspective acknowledges that human actions are 'based on, or infused by, social meanings, intentions, motives, attitudes and beliefs'. (Jones, 1997, p.41). Many people value the qualitative approach over the quantitative research method because compared to quantitative data, qualitative contains greater depth and can represent people's attitudes and beliefs. (Haralambros and Holborn, 1991). The nature of qualitative research was the reason why this approach was taken for the current study, as the athlete's feelings, thoughts and experiences was what was most important.

2.3 Interviews

The research method used within this study was that of interviews. Interviews were useful because they are a way of examining different athlete's personal experiences in their own words. Gratton and Jones (2010) suggests that, interviews are the most common method by which qualitative data are collected and can obtain large amounts data quickly. More specifically, semi structures interviews were chosen for this study due to the flexibility of the questions asked allowing for a more in depth discussion to take place. This instigated other unplanned questions to be asked based on the response of the participant. Even though interviews have many positives, they don't go without limitations. One strength suggested by Gratton and Jones (2010) was that interviews allow participants to talk about their own personal experiences in whatever way they like as well as other topics considered relevant. On the other hand, a principal limitation is that one can never assume that answers are always true or honest. In this respect, an interviewee's responses may sometimes be based around what they think you want to hear. Additionally, as the interviewer it can sometimes be hard to get the participant to talk about experiences that might be personal or private but are most useful for your study. This is why it is important to make the interviewee feel comfortable and build a rapport with them so they are able to open up and share these experiences. Other interview techniques that are important include avoiding closed questions that allow just for a yes or no answer. It is important that open ended questions are asked to allow interviewees to go into detail with their answers. In this respect, Metzler (2000) suggests that, closed questions do not possess significant potential for developing depth in thinking despite having limitations; interviews possess considerable benefits because they are a way of collecting more detailed data than from a survey or questionnaires. With

interviews one can also use probing techniques to delve deeper into the interviewees' experiences. It was hoped that through using semi structured interviews, athletes' perceptions of their coach's power and how it affected their coach-athlete relationship would be gleaned.

3.4 Participants

It was vital that the participants chosen for this study met the necessary criteria, so that rich data could be obtained. Purposive sampling was carried out to select participants based on their characteristics and suitability to this current research. Silverman (2001) suggests purposive sampling allows researchers to choose a case because it illustrates some process that is of interest. The participants used for this study consisted of five elite level females from a variety of sports. Two of them were involved in individual sports and three involved in team sports. These sports included: Netball, Football, Basketball, Athletics and Pole vault. The participants had the highest level of experience in their chosen sport. This included representing their country in tournaments such as World Youth championships, and World Cup qualifiers. The ages of the participants ranged from 20-21; all were students. The participants were selected based on their appropriateness for this particular study, and the level in which they had represented in their sport. Rubin and Rubin (1995) suggest that it is important to have subjects that have experience of the area being investigated. Only a small sample was chosen, enabling in depth data to be collected from each individual who benefited the aim of the study. Gratton and Jones (2010) correspond with this strategy in stating that, the purpose of qualitative data is to generate rich data from small sample groups..

3.5 Procedure

Once the participants had agreed to participate in the study a time and place was arranged which was suitable for each participant to be interviewed. Each participant had 10 minutes to read over the interview guide just so they could familiarise themselves with what type of questions were going to be asked, and to ask any questions regarding certain topics they didn't quite understand. All the participants were interviewed in the middle of their season, so experiences would be fresh in their head. Each participant was interviewed once, with the interview lasting approximately 45 minutes. The interview guide covered such topics as, power used by the coach and coach-athlete relationship these topics all corresponded with the aims and objectives of the study. The interviews were very 'reflexive in nature (Hammersley & Atkinson, 1983). Hence, even though they took a semi structured approach and specific with topics and themes being planned in advance, the athletes were free to talk about anything they thought was relevant and which applied to them. This followed previous studies such as that by Jones, Armour and Potrac, (2002:187) who stated that 'The interview guide provided the topics to be investigated, while any new ones that emerged during the course of the discussion were explored and probed'. The interviews were recorded by audiotape and immediately transcribed. By transcribing the data, it will make more sense and the common trends and themes will be easier to pick out.

3.6 Data Analysis

Data analysis was carried out through inductive means, as this study was about exploring a new phenomenon. In this respect, a variation of ground and open coding was employed. The objective was to ask the participants questions and to collect data about their experiences this corresponds with the work of Goetz and LeCompte, (1984). The interviews were examined from a team and individual sport perspective to see what different experiences the participants spoke about and how they felt about different topics. Each interview was initially analysed line-by-line to see if there were any common properties among the interviews. After this process, the interviews were put into sections which were in line with the objectives of the study. Following Sparkes, (2000:18) 'analytical memos' and coding from the initial interview helped to identify topics that were probed in the second interview. This type of coding can help to identify different concerns and statements made by the interviewees, and how they contradict or link to each other. Gibbs (2007) suggests that, coding is a useful way of managing and organising the data, and allows researchers to examine the data in a structured way. These codes were then linked together to see if there were any common themes that stood out throughout the different interviews, and to acknowledge any future research that needed to be carried out. A constant comparative method was used to see if there were any similarities or differences between the team and individual athlete's perceptions and experiences. This will help better understand if athletes prefer to have a certain amount of control and agency within the coach-athlete relationship. Having a good amount of data that links together strengthens the basis of any study. Focussed coding was finally carried out which are "more directed, selective and conceptual than word by word, line by line and incident by incident coding" (Glazer, 1978; 127)

this stage included picking out the principal themes to subsequently discuss. These themes included the importance of shared power within the coach athlete relationship, mutual respect in the coach athlete relationship and how coaches use their power differently around different athletes.

3.7 Ethics

Before the interviews were carried out, the participants gave informed consent to be interviewed. They were given a brief description of what the interview would entail and what topics we would be talking about, this made sure they were aware of the topics they would be discussing before they agreed. After they verbally agreed the researcher made sure they all had an information sheet which has a more in detail description of what the interview includes and what the researcher was looking for. They all have to fill out a written consent form to confirm they will take part in the interview and are willing to be asked questions regarding the research question. By doing this it confirms to researcher that they are comfortable talking about the research question.

Before carrying out an interview there are many ethical considerations to be made by the researcher. Halloway (1997) suggest that, the there are many ethical issues in qualitative research due to its intensive nature, and the disclosure of personal information. The researcher will ensure they talk about the importance of confidentiality, and the participant understands that everything that is spoken about in the interview will not be available to anyone else apart from the researcher. This ensures they are comfortable to talk about any topic that comes up. Kimmel (1988) ensures that assuring the participants of confidentiality will decrease the chance of

the participants giving limited responses. The researcher will make them aware that the interview will only be used in the data analysis and then will be destroyed so it isn't available to use again. The researcher will ensure the participant knows they can withdraw from the interview at any time, if they are feeling uncomfortable with any topic, or don't want to answer specific questions they are not obligated to do so.

CHAPTER FOUR:
DISCUSSION OF
RESULTS

4.1 Introduction

The main purpose of this investigation was to interview both individual and team athletes as to their perceptions of their coaches' use of power. By asking the participants different questions about the relationship they had with their coach, several themes become apparent this related to what they perceived a positive coach athlete relationship to be like. This section will highlight the important findings from the interviews, which are in turn linked to literature. The themes included 'Importance of shared power in the coach athlete relationship', 'importance of mutual respect in the coach-athlete relationship' and 'the importance of caring for the individual as a person as well as an athlete, and how that affects the coach athlete relationship'.

4.2 Theme 1: The importance of shared power in the coach-athlete relationship.

All of the athletes when questioned said that they preferred to have a certain amount of power in the relationship as opposed to the coach holding all of the power. For Example:

Participant 1: "I personally like taking lead of things, just think that's the type of person I am as it's a natural trait of mine. I try not to be bossy, but any pressure you can take of the coach whether that's leading the warm up or sorting certain situations out of the pitch that the coach hasn't got to be dragged into.

“I like the coach to give me an idea of what goal to work on, but ultimately I like to have power over what goals I set. For example he my coach says he, my coach, says he wants me to work on my agility and elevation. I will then choose what one to focus on first and decide how I will build it up”.

Likewise, Hannah felt the same about having a certain amount of power when she suggested that:

Participant 3: “I think, the coach should obviously have more power than the athlete, but then I don’t feel like the athlete should be left without any power. My coach now has the power to empower me and allow me to do my own training and make sure I’m at the highest potential possible”.

“Me and my coach have a sit down and go over everything and talk about goals. I like doing this and I feel it makes me perform better as I have an input into my training and my opinion is valued”.

Lastly, Cathy similarly suggested:

Participant 4: I think both athlete and coach should have a certain amount of power, because if you just rely on the coach to have power on your improvement, you’re never going to get anywhere. So I think it’s both, you’ve got have power over your own play. You’ve got to take responsibility to work on things you need to personally need to work on, rather than letting it fall to the coach to tell you.”

All the interviewed athletes had roughly the same perceptions of how power should be balanced between both athlete and coach, this was demonstrated when the

athletes spoke about positive experiences with coaches due to there being shared power, as well as talking about negative experiences when the coach has held all the power. The interviewees' opinions here were consistent with the work of Jones (2006) who suggested that power is relational, in that athletes will always have a degree of influence in the coaching context. This also agrees with Freberg (2000) who suggested that one of the coach's aims in order to develop a positive coach-athlete relationship is to listen to the athlete's opinions and thoughts and come to mutual agreements. Participant 5, who competed in an individual sport, thought she should have a little amount of power, and that the coach should always have more control.

"I'm quite happy with the coach telling me what to do, I think I learn better when they are telling me what to do and giving me tasks, where as if I'm given the opportunity to get involved I would go off task.

This perception is supported by Slack (2000), who stated that the current coach-athlete relationship is characterised by rank and power, with one party perceived as having knowledge and the other as needing it. On the other hand, this contradicted the perceptions of the other athletes, who claimed to have liked to have a certain role within the relationship where they felt they could exercise their agency. Giddens (1984) suggests that the idea of "role" can be seen as the positioning of actors. This acknowledges the interaction experienced by the coach and athlete, and what it means to have a particular identity in that relationship. This is opposed to an athlete who is just there being told what to do all time and doesn't have a say in anything that goes on within the coaching environment. This type of coaching behaviour where the coach has all the control showed to have a detrimental effect on coach athlete behaviour. Kidman and Lombardo (2005) suggested that if power

is misused, then the relationship can deteriorate with athletes choosing different pathways. This is also consistent with Jones et al (2005) who carried out an ethnography study of an elite swimmer, which track the course of a coach-athlete relationship from reverence to dysfunction as a consequence of perceived uncaring coaching practice. Coaches need to be aware that if they always hold all the power within the relationship, athletes might not achieve what they want them to achieve. The point trying to be made which links to previous work of (Jones et al 2005, 2006) is to not criticise the hierarchical coaching structure, meaning the coach should have more power than the athlete but to make coaches aware of the social actions and impact on relationships by always controlling the coaching environment.

Participant 3's experiences support Jones (2005) study, because she spoke about how her coach had so much power over her which then affected her performance and she didn't achieve what her coach wanted her to.

Participant 3: "well I had no motivation; I had no motivation to do anything. I didn't even want to train or go to competitions. Then at some point I felt like I wasn't even competing, so I just wanted to quit."

4.3 Theme 2: Mutual respect in the coach-athlete relationship

It was apparent; from the data that mutual respect between the coach and athlete was important to develop a positive and successful coach-athlete relationship. According to Jowkett and Cockerill (2003) mutual trust, respect, belief and support are considered among the most important relationship components that contribute to performance, success and satisfaction. All of the participants interview, viewed mutual respect as an important factor of developing a good coach athlete relationship. They thought a mutual respect was key for successful team and

individual performance because both coach and athlete would be working together collectively towards the same goal.

Participant 1: “I think respect for the managers and coaches, and vice versa has got to be mutual, as you’re not going to get results from each other. As the coaches aren’t going to want to coach new things and then you’re not going to want to learn new things, so nobody is putting effort into what is trying to be achieved.”

As Participant one briefly touches on the fact that in order for there to be a working relationship and for the athlete and coach to get the best out of each other, they both must respect each other’s opinions and thoughts to be successful. This builds on the work of Cushion and Jones (2006) who suggest that coaches acknowledge the fact that they need to obtain trust and respect their athletes. This links in with the work of Potrac and Jones (2009) as they think it is vital to respect the athlete because if you don’t you won’t get the effort out of them in which you require to succeed.

Participant four also thought mutual respect was important in the coach athlete relationship, because when asked what key things she thought was important in the coach athlete relationship she said:

Participant 4: “I think mutual respect, because obviously it’s about me listening to what my coach has to say and getting on with the job and everything but then at the same time if I disagree with something, or if I don’t understand something, I’d like to be able to say. Well wait I don’t get the

point of this can you explain it to me again better. I think it's about knowing the coach is approachable as well.

Participant five, who is a swimmer, also thought mutual respect was vital as she thinks:

Participant 5: “Mutual respect is important because if I respect them and they show me that they don't respect me by not listening to me when I say something, why should I give it back to them. When I was with my first coach he thought he was right no matter what, and even if you were like, no I can't do it, for example when I first done my back in, I was told by physio's and chiropractors not to get in the water for six weeks. Dave wanted me swimming by 3 weeks, so he didn't really respect me and how I was feeling and neither did he respect the opinion of specialists, so I didn't really respect him.

From participants fives' experience it highlights that due to the coach not having respect for her as an athlete; with regards to how she was feeling it meant that she in turn she didn't really have respect for him either. According to Dension (2007) respect in the coach-athlete relationship must be bi directional as both coach and athlete need to have the opportunity to influence the relationship. This meaning respect needs to mutual if the coach athlete relationship is going to be successful as it's hard for a relationship to built on the effort of one person.

After reading through the interviews, a few of the participants linked mutual respect with the coach knowing the athlete on a personal level and being interested in things outside of the training environment. In turn they thought this mutual respect would lead to a good coach athlete relationship.

Participant 3: My coach not only wants to know me as an athlete he wants to know me personally as well, he knows my background. This is important because of training is going bad one day, it's about the coach understanding that I have had an exam or had a busy day at college, but they can only do this by knowing what's going on in your life outside sport.

Participant two also thinks this aspect is important to build a bond: "He cares about every aspect of what you're playing, so when you come to training he wants to see how everyone is doing, but that ability to talk to him about other aspects of basketball."

This was consistent with the finding of Jones et al (2004) who argued being aware of what that individual athlete is experiencing both on and off the field helps establish rapport and positive relationships between the athlete and the coach. This builds on the study of Potrac et al (2002) who found that for coaches to be completely successful, they need to be approachable and relate to their athletes on a personal level as well to gain their confidence. This links to what Cathy said about "if I disagree with something, being able to tell them or ask them to explain again." These findings are also consistent with Poczwardowski et al (2002) study who described the relationship between the coach and athlete to be negative when there is no interaction between the two.

4.4 Theme 3: The importance of caring for the individual as a person as well as an athlete, and how this affects coach-athlete relationship.

When reading through the interview transcripts a common theme that stood out was the importance of the coach caring for the respondents personally as well as athletes. All the participants perceived this to have a positive effect on the coach-

athlete relationship as they felt closer to the coach personally which ultimately helped their performances. Jones (2006) suggested that, caring within coaching is dependent on the creation of a social learning environment, where the learner can accept feedback from the coach who is supposed to be 'the more capable other'. Even though caring is a very important concept within the coaching environment, it is very undeveloped, hence it needs to be researched further to understand its importance.

Participant 1: By having an over sees coach; we only have a limited amount of contact with the coach a week. I don't feel, you know if we have a squad conveyor belt of thirty or forty players and the only information he is getting from us week in week out. I don't feel he knows us as people, I play netball as well and you could ask her the names of my grandparents and she would know them"

Participant 3: "I like the fact that my coach at present not only knows me as an athlete he wants to know me personally as well, he knows all about my background. He is also a lecturer at the university so he is involved in my educational side as well. I feel like this is why we have such a good coach-athlete relationship"

Participant 2: "I think in order to the build a bond with your coach, there needs to have a certain amount of care for you outside of Basketball. Like my division 2 coach, he cares about every aspect of what you're playing. So when you come to training he wants to see how everyone is doing, but I like the fact I have the ability to talk to him about other aspects of basketball"

The participants obviously considered that caring for them just as athletes with regards to their performances and outcomes wasn't enough; they need to be cared for personally in order to feel valued by their coach. Armour and Jones (1998) define the difference between caring for and caring about athletes. All the participants spoke about having a positive coach-athlete relationship due to the coach caring for them personally. This idea coincides with Vygotsky (1978) who stated that, caring in coaching all depends on the quality of the coach athlete relationship, as there has to be a learning environment where the learner will accept advice of the coach. Jones (2009), however, suggests it is hard to integrate caring into the coach athlete relationship, as the athlete needs to be able to accept the care from the coach.

Jones (2009) research also supports participant three experiences, when she had a coach who didn't care for her personally and just cared about the results, she spoke about how this affected the relationship she had with him.

Participant 3: No he didn't care for me at all; he was more interested in his reputation, not the fact that I had a bad knee. She just wanted me to go out and push myself to the point where I couldn't handle it anymore.

In the interviews, the athletes who talked about having a good coach-athlete relationship through aspects such as caring tended to have more power within the relationship. This was due to the mutual trust and respect as well as caring for each other's opinions and thoughts.

Participant 3: " My coach empowers me to do my training outside of pole vault and make sure I am at the highest potential because he trusts I will do it"

This thought coincides with Foulcault (1983) who regarded power as something that shouldn't be possessed by one person but as a series of relations that both the coach and athlete have. The athletes who spoke about having a strong coach athlete relationship, felt it helped them perform better and be more confident in the coaching environment because you know your coach has confidence in you.

Participant 1: "I perform better when I know my coach believes in me"

Lyle (1999) recognized that the coach-athlete relationship is likely to determine how an athlete performs as well as their confidence and satisfaction..

4.6 Further research

The key themes that stood out have provided an opportunity for further research. For example, many of the athletes stated that they respected their coaches more if the coach cared for them on a personal level and not just an athlete. Also, they had more respect for them if the coach gave the athlete a certain amount of power. By doing this the coach-athlete relationship was considered a positive. This suggests that there can be more research carried out on the importance of caring and mutual power in influencing the athlete's perceptions of the coach, and how it impacts the coach athlete relationship. Research could be carried out around the aspect of, how much power do athletes really want? Also the importance of empowering athlete's and how it can benefit their performance and the coach-athlete.

In future studies that look at the relationship between the coach and athlete, taking both coach and athletes perceptions into consideration to determine if the coach and athlete have the same feelings and how it affects the coach athlete relationship. By

following this procedure, both sides can be represented fairly allowing a more reliable reflection of the coach athlete relationship.

CHAPTER FIVE:
CONCLUSION.

5.1 Conclusion

To conclude the findings of the study, this study aimed to look more into the social relationship within the coaching environment and understand better how the coach's use of power affects the coach athlete relationship. More specifically, the aim of the study was to investigate athlete's perceptions of their coach's power. Semi structured interviews were conducted to investigate the research question.

All the participants expressed positive perceptions of their coach's power, which led to them all, having a healthy coach athlete relationship, even though some were better than others. The key elements that the athletes perceived as important in developing a positive coach athlete relationship were, shared power, mutual respect and caring for the individual on a personal level and not just an athlete. By the coach demonstrating these elements within the coaching environment, the participants developed respect for the coach in return because they know their coach cares for them. This then allows the athlete to be more confident and motivated to perform. The athletes that spoke about negative past experiences they have had with coaches implied that the coach didn't demonstrate the important elements that contribute to a positive coach athlete relationship. This then affected the performance of the participant as it decreased confidence and motivation.

So these findings demonstrate different athlete's perceptions of the coach's power and how that then affects the coaching environment with regards to coach athlete relationship and athlete performance and learning, which is what this research study set out to investigate. So overall it has been suggested that the way in which a coach a coach uses their power can have an effect on the relationship the coach and athlete has with each other. There are both strengths and limitations that emerged

from the findings of the study, a key strength of this study is that it addresses a gap in the research and contributes to knowledge. There has been limited research carried out specifically around this research question, especially with regards to the themes addressed within the discussion. These themes are relevant to the ever changing and complex coaching environment that athletes and coaches work in. Toole, and seashore Louis, (2002) suggest that coaching is a, non routine, problematic and complex endeavour.

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APPENDICIES

APPENDIX A:
ETHICS APPROVAL



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

Date: 08/03/2014

To: Carly Lewis

Project reference number: 13/05/219U

Your project was recommended for approval by myself as supervisor and formally approved at the Cardiff School of Sport Research Ethics Committee meeting of 27th November 2013.

R. Jones

Yours sincerely

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APPENDIX B:
CONSENT FORM

INFROMED CONSENT FORM

Title of Project: Impact of coach's power on the coach-athlete relationship in a team environment.

Name of Researcher: Carly Lewis

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, my relationship with Cardiff Met will not be affected for future preferences.
4. I understand that information from the study may be used for Reporting purposes, but I won't be identified in it.
5. I agree to take part in this evaluation.

Name of Participant:

Signature of participant:

Name of person taking consent date:

APPENDIX C:
PARTICIPANT
INFORMATION SHEET

Participation Information Sheet

Background

This aim of this study is to find out Different athletes perceptions of their coach's power. I then will have a look at how it affects certain things within the coaching environment such as coach athlete relationship, weather it has any long term or short term affects, if it affects learning and results. I will be interviewing six elite females, 3 individual sports and 3 team sports.

There are two areas that the project will examine:

- (i) The way in which a coach uses there power and athletes perceptions of it.
- (ii) How the way the coaches act have an affect on the coach athlete relationship.

You're Participation in the research project

Why you have been asked

You have been selected to participate in this study because you are suitable to the criteria that I require for my study.

What would happen if you agree to participate in this study?

If you agree to join the study, there are three main things that will happen.

1. I will visit their training session and ask them if they would be interested in participating in my study once telling them what the study is about and what I'm researching into.
2. I will arrange a time and place that is suitable for them, outside of their sporting environment so they might feel more comfortable and be able to be more open and honest. Make sure they are provided with a consent form before the study.
3. When meeting with the participant I will ask them a few questions to make them feel comfortable and ensure them of confidentiality and trustworthiness and then interview them for an estimate of 30 minutes.

Are there any risks?

I do not think that there are any potential risks of this study. If the participation is unwell or feels unable to answer any questions for some reason they should just tell us and the interview will be stopped.

Your rights

Joining this study does not mean that you give up any legal rights. In the very unlikely event of something going wrong during the evaluation, Cardiff met fully indemnifies its staff, and participants are covered by its insurance.

What happens to the results of the interview?

The interview will be carried out and answers will be written up depending on the participant's answers. All the interview answers will be transcribed and written out again so it is easier to understand. All the information will be presented in my study followed by observations of the participant's session. All names of the participants will be taken out just named as elite/non elite female/male athletes.

Are there any benefits from taking part?

There is no cost to participate in this interview and is a really positive experience and can help you understand what lies beneath sports coaching and aspects that surround it.

What happens next?

With this letter you will find an informed consent form that requires you to fill out before participating in the interview. And a briefing on what the interview will include so you are comfortable with the content before participating in it.

How we protect your privacy:

Confidentiality is taken very seriously in this study, so everything you provide in the interview will be kept in the interview and for this study only.

All information that you require us with will be stored away from reach of any other people. And after the study is finished all information that was provided will be destroyed.

Further information

If you have any questions about the research or how we intend to conduct the study, please contact us.

Carly Lewis

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APPENDIX D: **INTERVIEW GUIDE**

Interview Guide

Interviewees

- Nia Jones (football) (Y)
- Cathy Bastian (Netball) (Y)
- Caoimhe Colgan (Basketball) (Y)
- Heidi Cole (Gymnastics) (Y)
- Hannah Grub (Pole Vault) (Y)
- Kayleigh Dawson (Athletics)

Important Points

- Semi structured Approach
- 30 minutes Duration
- 3 team players/3 individual sports.

Aim: Athletes perceptions of a coach's power?

(5) Objective 1: the effect of a coach's power on the coach –athlete relationship.

(6) how the coach's power is perceived as having an impact on performance.

(7) the effect of a coach's power on athlete learning,

(8) and the short term and long term effects of coaches' power

Guide

How are you?

-Thank you for being here this morning/afternoon.

-Introduce the interview; tell them what we are going to talk about?

What level are they playing at?

How long have been playing?

What you think makes as good coach (qualities)?

So how many Coaches have you had in your sporting career to date?

-Any of them stand out for any reason.

What does power mean to you?

Give a definition of it; tell them what I mean by power.

What are your views on coach and athletes' use of power?

How do you think a coach should exercise power?

-WHY?

Do you like to be able to exercise a certain amount of power as an athlete?

-WHY? HOW?

What do you think a good coach athlete relationship is? WHY?

What is the coach's role in developing a good coach athlete relationship? WHY?

What's the athlete's role? WHY?

Have you had any good or bad relationships with a coach?

How did that affect you in your sport? WHY?

Can you think of any long term or short term effects of a positive coach athlete relationship?

“ Negative affect of C-A relationship?

Do you think the way in which the coach exercises their power has short or long term affects?

-WHY? HOW?

Can you give examples of long or short term affects that might relate to you?

What do you think facilitates learning in the coaching environment?

-WHY? HOW?

Do you think the power relationship affects your learning? WHY? HOW?

Do you think it's hard to learn, when then coach always has the power? WHY? HOW?

Do you learn better, if you make some of your own decisions when training/playing? WHY? HOW?

Do you think the way in which a coach act around you (positively/negatively) can have an effect on your results?

If so why?

If you have no input into your performance and make no decisions, does it to de-motivate you?

WHY? HOW?

APPENDIX E:
INTERVIEW 1

Data transcribe- Nia Jones (football)

I: Hi Nia, How are you?

P: Hiya, good thanks how are you?

I: Good thanks, how's your day been?

P: Not bad so far thanks

I: Good, right okay. Thanks for taking time out this afternoon and completing this interview for me. Just to give you a bit of an insight to what we're going to be doing in this interview. We are going to talk about my aim which is "Athletes perception of a coach's power" and talk through a few of my objectives, which I will ask you questions on. One being, the effect of a coach's power on coach athlete relationship. Umm, how you think a coaches power is perceived to have an impact on your performance. The effect of a coach's power on athlete learning and short or long term effects of a coach's power and I will be asking you to give a few examples that are relevant to your sport.

I: so first of all then, what level have you played at in football?

P: umm, I've played internationally for my country, at senior level I think 20 times. I've played for the age groups as well, but I think imp too old for that now.

I: What's most probably been the best competition you've played in to date?

P: umm, I think European qualifies are always good, especially with the atmosphere because our families and friends are able to come and watch. Iv particularly enjoyed travelling Europe, but the home fixtures are always the best because we can have a good home crowd behind us.

I: SOO, you've mentioned you've come through the age groups with football, so how long roughly have you been playing?

P: I think I first got capped for the Wales u17's when I was 15 years old in 2008.

I: So you've got quite a wide range of experience in football, so in that time you must have had a few coaches, as you've said you've come through the age groups. How many coaches roughly would you say you've had?

P: Umm I think at club level, ive only probably had about 3 or 4. I've tended to stay with the same clubs. Internationally, we have a different one for each age group. Soo, il be on my fourth coach now with Wales.

I: Cool. Okay, so as an athlete what qualities do you think a coach should have ideally in your opinion?

P: umm, Enthusiasm. I think first and for most , especially if their male in such a male dominated environment such as football. They can't expect from young girls things that boys can deliver, its just not the same you know as much as we are striving towards it, it's just not the same. Soo, the respect and the enthusiasm from a coach who wants to work with girls is imperative. Umm, they must have discipline, at international level sport you've got to have that discipline. Otherwise, it takes the specialness of playing from your country away as you don't have that strict leader there who you know you can't mess with. They've got to be approachable.

I: (Yep)

P: Training has got to be varied. Got to be creative and be able to think on their feet, especially with a lot of 16 year old girls, you don't know what's going to happen next.

I: yeah, cool. Okay, with regards to my aims and power. What does power mean to you?

P: umm, I think the power a coach has over a group of athletes, you've got to be a certain type of person to control people who play a team sport. I mean, if your one on one you can build a relationship with one person, but if you have a squad of 18, where everyone reacts differently to different things. And to make 18 people do what you want is a task I think. Don't think you can rely on one type of power either.

I: So have you ever been in a situation before where a coach has ever struggled to get like you said " 18 people to do what they want you to do"?

P: I think if I think back to before I came to university, the local club side that I played for. I think towards the end because myself and maybe one or two others were starting to get international honours, even though we were still 18 years of age our coach was in her 20's and I think she struggled, even though we had a great relationship, I think her fan base of knowledge was similar if not less than ours. She would ask us to do certain things in training, that our international coaches had said defiantly don't do that. It was difficult, because we didn't want to correct her and we didn't by any means think we were above. But, she would start to contradict herself and she would say to us half time "You know what to do" even though we still needed direction. She just assumes that just because we played at a higher level than she ever did. I think she then struggled to give us information.

I: Did that ever have an effect on you when playing under coaches who knew what to do to get what they wanted out of you; did that better your performance?

P: umm, yeah especially before I came to university to do s sports degree, I would find it hard to set targets for a game so I would rely solely on the coach to set them for me individually and as a team. Soo, if she wasn't giving me and my team mates that, I would just go out and play the way I always play and enjoy it rather than better myself.

I: so, as an athlete, what your views on coach and athlete use of power, how do you think it should be balanced between the two?

P: umm, it's got to be vice versa, and there's got to be mutual respect between the two obviously. The minute a player, especially in a team sport such as football. The minute they think they are more powerful than a coach; I think they are treading on egg shells there.

I: Why do you think that?

P: well you see it in male football and you see it in the premier league. Umm , the like of Roy Keane, I watched the document on him the other day and have read Sir Alex's book and he started and quoted "Assuming managerial duties in the changing room" so I think, you know, especially for a club as big as Manchester United, as soon as a player starts to become too comfortable assuming their names going to be on the team sheet and assuming they can tell the younger players what to do. Despite being captain, you still need their respect before you start giving instructions out. Umm, I think in a team sport such as Football where it is so honest in the changing room. And where honesty is policy and everyone will say what is on their mind. Umm, I think respect for the managers and coaches, and vice versa has got to be mutual as you're not going to get results from each other. As the coaches aren't going to want to coach new things and then you're not going to want to learn new things.

I: ahh right okay. Have you ever been a team where you have noticed players think they have more authority than what they actually have?

P: Ahh, absolutely.

I: Can you give an example off that?

P: (Gasp) I don't want to name any names obviously. In one of my more recent experiences, there were definite favourites from the managers. Some of the players were playing at the standard were other people in the team wouldn't dream of playing. Don't get me wrong they were head and shoulders above us skill level and understanding wise, but, the manager was obviously treating them differently to how he was treating us. Obviously on the field, but off the field everyone should be treated the same. I think, they exploited that for some reason, there was one incident we turned up for training and we were in the "Algave cup". We turned up for training and a player said "Boss, I'm not training today, I'm going to the gym my legs are tired" and his reply was "ok, see you at lunch"

I: Soo, how do you think in that situation if you said that to your coach. How differently would they have acted towards you?

P: I think that's where it starts, as iv previously mentioned about the mutual respect, because one I wouldn't of had the audacity to ask.

I: yeah

P: And two he would have most probably laughed in my face. And said “you need to train”

I: so do you think that had an effect on everyone around you as obviously you had noticed it so do you think the others did?

P: I think because we are me personally am still young and up and coming. I personally look up to the players who do that. But if it puts them players in the best position from doing that then fair enough. It's the coach's job to say to her “look, do you want to go to the gym today? I explain to the girls what the situation is with your legs, rather than her say that in front of everybody, because otherwise it looks like he is walking all over the manager a bit, he should have the guts to tell her to train or at least stay and watch training and go to the gym another time. It undermines him in front of us, so I don't know, he can have been happy with that as it's a bit embarrassing for him at the time, but if he's happy to go along with that, that's his issue.

P: As an athlete do you like to be able to exercise a certain amount of power, do you like to have control over certain things?

I: I personally like taking leading of things, just think that's the type of person I am as it's a natural trait of mine. I've been elected as captain a number of times for various squads. I think, I do have natural leadership qualities, I try not to be bossy but, if any pressure you can take of the coach whether that's leading the warm up or sorting certain situations out of the pitch that need to be sorted. You haven't got to drag the coaches into it; you can sort it out as a group of girls. I think it takes a lot of pressure of the coach so they can sort out tactical and technical sessions.

I: so you said, you have been a captain of various teams. Have you ever had a power struggle with the coach?

P: Umm, thinking about it. The only issue I've really faced which is more of a recent experience. I'm co-captain with another one of the girls and we feel like we are being given too much power and assuming that we take over too many duties, which I personally think we should be treated as players as every else. You know, assuming and springing last minute tasks on us. Such as sorting out kit, refereeing, affiliation fees ect. One its pressure and responsibility that we haven't asked for, and don't get me wrong we and my team mate are honoured to be captain but the end of the day we still need to perform on the court and get respect from our team mates. So we realistically shouldn't be doing our bosses job.

So you mentioned your co-captain, have you ever faced any problems in that role?

Well no problems necessarily, but in that situation I just spoke about. I don't want the other team to look at us in a different way. We should be the two approachable ones, where the

players can come to us if they need anything. I don't want them to be afraid to come to us with anything if they see us more as management rather than teammates.

I: yeah, that's good. What do you think a good coach athlete relationship is?

P: I think, you don't really have to like each other, umm, but as long as you respect each other the relationship can work. Like if mentioned with 20 girls, you not going to absolutely love everyone, but the reason they are there on the team is because they gel on the pitch. And the same can be said for the management, there could be ten different management staff for example: Physio, manager, assistant coaches and sport scientists. We don't collectively love everyone as people, but we have to develop a working relationship to get the best results for the team. As I've played at international level, every result we get is under scrutiny, as we are begging for funding of the Football association, so we have to learn to work together in that sort of environment. As I said they have to learn to respect the players and they have to earn our respect. Especially in the first couple of sessions, when foreign coaches come in they have got brand new ideas. They not only have to persuade us with them they also have to persuade the managers. So having respect for us first, yeah we might not have had the best result in the past and we have the right to learn. But we as players need to be open to new ideas as well. We can't be rigid, grin and bear it in order to see the results at the end. You might not see the results for another year or two down the line.

I: You mentioned in football, there are quite a few problems with funding ect. And it's important that you all work together. Why is it important?

P: I think if you're not willing to work as a team, it's going to be that individual as the coach sees as the odd one out. You respect the coach, he has obviously been appointed for a reason, you know we like him, we like the ideas he has brought in. If you don't comply with that, you are the one who is going to miss out at the end of the day. You know, we've got this new system, where everyone has to fill out this new thing called sport tracker. Which tracks every session you do, every stretch every minute you sleep, every muscle that's aching you have to log it on that system because we haven't got the accessibility for him to watch everyone's games every weekend, he can see what everyone is doing and how much they are playing week in week out. And if you're not complying with that he's not going to see what you're doing and you're just not going to get picked. That respect, okay you might not respect his way of doing it but you just do it because you want to play for your country.

I: so what do you think a coach's role is in developing coach athlete relationships, so we've talked about respect and roles within that what do you think a coach's role is in developing coach athlete relationship?

P: thinking about our current sport, he introduced himself to us and spent most of it talking about himself I personally thought it was really beneficial as we could see what type of

background he came from and the country he was from. Seen his experience coming from youth level and how hard it is to work yourself up. How long it took to do coaches badges and his love for the women's game opposed to the men's game. He is an ex teacher so we know he has that discipline and can control women of all ages and the level he played to because he played to the highest level in his country, and you appreciate how hard he worked and he knows what it takes to be the best.

I: You mentioned he introduced himself and he played to a high standard, you think that is a good thing as opposed to someone who hasn't played at a high level and just has coaching badges?

P: I think yes, it will always help towards gaining power over your athletes because you know Arsene Wenger famously were quite rubbish football coaches and are world class coaches, so I'm not saying you can't be. And you don't necessarily need to be a good player to be a good coach, But for instance we just had a national overseas player who has played world class and has won collective and individual awards, so naturally your willing to learn as you know what they have achieved as you want to be the pinnacle of your sport so you instantly respect them. So instantly you respect them because you know how good they are at their sport. So for me it's important.

I: Do you find it easier to develop a good coach athlete relationship with women; do you find it easier to build a relationship with a woman opposed to man?

P: umm, myself and the girls disagree on this. I personally like a man's influence as womens football is very bitchy and a women is women, so if a manger has to get involved at any stage naturally the players will see her as a women. And with some players in the team who are hot headed, I just feel like when there is a male personality, they can brush it under the rug, sort it out and just get on with it. Umm having said that, I think it's a good balance at the moment in the welsh squad, and we have the most capped welsh player. So she is good with advising us with certain levels of fitness that we need to be at, advice with certain thing that happen on the pitch. So that why we can go to Cath, as she has played for Wales, you know she has seen all the hard times. Where's for the strict education stuff and the tactical aspects we would go straight to the boss.

I: Soo like you've said the boss, and we have talked about manager's role in developing coach athlete relationship, what's the athlete's role?

P: Umm I think first and for most in training and in games, whatever they ask you to do you make a valiant effort to do, as iv said iv coached as well and if you set out just two or three targets for you to do, its immediately visible if they don't do them which is highly disrespectful to the coach. In football we have non negotiable. Such as you don't stop running, or only positive comments and everyone owes it to the manger to respect that and do it. And also of the pitch, I mentioned sport tracker, nutrition wise also any media

appearances, we don't get paid to do that but you owe it to the manager and country to do those little things, which some athletes don't like doing.

I; so you think from an athlete's perspective that's a good way of developing a coach athlete relationship?

P: yeah defiantly, i think if your giving 100% in training and in games and making a valiant effort to do the little things and things of the pitch that just makes his job a little bit easier, your going to be easier to coach i feel.

I: so drawing on experiences of a coach then, have you ever had a negative coach athlete relationship?

P: I think.

I: It may not be negative; it may just be something that has affected you, weather it was on the pitch or off the pitch?

P: I think, referring to the same situation, I think sometimes because it's a male and he is a foreign male and its his first time in Wales and we have a completely different culture over here. I don't feel, you know if we have a squad conveyor belt of thirty or forty players and the only information he is getting from us week in week out is sports tracker which is purely statistical data. I don't feel he knows us as people, I play netball as well and you could ask her my name and granddads name and she would know them. It just gives you that comfort that they know you and that they are approachable. And sometimes you may be having an off training session but my football manager might not know that usually I love training and I am fit and he might not know that from reading my stats on football tracker. You know we haven't had that contact time to get to know me, so in a way it does affect you if you're not on your A game week in week out. The thing is I'm saying week in week out but he doesn't see us week in, week out we might only have a day a month with him. And if you don't perform on that one day a month, he doesn't know you as a player or your background. What people have gone through that week, he doesn't know any of that information and he doesn't ask. So unless you were going to approach him in the middle of a training session and say look 2 this happened2 which the girls don't want to do as we want to make the most of the time we have with him i feel he lacks in that area of it.

I; So you think he lacks, in that one to one area and kind of knows you more as an athlete rather than a person.

P: Defiantly, defiantly.

I: So can you think of any short term or long term affects you have had from the way in which the coach has used their power and how you have perceived it? For example short term they may have been negative but long term you have actually thought about them and realised that has actually benefitted me or benefited me as a player.

P: Umm, let me just have a think. When he first came in at the time we all thought, he is this foreign manager; he didn't actually give us a lot of information about drills. He didn't chat and was very strict. We just thought, you know he was a little bit ignorant.

I: is that how you perceived him to be?

P: we perceived him to be a little bit ignorant, he thought he was a little above us we know that he is this big figure in UEFA, he has coached teams that are ranked much higher than us and we thought he sort of looked down to us and this is going back three or four years and we thought he looked down on us because weren't at the standard he had coached before. But know in, having seeing the team progress over the years. We really needed that discipline he brought and the fact that he didn't give us a lot on drills maybe wasn't intentional because his English is very good. I think giving us the basics of drills in sessions and in slide shows and presentations, we then have to think for ourselves and put our own spin on things you know if he draws out a drill, we have to think about it rather than being spoon fed by previous coaches.

I: so do you think that benefits you in the long term?

P: Defiantly, we all have got to try and be the 24 hour athlete and do our own training outside of the pitch. Two training sessions a week isn't enough if you want to be an international athlete, you have to train daily. He has instilled that in us and take responsibility of our own bodies. Umm, in terms of anti doping as well, things have improved with that over the last couple of years. Just teaching us to take responsibility for our own actions, people aren't going to spoon feed us at international level. Your either going to comply or be lost out of the system I'm afraid.

I: Have you had any short term affects from the way in which a coach acts?

P: What, from the power of a coach?

I: If you have been shouted at, how do you react to that if they are shouting at you and telling you what to do?

P: Personally, I don't mind being shouted at, i would prefer to be shouted at in the games so i can change it rather than be told after. Where it will play on your mind. At least be given the opportunity to try it in the moment.

I: so you think it can benefit your performance in that moment, so you can change it?

P: In terms of power, ummm. Can you repeat the question again please?

I: yeah, so any short term affects of how a coach has used their power and how you react to that?

P: He leaves an open book, so it could affect you in the long term. As we know he isn't going to chase around the hotel and explain himself, because he is that type of person and you don't really mess with him or speak to him unpolitely. I think, he tests us then whether we have both courage and need for the knowledge and ask for a meeting (you have to book an appointment with him as well, haha) to be able to ask about it, he likes that as it shows him they want to learn more and correct mistakes that they've made. I've done it in the past, he has said something to me in a game, and then the next day I was asked to speak to him. And he was absolutely lovely he gave me an explanation, showed me video footage. So I do think, he said concisely saying. "I'm here, if you want to learn come in and book with me and we will talk about it as adults"

I: So as a coach, do you think it's important for a coach to know their athletes. You talked about shouting and that you respond well to it, do you think it's important they know how different athletes respond to that in order to act on it?

P: I personally think that's one of the most important things of coaching, umm, as I said 18 different girls from all parts of the country. One girl lives in Scotland, one lives in the USA a couple have played in different parts of Europe like Poland and Switzerland. To be able to design a training session and be a type of person that can interact with different people from different cultures and backgrounds and different professions as we aren't all footballers, we do it as a hobby we don't get paid for it.

I: Yeah

P; so you might be playing with someone who has just come out of college, who's a bit of a naughty girl in college or someone who has been a teacher 15 years who has just come from a school inspection. So some of them might want to have a bollocking but some might be tipped over the edge if you make one comment to them. So like I've said, he lacks in this personal knowledge of us, and he doesn't know us in detail as individuals, and I do know it does take a long period of time for that to happen, but I do feel like the athlete is more at ease if they feel like the coach knows them much more as a person and be more comfortable on the training field.

I: so, you said they are more comfortable on the training field, do you think by having a good relationship and good power balance it can aid learning?

P: Yeah, I'd say so because if you feel like they know you as much as they should know you there isn't anything left for the imagination, you can use the excuse of "He doesn't know me" You just have to respect him and they should be able to have power over all of the athletes, whether that's in different ways, whether that's through being strict with one person or having a two hour heart to heart with another person. As long as the message is getting through that's all that matters.

I: so do you think it hard to learn when the power always holds the power, so when they take a kind of autocratic style. Where they just command you with instructions, rather than letting you think for yourself?

P :I think it depends on the practice they are trying to do, things like fitness or if there was set plays ect. It's really important to listen to details as you need to execute them properly on the pitch. But in terms of, if we are playing out from the back, wing play, crossing and finishing. I think in order for your players to be creative they have got to be able to improvise and think on their feet. That's one of our downfalls in Wales we are to rigid "receive it here, pass here" where the likes of Brazil, their kids are playing bare foot on the street. They always have a plan B,C and D where as we only have a plan B most of the time. So in terms of that its good to be autocratic sometimes to stamp your authority with the players, it all depends on results as well. If confidence is low, you always need that leader to tell you what to do, because you don't know where you stand. If you have had a few games, successful games and players are getting a bit bored that's when you can start giving them responsibility to think on their feet. This is to think of new ideas and keep training fresh.

I: soo, as an athlete would you rather take charge on certain things, take goal setting for example. Do you like to set your own goals or would you rather a coach set them for you?

P: I think if maybe they set out certain topics, so maybe like how many hours a night you want to get so its not so specific but then I would be able to say "I'll have seven hours in the day and one in the afternoon" it gives the player a false sense of responsibility as they think they are getting the choice over things when actually the coach is giving them the idea, so everyone is happy.

I; Can you give an example of where in your sport, your coach has given you an idea of something to work on but you have made the decision on the goal you are actually setting?

P; I think a couple of things, if we are playing out from the back he will say "i want the centre half's to split for the full backs to go wide" but from then on in the passage of play is my responsibility as a centre back because i can play it to my fellow centre back, i can knock it into the channels. So I feel like i have creativity on the ball, but I'm doing what he wants which is playing out from the back. Umm, other things as well, if he says to me he want me to improve either my agility or elevation. He will allow me to pick one for a couple of months, he will give me a list of exercises and I do the ones I want to do. Obviously, with the assistance of sports scientists and fitness coach to make sure they are right. But just to be given that choice where the manger is getting what he wants out of it but we are getting the choice. As I say choice for an athlete is good because they feel important. Because they have been given a role and the coach trusts them.

I: Lat couple of questions then. Ultimately the way in which a coach acts and the way in which they use their power affects overall results and weather your winning or loosing?

P: I think so, iv been with coaches, you know after a game weather we have lost 4-0. They are still trying to be enthusiastic and still complementing players for certain things, when really we had 30% of possession in the game and absolutely rubbish there is a time and place where people need to be told where they went wrong. And if coaches are complimenting them when they have done more bad than they have good. I've been with some coaches where they have stormed off after matches, swearing their head off, but sometimes that's what's needed. We need to see the manager actually cares enough to apologize for losing his temper. One of my managers before has actually had to apologize to cameras, as he has been so angry about the result and swore at them. Bu that to me shows he is passionate for the game, as we are upset as well.

I: so you think that has a positive effect on you?

P: I think so yeah, but don't get me wrong if we won 1-0n and he is still swearing, that's not good as you need to continue with players confidence ect.

Normally, if you're on the same wave length as the coach, and if they are embarrassed about the result, so should a coach be as well. Whereas they are elated, they shouldn't be picking at the nitty gritty things either.

I: Okay, well thanks for answering those questions for me.

P: You're welcome.

I: yeah, have a good day.

P: Thanks Carly.

APPENDIX F: **INTERVIEW 2**

Caoimhe Colgan- Basketball

I: Hi, caoimhe how are you?

P: I'm good thanks, how are you?

I: I'm good thanks, how's your day been?

P: good, been to the gym.

I: Been to the gym, good session?

P: yeah, got an exam on Thursday.

I: Been revising for those then have you?

P: Little bit.

I: Okay, so thank you for taking time out this afternoon to answer a few questions for me. Just to give you a little idea of what structure we are going to follow in this interview. My aim is basically finding out perceptions of a coaches power. And I have a few objectives which I will ask you some questions on, first objective are athletes perceptive of a coach's power on coach athlete relationship. So just drawing in on your experiences within your coaching environment and how you get on with your coach and the coaches power is perceived to have an effect on your performance. So how you think the way in which they act affects you. Then the effects on coaches power has on your learning, so like the way the coach is in certain situations and if it facilitates your learning or not. Lastly, any short term or long term effects of coaches power. So, the way in which coach acts in an instance weather it affects you in a certain way short term and differently in the long term. Yeah are you happy with those?

P: yeah

I: Cool. What level in Basketball have you played at?

P: Umm, I've played international, county and provincial which are Ulster and then there's a league in Ireland called super league which spreads across Ireland. But Ulster only has one team.

I: Have you kind of come through the age groups or?

P: Umm, it doesn't really work in age groups; it's just basically women's. Like Ulster and stuff, there's age groups from u16's up. So I've played for all of them until u19's.

I: so what age did you start playing?

P: ahh, basketball?

I: yeah.

P when I was seven.

I: Did you play other sports before that then.

P: I played everything as my dad was a PE teacher, so he put me in everything.

I: ahh, there we are all-rounder then.

P: He was my coach from seven until I was seventeen.

I: How did you find that?

P: uhh, its difficult to leave one aspect of it at home and then if something happens in the game it's hard to leave it at the game and not take it home and make it personal.

I: I suppose, if he is giving you a row in training, it's hard not to take it home with you. Do you find that easy to forget or does it stay with you for a bit?

P: sometimes, when you look back on it. It's funny now but at the time it affects you. Even now he still struggles to give up on that aspect of being my coach. When I ring him, he is telling me stuff about watching things on live streams.

I: (Laugh)

P: And he says things like "you need to work on this and that" but he definitely is my biggest fan so it helps.

I: Ahh, that's good. Umm do you find it hard, you know you said your dad has been your coach for a long period of time in your career? Do you then find it hard to go to other coaches?

P: Umm, not as much, because Basketball wasn't his first sport. Soo he coached my teams and stuff as I went to the school he worked in. Umm, but I think his knowledge only went so far. I suppose, when you're in that situation you have to make it look like you not being biased to your kids.

The way in which you're being treated and the help that you get is limited to show you're not been biased. Soo you would work outside of training sessions at home.

I: Soo, how did your dad ensure that he wasn't biased towards you?

P: He went too far sometimes. Soo he would sometimes sub me off for little things. But in training sessions and stuff if he needed an example or demonstration he would ask me when he knew I could do it. But then that started to create tension. But just like not giving me captaincy, which is fair enough because I could see why he wouldn't even though I would be nominated by the team, but I didn't really mind. I mean there was a situation in which I should have but he gave it to other players. I mean it's a difficult situation to be in so I never really got mad at him for it.

I: yeah, you understood the situation. Soo, how many coaches have you had in your career.

P: ummm, seven.

I: seven coaches. Do any of them stand out for any reason as being a good coach or a coach you didn't really learn a lot from?

P: umm, defiantly. My dad was one of my best coaches. But when I was playing under 19's for my local club, we had a young girl so she was maybe 24/25. She didn't have any control over the group, so she would come to sessions and not really know what she was doing. She would come to sessions and give us too much choice on what we wanted to do in the situation. Whereas at that age, you want someone to come in and tell you what to do as well as make you work at a certain level. If you give a group too many choices to an 18 year old, they are going to do as little as possible unless they actually care.

I: Yeah, so in that environment how do you think it actually affected the group?

P: Like willingness to train. Some wouldn't turn up because they knew nothing was going to happen to them for not being there.

I: soo, not discipline.

P: yeah, just no discipline and for the people who did want to be there was myself and another girl who played for Ireland, she played for u16. And we had a certain amount of motivation, and we started to lose that when people didn't want to play.

I: so, do you think the loss in motivation came from her giving you too much power or having too much leniency.

P: well when she gives to everyone and you're giving it your all and making it a tough session. You kind of like think whats the point. What am I gaining from this training session?

P: Soo then, you talked about your dad. Qualities wise what was the difference between him and that young coach?

I: umm, the ability to be on good terms with everyone. But have asset level of discipline. My Dad he always said there was a thing with "Tolerance and satisfaction and if you tolerate something the team will always be satisfied with it" So depends on what you're going to tolerate them doing, if you're going to tolerate the team doing absolutely nothing then they ill be satisfied with doing absolutely nothing. Coming from the coach in the first place, you can't let the athlete set the boundaries, especially at that age group. When he was coaching me at a kid, if I would have had that choice, I wouldn't have had a clue as I didn't know the game that well then,.

I: so he had to kind of set the structure for you? So can you give some examples of things that he didn't tolerate?

P: Under hand layouts.

I: ohh, right ok.

P: He had a problem with under hand layouts, because he said it was lazy. It's kind of just attitude because in Basketball, everyone says you have to work your arse off on Defence and then the offence will come from that. So that is one thing he always said, so we had a very Defensive focus and then the offence comes naturally. You're always going to get the ball and get an opportunity to score and stuff.

I: And you believe in that?

P: Yeah, defence is a big part of my game and I think that's what iv taken from him, because yeah fair enough your team can score but if you can stop the other team scoring then that's how you win.

I: It's half the job, (Laugh)

P: Yeah.

I: Soo if I was to ask you, what power means to you. What do you think?

P: Umm, the influence the person has over the training session and your performance and stuff.

I: cool. So if you can think of any examples, how do you think a coach has had power over you?

P: Yeah, umm. I think the influence she had over us was more negative than positive, and she would shout in time outs, but she would shout absolute nonsense. So you would kind of switch off, which would affect the rest of the game. But umm, I know there's like one coach, the coach I have for BUCS at the minute, who is really involved but he is involved within the whole university and national league. He cares about every aspect of what you're playing, so when you come to training he wants to see how everyone is doing, but that ability to talk to him about other aspects of basketball. Sometimes the division one coach won't ask you how you're feeling about training and playing. There's like an outlet for that then, that builds the bond

I: Do you think as a coach, it's important to care for other aspects for you as a person rather than how you play as an athlete?

P: Defiantly, we see it a lot in division two. I feel like the step up from division one to division two is like, it's different to normal. There's like a drop in standard between the two teams.

I: What do you mean by that, explain?

P: In the division one team there is like three or four ex GB players and then some ridiculously good players. Then you step down to division 2 and there's a girl Joel and I and she plays for Gibraltar and I play for Ireland and then under that you have some players who have only played local league. Joel and I play up and down between division 1 and 2 and the

I: rest of division 2 almost treat it like a hobby.

P: But with the low numbers, everyone is together on the BUCS team, the GB players along with everyone else. And when you go to focus, you see how the strength and conditioning coach treats everyone. He is used to dealing with high performance athletes, so some of the division 2 girls can't take it, the way in which they are spoken to in order to get a positive response. The way he is like telling you something isn't good enough so it would give the motivation to do better. But, if you haven't been at that high standard where the very best is expected of you then that negative feedback just knocks your confidence. You can see it with some of the girls because they get upset when they are being told

something. Yo say to them just ignore it and try and help them see that its supposed to me motivational.

I: How do you respond to that then, if you know in your head it's for a good reason?

P: umm, most of the time. I think coming to uni I didn't expect to be as involved in teams as I am.

I: what do you mean by that?

P: Ell coming to uni, I was always used to politics in Basketball and not getting played because I was the coach's daughter especially in the higher levels that I played in. Especially in Super league as people would day "the coach's daughter got on in front of me" soo I came over here, not knowing if I was any good. I just thought I was average level, and then I came here and I was playing in division one I was almost confused by it. Then I can kind of see, making them improvements and I kind of feel like I came in at a higher level than the people in my year and I am making the improvement's but they are just less noticeable.

I: Right, ok.

P: But, you know when you are coaching and you have someone of a certain mentality and you know if they are weaker and they are making little improvement's and they are getting positive feedback, knowing every bit of feedback I had was negative it's because they know I am better so they are trying to push me to be better. So when you're not fully confident in yourself it's nice to get positive feedback.

I: Would you say a Basketball coach generally, gives quite a lot of negative feedback more than positive or is it an even balance?

P: I think, it's difficult because when you get your positive feedback it's for just what has happened in the moment. Positive feedback is very much like "Great shot" and "good layout" rather than you're making massive improvements in this and this is going well for you. Negative feedback is "you really need to work on this" which is more of a long term thing. I would say I have quite a weak left hand compared to my right, skilled wise. And its always been brought up that I needed to work on it, so it would be like a long term goal. So I suppose saying "good shot" is over in like a moment.

I: so as an athlete what views do you have on the way in which you use your power. So like I mentioned earlier, do you think you should set your own goals?

P: I think because of the fact I have different roles within each team, like in division one I'm like the bench player and I back up the GB point guard so it's not as if I'm massively needed in that role. So I only play eleven or twelve minutes a game but then I go to division 2 and I play the full 40 minutes because it's a different standard and that's where I'm needed. I feel like it's more important for me to set my own goals because I need different things for different teams. In division 2 where I'm like the key role player, I have certain things to work on such as point scoring and getting everyone in the team to be involved. So I have more of a leadership role, so goals will all be aimed toward that. But when I go into division one my goals will completely change. For example being able to make a safe pass or bring the ball up the court. This is because I'm playing at a much better standard.

I: Do you have two separate coaches for division one and two?

P: Yeah and BUCS.

I: So do you think the coaches have a more of an influence over you and what goals you set or are they personal to you?

P: In division 2 the coach in that situation is very much focussed on that skill and like going back to basics and stuff, which I feel like sometimes goes back past me but then, he is really good at being like "I know this section, is weaker for you and you don't get much out of it but there is ways in which you can get something from it" So he gives me ways in which I can make the sessions harder, But in division one because they are such a strong set of players they don't really need to improve they are just working with what they have. So they just focus on that, so when you go to training it's just game play and that's it, there is no room for picking up feedback and setting goals and stuff because they don't have any goals to reach other than in matches. This is opposed to division two, when you have goals of getting better.

I: You talk about leadership and captaincy, do you think you have a bigger role in division 2. Do you use your power differently?

P: Yeah defiantly, in division two the coach spoke to me at the start of the year and was saying like I needed to take a leadership role, which boosts your confidence. And in a sense they are giving like a sense of Par to you, and then it gives you more motivation, because there is more pressure on your shoulders so you have to step up. Also because I have that link between division one and two, I have quite a big role and that in the sense that I would liaise between the division one and two coach.

I: So you have quite a lot of input?

P: yeah, I would be the one that the coach txts and asks who is at the session and asks how did they train.

I: So how does that affect you as a player, confidence wise. Is that good for your performance?

P: Umm, most of the time. I think sometimes it's difficult in the sense that you set yourself certain goals and other people just don't, I have a problem with laziness and people taking themselves out of situations. So we have a girl who was injured in a Friday session, but she had been out on the Wednesday and she had been playing the next day. She choose to take herself out of the focus session and it seemed to be to me because it was too tough and in one way I have to relay to the BUCS coach but it's hard when she is a second year and I'm not that much above her. Its almost as if your snitching on her.

I: So you find that quite hard sometimes to get the balance between the coach and the athlete. So just to wrap that up generally. What's your opinion to how much power you should have as an athlete, do you think a coach should solely have the power or do you think there should be an even balance?

P: umm, I Find it easiest when I can talk to the coach about it and like talk about how I think training sessions are going and how I think I'm developing. I spoke to my division two coach about it the other day and that's where I was able to get the new goals and view training in a totally different way, but when I try and speak to division one it's a completely different set up and motive and the way in which they play and stuff, for them to see my opinion and stuff. I think overall it's just to do with level, and what they want out of you. Their beliefs as a coach, I feel like division one should put more effort into developing me a s player because they are going to lose some of their best players next year and they won't have anyone to step up, When you try and explain that to them, it's that sense of your just a player.

I: yep, so moving on then what do you think a good coach athlete is? Give me some things that define a good coach athlete relationship is. So you mentioned you had a good relationship with your dad, why was that?

P: Knowing where the line is and what they are going to tolerate and basically just not pissing them off. And obviously getting to know your coach but just not taking it into the social side. And then, say in other situations it would be inappropriate to a coach but because you know them. I know when I made a really good friend here and she was going

to coach us this year and I don't think I could have done it because as a friend she is going to find it difficult to shout at me and give off to me when I'm like messing about, and then it's quite disrespectful to put her in that situation as well. An outsider coach is probably best because in situations with my dad, when he would give off to me and in any other situations I wouldn't say anything but because it was my dad I felt like it was orite. Then he would react like any other coach would react and then I would be like "That's not fair because your my dad" (laugh)

I: Is there any examples where you've had quite a negative coach athlete relationship, where you have felt that you were unable to approach them.

P: I think, I did it once when I was playing in super league, like I was getting nothing from the coaches. Everyone else was getting focussed on in training sessions and they just saw me as an outsider from a different part of the country, they just didn't care. They weren't playing me neither and I didn't really know why because I knew in my mind and everyone who watched the games knew I was good enough, but when I asked them " why I wasn't playing they basically made up reasons.

I: Why?

P: I asked the coach " what did I need to do to get more minutes" and he told me that I needed to quicken the release of my shot (laugh) if I was getting blocked and shortening the release of my shot then I would understand but that just wasn't happening. Just little things, but not any good reasons for why I wasn't actually playing. So it's just really confusing. Sometimes I don't get minutes for vision one so it's hard sometimes to not get down on yourself because you feel like you could have played. You know your ability in that situation, and then you speak to the coach about it. Like one time I didn't play and got quite upset about it and the coach talked to me about being upset. It seems at the time it's because your skill level and that im not good enough and she is like "no, it's not because of your skill level" so it then makes you think what is it? The fact that im good enough to play and you don't play me is ridiculous.

I: So in that situation, do you lose respect for the coach?

P: I think because the coach for division one is a player coach, and I feel like in division one its quite selfish and cliky with their minuets and stuff. They are willing to lose a match in order to give their key five minutes. And there is points where iv tried to bring it up, and like your saying there has been times where the coach has wanted to keep all the par

because when I try and give an input to the situation it's just completely rejected. Where as I know a player in my position cant play an entire 40 minutes so I know I'm coming in as a younger player and less experienced, but if you play that player for 15 minutes and play me for 3 to give them a break then put them on for another 15 minutes they are fresh opposed to playing them the full 30 where they will hit a point where they are going to play worse. If I'm playing crap and taking me off then that's fair enough, but if your never putting me on to give me the chance it's a bit of slap in the face.

I: so you talked about the coach athlete relationship with the division one coach, do you think that's down to her having too much of a coach athlete relationship with the other players in the team?

P: Yeah, defiantly. She feels like she needs to play them otherwise they will be pissed at her. They make little comments on the bench, for example there was a game where I had seven minutes and then the other division 2 player had nine minutes, and there was another girl playing and she had like 25 minutes but sat on the bench when we played and she was saying "iv barely played today" then the other players are saying "get yourself in" and there are seven players that play amongst themselves and that's it. Once in a while they will put me and the other division 2 player on, and when you go on you are the first person off not somebody who plays badly.

I: So you think that's down too..

P: she gives them too much power and us absolutely nothing. So she has this set up, where she is in charge of everything we do but is happy enough to let them do whatever they want because they are all close friends as well, so it's a difficult situation.

I: so any positive or negative relationships you have had, do you think that affects the way you perform

P: umm, I think sometimes because I had quite a negative experience with the division 2, coach before I played for them. Then when I found out that he was going to be coaching I was quite worried and sceptical about it. Then when he came in the personal reasons that we had for arguing before, none of it had ever been brought up again and I really get on with it and he is actually a really good coach. When it comes down to it, he is there for the basketball aspect and he actually thinks I'm quite a good player (laugh). Which surprised me, he also had belief in me and he thinks I should be playing division one more than what I am

which boosts my confidence and stuff. Anything im learning in division one I can practice in division 2 as its n outlet.

I: Okay cool. So you mentioned earlier about coaches saying things to you hoping long term it will have a positive effect. So have you had any experiences where you have had short or long term affects from the way in which a coach has acted? For example a coach may have shouted t you nd you though it knocked your confidence but when you think about it know it has helped your performance.

P: umm, I think the arguments that arose to do with basketball and stuff are more just lik silly stuff, where I have just thought he was being unfair to other players and I told hime.

I: You told him?

P: yeah, because at that stage you don't have a coach athlete relationship and he is justa an equal to me. Like we mixed up teams and he had 3 boys and one girl and we had 3 girls and one of their boys and he wouldn't pass to the girl, and I was like " you've gone five plays now and you haven't passed to her, and it's just rude" And then he didn't respond very well to that, and got really cheeky so I just left. It just created that tension but after the first session it was forgotten about.

I: Does that make you think, when sometimes you think a coach holds a grudge but they just forget about things in the instance?

P: yeah, the communication I have with mu division one coach is through txt. So its hard to gauge what way they say it in. She txt me once about travelling with them to a game and I said "I couldn't because I had a job" and coming up to Christmas I would rather earn sixty pound rather than go 4 hours away and sit on the bench. And she said "you never know what will happen with illness and injury" and it basically seemed to me like she was saying to me that we have a few injuries so you might actually get on. It just seemed like slap in the face because it's like you can play because others cant, not that you deserve to play. That knocked my confidence a bit and there was a situation where I got subbed in for the by an assistant coach and the way she reacted completely knocked my confidence for the next four minutes I was on as it seemed like she didn't want me on. The assistant coach didn't really have the go ahead from her so for the next four minutes, I just over thought how she reacted which affected my performance in that instance. There are defiantly moments where they knock your confidence so it's just finding a way to make it positive. So you just have to think you will prove to them that you are better than what they think

you are. Showing them the aspects of the game that you are good at, like I know I'm fast and good at defence so it's about being in them moments where they need speed and defence and show her that when it comes down to it, I'm the player she needs.

I: Okay, when you're in division one training, and you are doing skills and drills do you think you learn more in division two rather than one because of the coach?

P: Defiantly learn more in division 2 as it's a lot more thorough and the coach is walking around observing but when the coach is involved in the drill its harder to be given feedback and be told what your doing wrong as they are focussing on them doing it. And because there is soo many people in Division one who feel like they have a coaching role and their opinion is best then when they have negative point, you get it off everyone. Like I've been to training and been giving off to on five different occasions for the same thing. And it's like, you give off to me in training for not having any confidence and then when I come to training you don't give me any reason to have confidence. You make me feel like I shouldn't be in training and I'm holding them back in training. It's the worse when they give off to you for something that's their fault because I had a situation where one of the girls messed up and the another girl started giving off to me as if it was my fault, and the girl who messed up was agreeing that I had messed up. Then when we walked ay she apologized to me for messing up. The way that they make you look to keep the heat of them.

I: do you think you learn better when you have input into the sessions? Or learn better when the coach takes an auto critic approach?

P: I think sometimes you can see it better it from a players point of view and when you come in from a game and they talk to you about why you think you lost the game and aspects of what you need to work on that's much more helpful opposed to someone coming in and saying we are working on this and this. Your thinking in your head (well I thought, this and that went wrong) and if you're not able to say that. I think you can get a lot of confidence from being able to adapt a drill, so if the coach sets up the drill but you can change that to make it better for yourself. There are lots of situations, for example if we are doing driving you can adapt it to make it harder or easier for yourself depending on your skill level , and then the coach just goes with it. It's better than having a set thing for everyone where people are not getting anything from it.

I: So you think that's the job of the athlete to point that out, rather than the coach?

P: yeah, I think so, some of the coaches are good at adapting but I think it's good that a player can point out their weaknesses as well.

I: yeah defiantly, dos that affect you on court then when you can make your own decisions in a moment without the coaches input?

P: I think the one thing from having more of a role yourself, is like when you get on the court and that passes across. And from what everyone says its like the point guard on the court who runs everything, so when you have that par and leadership role its easier to then bring it on and have people listen to you. And take it constructively because it can seem quite bitchy, when you're telling them " you're doing this and that wrong" if people can see its coming from a good place and its constructive and that it's not bitchy and its helpful. Like I haven't got a problem when someone is telling me to do something on the court but I think some of the girls can take offence to it, when rally there is no need to.

I: Just doing it for the benefit of the team?

P: I think when you have that role outside and you're like organising training, when it comes to training you get a chance to speak, they do see you more in a captaincy role. Then it com stop games and your saying to them and they are like " yeah ,yeah I know what you mean"

I: So they like respect your opinion. Okay, so that all I'm going to ask you this morning. So anything you need to add about anything I've asked you?

P: Think I'm pretty much done.

I: Okay thanks very much.

P: Thanks

APPENDIX G:
INTERVIEW 3

Hannah Grub

I: Hi Han how are you?

P: I'm good thanks how are you?

I: good thanks. How has your day been so far..busy?

P: Not really. I had a 9 o'clock lecture.

I: Thanks for taking time out to answer a few questions for me. Just to give you a bit of an insight on what we are going to be talking about today. The aim of the study is athletes perceptions of a coaches power so how you perceive the way in which your coach acts in different situations and if it affects you positively or negatively. Couple objectives that I'm looking at are the effect of coach's power on coach athlete relationship. How you perceive the way in which your coach acts affects your performance. The effects of coaches power on athlete learning. Then short and long term effects of coach's power and how it can affect you differently in the first instance compared to long term. Is that okay with you?

P: yeah.

I: cool. Soo what level do you compete at pole vault/

P: Iv competed nationally but I've also competed internationally 2 years ago, but have been injured recently so have almost been at a standstill recently.

I: okay, so how many coaches have you had over your career so far?

P: three, I've had one which didn't end well due to circumstances of being a paedophile.

I: oww, god.

P: Yeah, so that didn't end too well and its still going on from there. I got put in the hands of another coach which I didn't really get the choice off. As he was just a backup because we didn't know anything apart from the interview we had with the police. I didn't really get along with him either, he was the guy that liked to have the control over the everything and if you was doing something wrong he would make sure you knew you was doing it wrong rather than kind of asking how you think it felt.

He would just tell you basically if you don't do it right you would just fail. I have another coach at university that I get on really well with. He treats me a lot different; he asked me what I want to do in my training. If he doesn't feel that's right, he would suggest this and this and this. Then we would try and compromise with our ideas.

I: You mentioned yesterday that you had a coach not from your own choice, after obviously the incident with the other coach. Do you think he got to know you as an athlete and how you trained or did he just come in a dictate?

P: He knew me before as where I trained back in Bath where there were three coaches, they all went through and they all knew us as athletes. His idea of coaching is he knows best, and what you think doesn't mean anything. And he knows what he needs to do for you to do well. You don't really get a choice in the matter.

I: what's the difference to the coach you have now?

P: not only does he want to know me as an athlete he wants to know me personally as well, he knows my background. He is also a lecturer at the uni and he is very much involved in my Educational side as well, this coach didn't really care about my education, if I would say I was behind on work he would say that my fault. He would keep my training at the same level, even tho I was behind. Whereas here, I balance it out with my social sport and my educational side of things.

I: so can you give an example, of where you have wanted to do something where he has kind of stopped you from doing something?

P: Yeah in nationals last year, I had been out through injury with my knees. So I had the situation with my old coach already playing in the back of my mind. So it wasn't as easy as such to go to the competition in the first place. And then I obviously had injuries and then because the weather was so bad, I wanted to start the competition on short approach and then work my way up. So my confidence would build throughout the competition. He said "No, you need to be using full approach" and even though the weather was terrible and dangerous. And if I didn't do it I would embarrass him and myself as well. And obviously I ended up doing what he said and ended up failing the whole competition, didn't even clear a height. And then obviously upset me and him, then there was a few arguments not just involving me and him but my family as well. Then it got brought to training and everyone else in the training group had got dragged into it, because he wasn't only angry at me he was holding a grudge against other people.

I: So do you think it was an issue for caring, he didn't really care for you as an athlete?

P: he was more interested in the fact that his reputation, and even though I was his best jumper and he didn't have anyone better than me at the time he wanted to use me to up his reputation. And not every athlete has the best of seasons or years and he didn't care about that, he seen I jumped well before but obviously at the time, I had the coach and didn't have the knee situation. He just wanted me to go out and pushed me to the limits where I couldn't really handle it anymore.

I: Did that affect you as an athlete as well?

P: Ahh defiantly, it got to one point where I nearly gave up pole vault completely, because at that point as well I didn't know which university to go to and in Leeds there was no coaches and obviously in Cardiff there were coaches. So his impact on my performance over the summer also affected me and which university I choose and I wanted to carry on with sport.

I: So it affected you quite a lot then. So this experience you are having with the coach, what's your opinion on how a coach gets to know you, do you think it's quite important that they personally?

P: I think especially from a young age, and when they bring you into the sport. Like I know there was the incident with the old coach but, as I never witnessed anything I can't really comment, but as a coach he was one of the better coaches. Purely because I started off with him at a young age and started off with him since 12 right through to 17 and he understand as an athlete as well as just a person. He allowed me like me knew coach, he allowed me to have an impact on my training and an input on what I wanted to do and new the best thing for me so if I suggested something and he didn't think it was right, he would say 2 no, this won't benefit your training at all² or he would say "you can try it for a few weeks and if it doesn't work we can go back to the old ways.

I: opposed to the other coach isi?

P: He was a pole-vaulter the coach I didn't get on so well with, which is fine but just because you're a good pole-vaulter doesn't mean you're a good coach. He coached himself for a while and because of his background he brought it out in his coaching and tried to make us like him yet nobody wanted to be like him because he had a really bad attitude. And nobody wanted to be like him not just as a coach but as a person as well.

I: what kind of qualities do you think a coach should possess. So you can draw on some of the qualities your coach has had?

P: I think, ok. I understand them being athletes themselves as the coach I've got now was also an athlete, he had to retire due to injuries and circumstances and the other coach's experience wasn't the same. As he obviously gave up, didn't have a good attitude. Whereas the coach I've got now, how didn't have the best of coach either if I'm honest, but because he thinks of others and thinks of what your feelings are and tries to balance it out so your just as happy as he is as a coach, and if he feels he isn't going to benefit me he will tell me this isn't going to be right. I have a relationship with him where I can be friends with him, but it's a friendship where I still know he over rules me in the way that I have to listen to what he says and if he turns around and says no, I know where to stop.

I: So that links quite nicely to Power, what does power mean do you in the coach athlete relationship?

P: I think, the coach should obviously have more power than the athlete themselves, but then I don't feel like the athlete should be left without any power. It's their bodies, and what they want to do they should be doing rather than, I know as a gymnast because I was a gymnast for 15 years, and I qualified to go to British but it didn't want to go any further because I couldn't do what my body wanted to do, as I had to do what somebody else what wanted to do. So at the age of 15 I was a lot bigger than other gymnasts because I was still doing pole vault so I had to balance out my diet as well and balance all my training to benefit both sports, I was doing so well at pole vault but doing so well at gymnastics at the same time and the gymnastics coach was telling me this, this and this and telling me I can't eat that, that and that, basically forcing my body into something it didn't want to do naturally, whilst now in athletics even though it's still demanding and you have to eat certain foods, they are not so in your face. It's not like you have to do this or you will fail, they work it around you. My coach now try's to work it around the situation. Like, ok I am a fresher I do like to go out and party and he understands that, and as a gymnast I would have never have been able to do that as a gymnast as I was training so many hours a week, including my school and GCSE'S and caused a lot of stress causing me panic over a lot of things, not only training side of things but education as well. My pole vault coach now has got the power to allow me do all my training and make sure I'm at the highest potential possible, he doesn't get so demanding that I'm not allowed to go out and eat certain foods.

I: So why do you think that important to have a certain amount of power in the coaching environment?

P: I don't think it's very healthy to have someone tell what you can and can't do, and if you don't do that than you're in trouble, I don't think that's how it should work and people don't perform as well as they should do. It's not healthy just to train, a lot of time people end up with no friends, and educational side of things go downhill. Then you end up with no backup. Sport can't always be the main priority in your life, and that's what I've always said as well. Like I would love to be a full time athlete, but I could just get into myself and I couldn't do any sport again, not even any form of exercise because I would have just done what the coach wanted me too. If that happened then I wouldn't have had friends because I wouldn't have given them opportunity to come into my life, so yeah.

I: so as an athlete, how do you think you can exercise your power, for example making goals or making decisions?

P: Uhh, I feel with my.

I: Do you set your own goals and targets?

P: Yeah, before every season. Me and my coach have a sit down and go over everything and talk about goals. I will then write out my goals and targets that I want to achieve and he will write out what he thinks, usually they tend to be the same. The year before I would have spoken about how the season went and what I achieved.

I: so if you meet up and your goals and targets are not the same, how do you agree on them and meet in the middle?

P: well, my coach at the moment is very good at negotiating. And to be honest I would most probably go more with what my coach says more than what I say because of their experience. And I feel like he knows best even though coaches done always know best because they don't know how your are feeling or what, but he sits down and watches all my videos from training and previous competitions. He can see how I'm developing and if he feels like a certain competition wouldn't benefit me and certain goals will benefit me then that's what I will aim for. Also if I want to do a certain competition, he will allow me to do that then do the competition that he wants me to do. That proves that I can do the competition that I want to do.

I: So where does that trust come from, you mentioned you would go with him over your own opinion where does that come from?

P: Well, he was my coach from September and he coached one of my friends from Manchester who I competed alongside for numerous years. As an outsider I had seen her progress from not a very good pole-vaulter to being a champion in certain competitions so I've seen how he has built her up as an athlete. Not just performance wise, but confidence as well, because when she first started she wasn't the confident type and now she has blossomed and become a better athlete. So seeing it happen to someone else makes me believe that it can happen to me as well. I've had the same issues and had mental blokes where I can take off for quite a while and then I obviously got injured and slipped a disc in my back, I train with two other girls and they don't have the same coach as me, but he kind of helps them out and they have got this whole thing where they want to do what they want to do and the coach has no input, if he says something and they don't want to do it, they won't do it. I've seen them go down in standard a little bit and because I'm injured and not doing anything I can see from the outside what was happening, and I'm building confidence and getting stronger even though I'm only doing rehab. My core strength is getting so much better, from him telling me what to do. He also lectures biomechanics and from that, you kind of think that he has the knowledge which I should follow. They don't seem to be doing that and are going downhill and not performing.

I: so how, you said about the two coaches and you mentioned they are good coaches but they may kind of have too much power, are you okay with that and listen to whatever they say and carry on or do you need a certain amount of agency?

P: With the previous coach that I didn't get on so well with, I didn't have the confidence to turn around and say no. He built so much anger up in me that I was scared to actually say to him "I don't think this is right" because he knew he would turn around and snap.

I: So that leads on to coach athlete relationship, what do you think a good coach athlete relationship is, drawing on your experiences?

P: With the coach knowing the athlete but not knowing them just as an athlete but as a person as well, I think that helps a lot.

I: why for what reason?

P: Because then they know what's happening in the background as well. In every sporting situation there will always be something behind what someone is thinking. So if training goes wrong one day, it's not just because they are having a bad session, it could be that something has

happened earlier on in the day or in the week, which could be causing them not to concentrate.

I: yeah, okay. So what do you think a coaches role in developing a good coach athlete relationship?

P: I think there should be a zone level where the athlete can be as friendly with the coach as they want, but there is a level because obviously then relationships take over, and getting to friendly can cause you to loose respect for them. I think there should be a level in which they can turn around and say we need to take this seriously now. I know with one gymnastic coach, I came to friendly with her and she was more my friend than my coach.

I: How did that affect you?

P: Okay, I qualified for a competition, but then I couldn't take it further and go on with my training because we had too many jokes in the training session. I would lose concentration and I wouldn't have been able to perform as well as what I would in front of another coach. I would be a little bit more nervous as I would feel there was more pressure on me. I used to mess things up and do scrappy things. Usually I would just joke about it, when really I needed someone to tell me. "No you have a competition coming up and you need to do this, this and this. Rather than just joking around and getting to the competition and just showing myself up.

I: So how did you deal with, so when you realised you was becoming too friendly with the coach, how did you deal with it?

P: I had to move coaches, because it got to a stage where I had become too friendly. Like we were friends outside the gym as well as inside the gym., and there wasn't much of an age group so it was quite hard. I did end up, before the competition moving coaches, and there were no hard feelings. We both kind of got to the stage where we knew it had gone too far.

I: So you talked about age, do you think it's harder for someone with a similar age to have that power over you opposed to someone a lot older?

P: Noo, I don't think soo. As I had a gymnastics coach with an 8 year age gap and my pole vault coach now there is a 5 year age gap. I have the relationship with my pole vault coach, where we both know that's the level; I don't think that's gender. As my gymnastics coach was female and my coach now is male. Either way the age gap is similar.

I: when you talked about your pole vault coach and said there is five years between you. Does he act in a way to make you aware that he is the one with the power and stamp his authority?

P: umm, I don't think he does it intentionally. I just think it's the way he coaches me personally. As I'm his only athlete at the moment, even though he helps out with the other two athletes, but obviously the relationship they have with him is moving further and further away, and the way he coaches with me, he lets me have the joke side of things. This is so I don't get frustrated with training. So if I am having a bad time, he will be like "let's stop or you carry on and take off" and if I don't he will just stop, also with respect, I respect him just as much as he respects me. Umm, it doesn't go much further than that. He knows what's best. Sometimes you just have to think he is right. Parents as well, although i don't live anywhere near my parents now they still keep in contact with my coach to find out how I'm getting on and what I'm doing and if he says something to them, they will straight away come to me and be like "why have you done this, and that"? And I think that's what keeps the relationship balance with my coach.

I: yeah, okay. Sp you as an athlete would say your role in developing a good coach athlete relationship is by respect and taking on what they are saying to you and what they are saying is for the best?

P: Yeah, that's right.

I: Okay, so you've talked about bad relationships. How do you think a bad coach athlete relationship can affect your performance?

P: From experience, I know I went from a standard that I was happy with and knowing that I could improve further to basically being so hard done by the coach, where I literally wanted to give up completely. He put so much pressure on me and spoke down to me so much as if I wasn't even a person. It was like you are an athlete and that's all you are, you're an athlete to me and that's it. Where it needs to be like, yes your an athlete but your still a person to talk too and not like a piece of dirt.

I: yeah. Does that affect you motivation and confidence wise?

P: Well motivation, I had absolutely no motivation to do anything. I didn't even want to train, go to competitions, I get nervous as a person anyway before competitions, but before these I would literally feel sick. Then at some point, it felt like I wasn't even competing.

I: Is that because you felt like you had nobody there to support you?

P: Well he never turned up to competitions; he made me go on my own. My dad was there, he would fill it. I'm quite lucky to have the dad that is involved in sport, but he's not so involved that he takes over. He reads up about it, so he knows what he's talking about. So I needed help, I would just ask him. Some points I would get so stressed out, literally cried my eyes in the middle of a competition because I just didn't know what to do. That made me not perform as best as I could. I would then have to ring my coach up and have a battering down the phone because i haven't done what he wanted me to do, but he wasn't there to tell me what to do, he went to one competition out of 25 last year.

I: So why do you think he didn't come, is it because...

P: His personal life. He said "I'm there to train you, not for you to compete. If I'm at training you don't need me in competition"

I; so do you think in that situation he gave you too much power by thinking she is okay; she can do it by herself?

P: yeah, defiantly. He gave me no input into anything and didn't let me do anything I wanted to do. I did whatever said was best. So to then put me out in a arena where I then had to think for myself. And for the whole year i haven't been able to think for myself, what I was meant to do. I was basically left in the water, because if something goes wrong he is usually there to tell me it's wrong. Say id I took off a bit close on takeoff, id most probably say "I took off to close" and he would be like "No! Do it again" But then in a competition and I took off too close, he isn't there to tell me. So then I have to make the decision myself and sometimes that can cause me not to perform as well or sometimes better. Then if i ring my coach up and tell him that, he isn't happy and asks why I changed it.

I: So do you think, ultimately him having all the control over everything within training, do you think that affects your learning?

P: Yeah defiantly, I got coached by him for about six months, and I thought a lot about how i wanted to train. So within them six months I just listened to everything the coach said. I did my training and that was it, I didn't really look into anything. I would finish training; have tea the go to bed. Now I come back and am watching other athletes and am learning more about the sport and the coach athlete relationship side of things, now I'm at uni and studying it. I think it helps that I know what it should be like, I've learnt now from two different coaches and what way I want to be coached.

I: So do they coach in a way that you learn from?

P: Yeah because I've had a bad experience, an orite one and a good one. So I can now see how I want the coach to act. If the coach doesn't give me that then I know it's best to leave.

I; So do you think its hard top learn when the coach has all the power over you?

P: Yeah, of course. Especially when the coach starts thinking for you, and you can think for yourself. As they have been thinking for you the whole time, so when you come to think for yourself you fall to pieces because you don't know what you should be doing, because you come to think for yourself and you are like i don't know what to do. Then you will ask someone else and they will say something completely different to what your coach has said, because they have rammed it into your head soo much. You can learn new skills, because they have rammed all these skills into your head and been like you shouldn't do it any other way, so then when anyone else asks you do do something in another way you say no. The obviously if I was in a competition and a coach offered to help me because my coach was never there, when they are starting to tell me things and I would be like "Christian has told me to do it like this" and it's such a simple skill but because I've had it rammed into my head so much, I cant process it as a simple skill so it just makes it harder.

I: So in the coaching environment, if your coaches allow you to correct yourself in performance, in competitions does that make you a better performer?

P; well, I haven't competed as such yet due to injury but going of practice experiences. As the first thing my coach will say to me is "what do you think went wrong"? then i have to tell him what i thought went wrong and then he will he will be like " yeah, okay. But you also need to do this" Rather than what you said is completely wrong.

I; So your kind of meeting in the middle/

P: yeah, because he has made me realise what I'm saying is right most of the time.

I; So obviously you've learnt about the sport and skills, but it's good that he has taken on board what you think needs to be changed?

P: Yeah.

I: okay, cool. Can you think of any examples where you have had any short and long term affects from someone's use of power? So you may have been shouted at for not taking off properly and have been shouted at, did that affect you positively or negatively?

P: umm, with the previous coach we had a role within the group that have you don't take off three times in a row you would have to stop completely, We wasn't allowed to train for the rest of the day.

I; why is that?

P: Because he said it wouldn't benefit you if you're just running through all the time there's not any point being here. Obviously started off okay, I run through a few times but never had to stop, but from him shouting at me and saying everything I said was rubbish, I never got praise for anything I did. I would then start to run through a lot more and I remember there was a week, where i just kept running through and come to training then have to turn around and go home. He wouldn't care, he wouldn't ask me "what was wrong"? or tell me what I was doing wrong. When I did college before coming to uni, the last couple of months when getting all my work in and doing competitions as well as working was hard. I was trying to juggle three things with a coach constantly telling me I was doing everything wrong. He didn't care about the other two things, only about that. So I would have had a hard day of college come in and be stressed and i would do a run through and he would just knock my confidence and then he would send me home.

I: So what's the different now, to how your coach would act if you run through three times compared to how it was before with the other coach?

P: The thing with my old coach was he was trying to change so many things at once, like my speed, running and technique. And having two other things to juggle I just couldn't keep up. Whereas with the new coach, if I run through three times he will be like "what's the issue"? and would do something about it. It would build my confidence up and work with me so i could go again.

I: yeah, okay. That's all the questions I'm going to ask you this afternoon. Anything else you would like to add?

P: Don't think so.

I: Okay, thanks very much.

APPENDIX H: **INTERVIEW 4**

Cathy Bastian- Netball

I: SO have you ever had a coach that is more of a friend, so like um yeah so you have been too comfortable with them, you have had too much of a good relationship as opposed to kind of having a coaches role and you being the athlete

P: um, I don't think I have to say, but once I did have a coach as a family friend which I still accepted them. They still performed as a coach, I didn't like not listened to what they had to say, I still respected what they had to say. Um, I don't know, I don't think I've ever seen them as a friend

I: Yep

P: but then that's how I got into netball, so I suppose in a way that was good that I knew them before hand, so I felt comfortable instantly

I: yeah so that increased your confidence

P: yes

I:But now how could

P: yeah I wouldn't like that now

I; why have things changed from then to now

P: um, I don't know because I think sometimes if a friend is a coach, you might not take everything they say seriously

I: yeah

P: so that affects, even though you accept them as a friend, but that might not be there so much

I: what type of things do you think that might affect in the coaching environment? Can you develop anything?

P: it can affect the attitudes of players in training, um, the level that the players train

I: and why is that?

P: as apposed to a game, because they just mess about and have a laugh, things like that

I: yeah, any other qualities do you think?

P: um, they need to be confident in what they are coaching, adaptable, so they can adapt to different players, I think its important that coaches um react to different players

I: yep

P:I think sometimes coaches try and treat everyone the same, whereas they don't nurture certain players

I; so are you saying it is important that a coach gets to know an athlete,

P: yeah

I: like I mentioned earlier

P: yeah

I: on a personal level just to know how that reacts to things

P: yeah

I: okay so talk to me about that, why do you think that?

P: um because I think some people um, people perform and get affected by like constant shouting at them saying why aren't you doing your job sort of thing whereas sometimes that can be good for people where as other people that make them go into their shell and perform worse and I think that, that's something that needs to be nurtured

I: yeah, so have you ever had a personal um experience in that then? Or?

P: um, I had an experience once after my first Celtic dragons game where the coach, um, didn't shout but told me I was playing very badly, after, in the next training session, in front of the whole team whereas that was my first game so I think she could have dealt with that differently, at the time that's how I felt. But now I'm over it now and I sort of think that well maybe that's made me stronger

I: yeah

P: and more thicker skinned, so I've adapted rather than

I: yeah so how do you usually act to things like that being shouted at?

P: I don't like it normally when its in front of everyone because I find it quite embarrassing

I: yeah

P: and I find that knocks my confidence

I: yeah

P: and I do tend to over think things

I: yeah. Have you got better with that as you've kind of come through the age groups, do you feel you've developed more as a person?

P: yeah, yeah

I: okay cool. So um, So if I was to talk to you about power and power in like, kind of like the coach, athlete environment and how the way you both use them, what does power mean to you?

P: um, it means to me, the control over the athletes and the teams goals. So they're the ones that set the goals alongside the team and then steer other leading force then.

I: yep, cool

P: between where they are now and the goal.

I: so how do you perceive, um let's talk about your senior coach, how do you perceive her power? So how does she use her power um to get you guys to do what she wants you to do? Talk to me about a few things she may do or she might act, like?

P: um, she doesn't like us, like a lot of people in our team tend to talk about things quite a lot rather than getting on and doing it

I: yep

P: um, so she will say less talking, more moving or things like that and she'll make us get straight into it

I: yep

P: rather than chatting about it for half an hour and only doing it for 5 minutes

I: yeah, so do you think that benefits you as a team?

P: yeah, definitely

I: so how other ways does she, what about like match situations? How does she, how does she get you in the right head space to go on the court and perform?

P: um, she does different things, er before the game, um like sometimes we listen to a particular song that she wants us to listen to and we'll have to listen to the lyrics and things like that, so and the lyrics might mean different things to each player

I: Yeah

P: and then as the song's playing she'll say, like say, she'll speak some of the lyrics

I: yeah

P: so that that message is in our heads for the whole game, so that then is, I suppose her power, in that that's the message she wants to get across and that's the message that should be in our heads for the whole game.

I: do you think she has a lot of power in the, within your team?

P: yep, definitely

I: and why, why do you think that?

P: er, I think, I think that everyone respects her and I think that everyone listens to her, um,

I: any particular examples you've got of that?

P: um,

I: so for example, if she's wanted, um, if shes wanted you to improve on a certain aspect of your game?

P: yeah, like there was, um, when we were all, cos the senior coach was our assistant coach for the under 21's

I: yep

P: and um, a lot of people in our position were being told that they needed to work on their change of pace

I: yep

P: so then all of us then decided that we would focus on that

I: yeah

P: so I suppose, yeah shes, and that was from an assistant coach's point of view

I: okay, but how did she get you to do that?

P: coz you're constantly being kept on about it when we were playing

I: yeah

P: um, like, and I mean constantly and that would be what we would focus on. Sometimes we'd have like 10 minute sessions before a game where we would just focus on that one thing

I: yeah, but do you think that benefitted you as a player, as a kind of unit

P: yeah

I: as a centre court unit?

P: yeah

I: so you're all good at your change of pace now then?

P: yeah

I: okay, erm so what are your views on coach athlete use of power? So what do you, whats your personal opinion on how a coach and athlete should balance their power and exercise their power?

P: so, the power within the team? or within like..?

I: so for example, if, yeah, so power within the team and the dynamics in which the coach has with the athletes and how you should both, do you think you should both exercise power or do you think the power should solely be with the coach all the time?

P: I think both should have power,

I: yeah

P: because if, if you just rely on the coach, the power of your own improvement then you're never going to get anywhere

I: okay

P: coz she could have 20 other girls that she has to empower

I: yeah

P: so I think its gotta be, you've both gotta have the power over your own play

I: yeah

P: you've got, you've got to sometimes take responsibility to work on things you need to work on, rather than letting it fall to the coach all the time.

I: yeah. What certain things do you think a coach should have power over, and they should, you know, take the lead with? What sort of aspects of whether its technical, tactical, um what kind of things do you think

P: I think like set ups, and things like that

I: yep

P: they should dictate them, and everyone should be aware of them, um

I: give me an example of that?

P: so like on the centre pass, centre pass attack and defence

I: yep

P: that yes the players can talk about it and decide between themselves right we're gonna do this, but that might not actually work for this particular team

I: yeah

P: so the coach then would come in and say, no, we're not doing that, that's shit for this team, its not going to stop them.

I: so does she kind of set the set ups and then you kind of do them or is it you make up the set ups and go and discuss and do them?

P: yeah I think, I think we've got like certain set ups that we've got for every game, but then she might say before hand , right well this is the best set up to use against this sort of attack or this is the best attacking centre pass against these sort of defenders or something like that

I: yeah, it gives you kind of a guideline and kind of structure to go off.

P: yeah, and then I think even though, yeah we could wait for quarter time for her to say right this isn't working, we need to do this instead, I think sometimes we need to take more responsibility and adapt ourselves rather than waiting for the coach

I: yeah

P: to tell us to change what we're doing.

I: yeah, do you think she gives you the opportunity to, like you mentioned taking responsibility, do you think she gives you the opportunity to do that? Or does she kind of step in and kind of put you right?

P: erm, I think sometimes if it's not working straight away, for example the first quarter she might take a player off

I: yeah

P: and not, it might not necessarily be that they weren't doing their job, it just didn't adapt. Then she has the power, obviously to take that player off and put someone on and she could have been talking to them in the quarter time saying right this is what you wanna do and this is what I want you to do when you go on. So then in that respect that player that comes off doesn't have the power to put it right

I: yeah

P: but , um, the coach has made that decision and that's her decision at the end of the day

I: yeah. So you think that's, in a game situation, that's how a coach kind of uses their power

P: yeah

I: by dictating who's on the court, who's not. Do you think, do you think she can dictate a way in which, like a athlete plays, what they're doing on the court or do you think it takes her to take someone else off to put someone else on?

P: erm, I think it depends on the player, who she wants to change. I think some players will just change of their own accord

I: yep

P: urm, some will just listen to her on the sideline and think shit right I need to change here

I: yep

P: but um, and then others need to get taken off coz sometimes people don't realise they're doing wrong

I: yeah

: and then it'll take them coming off

I: so what kind of player are you? Does it take you to come off to realise what you're doing or can you change on the court?

P: um, I think, I think I wait until quarter time to be told. I don't take responsibility in that I don't think right I need to do something else here, which I think I need to work on, so then I do get taken off. But I think sometimes, ive felt in the past sometimes its more under 21's, um that I could've stayed on if she'd told me what I needed to do

I: yeah

P: so sometimes it takes that person who's watching the game rather than playing it to tell you something different if that makes sense

I: yeah, yeah look through different pair of eyes kind of thing

P: yeah

I: so how does your, your 21's coach differ then to your coach you have now, would she, would she kind of wait and not kind of exercise her power when you were on the court? Was she more kind of quarter time?

P: yeah I think, I think so

I: yeah

P: I think as we got older and um as we developed through the ages she would speak to us more when we were on court

I: why do you think that is?

P: I think maybe because the relationship had developed and coz obviously we were with her since we were under 17's

I: yeah

P: and I think maybe she felt more comfortable as well that we would listen

I: so why do you think this coach you have now is comfortable in telling you what to do? Is it because she's more

P: I think she's more confident in her coaching

I: yeah

P: I think because she comes from a family that has a background in coaching

I: yep

P: so I think shes grown up with um the I'm right attitude sort of thing. Which is good, I think as a coach

I: yeah

P: um, so yeah, I think she just does that anyway, she doesn't wait to develop

I: so, sometimes if you think she's not right, would you, would you have the confidence to kind of sit down with her or approach her and say look I disagree with you with a certain something, would you be able to use your power then, or your agency to talk to her about something?

P: um, I think I would now yeah

I: yeah

P: it would depend on the situation, where as I would have to a hundred percent know that what I was talking about was right

I: yep

P: coz I don't know everything about the game whereas she has got a lot more experience than me

I: so give me an example of that where you haven't quite, you've thought about it or you've thought you've disagreed with her on something but you haven't quite told her or approached her

P: um, well in the latest game we played, I didn't actually play, but um in the first quarter I personally thought the attack wasn't working well, the defence wasn't either but in my opinion the attack was like not much on at all

I: yeah

P: and um a defensive centre court got brought off

I: okay

P: um, Wing defence. And um I personally thought the change should have been made at the other end of the court. But then I wouldn't have said anything about that because um obviously its not, not that I thought I should go on

I: yeah

P: but I, thats where the change should have been made, I think

I: in your opinion

P: but I would never say that because then after the game she said the attack worked well in the first quarter so I think sometimes it depends on your view of the game

I: yeah

P: and what you want out of the game I think

I: yeah

P: so I dunno, I don't think I would in that situation. But if it was to do with my play then I would

I: yeah yeah. You feel you have kind of more of a right to talk about it?

P: yeah

I: so do you think thats her job then? Do you think that should be totally her job in deciding what kind of you know players are going on,

P: yeah, it should be

I: she should have that power all the time

P: yeah. But she does want us now to have more of an open relationship as a squad

I: yeah

P: so I think maybe I will have to learn to speak up and say well I don't think that the wing attack was playing particularly well or they weren't quite moving at the right time

I: yeah

P: or something like that

I: kind of take the pressure off her as much and kind of get a, like we talked about seeing things through a different pair of eyes

P: yeah

I: but do you think she actually would go along with

P: I don't know. Nah because in that case I disagreed with what she was saying

I: yeah

P: and I know a couple of the girls on the bench did as well

I: yeah

P: you know

I: yeah. But its just developing that relationship with someone where you know she'd respect what you're saying

P: yeah

I: cool. Um, so what do you think a good coach athlete relationship is? So you just said to me youve had, you know you had a good relationship, rightly so because youve worked with the coach for you know a number of years, what do you think, certain things in your relationship, why, you know, why are they good?

P: I think mutual respect

I: yep

P: so like

I: so talk to me about that, mutual respect

P: so like obviously listening to what she has to say and getting on with the job and everything but then at the same time if I disagree with something, I'd like to, or if I don't understand something, I'd like to be able to say, well no wait I don't get the point of that can you explain it to me again better or in another case, like okay but what if this happens

I: yep

P: sort of thing, because of the result of the thing you want to do

I: yep

P: so I think that is important

I: do you think you have that

P: erm yeah

I: yep. Do you think its more, mutual to develop that or do you think its kind of one sided to develop?

P: I think its mutual yeah

I: yeah

P: I think the coach has gotta be approachable like talk about it yeah so then you can voice your opinion and then therefore she will gain respect for you in return if that makes sense

I: mm, what else do you think a good coach athlete relationship is?

P: erm, I think, I think its important to have rules as a coach

I: like boundaries

P: yeah for like the squad to follow like. Whether it be what kit you wear, what time you get to training and things like that so everyone is equal within the team

I: yeah

P: I don't think its fair when certain players have one rule for one and another rule for everyone else sort of thing

I: yeah

P: which can be really annoying

I: have you ever been in that situation?

P: yeah

I: talk to me about that

P: erm well, sometimes it seems as if certain players are always in the right and they can sort of do what they like

I: yep

P: and then others cant

I: yea

P: and its not really that fair and then I think a lot of players then don't get treated in the same way as that particular player get pissed off

I: yep

P: and then sometimes, um, it can affect the attitude in training. And I think sometimes then, what doesn't get done, is if that player comes to training with a bad attitude, instead of um, the coach trying to lift their attitude, sometimes um, she won't do that and then the rest of the teams attitude will drop

I: yeah

P: but then it will be taken out on the whole team, not just that player

I: yeah

P: which I don't think's fair

I: so do you think that's a case of giving them too much power so that has a negative effect on

P: yeah

I: they've kind of

P: given the athlete too much power?

I: yeah. So kind of what's, what they say goes

P: and then I think the athlete loses respect for the coach

I: yeah which is a problem. How does that affect the team? I know you mentioned about attitude in training, how did that affect you as a individual towards, so towards your coach? Did you kind of lose respect for her in a way or did you?

P: um, I suppose a little bit, but I tried to keep that separate from my relationship with her

I: yeah

P: if that makes sense

I: was it hard?

P: because I think the relationship I have with her is the way its supposed to be

I: okay

P: so I think in that, in that sense its not so difficult.

I: yeah

P: it's just annoying when your training with that particular player

I: yeah. So you mentioned about setting boundaries, so, were there boundaries set, you know, or were they set and not kind of followed by certain, you know, different people?

P: um, in the build up to world youth, I think there were boundaries, like we were given this, these red cards or yellow cards I think they were

I: yep

P: and um, we were allowed to like play our red card, so we were allowed to miss, we were given two so we were allowed to miss two training sessions in the build up, but they had to be for legitimate reasons

I: yep

P: so like exam, or I dunno doctor's appointment or something like that, not something silly. Um but I think, I think if you give the, in a way that's good because there was boundaries coz it meant that people couldn't miss more than two but then in another way people took advantage of it and used the two and they'd say for whatever reason, I think somebody used it to go to a concert, I don't think is acceptable

I: yeah, especially like so close to a competition I suppose

P: like some of us didn't even use them, at all coz we didn't want to like, we wanted to be in training. So yes the boundaries are there, but I think some people will then push the boundaries.

I: yeah, yeah. So do you think with the new coach, does anyone kind of push the boundaries?

P: um, I don't think anyone really does, no, I don't think.

I: no, is it just coz you know when she sets the boundaries she means business and those boundaries are there to be followed

P: yeah, yeah I think so

I: okay, cool. So um what would you say your role is in developing a good coach – athlete relationship. You've talked about respect, how do you mean respect from your point of view?

P: um, so listen to what they say and all that, err following instructions and aiming for the same thing they're aiming for. But I also think like if you need help, this is something I've had to learn, over the last few years, if you need help, you've got to go and ask for it

I: yep

P: rather than waiting for them to come and give it to you

I: yeah

P: because they might not know, like with uni, if you're struggling with uni they're not gonna know if you don't tell 'em or something like that, so in that way, that's still respecting them because you're keeping them informed with everything you're doing

I: yep, and they're approachable enough to go up to them and tell them?

P: yeah

I: do you think that makes a difference when they, you kind of have that relationship with them where you can kind of go and discuss with them any problems you may be having with, maybe in your personal life or what-not. Do you think, um, do you think they act kind of differently around you then or do you think they're the same coach but kind of...

P: I think one to one, if you had a problem in your personal life that you spoke about with them, one-to-one, yes they would, they would be a little bit different, but then after that conversation had taken place, and you were back on the training court then they'd be back to normal, which I think is good

I: yea

P: um so its good that they can be like that versatile

I: yep

P: which is an attribute that they should have

I: definitely, going back to the first question!!! Um okay, what about a coaches role, what do you think the coaches role in developing, it could be the same things as what your role was in developing the coach athlete relationship, anything extra?

P: I think, honesty. like it's all well and good wanting to improve and encouraging everyone but if you just encourage them week in, week out, they're gonna think they're perfect so I think it's important that you don't always be like yeah good work, well done good, I think sometimes they need to be told when they're doing shit

I: but do you think there's a fine line between honesty and

P: and, there's a fine line with being cruel to be kind and just being cruel

I: okay, and have you ever had experience where you've kind of, where yeah, where you may have thought um, they've kind of been a little bit cruel, but really reflecting on it now, they've kind of been cruel to be kind and kind of facilitated your learning or performance?

P: er yeah, I think going back to what I was talking about earlier was when my first game, and she told me I was doing shit basically, like other times I'm like whoa, I can't believe you're actually saying this in front of the whole squad

I: yeah

P: after my first game, like thats done nothing for my confidence and I still think it now to a certain extent. Like I would never, if I was a coach I don't think I would do that to a player. Um but in the long term, yes, its made me stronger and sort of, I don't really know, like

I: toughened you up?

P: yeah, yeah

I: so do you think if you was in that situation again you would handle it a lot better?

P: yeah I think at that time as well I had a lot going on in my personal life, which I don't think the coach was aware of

I: okay

P: so at the time I thought oh my god she's being a right bitch

I: yeah

P: because of everything else that was going on in my life, I thought that she was, like I generally thought she was doing it to upset me

I: yeah

P: whereas now looking back she wasn't, she didn't know what was going on in my personal life and then I should have maybe told her what was going on in my personal life

I: yeah so that's your point of view

P: so that's a thing like what you spoke about earlier, the relationship working both ways

I: yep

P: yeah. But that was my first season being coached by her so maybe I didn't feel confident enough to talk about it then.

I: does it take, do you think it takes an athlete, like sometimes a while to kind of get used to a coach's ways and kind of then accept them and think yeah ive gotta comply with it in order to perform or to learn?

P: yeah definitely, I think, I think now if something was going on in my personal life I would approach her and I would say look im under this stress, um, and then, I don't think then she would have come down as hard on me if she'd have known about that situation. I don't know, she might have!!

I: yeah

P: but I don't, knowing her more now, I don't think she would have

I: yeah. And again, the relationship and positive relationship

P: yeah

I: cool. Um so you've just talked about, well you've just basically talked about my next subject, short and long term effects of coach athlete relationships. So whether that be positive or negative. You've talked about quite a positive, well you know you said she kind of shouted at you in front of everyone but then reflecting on it long term, its had kind of a good, kind of a good impact. Can you think of a negative one?

P: uuum

I: a negative, it may be at a young age? Where you know

P: um yeah, when I was at a young age, um, one of my coaches used to, coz I'm left handed, sometimes I used to turn the opposite way to everyone in my team

I: yep

P: and it used to make it difficult to catch the ball

I: yep

P: so sometimes she used to shout at me a lot about catching and things like that and turning

I: yeah

P: so now, um, at that time like if she used to shout catch the ball, catch the ball, catch the ball, I used to like drop it quite a lot

I: yeah

P: so now if I drop a ball I think oh shit that was my fault whereas it could have been a shit pass

I: yeah so it's had, that's had kind of a long term effect on you and you always kind of revert back to when she'd shout at you

P: yeah and that was just a club coach, like when I was really young

I: yeah. So why do you think then it had like a negative long term effect on you opposed to something, you talked about that performance you had, why do you think that's had a positive effect on you opposed to this situation where it's been negative. Has she made you feel differently or?

P: um I think maybe if she had, like looking back now, maybe if she had said Cathy is left handed guys so shes gonna turn this way so make sure you give the ball that way

I: yeah

P: or if she had said Cath you need to start turning the other way

I: yeah, work on it opposed to your turning the wrong way

P: something like that, nothing was ever done, it was just your not catching it which was like well. I don't think the passing was particularly good all the time you know?

I: but now youve kind of mature enough that you would say it to your team

P: yeah I would say it, I would say it now you know

I: the past is wrong

P: at this level we demand it of each other so

I: yeah

P: and the coach would

I: yeah. Do you think that's important then, demanding, kind of, do you demand your team mates to use their power as well?

P: yeah

I: in what ways

P: yeah I think like, um, like sometimes at the end of, like us younger players at the end of training are talking about something that happened within the training session

I: yeah

P: and say we're still not quite sure of the point that was being made, one of the older players will say go and ask, if they overhear us

I: yeah

P: so that, that empowers us to use our power, if that makes sense. So we then go and ask the coach what point they were making

I: so do you kind of have an input in the sessions then, so say if your having a group discussion or something and you were talking about senior players and im assuming your not quite a senior player, do the senior players encourage you to use your power or to perhaps have an input in you know, a decision or whatever?

P: er they do yeah, they always encourage us lot to talk

I: yep

P: and most recently they're encouraging us to, um, demand more of them because us younger players will demand it of each other

I: yep

P: like we'll say that should have, that pass should have been higher or whatever,

I: yep

P: but we wouldn't say that to a senior player, so thats something we're working on at the moment, which I think is good, and its the senior players that are using their power then to demand of us younger players

I: yeah, so again it's about mutual respect in that regard as well, different to the coach

P: yeah, yeah

I: good. Um so what do you think best facilitates your learning and coach environment, it could be a way in which a coach may set up something or a way in which they coach it. How do you think you learn best?

P: um, I think I learn best by doing

I: yeah

P: so to do like, um, an example, a demonstration

I: yep

P: so sometimes we're told right this is what we're gonna do tonight and we'll be given four things as a centre court unit that we need to work on and I'll be thinking by the time it gets to the fourth one I'll be thinking shit what was the first one

I: yeah

P: um and we don't actually see them so we've gotta work it out for ourselves what each one was, they're only simple things, but if there was just a demonstration of them sometimes,

I: yeah

P: I would, I think that would be better for me in some respects, but then that would take up time so

I: so okay, how do you think your coach could set it up better in order for you to learn, or to facilitate your learning more?

P: um,

I: do you like it when she breaks things down or?

P: yeah I like it when the drill is broken down in that like this is the first step and then we're going progress it onto this and then we're going progress it onto this, rather than doing it straight this is the drill, do it.

I: yeah

P: and I think sometimes maybe if she's got different stuff to do with the defence, centre court and attack, go to the defence, set that up, get them working, while we do some passing or something, then come to us, set us up, show us what we need to do, then go to the shooters, and then, yeah okay we are staggered then when we start but I think that we'll understand more what we've got to do

I: yeah, so if in your session, you kind of commanded on what you're going to be doing, each step of training are you told what you're gonna be doing or does she say okay, er does she empower you in the way of, okay I wanna work on change of pace can you go away and work on a drill

P: no that doesn't happen, we're told every single thing that we have to do

I: yeah

P: we don't develop within ourselves really. I think some of the senior players might develop little drills outside of training, but they're more like, more like team drills for a warm up before a game.

I: so realistically, going back on it all, she does have a lot of power over you as athletes?

P: yeah, yeah

I: okay so, do you learn from that?

P: yeah I do. I can't say hand on heart that I go home from every training session having learnt something

I: okay

P: um, and I don't know if that's necessarily my fault, but sometimes I feel like I do go home feeling I genuinely did not learn anything in that session

I: yeah, is that because you think she assumes you know what you're doing and you know?

P: yeah, and I think, but I think sometimes as well, its whether you actually go into training with the attitude of right I'm actually going learn something tonight

I: yeah

P: or do you just rock up and thing right I've got training

I: I bet it requires you to concentrate the full however long you train, if you've been told what your going be doing, how you're going set something up, bet it requires you to concentrate quite a bit? Okay so what kind of things in the environment do you like to have power over? So that you think betters your performance, so for example it could be goal setting. Do you like set your own goals?

P: um, like personal?

I: personal targets, it could be something to do with technical aspects or

P: I, I do like setting my own goals for like matches, like I need to focus on this today in this match but I don't do that so much for training

I: okay

P: because I think, I go to training expecting the goal to be set sort of thing

I: yep

P: so I think, I think I learn better when, sometimes as well you think you might be good at something and you're not,

I: okay

P: or you might think you might be bad at something and your not that bad at it. I think thats when its important that the coach uses their power to, um, demand of you what you need to improve on

I: so kind of give you the guidelines and the aims and then for you to kind of

P: yeah, I like, when we were in, I think it was under 17's or 19's

I: yep

P: the coach used to set individual targets per match, whereas when it got to under 21's World Youth Cup, it was unit targets rather than individual ones. Whereas I do think individual ones makes players feel more unique, more important, and gives you something individualised to focus on

I: yeah

P: yeah its a team effort, but if you were playing a certain part in that team, if you need to be doing something, the coach needs to tell you sometimes, and then you can focus on it for the game

I: yeah. So performance wise, do you like to have an input in your own performance? So like you mentioned about goal setting, do you get more satisfaction out of knowing you've kind of, if you've played well, you're the reason you've played well, or the coach is the reason you've played well with the goals they've set you and kind of things?

P: um, I think I'm the reason most of the time, but that's kind of because, I dunno,

I: you're the one that's actually doing it

P: yeah, you're the one that's doing the job and I think some days it's just on and some days it's just not

I: so realistically you have power over how you play

P: but then I do think as well that the coach's attitude on a given day can affect the team performance

I: yeah definitely

P: coz I've been in environments where the coach is in a foul mood and then the whole camp's atmosphere goes down and everyone feels tense and on edge so then they don't perform as well,

I: yeah

P: whereas if the coach is relaxed and everyone can see that she's in a good mood, they don't feel like they're walking on egg shells. And that's off the court as well as on.

I: so lastly then, ultimately, a way in which a coach acts, whether positively or negatively, do you think that affects your results, so like winning or losing?

P: yeah, um I think the belief of the coach is really important

I: yep

P: coz like we went into world youth, I think it was 13th or something like that

I: yep

P: and like most people thought we'd get in the top ten, but ten would be the aim, whereas our coach wanted us to get top five

I: yeah

P: and we all bought into that, that was the goal, and we set that goal with her actually, coz originally she was setting the target of top eight, and we all collectively decided we wanted to aim for top five

I: did she go along with that?

P: yeah. And she really was the big factor. We came sixth in the end but she was a big, we wouldn't have got sixth if we hadn't had the top five aim, we would have probably got ninth

I: yeah if you'd have aimed for top eight?

P: yeah if we'd have aimed for top eight, so

I: definitely affects the results and the relationship she had with you, you know, having that respect for you as a team, saying yeah okay if you want to go for top five we can go for top five.

P: she probably thought it was unrealistic to go for top five but then once we started aiming for it, then she probably thought oh hang on we can do this, and when we got to the fifth place play offs, well we were there then! Yeah

I: okay cool. So thanks for answering my questions today

P: you're welcome

I: lastly, have you got any questions about anything I've asked you or anything you'd like to add?

P: no thats fine thanks

I: okay, thanks again

APPENDIX I:
INTERVIEW 5

Kayleigh Dawson- Swimming

P: I'm ok how are you?

I: good thank you (umm) thanks for you taking your time out this morning to this afternoon actually, to answer a few questions for me (umm) so just to give you a little bit of the structure of what we are going to be covering today in this interview, so basically my aim of the dissertation is Athletes perception of coaches power, so going to be looking at a few objectives which I will be asking you questions on to get a little bit of information about your own personal experiences within your sport (umm) the effect of the coaches power on coach – athlete relationship number one how the coaches power is perceived to having an impact on performance (umm) the effect of coaches power on learning, and any short term or long term effects on the coaches power. So got any questions on those before we start?

P: No, lets get going

I: Ok, cool so (umm) what kind of level have you participated in, in sport, in swimming?

P: In swimming? (umm) international I did for, think I was international for GB at both junior and senior from like 2007 to (Pause) 2011.

I: Yeah

P: I'd say, I went all over.

I: Did you come through like age groups or did you start quite late?

P: (umm) no, well, I started swimming competitively when I was twelve and made international when I was (umm) sixteen going on seventeen.

I: Yeah

P: And then stuck to it until I was like twenty.

I: So what kind of processes you have to go through to get to the standard of what you went to?

P: A lot of training

I: Yeah

P: Like everyday before school, after school, gym as well.

I: Yeah

P: It was a lot of dedication and then it just, you've got to keep on going like if you get, if you don't make it, like you don't make your goal, you have to keep going not get defeated.

I: What, what race did you do? What did you?

P: My main event for what I made international was (umm) 10 k so open water, so like in the sea

I: Aww really

P: And in the lakes and stuff like that

I: Aww really , ohh cool, so what's the highest competition you've, you've competed in?

P: FINA)) Wales

I: Ahh yeah ok

I: So yeah I did that in Dubai in 2010

I: Aww really

P: Yeah

I: Talk to me a little bit about that, what was that like for you?

P: (umm) It was an amazing opportunity because obviously it was like everybody amazing in the world was there, and then, but it really like nerve wracking because obviously I was only seventeen

I: Aww really

P: Yeah, and everybody else was like in their twenties, so I was quite young, but one of my teammates was (umm) my age as well and then had more experienced people there as well so everyone took care of everyone, so it was a good experience and I still did quite well so..

I: Cool, (umm) so you mentioned you come through kind of and started quite young (umm) do you still compete now?

P: No I had to retire because of my back

I: What did you have back injury?

P: Back injury

I: Through a lot of training, I'm guessing

P: Yeah over training,

I: Ok so, (umm) coming through the age groups and what, like you said you started quite young, how many coaches have you had in that time?

P: (umm) (Pause) Four coaches

I: So did you have, what's the set up with swimming? Do you have like an individual coach or a club coach? Or?

P: (umm)

I: How does it work?

P: In like, You have separate squads so in each squad you have a main coach and someone who is like an assistant coaches, but most of mine were like in the top squad we had one main coach, but he knew everything about you kind of thing.

I: Ok, so any of them four coaches stand out for you, for any, any reason?

P: (umm) My Jock? The one I had in Newcastle, he was probably the one I had for the longest he was (umm) he was just so knowledgeable and such a lovely guy, he had people at the last five Olympics

I: Aww really

P: And then being able to train under him was just like amazing

I: Yeah

P: And then because he was just such a respectable coach it was just so easy, whatever he said like and with all his knowledge I knew what he was saying he was right

I: Yeah H

P: Whatever he said I did and also Dave Ha.... I had in Cardiff was pretty good but he was not very nice.

I: Was he not?

P: No

I: So how, how, compare them two what, why wasn't he very nice compared to

P: I think Dave's a lot more old school compared to Jock, where as Jock and where as Dave is used to comparing males

I: Alright, ok

P: He is more male dominant I would say, then where as Jock had more (umm) women Olympians and was more used to coaching girls, so he like understood us than Dave

I: So (umm) Dave you said he coached males so why do you think that made a difference to the way he coached?

P: I think with males and female swimmers there so much different like guys you can like hammer them up and down the pool whereas girls if you do that they just get broken

I: Yeah

P: And you need to chat and stuff like that

I: Yeah

P: The coach sometimes weren't like the guys we needed to do less them them and he didn't understand that.

I: Yeah

P: And he didn't understand sometimes you just couldn't train and sometimes you need to socialize, my coach in Newcastle understood that, we were young and we were going to have a social life as well, where as Dave was like swim swim swim

I: Yeah, can you give me an example of like a session where you've had where kind of just blasted you and you

P: A day?

I: Yeah

P: It was after my nineteenth birthday and I had just come back from Liverpool, (uhhuh) (laugh) and he made me, because I had missed the morning session, he made me go in my own lane and gave me my own like uum heart rate set so I had to do like, I think it was something like 8x400 by myself and he was timing me and making me go harder and obviously I was quite hungover and everything.

I: Ohh god I can imagine

P: And he was shouting at me, and it wasn't good.

I: How did you feel about that, after that? Did you cry?

P: No I didn't cry, just angry and just got out and didn't speak to him.

I: So, Jock would you say he kind of (umm) you said you had a better rapport with him, do you think he got to know you more as a person, rather than just an athlete? As opposed to .

P: Yeah, yeah he umm, with Jock he took the time out to make like, he took time out to know you as an individual, and help you personally achieve your goals.

I: Yeah

P: So he would have like individual like goal sessions for you as an individual athlete as well as team goals

I: Yeah

P: for our squad, we would have squad meetings and then like he would like get to know your parents and understand if you had exams you wouldn't be able to train and stuff like that and like if your birthdays coming up wouldn't be able to train stuff like that. He took to get to know you, even now he's retired, he still likes, I still have loads of respect for him, he messaged me when I was umm he heard I had hurt my back he sent me a message over in Australia, I hope your ok.

I: Really?

P: So

I: So would you say he's more approachable than

P: Than Dave? Yeah

I: Do you think that makes a difference

P: Yeah definitely, because if someone's really hostile if you have say you have a personal issue, with Dave I didn't feel I could go up to him and speak and say this is happening, so I cant do this, whereas with Jock, I could easily go and say it to him.

I: Really?

P: Yeah

I: Ohh that makes a difference sometimes, ummm so in your opinion then what qualities should a coach should possess? What stands out for you quality wise

P: Well I think a coach needs to very like knowledgeable

I: Yeah

P: Obviously, when you have good background experience around them, trustworthy, approachable.

I: Yeah

P: Umm, kind.

I: So you talked about background experience, do you think it makes a difference to you if you say you had coach where, have you ever had a coach where is kind of, hasn't really, do you know Dave and Jock they competed at high standard themselves.

P: Yeah

I: Have you ever had a coach who hasn't competed at a high standard themselves but is coaching you?

P: umm When I was first starting out, I had a, I think he might have done nationals and stuff like that, but he hadn't had anybody like at a high standard and had never done it because we were such a small club

I: Yeah

P: But still even him, I guess as a coach, for me at a young age was perfect for me,

I: Yeah

P: because he was the one that, as soon as he saw that he had reached his potential with me, you need to go to this club

I: Aww really?

P: And he told me to go to a different club

I: Yeah

P: so he, he even knew I was going to make it he wasn't he knew to that he couldn't take me any further kind of thing, which you have to have respect for someone to do that

I: Do you have umm, what about themselves, not who they've taken, you said like he's taken five girls to the Olympics, what about themselves, they've competed at a high standard when they were younger if they've swum umm have you had coaches like that?

P: Umm Jock and both Jock and Dave both competed as well, yeah I think it does kind of help because they I guess they do know what your feeling sometimes, like when you cant do it

I: They understand

P: Yeah, they've been through it so that does help as well

I: Cool, ok so umm, if I was to ask you about power, what does power mean to you? In like your swimming environment, what, how does the coach use power around you?

I: So like for me, power means like authority like who has authority like if it's the coach or if its like the athletes trying to touch that boundary with the coach and the coach actually, if someone is messing around being able to be like, no you're in the session to train

I: Yeah

P: And like getting people to like respect them

I: Yeah

P: So having power is about respect I's say because if you don't respect them your not going to let them say anything to you.

I: Yeah, do you think its hard to gain respect?

P: As a coach?

I: Yeah

P: umm (pause) yeah I think if you have obviously have a lot of like the background experience I think automatically you get that respect, and if you build a relationship with the athletes then they begin to like you and like trust you more and then you get more respect id say.

P: As an athlete do you find it hard to kind of build up respect for a certain information if you don't know them, going from the start like?

I: umm yeah if I don't if I don't know anything about them sometimes I think what are they talking about, what, what do they know that I don't

I: Yeah

P: Just because of all of my knowledge but then at the same time you've got to know maybe they do know better kind of thing.

I: Yeah, so mutual respect do you think that's important?

P: Yeah, definitely

I: Why? Why, why do you think mutual respect is important?

P: umm because if I respect them and they show me that they dint respect me, so like they don't listen to me if I say something then, why should I give that back to them

I: Yeah

P: So that's not fair that's not how it goes, I think it works both ways

I: Have you ever had an instant where there hasn't been quite mutual respect and its kind of one sided? Whether on your part or the coached part?

P: So umm yeah, so when I was Dave he was very, thought that I was right not matter what kind of thing, and even if you were like umm no I cant do it, for example when I had umm when I first did my back in I was told by a physios and chiropractors I had to to take six weeks no, like not getting in the water, at all and he was like no you need to get in after three weeks and do some swimming it will make it better but he wasn't the physio kind of thing he didn't have that of medical knowledge

I: Yeah

P: So that was him I guess trying to over rule some people

I: Yeah

P: So pushing that power

I: Do you find it hard then when your kind of in the middle and you've got two opinions coming both ways, so is he kind of, umm, what he says goes

P: Yeah , he's yeah because he's the top dog I guess.

I: So how do you react to that, what kind of, do you kind of go along with he says or do (uhh)

P: Umm it depends in like what context it is like with my back I didn't listen to what he said because I was like, I knew if I did it, I didn't want to end completely at that point end my career, so I didn't want to end up doing something and having to completely having injections and having an operation

I: Yeah

P: So then I guess he didn't respect me for making that decision but its my health at the end of the day

I: Yeah, so there, again no mutual respect there, ok cool, ok so what are your views on coaching athletes use of power, so talk to me about situations where you think is where you talked about it needs to worked both ways, any situations where you've kind of umm made a decision and umm a coached has respected your decision or your thoughts, on something?

P: umm (pause) yeah I guess so, so sometimes in training umm I remember doing a distance set and not being able to do my normal times because I was just so tired and they to my coach can I just go in and do the sprint set because I feel like I have more speed in me today and then him actually saying to me well yes that's fine you know how your body is feeling you do what you want to do kind of thing

I: Yeah

P: So I guess that was

I: So with Dave would it, how do you think he would react to that if you said that?

P: Dave would probably say carry on, with a no pain no gain, you've got t push through it.

I: Really

P: Yeah.

I: Do you work better with coaches like that? Or do you work better with where you have your own agency a little bit?

P: Umm I think I need a bit of both with Jock who was the one that let me kind of, said I know how my body is feeling to do, listen to my body kind of of thing, that worked most of the time but sometimes when I couldn't be bothered I could just use it as an excuse to not do the harder set, whereas I think he should have been no I know your joking, I know your taking the piss

I: Yeah

P: Do it, where as with Dave he just wouldn't have listened and just made you do it all the time

I: Yeah

P: which over trained you.

I: Did he know you as an athlete, did he know you person, personally, or was he just kind of umm he didn't really care about aspects of that and just cared about you in the pool kind of thing?

P: Yeah I think with Dave, yeah he even knew before I came he knew who I was but he didn't know a lot about me I think to him I was, like obviously he knew who I was but to him I was just another international athlete like

I: Yeah

P: That he had, he didn't, he even though I was international and high standard he wanted people that were getting to worlds and Olympics

I: Yeah, right ok

P: So unless you were on that top of the podium, you would still get a bit more attention than people at nationals but not the same as making to the Olympics

I: so is there, obviously people work in different ways and people react to different things, Is there anyone in your team that is kind of umm, doesn't really react well to the way he coaches, being shouted at was there anyone, incidents where

P: umm yeah, if some of the younger girls got shouted at they would cry

I: Yeah

P: so which isn't fair because they were like thirteen, fourteen and he was shouting at them, so obviously they were going to cry

I: Yeah

P: So I guess that, that was the girls doing that

I: Yeah

P: And some guys, if he shouted at them they would just get out and walk out, and say I'm not talking to you

I: Yeah, is it different way in which that he coaches boys and girls, do you think he acts, would you mix as in boys and girls in your club

P: yeah, it depended because it depended on what, if you were a sprint distance, sprinters, they girls and boys did have different sets, he would make them completely different, whereas for distance, there was only me and another girl for distance swimmers, for the girls we had to go with the boys no matter what, we had to do the boys session

I: Yeah

P: So we were trained as lads, where as the girls were trained as girls, the sprinters

I: Do you think that made a difference to you in a good way or negative way?

P: umm (pause) I think a bit of both, it kinda made me tougher because it made me want to keep up with the boys and beat them, but I do think at the same time, I think if I try and push myself too hard, I think I over trained myself a bit.

I: Is that why you think you have a back injury, or?

P: umm I think its one of the reasons, just constantly going and

I: would you ever put that down to a coach?

P: No I would never say it to him, he would slap me in the face for it

I: Really, god alive, Umm so how do you think a coach should exercise power? Give me umm (pause) some of your thoughts in the way they should act around athletes? How they should exercise their power?

P: Well I definitely I think they should like umm, if they are going to say something, I think they should always have a reason, just in case some says why are you making me do this, they should have a reason for doing it and not just turning around and saying because I am the coach, kind of thing, because some people do that, some coaches do that, but I don't, I think as they need to not misuse their power, aswell.

I: What do you mean by that?

P: So like umm just say like, can't be bothered to coach one day, just hammering out one day because they cannot be arsed to think of a session.

I: Yeah

P: They still need to be able to, even if they can't be bothered, still be able to set a good session, just, and interact with the athletes, because the athletes are still giving up their time.

I; Have you ever questioned a coach's session?

P: No, never have i done that. (Laugh)

I: Soo do you think its purely up to the coaches to plan what you do in your session?

P: yeah because at the end of the day they are the coach and they know better than me.

I: Do they?

P: well, they are meant too. I would say Dave and Joc knew better than me so i would listen to whatever they said and if I asked them "why are you making me do this they would always give me a reason.

I: Do you think if you said "i want to do this, this and this" they would let you or would they be like "no this is what we are doing"

P: Unless i had a really good excuse, they would be like "No, this is what we are doing" because they wouldn't let you change. They would let you do more reps, but not completely change the session because there is more than one athlete in that water, so they have to plan the session to fit everyone.

I; Did they let you have any decision making in that environment or where they all autocratic, command telling you what to do?

P: Umm, they where basically autocratic, sometimes with the choice of Stroke most of the time.

I: Do you think that made a difference, if you had more ownership over the session?

P: slightly, because if you were so tired one day you could do backstroke instead of front crawl so it made it a little easier.

I; So im getting the idea, swimming is very coach based. They tell you what to do and you just do it. That leads onto how you think you should exercise your power, do you like to have a certain amount of power, or are you happy the coach telling you what to do/

P: Im quite happy with the coach telling me what to do, i like the coach to see what they think, because you need that millage to build up the endurance. If I was to plan the session i know i would make it a lot less mileage and more time to talk, whereas i would want someone to tell me what to do to build up that mileage.

I: So bringing on my experience. I play a team sport which is netball, i kind of gave a lot of input into it. For example I can adapt drills if i think that appropriate and take initiative. Do you think there is a difference between individual and team sports with regards to use of power?

P: With swimming it's kind of all about you, where as netball you have to think about six different people on the court and what you do influences them and you have to work together to reach a common goal. Whereas i know what my goal is, the coach should know what my goal is and how to train me to get to that goal.

I: so moving on, what do you think a good coach athlete relationship is and why?

P: A good coach athlete relationship?

I: Yeah, so you could explain a good or bad relationship you have had with one of your coaches.

P: Umm, I think me and Joc had a good coach athlete relationship just for the fact of if I had any issues, I could go to him and I wouldn't be afraid to go to him. If I wanted to miss training for a certain reason I wouldn't feel guilty because I don't think you should ever feel guilty for missing training for an exam or something, because some coaches don't like it when you put education first. Like just the respect I had for Joc, just so much respect for him which i think is really important as well.

I: Did you have respect for him from the very start or did it build for him over time?

P: Before I came to the club I knew who he was and what he had done so i had respect for him, but then once I had come under his coaching and having him for however many years i had him, it just built and built and I just respected everything he said.

I: Did it make it more enjoyable for you?

P: yeah..

I: Why do you think?

P: Just because if I hadn't have respected him, I would-be have enjoyed the training. And I would have been like "he is making me do this to waste two hours"

I: Have a negative take on what he said?

P: yeah defiantly, but because I respected him it was different.

I: Have you ever had a negative coach athlete relationship, where you have not enjoyed it and think the worst of what they were saying/

P: No, iv been quite lucky. I've got on with everyone I've had.

I: Do you think that's down to the kind of person you are, and how you react. Do you think it depend on the type of person you are?

P; Yeah i defiantly think its like personality, because I'm quite tough. If someone says something to me I'm able to turn it around and make it positive, whereas some people take it to heart and sometimes you just got to take it on the chin.

I: Do you think being tough is important?

P: yeah I think you need to be really tough in swimming, because it's a lot of up and down, it's a lot of mental skills in swimming.

I: Have you ever had any bad downs?

P: umm, yeah before I made my first international I was doing so bad, so I had to see a psychologist. Every time I would swim I would get scared and used to think I was going to do rubbish, so I was on the verge of quitting. I had like a negative spiral, so the psychologist gave me things to focus on for like 2 months then I made my first international.

I: Did your coach have any input at that time, or was it just all the psychologist?

P: well he was the one who suggested to see a psychologist, and advised me on the name of someone. He also asked me how it was all going and asked me about the goals, he would set process goals, like work on turn, finish or catch rather than the time. Which usually i would always focus on so that's what was making me so dishearten.

I: So he linked in with the psychologist, so they obviously had mutual respect for each other. And that obviously benefitted you?

P: yeah defiantly.

I: Can you think of any long or short term affects of something that's happened to you, it could be a coach shouting at you which can affect you negatively in the short term but then long term you have reflected on it and its actually benefited you?

P: yeah, I remember getting shouted at for not making a training session. I said I was ill but it was because I couldn't be bothered to turn up. And i remember Dave saying to me " never in all my years of coaching have I ever had an athlete do this" and then I went home for the summer and I think it's because I needed the break because when I came back after 3 months pt whatever, i was like yeah i was an idiot for not showing up.

I: Have you ever had things that affected you long term, so you talked about when you had a downward spiral, do you think that from something that has happened in your career?

P: I don't think it's anything to do with the coach, I think if something has happened with the coach iv been quite lucky and iv realised straight away within a week or two , why they have done it. Iv never had something happen and it affect me long term.

I: have you ever disagreed with a coach in something that they are saying something, for example they don't think your turn is very good have you ever disagreed?

P: umm, not really i wouldn't say. With everything they had said about training or technique iv agreed with because they are the ones that can see above the water what I'm doing, whereas I can only feel what I'm doing kind of thing, and they are the ones that know hwo to adapt it.

I: ok, great. What do you think facilitates your learning in the coaching environment?

P;I think I learn better when coaches are giving me tasks and telling me what to do, where as if I was giving the opportunity to get involved and set things I would go off task.

I: Are there any situations within swimming, because obviously the coaches aren't there in the pool with you and can't tell you what to do. So are there any situations where you have had to take your own initiative and make decisions based on what's happening?

P: yeah, sometimes within a race. He will say don't go hard out on the start, you have to maintain it and work on your back end. Whereas I remember once, everyone was sprinting straight away, and my instinct was to keep up and don't get left behind straight away, and I heard my coach in the back of my head saying not to push it, but I just pushed it to the back of my mind and went for it because I knew I could.

I: So was that the right decision?

P: yeah.

I: So you are able empower yourself sometimes and adapt things in situations.

P: Yeah, defiantly.

I: So do you think power dynamics affects your learning, sometimes a way in which a coach acts and how you perceive it, it affects the way you learn?

P: Yeah, if a coach is having negative body language and they give you instructions and they can't look at you , it makes you feel like you cant be arsed to try and do the technique probably I would just swim to get the metres and not think about what I was doing or listen to the coach.

I: So how can that affect you long term do you think?

P:It would harm my technique long term, because I wouldn't be able to practice and implement it in the races. If they have been more open with their body language I would have wanted to try and listen to them.

I: Do you think its hard to learn when the coach always has the power, so do you like to set your own personal goals. So like the coach give you structure and then you to set little micro goals or do you like them to set them completely?

P: I like to sit down with them, and me say what i want to do and then they say what i should aim for, then kind of come to an agreement.

I: Is there anyone who has the final say?

P: I think I have the final say than the coach because it's me who has to put in the hard.

I: Do you ever get de motivated if they have the say in anything and your input isn't taken into consideration?

P: yeah, defiantly. If the coach is constantly being like "Don't focus on that, focus on this" and i want to focus on a particular something. I would be like "No, I want to focus on this"

I: Do you go with your own instinct then?

P: In that situation yeah.

I: have you ever had any example of coaches where they have set all your goals for you and had no input?

P: Umm, its kind of hard because the coaches i have had like Joc they would all sit down with me, whereas Dave he wouldn't even talk about goals he might say like " what do you want to get out of the season" but that's about it. Whereas Joc you would have different meetings and if you where under 18 you would bring your parents in, so your parents had a say as well.

I: Do you think that's down to him kind of caring for the athletes and their thoughts?

P: Yeah, he cared for you as a person

I: So ultimately talking about Dave and Joc, with Dave you had no input and Joc allowed you to have an input. Under which coach do you think you performed better?

P: With Joc defiantly, because he was the one that got me on the international level and with Dave well, Dave was just Dave. (Laugh)

I: Umm, finally then. Do you think the way in which coach acts around you and how you perceive it can affect overall results?

P: Umm, yeah, because if they are constantly negative towards you, you're not going to have confidence in your ability or want to train and always feel negative about it and not what to try in training. Whereas if they were positive i would reckon you would have a positive experience.

I: So from experience winning or losing, would you put any of that down to the coach?

P: If I won a race, I would put training down to the coach. Its mostly me but its them as well, because they have set the training but if done the work. So i couldn't have made an international without Joc or Dave.

I: So loosing what do you put that down to?

P: Me doing something wrong probably.

I: why?

P: I don't know. (laugh)

I: So is losing for you, is it because of that specific moment is the reason you messed up or something that might have happened earlier on, knock on affect of things for example you spoke about earlier he coach having negative body language that could have affected you, do you ever think about that or just think about that specific race and what you did wrong in it?

P; I think it would be something in that race that affected it, and why it went wrong.

I: you seem like a very disciplined athlete.

P: (Laugh)

I; a coaches ideal athlete I think you are (laugh) Anyways thank you for answering my questions this afternoon. Is there anything you would like to add?

P: No that's fine.

I: Okay, fab. Thanks.

P: No worries.