**2H Timothy Konoval & Jim Denison**, University of Alberta


Recently, a number of Foucauldian-informed coaching researchers have illustrated that to become more effective, coaches need to learn how to problematize their understanding of disciplinary power. Yet, to date, no attempts have been made to make Foucault’s conceptual tools relevant to coaches’ everyday practices in order to explore how they might use their power differently. In this paper, drawing from Foucault’s analysis of discipline, we will analyze the experiences of one male university endurance running coach, who, over a five-month period, collaborated with a Foucauldian-informed coach developer in order to learn how to coach in a less disciplining way. Following Foucault’s notion of the strategic elaboration of the act, we intend to discuss how the movement of power often sustained the effects of discipline despite our best efforts. As a result, we will argue how Foucauldian-informed coach developers must take more time to help coaches understand all that a Foucauldian coaching logic encompasses in order to be able to problematize how power moves within and through their everyday practices.

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**2H Clayton Kuklick, University of Denver & Brian Gearity, University of Denver**

“A Foucauldian Intervention Implemented for Strength and Conditioning Coaches”

Researchers have demonstrated using Foucault’s ‘Discipline and Punish’ concepts (control of activity; art of distribution; organization of genesis; combination of forces) that dominant coaching practices exist in these forms and act as a socio-cultural norm which often produce negative and involuntary effects on athlete performance. While existing literature has explored how strength and conditioning coaches (S&CC) use dominant coaching practices, there is a lack of literature that has applied a sociological intervention enacting to disrupt the controlling of Foucault’s concepts. Drawing upon coach development literature, a facilitated learning community was constructed for S&CC where Foucault’s concepts were discussed and problematized. The purpose of this paper is to better understand how to bring application of Foucault’s concepts into S&CCs’ dominant coaching practices. The coaches’ experiences with understanding and implementing Foucault’s concepts are discussed. Further, practical application strategies for disrupting Foucault’s concepts are presented as they were devised within the learning community.

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**2H Robert Townsend, Loughborough University; Christopher Cushion, Loughborough University & Brett Smith, University of Birmingham**

“Coach the Athlete, Not the Disability: A Bourdieusian Critique”

The purpose of this paper is to challenge the seemingly unproblematic discursive practice of “coach the athlete, not the disability.” The broad aim of this research was to understand the nature of coach learning in disability sport, by considering the interaction of coach and athlete within context through a sociological lens. Drawing on a qualitative, ethnographic methodology with a performance disability cricket squad, data were gathered using participant observation, in-depth interviews with coaches, athletes and parents within the field. In order to offer a more sophisticated level of explanation and abstraction, findings were considered in light of Bourdieu’s theory of practice on the construction of disability coaching practice. Evidence suggested that the field was a generative site of learning that was a platform for the legitimisation and reproduction of inclusive rhetoric and ideology (e.g. “coach the athlete, not the disability”). Data showed that practice was structured by taken-for-granted discourses that lacked critical application or meaning, resulting in the ideological uncoupling (Purdue & Howe, 2012) of the disabled body and the athletic body by coaches. Thus, “coach the athlete, not the disability” if used in a taken-for-
granted or uncritical way, can be viewed as an oppressive discourse that forces ‘disability’ into the background of coaching.

2H Joseph Mills, St. Mary’s University & Jim Denison, University of Alberta
“Soldiers, Animals and Machines: A Foucauldian Analysis of Endurance Running Coaching”

Endurance running coaching is one sport that is dominated by a general coherency of coaching methods that mirrors the circulation of scientifically-based knowledges and technologies that dominate sport (Denison, 2010; Mills & Denison, 2014). As a result, it is clear that effective endurance running coaches are expected to design scientifically-informed and carefully structured training plans. However, little is known about the intricacies and the effects of the operations of power that surround the construction of endurance running coaches’ training plans. Accordingly, in this presentation we examine the formation of a sample of high-performance male endurance running coaches’ knowledge of coaching in order to understand the various consequences associated with how they presently know, talk and think about planning. To conduct our analysis, we drew on the work of Michel Foucault (1972, 1978, 1995) who articulated knowledge as being expressed through discourses that were inextricably linked to an ever-present, relational and productive understanding of power. To conclude we then consider various limitations surrounding endurance running coaches’ knowledge of planning and the effects this has on their understanding of effective coaching.