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Leadership characteristics of successful NCAA Division I track and field head coaches

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LEADERSHIP CHARACTERISTICS OF
SUCCESSFUL NCAA DIVISION I TRACK AND FIELD HEAD COACHES

By

Brian Matthew Zuleger

Accepted in Partial Completion
Of the Requirements for the Degree
Master of Science

Moheb A. Ghali, Dean of the Graduate School

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MASTER'S THESIS

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LEADERSHIP CHARACTERISTICS OF
SUCCESSFUL NCAA DIVISION I TRACK AND FIELD HEAD COACHES

A Thesis
Presented to
The Faculty of
Western Washington University

In Partial Completion
Of the Requirements for the Degree
Master of Science

By
Brian Matthew Zuleger
May 2011

ABSTRACT

The purpose of this study was to investigate the leadership characteristics of successful NCAA Division I track and field head coaches through specific elements of leadership and coaching. The elements include integrity, communication, understanding of human behavior, knowledge of sport, commitment, styles, team building, team cohesion, and gender differences and the role they play in contributing to the development of a student-athlete's athletic and academic performance. This study utilized an inductive content analysis of coach case interviews. The in-depth interviews of 10 successful NCAA Division I track and field head coaches consisted of probing questions regarding the coaches' perception, insights, and thoughts of leadership as a coach and its connection with the development of successful student-athletes from an academic and athletic perspective. The content analysis identified 1353 raw data descriptors and 556 raw data responses, from which arose the following four emergent themes: coaching development, coaching considerations, components of successful leadership, and characteristics of successful leaders. Athlete centered leadership was the most commonly cited sub-theme of components of successful leadership style. This sub-theme was mentioned in nine of the questions and was most commonly cited in the question referring to establishing relationships and providing support for the athletes. Integrity and effective communication were the two most often cited themes that emerged as characteristics of successful leaders. Passion for sport and for helping others was another characteristic of successful leaders that emerged. The need to be adaptable as a leader emerged as a characteristic of successful leaders. In the sport of track and field where the makeup of the team consists of multiple different people and personalities among the various event groups and even within those specific events groups.

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Chapter I

The Problem and Its Scope

Introduction

Leadership in coaching is a highly discussed topic and one that has been researched extensively. Coaches often overemphasize winning and losing in sport, especially in relation to evaluating coaching effectiveness. However, the leadership and performance success of a coach is not restricted to winning and losing athletic contests. John Wooden, who is one of the most successful coaches of all time, defined success as:

Success in coaching or playing should not be based on the number of games won or lost, but rather on the basis of what each individual did in comparison with others when taking into consideration individual abilities, the facilities with which you had to work, the caliber of your opponents, the site of the contests, etc. True success comes only to an individual by self-satisfaction in knowing that you gave everything to become the very best that you are capable of (Wooden & Jamison, 2005, p. 14).

Although there is considerable leadership research regarding specific sports, several sports, particularly track and field, have limited investigation. Baker, Yardley and Cote (2003) studied university and club level athletes from team sports and individual sports, examining athletes' satisfaction with their coach based on the coaches' behaviors (mental preparation, technical skills, goal setting, physical training, competition strategies, personal rapport, and negative personal rapport). Based on the results, the researchers determined that the type of sport was an important factor in athletes' satisfaction with coaching behaviors (Baker et al., 2003). Therefore, they concluded that sport type must be accounted for when researching coaching behavior and athlete responses to those behaviors (Baker et al., 2003).

Taking into account this research by Baker et al. (2003), this study will investigate specifically leadership qualities of coaches pertaining to the sport of track and field, to determine if differences exist between the previous research regarding leadership in sport and the leadership of current track and field coaches’.

Track and field is an individual team sport, where athletes compete as individuals and relay teams in as many as 22 different events that are combined to comprise the team score in the National Collegiate Athletic Association (NCAA) Division I Track and Field Championships. As a result, there is diversity in the type of events in which athletes participate and specific coaching expertise that creates unique leadership demands.

In order to help coaches develop a quality track and field program, there is a need to expand upon the current research related to leadership characteristics to create a positive and holistic developmental environment for student-athletes. Research has demonstrated that this can be accomplished through leadership that focuses on the athlete first and the sport second (Hammermeister, Burton, Pickering, Chase, Westre, & Baldwin, in press; Miller & Carpenter, 2009; Miller, Carpenter, Fink, & Baker, 2008; Rieke, Hammermeister & Chase, 2008; Vallee & Bloom, 2005; Westre, 2003). More specifically, the coach and athlete develop a relationship that helps to foster personal growth both in and out of athletics (Bloom & Salmela, 2000; Carter & Bloom, 2009; Giacobbi, Whitney, Roper, & Butryn, 2002; Hammermeister et al., in press; McGuire & Vernacchia, 2010; Miller & Carpenter, 2009; Miller et al., 2008; Patterson, 2003; Rieke et al., 2008; Vallee & Bloom, 2005; Westre, 2003).

Purpose of the Study

The purpose of this study was to investigate leadership characteristics of successful NCAA Division I Track and Field Head Coaches.

Statement of the Primary Research Question

How is leadership an influential component of coaching among successful NCAA Division I track and field head coaches? Particularly investigating how the roles of integrity, communication, understanding of human behavior, knowledge of sport, commitment, styles, team building, team cohesion, and gender differences relate in contributing to the development of a student-athlete's athletic and academic performance?

Significance of the Study

Results from this study may provide a better understanding of the leadership characteristics of successful NCAA Division I track and field head coaches. The emergent philosophies, strategies and techniques identified may also serve to provide a template to guide current and prospective coaches. Additionally, this study may provide useful insights into leadership effectiveness that can be implemented by sport psychology professionals who desire to consult with track and field coaches. More specifically, this study used research questions and qualitative assessments which explore the leadership elements of integrity, communication, understanding of human behavior, knowledge of sport, commitment, styles, team building, team cohesion, and gender differences with regard to student-athlete performance. Another aspect of this study investigated how leadership influences academics and the effects a leader can have on developing the student-athlete as a whole.

Limitations of the Study

1. The study sample was limited to 10 NCAA Division I head coaches in the sport of track and field.
2. Two of the coaches interviewed have retired within the last year and are no longer actively coaching at the NCAA Division I level.
3. There were only three female coaches that participated in the study.
4. Coaches were represented from three of the four geographic regions of the United States.

Definition of Terms

Academic All-American: 3.25 grade point average (GPA) and met the automatic or provisional qualifying standards for the indoor national championships, or outdoor regional and/or national championships (<http://www.usfccca.org>).

All-American: Official NCAA award will be presented to the top eight-place finishers in each individual event (NCAA Academic and Membership Affairs Staff, 2010).

Autocratic: A leadership style in which the coach maintains separation from the athletes, stresses authority, and demands strict compliance with methods and philosophy (Chelladurai & Saleh, 1980).

Commitment: The desire of a coach to strive for success, and a passion for coaching and teaching (Vallee & Bloom, 2005).

Communication: The ability of the coach and athletes to understand each other in terms of

team philosophy, standards, norms, and goals (Vernacchia, McGuire, & Cook, 1996).

Democratic: A leadership style that demonstrates a large amount of social support, positive feedback, training and instruction, and allows athlete participation in the decision making processes (Chelladurai, 1990, 2007; Chelladurai & Saleh, 1980).

Integrity: The ability of a coach to treat each athlete with fairness, care, concern, and respect through building relationships with all team members (Miller & Carpenter, 2009; Vallee & Bloom, 2005; Vernacchia et al., 1996).

Knowledge of Sport: The ability of a coach to understand the application of sport science to athletic training and performance (Vernacchia et al., 1996).

Situational Leadership: To be adaptable as a leader in different situations, sometimes switching between leadership styles (Vallee & Bloom, 2005).

Team Building: Forming a team from individuals, creating team goals and uniting individuals towards these common goals (Bloom, Stevens & Wickwire, 2003).

Transactional Leadership: A leadership style in which the leader presents short term, extrinsic rewards in exchange for performance from those beneath him/her (Bass, Avolio, Jung, & Berson, 2003).

Transformational Leadership: Develops and changes potential, alters awareness, introduces vision, mission, and generally transforms an organization and its members (Bass & Steidlmeier, 1999).

Understanding of Human Behavior: A concept in which leaders have empathy and can relate on a personal level with their followers by providing support, encouragement, feedback and

the motivation necessary for personal improvement (Vernacchia et al., 1996).

Chapter II

Review of Literature

Introduction

According to leadership theory in sport, leadership is a very diverse topic in the sense that there are multiple characteristics that comprise leadership. “Leadership is the art and science of influencing others through credibility, capability and commitment” (Murray & Mann, 2010, p.110). There are many facets that define leadership behavior including: goal setting, decision-making, learning activities, feedback, motivation, discipline, and interpersonal relationships (Horn, 2008). McGuire and Vernacchia (2010) define leadership as the product of integrity, communication, understanding of human behavior, and knowledge of sport. Effective leadership involves knowledge, technical expertise, communication skills, ingenuity, and charisma (Shrock, 2009).

The sport of track and field is multifaceted and diverse since it is comprised of 22 events organized into eight separate categories: sprints, relays, hurdles, middle distance, distance, throws, jumps, and combined events. Many athletes compete in multiple events, which presents a multitude of opportunities for participation and self-improvement (Vernacchia, 2005). With such a diversity, the track and field coach encounters a large number of athletes with a wide range of personalities and abilities.

Review of the Pertinent Literature

Leadership in coaching. Laios, Theodorakis, and Gargalianos (2003) studied 30 Greek coaches’ leadership styles (8 football, 7 basketball, 5 volleyball, 5 track and field, and 5 tennis), and identified three characteristics that, according to the coaches, led to their

effectiveness. The first factor was ingenuity, which was defined as being clever and having charisma (Laios et al., 2003). The second factor was personality, or how a coach responds to ideals, people, and the environment (Laios et al., 2003). The third factor was ability, which was defined as technical knowledge, communication, political intuitiveness, and diplomacy (Laios et al., 2003). Coaches cited personality as the most important factor that they felt made them effective coaches (Laios et al., 2003).

Bloom and Salmela (2000) interviewed 16 expert Canadian coaches with the intent to find the personal characteristics that made the coaches effective. The coaches represented a variety of sports including basketball (n=6), field hockey (n=3), ice hockey (n=4), and volleyball (n=3) and coached at various levels ranging from intercollegiate (n=16) to current and former national team coaches (n=13) (Bloom & Salmela, 2000). The coaches had coached on average 19.9 years at the elite (university and national) level and were chosen by their National Sport Organizations as being the most knowledgeable and respected coaches in their country (Bloom & Salmela, 2000). There were 11 male coaches and five female coaches and nine of the 16 coaches had coached males and females (Bloom & Salmela, 2000). A semi-structured interview format with detailed probing when necessary for understanding was used by the researchers and analyzed into a system of emerging themes (Bloom & Salmela, 2000). Based on the resultant themes that emerged from the interviews, the researchers determined that personal characteristics exhibited by these expert coaches were a desire to continue to grow as a coach by learning, a continual evolution and maturation through experience, and a constant evaluation of their own development (Bloom & Salmela, 2000). The researchers also found that coaching was an immensely time and energy consuming profession that made personal relationships difficult, and that while the

coaches were demanding of themselves and had sacrificed a great deal to be in their current position, most expressed a desire to learn that was both challenging and rewarding (Bloom & Salmela, 2000).

In addition, the coaches interviewed in this study were advocates of the coaching education and certification programs (Bloom & Salmela, 2000). The coaches recognized the importance of mentoring in their sport as well as continuing education (Bloom & Salmela, 2000). Some key aspects to their success as coaches were attributed to good work ethic, communicating effectively, understanding the feelings of their athletes and showing empathy, developing a personalized coaching style, emphasizing fun and enjoying the process, and a desire to be the best in their field (Bloom & Salmela, 2000).

Janssen and Dale (2002), both sport psychology professionals who have consulted with many high level sport teams, have come to the conclusion that successful coaches have character, competency, commitment, caring, confidence, good communication skills, and consistency. Some attributes of leaders that have been demonstrated to be effective are commitment, self-evaluation, sharing knowledge, caring, composure, and open-mindedness (Carter & Bloom, 2009; Laios et al., 2003; Valle & Bloom, 2005). These characteristics allowed the leader to have a positive influence on the behavior of the followers in achieving their goals (Laios et al., 2003). The researchers found that based on the opinions of the coaches in this study, the success of their sport teams was a result of being confident and capable coaches who used their knowledge and expertise to positively influence their teams (Laios et al., 2003). Expert coaches (as defined by each study) have used education, organizational skills, experience, work ethic, and knowledge in order to do their jobs successfully and to reach the top levels of their profession (Bloom & Salmela, 2000; Carter

& Bloom, 2009; Cushion, Armour, & Jones, 2003; Erickson, Cote, & Fraser-Thomas, 2007; Vallee & Bloom, 2005).

Integrity. Leading with integrity can mean many things. The consensus among sport psychology professionals is that integrity as a coach is treating each athlete with honesty, fairness, care, concern, respect and attention, and being a model of these values to his/her athletes (Hammermeister, 2010; Hammermeister, Burton, Pickering, Chase, Westre, & Baldwin, in press; McGuire & Vernacchia, 2010; Miller & Carpenter, 2009; Miller, Carpenter, Fink, & Baker, 2008; Rieke, Hammermeister & Chase, 2008; Vallee & Bloom, 2005). A popular model of integrity is presented by the Josephson Institute, which is dedicated to improving ethical behavior in youth (Hammermeister, 2010). This model consists of six pillars: trustworthiness, respect, responsibility, fairness, caring, and citizenship (Hammermeister, 2010). Honesty is identified as the most crucial characteristic of a leader, and is probably the most important aspect in the relationship between the leader and follower(s) (Hammermeister, 2010).

Trust in leadership is defined by Dirks (2000) “as an expectation or belief that the team can rely on the leader’s actions or words and that the leader has good intentions toward the team” (p. 1004). Dirks studied men’s basketball teams from NCAA Division I (11 teams) and Division III (19 teams) and surveyed the players on these teams to determine if the players’ trust in their coach affected the team performance (Dirks, 2000). He discovered that the teams whose players had the most trust in their coach also had the best performances over the course of one season even after accounting for factors such as the teams’ performance in previous seasons, trust in teammates, team talent, coach record, experience of athletes, pre-conference games, and player tenure (Dirks, 2000). Trust was measured using an adaption to

the instrument reported in McAllister (1995) with two changes made based on interviews with basketball coaches (Dirks, 2000). The measurement scale for trust in a leader consisted of a survey that asked questions related to athletes' and team members' trust in the coach on a seven point Likert scale with one (strongly disagree) and 7 (strongly agree) (Dirks, 2000). Performance measures were based on teams' current season win/loss record for conference play, and trust measures were taken in the first few weeks of conference play (Dirks, 2000). Trust in leadership provided the athletes with the ability to put aside their personal goals and issues and fully commit to working together for the betterment of the team as a whole (Dirks, 2000).

Zhang (2004) studied 230 college students from sport club teams at a large university in the Midwest to determine what caused athletes to trust in their coach and what effects that trust had on athletes. Athletes' trust in their coach was measured by five items: two items (I can talk freely to the coach about difficulties I am having on the team and I can freely share my ideas, feelings, and hopes with him) were adapted from Dirks (1999) trust in leadership scale, two items (if I had a choice, I wouldn't let the coach have any influence over issues that are important to me and I would be comfortable giving coach a task or problem that was critical to me, even if I could not monitor his or her actions) were adapted from Mayer and Davis (1999) trust in management scale, and the last item (my coach would not try to gain an advantage by deceiving athletes) was adapted from Podsakoff, Mackenzie, Moorman, and Fetter's (1990) trust in leader scale (Zhang, 2004). He determined that an athlete's trust in the coach is affected by the characteristics of the coach (perceived ability, benevolence, justice, and integrity) and the athlete's tendency to trust others (Zhang, 2004). He also discovered that when an athlete does trust the coach he/she is more willing to commit and

follow the coach (Zhang, 2004). Also, the athlete sees him/herself as performing better when there is trust in the coach (Zhang, 2004).

Vernacchia, McGuire, Reardon, and Templin (2000) interviewed 15 Olympic track and field athletes (9 male, 6 female) on various topics, one of which was their development of the coach-athlete relationship. The athletes' responses regarding the relationship they had with their coaches were similar to this quote from one of the athletes, "I think one of the most important things is that I always believed in my coach. Whatever my coach said I truly believed him...you have to believe in your coach...you have to say your coach knows what he's doing..." (Vernacchia et al., 2000, p. 10). Jowett and Cockerill (2003) in their study on 12 Olympic medalists' (3 females and 9 males) found similar results that trust and belief in the coach as an athlete was an important aspect of their development. The Olympic medalists mentioned coach-athlete relationships that involved trust and respect (Jowett & Cockerill, 2003).

Coaches do not always recruit the most talented athletes; instead they search for "coachable" and reliable people first, who are a good fit for their program as far as attitude and behavior are concerned (Bloom, Stevens, & Wickwire, 2003; Vallee & Bloom, 2005). In two studies in particular, coaches mentioned the developmental importance of teaching athletes how to manage and control their emotions (Bloom et al., 2003; Vallee & Bloom, 2005). In addition, coaches recognized the importance of serving as a model of emotional control and discipline for their athletes (Vallee & Bloom, 2005).

In a case study by Miller and Carpenter (2009), Jim Tressel, the highly successful head football coach at Ohio State University, referred to the core values of excellence, education, respect, and integrity as essential components of leadership. Tressel's success as a

coach is evident in his biography from his website that reads like this: 218 career wins; nine national title game appearances; five Big Ten titles; eight bowl appearances; and national championships in 1991, 1993, 1994, 1997 and 2002; 21 first team All-Americans at Ohio State; Heisman, Lombardi, O'Brien, Butkus, Lott, Nagurski, Groza, Rimington, Walter Camp, Ray Guy, Wuerffel and Draddy award winners; 47 first team all-Big Ten selections; a .814 winning percentage with the Buckeyes; 120 players earning Ohio State degrees during his tenure; and the most academic all-Big Ten selections in the conference each of his years as coach (www.coachtressel.com).

In a 2002 interview Coach John Wooden said:

I tried to teach by example too. I think that's very important. I think it made me feel my actions away from the basketball court were important and I must be consistent in the things that I did. I must set an example. I feel that anyone in the public eye has a responsibility to conduct themselves in the proper manner... (Gallimore & Tharp, 2004, p. 133).

Salmela (1994) studied 21 elite coaches (average 18.1 years and 20,000+ hours of experience, and had developed national and international level athletes) and found that these coaches made efforts to guide and instill in their athletes the idea of personal responsibility for their actions in and out of sport.

Gamesmanship and sportsmanship models are an effective way of viewing two different approaches to sport values (Josephson, 2002). Gamesmanship presents winning as the number one focus, and pursuing ways to "bend rules" or creative ways to take advantage of loopholes, while sportsmanship focuses on the way that a person plays the game, and is

guided by the principles of integrity, fair play, respectfulness, and grace (Josephson, 2002).

Communication. Laios et al. (2003) found that based on the coaches' opinions in the study, communication was an important aspect of leadership in relation to their effectiveness. Salmela (1994) found that coaches communicated their dedication, plan, and enthusiasm with their athletes. An important component of developing successful players is the ability to communicate effectively between coach and athlete (Carter & Bloom, 2009). All six coaches in a study of successful male Canadian university coaches mentioned the significance of having effective communication skills as an important part of their development as a coach and in conveying their knowledge to their athletes (Carter & Bloom, 2009). Three of the coaches were male and three of the coaches were female (Carter & Bloom, 2009). The coaches in this study were selected based on the criteria that: they were coaching at a higher level than they themselves had competed at; they had accumulated at least five years of experience as a head coach at the University level; they had an overall winning percentage greater than .500 while a head coach at the University level; they were recommended by their peers as one of the top coaches in their sport; and overall were in agreement with what Cote, Young, North, and Duffy's (2007) describe in their definition of an expert coach. The leader of a team is encouraged to promote participation by all team members in an open communication process, so that issues can be thoroughly discussed and completely understood in order to bring about mutual understanding between and among team members (Miller & Carpenter, 2009; Vallee & Bloom, 2005).

In a 1975 study of Coach John Wooden's teaching patterns, researchers discovered his communication with the players was short, punctuated, numerous, and so distinct that they could be categorized for coding as a separate event (Gallimore & Tharp, 2004). John

Wooden demonstrates a unique way of communicating feedback to players while at the same time correcting performance errors or mistakes (Gallimore & Tharp, 2004). Wooden would use demonstrations that were typically short (three seconds or less) but were so vivid that they would leave the player with a “textbook” sketch engrained in his memory (Gallimore & Tharp, 2004). His demonstration technique consisted of: showing the correct way to perform a skill, and then follow that with the incorrect way and then present the correct way again, which appears to be very effective in providing feedback and training (Gallimore & Tharp, 2004). Wooden’s method of providing “instructions” was to focus players on specific details of how to play basketball the correct way (Gallimore & Tharp, 2004). When former player Swen Nater was asked about this communication style in a 2003 interview by Gallimore and Tharp, he responded:

As a former student who made many mistakes in practice and as a result received many corrections, it was the “information” I gained during the correction that I needed most. Having received it, I could then make the adjustments and changes needed. It was the information that encouraged change. Had the majority of Coach’s corrective strategies been positive “Good job” or negative “No, that’s not the way”, I would have been left with an evaluation, not a solution. Also corrections in the form of information did not address, or attack me as a person. (Gallimore & Tharp, 2004, p. 128)

Understanding of human behavior. Making an effort to communicate with athletes regarding aspects of their lives that are not sport related such as family, friends, social life, and school, demonstrates that the coach genuinely cares for the athletes (Vallee & Bloom, 2005). Researchers found that successful university level coaches made an effort to develop

a positive and safe environment that valued the importance of leading a balanced lifestyle (Carter & Bloom, 2009; Vallee & Bloom, 2005). In addition, Carter & Bloom (2009) emphasized the need for individual goal setting among athletes in relation to academics, athletics, and lifestyle factors. Salmela (1994) found that coaches were more adaptable and focused on personal development of the athletes over the athlete's lifetime. The coaches also discussed the need to balance being supportive and caring, while at the same time pushing and demanding the best of each athlete physically and psychologically (Salmela, 1994).

Coaches in the study by Bloom and Salmela (2000) highlighted that they spent time getting to know their athletes and developing a relationship with them by showing care and concern. Some of these same coaches made a point that coaching and participation in sport by the athletes can be fun, and that focusing on enjoying the process can be beneficial to the success of the coach-athlete relationship (Bloom & Salmela, 2000). Similarly, athletes' feelings of closeness, common goals, and complementary roles and tasks (reciprocal behavior) were evident in the athlete-coach relationships of the Olympic medalists that Jowett and Cockerill (2003) studied. They also found that this athlete-coach relationship plays a large role in the development of the athlete in sport and as a person (Jowett & Cockerill, 2003).

In a 2002 study, Giacobbi, Whitney, Roper, and Butryn interviewed 10 NCAA Division I coaches (5 men's teams and 5 women's teams) on their experiences coaching athletes who, based on the coaches' opinions, had made large improvements (based on coaches' perceptions) while playing on their team. The coaches were from basketball, football, golf, swimming, diving, track and field, and soccer teams with an average of eight years in their current position and five of the coaches had coached team or individuals to

national or international championships (Giacobbi et al., 2002). Semi-structured interviews were used and allowed for the coaches to go in-depth into his or her experiences of coaching college athletes (Giacobbi et al., 2002). The coaches in this study highlighted individual meetings, one on one instruction, and getting to know the individual athlete as important factors in developing skill (Giacobbi et al., 2002).

Baker, Cote and Hawes (2000) studied 228 athletes (46% female, 54% male) from 15 sports (badminton, baseball, basketball, figure skating, football, ice hockey, rowing, rugby, softball, soccer, swimming, track and field, triathlon, volleyball, and water polo) using the Sport Anxiety Scale (SAS; Smith, Smoll, & Schutz, 1990) and the Coaching Behavior Scale for Sport (CBS-S; Cote, Yardley, Hay, Sedgwick & Baker, 1999). The athletes had an average age of 18.3 years in sports, and had spent on average 7.2 years in their current sport and an average 2.2 years with their current coach (Baker et al., 2000). The study tested the effects of seven coaching behaviors (physical training, mental preparation, goal setting, technical skills, competition strategies, personal rapport, and negative personal rapport) on four types of sport anxiety (total anxiety, somatic anxiety, concentration disruption, and worry). The researchers found that negative personal rapport between athlete and coach was a significant predictor of all four forms of sport anxiety examined in this study (Baker et al., 2000). The coaching behavior of “competition strategies” was a significant predictor of total anxiety, concentration disruption, and worry among athletes (Baker et al., 2000). The researchers suggest that negative personal rapport increases anxiety between the athlete and coach and that how the coach addresses talk of competition can affect athlete anxiety (Baker et al., 2000).

Olympiou, Jowett and Duda (2008) studied the motivational significance of the coach-athlete relationship in team sports (football, rugby, volleyball, basketball, and hockey). They studied 591 athletes (70% men, 30% women) ranging from 16-36 years old who competed on the national/international, regional, county, club, and recreational levels (Olympiou et al., 2008). Half of the athletes had relationships with their coach for three to six months, while the other half had coach-athlete relationships lasting six months or longer (Olympiou et al., 2008). They examined responses from the athletes on the Perceived Motivational Climate in Sport Questionnaire (Newton, Duda, & Yin, 2000) which measures the athletes' perceptions of the motivational climate that is present with their teams (Olympiou et al., 2008). The researchers also used the Coach-Athlete Relationship Questionnaire (CART-Q; Jowett & Ntoumanis, 2004) which looks at the athletes' perceptions of closeness, commitment, and complementarity (reciprocal behaviors and helping transactions) with their coach, and the meta-perception version of the CART-Q (Jowett, in press; 2009) which measures the athletes' perceptions of their coaches' closeness, commitment, and complementarity (Olympiou et al., 2008). The researchers found that perceived tasks involving the coaching climate where role importance, cooperation, and improvement are the focus, which resulted in athletes having increased measures of closeness, commitment, and complementarity with the coach (Olympiou et al., 2008). The ego involving features of the coach created an environment where the focus was on punitive responses to mistakes, rivalry, and unequal recognition (Olympiou et al., 2008). These ego involved features of the coach resulted in decreased measures of closeness, commitment, and complementarity with the coach (Olympiou et al., 2008).

Knowledge of sport. Coaches who have the ability to apply the knowledge they have in science with the art of teaching are better sport leaders and team builders (McGuire, 1998). The nature of contemporary sport and athletic performance requires that coaches possess training and education in the sport sciences (McGuire, 1998). Coaches must also know how to apply that knowledge in a sensible and proper approach (McGuire, 1998). Werthner and Trudel (2006) studied the knowledge acquisition of coaches and found that coaches gained knowledge through mediated (coaching clinics), unmediated (observation of other coaches), and internal learning situations (reflection on experience). They determined that knowledge development of coaches is individually based and that those who were successful utilized some combination of these three approaches to learning (Werthner & Trudel, 2006).

Quality coaching has now been recognized as one of the key aspects in both player and team development, but the role of the coach is multi-faceted and often misunderstood (Nash & Collins, 2006). The coach may have a role in many specific tasks but the primary role is to develop and improve the performance of his/her teams and individuals. Coaches are charged with organizing practice sessions and developing techniques, skills, and tactics that are to be utilized in competitive settings (Nash & Collins, 2006). In addition, coaches are responsible for insuring optimal physical, mental, and emotional preparation of each athlete for competitive performances throughout the season (Nash & Collins, 2006). An effective coach uses multiple types of knowledge to solve problems in making decisions (Nash & Collins, 2006). Effective coaching requires a blend of pedagogy and principles of sport sciences (motor learning, sociology, physiology, psychology, nutrition, etc.) and is often viewed as the science of coaching (Campbell, 1993; Nash & Collins, 2006).

Coaches are encouraged to develop a vast base of knowledge in sport-specific techniques, tactics, and the context in which the sport they are coaching takes place (Cote, Salmela, Trudel, Baria & Russell, 1995). The idea that coaches make instinctive or intuitive decisions is frequently mistaken as the art of coaching (Nash & Collins, 2006). While this is one aspect of coaching, the critical component of the coaching development process should be how the coaches formulate knowledge, how they use that knowledge at the appropriate times, and how this impacts their decision making process in dealing with each individual athlete (Nash & Collins, 2006; Nash & Sproule, 2009). The goal of coaching is to develop athletic talent and performance, and developing expert knowledge as a coach through education and training is an important aspect in this process (Nash & Collins, 2006).

Many coaches learn the elements of effective coaching through a combination of apprenticeships or mentoring opportunities, formal education in physical education and kinesiology, networking with other high level coaches, and sport science and coaching education programs (Carter & Bloom, 2009; Nash & Collins, 2006; Nash and Sproule, 2009; Werthner & Trudel, 2006). Coaches are encouraged to have declarative knowledge about the specifics of their sport: strategy and training techniques, as well as similar procedural knowledge regarding the pedagogical process (Nash & Collins, 2006). A proposed knowledge system in coaching by Nash and Collins (2006) is one where coaching knowledge is a blend of pedagogy, sport specific knowledge, and the sport sciences.

Expert coaches identified their ability to convey the knowledge of their sport to athletes as a core leadership requirement (Vallee & Bloom, 2005). The coaches in this study were five expert Canadian female coaches of basketball and volleyball (Vallee & Bloom, 2005). The coaches were selected for the study based on: having at least 10 years of

coaching experience at the university level or higher; had to be current Canadian university head coaches; had to have developed at least one player who had taken part in a major international competition such as the Olympic, Pan American, or Francophone Games; had to have built a successful program throughout their careers, as evidenced by winning one national or five conference titles; and had to be identified by an expert panel as one of the most knowledgeable and respected coaches in their sport (Vallee & Bloom, 2005). A coding system was used (C1-C5) to identify the coaches and keep confidentiality (Vallee & Bloom, 2005). Laios et al. (2003) found that technical knowledge was an important aspect of coaching effectiveness.

The expert coach's understanding of sport conditions depends simultaneously on two forms of knowledge (Nash & Collins, 2006). First, specific structured knowledge that reveals the events experienced in the coaching environment and is based on in-depth thought processes, whether controlled or automatic (Saury & Durand, 1998). Second, personal and contextual knowledge generated in the form of an immediate understanding of the situations, which allows a response to the actions and events experienced without needing to think about them in-depth (Saury & Durand, 1998). Coaches need to develop a solid base of declarative knowledge before they can start to think in this more abstract or intuitive manner (McPherson & Kernodle, 2002).

Some research indicates that prior experience as an elite-level athlete is an important aspect in gaining knowledge as a coach (Erickson et al., 2007; Gilbert, Cote & Mallet, 2006; Werthner & Trudel, 2006). In a study interviewing 15 coaches (13 males and 2 females) from the United States who had shown success at high school softball (n=5), community college football (n=4), and NCAA Division I volleyball (n=6) the researchers found that the

coaches had participated as an athlete in the sport they coached for a minimum of 13 years (Gilbert et al., 2006). Success as a coach was determined for this study by the average years of coaching experience (23.4, Range= 5-40) and career mean winning record (67.1%, Range= 52.1% - 92.9%) (Gilbert et al., 2006). Erickson et al. (2007) found similar results in interviewing 19 high performance coaches. For the purpose of this study, a high-performance coach was defined as someone coaching highly skilled athletes in a sport environment that focused primarily on performance, as opposed to fun or athlete development (i.e., higher than secondary school or youth developmental club) (Erickson et al., 2007). The coaches were current or former head coaches from three Canadian universities and one high-performance club (Erickson et al., 2007). Thus, it appears that this athletic background was helpful in gaining knowledge for future use as a coach (Erickson et al., 2007; Gilbert et al., 2006; Werthner & Trudel, 2006).

While this presents one avenue for knowledge acquisition as a coach, other research shows that expert knowledge can be gained by coaches who have reached a high level in their profession without extensive or expert athletic experience (Carter & Bloom, 2009). Carter and Bloom (2009), interviewed six Canadian male university coaches (4 basketball, 1 volleyball, and 1 ice hockey) of whom six coached men's teams and three coached women's teams. They found that among these coaches, none of them had played the sport beyond the high school level (Carter & Bloom, 2009). These coaches claimed that it was an advantage as they learned their sport as a whole, as opposed to the coach who was a player and knew their one position extremely well (Carter & Bloom, 2009). These same coaches also mentioned that this lack of extensive athletic experience forced them to overcome it by practicing different techniques themselves and communicating often with their athletes to get

their feedback (Carter & Bloom, 2009). Salmela (1994) found that expert coaches did not put much emphasis on previously being an athlete and that instead formal education and mentorship were better paths for coaching development.

Experienced coaches (as defined by each study) agree that the best way to improve the development of these knowledge bases is to learn from other successful and experienced coaches through a mentorship model (Bloom, Durand-Bush, Schinke, & Salmela, 1998; Gould, Guinan, Greenleaf & Chung, 2002; Irwin, Hanton & Kerwin, 2004; Nash & Sproule, 2009; Salmela, 1994). Bloom et al. (1998) interviewed 21 past and present expert Canadian national and university team sport coaches (field hockey, ice hockey, basketball, and volleyball). The coaches were recognized as experts by their National Sport Organization based on several criteria, including a minimum of 10 years or 10,000 hours of high-level coaching experience, the number of elite athletes they had developed at the time of selection, their win/loss percentages, and that they had coached at an expert level for an average of 18.1 years (12-32yrs.) (Bloom et al., 1998). One emergent theme was that mentorship by more experienced coaches during their athletic and early coaching careers was a source for gaining important knowledge and advice (Bloom et al., 1998). These experiences with mentorship impacted their coaching philosophies and improved their coaching ability (Bloom et al., 1998). Gould, Giannini, Krane, and Hodge (1990) came to a similar conclusion after interviewing United States national team, Pan-American and Olympic coaches. The coaches cited that actual coaching experience was the best method for gaining knowledge (Gould et al., 1990).

Many of the coach's actions appear instinctive but are in reality based on a complex interaction of knowledge and memory of similar situations that have been practiced and

refined by years of experience and reflection (Irwin et al., 2004). The coaches in the study by Irwin et al. (2004) were sixteen elite level men's artistic gymnastic coaches (15 males and 1 female). The participants in this study were categorized as elite men's artistic gymnastic coaches based on multiple criteria: they were actively involved in coaching at an international level; they had at least ten years of coaching experience, and had produced at least one international performer; they were each classified as a high performance coach (British Gymnastics Association) (Irwin et al., 2004). There is a need to develop more coaches who are knowledgeable and able to conduct programs effectively, which would help to improve sport and the development of elite performers (Nash & Collins, 2006).

In an interview with Coach John Wooden as part of the study by Gallimore and Tharp (2004), Wooden referred to learning as a continuous process that never ends throughout one's coaching career. The six elite coaches in the study by Carter and Bloom (2009) echoed this idea that even as they established themselves as university level coaches, their learning process was still a work in progress. The 21 elite coaches interviewed by Salmela (1994) found that the learning process was a constant and evolving one. Coaches who are at the elite level and have a wealth of knowledge often refer to experts in a particular area when their knowledge is not sufficient (Carter and Bloom, 2009; Irwin, et al., 2004). While John Wooden may not have learned as much in his last year coaching as he did in his first few years, he always wanted to be learning in some capacity (Gallimore and Tharp, 2004).

Commitment. Successful coaches (as defined by each study) are committed to continually developing themselves and their athletes (Bloom & Salmela, 2000; Laios et al., 2003; Miller & Carpenter, 2009; Vallee & Bloom, 2005). In the study by Vallee and Bloom (2005), coaches defined commitment as a desire to strive for success, and a passion for

coaching and teaching. The coaches in Salmela (1994) also discussed this dedication and passion in their commitment to their teams.

The study by Bloom and Salmela (2000) is evidence that coaching as a profession requires a large commitment of both time and energy. Coaches discussed the sacrifices that were made along the way in their careers in order to coach, and they emphasized specifically how this time and energy commitment made it more difficult to establish personal relationships outside of coaching (Bloom & Salmela, 2000). All these coaches in the interview were demanding of themselves and spoke of a continual commitment to themselves and their team in striving to improve (Bloom & Salmela, 2000).

Gallimore and Tharp (2004) revisited their original study (Tharp & Gallimore, 1975) that used quantitative measures of discrete acts of teaching including: number of instructions, hustles, and praise, among other instructional moves to analyze Coach John Wooden's teaching practices. John Wooden was the head coach of the University of California Los Angeles (UCLA) men's basketball program where he guided teams to 10 NCAA titles including seven in a row from 1967-1973 (Tharp & Gallimore, 1975). The reanalysis consisted of revisiting qualitative notes recorded during the original study, published sources, and interviews with Coach Wooden and a former UCLA player (Gallimore & Tharp, 2004). The researchers reexamined the 1970's quantitative data to better understand the context of Wooden's practices and philosophy (Gallimore & Tharp, 2004).

After reviewing and re-analyzing the original study, the researchers concluded that careful and precise planning went into the large amount of information that Wooden conveyed in practice through his concise speech (Gallimore & Tharp, 2004). Upon further

review of articles and through interviews, the researchers determined that Coach Wooden's teaching style was the result of putting a significant amount of time and effort into daily planning with careful consideration paid to individual and team development and performance (Gallimore & Tharp, 2004). A male Olympic and professional hockey coach from the Salmela (1994) study had a similar take on organizational skills and commitment:

The thing that always impressed me about the coaches I played for was the organizational skills. They always seemed to know exactly what they wanted to do. We wasted very little time. You could tell they had done their preparation and knew exactly what they were doing. I have tried to do that as well, to always be well prepared, to know exactly what I wanted to do and to have it broken down properly, to have your progressions worked out, so that there was a natural flow that the athlete could sense, this made sense, this drill led to this one (Salmela, 1994, p. 7).

John Wooden studied each player very intently in order to be able to anticipate what his players would do, or fail to do and was ready to respond in an instant with one of his brief, information-loaded instructions (Gallimore & Tharp, 2004). A quote from one of his former players, Swen Nater, defines Wooden's commitment to knowing the individual as this, "He knew me better than I knew myself" (Gallimore & Tharp, 2004, p. 124).

Wooden made decisions "on the fly" based on how his players performed, but his coaching was not unplanned by any means (Gallimore & Tharp, 2004). Rather, it was so detailed in planning that he had specific goals both for the team and individuals, as even the words he used were pre-thought (Gallimore & Tharp, 2004). This detailed planning allowed him to present the right information at the appropriate time when the player/s was/were ready

to learn (Gallimore & Tharp, 2004).

Wooden discussed the large commitment necessary to coach in an individualized way in that each player is different, and that there is no recipe for success (Gallimore & Tharp, 2004). Wooden approached each player differently by observing how he behaved and acted within the team and then using that information to teach the player to make good decisions in performance and life situations (Gallimore & Tharp, 2004).

Transactional and autocratic leadership. In transactional leadership the leader presents short term, extrinsic rewards in exchange for performance from the followers (Bass, et al., 2003). This approach presents the leaders as people who motivate and guide their followers in the direction of established goals by making them aware of their role and tasks (Aaltio-Marjosola & Takala, 2000). Transactional leadership can fall within four types of behavior: (1) contingent reward, where the leader makes the followers aware of the work that is required and the leader uses rewards or incentives to get the desired results; (2) passive management by exception, where the leader uses corrections or reprimands as a response to undesirable results; (3) active management by exception, whereby the leader is constantly watching the work and uses corrections to make sure that the results are satisfactory, and (4) laissez-faire leadership, in which the leader is indifferent and has a hands-off approach toward the followers and their performance (Nyberg, Bernin, Theorell, 2005).

Similarly, an autocratic style of leadership is one in which the coach maintains separation from the athletes and stresses authority, demanding strict compliance with methods and philosophy (Chelladurai & Saleh 1980). The autocratic style of leadership has been associated with lower levels of athlete satisfaction (Chelladurai, 1990, 2007;

Chelladurai & Saleh, 1980). Autocratic style was also found to have negative impact on athletes' perceptions of autonomy (Hollembek & Amorose, 2005).

Democratic leadership. A democratic style of leadership demonstrates a great deal of social support, information feedback, positive reinforcement and training, and instruction on the part of the coach (Chelladurai, 1990, 2007; Chelladurai & Saleh, 1980). This style of leadership also allows athlete participation in the decision making process (Chelladurai, 1990, 2007; Chelladurai & Saleh, 1980). Athlete satisfaction with leadership is more often associated with a democratic style (Chelladurai, 1990, 2007; Chelladurai & Saleh, 1980). Democratic behaviors employed by coaches had a positive correlation with collegiate athletes' perceptions of autonomy (Hollembek & Amorose, 2005). Vallee and Bloom (2005) found that the goal of university level coaches was to enable the athletes to learn, grow, and reach their potential.

Transformational leadership. Transformational leadership develops and changes potential, alters awareness, introduces a vision, establishes a mission, and generally transforms an organization and its members (Bass & Steidlmeier, 1999). In the 2003 study by Bloom et al., coaches identified that their role as the leader and person in control is very important, but they also emphasized a need to step back and allow athletes to grow and develop, particularly once the team's mission has been established.

In Smith's (2003) dissertation on perceived leadership styles of NCAA Division III coaches, results from both athletes and head coaches ranked the transformational behavior of instilling pride and putting the group's interests as the most important part of leadership. Shrock (2009) found similar results for transformational leadership among 371 athletes and 18 male head coaches from northern California community college co-ed track and field

programs. The key components of transformational leadership as presented by McGuire and Vernacchia (2010) are: having a vision, providing a model, giving support, and having high expectations. Successful Canadian university coaches who utilized a transformational leadership style had a long-term vision that consisted of goals, a direction for the program, and conveying their philosophy to the athletes (Vallee & Bloom, 2005). Their vision was developed, employed, and attained as a result of the passion and drive of the coaches to bring out the best in their athletes (Vallee & Bloom, 2005). Establishing a vision that includes the type of team the leader wants to develop and having an end goal in mind from the beginning is very important to future success (McGuire & Vernacchia, 2010). The successful university coaches in the study by Vallee and Bloom (2005) demanded and set very high standards for their athletes.

Jones and Spooner (2006) studied 14 high achievers (HA) and seven coaches of high achievers (CHA) from business and sport whose ages ranged from 30-50 years old. Six sport HAs (4 male, 2 female) competed successfully in national and international competitions and had been performing at an elite level for at least five consecutive years in sports that included swimming, rowing, rugby union, and track and field (Jones & Spooner, 2006). The eight business HAs (5 males, 3 females) were fast-tracked to executive management positions and held them or better positions for a minimum of five consecutive years from information technology, finance, retail, distribution, and leisure companies (Jones & Spooner, 2006). The seven CHAs (4 males, 3 females) provided one-to-one coaching support for business and/or sports HAs, and five of the seven CHAs had coached both, the other two had only coached business HAs (Jones & Spooner, 2006).

A semi-structured interview process was used with the interviews tape recorded and lasting 30-45 minutes (Jones & Spooner, 2006). Questions were formed to address the following areas: 1. What are some common characteristics of high achievers that are important to consider when coaching them? 2. What are the coaching needs of high achievers? 3. What are the key implications of the practice of coaching high achievers (Jones & Spooner, 2006)?

A content analysis was used to analyze the interview data and quotes were grouped into themes (Jones & Spooner, 2006). Themes that emerged to take into account when coaching HAs were that HAs are self-focused, goal-driven, totally committed, demanding, continually working to better themselves, open to receiving information, confident, and, in some cases, isolated and lonely (Jones & Spooner, 2006).

Coaching needs of HAs that showed up in the themes were an ultimate trust in the coaching relationship, a desire for a coach with credibility, a coach confident in his or her own ability, a lack of ego in the coach, feedback from the coach, to feel continuously at the cutting edge, and rapid results (Jones & Spooner, 2006). Key implications for the practice of coaching HAs are: do not try to be his or her friend, find out how as a coach one can add value quickly, find the right pace, be flexible, and be challenging (Jones & Spooner, 2006).

Jones, Gittins, and Hardy (2009) present a model of a performance environment where high performance is inevitable and sustainable as a result of a systematic review of performance psychology literature for variables associated with high performance at the individual, group, and organizational levels. The High Performance Environment (HPE) model consists of leadership at the core, then performance enablers, followed by people factors (Jones et al., 2009). The organizational climate is represented by achievement, well-

being, innovation, and internal processes (Jones et al., 2009). High performance is defined as performance that is consistently higher than that of the majority of peer organizations in the same sector, especially over a prolonged time period (Jones et al., 2009). The HPE can be used to determine the current strengths and weaknesses of any performance environment and identify methods for improvement (Jones et al., 2009). The transformational leader who employs high levels of vision, support, and challenge in his/her style best fits the HPE model (Jones et al., 2009).

Performance enablers are environmental supports required by people to operate effectively in any performance environment (Jones et al., 2009). The three categories that comprise performance enablers: are information, instruments, and incentives (Jones et al., 2009). Transformational leadership and performance enablers used in the HPE model have been shown to be positively associated with a number of desirable attitudinal and behavioral outcome variables (Jones et al., 2009).

For the people section of the model, the variables are categorized under attitudes, behaviors and capacity (Jones et al., 2009). The organizational climate contains the categories of achievement, well-being, innovation, and internal processes (Jones et al., 2009). The goal of leaders in high-performance environments is to minimize the constraints and maximize the supports available (Jones et al., 2009).

Callow, Smith, Hardy, Calum, and Hardy (2009) studied 309 club standard Ultimate Frisbee players in the United Kingdom (UK) (Mean age= 24.30 years, SD=3.90) who were from teams that had competed in UK national tour events or university national finals and were divided into two performance groups. The “high performance” group included participants from teams who had qualified for the European Ultimate Club Championships (*n*

= 118) and the “low performance” group included participants who had not qualified for the European Ultimate Club Championships ($n = 191$) (Callow et al., 2009).

To determine perceptions of transformational leadership behaviors, an adapted version of Hardy et al.’s (in press) Differentiated Transformational Leadership Inventory (DTLI) and the Group Environment Questionnaire (GEQ) (Carron, Widmeyer, & Brawley, 1985) were administered to the Ultimate Frisbee players (Callow et al., 2009). The DTLI includes 26-items, with items from the Multifactor Leadership Questionnaire (MLQ-5X) (Bass & Avolio, 2000) and Transformational Leadership Inventory (TLI) (Podsakoff, MacKenzie, Moorman, & Fetter, 1990) measuring individual consideration (MLQ-5X), inspirational motivation (MLQ-5X), intellectual stimulation (TLI), fostering acceptance of group goals (TLI), high performance expectations (TLI), appropriate role-modeling (TLI), and contingent reward (TLI) in a military context (Callow et al., 2009). The GEQ contains 18 items that measure the following four dimensions of task and social cohesion: attraction to group-task, group integration-task, attraction to group-social, and group integration-social was used to assess the players’ perceptions of team cohesion (Callow et al., 2009). For the purpose of their study, the two task dimensions and the two social dimensions were summed to provide a task-cohesion and a social-cohesion scale (Carron et al., 1985). Descriptive analyses were conducted on demographic variables (e.g., years with the leader) and for all of the scales measured in the study (Callow et al., 2009).

The results of the study by Callow et al. (2009) revealed that all transformational leadership behaviors were significantly correlated with both task and social cohesion. The researchers found that certain leadership behaviors (e.g., high performance expectation) were significantly correlated with performance level whereas other behaviors were not (e.g.,

individual consideration) (Callow et al, 2009). To summarize, the results of the study offer supportive evidence for the factorial and discriminant validity of the DTLI (Hardy et al., in press) in an interactive sport setting, and demonstrate the relationship between specific transformational leadership behaviors and both cohesion and level of performance (Callow et al., 2009).

Charbonneau, Barling, and Kelloway (2001) studied 168 athletes (123 male, 45 female) with 16 coaches providing performance data. The athletes were between 17-22 years old, and on average were in their second year of study at the university level (Charbonneau et al., 2001). Eight of the teams were individual sport athletes, and eight were team sport athletes (Charbonneau et al., 2001). The researchers used the Multifactor Leadership Questionnaire-Form 5X (MLQ) (Bass & Avolio, 2000), which measures athletes' perceptions of their coaches' leadership. The transformational categories of charisma, intellectual stimulation, and individualized consideration were studied (Charbonneau et al., 2001). Charbonneau et al. (2001) also looked at intrinsic motivation using the Sport Motivation Scale (SMS) (Peliletier, Fortier, Tuson, & Briere, 1995). Performance was measured by the coaches at the end of the season by looking at performance during training and competition and improvement for each team member during the season (Charbonneau et al., 2001). Results provide strong support for the idea that intrinsic motivation mediates the relationship between transformational leadership and athletic performance, such that transformational leadership positively affects intrinsic motivation, which in turn increases sports performance (Charbonneau et al., 2001).

Servant and altruistic leadership. Patterson (2003) presents servant leadership as a leadership style which puts the followers' well-being first and possesses the virtues of love,

humility, altruism, vision, trust, a heart for serving, and the ability to empower others.

Hammermeister, Burton, Pickering, Chase, Westre, and Baldwin (in press), studied 248 collegiate athletes at two universities in the Pacific Northwest who participated in one of the following sports: football, basketball, soccer, golf, tennis, swimming, track and field, and volleyball. The researchers used the Revised Servant Leadership Profile (RSLP) (Wong, 2004) to measure aspects of servant leadership in coaching (Hammermeister et al., in press).

The RSLP is comprised of the following scales: empowering and developing others, power and pride, serving others, open and participatory leadership, inspirational leadership, visionary leadership, and courageous leadership (Hammermeister et al., in press).

Hammermeister et al. (in press) identified three factors (trust/inclusion, humility, and service) to be significant characteristics of servant leadership.

Hammermeister et al. (in press) used multiple inventories to assess servant leadership such as: the Task and Ego Orientation in Sport Questionnaire (TEOSQ) (Duda, & Nicholls, 1989), the Intrinsic Motivation Inventory (IMI) (Ryan, 1982), the Athlete Satisfaction Questionnaire (ASQ) (Riemer & Chelladurai, 1998), the Athletic Coping Skills Inventory (ACSI-28), (Smith, Smoll, Schutz, & Ptacek 1995), the Sport Confidence Inventory (SCI) (Vealey, 2002), and the Respect Inventory (RI) (Hammermeister et al., in press). The results produced from this study led researchers to find four distinct coach groups: benevolent dictators, servant leaders, average leaders, and weak leaders (Hammermeister et al., in press). Athletes coached by servant-leaders (SL) showed high levels of satisfaction and were more satisfied with individual performance and were more personally dedicated than were athletes coached by weak leaders (Hammermeister et al., in press). SL coaches also produced athletes who were more satisfied with team performance, personal treatment, and

training/instruction than did both the average and weak leaders (Hammermeister et al., in press).

Another leadership style that emerged as a result of the Hammermeister et al. (in press) study was the benevolent dictator (BD). This leader develops trust and inclusive relationships and is service oriented, but lacks humility and exhibits a power and control approach (Hammermeister et al., in press). BD and SL coaches were successful at enhancing the satisfaction of their athletes and produced athletes with more interest in and enjoyment of their sport and scored higher on perceived competence than did average and weak coaches (Hammermeister et al., in press). Athletes coached by BD had greater perceived competence than did SL led athletes and scored higher on effort than all others, but they also felt more tension and pressure than SL led athletes (Hammermeister et al., in press). SLs produced athletes with a stronger task orientation than non-servant leaders and who showed stronger athletic coping skills and more self-confidence (Hammermeister et al., in press).

Athletes coached by SL and BD coaches were better at dealing with adversity than were athletes led by average or weak leaders (Hammermeister et al., in press). Players coached by SLs were also less worried than those who had average leaders and scored higher on coachability than all other groups (Hammermeister et al., in press). Athletes coached by SLs had more respect for their coaches' ability than those with other leadership styles (Hammermeister et al., in press). In general the athletes had great respect for coaches who were committed to the difficult task of using a leadership approach that is based on earning athletes' trust, being inclusive with all team members, and serving and helping others (Hammermeister et al., in press).

Rieke, Hammermeister and Chase (2008) studied 195 male high school varsity basketball players from 20 separate teams who participated in a summer sport camp at a mid-size university in the Pacific Northwest (USA). The players were 15-19 years old and represented five different high school classification levels (based on enrollment) from two Pacific Northwest states (Rieke, et al., 2008). The Revised Servant Leadership Profile for Sport (RLSP-S) (Hammermeister et al., in press) was used to measure servant leadership in this study (Rieke et al., 2008). The RSLP-S has three categories, trust/inclusion, humility, and service and consists of both a perceived leader behavior profile and preferred leader behavior profile (Rieke et al., 2008). The other measures used to measure servant leadership were the IMI, ASQ, TEOSQ, The Ottawa Mental Skills Assessment Tool-3 (OMSAT-3) (Durand-Bush & Salmela, 2001), and the Basketball Athletic Performance Questionnaire (Rieke et al., 2008).

The ASQ results led the researchers to conclude that servant leaders were better at enhancing the sport satisfaction of their high school basketball athletes, and these athletes felt that they were getting better training and instruction than athletes of non-servant leader coaches (Rieke et al., 2008). This improvement in training and instruction that the athletes experienced is likely due to the servant leaders' trusting and inclusive environment, humble attitude, and care and concern in serving their athletes (Rieke et al., 2008). Servant leaders produce athletes that are more intrinsically motivated and display mental skills of goal-setting, self-confidence, and commitment (Rieke et al., 2008). Servant leader coaching and basketball performance had positive correlations between trust/inclusion scale scores of the RSLP-S and the athletes' perceived team performance expectation and the number of seasonal wins (Rieke, et al., 2008). A positive correlation was found between service scale

scores and the athletes' performance expectations and number of wins (Rieke et al., 2008). Negative correlations were found for the trust/inclusion subscale and number of losses, and between the service subscale and number of losses (Rieke et al., 2008).

The researchers concluded that servant coaches win more than non-servant coaches (Rieke et al., 2008). These results should reaffirm for coaches to continue to “do the right thing” even as they are frequently pressured into producing a winning team, sometimes at the expense of their own ethical behavior and the moral development of the athletes (Rieke et al., 2008). The coaches in this study, who attempted to instill character in their athletes, were also able to win games (Rieke et al., 2008). The results support the idea that coaches should work to develop an environment of trust, inclusion, and service (Rieke et al., 2008).

Westre (2003) utilized case studies to examine the experiences of six college coaches who were identified as having servant leader qualities. Westre (2003) found that the contemporary athlete prefers coaches that: actively try to obtain input from athletes regarding decisions that affect the whole team; offer positive feedback and recognition; show sincere awareness for the needs of the athletes as a whole, both in sport and in life; and have a “coach the person first” focus with their philosophy.

Stewart (1993) asked former athletes what characteristics define their favorite and least favorite coaches, and found that the coaches who were considered favorites demonstrated honesty, approachability, interest in athletes' endeavors outside of sport, a tendency to encourage and use athletes' input, and taking the time and effort to make each member of the team feel that they are an important part of the team. The coaches who were considered the least favorite demonstrated a win at any cost mentality, were untruthful, impersonal, and used fear and negative reinforcement as motivators (Stewart, 1993).

Miller et al. (2008) studied 15 Division 1-A, female and male head coaches (7 female, 8 males) with an average of 17 years coaching experience. The coaches' names and sport coached were kept ambiguous so as to ensure anonymity (Miller et al., 2008). They used several qualitative strategies: semi-structured interviews, triangulation (three coders), a reflective journal, field notes, peer debriefers, member checks, data coding, and content analysis (Miller et al., 2008). The coaches were asked about their perceptions of other coaches' altruistic leadership and its relationship to performance and psychosocial benefits in face-to-face interviews that were audio recorded (Miller et al., 2008). The results of this study centered on five common themes regarding altruistic leadership: improved performance, reciprocity, improved experience, good relationships, and appreciation (Miller et al., 2008).

Coaches responded with beliefs about altruistic leadership involving forms of empowerment, and that empowerment teaches student-athletes the process of being successful (Miller et al., 2008). The coaches discussed connections between improved performance and empowerment, consistency, character, balance, and caring (Miller et al., 2008). Coaches perceive the benefits of altruistic leadership to be that student-athletes become more well-rounded individuals and learn more about citizenship (Miller et al., 2008).

In the case study of Jim Tressel, it was revealed that the key component of altruistic leadership was the coaches' willingness to follow his/her core values (Miller & Carpenter, 2009). The foundation of an altruistic leadership philosophy and coaching style is to focus on the importance of the student-athletes' well-being and then fulfill the duties toward coaching a winning team (Miller & Carpenter, 2009). To altruistic coaches, the experience will be as valuable to the athletes as winning (Miller et al., 2008).

Reciprocity is the idea that both the student-athletes and the coaches benefit in some way from the interaction and relationship (Miller et al., 2008). Coaches felt that by being altruistic towards student-athletes, the student-athletes would learn and demonstrate altruistic behaviors in return (Miller et al., 2008). Therefore, the team environment would be altered for both the student-athletes and the coaches with reciprocating actions of altruism (Miller et al., 2008).

Altruistic leadership can be a valid method of leadership, but the reality is that using this style of leadership and the time required to lead in this way are very difficult in NCAA Division I athletics where the emphasis is on winning, fan appreciation, and funding (Miller et al., 2008). The amount of time coaches can spend with athletes is also regulated by the NCAA, which may make it difficult to fit in instructional time and personal development time outside of sport (Miller et al., 2008). Regardless of these limitations, altruistic leadership can be a valid method for coaching in NCAA Division I athletics and it can improve performance while improving the person as a whole (Miller et al., 2008).

Situational leadership. Different styles may be more appropriate for coaching at different skill levels or with different personalities (Chelladurai, 2007). Coaches often relate a need to be adaptable as a leader in different situations, sometimes switching from autocratic to democratic (Vallee & Bloom, 2005). In the Carter and Bloom (2009) study, coaches mentioned that being flexible and open-minded in their approach was beneficial in developing athletes.

Smoll and Smith (1989) developed a proposed mediational model of leadership which focused on relationships based on situational, cognitive, behavioral, and individual difference variables. They developed the idea that a coach's personality coupled with

situational factors determines how coaches choose leadership behaviors. The athletes' understanding of coach behaviors plays a role as well in the coach-athlete relationship (Smoll & Smith, 1989). Giacobbi et al. (2002) found that athletic success is also related to the coaches' ability to understand the personalities of each athlete he/she coaches.

Turman (2001) studied 17 high school wrestling teams involving 117 athletes and 17 coaches who were split into successful (n= 8) and unsuccessful (n= 9) teams based on dual meet winning percentages at the end of the season, with the top half being classified as successful and the bottom half unsuccessful. The athletes and coaches completed surveys on athlete perception, athlete preference, and coach self-evaluation using the Leadership Scale for Sports (Chelladurai & Saleh, 1980), which measures five dimensions of coaching behavior (training and instruction, social support, positive feedback, autocratic style, and democratic style), and within each leadership category they selected 8 items from those developed by Zhang, Jensen & Mann, (1997) (Turman, 2001).

Athletes on successful teams preferred their coach to use roughly the same amount of training and instruction at the beginning, middle, and end of the season (Turman, 2001). Athletes perceived varied amounts of social support through the four years and as each season progressed the coach would switch the amount of social support provided (Turman, 2001). Coaches would give fourth year athletes more social support at the beginning of the season to try and establish them as team leaders and role models (Turman, 2001). First year athletes perceived less social support initially as they had not had much time to establish a relationship with the coach; this increased as the season and years progressed (Turman, 2001). Athletes on unsuccessful teams perceived a significantly larger increase in autocratic leadership over the course of the season than athletes on successful teams (Turman, 2001).

Athlete preferences and coaches' perceptions of use of different leadership styles was not significantly different at the beginning, middle, and end of the athletic season (Turman, 2001).

Team building. An important aspect of being a leader is team building. "Team building is not something that occurs overnight. Team building is a dynamic process that evolves over time, and is influenced by a variety of personal, situational, and team factors" (Yukelson, 1997, p. 74).

Bloom et al. (2003) interviewed 29 coaches of male and female athletes and those who coached both genders of athletes, in individual and team sports, from five different Canadian universities. They found that the coaches defined team building as forming a team from individuals, creating team goals and uniting individuals towards these common goals (Bloom et al., 2003). Creating an environment where the athletes work together to help each other improve and work towards the common goal set forth by the leader is the essence of team building (Bloom et al., 2003).

In evaluating the identity of a team, the coach should strive to develop pride in group membership, focus on the uniqueness of the group, and try to create a "we" feeling within the team (Zander, 1982). This can be accomplished by informing the team on a regular basis of the history and traditions involving the team, developing clearly defined team goals and role expectation, encouraging athletes to work together, facilitating cooperation among the team members, and creating a sense of responsibility for the team's success within each individual team member (Zander, 1982). Team building is more than just about creating successful teams and athletes from a performance standpoint (Bloom et al., 2003). It is also about

developing individuals as a whole, much as a teacher would with a student (Bloom et al., 2003).

The process by which a leader goes about building a team may differ slightly by individual, but typically follows a forming, storming, norming, and performing sequence (Tuckman, 1965). Teams are comprised of a group of individuals, organized and led into various individual or group roles for the purpose of achieving goals and objectives that are considered to be important to the team (Yukelson, 1997). This process of organizing and giving the team direction is known as the forming stage (Tuckman, 1965). Successful leaders of teams use a process that involves a vision, allows for individual growth, provides an organized structure and is based on the leader's attributes (Bloom et al., 2003; Miller & Carpenter, 2009; Vallee & Bloom, 2005). When it comes to creating rules based on the coach's philosophy for the team, the coaches in the study by Salmela (1994) started the season by setting high standards, expectations, and goals while providing a direction for the team. These coaches obtained athlete feedback in matching the goals the coaches had with the personal goals and expectations of the athletes and they came to a consensus in developing the place for the coming season (Salmela, 1994).

Tuckman (1965) referred to the next stage as the storming stage because it is a time in the development of a team when disagreement and conflict arise. The leader must be prepared to mediate and resolve conflict in the team building process if the team is to reach the next stage of norming. For many coaches the process of building, fostering, and keeping a team unified is a challenging task (Yukelson, 1997). Disagreements and conflict are inevitable any time people spend a lot of time together as teams do over the course of a season (Yukelson, 1997). Situations come about where criticism and behaviors present

conflict which is detrimental to the greater good of the team (Salmela, 1994). In these cases of conflict it may be necessary to move back in the process and address each component of the problem and find a common solution in order to move forward (Salmela, 1994).

Consistent application of values was very important and helped when employing rewards and sanctions (Salmela, 1994). Some reasons for dissent among team members may be feeling undervalued, a lack of appreciation for effort, unaccepted by the team, and/or a lack of respect from the coach/es or other teammates (Yukelson, 1997). Factions and cliques that form within the team can be contradictory to the team building process as they can divide team loyalties (Yukelson, 1997). The coach may have to convince an athlete of his/her particular role, how that athlete is an important member of the team, and that the success of the team is dependent upon the individual buying into the role (Hammermeister, 2010).

Yukelson (1997) discusses successful teams as groups who deal with conflict openly and honestly, and where working together is the norm as opposed to the exception. When conflict has been dealt with constructively, the team typically moves into the norming stage where team members have learned and accepted their roles and have come to terms with how that relates to their other teammates and the team as a whole achieving its goals (McGuire & Vernacchia, 2010; Tuckman, 1965; Vernacchia, 2003; Vernacchia, 2010). The team begins to work together and support and motivate each other as each team member works towards fulfilling their role within the team (McGuire & Vernacchia, 2010; Vernacchia, 2003; Vernacchia, 2010).

The period of team building known as performing is where everything comes together and as a group each person is working within the team both for themselves and for the greater good of the team, which provides an atmosphere for the team to excel (McGuire &

Vernacchia, 2010; Tuckman, 1965; Vernacchia, 2003; Vernacchia, 2010). During this time as well there is role acceptance among the team members as each person is working on an individual level to do their part to benefit the team as a whole (McGuire & Vernacchia, 2010; Tuckman, 1965; Vernacchia, 2003; Vernacchia, 2010).

The personalities and beliefs of coaches make up the dynamics of a coaching staff, which have a large influence on team building (Bloom et al., 2003). As a result the coaching staff has to have a continuity of behavior and philosophy in order for the athletes to follow (Bloom et al., 2003). Another important aspect of team building is establishing leadership internally through captains and veterans on the team (Bloom et al., 2003). Team ownership is created by motivating team members to accept and believe in the coaches' philosophy (Bloom et al., 2003) Coaches allow the athletes to have some ownership for what they are doing by giving them leadership responsibility, which helps to get the other athletes to follow in line with the peer leaders (Bloom et al., 2003).

Bloom et al. (2003) found that coaches stressed the importance of their role to facilitate, moderate, and supervise the team in order to maintain functioning and keep the team moving towards the goals. Organization helps facilitate this process through proper planning and implementation of training, competition schedules, working with the other coaches, and strategies for maintaining a team atmosphere (Vallee & Bloom, 2005). Organization in the team building process is often much more than just planning practices and competitions (Vallee & Bloom, 2005). It often involves outside endeavors such as recruiting, community involvement, fundraising, and many other tasks (Vallee & Bloom, 2005).

A practical approach to team building has been developed through research and

interviews with coaches and athletes by Yukelson (1997). His work highlighted a guideline for team building that consisted of a shared vision, role clarity/acceptance, strong leadership, individual/team accountability, team identity, and open/honest communication (Yukelson, 1997). Yukelson's team building guidelines have been reinforced and supported in a study conducted by Voight and Callaghan (2001) with two NCAA Division I women's soccer teams. The results supported Yukelson's model as both teams rated the team building intervention as being "helpful" in improving individual performance, "very helpful" in improving team performance, and "very helpful" in improving team unity (Voight & Callaghan, 2001).

Team cohesion. Team chemistry or cohesion is a topic often discussed in relation to leadership. The individuals and personalities that comprise the dynamics of the team is one that typically can be depicted by a series of concentric circles with the center being the athletes and staff who are the most involved (star players, captains, head coach, etc.) while further out from the center are the members of the team that are not as involved (McGuire, 1998). Typically the heart of the team would be described as that inner circle, but in order for the team to be successful, the heart of the team needs to encompass everyone including those that may be on the outer rings of the team (McGuire, 1998). Coach Wooden echoed this thought process in his interviews with researchers (Gallimore & Tharp, 2004). He discussed how he would try to pay special attention to the players who did not get as much playing time by attempting to provide more positive support for them in practices (Gallimore & Tharp, 2004).

Nazarudin, Fauzee, Jamalis, Geok, and Din (2009) studied athletes on a university basketball team, who expressed that team integration was the main factor determining their

satisfaction with participation. Giacobbi et al. (2002) discovered that coaches cited that providing a team atmosphere that was competitive and supportive was beneficial in developing the skills necessary to be a successful college athlete. Researchers have found that the type of leadership behaviors that coaches use: training and instruction, democratic, social support, and positive reinforcement have a beneficial effect on the cohesiveness of a team (Ramzaninezhad & Keshtan, 2009). The researchers also found that teams that are more successful typically have better cohesiveness (Ramzaninezhad & Keshtan, 2009). Based on the performance results from the previously mentioned study by Callow et al. (2009), the researchers suggest that the level of performance should be considered when deciding on what specific leadership behaviors to employ if trying to foster team cohesion. Carron, Coleman, Wheeler, and Stevens (2002) conducted a meta-analysis of research regarding the relationship between cohesion and performance in sport. They looked at 46 studies with a total of 164 effect sizes (Carron et al., 2002). The researchers found that there was a significant moderate to large relationship between cohesion and performance, and that sport type and skill/experience level do not affect this relationship (Carron et al. 2002).

Turman (2003), in the first part of his study, collected data from 15 male athletes (track and field, football, wrestling, basketball, baseball, and swimming) and 15 females (soccer, basketball, track and field, swimming, gymnastics, and volleyball) through open-ended question surveys that asked the athletes to identify coaching behaviors that either motivated or demotivated them to continue in the respective sport. Phase two of the study involved 12 male athletes from a Division I college football team who were a mix of starters and non-starters from both offense and defense who participated in in-depth interviews that asked athletes to describe their coach's behavior and then describe the impact it had in

developing cohesion and unity for the team at the start and end of summer practice sessions (Turman, 2003). The results of this study indicated that techniques that helped to foster team cohesion were the use of sarcasm and teasing, positively commenting on the abilities of other athletes, the use of motivational speeches, discussion about the quality of opponents, the use of athlete directed techniques, team prayer, and showing dedication (Turman, 2003).

Coaching behaviors that were detrimental to developing team cohesion were inequity in treatment, ridicule, and embarrassment (Turman, 2003).

Zakrajsek, Abildso, Hurst and Watson II (2007) studied coaches' and athletes' perceptions of coaching staff cohesion and the relationship of the perceptions with team cohesion and performance. Their study involved 18 NCAA teams (n= 8 Division I, n= 5 Division II, n= 5 Division III) from the mid-Atlantic region of the United States (Zakrajsek et al., 2007). The teams consisted of coactive (n= 7) and interactive (n= 11) teams from the sports baseball, men's and women's swimming, softball, women's gymnastics, women's soccer, women's tennis, women's rowing, women's track and field, and wrestling, that were in and out of season during the study (Zakrajsek et al., 2007). Fifty-two coaches (33 males, 19 females) and 355 athletes (154 male, 201 females) participated in the study (Zakrajsek et al., 2007).

Zakrajsek et al. (2007) measured coaching staff cohesion with the Coaching Staff Cohesion Scale (CSCS) (Martin, 2002), which was designed to examine coaching staff cohesion among collegiate head and assistant coaches. The CSCS consisted of three factors of coaching staff cohesion: staff attraction (personal and professional interest in coaching and being part of the staff), staff unity, and shared values (Martin, 2002). Zakrajsek et al. (2007) also used the Athlete Perception of Coaching Staff Cohesion Scale (APCSCS), which was

developed by the researchers and based off the CSCS, and they used the GEQ (Carron et al., 1985). The final measure was a self-report (1-10 scale) by athletes regarding their performance (Zakrajsek et al., 2007).

The results of the study indicated that coaches' perceptions of coaching staff cohesion were higher for staff attraction, staff unity, and shared values than athletes' perceptions of cohesion among the coaching staff (Zakrajsek et al., 2007). Athletes' and coaches' perceptions of coaching staff cohesion were positively related to team cohesion, while the athletes' perceptions were stronger (Zakrajsek et al., 2007). The researchers suggest that cohesion within the coaching staff had a positive effect on the closeness, similarity, and bonding within the team and that task and social cohesion were both affected by the perceived coaching staff cohesion (Zakrajsek et al., 2007).

Task cohesion. Task cohesion is defined as a singular group focus on a task that promotes communication within the team and facilitates overall team commitment and satisfaction, all of which have been shown to enhance team cohesion (Widmeyer et al., 1985). Sports such as track and field, by the very nature of the training and practice patterns of team members, require a tremendous commitment to task cohesion, that is toward the mastery of physical conditioning and motor skill development that will ultimately result in the effective individual performance within the team context (Vernacchia, 2003). Individual pride as a result of hard work and task or event mastery can form a sense of collective competency among team members as they view their ability to undertake performance challenges (Vernacchia, 2003).

In the meta-analysis of the effect of cohesion on performance by Carron et al. (2002),

task cohesion was demonstrated to have a moderate to large effect on performance.

Zakrajsek et al. (2007) found that individual attraction to group-task and group integration-task both had moderately strong positive relationships with teams' performance ratings.

Jowett and Chaundy (2004) studied 111 student athletes (86 men, 25 women) from a large British university that participated in rugby (n=61), field hockey (n=6), netball (n=3), lacrosse (n=3), water polo (n=2), and American football (n=2). They used the GEQ (Carron et al., 1985), the LSS (Chelladurai & Saleh, 1978), and the Coach-Athlete Relationship Questionnaire (CART-Q; Jowett, 2002) to measure the relationship between athlete and coach and whether or not this predicts team cohesion (Jowett & Chaundy, 2004). The researchers found that leadership and relationship variables in regards to the coach-athlete relationship predicted task cohesion more so than social cohesion and that the leadership style of support was a strong predictor of task and social cohesion (Jowett & Chaundy, 2004). Leadership and relationship variables accounted for more variance in task cohesion than in social cohesion leading the researchers to suggest that leaders should consider these two variables together in regards to task cohesion (Jowett & Chaundy, 2004). The coach's leadership and direct perspective of athletes' relationship with the coach was a significant predictor of task cohesion (Jowett & Chaundy, 2004). In the previously mentioned study by Zakrajsek et al. (2007), results showed a similar finding in that an athlete's reason for initially becoming part of the team may be affected by the goals and objectives of the coaching staff.

Shields, Gardner, Bredemeier and Bostrom (1997) assessed 23 different teams made up of 134 male baseball players, 62 female softball players from six community college teams in large urban areas of California, 55 male baseball players, and 56 female softball

players from six high schools in inner city public schools in California on their perceptions of team cohesion in relation to leadership of their coach. The researchers used the GEQ (Carron et al., 1985) to measure team cohesion and the LSS (Chelladurai & Saleh, 1978) to measure five leadership styles of coaches: training and instruction, democratic behavior, social support, positive feedback, and autocratic behavior (Shields et al., 1997). The results indicated that the strongest relationship existed between perceived leader behaviors and task cohesion (Shields et al., 1997). The researchers also suggested that it appeared likely that high task cohesion is developed by a leadership style that is high in training and instruction, social support, democratic behavior, and positive feedback and avoids autocratic decision making (Shields et al., 1997).

Social cohesion. Social support can help to develop cohesion through team members developing socially and emotionally within the challenges presented by athletics (Rosenfeld & Richman, 1997). The process of developing social support helps to increase and improve the athlete-athlete and the athlete-coach communication, which in turn helps the athletes and coach feel better about themselves and their performances (Rosenfeld & Richman, 1997). The use of social support as an intervention can help to alleviate stress, prevent overtraining and burnout, create better moods among the athletes, and overcome feelings of isolation related to training (Rosenfeld & Richman, 1997).

In a team where social support exists, the athletes “are likely to improve their communication and share a deeper commitment to the team goals and team vision of success” (Rosenfeld & Richman, 1997, p. 140-141). Rosenfeld and Richman (1997) offer several categories within social support that can be advantageous to the development of the team, such as listening support, emotional support, emotional challenge support (athletes are

challenged by people other than their teammates to reflect on their attitudes, values, and feelings), task appreciation support (showing appreciation for fellow athletes' effort and contributions), task challenge support (athletes challenge each other to perform to the best of their abilities), tangible assistance support (resources necessary to excel are provided), and personal assistance support (help with life needs outside of sport).

The meta-analysis study by Carron et al. (2002) found social cohesion to have a stronger relationship with performance than task cohesion. The leadership and relationship variables had less of an effect on variance when considered together, thus researchers suggest that the two do not necessarily need to be considered together when looking at social cohesion (Jowett & Chaundy, 2004). The coach leadership and the interaction between direct and meta-perspectives of athletes' relationships with the coach significantly predicted social cohesion (Jowett & Chaundy, 2004). Shields et al. (1997) found that the results are less evident with social cohesion, but it looks as though leadership style that involves providing social support may be beneficial in developing social cohesion. Zakrajsek et al. (2007) found little evidence to support the social motives for becoming part of a team.

Due to the nature of track and field consisting of individual events, practice is often very individualized by person or event groups in different locations and times throughout the day (Vernacchia, 2003). Often the only time the team truly comes together as a whole is in competition, and even then the events are spread out at different times during the day and sometimes locations (Vernacchia, 2003). Due to the limited amount of social interaction that track and field naturally dictates, the need for team-building activities to develop social cohesion is important in order to offer the team members a chance to interact with each other (Vernacchia, 2003). "These activities can include team meals, team social gatherings and

activities, and team travel, as well as training activities such as group runs, group warm-ups, and team stretching and flexibility” (Vernacchia, 2003, p. 241). These social activities help to develop social support among team members, which helps to develop a unity among the team in trying to be successful in achieving team and personal goals (Vernacchia, 2003).

This process of developing social cohesion is made difficult by many factors. Practicing individually or in event groups creates separation among the team. Dealing with the weather conditions, injuries, poor performances, performance slumps, life and academic demands (for student-athletes) all interfere with social cohesion (Vernacchia, 2003).

Gender differences. Researchers have found that female coaches reported giving more support than male coaches in an athlete's personal life, thus making sport a more enjoyable and rewarding experience (Jambor & Zhang, 1997). The study consisted of 162 coaches (118 male, 44 female) at the junior high school (n= 25), high school (n= 99), and college level (n= 38) who completed the Revised Leadership Scale for Sport (Zhang, Jensen, & Mann, 1997). Another finding was that the gender of the coach had no effect on the preferred leadership style desired by athletes (Jambor & Zhang, 1997). The athlete's gender, however, does make a difference on what type of leadership is preferred by the athlete (Chelladurai & Saleh, 1980). Female coaches more often used athlete integration strategies, while male coaches tended to use player role development strategies (Ryska & Cooley, 1999). The athletes' gender did not affect which strategies were used (Ryska & Cooley, 1999). Jambor and Zhang (1997) and Bass, Avolio and Atwater (1996) concluded an important point: that transformational leadership style is based more on character than gender.

Beam, Serwatka and Wilson (2004) studied 179 male and 229 female student-athletes from four NCCA Division I and six NCAA Division II universities. One hundred and seventy-one of the student-athletes were from Division I and 237 were from Division II, with 172 participating in independent (individual) sports and 236 in interdependent (team) sports (Beam et al., 2004). They measured the student-athletes' leadership preferences using the RLSS (Zhang et al., 1997). The researchers found that males had a larger preference for autocratic and social support behaviors, and that females had a larger preference for situational consideration, and training and instruction behaviors (Beam et al., 2004). Female individual sport student-athletes had higher preference for democratic behavior than their male counterparts (Beam et al., 2004). Independent sport student-athletes had a higher preference for democratic, positive feedback, situation consideration, and social support behaviors (Beam et al., 2004). They did not find any difference in leadership preferences between Division I and Division II student-athletes (Beam et al., 2004).

In track and field it is common for coaches to coach both men and women, and thus it is important to look at differences among genders in regards to their preferences for leadership, training, learning, and performance (Vernacchia, 2005). While there are differences between genders, they become less obvious and do not occur as much at the higher levels of competition (Vernacchia, 2005).

Tuffey (1996) researched 14 head coaches of collegiate cross country and track and field programs (13 males and 1 female). The coaches had been coaching an average of 23 years, mainly at the collegiate level, but including all levels, and coached both male and female athletes an average of 16 years (Tuffey, 1996). Semi-structured interviews were done with each of the coaches with the questions designed to gain information regarding the study

population's perceptions of salient characteristics and behaviors of their male and female athletes (Tuffey, 1996). The second part of the interview asked coaches how they would respond to three different scenarios with male and female athletes followed by a content analysis to determine if any common themes existed among the coaches' responses (Tuffey, 1996).

Themes that emerged for female athletes from the coaches' perspectives were that female athletes are more emotional, sensitive, needy from the coach, coachable, feel expectations, want to please, are competitive with teammates, body weight conscious, prone to eating disorders, and more academically conscious than males (Tuffey, 1996). According to the coaches' responses, males exhibit a know-it-all attitude, challenge the coach, have short attention spans and are easily distracted, ego-involved, struggle with not winning, have a team emphasis, are close athletically and socially, like being part of a team, want to fit in, are less emotional (hide feelings), and more aggressive (go after it) than females (Tuffey, 1996).

Tuffey (1996) proposed that coaches should treat each athlete as an individual, and that there are more similarities than differences between coaching males and females. The researcher suggests that coaches should expect and accept different emotional reactions from females and males and they should look beyond the outward expression of the athlete (Tuffey, 1996). Tuffey (1996) found that as a coach, extra effort may be needed to break down communication barriers put up by male athletes. She also suggested that coaches be aware that females tend to value the relationship with the coach and to be careful not to abuse or misuse power with female athletes (Tuffey, 1996). Coaches should emphasize performance goals to a greater extent with males (Tuffey, 1996). Females may have a

tendency to overwork in practice and coaches should be aware of this (Tuffey, 1996). As a coach, the athlete can be used as a vehicle for social change (Tuffey, 1996). Coaching education can increase awareness of gender-related differences and dispel myths (Tuffey, 1996).

Frankl and Babbitt (1998) studied 216 Southern California male and female track and field athletes and found that males had greater positive attitudes towards male coaches, while females had more negative feelings towards female coaches than the males did. In individual team sports such as track and field and swimming, some researchers have found that athletes might have more positive feelings towards the gender of the coach because in these individual team sports, the athlete has more control over the result than in team sports such as basketball (Frankl & Babbitt, 1998). Carron et al. (2002) found that female teams had a significantly larger cohesion-performance effect than did male teams, but male teams still had a moderate cohesion-performance effect as well.

Common literature. Mark Guthrie is one of the most successful college track and field coaches in history, having won 22 national championships (2nd on all-time NCAA list for men's teams) and 27 coach of the year honors (8 national) during his career as head coach of the men's team at the University of Wisconsin-La Crosse. Guthrie uses the following principles on which to base his leadership: "be yourself, have confidence, have composure, be an example, have defined coaching objectives, establish rules, build and nurture relationships with athletes, be organized, involve assistant coaches, help athletes manage their goals and stress, and focus on the big picture" (Guthrie, 2003, p. 6).

In looking at integrity there are a few sources from some very successful people and organizations that reinforce what is seen in the research based literature. One of the most prominent keys to becoming a successful leader is creating followership among team members (Donnithorne, 1993). In his book *The West Point Way of Leadership*, Donnithorne discusses the methods and principles the United States Military Academy (USMA) employs to develop leaders. The USMA is considered one of the top institutions on the topic of leadership. Donnithorne uses the example of how “plebes” (new recruits) come into the Academy very confident and sure of themselves as they have had great success in the past and are used to being the best (Donnithorne, 1993). He mentions that the first priority of the leaders in the academy is to get the plebes to “understand that they are becoming a part of an institution, something much bigger than they are, with a set of rules and traditions, and a great mission for the country” (Donnithorne, 1993, p. 21.) The USMA, in its process of teaching cadets to be leaders, teaches them “how to become their word; how to live as if everything they say is as important as everything they do, because it is” (Donnithorne, 1993, p. 53).

One of the most successful collegiate basketball coaches of all time, Coach Mike Krzyzewski of Duke University, who graduated from West Point, echoes this idea of becoming a part of a larger whole, in his book *Leading with the Heart* (2004) with a quote from one of his most successful players, Grant Hill. Hill, who was a highly recruited high school player by many top universities, remembers that Krzyzewski related the following advice to him when he was recruited to attend Duke University. “I am not going to promise you anything, if you choose Duke, you have to come in, work hard, and earn everything you receive” (Krzyzewski, 2004, p. ix). Hill goes on to say, “That really stuck with me. It also

impressed my parents. And we began to believe that, by playing for him (Coach Krzyzewski), I might not only become a better ballplayer, but a better person” (Krzyzewski, 2004, p. ix).

Krzyzewski suggests that coach-athlete communication occurs from the first encounter and it is very important to be honest and open in this initial communication as it lays the groundwork for the rest of the coach-athlete relationship (Krzyzewski, 2009). Martens states that the act of coaching is communication, and as a coach there is a constant need for communication with the athletes and staff (Martens, 2004). Guthrie believes that coach-athlete communication needs to occur on a daily basis, and can take many forms (Guthrie, 2003). Guthrie suggests that communication in practice and/or competition is different than general communication, but the cues used to teach techniques and strategies should remain constant (Guthrie, 2003). He thinks that communication is more instructive and rooted in reinforcement and feedback during practice sessions (Guthrie, 2003). Guthrie suggests that the amount of information should be directed toward clarity and conciseness (Guthrie, 2003). Guthrie also believes that cue utilization is extremely important (Guthrie, 2003). He goes on to define that words are cues that trigger motor programs and behaviors and create automatic motor and sport performance (Guthrie, 2003). Guthrie suggests that once practice or competition has ended is a better time to discuss and analyze the performance in-depth with the athlete (Guthrie, 2003).

“It is estimated that 70 % of our total communication is non-verbal” (Martens, 2004, p. 32). Coaches often are not as proficient at non-verbal communication, but when athletes know they are constantly being watched, they pick up on the non-verbal communication as well through body motion, physical characteristics, touching behavior, voice characteristics,

and body position (Martens, 2004). Non-verbal forms of communication are helpful in facilitating the coach's message to the team (Guthrie, 2003). One method is having a board in the locker room where communications can be posted regarding practices, team goals, meets, performance standards, workouts, and other announcements (Guthrie, 2003).

The way in which a leader communicates can have a huge impact on a variety of elements within an organization. The way in which a leader communicates about his/her program is important in that it is discussed not in a singular tense, but rather in a plural tense involving all members, which helps to bring about a sense of ownership among the group (Donnithorne, 1993).

Experts draw on an extensive base of knowledge in responding to problems in their respective domains (Sternberg, 2003). Thus, in order for coaches to develop expertise in their domain, they need a knowledge base in many areas: tactics, skills, communication, practice organization, management, and program development (Sternberg, 2003). This knowledge can often be procedural, enabling the coach to respond to specific scenarios and situations in an instinctive and effective manner (Sternberg, 2003).

John Wooden's attention to detail was evident in his planning for each day's practice, as he often spent two hours every morning with assistants organizing the session, even though the practice may have been shorter than the time he put in to prepare for it (Wooden & Jameson, 1997). Wooden was a meticulous coach keeping records of every practice session in a notebook for future reference (Wooden & Jameson, 1997). Practice plans were written on note cards and distributed to the entire staff to help facilitate a smooth and orderly practice (Wooden & Jameson, 1997). When Wooden prepared for a day's practice, he used his notes that he had taken from past practices and seasons to see what worked and what did

not work at certain times with certain individuals (Wooden & Jameson, 1997).

Wooden and Jameson describe Wooden as a coach who made a commitment to the players on a team (Wooden & Jameson, 1997). He could look at each player that he ever coached and know how to work with each one on an individual level (Wooden & Jameson, 1997). Leadership is a way of life, a process that evolves over the course of a lifetime of commitment (Donnithorne, 1993).

Coach Krzyzewski talks of the difference between establishing standards versus rules in the sense that rules are handed down from the top and are to be followed, whereas standards are developed and lived by the group who developed them and provide ownership (Krzyzewski, 2009).

In sport where there are many relationships present in a competitive atmosphere, conflict is likely to occur (Yambor, 1992). However, according to Yambor, it is not the conflict itself, but how the people involved handle the response to the conflict that determines success and failure (Yambor, 1992). She suggests that coaches and athletes must learn conflict resolution strategies in order to prevent issues that arise from having negative effects on the team (Yambor, 1992).

When addressing conflict through confrontation, Martens (2004) lists five important steps for a successful confrontation as a coach: think (about what the approach is going to be), understand (the other side to the story), care (show care to the person(s) involved), be tentative (approach the conflict in a manner that is not overbearing, but not too weak either), and proceed gradually (take it one step at a time to allow for thought and understanding). If team members can develop the ability to deal with issues in an up front and personal manner, it will greatly increase the quality and level of communication among the team and thus

provide for a more cohesive team (Yambor, 1992).

Lencoini (2002, 2005) presents a model of the five dysfunctions of teams: absence of trust, fear of conflict, lack of commitment, avoidance of accountability, and inattention to results. In order to counteract these dysfunctions, teams need to engage in the behaviors that address each dysfunction (Lencoini, 2005).

Gloria Balague, a well-known sport psychologist who has worked with the United States Track and Field sport psychology staff for many years, provides some insight from her experiences working with sports teams. Female athletes have difficulty giving each other positive feedback for fear of offending a teammate (Balague, 2003). They also tend to interpret non-verbal communication incorrectly, as they associate behaviors, gestures, and body language from others as the person being upset with them, when really the person is just upset with his or herself (Balague, 2003). Balague suggests females tend to be more emotional and will take things personally and close off communication in certain situations (Balague, 2003). She also thinks that female athletes are more likely to use indirect communication and rumors, which can create cliques, dissension, verbal rivalry, and talking behind teammates' backs (Balague, 2003). According to Balague men are more likely to have more direct interactions on the field or in the locker room, through verbal attacks or joking, targeting and exploiting weaknesses, and playing "head games" with each other (Balague, 2003). Balague suggests that men tend to be more direct in their confrontations and want to demonstrate their value and improve their performances (Balague, 2003).

Some interventions that may work for gender related communication issues for women are working on developing communication skills through: open discussion, active listening exercises, and having the athletes form written contracts/agreements regarding no

rumors, gossip, etc. (Balague, 2003). Women tend to be more vulnerable to the team leader and often take on that person's persona (Balague, 2003). As a result, there needs to be open communication and interaction between young and veteran athletes to prevent miscommunication and provide a sense of belonging (Balague, 2003). For men, some ways that can help to improve communication are working to open up and talk more with the coach and other players while providing positive feedback (Balague, 2003).

Summary

Leadership is a multidimensional, situational, and evolving topic among leaders and followers who are involved in sport. Researchers have demonstrated that successful coaches in sport typically have good integrity, communication, understanding of human behavior, knowledge of sport, and commitment. Furthermore, aspects such as team building, team cohesion, and gender differences define how a coach provides leadership. Success or expertise in coaching is based on the criteria established in each individual study.

Coaches who demonstrate integrity are honest, caring, and respectful in all their actions. They are a model to their athletes in everything they do both in and out of sport. The researchers have found that communication is one of the most important aspects of coaching. Communication is occurring constantly through verbal and non-verbal methods and the coaches who are most successful often are the best at communicating effectively with their athletes. Effective communication involves sending and receiving messages and equal importance should be placed on both by the coach. Successful coaches must possess an understanding of human behavior, which involves establishing relationships with each individual athlete. The knowledge level of a coach is very important to success, as the coach

must possess a solid knowledge base in the sciences, techniques, and strategies necessary for the given sport he/she is coaching. Having an extensive knowledge of the sport one is coaching helps to demonstrate competency and is beneficial in working with athletes and establishing the coach as the leader. Commitment of a coach is an important aspect of being a successful leader as it demonstrates the coaches' willingness to put in the time and effort needed to gain knowledge, establish relationships, communicate with athletes and staff, and to run a successful program.

Team building is a mark of a successful leader. If the coach is to be successful, then developing a team atmosphere must be a priority. The key to successful team building is taking a group of individuals and getting them to follow a philosophy and to develop standards and goals that are guided by the coach, but athlete driven. Team building also requires time, it is not a short-term process, but is one that develops over the course of a season and over multiple seasons. Team cohesion is the process of unifying the team on a task and social level. Task cohesion is a marker of a successful leader in that the coach has the ability to get all the individuals on the same page working towards the common goal of improved performance. Social cohesion is sometimes overlooked from a leadership standpoint, but the literature shows it to be very important and can actually have a larger effect on improved performance than task cohesion. Getting the athletes to establish relationships with each other on a personal level allows them to have a better understanding of their teammates, which in turn creates a better team atmosphere. Gender differences that leaders encounter can take several dimensions. One dimension would be a male coaching a team of men, another would be a male coaching a team of women; lastly, a male could coach both a team of men and a team of women. These scenarios apply for a female coach as well.

Researchers have found that while there are differences in coaching different genders, they are small differences and tend to disappear as the ability level of the athletes increases. In general men and women have more similarities than differences and the best approach is to treat each athlete as an individual, and accepting that there may be different emotional responses from different gender athletes.

Leaders can have a profound influence on those they lead or coach, one that extends beyond the realm of sport. Coaching mentorships and education programs may be beneficial to help foster the growth and development of good leaders who put the people they work with first. John Wooden may have said it best. According to Wooden, “the joy and great satisfaction I derived from leadership, working with and teaching others, helping them reach their potential in contributing to the team's common goals, ultimately surpassed outscoring the opponent, or the public attention that comes with achievement” (Wooden & Jamison, 2005, p. xiii).

Chapter III

Methods and Procedures

Introduction

The purpose of this study was to investigate the leadership characteristics of NCAA Division I Head Track and Field Coaches. This investigation examined the characteristics of: integrity, communication, understanding of human behavior, knowledge of sport, commitment, styles, team building, team cohesion, and gender differences.

This investigation utilized case interviews and content analysis which provided the foundation for examining key variables. The use of case interviews revealed common and emergent themes related to the leadership characteristics of the coaches interviewed. Based upon results, interpretations were constructed that provide insight and knowledge into the nature of coaching and leadership (Bloom & Salmela, 2000; Carter & Bloom, 2009; Giacobbi, Whitney, Roper, & Butryn, 2002; Hammermeister, Burton, Pickering, Chase, Westre, & Baldwin, in press; McGuire & Vernacchia, 2010; Miller & Carpenter, 2009; Miller, Carpenter, Fink, & Baker, 2008; Patterson, 2003; Rieke, Hammermeister & Chase, 2008; Vallee & Bloom, 2005; Westre, 2003).

Previous research found this qualitative method to be useful in obtaining a detailed account of the context of a coach's practices, including the coach's pedagogical philosophy (Bloom & Salmela, 2000; Carter & Bloom, 2009; Gallimore & Tharp, 2004; Giacobbi et al., 2002; Hammermeister et al., in press; McGuire & Vernacchia, 2010; Miller & Carpenter, 2009; Miller et al., 2008; Patterson, 2003; Rieke et al., 2008; Vallee & Bloom, 2005; Westre, 2003).

Description of Study Sample

This study used a non-random convenience sample that included 10 (7 male and 3 female) successful NCAA Division I track and field head coaches who have coached athletes that have earned at least one of the following performance honors: All-American, and Academic-All-American. Seven of the coaches coached men and women, two coached women and one coached men. The coaches had been coaching for a range of 7-46 years with an average of 28.9 years of experience and a standard deviation of ± 12.07 years. The coaches had been in their current positions for a range of 3-30 years with an average of 16.4 years and a standard deviation of ± 11.27 years.

Design of the Study

This study employed a case interview design which examined the leadership characteristics of the coaches selected. Selection criteria were based upon athletes' placement at conference and national championship meets and their academic performance. This type of qualitative research provides in-depth insights into coaches' thoughts, perceptions, and behaviors regarding leadership and their team's success (Miller et al., 2008; Vallee & Bloom, 2005). The investigation also used content analysis to organize interview results into general categories and emergent themes (Jackson, 1992, 1996; Miller et al., 2008; Patton, 2002; Vallee & Bloom, 2005; Vernacchia et al., 2000).

An initial pilot study was conducted using two NCAA Division II head track and field head coaches of men and women and one NCAA Division III track and field head coach of men and women as subjects. Each of these coaches (Coach A-Coach C) had coached athletes who were successful both academically and athletically. Coach A has 33 years coaching

experience, conference Coach of the Year honors 16 times, region Coach of the Year honors three times, 63 All-Americans, 28 Academic All-Americans in track, and two Top 10 National meet finishes. Coach B has 16 years coaching experience, conference Coach of the Year honors five times, region Coach of the Year honors once, 30 All-Americans, 33 Academic All-Americans, one individual national champion, three men's conference championships, and one women's conference championship. Coach C has 30 years coaching experience, region Coach of the Year honors once, two Top 10 national team finishes, two individual national champions, 17 All-Americans, 13 Individual Academic All-Americans, and eight team Academic All-American honors. The data collection, processing, and analysis allowed for practice of the qualitative research methods to be used in the proposed study.

Data Collection Procedures

Potential participants were selected for this study based on the academic and athletic success of their teams and/or individual athletes on their teams. Potential participants were also identified based on gender of the coach. Thirty-three NCAA Division I track and field head coaches were contacted to participate in this study. Ten coaches responded and agreed to participate. Each coach was initially contacted by the investigator through a personal letter, which explained the purpose and significance of the study as well as background information regarding the investigator. This initial contact also outlined confidentiality procedures for responses obtained during the interviews. The investigator explained the semi-structured interview process and how results are determined in this qualitative form of research. The coaches were also informed that they were not required to participate in the study and that they could withdraw at any time, and were reassured that strict confidentiality

would be maintained, which is outlined in the consent form (Appendix A). Coaches were assigned to a coding system (Coach 1-Coach 10) to identify them for the purpose of analyzing the data and publishing the results, so as to maintain confidentiality throughout the research process as well as any potential identification information that was provided in answering the questions (Carter & Bloom, 2009; Vallee & Bloom, 2005). After agreeing to participate in the study, a convenient time and place for the interview was arranged. The time frame of collecting all the data, from the first case interview to the last was December 13, 2010-February 11, 2011.

The case interviews were conducted at a location designated by the coach. Coaches were told the session would take approximately 60 minutes to complete. Before all interviews began, the investigator established rapport with the coaches by sharing personal background information regarding the investigator's own coaching and athletic experience (Carter & Bloom, 2009; Miller et al., 2008; Vallee & Bloom, 2005).

All coaches were given a consent form (Appendix A) to sign before the interview began. Demographic data (Appendix B) was also collected, which included information regarding gender, age, number of years coaching, coaching career highlights, and the number of athletes who earned All-Conference and/or All-American status, as well as Academic All-Americans.

All the interviews were conducted using face-to-face format. A digital audio recorder was used to gather complete and accurate information and was employed with the consent of the coaches that were interviewed. The coaches were instructed to answer the interview questions as specifically as possible with in-depth insights and feelings regarding their

leadership and coaching experiences. Open-ended interview questions were asked of each coach in a standardized approach to ensure uniformity. The coaches were asked to express their feelings and thoughts freely and were allowed to elaborate their answers with clarification probes from the investigator when necessary. By using probes at appropriate times in the interview, the investigator was able to get a more specific answer to questions. However, probing was limited to the standardized questions for the purpose of minimizing variations in the prompts and ensuring reliability.

After the interviews, the recordings were transcribed by the researcher. The typed transcripts were reviewed by the investigator for any uncertainties of the recorded information. The coaches were contacted if any clarification was needed. This process enabled the investigator to clarify, verify, and validate the accuracy of the coach's original responses and transcripts of the interview.

Instrumentation

The instrumentation device used in this study was an in person interview consisting of open-ended questions (Appendix C). Each question was developed by the investigator to examine the specific elements of sport that may be involved in or related to successful leadership based on knowledge gained from the literature review and from personal experience. The questions were tested for comprehension with the coaches during the pilot study. This type of interview format provided the investigator with better attainment and exploration of each coach's experiences, as well as enabled each coach to express, expand, and talk freely about his/her thoughts, perceptions, and feelings of leadership as related to his/her coaching experiences (Miller et al., 2008; Valle & Bloom, 2005).

The open-ended interview questions followed a standardized approach to minimize the investigator effects by asking the same sequential questions of each coach (Patton, 2002). The interview questions were written out in advance exactly as they were asked during the interview. After informally discussing the nature of the questions, careful consideration was given to the wording of each question before the interview (Patton, 2002). Probing questions were used when necessary for clarification and elaboration for the coaches as well as for the investigator. The interview questions were asked in the exact same order to guarantee uniformity for each coach. Using standardized open-ended questions reduced bias and increased credibility. Moreover, the interview became systematic, allowing for facilitation, organization, and analysis of the data (Patton, 2002).

Therefore, the interview format, which consisted of open-ended questions, was chosen for the following reasons: 1) to allow for an opportunity for open interpretation by the study participant and probing by the researcher when necessary to examine subjects such as leadership and coaching experiences; 2) to allow the researcher to learn and understand the terms coaches use to describe leadership and coaching experience topics; and 3) interviews were planned in a way that would accommodate each coach's schedule and encourage participation (Orlick & Partington, 1988). Specific questions used the study are listed in Table 1.

Table 1
Interview Questions and Topics

Interview Question	Content Category
<p>1. Could you tell me about your experience as an intercollegiate coach? Probe: Describe some key points in your development as a leader and coach? Why were these important in your development as a leader?</p> <p>2. What are your thoughts on mentorship in developing coaches who are successful leaders?</p>	Coaching Experience
<p>1. How would you define your leadership style?</p> <p>2. What are your thoughts on the role of leadership as a coach in regards to the academic success of your athletes?</p> <p>3. What are the unique characteristics of track and field in regards to leadership and how do you tailor your leadership style to match the sport?</p>	Leadership
<p>1. What are your thoughts on the role of integrity in leadership? Probe: How do you provide an environment of honesty, respect, care, and support among the athletes on your team?</p> <p>2. In track and field do you see a lack of integrity being an issue in leadership? If not, why is this? If so, what steps do you feel need to be taken to bring more integrity to the sport?</p>	Integrity
<p>1. Describe your process of communication with your team and its individual members. Probe: In what ways and how often do you communicate with your athletes?</p>	Communication
<p>1. What are your thoughts on providing support and establishing relationships with your athletes? Probe: In what ways and how do you go about this process?</p> <p>2. How do you provide an atmosphere of safety and support for your athletes? Probe: What role does this play in your leadership?</p>	Understanding of Human Behavior

<p>1. What are your thoughts on the knowledge level of a coach and its relationship to leadership?</p> <p>2. What is your background in the sport sciences (biomechanics, exercise physiology, sport psychology, etc.)?</p> <p>3. What do you do to continue your education process as a coach year to year? Probe: Do you attend clinics, coaching ed. programs, or use reading, etc.?</p>	Knowledge of Sport
<p>1. Describe what it means to you to be committed as a coach?</p> <p>2. How does your commitment translate to success as a leader?</p> <p>3. How do you as a coach get your athletes to commit to achieving and continuing to achieve success?</p>	Commitment
<p>1. How do you go about the process of team building? Probe: What do you look for in an athlete when selecting them to be a part of your team?</p> <p>2. Do you establish a philosophy, mission, and standards for your team, and if so, how do you go about this process?</p>	Team Building
<p>1. How do you facilitate cohesion among your team/s? What kind of role, if any, do you feel cohesion plays in the performance of your team?</p> <p>2. What role do you feel staff cohesion plays in the leadership process and how do you try to promote staff cohesion?</p>	Team Cohesion
<p>1. What differences do you see in men and women track and field athletes that coaches should be aware of when working with each or both genders?</p> <p>2. Do you use different leadership styles with different gender athletes? If so, how are the approaches different?</p>	Gender Differences

Measurement techniques and procedures

Relevant questions for exploring the relationship between leadership and coaching behaviors were formulated by the investigator based on previous research (Bloom & Salmela, 2000; Carter & Bloom, 2009; Giacobbi, Whitney, Roper, & Butryn, 2002;

Hammermeister et al., in press; McGuire & Vernacchia, 2010; Miller & Carpenter, 2009; Miller et al., 2008; Patterson, 2003; Rieke et al., 2008; Vallee & Bloom, 2005; Westre, 2003). Next, these questions were tested in a pilot study of two NCAA Division II track and field head coaches, and one NCAA Division III track and field head coach. Upon completion of the pilot study, further modifications to the wording of some questions were made. This process helped the investigator to carefully word the interview questions and to ensure relevancy to the sport of track and field.

The data from the transcribed and typed interviews were qualitatively analyzed by the investigator. Each interview case was read carefully, and notes and comments were noted in the margins of the interview transcripts for further organization and classification of the data. The content of the verbatim transcripts were then classified in specific content categories. These content categories were further analyzed to identify raw data themes and frequency of responses to the interview questions each coach answered. An inductive content analysis using methodology established by Jackson (1992, 1996), Miles and Huberman (1994), Miller et al. (2008), Patton (2002), Vallee and Bloom (2005), and Vernacchia, McGuire, Reardon, and Templin (2000) was utilized to arrange each content category.

Content categories were analyzed by two coders to ensure reliability and accuracy of all the raw data themes, general themes, and emergent themes (Miller et al., 2008; Patton, 2002; Vernacchia et al., 2000). The investigator served as one of the coders. The other coder, a sport psychology graduate student, was chosen based on experience and knowledge in case interview/content analysis research design. A logbook (Table 1) was created by the investigator during data collection. This process allowed the investigator to determine unambiguous and ambiguous responses as well as providing the coders with a guideline for

identifying themes. Furthermore, in order to focus on the appropriate cues of the coaches' responses, the nature of the study was informally discussed prior to the analysis of the data between the coders. Each coder independently identified the raw data themes and frequency responses to particular interview questions (Vernacchia et al., 2000). Once the themes were individually identified, the coders discussed the themes to reach a consensus of the final general and emergent themes. Inter-coder reliability throughout the research process was 100%.

Table 2

Thesis Data Collection and Analysis Log Book										
	Contacted	Interview	Transcribed	Raw Data (Researcher)	Raw Data (Coder)	Raw Theme Agreement Meeting	General Themes	General Theme Agreement Meeting	Emergent Themes	Emergent Theme Agreement Meeting
Coach 1	12/7/2010	12/13/2010	12/26/2010	2/20/2011	2/18/2011	3/3/2011	3/21/2011	3/22/2011	3/24/2011	3/24/2011
Coach 2	12/8/2010	12/14/2010	12/27/2010	2/21/2011	2/19/2011	3/3/2011				
Coach 3	6/5/2010	12/14/2010	12/28/2010	2/22/2011	2/20/2011	3/4/2011				
Coach 4	12/7/2010	12/15/2010	12/30/2010	2/23/2011	2/22/2011	3/6/2011				
Coach 5	12/8/2010	12/16/2010	1/3/2011	2/24/2011	2/23/2011	3/8/2011				
Coach 6	5/10/2010	12/21/2010	1/5/2011	2/25/2011	2/24/2011	3/9/2011				
Coach 7	5/1/2010	1/14/2011	1/20/2011	2/26/2011	2/25/2011	3/9/2011				
Coach 8	4/30/2010	1/18/2011	1/23/2011	2/27/2011	2/27/2011	3/10/2011				
Coach 9	5/1/2010	2/7/2011	2/9/2011	2/28/2011	3/1/2011	3/11/2011				
Coach 10	5/10/2010	2/11/2011	2/14/2011	3/1/2011	3/2/2011	3/12/2011				

Data Analysis

An investigation through qualitative research design, using case interviews and content analysis, was utilized in this study. The data from the recorded interviews were transcribed verbatim and read, sorted, analyzed, categorized, and interpreted (Jackson, 1992; 1996; Miller et al., 2008; Patton 2002; Smith, 1988; Vallee & Bloom, 2005; Vernacchia et al., 2000). Each coach's responses to the interview questions were independently studied and

analyzed by the investigator and the coder to identify themes in relation to the content categories of leadership, coaching experiences, integrity, communication, understanding of human behavior, knowledge of sport, commitment, styles, team building, team cohesion, and gender differences.

To record the raw data themes and to facilitate the analysis process, direct quotes or paraphrased quotes from the interviews of each coach were used as raw data themes and were recorded on spreadsheets (Jackson, 1996). This enriched the analysis and furnished documentation for the investigator's research of leadership and coaching experiences based directly from the coaches' perceptions, thoughts, and feelings (Jackson, 1996; Miller et al., 2008; Patton, 2002; Vallee & Bloom, 2005). After coding independently, the coders met to discuss the independently identified raw data themes and to agree on a consensus for each theme to be used in the analysis.

After agreement was reached, a list of raw data themes was compiled for each of the content categories (leadership, coaching experience, integrity, communication, understanding of human behavior, knowledge of sport, commitment, styles, team building, team cohesion, and gender differences). The raw data were inductively analyzed by creating a frequency distribution of the responses given by each coach. The frequency of raw data themes were synthesized into groupings of general themes within the content categories (Jackson, 1996; Miller et al., 2008; Patton, 2002; Vallee & Bloom, 2005; Vernacchia et al., 2000). The general themes were verified independently by each coder and agreed upon before moving to identifying the emergent themes. The emergent themes were formulated from the interview questions when three or more raw data responses were similar in content (Miller et al., 2008; Patton, 2002; Vallee & Bloom, 2005). The coders each verified and came to an agreement on

emergent themes, providing three check points in the analysis to verify intercode reliability. The emergent themes within each content category (leadership, coaching experience, integrity, communication, understanding of human behavior, knowledge of sport, commitment, styles, team building, team cohesion, and gender differences) were then organized into a holistic portrayal of leadership and coaching experiences.

According to Thomas and Nelson (1996), the investigator is the instrument for collecting and analyzing the data in qualitative research. It is important to establish credibility and to be well prepared (Patton, 2002). Thus, rigorous techniques and methods for gathering and analyzing high quality data were employed (Patton, 2002). The credibility of the investigator was established by providing background information and qualifications, as summarized in the previous section titled Data Collection Procedures.

CHAPTER IV

RESULTS AND DISCUSSION

Introduction

All typed verbatim interview transcripts were read, qualitatively analyzed, and arranged into the following content categories: coaching experience, leadership, integrity, communication, understanding of human behavior, knowledge of sport, commitment, team building, team cohesion, and gender differences. Each content category was inductively analyzed further by creating a frequency distribution of the coaches' responses that resulted in the identification of 98 general themes. From these general themes, 28 emergent themes were identified making it possible to view the coaches' perspectives more functionally and holistically (Patton, 2002). Responses which have the greatest frequency were illustrated by direct quotes from the individual coaches who were interviewed.

Analysis of Raw Data and General Themes

The analysis of raw data themes resulted in identification of 1,357 raw data descriptors that were related to the content categories of coaching experience, leadership, integrity, communication, understanding of human behavior, knowledge of sport, commitment, team building, team cohesion, and gender differences. From these descriptors, 556 raw data responses were identified. A total of 98 general themes were identified. The raw data descriptors within each category were associated with a specific research question; the specific items that created each theme are located in Appendix D.

Coaching experience. Two questions related to coaching experience were asked. Questions one and two were qualitatively analyzed. The frequency distribution of the raw data associated with the two questions (Appendix D) was as follows:

Question 1- Could you tell me about your experience as an intercollegiate coach?

- a. Student coaching internship (2)
- b. Had a scholarship to be a teacher
- c. Did not plan on being a track coach (4)
- d. Graduate assistant (3)
- e. Assistant coach (10)
- f. Head coach (10)
- g. I was a high school track coach (7)
- h. Lots of time invested over the years (2)
- i. Coached D1 (10)
- j. Coached D2
- k. Coached D3
- l. Had a passion for coaching (6)
- m. Wanted to be able to help train and find better coaches
- n. Had two athletes invited to Olympic training center, met some influential people in that process
- o. Have served in leadership roles in the coaches association and NCAA track and field committees (4)
- p. Have worked with national teams and Olympic teams (5)
- q. Had a successful but abusive and negative coach in high school, motivated me to find a better way to coach
- r. I have always wanted to be a coach (2)
- s. Father was a high school coach (3)
- t. Played football and ran track in high school
- u. Played one year of football in college
- v. Father discouraged me from coaching
- w. Being at a big time Division I school enables me to be able to influence more people and impact how athletes are coached
- x. It took a lot of patience to wait for the right opportunity for me as a coach and leader
- y. I was a high school teacher (3)
- z. Lots of influential experiences along the way (4)
- aa. Involved with USATF coaching education
- bb. Very involved with the sciences
- cc. Surrounded myself with good coaches
- dd. Recruit athletes that believe in philosophy
- ee. Successful because athletes bought into program
- ff. I had a couple of forays where I left coaching to see if it was my passion
- gg. I have been involved in sports administration positions when not coaching
- hh. I have always come back to coaching after trying other careers
- ii. The combination of experiences at Division III and Division I have led me here
- jj. Each time I left coaching, it made me realize the great things about it, active and hands on
- kk. Knew I wanted to coach at the college level right away
- ll. My time away from coaching made me grow as a leader

- mm. When I learned that great coaches are visionary and think outside the box
- nn. I never competed in track and field (2)
- oo. I did every sport except track and field
- pp. I was a high school basketball coach (2)
- qq. Knew nothing about track and field when I started (2)
- rr. Effective because I went out and learned the sport sciences and incorporated in my coaching
- ss. Having a child made me learn what unconditional love is and I brought that to my coaching
- tt. I was a coach and professor
- uu. Went to week long clinic as a young coach, motivated me to take my career further
- vv. Worked at smaller underfunded university, taught me how to do all coaching duties and developed my foundation
- ww. High school football coach was influential in directing me to be a track coach
- xx. Competed in college track and field (8)
- yy. Learned how to work and be successful at Division I level while a graduate assistant
- zz. Got a college coaching job through meeting someone while working a track and field camp (2)
- aaa. In my first full time college job, boss made me write out how to coach all the events, which built confidence
- bbb. Became happier coach when I realized I could not control everything the athletes do
- ccc. Boss in my first job allowed me to make my own path and didn't second guess me (2)
- ddd. Volunteer college coach
- eee. It was a hit and miss process (2)
- fff. Had to teach PE track and field class as GA, which made me learn how to teach all the events

Question 2- What are your thoughts on mentorship in developing coaches who are successful leaders?

- a. Most important part of coaching/leadership development (9)
- b. Providing an educational situation
- c. Intention to help other people (5)
- d. Allows for gradual learning
- e. Made transition into head coaching position easier
- f. Beneficial if you can attach yourself to someone who has been successful (6)
- g. It can lend you to forming your own philosophy in how you do things (2)
- h. It is my responsibility as the head coach (3)
- i. I tell people who I am mentoring to pick the things that you think are really positive from each coach
- j. Must pass on information to assistants

- k. I will share my experiences with new/young coaches
- l. By working clinics/camps, I learned from peer mentors (2)
- m. I am always picking up things from my peers (5)
- n. Provide leadership opportunities for assistants (3)
- o. My college coach was very influential (4)
- p. My parents were influential in how they raised me (4)
- q. It is important to reach out to other people
- r. I am hard on my assistants as a mentor, but it is to prepare them to face any challenge
- s. Observed and learned how my mentors interacted and handled people (3)
- t. Had good high school coach (3)
- u. Learned something from each coach I worked under (4)
- v. Met some influential people in USATF coaching education program
- w. My father was a role model and influence in my development as a coach (5)
- x. Learn the good and the bad from people you work with (3)
- y. I give presentations to groups on the importance of mentoring in leadership
- z. Proud of my graduates and who they become with their careers and families
- aa. I had good mentors along the way (3)
- bb. I did not have a role model, never had seen a Division I female head coach
- cc. I had a friend who was a female trying to make it as a coach at the same time

This raw data was further combined into eleven general themes under the content category of coaching. After each general theme the numbers in parenthesis represent the number of raw data responses and the number of coaches that produced those responses. Ex. (45 responses/5 coaches). Under each of the following general themes, (Qn) represents the questions number within the content category and the item letter (a, b, c...etc.) represents the raw data cited by the coach within that question.

- 1. Involvement in mentoring process (45/10)
(Q1- Item n, cc, ww, yy, aaa)
(Q2- Item a, e, f, h, i, m, o, r, s, t, v, aa, cc)
- 2. Parental influence (13/5)
(Q1- Item s, v), (Q2- Item p, w)
- 3. Personal interest (11/7)
(Q1- Item l, r, hh, jj, kk)
- 4. Outside influences (16/7)
(Q1- Item b, c, n, q, s, v, z, uu, zz)
- 5. Professional experiences (30/10)

- (Q1- Item e, f, y, aa, ff, gg, ii, pp, tt, ddd)
6. Service (13/6)
(Q1- Item m, o, w), (Q2- Item c, k, q, y)
 7. Time and energy (6/3)
(Q1- Item h, x, eee), (Q2- Item d)
 8. Learning process (28/10)
(Q1- Item a, d, ll, mm, nn, qq, rr, ss, vv, yy, ccc, bbb, fff)
(Q2- Item b, d, e, u, x)
 9. Coaching level (24/10)
(Q1- Item g, i, j, k, p)
 10. Participation in sports (11/10)
(Q1- Item t, u, oo, xx)
 11. Coaching Philosophy (5/4)
(Q1- Item dd, ee, ccc), (Q2- Item g)

Seven of the coaches stated that one of the main reasons they became coaches was due to their own personal interest for coaching. Several of the coaches revealed that initially they had no intentions of being a college track and field coach even after graduating from college. An example of one of their responses is provided:

I had graduated and had a job setup and started working and realized while I was still at home, realized how much I had missed track. I got invited to coach back at my high school. First day after practice I went home to my parents and was like this is what I want to do and I want to do it at college (Coach 10).

In addition to personal interest, many of the coaches had previous experiences coaching when they were younger due to their involvement in sport. Out of all the coaches interviewed, 50% coached as part of an undergraduate internship and/or had a coaching graduate assistantship. Seventy percent of the coaches coached at the high school level after finishing their undergraduate studies. Also, 40% of the coaches had never planned on coaching track and field as a career. One very successful, high profile coach stated that:

My intention as an undergraduate student was to go to law school. That was my plan, but I ended up getting my degree in education and taught for 3 years at high school.

Taught history and government courses and was an assistant basketball coach, that was what I really wanted to do, but the job also was ok you are going to be the track coach. They did not even have a cross country program, but I figured well if I am going to be the track coach, I want these kids doing stuff in the fall, so I started the cross country program no pay and all that (Coach 3).

Another very successful, high profile coach explained that:

I was a math teacher as a high school teacher. I coached high school basketball, baseball and track and field. I was an economics major in college, math minor, no education (related to sport). I decided to get a master's in physical education with an emphasis on athletic coaching. After that I went on to get my doctorate in sport psychology from a large Division I university, all because I wanted to be a better high school coach and athletic director. While pursuing my doctorate, I meet the assistant track and field coach at the school, who introduced me to the head coach. The head coach invited me to help coach the team. This opportunity lead me to getting my first full time head coaching job at a major Division I university. This was no more ever in my dreams than the man in the moon. I didn't strategize it. I didn't do a thing to prepare for it. I was not on a mission to get it (Coach 4).

An important aspect of these coaches' experiences that surfaced from these interviews was the mentoring they experienced throughout their journey in sport. When asked about some key developmental points along the way in their coaching experiences many of them mentioned experiences with a mentor or influential person that had an impact on them as a coach. The coaches discussed how they learned a lot from the people they worked with often times through observation. They mentioned how one learns the positive

and the negative things from each coach they worked with and how that helped them learn and grow as a leader. One coach acknowledged this about his experience learning from the head coach as a graduate assistant:

Coach taught me just how to work, I was always, I knew, I come from a factory working family, so I was always blue collar, but really just how to do everything at the Division I level and how to be successful, because while I was there we were national champions and runner up in cross country, and had won several conference titles and so forth, so it was a very successful program (Coach 6).

Another coached mentioned how sometimes as a young coach one can learn what not do as a coach from negative experiences she had had in her development:

I learned what not to do. Just really bad communication or how important communication is and how it can add to drama on the team if you are not having that. How it can easily wipe away drama if you have good communication. So learned a lot, so that was really helpful (Coach 8).

When the coaches were asked about what they thought about mentorship and how it relates to the development of successful leaders, 90% of the coaches responded that it is the most important part of coaching and leadership development. The following quotes are some of their responses regarding mentorship:

I think it is an important factor. Head coach's job is always that, does not matter if he has a young group of coaches coming in all the time or not or if he has his own standby coaches in house with him, you still have to go through that mentorship and pass on your information, exchange information, provide leadership opportunities for

the assistant coaches and then support them so that they know what to do in that particular position (Coach 1).

I think it's critical. I really do. Coach had such a huge impact on me (referring to head coach at major Division I program where he was a student assistant). I really did not have as much day to day involvement with him where I was working under him coaching an event. Really had little involvement in that way, because I was always involved in areas that other coaches dealt with, but just the way he handled and dealt with people and the way he communicated and the examples he set, had a huge, huge impact on me as did some of the high school coaches I had (Coach 3).

The critical piece. The absolute critical piece. First of all, my basketball coach was an unintended mentor and sometimes you learn more from the wrong than from the right. Now what do I think of mentoring. I think it is the deal. I think it's the whole thing. I think it is implicit in the title coach (Coach 4).

Another aspect regarding mentorship that 60% of the coaches mentioned in the interviews is the idea of attaching oneself to someone who has been successful and had a similar coaching style:

I think mentorship is very valuable and a great experience if you are able to get the right mentor. It doesn't mean that they have to do it X way, but they have to kind of mesh with you and how you see yourself down the road coaching. I think mentorship is good. I don't think you can teach someone in a classroom how to become a coach. I think you can teach techniques, technical stuff, but I think the only way to really be mentored or learn is in the field. Because of the art of coaching (Coach 9).

The thing is not to put you with somebody and say hey this is going to be your mentor, but gather a list of people who had experience and were willing to serve as mentors and then get, and try and provide people who wanted mentors, with people who were willing to do that and vice versa. Anything we can do to get people with the right kind of people is critical. So putting people in environments where they can see and putting people with people where they can hear that you can do it the right way and still have success. That's pretty important (Coach 3).

Overall these coaches made it very apparent when interviewed that mentorship is a very important aspect of developing quality coaches and leaders who are successful and that it is important to try to find a mentor who matches the person's philosophy and style.

Many of the coaches discussed a parental influence in their development and coaching experiences. Forty percent of the coaches mentioned the influence their parents had on them, while 50% mentioned the effect their father had on them as a coach. Five of the coaches identified the influence their father had on their coaching careers:

I grew up in an athletic family; my father was a high school coach, which I kind of always wanted to be a coach from a young boy. I think there were three major influences in my coaching experience. Probably first and foremost was my father, because I grew up watching him coach and deal with athletes, from a young boy and you watch what he does and how he does it. I don't think you even realize that you are absorbing and learning, but you realize later on you very much were, you were taking it all in (Coach 9).

First of all when I was in high school my father was my coach all through high school...then my father always told me not to become a coach, but I had to become a

teacher because that was what I had a scholarship to become. Basically I liked sport a lot, so when I went to college I got my degree in physical education and zoological sciences and my father told me that well you know if you are going to do this as a profession you need a Master's, so I got that and then he said you have to have a Doctorate, so I pursued that...(Coach 1).

That the guts of the most important things that I understood (about coaching) probably got learned at the supper table and in Sunday school (Coach 4).

Leadership. Three questions related to leadership were asked. The frequency distribution of the raw data associated with these questions (Appendix D) was as follows:

Question 1 - How would you define your leadership style?

- a. Investment from the athletes leads them to be more motivated (5)
- b. Probably more democratic (3)
- c. Give assistants freedom to do their job (6)
- d. Available for my staff and open to ideas (3)
- e. Coach and teach proper principles (3)
- f. Ultimately you are the boss and have to make a decision (2)
- g. I am different with my staff than my athletes
- h. I love my athletes, but sometimes it is a tough love (4)
- i. We have to make it easy for our athletes to focus on their job
- j. I treat my athletes like my family (2)
- k. I lead from the front by example
- l. I demand a lot of myself and my staff (2)
- m. Starts with the fact that we operate in an educational environment (2)
- n. I lead through my captains
- o. I want what is best for the kids in the long term interest
- p. Leadership is something you earn (2)
- q. Transformational
- r. I do not use authority to make things happen, I figure out how to influence it to happen
- s. I am a servant leader
- t. Serve the young men and young women that I get an opportunity to work with (2)
- u. Daily interaction and dialogue when I can
- v. I enjoy being able to positively impact other people (6)
- w. I focus on them working hard
- x. I am very vocal/encouraging (2)
- y. Athlete centered (5)

- z. I set high expectations (2)
- aa. Pretty laid back, not a screamer or yellor (4)
- bb. I stick to the rules when it makes sense
- cc. Hire good people you enjoy and can trust working with
- dd. Provide the expectations and goals and allow the athletes to develop how to do it

Question 2 - What are your thoughts on the role of leadership as a coach in regards to the academic success of your athletes?

- a. Take great pride in academic success (4)
- b. Everyone involved with the program is on board that academics is the priority (3)
- c. Philosophy is that education is important for my athletes (9)
- d. Important they get their degree (4)
- e. I look at how they operate in the classroom (2)
- f. Philosophy on academics is made clear during recruiting (4)
- g. If academics are slipping, pull from practices/competitions (3)
- h. Cannot separate athletics from academics, they affect each other (8)
- i. Academics is the only reason I ever have reduced a scholarship or made an athlete pay for a class (3)
- j. Academics takes priority over winning championships (3)
- k. We remind them of the bigger picture and that is what we value (2)
- l. The environment is so critical (3)
- m. The coach plays a huge role (5)
- n. If have class conflicts, work around it to meet with them for practice
- o. Plan our meets and travel with class in mind
- p. Have more conversations with athletes about how school is going than anything else (2)
- q. We have a great academic support staff (2)
- r. Teaching them time management
- s. Help them communicate with professors
- t. We provide the resources, energy, direction and discipline for them to be successful

Question 3 - What are the unique characteristics of track and field in regards to leadership and how do you tailor your leadership style to match the sport?

- a. Individual team sport (2)
- b. Same team aspects are there as in other team sports (2)
- c. Exhibited and expressed on an individual basis
- d. Coach to meet the individual aspect of the sport (5)
- e. Athletes coaching each other
- f. Head coach provides the leadership opportunities
- g. Wide range of events and highs and lows associated with each athlete
- h. There is a direct relationship to what you put in and what you get out
- i. In competition the coach's role is minor, outcome is determined largely by work put in during practice (3)
- j. Allows for more individual development and interaction (3)

- k. Try to coach the athlete not the event
- l. Limited contact as a coach in competition, so teach them to be independent and good leaders (3)
- m. A lot of different personalities present on the team with the variety of events (6)
- n. My leadership style of focusing on the individual is a natural fit for the sport (3)
- o. In track I can provide an experience for men and women to grow together respecting each other
- p. Allows for everyone to participate and have the ability to contribute and succeed
- q. Do not have to be in the same place at the same time to practice timing or coordination
- r. There is a lot of room and need for adaptability in the sport and as a leader (3)
- s. As a coach and leader you have to be prepared to be very hands on involved
- t. It's not a glamour and glory sport, so have to make sure athletes are internally motivated (2)
- u. You can treat athletes differently as long as it is fair and equitable
- v. We are in season a lot longer than most sports, so it requires a lot as a leader
- w. Being a female in charge of men's and women's program is unique as a leader in sport

This raw data was further combined into 12 general themes.

- 1. Work ethic (12/6)
(Q1- Item l, p, w), (Q3- Item h, i, s, v)
- 2. Provide support (38/)
(Q1- Item d, h, i, j, t, v), (Q2- Item i, m, q, r, s, t), (Q3- Item e, o)
- 3. Coaching personality (9/4)
(Q1- Item x, aa), (Q3- Item n)
- 4. Coaching the individual (17/8)
(Q3- Item a, b, c, d, g, m, u)
- 5. Adaptability (7/5)
(Q1- Item g, bb), (Q2- Item n), (Q3- Item q, r)
- 6. Trust between members of the program (12/6)
(Q1- Item c, cc, dd), (Q3- Item l, o)
- 7. Coach expectations (3/3)
(Q1- Item z, dd)
- 8. Coaching philosophy (15/8)
(Q1- Item e, f, k, q, r), (Q2- Item j, k), (Q3- Item f, t)
- 9. Academics and athletics affect each other (12/8)
(Q2- Item g, h, o)
- 10. Leadership influences academics (29/10)
(Q1- Item m), (Q2- Item a, b, c, d, f, l)
- 11. Athlete centered (25/10)

(Q1- Item a, b, n, o, s, t, u, y), (Q3- Item e, j, k, p)
12. Gender Roles (1/1)
(Q3- Item w)

When asked to define their leadership style as a coach, there were a variety of responses from the coaches. The majority of the responses revolved around providing support, being athlete centered and investment from the athletes leading to more motivation. Sixty percent of the coaches discussed the enjoyment of being able to positively impact people. Fifty percent of the coaches described their leadership style as being athlete centered and 50% mentioned investment from the athletes leading to more motivation. Following are some of the comments made on these topics by the coaches:

My philosophy is that if you can teach and coach proper principles and allow the athletes and coaches to govern themselves in how they accomplish that. Then you will be much more successful because they will have investment in what you are doing and as a result will want to succeed more (Coach 1).

We want to do for kids what we think is best for them in their long term interest. So we're every day, we are reminding them of the bigger picture. That is what we value and that is what we think is important. And also for us the environment is so critical. We really want them to feel good about the people they are around. I don't care how good our program is or how good the academic program that they are involved in here might be. If they are not happy it's not going to make any difference (Coach 3).

There isn't any question that I am transformational leadership. Transformational leadership, has a mission, gets the followers to buy into that mission and gets them to become so involved that they take that mission on as their own (Coach 4).

I never wanted to be a figurehead, I want to serve the young men and young women that I get an opportunity to work with. If I had to brand a style that would be my style

(servant leadership). I am not autocratic in anyway shape or form, but again it's all about service. Serving my student athletes (Coach 5).

It's leading them and trying to get them to make the good decisions and trying to turn them into women and trying to win at the same time...but I love impacting young people and stuff like that. I think that is the main idea, helping somebody. I am not a dictator, I very much try to be athlete friendly and have them play a role in it. I am really big on the WE thing, not them being in charge or me being in charge. Cause I always say they are driving the bus and I am sitting in the back telling them to turn here, speed up, slow down. A very athlete centered, I do know what I want to do, but I try to let them feel that they are in control of it. I do try to listen (Coach 6).

You explain to them what we're trying to do and where were trying to get and then you let them develop a little map as to how to go about doing it (Coach 9).

Another aspect of leadership style that was a common response from the coaches is the idea of giving their assistants freedom to do their job:

If you hire somebody to do a job, you have to give them a little latitude to get it done (Coach 1).

As a head coach I really believe that our assistants need to be given the freedom to coach and do their thing. So I am very hands off and anything but micro manage our assistant coaches and what they do. I am always available for them to sound things off of me. Whether it's dealing with individuals and personalities or discipline issues or training things or whatever. I really, really try to stay away and let them do their own thing. And be able to capture the athlete themselves (Coach 3).

I allow my, I encourage my staff to take initiative, I give them free range to coach, while still counseling them, without micro managing them and I am very careful not to (Coach 5).

I think you from a head coaching position, as it relates to the coaches you oversee I think the responsibility is to hire good people that you can work with and enjoy and trust and work together well and give them the reins and the leeway to coach their style or way. Your job is to hire them first and then make sure that they have direction and know what the goals are and then let them do it (Coach 9).

I look at it as I really work hard to be democratic, I really work hard to be someone who takes in all information, sorts it out and makes a decision. So there is an authoritative side to it, because at some point you are the person that makes a decision as the boss, but I really try to gather information and process it, get people's input, whether it's my staff, team members, or my university people, before I just rule (Coach 10).

The responses to question two regarding the coaches' leadership role in the academic success of their athletes were very similar across the board for all the coaches interviewed. Ninety percent of the coaches stated that their philosophy was that education is important for their athletes. Eighty percent of the coaches also discussed that academics and athletics can't be separate as they affect each other. Here are some of the coaches' statements regarding their role in their athletes' academic success:

Well I don't think you can separate the academics from the athletics cause these kids are all college students. I think both worlds affect the other. The academics affect the track and the track affects the academics so if they are really, really struggling or

have work that is piling up on them, that affects the track and if track is not going well, you know it puts them in a funk and affects them in the classroom. So I don't think you can separate the two out (Coach 9).

It is student-athlete, so they are a student first then an athlete, so our rules that we have in our team, kind of support that academics are first. It is ingrained in what we do. On our goal sheets every year, it's not just what do you want to do athletically but also with school, what you want to major in etc. (Coach 7).

I think the coach plays a huge role. Primarily just in day to day contact with the student athletes and just asking them, becoming knowledgeable enough in where they are at academically and asking them for example how did your chemistry quiz go today. To do that you really have to work hard to keep abreast (Coach 5).

Kids know that while I would love them to win the conference or I would love them to get to the NCAA meet, at the end of the day 20 years from now I want them to be doctors and lawyers and I want them to look back on their athletic experience as a co-curricular part of their university time. It has to be one of their first priorities (Coach 2).

In the classroom, yeah our team GPA's are pretty high and you got a bunch of kids with 4.0's and all that. The thing that is interesting is we have lots of kids, I am amazed at how many, we have lots of kids that come in and have, not just higher, significantly higher GPA's in college than they did in high school and I think a lot of it is due to the environment (Coach 3).

Another important aspect regarding the coach's leadership role in academics that 40% of the coaches mentioned was that their philosophy on academics is made clear during recruiting:

When I recruit them, our pitch to them is you are here to get your degree; you are not here to run and it's very, very clear that is why you are here. I think it's important to set the tone in recruiting and not try to be a salesman, cause that sets up your whole team, with the type of people you get who are academically minded and we take the kids who, every now and then we take a kid who is an academic risk, but I think if your culture is good, your academic culture within your team is good, than I think they can survive, but if you have a poor academic culture, and I think the coaches lead that and your academic service center (Coach 6).

When we recruit, we start there. Recruiting process we are trying to make sure we are getting people in that are going to excel academically as well as athletically (Coach 10).

Coaches expressed the need for there to be implications for student-athletes when their grades started to suffer. Sixty percent of the coaches mentioned that they're student-athletes were either pulled from practice or competitions or scholarship money was reduced due to poor academic performance:

We track it regularly; they know we are on it like a hawk. We will pull kids out of practice and will send them home. Not if they are failing, if they got D's we are pulling them out of practice (Coach 2).

For example if a kid comes up ineligible for a reason and they have to take a class in the summer to get eligible, they pay for that. But if they are taking a class to get

ahead to do more work that kind of thing, than by all means we will help pay for that. I have had kids win NCAA meets and not necessarily because of bad grades, but they were lazy or didn't take as many hours as they could of, should of and they got to pick up another class in the summer because they are behind, in order to be eligible for next fall, that guy is paying for it too. There are no exceptions in this deal (Coach 3).

I will sit you very, very fast, I have yanked kid's money, I will do whatever I have to, to get them to get their degree, because I will not put up with it. Our culture is very academic minded, when they are on the road they are studying, we just don't play around with it. Again I am not a dictator about it, but I will when you are starting to head the wrong way and start lying to me and not doing what you're supposed to then I am going to reinforce that with taking away something, because that is not how we do things here (Coach 6).

Question three addressed the unique characteristics of track and field in regards to leadership and how the coaches tailor their style to match the sport. The bulk of the responses revolved around the need for the coach to address the individual aspect of the sport, which 50% of the coaches cited, while 60% of the coaches also mentioned that there are a lot of different personalities present on the team with the variety of events. Some of their responses provided included:

People say are you coaching the event or the athlete, and we really try to coach the athlete. You have to treat everybody differently and take into account their backgrounds and so forth. So you really have to deal with the individual and factor in what has transpired before they got to you (Coach 3).

I want to know everything, so I want to know from my staff who had a good workout, who has a chemistry test or whatever, so I can in my walk around style of coaching, I can get face to face with a kid and say I hear you had, or I see a kid in the hallway or in the training room and I say hey I hear you have been having some great workouts and I am looking forward to big things, coach tells me he is excited about how your training right now and looking for a big performance, or great job on that chemistry test. So that's, I don't think I could do that if I were a team sport coach. But I can do it easily in our sport (Coach 5).

Well I think in track you got a gazillion different personalities, cause you have the thrower, the distance runner, the jumper, the sprinter, the hurdler, all these different mindsets. Cause you know a distance runner is way different mindset than a pole vaulter. For me even though I am the head coach, I have to coach 12 different events. I work with the pole vaulters to 800m runners to jumper and sprinter, or multi-eventer. And they are all very different personalities, so you have to tailor that (Coach 6).

There are a lot of very different personalities on a track and field team. I mean distance runners they're all fairly similar; I mean they are all different too, but the way that they approach things is fairly similar. The way sprinters approach things as a group is similar but the difference between the two groups is huge. Same thing for jumps and throws. They are all very different mindsets and all very different events (Coach 8).

I think the thing that is interesting about track and field is you are always dealing with individuals in individual events as opposed to the more team only focus, its individuals within the context of the team (Coach 9).

Another aspect that was discussed by the coaches as unique to track and field is that in competition settings, particularly championship settings, the coach has limited contact with the athlete as they are running, jumping, or throwing out on the track and field while the coach typically has to stay in the stands with the spectators. Coaches also discussed that their role was minor in competition as the outcome of the event is largely determined by the work put in prior to the competition. Here are a couple of responses to provide further insight on these topics:

One of the things I try to teach in track and field, because as a coach you are not allowed on the field of play in a competition generally speaking, especially in championship situations. So over the years we have developed a form of communication which is through body language... (Coach 1).

You have very little access during the course of the competition. Some of that is getting better, but there is part of that that it is just logistically impossible to get contact but now they are making it a little easier for coaches to get contact with them whether it is between events or during events. But it's still not easy, it's still difficult. If they need to see and they need to hear you a lot during the competition at those kinds of championships, they got problems. Because it's not going to happen. So I am trying to make the athlete as independent as I can. I don't want them to be dependent on me and the better the job I do the less dependent they are going to be (Coach 3).

Coaches also discussed a need to be adaptable as a leader within the sport of track and field. As mentioned earlier there are many different personalities and people to manage as a head track and field coach, so being adaptable as a leader is critical to being successful.

Some responses from the coaches were:

So if you are going to be a good coach you have to choose your leadership style based on, really, sometimes it's not even about the event group, it's about the person, but you really have to be able to change it on the move, non-stop, especially within track cause you know there is not enough coaches and you have coaches coaching so many different events, in a matter of five minutes you are dealing with three or four different personalities and it's just a very unique situation (Coach 6).

The things that make track unique, you don't need a ball to pass around, you don't all have to be in the same place at the same time to practice, so you can coordinate timing. That you can say its okay to take a class at 3:00 p.m., you can practice before or after. It's okay. As a matter of fact better. If all 100 show up in the same day, that's more than we can take care of at the same time. So all this adaptability, that is able to happen in track and then in my approach to leadership too (Coach 4).

Integrity. Two questions related to integrity were asked. The frequency distribution of the raw data associated with these questions (Appendix D) was as follows:

- Question 1 - What are your thoughts on the role of integrity in leadership?
- a. A person is as good as their work (2)
 - b. If you say you are going to do something, that is what you do (4)
 - c. Doing things the right way with honor and character (6)
 - d. Cannot be a leader without integrity (7)
 - e. Gauge by which people are judged
 - f. I hold it in high regard (7)
 - g. Modeling (6)
 - h. Provide honest and accurate information (2)
 - i. Give the athletes options to make decisions (2)

- j. Cannot make decisions for the athletes (2)
- k. Give the athletes accountability (3)
- l. Accountability is established by the head coach, staff and team (2)
- m. There are consequences for certain actions and following through (4)
- n. Dishonesty creates more problems and waste time that could be spent improving
- o. Nothing you can do as an athlete to make your experience worthwhile unless it's done the right way (2)
- p. I will not compromise what I value (5)
- q. Having a good work ethic is a display of integrity
- r. Having good kids who are successful in life outside of sport (3)
- s. Athletes recognize if you lack it and will not believe you or be fully committed to following you (2)
- t. It's challenging, every day you are faced with issues dealing with student-athletes lives
- u. Do not tolerate people being in this program who do not have integrity (2)
- v. Upperclassmen provide example for the younger athletes
- w. Make decisions based on very sound principles

Question 2 - In track and field do you see a lack of integrity being an issue in leadership? If not, why is this? If so, what steps do you feel need to be taken to bring more integrity to the sport?

- a. Not a big issue in what I see (5)
- b. Better than most other sports (3)
- c. Some issues exist (5)
- d. Issues need to be dealt with as they arise
- e. Recruiting has issues (6)
- f. Pressure to win, so compromise integrity (4)
- g. Coaches being honest and self-reporting mistakes
- h. I am a little concerned about it
- i. Worried about the quality of the character the coaches have that are coming into the profession
- j. A lot of people are not willing to put in the work
- k. They need to create a list of people mentors/seeking mentors to match up to provide a model
- l. Anything we can do to get the right kind of people in the profession is critical
- m. Putting people in environments where they can see that you can do it the right way and still have success
- n. Leaders above coaches need to do a better job of regulating cheating
- o. Leaders of athletic programs need to value the impact they can have on a kids life over winning
- p. In order for change to occur, it is going to take courage from coaches to value the athletes over winning
- q. The problem is too many leaders of athletic departments/universities are business related
- r. Leaders need to understand the educational model of human development

- s. I have seen track athletes do many honorable things in competition (2)
- t. Integrity and character stands out in the athletes in our sport (2)
- u. May be lacking if you were not raised the right way
- v. The leader must have high character and integrity as it spreads down to the staff and athletes (8)
- w. Cheating with marks and times in meet entries is an issue

This raw data was further combined into six general themes.

1. Important part of being a coach (27/9)
(Q1- Item d, e, f, t), (Q2- Item i, l)
2. Establishing trust in the program (18/7)
(Q1- Item b, h, i, j, k, n, s, u)
3. Acting with integrity (30/10)
(Q1- Item a, c, m, o, p, q, r, w), (Q2- Item d, g, s, t)
4. Leadership provides a model to the athletes (24/8)
(Q1- Item g, l, w), (Q2- Item k, m, n, o, p, q, r, v)
5. Integrity issues (18/9)
(Q2- Item c, e, f, h, j, w)
6. Lack of integrity not an issue (8/5)
(Q2- Item a, b)

In discussing their thoughts on integrity 70% of the coaches said that they hold it in high regard and that one cannot be a leader without it. The statements by the coaches emphasize their feelings regarding integrity and leadership:

I think integrity is very important. It's something that I hold in high esteem (Coach 1).

I mean you know there is no substitute. I respect your honesty more than I respect just about anything (Coach 2).

You can't be a leader without total integrity, honesty, honor, character... You can't be a leader without, it's just the two go hand in hand. I can't even state how strong I feel about that (Coach 5).

I think it's huge. One of things that is great about our staff is we are all morally, ethically, we have a high character and those type of things, and it spreads throughout our whole program (Coach 6).

I think they go hand in hand (Coach 7).

I don't think that, personally I don't think you can have leadership if you don't have integrity. I like to say that leadership is not something that is bestowed upon you, it is something that you earn and earning the trust and the ability to lead people all starts with integrity (Coach 9).

I think it's huge. I think leadership has to have integrity. I think if you do not have integrity you shouldn't be in a position where you are leading others (Coach 10).

Another aspect regarding integrity and leadership that the coaches mentioned was the need to be a model of integrity for their athletes. This was a common response from coaches as 60% of them mentioned the role they play as the coach in modeling integrity to the athletes. Some of their responses are provided:

If we were not honest and we don't do things the right way, it's kind of hard to expect them to do the same (Coach 3).

If you want your kids following you, you have to provide a model for them. If they see you are not doing it, they are going to follow your example, so you better be doing it right (Coach 7).

Well I always think that a person is as good as their work. Integrity is a matter of if you say you are going to do something that that is what you end up doing. That when you stand for what is right, you need to be able to defend what is right, so I think that integrity is ultimately important (Coach 1).

Many of the coaches also discussed the need to do things the right way, with honor and character. Sixty percent of the coaches interviewed highlighted this aspect of integrity and leadership. A few of their responses are provided for further depth and understanding:

I tell kids, you can't run fast enough or jump high enough or score enough points to make your experience worthwhile financially or otherwise and have it be lasting if you don't do it the right way. To me it's absolutely critical. I don't want to be a part of it if we can't do it that way. I absolutely will not compromise (Coach 3).

Can you understand that if your leadership, mission, style, is focused on winning the trophy and the trophy is the one that says you're the conference champion, that you can get a lot of those and have beat up and hurt a lot of kids doing it. If your trophy and your leadership mission are to win in the life of every kid, that your trophy case walks around in the world, not glass and a wall. That you might not win all the championships, but you're going to win the championships that matter (Coach 4).

It doesn't mean you are always right and it doesn't mean that the followers are always going to agree with your decisions, but they know you make those decisions based on very sound principles and that as long as they know you have the best interest of the team, the individual, etc., then they are ok with it and that starts with integrity (Coach 9).

Question two viewed integrity in the sport of track and field at the collegiate level and how it can be improved if necessary. The coaches were split 50/50 as some said that integrity was not a big issue, while others said that some integrity issues existed at the college level. The most common area of concern among the coaches interviewed regarding integrity issues was in recruiting. Sixty percent of the coaches mentioned that recruiting has integrity issues.

For the most part I think the coaches are pretty honest morally up right group, except for maybe recruiting. There are some issues there, but for the most part it is okay (Coach 7).

It frustrates me that coaches would be willing to do that, not on that extreme of PED's (performance enhancing drugs) but even with recruiting, and I know it's happening. It's frustrating. I think sometimes it's out of ignorance, but most of the time it is not; it's that they are trying to get an edge by any means necessary (Coach 8).

In answering the part of the question referring to how integrity can be improved in the sport, the overwhelming majority of the coaches, 80% said that it has to come from the leadership in the program.

I am a little bit concerned about it. I am a little bit concerned about our sport in part because of the coaching profession. I think some of these things might be generational, I don't know, but in a nutshell I think that, I don't know that the quality of individual and I am not talking about in terms of their X's and O's kind of knowledge or that kind of thing. I wonder sometimes if the quality of the individual of some of the coaches of character who leave as they retire, if we are replacing them with the same kind of character. So putting people in environments where they can see and putting people with people where they can hear that you can do it the right way and still have success. That's pretty important (Coach 3).

Leadership, the leaders above us be willing to say you have more value impacting lives and helping people be great people than trophies made out of cheap metal that sit in the stands. We would prefer to have both, but if you are only going to get one of them done, win the person. Somebody has to have the courage to stand up and say

we have lost our way. It's all about the greed of the measure of success is winning score. Athletic directors are the problem, they are all business related now, they weren't coaches; they don't really understand the educational developmental model of human development. So with that driving the ship, you're going to have integrity issues (Coach 4).

I think the pressure of winning for some people is what causes the lack of it. I feel a lot of pressure to win, once you have won, or continue to win, that becomes the expectation, and I think that is where coaches who start to wander away from it, I think they do, and that's what happens because of that pressure. I think that is the number one source, is that, that's what causes a lack of it in leadership. Cause its challenging, every single day, there are so many things that come across a coaches desk, that you have to think twice about in terms of even just dealing with a student athlete and how are you going to deal with them in those terms and that sort of thing. It's a very, very challenging job (Coach 6).

Communication. One question related to communication was asked. The frequency distribution of the raw data associated with this question (Appendix D) was as follows:

Question 1 - Describe your process of communication with your team and its individual members.

- a. Email (5)
- b. Not allowed on the track during competition so develop body language
- c. Coaches convey unintentional emotions through body language
- d. Must be direct, honest, regular, consistent and thorough (3)
- e. Allow for feedback from student-athletes, be receptive and listen (6)
- f. Blend feedback from student-athlete and your thoughts to achieve success
- g. I have learned to text message
- h. Prefer face-to-face individual discussions (8)
- i. Prefer informal lines of communication (4)
- j. Have to have lots of formal communication due to time constraints
- k. Weekly team meetings (3)
- l. Do not have as much contact with them as I would like

- m. I am enthusiastic and encourage the athletes (2)
- n. Dual-sport athlete has commented that our communication is better than other sport (2)
- o. Talk about life with my athletes (2)
- p. Not a big team meeting person (4)
- q. Meet with staff once a week in season (3)
- r. Director of Operations handles most logistics information
- s. Event group coaches have daily communication (5)
- t. Get them the information needed to be effective (5)
- u. I never lose my temper with the athletes
- v. Based on respect for each other
- w. Itineraries are organized, consistent and thorough for travel (2)
- x. Modeling is how you impact and influence communication on your team
- y. Keep it simple (3)
- z. Simple verbal cues and instructions
- aa. I do not judge them, so keeping open lines of communication (5)
- bb. Have meetings with my staff (6)

This raw data was further combined into eight general themes.

1. Difficult due to nature of the sport (2/2)
(Q1- Item b, l)
2. Consistent interaction (27/10)
(Q1- Item d, h, i, o, s, aa)
3. Technology (6/5)
(Q1- Item a, g)
4. Coach's influence (22)
(Q1- Item c, x)
5. Positive in nature (4/2)
(Q1- Item m, u, v)
6. Use feedback (7/6)
(Q1- Item e, f)
7. Formal methods (166)
(Q1- Item j, k, q, r, w, bb)
8. Keep it simple (13/5)
(Q1-Item p, t, y, z)

Eighty percent of the coaches interviewed expressed that their preferred communication method was face-to-face individual discussions. Allowing for feedback, being receptive and listening to the student-athletes was another common theme in the coaches' responses to describing their communication process.

You have to allow the student-athlete who also needs to express how they feel back to you. You cannot be just a one-way street, there has to be two way communication. I

think the best coaches have an ability to be very receptive and they listen and they are able to blend based on the perception of the athlete the kinds of things that are necessary for them to be successful (Coach 1).

My communication with my athletes is I want to know what's going on. Tell me the bad as well as the good, also to be kind of jokester and keep it light hearted (Coach 9).

Everything I do with them is based on communication. Everything I do with my team is one on one. I really coach the individual. The people, who are the most successful on my team, communicate the best. You can't get better without talking and asking questions with your coach in this sport, so you can change things and adjust things in training, etc., so that you keep your athletes performing at a high level (Coach 8).

A lot of individual interaction, face-to-face. One on one interaction with kids, and that's the way I coach (Coach 5).

Fifty percent of the coaches explained that avoiding judgment and the need to keep open lines of communication with the athletes as important components of their communication process.

We have an open door policy; my office is open to anybody on the team at any time (Coach 10).

I always tell them I am not going to judge them, if you have a problem or conflict, start with me, because I am not going to judge you, so trying to get them to communicate and be opinionated, because then I can be a better coach (Coach 6).

Meetings were another theme that came up in the interviews regarding communication. Forty percent of the coaches mentioned that they did not like having a lot of

team meetings, while 30% of the coaches mentioned they have a team meeting once a week. The coaches also discussed that another avenue of communication for them was in staff meetings. Sixty percent of the coaches said they use staff meetings as a way to communicate. As mentioned earlier due to the unique nature of the sport of track and field and different event groups that often have spread out or different practice areas make communication difficult. The coaches said that staff meetings allowed them to communicate with the staff and the staff can then communicate that message to the athletes that they interact with on a daily basis. They also mentioned that they could use these meetings as a way to get feedback and information regarding each athlete and that that allowed them to better communicate with the athletes as a head coach.

Coaches discussed that when communicating information to the team and individuals that it was important to keep it simple and to get the athletes the information they need in order to be effective.

As long as people know what they need to know I think we can value their time more (Coach 3).

I think you get people together when you need to get people together and you tell them what they need to hear when they need to hear it (Coach 9).

At the beginning of practice each day I try to get them the information they need. I try not to inundate them with too much information cause they have class all day and we have practice in the afternoon and they are not really that receptive of in depth information (Coach 8).

Understanding of human behavior. Two questions related to understanding of human behavior were asked. The frequency distribution of the raw data associated with these questions (Appendix D) was as follows:

Question 1 - What are your thoughts on providing support and establishing relationships with your athletes?

- a. Be available (3)
- b. Listen and respect their wishes
- c. Confidentiality in your discussions develops trust (2)
- d. Bottom line is developing trust (3)
- e. It is different at different stages in a coach's development (2)
- f. I am like a father for a lot of my athletes (2)
- g. That is why I got into coaching (3)
- h. Kids know they can come to me with anything good or bad (2)
- i. If they buy into the program and work hard, that is a great sign of trust
- j. If they do their part, I owe them everything I can to help them
- k. I love them and tell them that often (3)
- l. The goal of coaching is getting your athletes to put their faith in you and trust (2)
- m. You have to have their best interest at heart (5)
- n. My job is to help people through hard moments and get them to work a little harder (2)
- o. Rarely lose my temper, and if I do it's because someone is not working hard
- p. Develops over time (3)
- q. Athlete needs to have their needs met and to be happy in order to succeed in anything (3)
- r. Knowing what is going on with them is important (6)
- s. Collectively as a staff and support staff we are there for them
- t. It is not about being liked, it's about helping them achieve their goals (4)
- u. Can demand high expectations if we are supportive
- v. Individual face to face interaction/discussions (4)
- w. Kids do not care how much you know until they know how much you care (2)
- x. My athletes behavior and how they relate to me is very important
- y. We do a lot of things to help establish relationships with coaches
- z. I wish I had more time for this (2)
- aa. Starts with recruiting (6)
- bb. Each athlete is different (3)
- cc. You need to learn and understand what make the athletes motivated (4)
- dd. I know enough to know when it affects what I do with them
- ee. Athletes have to feel the coach is connected to their goals

Question 2 - How do you provide an atmosphere of safety and support for your athletes?

- a. Allow them leadership opportunities
- b. Older athletes work with younger athletes
- c. Allow input of athletes on team matters
- d. Give them responsibilities and have them carried out
- e. Element of creativity in teaching, much like an artist (2)
- f. They know I will support them and back them in any problem (4)
- g. Always talking to them about how they are doing, how they are feeling (4)
- h. They have entrusted me with their health, well-being and athletic career (2)
- i. I owe it to them to provide a safety net and place of comfort for them (3)
- j. It enables the athletes to take risks and fail and learn and do it again and succeed (3)
- k. Understanding their training is impacted by other outside factors (3)
- l. Through the empowering influence of loving people
- m. You have to have their best interest at heart (2)
- n. By delivering it every day (2)
- o. I am an encourager (2)
- p. When I discipline people it is in a positive way (3)
- q. Let athletes know we can help and provide other people to support (2)
- r. As a staff we have to create a safe environment (3)
- s. Sport psychologist as a resource
- t. I try to be there when they are done competing to shake their hand and tell them good job
- u. We talk about campus safety
- v. Have to take a class about how to live and make social decisions on campus
- w. I keep it lighthearted, like to tell jokes
- x. I am constantly trying to read them and gauge how they are doing from body language
- y. You have to be around them and spend time with them.

This raw data was further combined into eight general themes.

1. Develops over time (10/7)
(Q1- Item e, p, z), (Q2- Item n, y)
2. Develop the relationship (56/10)
(Q1- Item f, g, k, m, r, v, w, x, y, aa, bb, cc, dd, ee)
(Q2- Item g, k, l, m, o, t, x)
3. Provide support and be available to the athletes (14/6)
(Q1- Item a, b, h, q, s, u), (Q2- Item c, q)
4. Coach as a trustworthy person (15/5)
(Q1- Item c, d, i, l), (Q2- Item f, h, j)
5. Providing opportunities for personal improvement (8/5)
(Q1- Item j, t), (Q2- Item a, b, d)
6. Use adversity for improvement (5/4)
(Q1- Item n), (Q2- Item p)
7. Provide safety (8/5)
(Q2- Item i, r, u, v)

8. Creativity (2/2)
(Q2- Item e)

Fifty percent of the coaches mentioned that as the coach you have to have the athletes best interest at heart in regards to establishing relationships and providing support to their athletes.

As long as they know that we're supportive of them, we are in their corner, we will do anything that we can do for them (Coach 3).

I do try to make sure that they understand that I care about them, cause even when I am punishing them or suspending them or kicking them off the team I want them to understand that I am doing this because I love you to death, just like my own daughter. Cause when we get rid of a girl for behavior or whatever, half the time she will give me a hug before she leaves. So we want to make sure that even in our worst moment we care for them, just like your own father would, and I am doing this because you know this is wrong and so we try to make sure we have a connection with them (Coach 6).

I think they know that I work really hard and that I care about them as individuals and that makes them receptive of what I say to them (Coach 8).

I am a big, big believer that you have to build support and confidence for it, because if you as a coach are leading people or an individual towards a goal they have to feel connected to you in the sense that you are connected to their goal (Coach 10).

Another important aspect that 60% of the coaches discussed was that establishing relationships and providing support for their athletes begins with recruiting.

It's through the recruiting process that they understand that they are going to be taken care of and mom and dad understand that, cause I tell them that we are going to be an

extension of you. Mom and dad we are going to be an extension of their family (Coach 6).

The recruiting process is where it starts, getting into that and setting the level of comfort in motion there, getting to know the family, going to the home, meeting people in their environment, not just in our environment, I think that is huge, going to a high school track meet and watching them, meeting their high school coach, their friends you know, it's you see how they are at their highest level of success so far.

When you get them they are a clean slate, so you don't know how successful they are going to be and they do not quite know how to do it, so getting to know them at the beginning of time is very important (Coach 10).

Several coaches discussed the importance of developing trust with the athletes as necessary in order to establish relationships with the athletes.

Know that when they tell you something that's confidential, that's very important, you better keep it confidential cause you will never hear from them again. These guys are close they talk to each other. They know what is going on. If you betray that trust so to speak it not only affects how you will deal with that athlete in the future, but other athletes, because they know what is going on, they are smart guys, they talk (Coach 9).

You have to be available to them to listen and you also have to respect their wishes and it also has to be confidential where confidentiality is an issue. I think you develop through that a trust level. So the bottom line to all of that is developing trust (Coach 1).

If our kids are somehow not being treated the right way, my kids know that I completely have their back. I will completely and totally stand with them and for them, behind them and if I have to I will stand in front of them and take one for them and again it's because they have given me the ultimate sign of respect. They have entrusted me with their health and well-being and their athletic career. I owe it to them, to be able to provide that same safety net and comfort to them, to know that they can expose themselves without risk of being unfairly treated (Coach 2).

I really find that rarely does it go perfectly at some point someone is going to hit some snags and if you don't have a relationship or at least the framework of a relationship where they can trust you, respect you and knock on your door and say, hey I am failing this class or my grandmother died unexpectedly and its more of a situation than I thought, or my mother is ill or whatever it is. You know if you don't have a relationship where they are going to be able to utilize you and your support than they are not going to be as good as they could be (Coach 10).

Knowledge of sport. Three questions related to knowledge of sport were asked. The frequency distribution of the raw data associated with these questions (Appendix D) was as follows:

Question 1 - What are your thoughts on the knowledge level of a coach and its relationship to leadership?

- a. Have to have knowledge of sport and basic sciences (4)
- b. Kids will know if you are not knowledgeable and you lose credibility and trust (6)
- c. Have to be very knowledgeable (2)
- d. Have to read and know what's out there
- e. Need to know biomechanics, physiology, psychology, nutrition, cannot isolate (2)
- f. Technical knowledge is good but must move beyond that to whole picture in regards to leadership (2)

- g. The art of coaching is more important, the ability to communicate the knowledge (5)
- h. You have to be constantly learning and evolving (4)
- i. Most important thing is understanding how to influence the athletes to trust and believe what you tell them (3)
- j. A great teacher can teach anything
- k. Kids do not care how much you know until they know how much you care (2)
- l. It's important but it's the least important aspect (5)
- m. Its more about being a good recruiter
- n. So much is dependent on the athlete that is beyond the coach's influence
- o. Depends on the athlete's preference
- p. It comes from experience, learning what works and what does not (3)
- q. I stay clear of anyone who thinks they know all the answers

Question 2 - What is your background in the sport sciences (biomechanics, exercise physiology, sport psychology, etc.)?

- a. Ph.D. in physiology
- b. Post-doctoral work in psychology
- c. Special education and learning disabilities
- d. I have a good understanding of human behavior, perception and motor learning
- e. Informal studies in other areas
- f. I have done some course work
- g. Self-taught (3)
- h. Friends with kinesiology staff at each school I have coached
- i. Learning through the USATF coaching education program (3)
- j. Physical Education degree (4)
- k. Master's in physical education, emphasis on athletic coaching
- l. Bachelor's Degree in kinesiology
- m. Ph. D in Sport Psychology
- n. Master's Degree in Physical Education/Kinesiology (6)
- o. Doctorate Degree in Physical Education/Kinesiology (2)
- p. Biology degree
- q. Undergrad in psychology
- r. Master's in sport and exercise leadership/management (2)
- s. I learned a lot from clinics

Question 3 - What do you do to continue your education process as a coach year to year?

- a. Continually read (8)
- b. Read research articles (3)
- c. Search for knowledge on my own
- d. Attend camps, clinics, conferences (7)
- e. Looking for new ways to interpret old ideas (2)
- f. I have not done anything academic for years (4)
- g. I talk with people a lot to get new ideas

- h. Read books on a variety of topics that can relate to coaching/leadership/sport sciences (6)
- i. Network of coaches I share ideas with (4)
- j. Avid student of the sport sciences (5)
- k. I teach USATF Level 2 Schools (3)
- l. I learn from hearing colleagues teach and present (5)
- m. I ask the top people in their fields what they are reading
- n. I try to be a great student of coaches (2)
- o. I helped develop USATF coaching education curriculum (2)
- p. I conduct research in sport psychology
- q. I redefine and reinforce my philosophy from having to give presentations (5)

This raw data was further combined into 16 general themes.

- 1. Knowledge is secondary (14/5)
(Q1- Item f, k, l, m), (Q3- Item f)
- 2. Develops from experience (3/3)
(Q1- Item p)
- 3. Provides credibility (6/3)
(Q1- Item b)
- 4. Ability to convey knowledge (10/6)
(Q1- Item g, i, j, o)
- 5. Knowledge of sport sciences (13/6)
(Q1- Item a, e), (Q2- Item d) 1, (Q3- Item j, p)
- 6. Reading (18/8)
(Q1- Item d), (Q3- Item a, b, h)
- 7. USATF coaching education program (8/3)
(Q2- Item i), (Q3- Item k, o)
- 8. Knowledge is important (2)
(Q1- Item c)
- 9. Constantly learning (15/7)
(Q1- Item d, h, q), (Q3- Item e, n, q)
- 10. Networking/colleagues (12)
(Q2- Item h), (Q3- Item g, i, l, m)
- 11. Self-taught (5/3)
(Q2- Item e, g), (Q3- Item c)
- 12. Clinics, Conferences, etc. (8/7)
(Q2- Item s), (Q3- Item d)
- 13. Lack of control (1/1)
(Q1- Item n)
- 14. Undergraduate education (9/8)
(Q2- c, f, j, l, p, q)
- 15. Master's Degree (9/9)
(Q2- k, n, r)
- 16. Doctoral Degree (5/4)
(Q2- a, b, m, o)

The coaches were asked their thoughts on the knowledge level of a coach in relationships to leadership and there were several responses that touched on the idea that knowledge is secondary when it comes to leadership. Fifty percent of the coaches stated that knowledge was important but it is the least important. Twenty percent of the coaches mentioned that technical knowledge is important, but that there is a need to move beyond that to the whole picture in regards to leadership. Another general theme that the coaches discussed was that the ability to convey knowledge or the art of coaching is most important.

The technical models are good, but you have to know more than just the technical models, you got to know the whole gamut (Coach 1).

I have had coaches that have been brilliant but they haven't known what they are trying to teach and it just doesn't work. And the flip side to that as well is I have people who are very good coaches, but have not been able to communicate it as well and that's a shame. That's the art of it (Coach 2).

Knowledge of the subject isn't nearly as important as knowledge of teaching, and with that knowledge of learning. Leadership is not about the qualities of the leader, it's about understanding the followers and getting ahead of them and waving the flag and maybe they will follow. But its understanding followers. If the question about knowledge is knowledge of the followers, knowledge of the leadership/followership dynamic, then I would say it's monumental. It's absolutely monumental. If knowledge expertise means technical knowledge of the jumps, or throws or distance or hurdles, I'd say doesn't have anything to do with it. Because that doesn't have anything to do with leading, that's got to do with impressing. There are some people that know their technical, but couldn't coach a cow to give milk (Coach 4).

So yeah knowledge is important. But it's more important to teach a kid what they need to know when they need to know it and not impress on somebody how knowledgeable or how much you know and I don't want to sound cliché, but I want a kid to know how much I care (Coach 5).

I think there are a lot of coaches out there that are really good leaders and may not know a lot about all the events, but it does help, maybe more in the individual area (Coach 7).

I think knowledge is a small part of it, but I think it has to do with charisma and character and respect (Coach 8).

I see that in my coaches and in my colleagues, people that are really, really good science understanding and they can't mix in the art (Coach 10).

Sixty percent of the coaches interviewed thought that knowledge is an important part of establishing credibility and trust with their athletes.

You have to have the knowledge of your sport and have to know all the basic scientific areas and be familiar with them, otherwise what you end up doing is you end up blowing smoke at kids and they see through that very quickly and if you cannot, are not able to represent scientifically what your foundations are, you lose credibility (Coach 1).

Credibility is pretty important. If people, if kids recognize as coaches that they are kind of winging it or they're not really confident about what it is that they are doing, I think it is hard for them to have belief in it (Coach 3).

It's important for the athletes to know that they trust your knowledge; otherwise I don't think they will listen to you. Therefore you can lead them better (Coach 6).

I think knowledge really helps with getting your athletes to trust you, as they can see you know what you're doing (Coach 7).

Another general theme that coaches discussed in terms of knowledge and leadership as a coach was the need to have an understanding of the sport sciences.

I think you have to have a basis of knowledge. I think you have to put in your time whether it's during your undergrad or graduate program to learn about sports. You have to learn the science behind it and then you have to have a strong ability to sprinkle it with art (Coach 10).

Reading was the number one avenue mentioned by the coaches as the basis of their knowledge and as a way for them to continue to learn and grow. Eighty percent of the coaches stated that they are continually reading in an attempt to continue to their education.

I continually read. I probably subscribe to as many as six or seven periodicals a month and will read anywhere from three or four or five, six, seven articles a week. Any new book that's out in anything dealing with movement, behavior, sport, and sport science (Coach 1).

I probably have an extensive library of textbooks on stuff and the amount of film and the amount of books not just related to track and field specifically, but nutrition and all the other stuff, alternative medicines and stuff. I mean thousands and thousands of dollars of stuff. I have tried to understand as much as I can (Coach 3).

I am just an avid reader, and inveterate clipper of articles (Coach 5).

I read a lot of articles and search the web (Coach 7).

Networking and learning from colleagues was a general theme that emerged as a method for learning more and gaining knowledge about being a track and field coach and good leader.

My best friends on every college campus that I have been to have been kinesiology staff. I have a network of coaches that I bounce ideas around with (Coach 2).

I have some buddies that are like brothers to me, that are coaches and we talk a lot about different things especially in season when problems come up (Coach 6).

I try to talk to as many people as I can and get as much information as I possibly can (Coach 8).

I think your classroom and your learning is always taking place, it's on the track with your athletes and fellow coaches (Coach 9).

Another area that coaches discussed regarding knowledge was their involvement in the United States Track and Field Coaching Education Program. Several of the coaches interviewed helped establish the curriculums for the program and helped teach the level two schools (which are designed to educate coaches and prepare them to work at the collegiate level). Coaches mentioned that they learned from colleagues they met in the program, from teaching the program and from hearing their fellow colleagues teach their area of expertise.

Got involved in USA track and field coaching education and just have been very, very close to the sciences (Coach 1).

I have done every continuing education program that I can. I have gone to every coaching clinic and seminar that I can. I am usually front and center at each of these sessions here (National Coaching Convention). I teach the level two (USATF Coaching Education School), but I was literally in the front row of their talks last

night (the other coaches who assist in teaching the level two school in my area of expertise), just to hear if there is anything that they might say that is slightly different than I thought I might know it (Coach 2).

The (USATF) coaching education program, I consider myself to be a product of the coaching education program. There are a lot of people that think good things of it, and there have been a lot of people who have been very critical of it, whatever. I am just telling you that in my eye I am absolutely a product of coaching education. Just being around them (people he met by being involved with the USATF coaching education program) and teaching alongside them has just been a tremendous experience (Coach 3).

I wrote the curriculum for the (USATF) coaches' education programs and have taught at most every school since, and so what am I saying. I am saying I am actively engaged in delivering education and thus actively engaged, I don't just go do my talks and then sit in the bedroom. I go do my talk sit down and listen to Presenter A's talk, walk across the hall and listen to Presenter B's talk (Coach 4).

I also think, I get asked to speak a lot, so you have to be forced back to redefining your coaching styles, so that has been really good too. Not only your coaching styles, but your philosophy to training styles, so that for me, that's a point in time, when I get asked to do a presentation, where I feel like I get a gain, cause I have to sit back and go over my last presentation and change that cause I am doing it this way now, that kind of thing (Coach 10).

Commitment. Three questions related to commitment were asked. The frequency distribution of the raw data associated with these questions (Appendix D) was as follows:

Question 1 - Describe what it means to you to be committed as a coach?

- a. Love to work
- b. Love the sport
- c. Love the athletes I work with (2)
- d. Have to be involved with family (4)
- e. Family sacrifices and they are invested in your time commitment (5)
- f. Our sport is time intensive (5)
- g. Our sport is emotionally intensive
- h. Trying to cover all the bases
- i. Sacrifice energy (3)
- j. Sacrifice finances (2)
- k. I am committed to our goals
- l. I set goals for myself and refine over time (2)
- m. Being more visionary and less functionary
- n. My staff has to be equally committed
- o. Living each day for the value and respect of the coach/athlete relationship (2)
- p. The commitment to the development of the student-athlete is the biggest part of what we do (5)
- q. The decision is made before you meet the challenge
- r. It's made to the athlete from day one and every decision is based on that
- s. I probably overcommitted at times putting in long hours (2)
- t. Creating a supportive environment for my staff
- u. Committed to my university
- v. Commitment to excellence in everything that we do as a program (2)
- w. Committed to my integrity and values
- x. Trying to be a good planner
- y. Having balance between work and the rest of your life is important (3)
- z. Commitment separates those who do well and those who excel
- aa. Avoid being overcommitted and ineffective

Question 2 - How does your commitment translate to success as a leader?

- a. Doing all the things necessary to draw people in and give them responsibility (2)
- b. Leader is not always out front, sometime in the back motivating others to step out front and lead (3)
- c. Leadership is the responsibility of teaching people how to go through the process (3)
- d. If you work hard, you are going to get better (3)
- e. Have to bring a desire and passion each day (2)
- f. Need to keep yourself healthy and energized
- g. It's all about work, we are a sport of work
- h. By being a model for the athletes with your commitment gives you credibility (5)
- i. Being committed to the idea that the person is more important than the program
- j. Instilling trust and belief allows people to commit and follow (2)

- k. By being committed to excellence in everything and demanding it from my student-athletes and staff (2)
- l. I am committed to whatever I am doing in the present
- m. By being balanced in my commitment so I have the energy to be there for my athletes in time of need

Question 3 - How do you as a coach get your athletes to commit to achieving and continuing to achieve success?

- a. Goal setting (7)
- b. Finding out what they really want to accomplish during their time with the program (3)
- c. Each athlete has different levels of success
- d. Help athlete work to reach potential (6)
- e. Identify the motivating factors for participation (2)
- f. Creating a culture of excellence (4)
- g. Addressing the team as a whole on commitment vs. involvement (2)
- h. Try to improve a little each day
- i. Reinforce that your teammates are relying on your contribution
- j. Give me your best each day
- k. We talk about integrity, commitment and trust
- l. Support and trust allows you to be free of worry and do your job (3)
- m. We have to stay two steps ahead of our athletes (2)
- n. Sometimes we have to put in extra hours to meet the athlete's needs (2)
- o. I lead by example with my commitment (6)
- p. They have to become students of the sport (2)
- q. Keeping things in perspective for the athletes
- r. They have to take care of self-first in order to be great
- s. Cannot make them succeed, they have to choose (4)
- t. Athletes have to have the same commitment they had on day one (2)
- u. Daily face to face interaction with individuals
- v. Practice has to be challenging, engaging, and fun (2)
- w. Understanding that you cannot work them hard everyday
- x. Keeping them focused on the immediate goal

This raw data was further combined into nine general themes.

- 1. Elements of leadership (34/10)
(Q1- Item k, m, n, q, t, x), (Q2- Item a, b, c, j)
(Q3- Item a, b, g, i, k, v, w, x)
- 2. Passion (10/4)
(Q1- Item a, b, g, i, j), (Q2- Item e)
- 3. Time investment (14/6)
(Q1- Item f, s, aa), (Q2- Item d, g), (Q3- Item n)
- 4. Model for the athletes (16)
(Q1- Item l, u, w), (Q2- Item h, l), (Q3- Item o)
- 5. Athlete oriented (26/10)
(Q1- Item c, h, o, p, r), (Q2- Item i), (Q3- Item c, d, e, l, m)
- 6. Effects of career on family (9/5)

- (Q1- Item d, e)
7. Athlete responsibility (9/5)
(Q3- Item p, r, s, t)
 8. Commit to excellence (11/5)
(Q1- Item v, z), (Q2- Item k) 2, (Q3- Item f, h, j)
 9. Maintain balance (7/5)
(Q1- Item y), (Q2- Item f, m), (Q3- Item q, w)

The coaches were asked what commitment means to them and a common response that was mentioned was the time investment involved with being a head coach. Fifty percent of the coaches said that coaching track and field is time intensive. Twenty percent of the coaches mentioned the negative aspect of this is over commitment and putting in too many long hours.

So that means I have to put in extra hours to do it, but I think that that's how you lead from the front. I work myself sick, I put in the longest hours in the office of anybody, and maybe I'll burn myself out again (Coach 2).

Personally I think it's (commitment) critical, but also I think I am kind of sick. I do nothing but. There was a time when I was a one, two handicap golfer. I couldn't go out there right now and break 100. I just don't play anymore. I mean literally don't play anymore. I don't do anything but track and field (Coach 3).

For me it's just working non-stop. I work every day. I have worked every day since September (interview done on December, 22) with recruiting with everything (Coach 6).

They know that I will be here really late at night if I need to be and I will be here really early in the morning if need be (Coach 8).

I think there are a lot of coaches that are like that. It's an all-consuming kind of profession (Coach 10).

Another aspect of commitment that emerged that is related to the issue of time commitment is the need to stay balanced and family involvement.

You have to be involved with your family to a large extent; they have to have an investment in that time (Coach 1).

I think the commitment is important, but there is probably got to be a healthier way to do it than the way I do it (Coach 3).

Well that is one of the things (continuing education) I struggle with because of time, because of my family commitment and trying to do everything I have to do here. In a perfect world I would try to go to clinics, or go to the convention, but it's something that I feel terribly guilty because of my family, to take off another thing, to go hang out with a bunch of guys and go to clinics (Coach 6).

I am a single mom, so I don't really have time... (Coach 7).

I also learned to be here for them when I am here and then have to have balance. I come closer to that balance each year. If you are single and don't have any aspirations outside of the job, then you can live and breathe in your office and the sport. But I have my own aspirations still and I don't want this to be everything, I mean I have a husband and friends that I like to see. I like having that balance, because I think that is really important in life. The more balanced I can be the more I can actually be here for the people when I am here. Easier said than done (Coach 8).

Fifty percent of the coaches identified their commitment to the student athletes as the focus for what they do as a coach and leader. Two coaches mentioned that commitment to them meant that they love the athletes they work with.

The other part, the bigger part of the coaching profession is that commitment to the kid and the reciprocal commitment they make to you as a coach and the appreciation of that and you have to value that and respect that and you have to really live your life as if you understand day in and day out that you need to have that (Coach 2).

I just want to spend the time and do the things I need to do to help them be successful to help them achieve their goals. And yeah some people say that is easy for you to say because you have this and that and all on your resume, well but the overwhelming majority of that was really a result of the fact that it is really all about them and it's not about me (Coach 3).

We were proud of saying the person is more important than the program. What's right for the person is what's right for me. Now those are words until an uncomfortable decision is made and when that decision is made and it comes down on what is right for the person. The issue of commitment isn't to be committed to the leadership; it's to understand that my mission is to win every kid. I am trying to win you in your life (Coach 4).

Being there for your athletes. Not just coaching, but being available if they have other problems they can get a hold of you (Coach 7).

Many of the coaches identified modeling their commitment as a reason for their success as a leader as well as a method for encouraging their athletes to commit to achieving success. One coach stated this in response to the question of getting his athletes to commit to achieving success "That would just be by showing it yourself (Coach 9)." In regards to their success as leaders, coaches mentioned that by providing a model of commitment themselves, it gave them credibility with their athletes.

The commitment to your sport, to your team, to your job, the vision of what you want, is what makes you a good leader or not. Again it goes back to defining, these are my values, these are my goals, this is my vision for what I am doing and if you have those defined than you can stay committed through the process of achievement and when you get to one level of achievement than you redefine it again and you stay committed going through (Coach 10).

When you're motivated and competitive you're always trying to find a better way as an individual and then convey that to the athlete to try to get better (Coach 9).

I think it comes back to credibility. If you are asking people to give a lot of themselves effort and time in something in pursuit of their goals. If they see anything less than that same kind of commitment being giving by you, than there is not much credibility. The athletes I work with, they know that there is nothing, there is no stone that is going to be left unturned on my part to help them get better (Coach 3).

He promised and he did it. So now people trust and when they trust and they believe, they follow. They don't have to put walls up to protect themselves, cause they know they are protected. When people know they are safe and protected they can take a risk. Commitment leads to trust, leads to willingness to engage and follow (Coach 4).

Another important aspect mentioned by coaches in getting their athletes to commit to achieving success is the use of goal setting. Seventy percent of the coaches mentioned goal setting as a method to help their athletes be committed.

That comes about by way of goal-setting and finding out what they really want to accomplish during a certain period of their life. Different athletes want to succeed at

different levels and there are always all kinds of motivating influences as to why athletes are involved in sport (Coach 1).

My first comments to my team on January 4th are going to be about commitment versus involvement. I want them to be committed to our team goals and if they are not, they need to retire from the program (Coach 5).

Its more goal related I think. They have a certain goal and they are aspiring to reach that goal. They have a dream and you cannot reach that without being consistent so we go over the goals and they know what they have to achieve and they know what our expectations are. For me goals are big, and our other coaches speak on goals as well. If you are on this team, it's not just for fun, you need to have a goal and work towards that (Coach 7).

A commitment to excellence was another theme that emerged from questions regarding commitment and leadership. Several coaches mentioned this topic of excellence in describing commitment and how it translates to their success and their athletes' success.

We try to have them buy into the fact that you're expected to be excellent. You're not expected to beat the world, but you're expected to beat yourself day in and day out. You're expected to be a little better today than you were yesterday (Coach 2).

Well I think any leader has to be committed to excellence and demand commitment from, in whatever area it may be. In my case it's demanding my student athletes' commitment to excellence, my staff's commitment to excellence and everything they do, whether its safety or developing workouts, or their communication with the student-athletes under their supervision (Coach 5).

It really does not make any difference where you start from; as long as you keep getting a little better long enough, you get good. And I think that is what you want to instill in the athlete and that is what you should do as a coach. If you keep learning, you keep getting better and if you do it long enough, you get pretty good (Coach 9). I think it's just creating that atmosphere where that is important and it's just getting the leaders on the team, either the upper class men or the lower class men, whoever are the leaders on the team, getting them to help with that message. Obviously you have to instill that as the coach that atmosphere, but it's on a more subtle level over time (Coach 8).

Team Building. Two questions related to team building were asked. The frequency distribution of the raw data associated with these questions (Appendix D) was as follows:

Question 1 - How do you go about the process of team building?

- a. Allowing the individuals to take part and buy into the program (4)
- b. Giving individuals responsibilities/roles (2)
- c. Upperclassmen act as mentors (2)
- d. Team committees that have responsibilities
- e. It's not the coach's team, it's the team's team
- f. Athletes take part in the team rules, regulations and everyday activities
- g. The key is that athletes do and help with whatever is needed as a program to be successful
- h. Looking for talent or ability to be successful (4)
- i. Try to find people to fit into your program (7)
- j. What are their values and does that match your system and philosophy (7)
- k. Intangibles, other than talent
- l. Interview people and find out their commitment, goals, direction and lifestyle
- m. Its starts with recruiting (7)
- n. If they do not fit, I advise them to go elsewhere (3)
- o. I rely on my team captains/representatives for guidance and leadership (4)
- p. Creating an atmosphere where you can love your teammate enough to rely on each other (2)
- q. Keeping the team size small creates an atmosphere where it means something to be a part of the team (2)
- r. Looking for athletes that can be competitive on the conference level
- s. I don't look for intangibles

- t. I don't really look for anything
- u. Looking for people who are willing to work hard and put in the time to be successful (2)
- v. Our team captains are men and women and are for both men's and women's team, there is no divide
- w. I understand that teams go through stages of forming, storming, norming and performing
- x. Provide a satisfying experience for the athletes each day
- y. Being aware that conflict will occur and you need to head it off as the coach (2)
- z. Educating them so they understand the importance and impact of each role
- aa. Encourage and allow other people to do their role's (2)
- bb. We recruit lower skill people and develop them
- cc. Makeup up of the team is more about their commitment than ability
- dd. Teach them how to deal with conflict (2)
- ee. Order of power, freshmen have to earn their role
- ff. Everything you do reflects your vision as a team (2)

Question 2 - Do you establish a philosophy, mission, and standards for your team, and if so, how do you go about this process?

- a. Yes I do establish standards (9)
- b. Have to be goal oriented, success driven, and committed to excellence
- c. Standards for who gets scholarships
- d. Philosophy is to create an environment for championship performance (6)
- e. Philosophy includes the sciences and behaviors (3)
- f. Want each athlete to leave having become better than they were when they came in (3)
- g. Everything I do builds off personal improvement (4)
- h. Clearly outlined expectations (8)
- i. If there are gray areas I try to give the benefit of the doubt to the athlete
- j. Team captains develop the standards with coaches consultation (3)
- k. I put a lot of responsibility on the team leaders
- l. I let the captains do the majority of talking in team meetings (2)
- m. It is unacceptable to achieve less than your best (2)
- n. Do not have many rules, regulations or standards (5)
- o. Treat people the way you want to be treated (3)
- p. Try to build them into confident athletes and develop as a whole person while trying to win (4)
- q. Written policy that they sign so they are accountable

This raw data was further combined into 10 general themes.

- 1. Athlete involvement (8/4)
(Q1- Item a, d, e, f, g,)
- 2. Utilize team leaders (13/5)
(Q1- Item c, o, v), (Q2- Item j, k, l)
- 3. Fit for the program (25)
(Q1- Item i, j, l, m, n)

4. Create championship atmosphere (32/10)
(Q1- Item p, x), (Q2- Item b, d, f, g, h, m, o)
5. Looking for talent (5/5)
(Q1- Item h, r)
6. Emphasis on the intangibles (5/3)
(Q1- Item k, u, bb, cc)
7. Roles within the team (9/4)
(Q1- Item b, q, w, z, aa, ee)
8. Not looking for anything specific in athletes (2/1)
(Q1- Item s, t)
9. Conflict management (4/2)
(Q1- Item y, dd)
10. Standards/Vision/Philosophy (26/10)
(Q1- Item ff), (Q2- Item a, c, e, i, n, p, q)

The bulk of the coaches' responses regarding team building centered on creating a championship atmosphere. Sixty percent of the coaches specifically mentioned creating a championship atmosphere in their discussion of team building.

Yeah I think that as a team it's trying to win championships, we are trying to win conference titles and you do that with individuals. First and foremost you have to as a coach; your job is to make sure every individual can be as good as they can. So if I am coaching this person, I have to do everything I can to make sure that individual will be as good as they can. Because collectively that is how you have the best team (Coach 9).

The big part of doing this is to build an atmosphere of doing the best that you can do and it is all about achieving at high levels and it's not acceptable to do less than what you are capable of doing (Coach 3).

Another important aspect of team building discussed by the coaches is creating and setting standards, mission, vision, and philosophy for the program. Specifically coaches mentioned that having clearly outlined expectations was important:

We try to make things very clear. I try to again make things that there is a standard that is clear, there is a standard that is acceptable and if there are gray areas, then I try to give the benefit of the doubt to the athlete, because it's my fault that I have left things gray. But there have to be clearly outlined expectations (Coach 2).

From a standpoint of building a team and the expectations what you're trying to do, the expectations from a team perspective start from day one and your every story you tell, every experience you share with them, every time you have team meetings, the message behind the information you share has a coded theme and sometimes even individual message behind it. It's a long-term thing, it's not just something you say one time and it's done. It's something you are constantly reinforcing and saying again in different ways (Coach 9).

That vision is for us is we want to be conference champions, we want to be national caliber in events and so on, but there is a vision, so you get a team of people committed to the same thing. And that's not the individual or weekly goal, that's the vision of the program and in that you have to press it all the time because you have to use it all the time (Coach 10).

In regards to team building coaches explained that in order to be successful the athletes have to fit the program. They have to fit with the goals, standards, philosophy and personality of the members of the program in order to build a successful team.

Number two is will they fit in? Do they have the kind of values system that fits into your unit and to your particular philosophy? Because the worst thing a coach wants to do is have a talented person come in and undermine what is going on (Coach 1).

Now we all got roles and what really matters is that we all do our role best. And if you would like to do a different role, that's okay, just not now. Do your role well and do it so well that I've got to figure out another role for you. That's okay, but don't undermine Billy's role so you can get his, cause we all go down (Coach 4).

I want goal oriented, success driven athletes who are with our team because they have achievement needs and if they are not goal oriented and success driven, then I suggest to them that they try another endeavor (Coach 5).

I personally look for people that I enjoy going to practice with every day and working with and I know have reasonably good talent and want to be good (Coach 9).

Team cohesion. Two questions related to team cohesion were asked. The frequency distribution of the raw data associated with these questions (Appendix D) was as follows:

Question 1 - How do you facilitate cohesion among your team/s? What kind of role, if any, do you feel cohesion plays in the performance of your team?

- a. It is established by the directions and goals you set for the team (3)
- b. Established by what kids want to buy into
- c. It comes by the coach keeping those goals at the forefront throughout the season (5)
- d. Athletes personal goals need to merge with team goals
- e. Iteration and reiteration and keeping the focus on the task at hand
- f. We do activities together (4)
- g. Team social activities (6)
- h. Talent show (2)
- i. Coach has social responsibility to keep team together and involved with each athlete (2)
- j. Encourage people based on their personality and preference towards the team
- k. Personal discussions to get to know athletes so we can meet their needs (2)
- l. Cohesion plays a role in performance (9)
- m. As team comes together they contribute to the benefit of the team (2)
- n. Selflessness has to be there for team to be successful
- o. Support services around the team must also support goals and direction of team
- p. We try to bring people together physically at times, its difficult due to different practice locations (2)
- q. It's a team sport for us

- r. Impress on them the importance of team and accountability in everything we do (2)
- s. Each kid on the team knows they are an important contributor to the team (5)
- t. Creating an environment where they have a responsibility to someone other than themselves (4)
- u. Team meals (5)
- v. I let the captains direct the activities (3)
- w. The environment of personal excellence in all aspects of life brings them closer together (2)
- x. Rely on upperclassmen to help in developing the team dynamics through modeling/mentoring (3)
- y. If all are focused on the same task can overcome differences to be successful
- z. Athletes helping/relying on each other with different technical aspects of their events
- aa. Travel was a great time to for athletes to bond and for coaches to bond with the athletes as well (4)
- bb. They do activities within their event groups
- cc. Family like atmosphere (2)
- dd. Cohesion plays a major role in performance (4)
- ee. The athletes gain a lot of energy from each other's support and I tell them to create that energy at meets
- ff. We do volunteering projects (2)
- gg. We do a lot of girly stuff
- hh. We have a lot of fun
- ii. Message on cohesion and support is the same from first phone call in recruiting until the end of their career (2)
- jj. My athletes are involved in the recruiting process and selecting who we bring into the team
- kk. Take bus off campus to do a team workout once a week in fall that are challenging
- ll. We have a tradition of these hard off campus workouts that bonds the athletes
- mm. When everyone works hard in the same way there is tremendous mutual respect (4)
- nn. I try to build an environment where they get to know each other as people (2)

Question 2 - What role do you feel staff cohesion plays in the leadership process and how do you try to promote staff cohesion?

- a. Having meetings (6)
- b. Keeping goals/mission in mind (2)
- c. Talking about the athletes and trying to regulate personalities to get the best of each athlete (2)
- d. Staff has to get along with each other (5)
- e. Let athletes know that we don't know everything

- f. Validation of what you are doing from outside people strengthens your program
- g. It plays a huge role (7)
- h. Staff have to trust and support each other (7)
- i. Have to have cooperation (4)
- j. Needs to be communication (6)
- k. Needs to be mentorships occurring (2)
- l. Team feeds off the staff unity (4)
- m. Staff has the same message regarding philosophy, expectations and values (6)
- n. The staff is living every day the model we want our athletes to follow (4)
- o. Try to do a lot of stuff to bring the staff together
- p. I have to provide a framework that allows for feedback and disagreement in a positive way (4)
- q. The staff has to reflect the makeup of the team

This raw data was further combined into 11 general themes.

- 1. Team goals (12/6)
(Q1- Item a, c, d, o), (Q2- Item b)
- 2. Athlete directed (12/4)
(Q1- Item b, j, k, v, x, gg, jj)
- 3. Focused on the task (2/2)
(Q1- Item e, y)
- 4. Team activities (20/8)
(Q1- Item f, g, h, u, bb, ff)
- 5. Build supportive environment (20/5)
(Q1- Item m, n, p, q, w, cc, ee, ii, mm, nn), (Q2- Item q)
- 6. Responsibility and accountability (14/5)
(Q1- Item i, r, s, t, z)
- 7. Travel (4/4)
(Q1- Item aa)
- 8. Effects on performance (13/9)
(Q1- Item l, dd)
- 9. Challenging workouts (2/2)
(Q1- Item kk, ll)
- 10. Staff communication (25/8)
(Q2- Item a, c, e, j, m, p)
- 11. Staff Support (19/7)
(Q2- Item d, f, h, i, k)

A majority of the coaches mentioned that they used team activities, team meals, and social activities as ways to facilitate team cohesion. Along with these team activities the coaches thought that in order to facilitate good team cohesion the athletes' had to be involved in the process.

The big thing we do together is we have activities, we hike together, we have team parties together, we have a Christmas party, we do a present exchange kind of thing, we have a talent show (Coach 1).

We do team meals; they eat dinner in the dining hall together a lot. I have them over to my house for dinner. We do team bowling nights, they do all that. Again I let the captains drive that train (Coach 2).

Once they get here we do big sister-little sister program. Every freshman has two or three upperclassmen attached to her. Our team captains have a huge role, they lead this team. I have captain's meetings a decent amount of times to discuss issues (Coach 6).

Team bonding is very important for our team and the coaching staff works to do that. In the fall we have a team bonding day that the captains lead with different activities where you are involved with your teammates (Coach 7).

In response to the part of the question on team cohesion and performance, 90% of the coaches agreed team cohesion played a role in improving performance. Forty percent of the coaches stated that it played a major role in performance.

It's a major role, because as the team gets behind and supports each other, they forget the selfishness or whatever it is and contribute to the benefit of the team (Coach 1). I think it absolutely helps. In the championships that we have won, or even maybe they weren't championships, they were just great team efforts. That plays a significant role. Everybody feels a part of something that is bigger than themselves and being interested in what their teammates are doing and so forth. It helps a lot (Coach 3).

Staff cohesion is another aspect of team cohesion that the coaches were asked to discuss in regards to their leadership. Seventy percent of the coaches stated that staff cohesion played a huge role in their leadership process and that the staff has to trust and support each other.

I think it's huge. That we were going to be a track staff that presented to the entire team and that we are one. And that made a big difference because the entire team then took that and they fed off that (Coach 2).

It's really important. I have seen situations where good stuff has just been imploded because the staff has not been on the same page. It's really critical (Coach 3).

First of all the differences in our voices should be an expansion of our expertise. It should never be in contradiction of core values, basic philosophy, and the intentions of how we are as a team (Coach 4).

Gender differences. Two questions related to gender differences were asked. The frequency distribution of the raw data associated with these questions (Appendix D) was as follows:

Question 1 - What differences do you see in men and women track and field athletes that coaches should be aware of when working with each or both genders?

- a. Ladies are more willing to receive input from coaches (2)
- b. Men are less receptive to input (3)
- c. Men think they know it all (2)
- d. Women are more sensitive (6)
- e. Guys are less sensitive (4)
- f. Guys express frustration more outwardly
- g. Women tend to express differently (2)
- h. Women tend to cry in many different situations (4)
- i. Women listen better
- j. Guys if really hungry to learn will listen
- k. Things change over time with both genders
- l. I think you approach team building differently with each gender
- m. Our men's team is happy if we are performing well
- n. Our women's team needs to be happy in order to perform well (2)
- o. Mindset in terms of team and interpersonal relationships
- p. Making sure there is a female on the staff that the athletes can go to if needed (3)
- q. There are some differences (8)

- r. Women tend to be tougher in that they can handle more physically (3)
- s. Women can handle more volume
- t. Men can handle more intensity
- u. Men get over harsh criticism quicker
- v. Women take longer to get over harsh criticism
- w. Women are usually more willing to put in the time commitment
- x. You can't make any generalizations
- y. There are no differences
- z. Women have some emotional needs that men often can't understand
- aa. Guys are sensitive too
- bb. Women grow away from sport as they get older
- cc. Men have a hard time letting go of sport as they get older

Question 2 - Do you use different leadership styles with different gender athletes? If so, how are the approaches different?

- a. Not really, pretty much the same (8)
- b. Let them know they are appreciated, loved, and free level of communication (3)
- c. I will let my women's team know that whatever it is they need to do to bring everyone together they can do it
- d. I do not always understand where the women are coming from but I support it
- e. An athlete is an athlete, the approach is the same (3)
- f. Treat them with respect (3)
- g. Dependent more on individual than gender (7)
- h. I have worked with females I could treat just like males
- i. Certain coaches male or female tend to work with a specific gender better (2)
- j. As long as they know you have their best interest at heart they are okay with different approaches (3)
- k. We have an open environment male and female where we can talk about issues
- l. I am straightforward and honest in dealing with individuals (3)
- m. My daughter is every bit as important as I my son and the same if true for my athletes
- n. Sometimes have gender specific meetings to address one specifically

This raw data was further combined into seven general themes.

1. Women (26/7)
(Q1- Item a, d, g, h, i, n, r, s, v, w, z, bb), (Q2- Item h)
2. Men (14/5)
(Q1- Item b, c, e, f, j, m, t, u, aa, cc)
3. Differences between genders (12/8)
(Q1- Item l, o, q), (Q2- Item c, d)
4. Different coaching approaches (11/8)
(Q2- Item g, j, n)
5. Not much difference in coaching (14/8)

- (Q1- Item k, x, y), (Q2- Item a, e)
6. Staff considerations (5/3)
(Q1- Item p), (Q2- Item i)
 7. Respectful environment (11/8)
(Q2- Item b, f, k, l, m)

In discussing gender differences the coaches have varying opinions regarding whether or not there were differences. While some coaches stated that they thought there are differences between men and women, all of the coaches agreed that their approaches are basically or exactly the same with each gender. The most common difference provided by the coaches was that women are more sensitive.

There were 20 girls that I met with in a two day period. Of those 20 girls I think 19 of them cried. I am just talking to them about goals and expectations and I had 19 girls cry in two days (Coach 3).

Women are a lot more sensitive than guys. If you say something to a lady, they might cry, but to a guy it may be no big deal (Coach 7).

Another aspect of gender differences that was mentioned by a few of the coaches was that they recognized women might have some different needs that they may not always feel comfortable going to a male coach about and therefore these coaches thought it important to have a female member on the staff to provide a resource for women if necessary.

Always a difficult one, but women have some emotional needs that men, often can't understand and part of that stems from physiological differences, so it's important for a male to have females if not on the staff, females that are resource people, another coach in the department, a medical professional, a female that you can go to and say I think I might have somebody that might have an eating disorder, how do I deal with it. Or so and so hasn't had a period in six months or whatever. And guys were so

insensitive to those things sometimes, so it's important that if there is not a female on the staff, to find an answer somewhere (Coach 5).

I am a huge believer that you have to have a staff that reflects appropriate role models for every person on your team. So we're a combined program, so I have been very sensitive to the fact that when I got there we had no female members of the coaching staff. That doesn't make sense to me. I am not offended to recognize that even these kids whom I love and might call me pap's, they have some things that they feel far more comfortable going to a female coach, who might not even be their event group coach, but just that they want guidance and they can comfort them. I have no problem with that. And they need that, if we don't provide that to them, then we are not fair to them (Coach 2).

The coaches interviewed discussed that for the most part they use the same approach in coaching men and women. Seventy percent of the coaches stated that they used different approaches, but that the difference in approaches was based on the individual not gender and that while the approaches may be different they treat each athlete with love and respect.

Yes, it's similar. There are things that are universal, they have to trust you, you have to have a mission, to where you are trying to go and how to get there and integrity and words you have brought out. That is universal. I think in the same way you treat athletes different and I do that I will acknowledge that I treat this person differently than that person, and I don't think they have any problems with that because they know I am treating them equitably and fairly but I think treating a man and woman different would be for the exact same reasons, you are trying to figure out how to get the best out of them. As long as they know that that's the case and as long as they

trust you and as long as they look around and see that they are not treated the same but are treated fairly they are good with it (Coach 9).

Not really, pretty much the same. Just let them know that they are appreciated, that they are loved and that there is a free level of communication and that things can be talked about (Coach 1).

In my area I generally treat most of our group the same as a group. But individually and with some middle ground if you will, but individually I absolutely have to address and temper some things on more of a situational basis (Coach 3).

I think it's more situational than necessarily gender. I just choose not to treat them that differently. Men need to learn to be a little softer some times and women need to learn to be a little harder sometimes and vice versa. Again it goes back to the holistic type teaching people to be balanced and whole, but I also know that this guy he works that way and this guy works this way, and that girl works this way and this girl works that way and dealing with those things on more of an individual basis (Coach 8).

Analysis of Emergent Themes

The frequently identified raw data responses were further compiled into emergent themes. To be considered as frequently identified, there had to be three or more responses identified in the raw data. A frequency distribution of these raw data responses are outlined in Appendix E. A total of 28 emergent themes were identified. Emergent themes were further grouped into the following four categories (Appendix F):

1. Coaching Development
 - a. Career path (78/10)
 - b. Continually learning (57/10)
 - c. Importance of mentoring (51/10)
 - d. Knowledge of sport sciences (25/10)
 - e. Parents were influential (12/6)

2. Coaching Considerations
 - a. Gender differences (31/9)
 - b. Cohesion improves performance (26/10)
 - c. Formal communication (23/7)
 - d. Team activities (19/8)
 - e. Integrity issues (15/7)
 - f. Informal communication (13/6)
 - g. No gender differences (11/8)
3. Components of Successful Leadership Style
 - a. Athlete centered (101/10)
 - b. Develop support and trust (97/10)
 - c. Emphasize academics (49/10)
 - d. Provide a model (30/10)
 - e. Create environment of excellence (29/8)
 - f. Athlete investment (25/7)
 - g. Teaching the elements of success (26/9)
 - h. Establish standards (22/9)
 - i. Recruiting (17/7)
 - j. Facilitate motivation (14/7)
 - k. Rely on athlete team leaders (13/6)
4. Characteristics of Successful Leaders
 - a. Integrity (46/10)
 - b. Effective communication (34/10)
 - c. Balance (20/8)
 - d. Passion (12/10)
 - e. Adaptability (9/7)

The frequency distribution of the emergent themes is outlined in Appendix G.

Discussion of Emergent Themes

Results of the content analysis of the interview transcripts revealed the following findings within each emergent theme category.

Coaching development. This category accumulated a total of 223 responses from the interviewed coaches and included the following sub-themes: career path, continually learning, importance of mentoring, knowledge of sport sciences, and parents were influential. These findings from the coaches' comments illustrate the pursuit of knowledge and expertise in the area of coaching through multiple factors, such as mentoring, parental influence, experiences throughout their career, establishing a knowledge base and the need for

continuing education. These findings align with those of Werthner and Trudel (2006) who studied the knowledge acquisition of coaches and found that coaches gained knowledge through mediated (coaching clinics), unmediated (observation of other coaches), and internal learning situations (reflection on experience). They determined that knowledge development of coaches is individually based and that those who were successful utilized some combination of these three approaches to learning (Werthner & Trudel, 2006).

Career path emerged as the most commonly cited sub-theme of coaching development. This sub-theme was mentioned the most often when related to the questions on coaching experience. Several coaches summarized it as, "I had lots of influential experiences along the way." One coach in particular stated:

Along the way there were a lot of instrumental moments where you make a decision and it changes your course and in everybody's life there is that. In coaching the first day of high school practice that is when I knew. Looking back everyone says you were captain for all those years, you did that in high school, and it makes sense (Coach 10).

Another important aspect related to career path was the progression through the different levels of coaching on their way to becoming a head coach. The majority of the coaches were high school track and field coaches; several were graduate assistant coaches at universities, others undergraduate student intern coaches and all of them were assistant coaches before becoming a head coach. One coached described it as:

I spent most of my career at NCAA Division III, but kind of bounced back and forth between NCAA Division I and Division III and I also had a couple of forays in the middle there, where I either left coaching for a year or two to see if it was the

profession I wanted to do for the rest of my life. I think that my combination of experiences between Division I and Division III that completely led me on the path to where I am right now (Coach 2).

Another theme that emerged regarding the coaches' career paths was their involvement in track and field as an athlete at the collegiate level. Several of the coaches mentioned this topic as part of their development process as a coach. One coach commented on his experience as a NCAA Division I track and field athlete as this:

I started out as a decathlete and then a 400 hurdler, 110 hurdler and I was, if I was to do it all over again, I would do kinesiology and then try to stay in the decathlon, if I knew I was going to be a coach, because then you learn everything (by being a decathlete) (Coach 6).

Another coach referred to his participation as a NCAA Division I track and field athlete as helpful but that he had to learn how to coach at the Division I level: "The coach who hired me here and gave me my first college (coaching) job. I learned a lot from him about a level of track that I had some experience in from a student athlete perspective but none really from a coaching perspective (Coach 9)." This comment supports research findings that indicate that prior experience as an elite-level athlete is an important aspect in gaining knowledge as a coach (Erickson et al., 2007; Gilbert, Cote & Mallet, 2006; Werthner & Trudel, 2006).

Continuing education was another significant sub-theme in the emergent theme of coaching development. The successful coaches interviewed knew and understood the importance of working hard in continuing their education. One coach stated:

I am just hungry for any new ideas I can get, whether its technical aspects, or sport psychology related, whether it's about sports medicine, or listening to somebody like I am going to do in a half hour about fundraising. I wrote this down at a clinic probably 20 years ago "when you're green you're growing, when you're ripe you're rotten" and I am going to stay green until I finish my coaching career (Coach 5).

Another coach put it this way:

Philosophically speaking I stay clear of anyone who thinks they know all the answers. Because there is nobody in the world who knows all the answers and it is okay to recognize that you don't know all the answers and as long as you recognize that your still trying to learn, I think your classroom and you're learning is always taking place, it's on the track with your athletes and fellow coaches. I don't think you ever stop learning or evolving. If you had all the answers, every workout would be the same year to year. I have never had a year where I was the same as the previous year (Coach 9).

One coach stated:

I don't think you can ever stop learning and if you do, I have always said that when I get to the point where I feel like I know it all, then I am going to stop coaching.

Because then I have gone off the deep end, because you can't possibly know it all. I know it sounds cliché, but I really believe this. I have found that the more I know, the more I realize I don't know. I mean there is so much (Coach 3).

I attend high performance camps and clinics whenever possible, such as here where we are at, try to pick up any new ideas or thought processes (Coach 1).

Another way for coaches to continue their education was through networking and talking with their colleagues who were successful as well. Comments included, “I have a great group of colleagues that I can just pick up the phone and say, have you ever seen this? This just is, the person just totally bonked on the workout or whatever it is (Coach 10),” “I try to talk to as many people as I can and get as much information as I possibly can (Coach 8),” “I have a network of coaches that I bounce ideas around with (Coach 2).” This idea of continually learning is consistent with similar research conducted by Bloom and Salmela, (2000) in which they found that personal characteristics exhibited by expert coaches were characterized by a desire to continue to grow as a coach by learning, a continual involvement and maturation through experience, and a constant evaluation of their own development.

Knowledge of the sport sciences is an important ingredient in coaching development for all of the coaches. Six coaches had Master’s degrees in Physical Education/Kinesiology. One coach stated that “You have to know the biomechanics, the physiology, the psychology, the nutrition, you have to have a handle on almost all of the topics you just cannot isolate yourself into one (Coach 1).” Another coach commented that “I had that background in biomechanics and physiology and so on from my physical education major and my biology major and its absolutely necessary (Coach 5).” One coach explained his background in the sport sciences as:

I have done some course work, but I am really self-taught. I am an unbelievable student of the sport sciences. My best friends on every college campus that I have been to have been kinesiology staff. I have done every continuing education program that I can. I have gone to every coaching clinic and seminar that I can. I am usually

front and center at each of these sessions here (National Coaching Convention). I teach the level two (USATF Coaching Education School) (Coach 2).

Several of the responses of the coaches in regards to knowledge revolved around learning and teaching in the USATF Coaching Education program and attending clinics, conferences and symposiums. These responses align with the findings by Bloom and Salmela (2000) who identified expert coaches as advocates of the coaching education and certification programs.

The findings from the coaches interviewed in this study are consistent with research that identified that the goal of coaching is to develop athletic talent and performance, and developing expert knowledge as a coach through education and training is an important aspect in this process (Nash & Collins, 2006). Furthermore the responses from the coaches regarding their development were similar to the previous research findings which indicated that effective coaching requires a blend of pedagogy and principles of sport sciences (motor learning, sociology, physiology, psychology, nutrition, etc.) and is often viewed as the science of coaching (Campbell, 1993; Nash & Collins, 2006).

Coaches highlighted the importance of mentoring in the coaching development process. This sub-theme was discussed most often when the coaches were asked about their thoughts on the role of mentorship in developing successful leaders. One coach summarized it as:

The critical piece. The absolute critical piece. Now what do I think of mentoring. I think it is the deal. My successor, I mentored him for 18 years, for that role. I think it's the whole thing. I think it is implicit in the title coach (Coach 4).

Another coach commented that:

I think it is important, because that is why I am sitting here, because I had great mentors. All along the way I have been working with those guys who were in their fifties and sixties the whole time and that has had a huge impact on me to do that (Coach 6).

He went on further to explain why mentorship with young coaches is important: It's not about the technical stuff, it's more about how to interact with the athletes and how to lead them and get them to believe in themselves is more of what I talk about than technical stuff. Because most of them are former athletes and they have an idea if they have been well coached of what to do, but they do learn some of that stuff, but it's mainly about how to interact with the athletes (Coach 6).

Previous researchers have found that the critical component of the coaching development process should be how the coaches formulate knowledge, how they use that knowledge at the appropriate times and how knowledge impacts their decision making process in interactions with each individual athlete (Nash & Collins, 2006; Nash & Sproule, 2009). Bloom and Salmela (2000) recognized the importance of mentoring in their sport as well as continuing education.

The final aspect of coaching development emergent themes related to parental influence. This sub-theme was mentioned the most in relation to the questions on coaching experience and the role of mentorship. Several coaches remarked on how their fathers were influential in their development as coaches:

When I was in high school my father was my coach all through high school. My father always told me not to become a coach. My father told me that well you know

you going to do this as a profession you need a masters, so I got that and then he said you have to have a doctorate, so I pursued that (Coach 1).

My father was a high school coach, which I kind of always wanted to be a coach from a young boy. Probably first and foremost was my father, because I grew up watching him coach and deal with athletes, from a young boy and you watch what he does and how he does it. I don't think you even realize that you are absorbing and learning, but you realize later on you very much were, you were taking it all in (Coach 9).

My father was a huge impact on me, just the ability to work and to bring it every day type of thing, no matter what your job is, do it well (Coach 6).

One of the coaches mentioned that his philosophy on coaching was most likely influenced by his parents:

I understood that I was looking for a psychological, theoretic, conceptual, cognitive understanding of coaching, that would be the foundation underneath my experiential understanding of psychology and coaching. I found it. I found that I did not learn anything new. That the guts the most important things that I understood probably got learned at the supper table and in Sunday school (Coach 4).

The findings from these sub-themes on coaching development are consistent with several studies regarding coaching development. Many coaches learn the elements of effective coaching through a combination of apprenticeships or mentoring opportunities, formal education in physical education and kinesiology, networking with other high level coaches, and sport science and coaching education programs (Carter & Bloom, 2009; Nash & Collins, 2006; Nash and Sproule, 2009; Werthner & Trudel, 2006). Research on expert coaches show similar results; coaches used education, organizational skills, experience, work

ethic, and knowledge in order to do their jobs successfully and to reach the top levels of their profession (Bloom & Salmela, 2000; Carter & Bloom, 2009; Cushion, Armour, & Jones, 2003; Erickson, Cote, & Fraser-Thomas, 2007; Vallee & Bloom, 2005). Based on the responses from the coaches interviewed they would agree with the findings by Nash and Collins (2006) who proposed that the knowledge system in coaching is one where coaching knowledge is a blend of pedagogy, sport specific knowledge, and the sport sciences.

Coaching considerations. This category accumulated a total of 146 responses from the interviewed coaches and included the following sub-themes: cohesion improves performance, formal communication, gender differences, informal communication, integrity issues, no gender differences, and team activities.

The most often cited response in the emergent theme coaching considerations was the sub-theme gender differences. All of the responses were in reference to the question regarding whether or not coaches thought there were any gender differences in coaching track and field athletes. The majority of coaches expressed that some gender differences do exist. Specifically coaches mentioned that women are more sensitive, while these comments mainly came from male coaches, one female coached shared this viewpoint as well. The other two female coaches acknowledged that women were sensitive but that they felt men were sensitive too. Four coaches, (two male and two female) indicated that women tend to react in many different situations by expressing their feelings through crying. Three coaches (one female) also commented that women tend to be tougher. In regards to men, both male and female coaches stated that men are less receptive to input and that they are less sensitive.

I think one of the cases, is a man in many cases, is you can chew him out and an hour later you can go over and put your arm around him and move on and forward and I

have noticed women it does not quite work that way, it's not quite that clean and simple. You have to be a little more diplomatic (Coach 9).

Guys questions things a lot more than women do. A lot more. Women are more likely to just do what the coach says and see what happens and if it is not successful, they might ask why. Men are like what is this for, why are we doing this, they really want to know. This is generally speaking (Coach 8).

Formal communication is also listed under coaching considerations. These responses were in relation to questions about the communication process and staff cohesion. Electronic communication (e-mail) was a commonly mentioned method for communicating information to athletes. Another method of formal communication with the athletes that coaches cited is weekly team meetings with the athletes. Another method of formal communication mentioned by coaches was staff meetings. One coach stated "We have coaches meetings once a week; we go over everything coming up. We communicate really because of those coaches meetings and then just being together (Coach 7)."

The majority of the coaches commented that team cohesion improves performance. One coach stated that, "Yeah I do. And what I tell our team repeatedly, especially as we are approaching a major championship scoring meet like conference or whatever, that you gain a lot of energy from your teammates (Coach 5)." This quote exemplified a common theme among the coaches that the social cohesion that their teams developed and possessed was a big factor in improving the team's performance. Another aspect of the team cohesion and performance relationship that was identified by the coaches was staff cohesion. One coach mentioned that "As a staff we are that team and then our team looks to us and that is what I always say we have to be a team and have to be united and we are united as a coaching staff

(Coach 10). Informal communication was another sub-theme that emerged regarding coaching considerations, particularly the communication process. Coaches mentioned that they did not like having a lot of team meetings or using electronic communications (e-mail) but prefer daily face to face interaction and communication with athletes during practice sessions.

Team activities emerged as a sub-theme in this category as well. The coaches' responses regarding this came from the question regarding facilitating team cohesion. Coaches identified that they organized or planned for team activities or meals as a way of increasing opportunities for the whole team to interact with each other. Coaches mentioned the opportunities to travel to meets afforded them in this process of trying to facilitate team cohesion, whether it was on the bus, airplane, team dinner, or just the opportunity to experience as a team what different cities in America have to offer.

Integrity issues emerged as a commonly cited sub-theme of coaching considerations. This sub-theme was mentioned the most often when related to the question on the state of integrity in college track and field. About half of the coaches said that some ethical issues exist. Specifically coaches mentioned that recruiting is an area with integrity issues.

I do see integrity issues, not a lot but I do. I think recruiting requires integrity, recognizing the fact that someone's athletes are theirs, that they are not yours and you're not trying to persuade them to try to come or transfer, that is an integrity issue and that all starts with when that 17 or 18 year old decided what they were going to do. They based it all on what they thought was best for them. And that is what they should do. You put your best foot forward and if somebody's situation, if another

schools situation is better, that's where they are going to go because it fits them better (Coach 9).

People cheat, people cheat in recruiting, people cheat in any way that they can if they are of that ilk, that they have low moral fiber and they think they are going to get ahead. And maybe there are some coaches out there that think their job depends on whether they get this recruit and so therefore they will do whatever it takes to get that recruit. Look if I ever get that way, I better be put out to pasture. It's not worth it; I am not going to get to that point (Coach 2).

The last sub-theme to emerge in the coaching considerations category was in relation to the question regarding whether or not coaches changed their leadership approach in working with different genders. The coaches identified that they do not change their approaches based on gender differences. The coaches responded that they do not change their approaches between men and women and that if they do treat people differently it is on an individual basis.

At the age that we coach them, training can be equal, leadership can be equal, pushing them can be equal, setting them on paths, I don't find that I do much different with men and women (Coach 10).

Components of successful leadership style. This category accumulated a total of 423 responses from the interviewed coaches and included the following sub-themes: athlete centered, athlete investment, create environment of excellence, develop support and trust, emphasize academics, establish standards, facilitate motivation, provide a model, recruiting, rely on athlete team leaders, and teaching the elements of success. These findings from the coaches' comments illustrate the emphasis placed on the athlete and align with the literature

regarding leadership style in previous research with university sport coaches. Democratic behaviors employed by coaches had a positive correlation with collegiate athletes' perceptions of autonomy (Hollembek & Amorose, 2005). Vallee and Bloom, (2005) found that the goal of university level coaches was to enable the athletes to learn, grow, and reach their potential. All of the coaches' responses related this theme of the athlete being the center point of what they do as a coach and leader.

Athlete centered leadership was the most commonly cited sub-theme of components of successful leadership style. This sub-theme was mentioned in nine of the questions and was most commonly cited in the question referring to establishing relationships and providing support for the athletes. One coach had this to say regarding his leadership and how it focuses on the athlete:

My intention as a coach is to have your life be better because we met. Now I know my intention is we are supposed to have a good track team and I know my intention is we are supposed to beat our rival, I get it. But at the end of the day, if I've got all the trophies for beating our rival and in the end a bunch of kids that are crappy people in life, have I done anything of any significance? I don't think so. If I never beat our rival...and I have people that go out into life, whole, happy, proud, contributing to a better society, succeeding in life. We make communities better. That's the trophy case. Can you understand that if your leadership, mission, style, is focused on winning the trophy and the trophy is the one that says you're the conference champion, that you can get a lot of those and have beat up and hurt a lot of kids doing it. If your trophy and your leadership mission are to win in the life of every kid, that your trophy case walks around in the world, not glass and a wall. That you might not

win all the championships, but you're going to win the championships that matter (Coach 4).

Miller and Carpenter (2009) produced similar results with their research on a highly successful Division I football coach. Miller and Carpenter (2009) identified that the foundation of an altruistic leadership philosophy and coaching style is to focus on the importance of the student-athletes' well-being and then fulfill the duties toward coaching a winning team. Another coach referenced that he is a servant leader, a style that has been shown to be successfully used by university level coaches and is preferred by contemporary athletes from previous research by (Hammermeister, Burton, Pickering, Chase, Westre, & Baldwin, in press; Rieke, Hammermeister & Chase, 2008; Stewart, 1993; Westre; 2003).

I think the thing that is interesting about track and field is you are always dealing with individuals in individual events as opposed to the more, its individuals within the context of the team. In some of the other sports it's always team, team, team and so it's an individual sport which gives you a lot of leeway to do things differently (Coach 9).

The literature supports these statements by the coaches. Vallee and Bloom (2005) found that making an effort to communicate with athletes regarding aspects of their lives that are not sport related such as, family, friends, social life and school, demonstrates that the coach genuinely cares for the athletes' wellbeing. Giacobbi, Whitney, Roper and Butryn (2002) found that the coaches in their study highlighted individual meetings, one on one instruction, and getting to know the individual athlete as important factors in developing skill.

Athlete investment in the leadership process was another sub-theme in the emergent

theme of components of successful leadership style. The successful coaches interviewed knew and understood the importance of having athlete investment in the leadership process as a component of successful leadership style. One coach's statements exemplified this:

My philosophy is that if you can teach and coach proper principles and allow the athletes and coaches to govern themselves in how they accomplish that. Then you will be much more successful because they will have investment in what you are doing and as a result will want to succeed more. And also present them with options so that they have the ability to make decisions. And you cannot make the decisions for them; you cannot dictate it; you cannot legislate it. You can provide them guidelines that show them the pros and cons but you still have to give them the accountability that are either established by you, your coaching staff or the team, and you have to get the athletes to understand that there are consequences for certain behavior and that you have to follow through. (Coach 1).

Coaches discussed the importance of athlete investment in the process of facilitating team cohesion. Many of the coaches identified allowing the athletes to direct team activities and other methods for bringing the team together and becoming more cohesive as a team.

One coach identified how this athlete investment helped improve team cohesion:

I will tell you another way that I created significantly greater team cohesion. I cut the team size in half, my first week here. All the riff raff is gone and when it means something to be part of something, there is inherent team camaraderie. When it was the University jogging club, do you think my NCAA qualifier wanted to spend any time with a kid who spent half his time in the training room and the other half trying to get out of workouts, what do they have in common? You have 60 kids coming

down and you can look at them and say, I don't which one of the 40 of you 60 are going to conference, but it could be anyone of you and anyone one of you, we are going to rely on for points, so you all better work your tail off. And when they all sweat and bleed the same way, there is a tremendous mutual respect (Coach 2).

The research regarding coaching and leadership supports the findings from these coaches. In the 2003 study by Bloom, Stevens and Wickwire, coaches identified their role as the leader and person in control is very important, but they also emphasized a need to step back and allow athletes to grow and develop, particularly once the team's mission has been established. In Smith's (2003) dissertation on perceived leadership styles of NCAA Division III coaches, results from both athletes and head coaches ranked the transformational behavior of instilling pride and putting the group's interests as the most important part of leadership. Shrock (2009) found similar results for transformational leadership among 371 athletes and 18 male head coaches from northern California community college co-ed track and field programs.

Establishing standards was another component of successful leadership style that emerged from the interviews. The majority of the coaches discussed the importance of establishing standards for the team. Half of the coaches said that while they establish standards, they do not have very many. Another important aspect that coaches mentioned was having clearly outlined expectations. The coaches identified that their standards for their teams were very simple and revolved around treating people with respect, being academically focused, and having a desire to be your best as an individual.

Acting as a role model is another component of successful leadership style that is important for the coaches. The coaches referenced modeling appropriate behaviors when

asked about integrity, commitment and staff cohesion. The coaches identified that as the leader they have to serve as a role model for their staff and student-athletes by demonstrating how to act with integrity and how to do things the right way. The coaches also responded that they need to provide a model of commitment as the head coach. One coach stated that “I think you can't expect an athlete to give you their full commitment if you don't do the same (Coach 9).”

By being the same to them. Providing them with the honest and factual way in which you present yourself and information you are going to present them. And also present them with options so that they have the ability to make decisions. And you cannot make the decisions for them; you cannot dictate it; you cannot legislate it. You can provide them guidelines that show them the pros and cons but you still have to give them the accountability that are either established by you, your coaching staff or the team, and you have to get the athletes to understand that there are consequences for certain behaviors and that you have to follow through (Coach 1).

Vallee and Bloom, (2005) found that coaches recognized the importance of serving as a model of emotional control and discipline for their athletes. Salmela (1994) studied 21 elite coaches with an average 18.1 years and 20,000+ hours of experience and had developed national and international level athletes. They found that these coaches made efforts to guide and instill in their athletes the idea of personal responsibility for their actions in and out of sport (Salmela, 1994).

Developing support and trust was established by the coaches' responses as an integral part of successful leadership style. Coaches identified the importance of developing support and trust in regards to leadership, integrity, communication, understanding of human

behavior, knowledge of sport, commitment, teambuilding, team cohesion and gender differences. Several of the coaches highlighted this with the idea that the athlete does not care how much you know until they know how much you care. While many coaches and leaders may be aware of this idea of developing support and trust, the coaches in this study truly lived by this and this was at the core of their statements regarding their coaching philosophies. One of the statements by a coach provides a good example of what many of the coaches expressed in similar ways:

If you can't have integrity, you can't be honest, you can't be trustworthy, your athletes will pick up on that faster than you know and they will not run through the wall for you, they won't believe you and that creates a lot of problems (Coach 6).

Trust in leadership is defined by Dirks (2000) "as an expectation or belief that the team can rely on the leader's actions or words and that the leader has good intentions toward the team" (p. 1004). Zhang (2004) determined that an athlete's trust in the coach is affected by the characteristics of the coach (perceived ability, benevolence, justice and integrity) and the athlete's tendency to trust others. He also discovered that when an athlete does trust the coach he/she is more willing to commit and follow the coach (Zhang, 2004). In addition, the athlete sees him/herself as performing better when trust exists between the coach and the athlete (Zhang, 2004). Jowett and Cockerill (2003) found similar results that trust and belief in the coach as an athlete was an important aspect of their development in sport and as a person.

The ability to create an environment of excellence is an important aspect that coaches discussed that emerged in the theme components of successful leadership. This idea of creating an environment of excellence was in response to questions regarding team building

and commitment. Coaches identified the importance of creating an environment for championship performance in how that helps their athletes to achieve their best. Coaches identified that by creating an environment of excellence it helped to build their team and to be successful as a program. Vallee and Bloom (2005) also found that successful Canadian university coaches in their study demanded and set very high standards for their athletes. An example of this is provided as one coach stated that:

You have to provide an environment where they feel the importance of being on that roster, that it is important that you have the opportunity to represent, you have pride, you have the opportunity to be something other than average here. So that the environment that we push and push and produce for them. I call it atmosphere of champions. When you walk in the door of the building, it's an atmosphere of champions for those 2, 3, 4 hours a day, it's atmosphere of champions, when we dress for travel, when we put our uniform on its atmosphere of champions, so that's our slogan our vision (Coach 10).

Teaching the elements of success was a sub-theme that coaches mentioned regarding the components of successful leadership style. Coaches identified that as the leader they are responsible for teaching and providing opportunities for the athletes to learn how to be good leaders and balanced individuals in sport and in life. The coaches indicated that responsibility was a very important part of what they demonstrated and worked with the athletes to develop accountability in taking action on their part to become independent and responsible as a student-athlete and as a person.

Another aspect of teaching the elements of success is goal setting. Many of the coaches identified goal setting to be a very important part of working with their student-

athletes and helping guide them to achieving success. Making sure that goals were clear, identifiable and relevant to the individual student-athlete was a common response from the coaches in this study. A couple of the coaches indicated that in order for the student-athletes to be successful it is necessary to figure out what their goals are in relation to the time that they are going to spend in college and in the track and field program as a student and as an athlete and how that affects everything else they do in their life. One coached stated it this way:

That comes about by way of goal-setting and finding out what they really want to accomplish during a certain period of their life. Different athletes want to succeed at different levels and there are always all kinds of motivating influences as to why athletes are involved in sport (Coach 1).

Qualitative research with successful university level coaches by Carter and Bloom (2009) emphasized the need for individual goal setting among athletes in relation to academics, athletics and lifestyle factors.

The importance of relying on athlete team leaders was another sub-theme that came out of the interviews with the coaches relating to components of successful leadership style. Coaches discussed a need to utilize team captains and leaders in helping them lead the team. The coaches placed on emphasis on the involvement of the team captains in the leadership process and how that helped to facilitate their message and philosophy to the other student-athletes and was beneficial in developing responsibility and student-athlete involvement in the direction of the program. An example of this is provided by one coach's statement that:

Our team captains' have a huge role, they lead this team. I have captains meetings a decent amount of times to discuss issues. If we have a roommate issue, a drama

issue, a social issue, its discussed behind closed doors with captains and everybody is very, very honest. It is they attack it first and if they can't fix it then they come back to me and say she is not listening (Coach 6).

The coaching ability to facilitate motivation was another sub-theme that emerged from components of successful leadership style. Several coaches identified that in order to be successful as a leader the followers have to be engaged and enjoy the process. The followers need to have something to attach to that instills in them a desire to want to be a part of the team. The coaches highlighted that the practice and being a part of the team as a student-athlete has to be fun and as the leader it is important to create a fun and exciting atmosphere to motivate the student-athletes to work hard to achieve their goals. One coach stated that:

The old proverb you can't go to the whip every day in practice, I think you just have to learn to pick and choose your battles. I think the athletes pick up on that. They spend a lot of time at practice; you spend a lot of time with them. It's got to be fun, it has to be challenging it has to be stimulating and like I said you really have to pick and choose the times where you really want to dig down. It just can't be every day. I kind of try to make it fun and try to understand what makes the athletes tick. What cues motivate them, what cues help them get to where they want to get to? What motivational techniques that get them going (Coach 9)?

Another coach commented that:

The other thing you have to do at this age is you have to continually give them things they can attach to. So our team is highly focused on the immediate goal, what's the

weekend goal, how did we do, did we achieve it, did we not do well with it, evaluation, what is the seasonal goal, what is the next season's goal (Coach 10).

Previous research by Bloom and Salmela (2000) with successful coaches found similar results. They found that coaches spent time getting to know their athletes and developing a relationship with them, by showing care and concern (Bloom & Salmela, 2000). Some of these same coaches made a point that coaching and participation in sport by the athletes can be fun and that focusing on enjoying the process can be beneficial to the success of the coach-athlete relationship (Bloom & Salmela, 2000).

Coaches' placing an emphasis on academics was a sub-theme that emerged as a component of successful leadership style. Academics were just as much and even more of a priority for all of the coaches in the study. The coaches highlighted the need for the coach to be involved and engaged as a leader in the academic development of their student-athletes. The coaches identified that athletics and academics could not be separated and that the student-athletes performance in both school and sport affected each other. The coaches indicated that the academic success of their student-athletes was their main focus in everything they did as a leader and coach. Several of the coaches responded that academics influenced many of the decisions they made as a leader in regards to developing successful students and athletes in their track and field programs.

The ability to recruit individuals that fit the coaches' leadership philosophy was a sub-theme that emerged as a component of successful leadership style as well. Coaches discussed the need to find people who are the right fit for the program and that this is a necessary component to having a successful track and field program. Many of the coaches identified that they tried to find individuals who they would enjoy working with and would

fit well with the other athletes and the mentality of the program. The coaches also discussed the importance of allowing the individual to make the decision on whether the program was the right fit for them and respecting that person's decision. While coaches did try to influence athletes to join their program they emphasized that it needed to be for the right reasons and that if the individual did not seem like the type of person who would be successful or have the potential to be successful in their particular program that they would advise them to try to find another program that would be a better fit. One example of a coach's response on this topic was:

And also for us the environment is so critical. We really want them to feel good about the people they are around. I don't care how good our program is or how good the academic program that they are involved in here might be. If they are not happy it's not going to make any difference. So in the recruiting process we are trying to identify kids that we feel and kids who they feel that this is the right environment for them. They are not just coming because we are offering them more money than someone else. They are not coming because of all these other people who have performed well athletically or whatever, they are coming because it's the right fit for them. Every decision we make everything we do hinges on those principles (Coach 3).

Bloom, Stevens, and Wickwire (2003) and Vallee and Bloom (2005) found that coaches do not always recruit the most talented athletes; instead they search for "coachable" and reliable people first, who are a good fit for their program as far as attitude and behavior are concerned.

Characteristics of successful leaders. This category accumulated a total of 113 responses from the interviewed coaches and included the following sub-themes: adaptability, balance, effective communication, integrity, and passion.

The importance of having effective communication as a leader emerged as a sub-theme of characteristics of successful leaders. The responses most often cited came from the questions regarding communication process. Coaches identified that they did not like having a lot of team meetings and that they only get the athletes together when absolutely necessary. The coaches focused on the need to get athletes the information they need to know when they need to know it in order to be effective. An emphasis was placed on the need for communication to be clear, concise and direct so as to avoid any confusion and conflict due to misunderstandings or lack of information being provided. Coaches also highlighted a need for communication to be based on respect in order for it to be effective and receptive to all involved. Another component of effective communication was that as leaders the coaches were receptive to feedback and spent much of their time listening to what athletes and their assistants had to say. One coach described his communication as this:

Communication has to be direct, it has to be honest, it has to be upfront and you have to allow the student-athlete who also needs to express how they feel back to you. I think the best coaches have an ability to be very receptive and they listen and they are able to blend based on the perception of the athlete the kinds of things that are necessary for them to be successful (Coach 1).

All six coaches in a study of successful male Canadian university coaches mentioned the significance of having effective communication skills as an important part of their development as a coach and in conveying their knowledge to their athletes (Carter & Bloom,

2009). The leader of a team is encouraged to promote participation by all team members in an open communication process, so that issues can be thoroughly discussed and completely understood in order to bring about mutual understanding between and among team members (Miller & Carpenter, 2009; Valle & Bloom, 2005). Expert coaches identified their ability to convey the knowledge of their sport to athletes as a core leadership requirement (Vallee & Bloom, 2005).

Adaptability emerged as a sub-theme of characteristics of successful leaders. Many of the coaches discussed that there are a lot of different personalities on a track and field team and thus the leader needs to be adaptable to meet the needs of a variety of athletes. The coaches identified track was a unique sport in the sense that the makeup of the team due to the wide range of events and event groups leads to having a very diverse representation of mentalities, personalities and physical and behavioral characteristics that a coach has to take into consideration when working with individuals, groups and the team as a whole. One coach described it as this:

Where in our sport it's different, a distance runner is way different than a sprinter, light years different. You have to deal with that differently as a leader. When you're addressing the whole team you have to be aware of that and when I am communicating to a thrower versus a distance runner, how I talk to them is completely different and what motivates them and so it is a very unique sport in that way, that you have to tailor that...So if you are going to be a good coach you have to choose your leadership style based on, really, sometimes it's not even about the event group, it's about the person, but you really have to be able to change it on the move, non-stop, especially within track cause you know there are not enough coaches and

you have coaches coaching so many different events, in a matter of five minutes you are dealing with three or four different personalities and it's just a very unique situation (Coach 6).

Salmela (1994) found that successful coaches were more adaptable and focused on personal development of the athletes over the athletes' lifetime. The coaches also discussed the need to balance being supportive and caring, while at the same time pushing and demanding the best of each athlete physically and psychologically (Salmela, 1994). Many of the coach's actions appear instinctive but are in reality based on a complex interaction of knowledge and memory of similar situations that have been practiced and refined by years of experience and reflection (Irwin, Hanton & Kerwin, 2004). Coaches often relate a need to be adaptable as a leader in different situations, sometimes switching from autocratic to democratic (Vallee & Bloom, 2005). In the Carter and Bloom (2009) study, coaches mentioned that being flexible and open-minded in their approach was beneficial in developing athletes.

Passion emerged as a sub-theme in characteristics of successful leaders. Coaches discussed how they really had a passion for coaching and having the opportunity to positively impact others. The coaches' passion for sport and for helping other people is what drove them to pursue coaching as a profession. Many of the coaches had a passion for impacting others that evolved from a participation in track and field as an athlete and their experiences with their coaches. While a few coaches had no athletic experience themselves in track and field, they mentioned that initially their passion was not so much for track and field as it was for sport in general and working with people as individuals and they discovered that track and field allowed them to coach in this way. The coaches indicated their passion in that they

were constantly pursuing ways to improve themselves and the individuals they interacted with through continuing education. The coaches mentioned that they truly enjoyed what they did for a profession and many referenced it as a natural fit or their dream job. One coach talked about his passion as, “I have gotten offered other sports administration positions and other positions with universities on a couple of different occasions and decided to test the waters there to see if I liked it and each time just kept coming back to coaching. It’s in your blood; it’s my passion (Coach 2).” One coach commented on his passion as such, “Because I loved kids, I loved coaching. I discovered that that was what I loved about coaching, it wasn’t high jump, or 1-3-1’s or 2-1-2’s, it was the kids, the player, the athlete or the jumper (Coach 4).”

The research shows similar findings on passion and successful coaches. Their vision was developed, employed and attained as a result of the passion and drive of the coaches to bring out the best in their athletes (Vallee & Bloom, 2005). Successful coaches are committed to continually developing themselves and their athletes (Bloom & Salmela, 2000; Laios et al., 2003; Miller & Carpenter, 2009; Vallee & Bloom, 2005). Vallee and Bloom (2005) found that coaches defined commitment as a desire to strive for success, and a passion for coaching and teaching. The coaches in Salmela’s (1994) study also discussed this dedication and passion in their commitment to their teams. Coaches cited personality as the most important factor that they felt made them effective coaches (Laios et al., 2003).

Coaches have many tasks and roles as a leader and a common idea that emerged as a sub-theme in the emergent theme leadership characteristics of successful leaders was the need to balance all the different aspects of being a coach. Some of the coaches talked about a need to keep a balance in their lives with their commitment to the athletes and to their own

lives' with their family and friends. Coaches frequently mentioned the difficulty of time management in dealing with a large number of individuals and trying to honor their commitment to each person. The coaches discussed the importance of their families and the support they provided them in pursuing their careers and their passion for helping others through coaching track and field. The coaches also mentioned the difficulty of balancing their commitments of time and energy and they often struggled to find a healthy way to go about being an effective leader while also finding time for self-care. One coach put balance in this perspective:

I think there is a line because people might be overly committed and ineffective, but I think there has to be a time where you know it's still a job, for me there is a gray area between where it's my life and my job. Being committed means, I am committed to this, but I am also committed to taking care of myself so I can stay committed to this. I think a lot of people burn out and get beat up from this because they don't keep that line there, they don't take vacations, they don't go home at 6 o'clock, they don't take Sunday off, and I am like come on really? It's still just a job (Coach 10).

Researchers have found that coaching is an immensely time and energy consuming profession that makes personal relationships difficult (Bloom & Salmela, 2000). While the coaches were demanding of themselves and had sacrificed a great deal to be in their current position, most expressed a desire to learn that was both challenging and rewarding (Bloom & Salmela, 2000). Bloom and Salmela (2000) found that coaching as a profession requires a large commitment of both time and energy which makes it more difficult to establish personal relationships outside of coaching (Bloom & Salmela, 2000). All these coaches in the interview were demanding of themselves and spoke of a continual commitment to

themselves and their team in striving to improve (Bloom & Salmela, 2000). Research reveals that successful university level coaches make an effort to develop a positive and safe environment that valued the importance of leading a balanced lifestyle (Carter & Bloom, 2009; Vallee & Bloom, 2005).

Integrity emerged as a sub-theme in the emergent theme characteristics of successful leaders. All of the coaches interviewed stated that integrity was an important aspect of being a leader and most of them said that one cannot be a leader without integrity. One coach had this to say about integrity, “I mean you know there is no substitute. I respect your honesty more than I respect just about anything (Coach 2).” Another coach said this. “I think it’s really critical. Fortunately in our program we have had a lot of success, but we have always done it the right way (Coach 3).” Coaches identified the need to be honest and having honor, demonstrating good character, and treating people with respect as crucial to the success of a leader. The coaches mentioned that integrity was an important aspect not only among their own team but also with coaches and athletes from other programs. Integrity was at the core of everything that these coaches did as leaders of their programs and as people contributing to society. While these coaches were all successful as leaders they put a lot of effort into being successful and winning with integrity.

Honesty is identified as the most crucial characteristic of a leader, and is probably the most important aspect in the relationship between the leader and follower(s) (Hammermeister, 2010). The consensus among sport psychology professionals is that integrity as a coach is treating each athlete with honesty, fairness, care, concern, respect, attention and being a model of these values to your athletes (Hammermeister, 2010; Hammermeister, Burton, Pickering, Chase, Westre, & Baldwin, in press; McGuire &

Vernacchia, 2010; Miller & Carpenter, 2009; Miller, Carpenter, Fink, & Baker, 2008; Rieke, Hammermeister & Chase, 2008; Vallee & Bloom, 2005).

The emergent themes demonstrated the most prominent themes of the raw data responses because they used only those responses which were cited three or more times. They were also representative of leadership characteristics of successful NCAA Division I track and field head coaches. The themes which emerged showed specific and grouped responses indicative of successful leaders.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the leadership characteristics of successful NCAA Division I track and field head coaches. The focus of the study was to explore the leadership domain of head coaches' experiences in NCAA Division I track and field by examining specific elements that create a model for leadership. Elements such as integrity, communication, understanding of human behavior, knowledge of sport, commitment, styles, team building, team cohesion, and gender differences were used to understand leadership in contributing to the development of a student-athlete's athletic and academic performance. This study also investigated the holistic development of student-athletes as influenced by leadership behavior.

This investigation utilized case interviews and content analysis methodologies to determine common and emergent leadership characteristics of the population studied. The use of case interviews revealed common and emergent themes related to the leadership characteristics of the coaches interviewed. Based upon the results, interpretations were constructed, providing insight and knowledge into the nature of coaching and leadership (Bloom & Salmela, 2000; Carter & Bloom, 2009; Giacobbi, Whitney, Roper, & Butryn, 2002; Hammermeister, Burton, Pickering, Chase, Westre, & Baldwin, in press; McGuire & Vernacchia, 2010; Miller & Carpenter, 2009; Miller, Carpenter, Fink, & Baker, 2008; Patterson, 2003; Rieke, Hammermeister & Chase, 2008; Vallee & Bloom, 2005; Westre, 2003). A case interview design was used in this study because it allowed for exploration of each coach's thoughts, perceptions, and behaviors related to his/her leadership style and

effectiveness.

Ten successful NCAA Division I track and field head coaches volunteered to participate in this study. Eight of the coaches were currently head coaches of track and field at their respective NCAA Division I universities, while two of the coaches were in their first year of retirement after formerly serving as NCAA Division I track and field head coaches. Demographic background information (Appendix B) was collected and all coaches were interviewed in a private face-to-face session conducted by the investigator. Coaches were asked interview questions in the same manner and sequence, with predetermined clarification/elaboration probes asked as needed during the course of the interview. All interviews were digitally recorded and later transcribed verbatim.

These verbatim interview transcripts were qualitatively analyzed and placed in the respective content categories of coaching experience, leadership, integrity, communication, understanding of human behavior, knowledge of sport, commitment, team building, team cohesion, and gender differences. The content categories were qualitatively analyzed to identify raw data themes (Appendix D) and frequency responses to each interview question (Appendix E). These responses were then analyzed by content analysis procedures which identified the most frequent and common responses among and between general themes. Emergent themes were responses cited by a minimum of three coaches in the raw data responses. Analysis of raw data themes resulted in the identification of 1,353 raw data descriptors and 556 raw data responses which were related to the content categories of coaching experience, leadership, integrity, communication, understanding of human behavior, knowledge of sport, commitment, team building, team cohesion, and gender differences. The response frequency of the raw data themes (Appendix E) resulted in the

identification of four emergent themes.

Coaching development. A total of 223 responses were included in the emergent theme category of coaching development. The coaches' comments illustrate the pursuit of knowledge and expertise in the area of coaching through multiple factors, such as mentoring, parental influence, experiences throughout their career, establishing a knowledge base and the need for continuing education. Seventy-eight responses from the coaches were related to their career path and show that these coaches had a variety of influences and experiences in their career paths to becoming a NCAA Division I track and field head coach. Mentoring was cited as having the most impact and as being crucial to their development as a coach. Many of the coaches commented that they would not be where they are today without the mentors that they had along the way in their development as a coach.

Coaching considerations. A total of 138 responses were included in the emergent theme category of coaching considerations. The two most prominent coaching considerations identified during the interviews were related to gender differences and team cohesion. The majority of the coaches acknowledge that there are differences between the male and female athletes and that those differences focused on the way men and women react to communication from the coach as well as emotional expression demonstrated by male and female athletes. While the majority of coaches recognized that there are differences between males and females, the majority of the coaches did not change their leadership approach when working with each or both genders. Instead the coaches identified a need to change or be adaptable in their approach based on the individual and their specific situation.

The coaches expressed that team cohesion is beneficial in improving performance of

individuals and the team. The majority of the coaches acknowledge that a more cohesive team resulted in improved performance. Coaches reported that cohesive teams support one another, work harder, and provide social support for team members that is necessary to improve performance.

Components of successful leadership style. A total of 423 responses were included in the emergent theme category of components of successful leadership style. Coaches expressed an emphasis on having an athlete-centered leadership style, as there were 101 responses that fit this theme. The coaches also had a similar number of responses (97) regarding developing support and trust with the athletes and their staff as an integral part of a successful leadership style. These two areas of emphasis had the highest number of responses of any of the themes that developed from the research. Another component of successful leadership style for these university coaches was an emphasis on student-athlete academic performance.

The coaches in this study expressed a common belief in the importance of maintaining an athlete focus in order to be successful. Coaches reported that they made decisions based on what was best for the athlete and that this individual focus allowed them to get the best out of each individual athlete and the team as a whole. The coaches in this study did not try to coach the whole team or event group or the sport; instead they focused on how each individual operated within that group and the team structures.

Developing support and trust between the athletes and the coaching staff was a point of emphasis that developed during the research process. The coaches frequently mentioned the need for support and trust in the relationships that they established with coaching staffs

and the athletes they coach. The coaches also identified that this process of developing support and trust starts initially during the recruiting process and continues throughout and athlete's university athletic career. The coaches acknowledged that many of the factors that comprised the interview questions were, in fact, questions related to the concepts of support and trust. The coaches identified aspects of each of these areas in helping to develop support and trust: leadership, integrity, communication, understanding of human behavior, knowledge of sport, commitment, team building, team cohesion, and gender differences.

The coaches in this study all placed a great deal of emphasis on the academic performance of the student-athletes in their respective programs. The coaches cited that student academic performance affects athletic participation and performance and vice versa. In fact, many of the coaches place equal emphasis on academic and athletic performance in their respective programs. The coaches had emphatic responses about the importance of their athletes receiving their degrees and being balanced individuals both academically and athletically.

Characteristics of successful leaders. A total of 121 responses were included in the emergent theme category of characteristics of successful leaders. The coaches' responses focused on three main ideas that were important aspects of being a successful leader. There were 46 responses related to integrity, 34 responses regarding effective communication, and 20 responses related to having balance in one's life.

Integrity is a focal point for these coaches and they take great pride in the value of treating individuals with respect and honesty in all aspects of their interactions in the coach-athlete relationship. This philosophy is applied to working with their staff and any and all

individuals they encounter as a coach as well as in their everyday lives. Integrity is not something these coaches take lightly and is not something that only arises when there is a team or sport related conflict or issue. Integrity is at the core of everything they do as a leader.

Effective communication is a very important aspect of being a successful leader and the coaches emphasized this topic in their responses during the interviews. The coaches commonly identified a need to be clear, concise, direct and honest when communicating with the individuals they work with on a daily basis and to the team as a whole. Effective communication was also identified by the coaches as necessary in how their staff communicates with each other and in staff-athlete interactions and vice versa. The coaches stressed that in order for communication to be effective the communication has to be the same from all coaches. While the communication is the same, the method of delivery may vary between coaches in working with their individuals. In order for effective communication to occur it needed to occur on a daily basis through one on one interaction and dialogue between the coach and athlete.

The coaches also identified a need to find a balance in what they do as leaders of their track and field team/s. Many of the coaches mentioned that their passion and commitment to improving themselves and their athletes is difficult to balance with the other responsibilities they have to their families, friends, and themselves. The coaches identified the need to find time for self-care and to take time away from their profession in order to be healthy and energetic so they can better serve their athletes.

Conclusions

Leadership in coaching is a commonly discussed topic and there is a large body of research regarding this topic. Society places a great deal of emphasis on winning and losing, and while winning is an important aspect of sport, winning in a way that promotes the idea of self-improvement and personal excellence among team members is the most important and often overlooked concept.

Integrity is a key leadership component and there is research by sport psychology professionals that provide evidence for this. Research identifies that integrity as a coach is treating each athlete with honesty, fairness, care, concern, respect, attention and being a model of these values to your athletes (Hammermeister, 2010; Hammermeister, Burton, Pickering, Chase, Westre, & Baldwin, in press; McGuire & Vernacchia, 2010; Miller & Carpenter, 2009; Miller, Carpenter, Fink, & Baker, 2008; Rieke, Hammermeister & Chase, 2008; Vallee & Bloom, 2005). Sport psychology research only further supports the philosophy presented by the coaches in this study particularly as it relates to the importance of integrity in the leadership process. Integrity is paramount to coaching success, especially with university athletes.

This study contributes to a body of research that is related to leadership and coaching effectiveness specifically in the sport of track and field at the NCAA Division I level. There is limited research of this qualitative nature as it is difficult to gain access to the coaches, due to their busy lifestyles as were cited by the coaches in this study. Furthermore the sport type has shown to have an influence on the type of leadership used by successful leaders. Baker et al. (2003) determined that the type of sport was an important factor in athletes' satisfaction

with coaching behaviors. Taking into account this research by Baker et al. (2003), this study specifically investigated leadership qualities of coaches pertaining to the sport of track and field and found that the research available regarding leadership in sport and NCAA Division I track and field head coaches' leadership are very similar.

The investigation of NCAA Division I track and field head coaches specifically provided the researcher with the opportunity to gain further insight into the leadership characteristics and demands inherent in the university environment. As was mentioned in the introduction, the sport of track and field is very unique and diverse with a multitude of events. The coaches identified this diversity as well as the individual team sport dynamic. The team aspect of track and field is a result of the combination of individual performances. So while track and field is a team sport in terms of scoring and winning team championships, at the end of the day the coach must lead and motivate individual team members in order to enjoy team success. Coaches in this study identified the diverse nature and unique personalities of track and field athletes as a key factor in the leadership of their respective programs. The coaches discussed the need to be cognizant of these different personalities between event groups and also individuals. In order to be successful the coach must be adaptable as a leader in order to best serve the variety of people he/she interacts with as a head coach.

This study contributes to a body of research related to leadership characteristics and the creation of a positive and holistic developmental environment for student-athletes while developing a quality track and field program. This current study coupled with previous research has demonstrated that this can be accomplished through leadership that focuses on coaching the athlete first and the sport second (Hammermeister, Burton, Pickering, Chase,

Westre, & Baldwin, in press; Miller & Carpenter, 2009; Miller, Carpenter, Fink, & Baker, 2008; Rieke, Hammermeister & Chase, 2008; Vallee & Bloom, 2005; Westre, 2003). Such a leadership philosophy and style fosters a coach-athlete relationship that promotes personal growth in athletics and life (Bloom & Salmela, 2000; Carter & Bloom, 2009; Giacobbi, Whitney, Roper, & Butryn, 2002; Hammermeister et al., in press; McGuire & Vernacchia, 2010; Miller & Carpenter, 2009; Miller et al., 2008; Patterson, 2003; Rieke et al., 2008; Vallee & Bloom, 2005; Westre, 2003).

Recommendations

There are several aspects of this study which should be addressed to verify research results as well as to include in future research results and to include in future research studies. First, due to the qualitative nature of this study and the use of two coders, the validity of the results may have been stronger with a third coder. This would have allowed an increase in validity of the raw, general, and emergent themes. Secondly, the participants were of a non-random convenience sample of ten track and field head coaches from NCAA Division I universities. The coaches were from a variety of conferences and regions within the United States, but were not encompassing of all regions or major conferences, which would have helped to provide a larger representation of the leadership in NCAA Division I head track and field coaches.

Another aspect of the study that was limited was the inclusion of more female coaches. This was limited in this current study due to there being less female head coaches in NCAA Division I track and field so the population from which to draw from is smaller, and access, time, and financial constraints on the part of the researcher limited the amount of

female coaches involved in the study.

The coaches in this study acknowledged that there are physical and emotional differences between genders; however they did not adjust their leadership style to accommodate these differences. Including more coaches who actively coach both genders at the NCAA Division I level may help provide more insights into this topic.

This study attempted to investigate successful leadership from a holistic approach to athlete development. Future research might investigate the specifics of leadership models that are directed toward developing successful athletes through leadership in comparison to managing previously successful athletes through successful recruiting, having greater financial resources, facilities, equipment, and support staffs. Furthermore the research could investigate whether or not they are separate or if it is a combination of the two that create successful coaches and leaders.

There were two highly successful coaches in this study who had never competed in the sport of track and field. Another area that may be interesting to explore in future research would be the athletic background of the coach and how that might influence the coaches leadership philosophy, style, and effectiveness.

Coaching is a very all-consuming profession, from time, energy (physically, mentally, emotionally and spiritually), financially, etc. It was quite evident from the coaches in this study that even while being highly successful and having an understanding of a need for balance; it was still very difficult for many of the coaches to actually achieve a healthy balance. Future research may investigate coaching stress and lifestyle balance in order to prevent and reverse coaching burnout.

While these findings are representative of the coaches interviewed, it would be interesting to interview or survey the athletes on each coach's team to investigate whether the athletes would define and classify their coaches leadership characteristics the same or differently. This would provide further insight and support for the evidence presented in this study.

These recommendations present modifications which could improve the current research study as well as provide for a stronger body of research regarding leadership and coaching. Leadership in coaching has evolved over the years, but many of the core principles remain the same. Coaching evolves and changes as well over time as coaches retire and new ones take their place. There is a need for improved coaching education and mentoring opportunities so that new coaches can learn how to conduct themselves from role models who were successful and effective leaders. In a time when the integrity and leadership of NCAA Division I athletic programs are being questioned, there is a growing need to address these and remediate these critical leadership issues. There also appears to be a need to ensure that as the athletic climate within universities changes, the leadership continues to grow and evolve in a way that promote academic and athletic success with integrity.

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APPENDIX A
Informed Consent

Informed Consent Form for Leadership Characteristics of
Division I Head Track and Field Coaches
Interview Questions

Purpose of Study: This study will help to determine the leadership characteristics of head coaches in NCAA Division I track and field.

Procedures of Study: If you agree to participate in this study, you will answer a number of questions regarding your experiences related to leadership and coaching. Interview sessions will last about 60 minutes.

Potential Risks and Discomforts: There are no foreseeable risks or discomforts associated with participation.

Potential Benefits to Participants: As a participant, you will be given the opportunity to explore the influence of leadership in coaching and reflect on your coaching experiences in relation to how it has shaped you as a leader and how it has shaped your athletes.

Confidentiality: Any information obtained in this study that can be connected to you will remain confidential and will be disclosed only with your written permission or as required by law. Participant information will be kept separately from data in a secure location. No names or other identifying information will appear on any data sheets or interview transcriptions.

Participation and Withdrawal:

You may obtain a copy of this consent form from the experimenter. If you have any questions about the study, your rights as a participant, or concerns about research related injuries or adverse effects due to this study, please contact Janai Symons, WWU Human Protections Administrator (HPA), at (360) 650-3082.

To be Completed by Research Participant

I am at least 18 years of age. I have read and understand the information provided above, and I willingly agree to participate in this research study.

Printed Name of Participant

Date

Signature of Participant

APPENDIX B
DEMOGRAPHIC INFORMATION

Demographic Information

Gender:**Age:****Gender/s Coached:** Men Women Both**How many years have you:****Been coaching?:** _____**Been in your current position?:** _____**At what levels have you coached?:** _____**How many athletes have you had that are:****All-Conference?:** _____**All-American?:** _____**Academic All-American?:** _____**National Champions?:** _____**What is your most recent team/s' overall G.P.A.?:** Men: _____ Women:

How many coach of the year honors have you received?:**Conference:** _____**Regional:** _____**National:** _____**How many team championships have your teams won?:****Conference: Men:** _____ **Women:** _____**National: Men:** _____ **Women:** _____

COACHING DEMOGRAPHICS

	Coach 1	Coach 2	Coach 3	Coach 4	Coach 5	Coach 6	Coach 7	Coach 8	Coach 9	Coach 10
Gender	Male	Male	Male	Male	Male	Male	Female	Female	Male	Female
Age	Range (39-63), Avg. (50.4), Std. Dev. (±10.1)									
Gender/s Coached	Women	Both	Both	Both	Both	Women	Both	Both	Men	Both
Years coaching	46	25	33	42	37	15	31	7	32	21
Years in current position	30	3	23	27	21	4	16	5	30	5
Levels coached	HS, DI, Int., Oly.	DI, DIII, Int.	HS, DI, Int.	HS, DI, Int., Oly.	HS, DI, Int., Oly.	DI	DI, DII	HS, DI	DI	DI, DI, Int., Oly.
Athletes All-Conference	250	100's	NR	700+	100+	20	50	21	700+	200+
All-American	169	25	113	150	40+	10	7	0	167	100+
Academic All-American	200	50	15+	1000+	30+	10	5	50+	16	100+
National Champions	18	0	8	10	8	0	3	0	7	8
Recent Team G.P.A.										
Women	3.33	3.1	3.25	3.4	2.97	3.4	3.27	3.2	NA	3.33
Men	NA	3	2.95	3.1	2.91	NA	3	3	2.95	3
Coach of year honors										
Conference	23	6	2	3	7	3	0	0	20	11
Regional	5	2	5	1	1	0	0	0	9	15
National	1	0	1	0	0	0	0	0	1	1
Team Championships										
Conference Men	NA	10	0	0	4	NA	0	0	24	0
Conference Women	28	5	3	1	0	3	0	0	NA	9
National Men	0	0	0	0	0	NA	0	0	1	1
National Women	0	0	0	0	0	0	0	0	NA	1

Key: HS- High School, DI- NCCAA Division I, DII- NCCAA Division II, DIII- NCCAA Division III, Int.- International, Oly.- Olympic, NA- Not Available, NR- Not Reported

APPENDIX C

INTERVIEW QUESTIONS AND TOPICS

Interview Questions and Topics

Interview Question	Content Category
<p>1. Could you tell me about your experience as an intercollegiate coach? Probe: Describe some key points in your development as a leader and coach? Why were these important in your development as a leader?</p> <p>2. What are your thoughts on mentorship in developing coaches who are successful leaders?</p>	Coaching Experience
<p>1. How would you define your leadership style?</p> <p>2. What are your thoughts on the role of leadership as a coach in regards to the academic success of your athletes?</p> <p>3. What are the unique characteristics of track and field in regards to leadership and how do you tailor your leadership style to match the sport?</p>	Leadership
<p>1. What are your thoughts on the role of integrity in leadership? Probe: How do you provide an environment of honesty, respect, care, and support among the athletes on your team?</p> <p>2. In track and field do you see a lack of integrity being an issue in leadership? If so, what steps do you feel need to be taken to bring more integrity to the sport?</p>	Integrity
<p>1. Describe your process of communication with your team and its individual members. Probe: What steps do you take to communicate on a daily basis with your athletes?</p>	Communication
<p>1. What are your thoughts on providing support and establishing relationships with your athletes? Probe: Do you follow the model of coach the person first and the sport second?</p> <p>2. Do you provide an atmosphere of safety and support for your athletes that allows for personal growth and improvement? If so, how do you do this?</p>	Understanding of Human Behavior

<p>1. What are your thoughts on the knowledge level of a coach and its relationship to leadership?</p> <p>2. What is your background in the sport sciences (biomechanics, exercise physiology, sport psychology, etc.)?</p> <p>3. What do you do to continue your education process as a coach year to year? Probe: Do you attend clinics, coaching ed. programs, or use reading, etc.?</p>	Knowledge of Sport
<p>1. Describe what it means to you to be committed as a coach?</p> <p>2. How does your commitment translate to success as a leader?</p> <p>3. How do you as a coach get your athletes to commit to achieving and continuing to achieve success?</p>	Commitment
<p>1. How do you go about the process of team building? Probe: What do you look for in an athlete when selecting them to be a part of your team?</p> <p>2. Do you establish a philosophy, mission, and standards for your team, and if so, how do you go about this process?</p>	Team Building
<p>1. How do you facilitate cohesion among your team/s? What kind of role, if any, do you feel cohesion plays in the performance of your team?</p> <p>2. What role do you feel staff cohesion plays in the leadership process and how do you try to promote staff cohesion?</p>	Team Cohesion
<p>1. What differences do you see in men and women track and field athletes that coaches should be aware of when working with each or both genders?</p> <p>2. Do you use different leadership styles with different gender athletes, if so, how are the approaches different?</p>	Gender Differences

APPENDIX D
RAW DATA, GENERAL, AND EMERGENT THEMES

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
A. Coaching Experience- Q1	Coaching Experience	Coaching Development
a. Student coaching internship (2)	Involvement in mentoring process (45/10) (Q1- Item n, cc, ww, yy, aaa)	Career path (78/10) (Category A - Item c, d, e, f, g, i, o, p, y, z, xx)
b. Had a scholarship to be a teacher		
c. Did not plan on being a track coach (4)	(Q2- Item a, e, f, h, i, m, o, r, s, t, v, aa, cc)	
d. Graduate assistant (3)		
e. Assistant coach (10)	Parental influence (13/5)	Continually learning (57/10) (Category K - Item h, p)
f. Head coach (10)	(Q1- Item s, v) (Q2- Item p, w)	(Category M - Item a, b, d, f, h, i, j, k, l, q)
g. I was a high school track coach (7)		
h. Lots of time invested over the years (2)		
i. Coached D1 (10)	Personal interest (11/7)	Importance of mentoring (51/10) (Category B - Item a, c, f, h, m, n, o, s, t, u, x, aa)
j. Coached D2	(Q1- Item l, r, hh, jj, kk)	
k. Coached D3		
l. Have a passion for coaching (6)	Outside influences (16/7)	
m. Wanted to be able to help train and find better coaches	(Q1- Item b, c, n, q, s, v, z, uu, zz)	
n. Had two athletes invited to Olympic training center, met some influential people in that process		Knowledge of sport sciences (25/10)
o. Have served in leadership roles in the coaches association and NCAA track and field committees (4)	Professional experiences (30/10)	(Category K - Item a)
p. Have worked with national teams and Olympic teams (5)	(Q1- Item e, f, y, aa, ff, gg, ii, pp, tt, ddd)	(Category L - Item g, i, j, n, o)
q. Had a successful but abusive and negative coach in high school, motivated me to find a better way to coach		(Category R - Item e)
r. I have always wanted to be a coach (2)	Service (13/6)	
s. Father was a high school coach (3)	(Q1- Item m, o, w)	Parents were influential (12/6) (Category A - Item s)
t. Played football and ran track in high school	(Q2- Item c, k, q, y)	(Category B - Item p, w)
u. Played one year of football in college		
v. Father discouraged me from coaching		

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
w.	Being at a big time Division I school enables me to be able to influence more people and impact how athletes are coached	
x.	It took a lot of patience to wait for the right opportunity for me as a coach and leader	
y.	I was a high school teacher (3)	
z.	Lots of influential experiences along the way (4)	
aa.	Involved with USATF coaching education	
bb.	Very involved with the sciences	
cc.	Surrounded myself with good coaches	
dd.	Recruit athletes that believe in philosophy	
ee.	Successful because athletes bought into program	
ff.	I had a couple of forays where I left coaching to see if it was my passion	
gg.	I have been involved in sports administration positions when not coaching	
hh.	I have always come back to coaching after trying other careers	
ii.	The combination of experiences at Division III and Division I have led me here	
jj.	Each time I left coaching, it made me realize the great things about it, active and hands on	
kk.	Knew I wanted to coach at the college level right away	
ll.	My time away from coaching made me grow as a leader	
mm.	When I learned that great coaches are visionary and think outside the box	
	Time and energy (6/3)	<u>Coaching Considerations</u>
	(Q1- Item h, x, eee) (Q2- Item d)	Cohesion improves performance (26/10) (Category S - Item l, dd) (Category T - Item g, m)
	Learning process (28/10) (Q1- Item a, d, ll, mm, nn, qq, rr, ss, vvw, yy, bbb, ccc, fff) (Q2- Item b, d, e, u, x)	Formal communication (23/7) (Category H - Item a, k, q, bb) (Category T - Item a)
	Coaching level (24/10) (Q1- Item g, i, j, k, p)	Gender differences (31/9)
	Participation in sports (11/10)	(Category U - Item b, d, e, h, p, q, r)
	(Q1- Item t, u, oo, xx)	
	Coaching Philosophy (5/4)	Informal communication (13/6)
	(Q1- Item dd, ee, ccc) (Q2- Item g)	(Category H - Item i, p, s)

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
nn. I never competed in track and field (2)		
oo. I did every sport except track and field		
pp. I was a high school basketball coach (2)		
qq. Knew nothing about track and field when I started (2)	Leadership Work ethic (12/6) (Q1- Item l, p, w) (Q3- Item h, i, s, v)	Integrity issues (15/7) (Category G - Item c, e, f)
rr. Effective because I went out and learned the sport sciences and incorporated in my coaching		No gender differences (11/8)
ss. Having a child made me learn what unconditional love is and I brought that to my coaching		(Category V - Item a, e)
tt. I was a coach and professor		
uu. Went to week long clinic as a young coach, motivated me to take my career further	Provide support (38/8) (Q1- Item d, h, i, j, t, v)	
vv. Worked at smaller underfunded university, taught me how to do all coaching duties and developed my foundation	(Q2- Item i, m, q, r, s, t) (Q3- Item e, o)	Team activities (19/8)
ww. High school football coach was influential in directing me to be a track coach		(Category S - Item f, g, u, aa)
xx. Competed in college track and field (8)		
yy. Learned how to work and be successful at Division I level while a graduate assistant	Coaching personality (9/4) (Q1- Item x, aa)	
zz. Got a college coaching job through meeting someone while working a track and field camp (2)	(Q3- Item n)	
aaa. In my first full time college job, boss made me write out how to coach all the events, which built confidence		
bbb. Became happier coach when I realized I could not control everything the athletes do		

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
ccc. Boss in my first job allowed me to make my own path and didn't second guess me (2)		
ddd. Volunteer college coach		
eee. It was a hit and miss process (2)	Coaching the individual (17/8) (Q3- Item a, b, c, d, g, m, u)	
fff. Had to teach PE track and field class as GA, which made me learn how to teach all the events		
B. Coaching Experience- Q2 Mentorship?		Components of Successful Leadership Style
a. Most important part of coaching/leadership development (9)	Adaptability (7/5) (Q1- Item g, bb) (Q2- Item n) (Q3- Item q, r)	Athlete centered (101/10) (Category C - Item b, y) (Category E - Item d, j, n) (Category H - Item e, h) (Category I - Item m, q, r, v, bb, cc) (Category J - Item g)
b. Providing an educational situation	Trust between members of the program (12/6) (Q1- Item c, cc, dd) (Q3- Item l, o)	(Category P - Item b, d)
c. Intention to help other people (5)		(Category R - Item f, g, p)
d. Allows for gradual learning		(Category V - Item g, i)
e. Made transition into head coaching position easier		
f. Beneficial if you can attach yourself to someone who has been successful and matches your style (6)		
g. It can lend you to forming your own philosophy in how you do things (2)	Coach expectations (3/3) (Q1- Item z, dd)	
h. It is my responsibility as the head coach (3)		
i. I tell people who I am mentoring to pick the things that you think are really positive from each coach		
j. Must pass on information to assistants	Coaching philosophy (15/8)	Athlete investment (25/7)
k. I will share my experiences with new/young coaches	(Q1- Item e, f, k, q, r) (Q2- Item j, k) (Q3- Item f, t)	(Category C - Item a) (Category F - Item l)
l. By working clinics/camps, I learned from peer mentors (2)		

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
m. I am always picking up things from my peers (5) Provide leadership opportunities for assistants (3)	Academics and athletics affect each other (12/8) (Q2- Item g, h, o)	(Category Q - Item a)
n. My college coach was very influential (4) My parents were influential in how they raised me (4)	Leadership influences academics (29/10) (Q1- Item m) (Q2- Item a, b, c, d, f, l)	(Category S - Item s, t, mm) Create environment of excellence (29/8) (Category P - Item f)
o. It is important to reach out to other people I am hard on my assistants as a mentor, but it is to prepare them to face any challenge Observed and learned how my mentors interacted and handled people (3)	Athlete centered (25/10) (Q1- Item a, b, n, o, s, t, u, y)	(Category Q - Item h, m) (Category R - Item d)
p. Had good high school coach (3) Learned something from each coach I worked under (4)		(Category S - Item a, c)
q. Met some influential people in USATF coaching education program My father was a role model and influence in my development as a coach (5)		Develop support and trust (97/10) (Category C - Item c, d h)
r. Learn the good and the bad from people you work with (3)	Gender Roles (1/1)	(Category F - Item b) (Category H - Item aa)
s. I give presentations to groups on the importance of mentoring in leadership Proud of my graduates and who they become with their careers and families	(Q3- Item w)	(Category I - Item a, d, g, k, p, aa)
t. I had good mentors along the way (3) I did not have a role model, never had seen a Division I female head coach	Integrity Important part of being a coach (27/9)	(Category J - Item f, i, j, k, p, r) (Category K - Item b) (Category P - Item l)
u. I had a friend who was a female trying to make it as a coach at the same time	(Q1- Item d, e, f, t) (Q2- Item i, l)	(Category T - Item d, h, i, p) (Category V - Item b, l)

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
<p>C. <u>Leadership-Q1 Style?</u> Investment from the athletes leads them to be more motivated (5)</p> <p>a. Probably more democratic (3)</p> <p>b. Give assistants freedom to do their job (6)</p> <p>c. Available for my staff and open to ideas (3)</p> <p>d. Coach and teach proper principles (3)</p> <p>e. Ultimately you are the boss and have to make a decision (2)</p> <p>f. I am different with my staff than my athletes</p> <p>g. I love my athletes, but sometimes it is a tough love (4)</p> <p>h. We have to make it easy for our athletes to focus on their job</p> <p>i. I treat my athletes like my family (2)</p> <p>j. I lead from the front by example</p> <p>k. I demand a lot of myself and my staff (2)</p> <p>l. Starts with the fact that we operate in an educational environment (2)</p> <p>m. I lead through my captains</p> <p>n. I want what is best for the kids in the long term</p> <p>o. interest</p> <p>p. Leadership is something you earn (2)</p> <p>q. Transformational</p> <p>r. I do not use authority to make things happen, I figure out how to influence it to happen</p> <p>s. I am a servant leader</p> <p>t. Serve the young men and young women that I get an opportunity to work with (2)</p> <p>u. Daily interaction and dialogue when I can</p>	<p>Establishing trust in the program (18/7) (Q1- Item b, h, i, j, k, n, s, u)</p> <p>Acting with integrity (30/10) (Q1- Item a, c, m, o, p, q, r, w) (Q2- Item d, g, s, t)</p> <p>Leadership provides a model to the athletes (24/8) (Q1- Item g, l, w) (Q2- Item k, m, n, o, p, q, r, v)</p> <p>Integrity issues (18/9) (Q2- Item c, e, f, h, j, w)</p> <p>Lack of integrity not an issue (8/5) (Q2- Item a, b)</p> <p><u>Communication</u> Difficult due to nature of the sport (2/2) (Q1- Item b, l)</p>	<p>Emphasize academics (49/10) (Category D- Item a, b, c, d, f, g, h, i, j, l, m)</p> <p>Establish standards (22/9) (Category R - Item a, h, n)</p> <p>Facilitate motivation (14/7) (Category I - Item t, cc) (Category O - Item b) (Category P - Item b)</p> <p>Provide a model (30/10) (Category F - Item g) (Category G - Item v) (Category O - Item h) (Category P - Item o) (Category T - Item l, n)</p>

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
v. I enjoy being able to positively impact other people (6)	Consistent interaction (27/10)	Recruiting (17/7)
w. I focus on them working hard	(Q1- Item d, h, i, o, s, aa)	(Category Q - Item i, j, n)
x. I am very vocal/encouraging (2)	Technology (6/5)	
y. Athlete centered (5)	(Q1- Item a, g)	
z. I set high expectations (2)	Coach's influence (2/2)	Rely on athlete team leaders (13/6)
aa. Pretty laid back, not a screamer or yeller (4)	(Q1- Item c, x)	(Category Q - Item o)
bb. I stick to the rules when it makes sense	Positive in nature (4/2)	(Category R - Item j)
cc. Hire good people you enjoy and can trust working with	(Q1- Item m, u, v)	(Category S - Item v, x)
dd. Provide the expectations and goals and allow the athletes to develop how to do it	Use feedback (7/6)	
D. <u>Leadership- Q2 Academics?</u>	(Q1- Item e, f)	Teaching the elements of success (26/9)
a. Take great pride in academic success (4)	Formal methods (16/6)	(Category C - Item e)
b. Everyone involved with the program is on board that academics is the priority (3)	(Q1- Item j, k, q, r, w, bb)	(Category E - Item i, l)
c. Philosophy is that education is important for my athletes (9)	Keep it simple (13/5)	(Category O - Item c, d)
d. Important they get their degree (4)	(Q1-Item p, t, y, z)	(Category P - Item a, t)
e. I look at how they operate in the classroom (2)		
f. Philosophy on academics is made clear during recruiting (4)		
g. If academics are slipping, pull from practices/competitions (3)		
h. Can not separate athletics from academics, they affect each other (8)		
i. Academics is the only reason I ever have reduced a scholarship or made an athlete pay for a class (3)		

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
<p>j. Academics takes priority over winning championships (3)</p> <p>k. We remind them of the bigger picture and that is what we value (2)</p> <p>l. The environment is so critical (3)</p> <p>m. The coach plays a huge role (5)</p> <p>n. If we have class conflicts, work around it to meet with them for practice</p> <p>o. Plan our meets and travel with class in mind</p> <p>p. Have more conversations with athletes about how school is going than anything else (2)</p> <p>q. We have a great academic support staff (2)</p> <p>r. Teaching them time management</p> <p>s. Help them communicate with professors</p> <p>t. We provide the resources, energy, direction and discipline for them to be successful</p> <p>E. Leadership- Q3 Unique?</p> <p>a. Individual team sport (2)</p> <p>b. Same team aspects are there as in other team sports (2)</p> <p>c. Exhibited and expressed on an individual basis</p> <p>d. Coach to meet the individual aspect of the sport (5)</p> <p>e. Athletes coaching each other</p> <p>f. Head coach provides the leadership opportunities</p> <p>g. Wide range of events and highs and lows associated with each athlete</p>	<p><u>Understanding of Human Behavior</u></p> <p>Develops over time (10/7)</p> <p>(Q1- Item e, p, z)</p> <p>(Q2- Item n, y)</p> <p>Develop the relationship (56/10)</p> <p>(Q1- Item f, g, k, m, r, v, w, x, y, aa, bb, cc, dd, ee)</p> <p>(Q2- Item g, k, l, m, o, t, x)</p> <p>Provide support and be available to the athletes (14/6)</p> <p>(Q1- Item a, b, h, q, s, u)</p> <p>(Q2- Item c, q)</p> <p>Coach as a trustworthy person (15/5)</p> <p>(Q1- Item c, d, i, l)</p> <p>(Q2- Item f, h, j)</p>	<p><u>Characteristics of Successful Leaders</u></p> <p>Adaptability (9/7)</p> <p>(Category E - Item m, r)</p> <p>Balance (20/8)</p> <p>(Category N - Item d, e, f, l, y)</p> <p>Effective communication (34/10)</p> <p>(Category C - Item aa)</p> <p>(Category H - Item d, t, y)</p> <p>(Category K - Item g, i, l)</p> <p>(Category T - Item j)</p> <p>Integrity (46/10)</p> <p>(Category F - Item c, d, f, n, q, s)</p> <p>(Category G - Item a, b)</p> <p>(Category R - Item o)</p> <p>(Category V - Item f)</p>

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
h. There is a direct relationship to what you put in and what you get out In competition the coach's role is minor, outcome is determined largely by work put in during practice (3)	Providing opportunities for personal improvement (8/5) (Q1- Item j, t)	Passion (12/10)
i. Allows for more individual development and interaction (3)	(Q2- Item a, b, d)	(Category A - Item l)
j. Try to coach the athlete not the event Limited contact as a coach in competition, so teach them to be independent and good leaders (3)	Use adversity for improvement (5/4)	(Category C - Item v)
k. A lot of different personalities present on the team with the variety of events (6)	(Q1- Item n)	
l. My leadership style of focusing on the individual is a natural fit for the sport (3)	(Q2- Item p)	
m. In track I can provide an experience for men and women to grow together respecting each other		
n. Allows for everyone to participate and have the ability to contribute and succeed	Provide safety (8/5)	
o. Do not have to be in the same place at the same time to practice timing or coordination	(Q2- Item i, r, u, v)	
p. There is a lot of room and need for adaptability in the sport and as a leader (3)		
q. As a coach and leader you have to be prepared to be very hands on involved	Creativity (2/2)	
r. Its not a glamour and glory sport, so have to make sure athletes are internally motivated (2)	(Q2- Item e)	
s. You can treat athletes differently as long as it is fair and equitable		

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
v. We are in season a lot longer than most sports, so it requires a lot as a leader	<u>Knowledge of Sport</u>	
w. Being a female in charge of men's and women's program is unique as a leader in sport	Knowledge is secondary (14/5)	
F. Integrity- Q1 Thoughts?	(Q1- Item f, k, l, m) (Q3- Item f)	
a. A person is as good as their work (2)		
b. If you say you are going to do something, that is what you do (4)		
c. Doing things the right way with honor and character (6)	Develops from experience (3/3)	
d. Can not be a leader without integrity (7)	(Q1- Item p)	
e. Gauge by which people are judged		
f. I hold it in high regard (7)	Provides credibility (6/6)	
g. Being a role model of integrity (6)	(Q1- Item b)	
h. Provide honest and accurate information (2)		
i. Give the athletes options to make decisions (2)	Ability to convey knowledge (10/6)	
j. Can not make decisions for the athletes (2)	(Q1- Item g, i, j, o)	
k. Give the athletes accountability (3)		
l. Accountability is established by the head coach, staff and team (2)	Knowledge of sport sciences (13/6)	
m. There are consequences for certain actions and following through (4)	(Q1- Item a, e)	
n. Dishonesty creates more problems and waste time that could be spent improving	(Q2- Item d)	
o. Nothing you can do as an athlete to make your experience worthwhile unless its done the right way (2)	(Q3- Item j, p)	
p. I will not compromise what I value (5)		

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
<p>q. Having a good work ethic is a display of integrity</p> <p>r. Having good kids who are successful in life outside of sport (3)</p> <p>s. Athletes recognize if you lack it and will not believe you or be fully committed to following you (2)</p> <p>t. Its challenging, everyday you are faced with issues dealing with student-athletes lives</p> <p>u. Do not tolerate people being in this program who do not have integrity (2)</p> <p>v. Upperclassmen provide example for the younger athletes</p> <p>w. Make decisions based on very sound principles</p>	<p>Reading (18/8)</p> <p>(Q1- Item d)</p> <p>(Q3- Item a, b, h)</p> <p>USATF coaching education program (8/3)</p> <p>(Q2- Item i)</p> <p>(Q3- Item k, o)</p>	
<p>G. Integrity- Q2 Lack of integrity/Improve?</p> <p>a. Not a big issue in what I see (5)</p> <p>b. Better than most other sports (3)</p> <p>c. Some issues exist (5)</p> <p>d. Issues need to be dealt with as they arise</p> <p>e. Recruiting has issues (6)</p> <p>f. Pressure to win, so compromise integrity (4)</p> <p>g. Coaches being honest and self-reporting mistakes</p> <p>h. I am a little concerned about it</p> <p>i. Worried about the quality of the character the coaches have that are coming into the profession</p> <p>j. A lot of people are not willing to put in the work</p>	<p>Knowledge is important (2/2)</p> <p>(Q1- Item c)</p> <p>Constantly learning (15/7)</p> <p>(Q1- Item d, h, q)</p> <p>(Q3- Item e, n, q)</p> <p>Networking/colleagues (12/5)</p> <p>(Q2-h)</p> <p>(Q3- Item g, i, l, m)</p>	

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
k. They need to create a list of people mentors/seeking mentors to match up to provide a model	Self taught (5/3)	
l. Anything we can do to get the right kind of people in the profession is critical Putting people in environments where they can see that you can do it the right way and still have success	(Q2- Item e, g) (Q3- Item c)	
m. Leaders above coaches need to do a better job of regulating cheating		
n. Leaders of athletic programs need to value the impact they can have on a kids life over winning In order for change to occur, it is going to take courage from coaches to value the athletes over winning	Clinics, Conferences, etc. (8/7) (Q2- Item s) (Q3- Item d)	
o. The problem is too many leaders of athletic departments/universities are business related Leaders need to understand the educational model of human development		
p. I have seen track athletes do many honorable things in competition (2) Integrity and character stands out in the athletes in our sport (2) May be lacking if you were not raised the right way	Lack of control (1/1) (Q1- Item n)	
q. The leader must have high character and integrity as it spreads down to the staff and athletes (8) Cheating with marks and times in meet entries is an issue		
r. Cheating with marks and times in meet entries is an issue		
s. Cheating with marks and times in meet entries is an issue		
t. Cheating with marks and times in meet entries is an issue		
u. Cheating with marks and times in meet entries is an issue		
v. Cheating with marks and times in meet entries is an issue		
w. Cheating with marks and times in meet entries is an issue		

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
H. <u>Communication- Q1 Process?</u>		
a. Email (5)	Undergraduate education (9/8) (Q2- c, f, j, l, p, q)	
b. Not allowed on the track during competition so develop body language	Master's Degree (9/9)	
c. Coaches convey unintentional emotions thorough body language	(Q2- k, n, r)	
d. Must be direct, honest, regular, consistent and thorough (3)		
e. Allow for feedback from student-athletes, be receptive and listen (6)	Doctoral Degree (5/4)	
f. Blend feedback from student-athlete and your thoughts to achieve success	(Q2- a, b, m, o)	
g. I have learned to text message		
h. Prefer face to face individual discussions (8)		
i. Prefer informal lines of communication (4)	<u>Commitment</u>	
j. Have to have lots of formal communication due to time constraints	Elements of leadership (34/10)	
k. Weekly team meetings (3)	(Q1- Item k, m, n, q, t, x)	
l. Do not have as much contact with them as I would like	(Q2- Item a, b, c, j)	
m. I am enthusiastic and encourage the athletes (2)	(Q3- Item a, b, g, i, k, v, w, x)	
n. Dual-sport athlete has commented that our communication is better than other sport (2)		
o. Talk about life with my athletes (2)	Passion (10/4)	
p. Not a big team meeting person (4)	(Q1- Item a, b, g, i, j)	
q. Meet with staff once a week in season (3)	(Q2- Item e)	
r. Director of Operations handles most logistics information		
s. Event group coaches have daily communication (5)		

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
t. Get them the information needed to be effective (5)	Time investment (14/6)	
u. I never lose my temper with the athletes	(Q1- Item f, s, aa)	
v. Based on respect for each other itineraries are organized, consistent and thorough for travel (2)	(Q2- Item d, g) (Q3- Item n)	
w. Modeling is how you impact and influence communication on your team		
x. Keep it simple (3)		
y. Simple verbal cues and instructions	Model for the athletes (16/6)	
z. I do not judge them, so keeping open lines of communication (5)	(Q1- Item l, u, w) (Q2- Item h, l)	
aa. Have meetings with my staff (6)	(Q3- Item o)	
I. <u>Understanding of Human Behavior- Q1</u>		
<u>Support and relationships?</u>	Athlete oriented (26/10)	
a. Be available (3)	(Q1- Item c, h, o, p, r)	
b. Listen and respect their wishes	(Q2- Item i)	
c. Confidentiality in your discussions develops trust (2)	(Q3- Item c, d, e, l, m)	
d. Bottom line is developing trust (3)		
e. It is different at different stages in a coach's development (2)	Effects of career on family (9/5)	
f. I am like a father for a lot of my athletes (2)	(Q1- Item d, e)	
g. That is why I got into coaching (3)		
h. Kids know they can come to me with anything good or bad (2)	Athlete responsibility (9/4)	
i. If they buy into the program and work hard, that is a great sign of trust	(Q3- Item p, r, s, t)	
j. If they do their part, I owe them everything I can to help them		

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
k. I love them and tell them that often (3) The goal of coaching is getting your athletes to put their faith in you and trust (2)	Commit to excellence (11/5) (Q1- Item v, z)	
m. You have to have their best interest at heart (5)	(Q2- Item k)	
n. My job is to help people through hard moments and get them to work a little harder (2) Rarely lose my temper, and if I do it's because someone is not working hard	(Q3- Item f, h, j)	
o. Develops over time (3)	Maintain balance (7/5)	
p. Athlete needs to have their needs met and to be happy in order to succeed in anything (3) Knowing what is going on with them is important (6)	(Q1- Item y)	
r. Collectively as a staff and support staff we are there for them	(Q2- Item f, m)	
s. It is not about being liked, its about helping them achieve their goals (4) Can demand high expectations if we are supportive	(Q3- Item q, w)	
t. Individual face to face interaction/discussions (4) Kids do not care how much you know until they know how much you care (2) My athletes behavior and how they relate to me is very important	<u>Teambuilding</u>	
u. We do a lot of things to help establish relationships with coaches I wish I had more time for this (2)	Athlete involvement (8/4) (Q1- Item a, d, e, f, g,)	
v. Utilize team leaders (13/5) (Q1- Item c, o, v) (Q2- Item j, k, l)		

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
aa. Getting to know the athlete starts with recruiting (6)	Fit for the program (25/7)	
bb. Each athlete is different (3)	(Q1- Item i, j, l, m, n)	
cc. You need to learn and understand what make the athletes motivated (4)		
dd. I know enough to know when it affects what I do with them	Create championship atmosphere (32/10)	
ee. Athletes have to feel the coach is connected to their goals	(Q1- Item p, x) (Q2- Item b, d, f, g, h, m, o)	
J. <u>Understanding of Human Behavior- Q2</u>		
a. <u>Environment for support?</u>		
a. Allow them leadership opportunities	Looking for talent (5/5)	
b. Older athletes work with younger athletes	(Q1- Item h, r)	
c. Allow input of athletes on team matters		
d. Give them responsibilities and have them carried out	Emphasis on the intangibles (5/3)	
e. Element of creativity in teaching, much like an artist (2)	(Q1- Item k, u, bb, cc)	
f. They know I will support them and back them in any problem (4)		
g. Always talking to them about how they are doing, how they are feeling (4)	Roles within the team (9/4)	
h. They have entrusted me with their health, well being and athletic career (2)	(Q1- Item b, q, w, z, aa, ee)	
i. I owe it to them to provide a safety net and place of comfort for them (3)		
j. It enables the athletes to take risks and fail and learn and do it again and succeed (3)	Not looking for anything specific in athletes (2/1) (Q1- Item s, t)	

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
k. Understanding their training is impacted by other outside factors (3)	Conflict management (4/2)	
l. Through the empowering influence of loving people	(Q1- Item y, dd)	
m. You have to have their best interest at heart (2)		
n. By delivering it everyday (2)	Standards/Vision/Philosophy (26/10)	
o. I am an encourager (2)	(Q1- Item ff)	
p. When I discipline people it is in a positive way (3)	(Q2- Item a, c, e, i, n, p, q)	
q. Let athletes know we can help and provide other people to support (2)		
r. As a staff we have to create a safe environment (3)		
s. Sport psychologist as a resource	<u>Team Cohesion</u>	
t. I try to be there when they are done competing to shake their hand and tell them good job	Team goals (12/6)	
u. We talk about campus safety	(Q1- Item a, c, d, o)	
v. Have to take a class about how to live and make social decisions on campus	(Q2- Item b)	
w. I keep it lighthearted, like to tell jokes		
x. I am constantly trying to read them and gauge how they are doing from body language	Athlete directed (12/4)	
y. You have to be around them and spend time with them.	(Q1- Item b, j, k, v, x, gg, jj)	
K. <u>Knowledge of Sport- Q1 Knowledge level of coach?</u>	Focused on the task (2/2)	
a. Have to have knowledge of sport and basic sciences (4)	(Q1- Item e, y)	

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
b. Kids will know if you are not knowledgeable and you lose credibility and trust (6)	Team activities (20/8)	
c. Have to be very knowledgeable (2)	(Q1- Item f, g, h, u, bb, ff)	
d. Have to read and know what's out there		
e. Need to know biomechanics, physiology, psychology, nutrition, can not isolate (2)	Build supportive environment (20/5)	
f. Technical knowledge is good but must move beyond that to whole picture in regards to leadership (2)	(Q1- Item m, n, p, q, w, cc, ee, ii, mm, nn)	
g. The art of coaching is more important, the ability to communicate the knowledge (5)	(Q2- Item q)	
h. You have to be constantly learning and evolving (4)		
i. Most important thing is understanding how to influence the athletes to trust and believe what you tell them (3)	Responsibility and accountability (14/5)	
j. A great teacher can teach anything	(Q1- Item i, r, s, t, z)	
k. Kids do not care how much you know until they know how much you care (2)		
l. Its important but it's the least important aspect (5)	Travel (4/4)	
m. Its more about being a good recruiter	(Q1- Item aa)	
n. So much is dependent on the athlete that is beyond the coach's influence		
o. Depends on the athlete's preference		
p. It comes from experience, learning what works and what does not (3)	Effects on performance (13/9)	
q. I stay clear of anyone who thinks they know all the answers	(Q1- Item l, dd)	

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
L. <u>Knowledge of Sport- Q2 Background in sport science?</u>	Challenging workouts (2/2)	
a. Ph. D in physiology	(Q1- Item kk, ll)	
b. Post doctoral work in psychology		
c. Special education and learning disabilities	Staff communication (25/8)	
d. I have a good understanding of human behavior, perception and motor learning	(Q2- Item a, c, e, j, m, p)	
e. Informal studies in other areas		
f. I have done some course work	Staff Support (19/7)	
g. Self taught (3)	(Q2- Item d, f, h, i, k)	
h. Friends with kinesiology staff at each school I have coached		
i. Learning through the USATF coaching education program (3)		
j. Physical Education degree (4)		
k. Master's in physical education, emphasis on athletic coaching	<u>Gender Differences</u> Women (26/7)	
l. Bachelor's Degree in kinesiology	(Q1- Item a, d, g, h, i, n, r, s, v, w, z, bb)	
m. Ph. D in Sport Psychology	(Q2- Item h)	
n. Master's Degree in Physical Education/Kinesiology (6)		
o. Doctorate Degree in Physical Education/Kinesiology (2)	Men (14/5)	
p. Biology degree	(Q1- Item b, c, e, f, j, m, t, u, aa, cc)	
q. Undergrad in psychology		
r. Master's in sport and exercise leadership/management (2)	Differences between genders (12/8)	
s. I learned a lot from clinics	(Q1- Item l, o, q) (Q2- Item c, d)	
Raw Data Themes	General Themes	Emergent Themes

By Categories And Questions	Within Categories And Questions	Categories A-V (3 or more responses)
M. <u>Knowledge of Sport- Q3 Continuing education?</u>		
a. Continually read (8)	Different coaching approaches (11/8) (Q2- Item g, j, n))	
b. Read research articles (3)		
c. Search for knowledge on my own	Not much difference in coaching (14/8)	
d. Attend camps, clinics, conferences (7)	(Q1- Item k, x, y) (Q2- Item a, e)	
e. Looking for new ways to interpret old ideas (2)		
f. I have not done anything academic for years (4)		
g. I talk with people a lot to get new ideas	Staff considerations (5/3)	
h. Read books on a variety of topics that can relate to coaching/leadership/sport sciences (6)	(Q1- Item p)	
i. Network of coaches I share ideas with (4)	(Q2- Item i)	
j. Avid student of the sport sciences (5)		
k. I teach USATF Level 2 Schools (3)	Respectful environment (11/8)	
l. I learn from hearing colleagues teach and present (5)	(Q2- Item b, f, k, l, m) 11	
m. I ask the top people in their fields what they are reading		
n. I try to be a great student of coaches (2)		
o. I helped develop USATF coaching education curriculum (2)		
p. I conduct research in sport psychology		
q. I redefine and reinforce my philosophy from having to give presentations (5)		
N. <u>Commitment- Q1 What it means to you as a coach?</u>		
a. Love to work		
b. Love the sport		
c. Love the athletes I work with (2)		
Raw Data Themes	General Themes	Emergent Themes

By Categories And Questions	Within Categories And Questions	Categories A-V (3 or more responses)
d.	Have to be involved with family (4)	
e.	Family sacrifices and they are invested in your time commitment (5)	
f.	Our sport is time intensive (5)	
g.	Our sport is emotionally intensive	
h.	Trying to cover all the bases	
i.	Sacrifice energy (3)	
j.	Sacrifice finances (2)	
k.	I am committed to our goals	
l.	I set goals for myself and refine over time (2)	
m.	Being more visionary and less functional	
n.	My staff has to be equally committed	
o.	Living each day for the value and respect of the coach/athlete relationship (2)	
p.	The commitment to the development of the student-athlete is the biggest part of what we do (5)	
q.	The decision is made before you meet the challenge	
r.	Its made to the athlete from day one and every decision is based on that	
s.	I probably overcommitted at times putting in long hours (2)	
t.	Creating a supportive environment for my staff	
u.	Committed to my university	
v.	Commitment to excellence in everything that we do as a program (2)	
w.	Committed to my integrity and values	
x.	Trying to be a good planner	
Raw Data Themes	General Themes	Emergent Themes

By Categories And Questions	Within Categories And Questions	Categories A-V (3 or more responses)
y.	Having balance between work and the rest of your life is important (3)	
z.	Commitment separates those who do well and those who excel	
aa.	Avoid being overcommitted and ineffective	
O.	<u>Commitment- Q2 Translate to success as a leader?</u>	
a.	Doing all the things necessary to draw people in and give them responsibility (2)	
b.	Leaders is not always out front, sometime in the back motivating others to step out front and lead (3)	
c.	Leadership is the responsibility of teaching people how to go through the process (3)	
d.	If you work hard, you are going to get better (3)	
e.	Have to bring a desire and passion each day (2)	
f.	Need to keep yourself healthy and energized	
g.	Its all about work, we are a sport of work	
h.	By being a model for the athletes with your commitment gives you credibility (5)	
i.	Being committed to the idea that the person is more important than the program	
j.	Instilling trust and belief allows people to commit and follow (2)	
k.	By being committed to excellence in everything and demanding it from my student-athletes and staff (2)	
l.	I am committed to whatever I am doing in the present	

Raw Data Themes By Categories And Questions	General Themes Within Categories And Questions	Emergent Themes Categories A-V (3 or more responses)
<p>m. By being balanced in my commitment so I have the energy to be there for my athletes in time of need</p>		
<p>P. <u>Commitment- Q3 Continued success of athletes?</u></p>		
<p>a. Goal setting (7)</p>		
<p>b. Finding out what they really want to accomplish during their time with the program (3)</p>		
<p>c. Each athlete has different levels of success</p>		
<p>d. Help athlete work to reach potential (6)</p>		
<p>e. Identify the motivating factors for participation (2)</p>		
<p>f. Creating a culture of excellence (4)</p>		
<p>g. Addressing the team as a whole on commitment vs. involvement (2)</p>		
<p>h. Try to improve a little each day</p>		
<p>i. Reinforce that your teammates are relying on your contribution</p>		
<p>j. Give me your best each day</p>		
<p>k. We talk about integrity, commitment and trust</p>		
<p>l. Support and trust allows you to be free of worry and do your job (3)</p>		
<p>m. We have to stay two steps ahead of our athletes (2)</p>		
<p>n. Sometimes we have to put in extra hours to meet the athletes needs (2)</p>		
<p>o. I lead by example with my commitment (6)</p>		
<p>p. They have to become students of the sport (2)</p>		
<p>Raw Data Themes</p>	<p>General Themes</p>	<p>Emergent Themes</p>

By Categories And Questions	Within Categories And Questions	Categories A-V (3 or more responses)
q.	Keeping things in perspective for the athletes	
r.	They gave to take care of self-first in order to be great	
s.	Can not make them succeed, they have to choose (4)	
t.	Athletes have to have the same commitment they had on day one (2)	
u.	Daily face to face interaction with individuals	
v.	Practice has to be challenging, engaging, and fun (2)	
w.	Understanding that you can not work them hard everyday	
x.	Keeping them focused on the immediate goal	
Q.	<u>Teambuilding- Q1 Process?</u>	
a.	Allowing the individuals to take part and buy into the program (4)	
b.	Giving individuals responsibilities/roles (2)	
c.	Upperclassmen act as mentors (2)	
d.	Team committees that have responsibilities	
e.	It's not the coach's team, it's the team's team	
f.	Athletes take part in the team rules, regulations and everyday activities	
g.	The key is that athletes do and help with whatever is needed as a program to be successful	
h.	Looking for talent or ability to be successful (4)	
i.	Try to find people to fit into your program (7)	
j.	What are their values and does that match your system and philosophy (7)	
Raw Data Themes	General Themes	Emergent Themes

By Categories And Questions	Within Categories And Questions	Categories A-V (3 or more responses)
k.	Intangibles, other than talent	
l.	Interview people and find out their commitment, goals, direction and lifestyle	
m.	Its starts with recruiting (7)	
n.	If they do not fit, I advise them to go elsewhere (3)	
o.	I rely on my team captains/representatives for guidance and leadership (4)	
p.	Creating an atmosphere where you can love your teammate enough to rely on each other (2)	
q.	Keeping the team size small creates an atmosphere where it means something to be a part of the team (2)	
r.	Looking for athletes that can be competitive on the conference level	
s.	I don't look for intangibles	
t.	I don't really look for anything	
u.	Looking for people who are willing to work hard and put in the time to be successful (2)	
v.	Our team captains are men and women and are for both men's and women's team, there is no divide	
w.	I understand that teams go through stages of forming, storming, norming and performing	
x.	Provide a satisfying experience for the athletes each day	
y.	Being aware that conflict will occur and you need to head it off as the coach (2)	
z.	Educating them so they understand the importance and impact of each role	
Raw Data Themes	General Themes	Emergent Themes

By Categories And Questions	Within Categories And Questions	Categories A-V (3 or more responses)
aa.	Encourage and allow other people to do their role's (2)	
bb.	We recruit lower skill people and develop them	
cc.	Makeup up of the team is more about their commitment than ability	
dd.	Teach them how to deal with conflict (2)	
ee.	Order of power, freshmen have to earn their role	
ff.	Everything you do reflects your vision as a team (2)	
R.	<u>Teambuilding- Q2 Philosophy, Mission, Standards?</u>	
a.	Yes I do establish standards (9)	
b.	Have to be goal oriented, success driven, and committed to excellence	
c.	Standards for who gets scholarships	
d.	Philosophy is to create an environment for championship performance (6)	
e.	Philosophy includes the sciences and behaviors (3)	
f.	Want each athlete to leave having become better than they were when they came in (3)	
g.	Everything I do builds off personal improvement (4)	
h.	Clearly outlined expectations (8)	
i.	If there are gray areas I try to give the benefit of the doubt to the athlete	
j.	Team captains develop the standards with coaches consultation (3)	
Raw Data Themes	General Themes	Emergent Themes

By Categories And Questions	Within Categories And Questions	Categories A-V (3 or more responses)
k.	I put a lot of responsibility on the team leaders	
l.	I let the captains do the majority of talking in team meetings (2)	
m.	It is unacceptable to achieve less than your best (2)	
n.	Do not have many rules, regulations or standards (5)	
o.	Treat people the way you want to be treated (3)	
p.	Try to build them into confident athletes and develop as a whole person while trying to win (4)	
q.	Written policy that they sign so they are accountable	
S.	<u>Team Cohesion- Q1 Facilitate?</u>	
a.	It is established by the directions and goals you set for the team (3)	
b.	Established by what kids want to buy into	
c.	It comes by the coach keeping those goals at the forefront throughout the season (5)	
d.	Athletes personal goals need to merge with team goals	
e.	Iteration and reiteration and keeping the focus on the task at hand	
f.	We do activities together (4)	
g.	Team social activities (6)	
h.	Talent show (2)	
i.	Coach has social responsibility to keep team together and involved with each athlete (2)	
Raw Data Themes	General Themes	Emergent Themes

By Categories And Questions	Within Categories And Questions	Categories A-V (3 or more responses)
j.	Encourage people based on their personality and preference towards the team	
k.	Personal discussions to get to know athletes so we can meet their needs (2)	
l.	Team cohesion plays a role in performance (9)	
m.	As team comes together they contribute to the benefit of the team (2)	
n.	Selflessness has to be there for team to be successful	
o.	Support services around the team must also support goals and direction of team	
p.	We try to bring people together physically at times, its difficult due to different practice locations (2)	
q.	It's a team sport for us	
r.	Impress on them the importance of team and accountability in everything we do (2)	
s.	Each kid on the team knows they are an important contributor to the team (5)	
t.	Creating an environment where they have a responsibility to someone other than themselves (4)	
u.	Team meals (5)	
v.	I let the captains direct the activities (3)	
w.	The environment of personal excellence in all aspects of life brings them closer together (2)	
x.	Rely on upperclassmen to help in developing the team dynamics through modeling/mentoring (3)	
Raw Data Themes	General Themes	Emergent Themes

By Categories And Questions	Within Categories And Questions	Categories A-V (3 or more responses)
y.	If all are focused on the same task can overcome differences to be successful	
z.	Athletes helping/relying on each other with different technical aspects of their events	
aa.	Travel was a great time to for athletes to bond and for coaches to bond with the athletes as well (4)	
bb.	They do activities within their event groups	
cc.	Family like atmosphere (2)	
dd.	Team cohesion plays a major role in performance (4)	
ee.	The athletes gain a lot of energy from each others support and I tell them to create that energy at meets	
ff.	We do volunteering projects (2)	
gg.	We do a lot of girly stuff	
hh.	We have a lot of fun	
ii.	Message on cohesion and support is the same from first phone call in recruiting until the end of their career (2)	
jj.	My athletes are involved in the recruiting process and selecting who we bring into the team	
kk.	Take bus off campus to do a team workout once a week in fall that are challenging	
ll.	We have a tradition of these hard off campus workouts that bonds the athletes	
mm.	When everyone works hard in the same way there is tremendous mutual respect (4)	
nn.	I try to build an environment where they get to know each other as people (2)	
Raw Data Themes	General Themes	Emergent Themes

By Categories And Questions	Within Categories And Questions	Categories A-V (3 or more responses)
T. <u>Team Cohesion- Q2 Staff?</u>		
a. Having meetings (6)		
b. Keeping goals/mission in mind (2)		
c. Talking about the athletes and trying to regulate personalities to get the best of each athlete (2)		
d. Staff has to get along with each other (5)		
e. Let athletes know that we don't know everything		
f. Validation of what your are doing from outside people strengthens your program		
g. Staff cohesion plays a huge role in leadership (7)		
h. Staff have to trust and support each other (7)		
i. Have to have cooperation (4)		
j. Needs to be communication (6)		
k. Needs to be mentorships occurring (2)		
l. Team feeds off the staff unity (4)		
m. Staff has the same message regarding philosophy, expectations and values (6)		
n. The staff is living everyday the model we want our athletes to follow (4)		
o. Try to do a lot of stuff to bring the staff together		
p. I have to provide a framework that allows for feedback and disagreement in a positive way (4)		
q. The staff has to reflect the makeup of the team		
Raw Data Themes	General Themes	Emergent Themes

By Categories And Questions	Within Categories And Questions	Categories A-V (3 or more responses)
U.	<u>Gender Differences- Q1 Differences in Men/Women in track and field?</u>	
a.	Ladies are more willing to receive input from coaches (2)	
b.	Men are less receptive to input (3)	
c.	Men think they know it all (2)	
d.	Women are more sensitive (6)	
e.	Guys are less sensitive (4)	
f.	Guys express frustration more outwardly	
g.	Women tend to express differently (2)	
h.	Women tend to cry in many different situations (4)	
i.	Women listen better	
j.	Guys if really hungry to learn will listen	
k.	Things change over time with both genders	
l.	I think you approach teambuilding differently with each gender	
m.	Our men's team is happy if we are performing well	
n.	Our women's team needs to be happy in order to perform well (2)	
o.	Mindset in terms of team and interpersonal relationships	
p.	Making sure there is a female on the staff that the athletes can go to if needed (3)	
q.	There are some differences (8)	
r.	Women tend to be tougher (3)	
s.	Women can handle more volume	
t.	Men can handle more intensity	
Raw Data Themes	General Themes	Emergent Themes

By Categories And Questions	Within Categories And Questions	Categories A-V (3 or more responses)
<ul style="list-style-type: none"> u. Men get over harsh criticism quicker v. Women take longer to get over harsh criticism w. Women are usually more willing to put in the time commitment x. You can't make any generalizations y. There are no differences z. Women have some emotional needs that men often can't understand aa. Guys are sensitive too bb. Women grow away from sport as they get older cc. Men have a hard time letting go of sport as they get older 		
<p>V. <u>Gender Differences- Q2 Styles for genders?</u></p>	<ul style="list-style-type: none"> a. Not really, pretty much the same (8) b. Let them know they are appreciated, loved, and free level of communication (3) c. I will let my women's team know that whatever it is they need to do to bring everyone together they can do it d. I do not always understand where the women are coming from but I support it e. An athlete is an athlete, the approach is the same (3) f. Treat them with respect (3) g. Leadership approach is dependent more on individual than gender (7) 	
Raw Data Themes	General Themes	Emergent Themes

By Categories And Questions	Within Categories And Questions	Categories A-V (3 or more responses)
h.	I have worked with females I could treat just like males	
i.	Certain coaches male or female tend to work with a specific gender better (2)	
j.	As long as they know you have their best interest at heart they are okay with different approaches (3)	
k.	We have an open environment male and female where we can talk about issues	
l.	I am straightforward and honest in dealing with individuals (3)	
m.	My daughter is every bit as important as I my son and the same if true for my athletes	
n.	Sometimes have gender specific meetings to address one specifically	

APPENDIX E
FREQUENCY DISTRIBUTION

FREQUENCY DISTRIBUTION OF RAW DATA RESPONSES

Responses	Number of Coach Responses											Total Responses	Rank Order	
	Category and Question	Coaching Experience	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences			
Attend camps, clinics, conferences	M3					7						7	19	
Goal setting	P3						7					7	20	
Try to find people to fit into your program	Q1							7				7	21	
What are their values and does that match your system and philosophy	Q1							7				7	22	
Its starts with recruiting	Q1							7				7	23	
Staff cohesion plays a huge role in leadership	T2								7			7	24	
Staff have to trust and support each other	T2								7			7	25	
Leadership approach is dependent more on individual than gender	V2									7		7	26	
Have a passion for coaching	A1	6										6	27	
Beneficial if you can attach yourself to someone who has been successful	B2	6										6	28	
Give assistants freedom to do their job	C1		6									6	29	
I enjoy being able to positively impact other people	C1		6									6	30	
A lot of different personalities present on the team with the variety of events	E3		6									6	31	
Doing things the right way with honor and character	F1			6								6	32	
Being a role model of integrity	F1			6								6	33	
Recruiting has issues	G2			6								6	34	

FREQUENCY DISTRIBUTION OF RAW DATA RESPONSES

Responses	Number of Coach Responses											Total Responses	Rank Order	
	Category and Question	Coaching Experience	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences			
Allow for feedback from student-athletes, be receptive and listen	H1			6								6	35	
Have meetings with my staff	H1			6								6	36	
Knowing what is going on with them is important	I1				6							6	37	
Getting to know the athlete starts with recruiting	I1				6							6	38	
Kids will know if you are not knowledgeable and you lose credibility and trust	K1					6						6	39	
Master's Degree in Physical Education/Kinesiology	L2					6						6	40	
Read books on a variety of topics that can relate to coaching/leadership/sport sciences	M3					6						6	41	
Help athlete work to reach potential	P3						6					6	42	
I lead by example with my commitment	P3						6					6	43	
Philosophy is to create an environment for championship performance	R2							6				6	44	
Team social activities	S1								6			6	45	
Having meetings	T2								6			6	46	
Needs to be communication	T2								6			6	47	
Staff has the same message regarding philosophy, expectations and values	T2								6			6	48	
Women are more sensitive	U1									6		6	49	
Have worked with national teams and Olympic teams	A1	5										5	50	
Intention to help other people	B2	5										5	51	
I am always picking up things from my peers	B2	5										5	52	

FREQUENCY DISTRIBUTION OF RAW DATA RESPONSES

Responses	Number of Coach Responses											
	Category and Question	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences	Total Responses	Rank Order
My father was a role model and influence in my development as a coach	B2	5									5	53
Investment from the athletes leads them to be more motivated	C1	5									5	54
Athlete centered	C1	5									5	55
The coach plays a huge role	D2	5									5	56
Coach to meet the individual aspect of the sport	E3	5									5	57
I will not compromise what I value	F1		5								5	58
Not a big issue in what I see	G2		5								5	59
Some issues exist	G2		5								5	60
Email	H1			5							5	61
Event group coaches have daily communication	H1			5							5	62
Get them the information needed to be effective	H1			5							5	63
I do not judge them, so keeping open lines of communication	H1		5								5	64
You have to have their best interest at heart	I1				5						5	65
The art of coaching is more important, the ability to communicate the knowledge	K1					5					5	66
Its important but it's the least important aspect	K1					5					5	67
Avid student of the sport sciences	M3					5					5	68
I learn from hearing colleagues teach and present	M3					5					5	69
I redefine and reinforce my philosophy from having to give presentations	M3					5					5	70

FREQUENCY DISTRIBUTION OF RAW DATA RESPONSES

Responses	Number of Coach Responses											Total Responses	Rank Order
	Category and Question	Coaching Experience	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences		
If you say you are going to do something, that is what you do	F1		4									4	88
There are consequences for certain actions and following through	F1		4									4	89
Pressure to win, so compromise integrity	G2		4									4	90
Prefer informal lines of communication people	H1			4								4	91
Not a big team meeting person	H1			4								4	92
It is not about being liked, its about helping them achieve their goals	I1				4							4	93
Individual face to face interaction/discussions	I1				4							4	94
You need to learn and understand what make the athletes motivated	I1				4							4	95
They know I will support them and back them in any problem	J2				4							4	96
Always talking to them about how they are doing, how they are feeling	J2				4							4	97
Have to have knowledge of sport and basic sciences	K1					4						4	98
You have to be constantly learning and evolving	K1					4						4	99
Physical Education degree	L2					4						4	100
I have not done anything academic for years	M3					4						4	101
Network of coaches I share ideas with	M3					4						4	102
Have to be involved with family	N1						4					4	103
Creating a culture of excellence	P3							4				4	104

FREQUENCY DISTRIBUTION OF RAW DATA RESPONSES

Responses	Number of Coach Responses											Total Responses	Rank Order	
	Category and Question	Coaching Experience	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences			
Can not make them succeed, they have to choose	P3						4					4	105	
Allowing the individuals to take part and buy into the program	Q1							4					4	106
Looking for talent or ability to be successful	Q1							4					4	107
I rely on my team captains/representatives for guidance and leadership	Q1							4					4	108
Everything I do builds off personal improvement	R2							4					4	109
Try to build them into confident athletes and develop as a whole person while trying to win	R2							4					4	110
We do activities together	S1								4				4	111
Creating an environment where they have a responsibility to someone other than themselves	S1								4				4	112
Travel was a great time to for athletes to bond and for coaches to bond with the athletes as well	S1								4				4	113
Team cohesion plays a major role in performance	S1								4				4	114
When everyone works hard in the same way there is tremendous mutual respect	S1								4				4	115
Have to have cooperation	T2								4				4	116
Team feeds off the staff unity	T2								4				4	117
The staff is living everyday the model we want our athletes to follow	T2								4				4	118
I have to provide a framework that allows for feedback and disagreement in a positive way	T2								4				4	119

FREQUENCY DISTRIBUTION OF RAW DATA RESPONSES

Responses	Number of Coach Responses											Total Responses	Rank Order	
	Category and Question	Coaching Experience	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences			
That is why I got into coaching	I1				3							3	153	
I love them and tell them that often	I1				3							3	154	
Develops over time	I1				3							3	155	
Athlete needs to have their needs met and to be happy in order to succeed in anything	I1				3							3	156	
Each athlete is different	I1				3							3	157	
I owe it to them to provide a safety net and place of comfort for them	J2				3							3	158	
It enables the athletes to take risks and fail and learn and do it again and succeed	J2				3							3	159	
Understanding their training is impacted by other outside factors	J2				3							3	160	
When I discipline people it is in a positive way	J2				3							3	161	
As a staff we have to create a safe environment	J2				3							3	162	
Most important thing is understanding how to influence the athletes to trust and believe what you tell them	K1								3			3	163	
It comes from experience, learning what works and what does not	K1											3	164	
Self taught	L2								3			3	165	
Learning through the USA TF coaching education program	L2											3	166	
Read research articles	M3											3	167	

FREQUENCY DISTRIBUTION OF RAW DATA RESPONSES

Responses	Number of Coach Responses											
	Category and Question	Coaching Experience	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences	Total Responses
I teach USATF Level 2 Schools	M3					3						3 168
Sacrifice energy	N1						3					3 169
Having balance between work and the rest of your life is important	N1						3					3 170
Leaders is not always out front, sometime in the back motivating others to step out front and lead	O2						3					3 171
Leadership is the responsibility of teaching people how to go through the process	O2						3					3 172
If you work hard, you are going to get better	O2						3					3 173
Finding out what they really want to accomplish during their time with the program	P3						3					3 174
Support and trust allows you to be free of worry and do your job	P3						3					3 175
If they do not fit, I advise them to go elsewhere	Q1							3				3 176
Philosophy includes the sciences and behaviors	R2							3				3 177
Want each athlete to leave having become better than they were when they came in	R2							3				3 178
Team captains develop the standards with coaches consultation	R2							3				3 179
Treat people the way you want to be treated	R2							3				3 180
It is established by the directions and goals you set for the team	S1								3			3 181
I let the captains direct the activities	S1								3			3 182

FREQUENCY DISTRIBUTION OF RAW DATA RESPONSES

Responses	Number of Coach Responses											Total Responses	Rank Order	
	Category and Question	Coaching Experience	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences			
I am an encourager	J2					2						2	244	
Let athletes know we can help and provide other people to support	J2					2							2	245
Have to be very knowledgeable	K1									2			2	246
Need to know biomechanics, physiology, psychology, nutrition, can not isolate	K1									2			2	247
Technical knowledge is good but must move beyond that to whole picture in regards to leadership	K1									2			2	248
Kids do not care how much you know until they know how much you care	K1									2			2	249
Doctorate Degree in Physical Education/Kinesiology	L2									2			2	250
Master's in sport and exercise leadership/management	L2									2			2	251
Looking for new ways to interpret old ideas	M3									2			2	252
I try to be a great student of coaches	M3									2			2	253
I helped develop USATF coaching education curriculum	M3									2			2	254
Love the athletes I work with	N1											2	2	255
Sacrifice finances	N1											2	2	256
I set goals for myself and refine over time	N1											2	2	257
Living each day for the value and respect of the coach/athlete relationship	N1											2	2	258

FREQUENCY DISTRIBUTION OF RAW DATA RESPONSES

Responses	Number of Coach Responses											
	Category and Question	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences	Total Responses	Rank Order
I probably overcommitted at times putting in long hours	N1					2					2	259
Commitment to excellence in everything that we do as a program	N1					2					2	260
Doing all the things necessary to draw people in and give them responsibility	O2					2					2	261
Have to bring a desire and passion each day	O2					2					2	262
Instilling trust and belief allows people to commit and follow	O2					2					2	263
By being committed to excellence in everything and demanding it from my student-athletes and staff	O2					2					2	264
Identify the motivating factors for participation	P3					2					2	265
Addressing the team as a whole on commitment vs. involvement	P3					2					2	266
We have to stay two steps ahead of our athletes	P3					2					2	267
Sometimes we have to put in extra hours to meet the athletes needs	P3					2					2	268
They have to become students of the sport	P3					2					2	269
Athletes have to have the same commitment they had on day one	P3					2					2	270
Practice has to be challenging, engaging, and fun	P3					2					2	271
Giving individuals responsibilities/roles	Q1									2		272
Upperclassmen act as mentors	Q1									2		273

FREQUENCY DISTRIBUTION OF RAW DATA RESPONSES

Responses	Number of Coach Responses											
	Category and Question	Coaching Experience	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences	Total Responses
Creating an atmosphere where you can love your teammate enough to rely on each other	Q1							2				2 274
Keeping the team size small creates an atmosphere where it means something to be a part of the team	Q1							2				2 275
Looking for people who are willing to work hard and put the time to be successful	Q1							2				2 276
Being aware that conflict will occur and you need to head it off as the coach	Q1							2				2 277
Encourage and allow other people to do their role's	Q1							2				2 278
Teach them how to deal with conflict	Q1							2				2 279
Everything you do reflects your vision as a team	Q1							2				2 280
I let the captains do the majority of talking in team meetings	R2							2				2 281
It is unacceptable to achieve less than your best	R2							2				2 282
Talent show	S1								2			2 283
Coach has social responsibility to keep team together and involved with each athlete	S1								2			2 284
Personal discussions to get to know athletes so we can meet their needs	S1								2			2 285
As team comes together they contribute to the benefit of the team	S1								2			2 286
We try to bring people together physically at times, its difficult due to different practice locations	S1								2			2 287

FREQUENCY DISTRIBUTION OF RAW DATA RESPONSES

Responses	Number of Coach Responses											Total Responses	Rank Order	
	Category and Question	Coaching Experience	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences			
Impress on them the importance of team and accountability in everything we do	S1								2			2	288	
The environment of personal excellence in all aspects of life brings them closer together	S1								2			2	289	
Family like atmosphere	S1								2			2	290	
We do volunteering projects	S1								2			2	291	
Message on cohesion and support is the same from first phone call in recruiting until the end of their career	S1								2			2	292	
I try to build an environment where they get to know each other as people	S1								2			2	293	
Keeping goals/mission in mind	T2								2			2	294	
Talking about the athletes and trying to regulate personalities to get the best of each athlete	T2								2			2	295	
Needs to be mentorships occurring	T2								2			2	296	
Ladies are more willing to receive input from coaches	U1											2	297	
Men think they know it all	U1											2	298	
Women tend to express differently	U1											2	299	
Our women's team needs to be happy in order to perform well	U1											2	300	
Certain coaches male or female tend to work with a specific gender better	V2											2	301	

FREQUENCY DISTRIBUTION OF RAW DATA RESPONSES

Responses	Number of Coach Responses											Total Responses	Rank Order	
	Category and Question	Coaching Experience	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences			
Allow input of athletes on team matters	J2				1							1	426	
Give them responsibilities and have them carried out	J2				1							1	427	
Through the empowering influence of loving people	J2				1							1	428	
Sport psychologist as a resource	J2				1							1	429	
I try to be there when they are done competing to shake their hand and tell them good job	J2				1							1	430	
We talk about campus safety	J2				1							1	431	
Have to take a class about how to live and make social decisions on campus	J2				1							1	432	
I keep it lighthearted, like to tell jokes	J2				1							1	433	
I am constantly trying to read them and gauge how they are doing from body language	J2				1							1	434	
You have to be around them and spend time with them.	J2				1							1	435	
Have to read and know what's out there	K1									1			436	
A great teacher can teach anything	K1									1			437	
Its more about being a good recruiter	K1									1			438	
So much is dependent on the athlete that is beyond the coach's influence	K1									1			439	
Depends on the athlete's preference	K1									1			440	
I stay clear of anyone who thinks they know all the answers	K1									1			441	
Ph. D in physiology	L2									1			442	

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Post doctoral work in psychology	L2					1						1	443	
Special education and learning disabilities	L2					1						1	444	
I have a good understanding of human behavior, perception and motor learning	L2					1						1	445	
Informal studies in other areas	L2					1						1	446	
I have done some course work	L2					1						1	447	
Friends with kinesiology staff at each school I have coached	L2					1						1	448	
Master's in physical education, emphasis on athletic coaching	L2					1						1	449	
Bachelor's Degree in kinesiology	L2					1						1	450	
Ph. D in Sport Psychology	L2					1						1	451	
Biology degree	L2					1						1	452	
Undergrad in psychology	L2					1						1	453	
I learned a lot from clinics	L2					1						1	454	
Search for knowledge on my own	M3					1						1	455	
I talk with people a lot to get knew ideas	M3					1						1	456	
I ask the top people in their fields what they are reading	M3					1						1	457	
I conduct research in sport psychology	M3					1						1	458	
Love to work	N1											1	459	
Love the sport	N1											1	460	
Our sport is emotionally intensive	N1											1	461	

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Responses	Number of Coach Responses											Total Responses	Rank Order	
	Category and Question	Coaching Experience	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences			
Trying to cover all the bases	N1						1					1	462	
I am committed to our goals	N1						1					1	463	
Being more visionary and less functional	N1						1					1	464	
My staff has to be equally committed	N1						1					1	465	
The decision is made before you meet the challenge	N1						1					1	466	
Its made to the athlete from day one and every decision is based on that	N1						1					1	467	
Creating a supportive environment for my staff	N1						1					1	468	
Committed to my university	N1						1					1	469	
Committed to my integrity and values	N1						1					1	470	
Trying to be a good planner	N1						1					1	471	
Commitment separates those who do well and those who excel	N1						1					1	472	
Avoid being overcommitted and ineffective	N1						1					1	473	
Need to keep yourself healthy and energized	O2						1					1	474	
Its all about work, we are a sport of work	O2						1					1	475	
Being committed to the idea that the person is more important than the program	O2						1					1	476	
I am committed to whatever I am doing in the present	O2						1					1	477	
By being balanced in my commitment so I have the energy to be there for my athletes in time of need	O2						1					1	478	
Each athlete has different levels of success	P3						1					1	479	
Try to improve a little each day	P3						1					1	480	

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Responses	Number of Coach Responses											Total Responses	Rank Order	
	Category and Question	Coaching Experience	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences			
Reinforce that your teammates are relying on your contribution	P3						1					1	481	
Give me your best each day	P3						1					1	482	
We talk about integrity, commitment and trust	P3						1					1	483	
Keeping things in perspective for the athletes	P3						1					1	484	
They gave to take care of self-first in order to be great	P3						1					1	485	
Daily face to face interaction with individuals	P3						1					1	486	
Understanding that you can not work them hard everyday	P3						1					1	487	
Keeping them focused on the immediate goal	P3						1					1	488	
Team committees that have responsibilities	Q1										1	1	489	
It's not the coach's team, it's the team's team	Q1										1	1	490	
Athletes take part in the team rules, regulations and everyday activities	Q1										1	1	491	
The key is that athletes do and help with whatever is needed as a program to be successful	Q1										1	1	492	
Intangibles, other than talent	Q1										1	1	493	
Interview people and find out their commitment, goals, direction and lifestyle	Q1										1	1	494	
Looking for athletes that can be competitive on the conference level	Q1										1	1	495	
I don't look for intangibles	Q1										1	1	496	

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Responses	Number of Coach Responses											
	Category and Question	Coaching Experience	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences	Total Responses
I don't really look for anything	Q1							1				1 497
Our team captains are men and women and are for both men's and women's team, there is no divide	Q1							1				1 498
I understand that teams go through stages of forming, storming, norming and performing	Q1							1				1 499
Provide a satisfying experience for the athletes each day	Q1							1				1 500
Educating them so they understand the importance and impact of each role	Q1							1				1 501
We recruit lower skill people and develop them	Q1							1				1 502
Makeup up of the team is more about their commitment than ability	Q1							1				1 503
Order of power, freshmen have to earn their role	Q1							1				1 504
Have to be goal oriented, success driven, and committed to excellence	R2							1				1 505
Standards for who gets scholarships	R2							1				1 506
If there are gray areas I try to give the benefit of the doubt to the athlete	R2							1				1 507
I put a lot of responsibility on the team leaders	R2							1				1 508
Written policy that they sign so they are accountable	R2							1				1 509
Established by what kids want to buy into	S1								1			1 510
Athletes personal goals need to merge with team goals	S1								1			1 511

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Responses	Number of Coach Responses											Total Responses	Rank Order	
	Category and Question	Coaching Experience	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences			
Iteration and reiteration and keeping the focus on the task at hand	S1							1				1	512	1
Encourage people based on their personality and preference towards the team	S1							1				1	513	1
Selflessness has to be there for team to be successful	S1							1				1	514	1
Support services around the team must also support goals and direction of team	S1							1				1	515	1
It's a team sport for us	S1							1				1	516	1
If all are focused on the same task can overcome differences to be successful	S1							1				1	517	1
Athletes helping/relying on each other with different technical aspects of their events	S1							1				1	518	1
They do activities within their event groups	S1							1				1	519	1
The athletes gain a lot of energy from each others support and I tell them to create that energy at meets	S1							1				1	520	1
We do a lot of girly stuff	S1							1				1	521	1
We have a lot of fun	S1							1				1	522	1
My athletes are involved in the recruiting process and selecting who we bring into the team	S1							1				1	523	1
Take bus off campus to do a team workouts once a week in fall that are challenging	S1							1				1	524	1

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Responses	Number of Coach Responses												
	Category and Question	Coaching Experience	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences	Total Responses	
We have a tradition of these hard off campus workouts that bonds the athletes	S1								1			1	525
Let athletes know that we don't know everything	T2								1			1	526
Validation of what you are doing from outside people strengthens your program	T2								1			1	527
Try to do a lot of stuff to bring the staff together	T2									1		1	528
The staff has to reflect the makeup of the team	T2									1		1	529
Guys express frustration more outwardly	U1									1		1	530
Women listen better	U1									1		1	531
Guys if really hungry to learn will listen	U1									1		1	532
Things change over time with both genders	U1									1		1	533
gender	U1									1		1	534
Our men's team is happy if we are performing well	U1									1		1	535
Mindset in terms of team and interpersonal relationships	U1									1		1	536
Women can handle more volume	U1									1		1	537
Men can handle more intensity	U1									1		1	538
Men get over harsh criticism quicker	U1									1		1	539
Women take longer to get over harsh criticism	U1									1		1	540
Women are usually more willing to put in the time	U1									1		1	541
commitment	U1									1		1	541
You can't make any generalizations	U1									1		1	542

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Responses	Number of Coach Responses											
	Category and Question	Leadership	Integrity	Communication	Understanding of Human Behavior	Knowledge of Sport	Commitment	Team Building	Team Cohesion	Gender Differences	Total Responses	Rank Order
There a no differences	U1									1	1	543
Women have some emotional needs that men often can't understand	U1									1	1	544
Guys are sensitive too	U1									1	1	545
Women grow away from sport as they get older	U1									1	1	546
Men have a hard time letting go of sport as they get older	U1									1	1	547
I will let my women's team know that whatever it is they need to do to bring everyone together they can do it	V2									1	1	548
I do not always understand where the women are coming from but I support it	V2									1	1	549
h. I have worked with females I could treat just like males	V2									1	1	550
We have an open environment male and female where we can talk about issues	V2									1	1	551
My daughter is every bit as important as I my son and the same if true for my athletes	V2									1	1	552
Sometimes have gender specific meetings to address one specifically	V2									1	1	553

APPENDIX F
EMERGENT THEMES

Emergent Themes

1. Coaching Development
 - a. Career path (78/10)
 - b. Continually learning (57/10)
 - c. Importance of mentoring (51/10)
 - d. Knowledge of sport sciences (25/10)
 - e. Parents were influential (12/6)

2. Coaching Considerations
 - a. Gender differences (31/9)
 - b. Cohesion improves performance (26/10)
 - c. Formal communication (23/7)
 - d. Team activities (19/8)
 - e. Integrity issues (15/7)
 - f. Informal communication (13/6)
 - g. No gender differences (11/8)

3. Components of Successful Leadership Style
 - a. Athlete centered (101/10)
 - b. Develop support and trust (97/10)
 - c. Emphasize academics (49/10)
 - d. Provide a model (30/10)
 - e. Create environment of excellence (29/8)
 - f. Athlete investment (25/7)
 - g. Teaching the elements of success (26/9)
 - h. Establish standards (22/9)
 - i. Recruiting (17/7)
 - j. Facilitate motivation (14/7)
 - k. Rely on athlete team leaders (13/6)

4. Characteristics of Successful Leaders
 - a. Integrity (46/10)
 - b. Effective communication (34/10)
 - c. Balance (20/8)
 - d. Passion (12/10)
 - e. Adaptability (9/7)