



Teaching Awareness of Ethical Governance in Sport

Coach – Athlete Relationship

Teachers’ Notes

<p>Jowett, S., Poczwadowski, A. (2007). Understanding the Coach-Athlete Relationship. In S. Jowett & D. Lavallee (Eds.), <i>Social Psychology in Sport</i> (pp. 3-14). Champaign, IL, US: Human Kinetics.</p>	<p>In chapter 1, Sophia Jowett and Artur Poczwadowski consider the coach-athlete relationship from a conceptual perspective. Jowett and Poczwadowski highlight the importance of precisely defining the coach-athlete relationship and introduce a taxonomy that describes the relationship in terms of their prizewinning and caring characteristics. An integrated research model that emanates from recent conceptualization of the coach-athlete relationship is offered as a medium for generating systematic, comprehensive, empirically grounded knowledge for coaches, athletes, parents, practitioners, and policy makers. The final sections on future research and practical implications underline the complexities and substance of this topic</p>
<p>Ashley E. Stirling & Gretchen A. Kerr (2009) Abused athletes; perceptions of the coach-athlete relationship, <i>Sport in Society</i>, 12:2,227 - 239, DOI: 10.1080/17430430802591019</p>	<p>The coach-athlete relationship is often one of the most important and influential relationships experienced by a young athlete.¹ While coaches may have many positive influences on young athletes, emerging literature also indicates problems of abuse. In fact, recent research indicates that athletes are not immune from experiences of physical, sexual and emotional abuse.² Furthermore, the power of the coach is thought to be a contributing risk factor in abusive relationships.³ The purpose of this study therefore was to investigate abused athletes’ perceptions of the coach-athlete relationship. More specifically, we were interested in abused athletes’ perceptions of the power held by the coach, and the influence of this power on an athlete’s experience of abuse. Semi-structured interviews were</p>



	<p>conducted with nine previously abused athletes; four retired elite female gymnasts and five retired elite female swimmers. Consistent with previous research, the participants reflected upon the significant power held by the coach over the athlete. The findings contributed to existing literature by revealing specific ways in which the coach's power influenced the athletes' experiences of abuse and their ability to report incidences of maltreatment. These findings are discussed and recommendations are made for abuse prevention and future research.</p>
<p>Ashley E. Stirling & Gretchen A. Kerr (2013) The perceived effects of elite athletes; experiences of emotional abuse in the coach-athlete relationship, <i>International Journal of Sport and Exercise Psychology</i>, 11:1, 87-100, DOI: 10.1080/1612197X.2013.752173</p>	<p>The purpose of this study was to explore the perceived effects of elite athletes' experiences of emotional abuse in the coach-athlete relationship. Methods were established in congruence with the methodology of grounded theory. Data were gleaned from open-ended interviews with 14 retired elite athletes, 6 males and 8 females, from a variety of sports. Recorded interview sessions were transcribed verbatim and themes were coded from the transcripts using open, axial, and selective coding techniques. Athletes discussed perceived psychological effects (low mood, anger, low self-efficacy, low self-esteem, anxiety, sense of accomplishment), training effects (increased motivation, decreased motivation, reduced enjoyment, impaired focus, difficulty with skill acquisition), and performance effects (performance decrements, enhanced performance) of their experiences of emotional abuse. Given that the current findings represent perceptions only, future prospective work is needed to further our understanding of the effects of experiencing emotional abuse. However, the findings raise questions about the ethics of condoning or justifying emotionally abusive coaching practices and support the need for athlete protection measures in sport. Li</p>
<p>Tomlinson A., & Ilkay Yorganci I (1997) Male Coach/Female Athlete Relations: Gender and Power Relations in Competitive Sport. <i>Journal of Sport and Social Issues</i> 21:2, 134-155</p>	<p>This article reports participation observation evidence, questionnaire survey, and in-depth interview data in an examination of the male coach / female athlete relationship in competitive sport. Focusing on athletics in the United Kingdom, the authors demonstrate the gendered nature of female athlete / male coach relationships, and the dynamics of power and control that contribute to the nature and perpetuation of those relationships. The vulnerability of the young female athlete in the coaching situation is identified, as that vulnerability is manifest in a variety of forms of sexist practice and sexual harassment. The article points to the complexity and normalcy of the organizational sexuality</p>



	<p>characteristic of the sports culture and the forms of domination and control that can be exerted by the coach. Sports professionals are urged to recognize the serious implications of the gender and power relations underpinning the male coach / female athlete dynamic in competitive sport.</p>
--	---

TAGGS

EDUCATING FOR
ETHICAL SPORT