

ABSTRACT OF CAPSTONE

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Morehead State University

March 30, 2021

COACHING EDUCATION PROGRAMS IN DIVISION I ATHLETICS:
DEPARTMENT-WIDE HEAD COACH DEVELOPMENT

Abstract of Capstone

A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
Ernst and Sara Lane Volgenau College of Education
At Morehead State University

By

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Lexington, Kentucky

Committee Chair: Lee W. Nabb, Associate Professor

Morehead, Kentucky

March 30, 2021

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COACHING EDUCATION PROGRAMS IN DIVISION I ATHLETICS:
DEPARTMENT-WIDE HEAD COACH DEVELOPMENT

This capstone is founded on the need for coaching education programs and support for athletic coaches at the NCAA Division I level. Currently, fewer than 15% of athletics directors possess the experience and perspective as a former coach (Wong 2015). The majority of administrators enters the profession with a background in business or other administrative experience, which has proven detrimental to first-time head coaches. Administrators' inability to offer relatable coaching experiences makes it difficult for them to provide adequate mentorship and guidance to sport leaders.

Considering the current climate of higher education and the ever-increasing strain on institutional resources, the creation and funding of a new administrative position may not be feasible at many athletic departments. As a result, a more impactful approach would be to design a program that can be implemented to aid all coaches with their day-to-day challenges. The purpose of this capstone is to provide NCAA Division I athletic departments a coaching education program for head coaches.

Issues of self-assessment, leadership styles, ethical decision making, communication, management of staff, professionalism, work-life balance, building networks, managing stress, and developing coaching philosophies are essential for all

coaches. At a time when job security and promotion are directly connected to winning records, attention to purpose and process is critical.

This capstone tackles the need for coaching education using a vehicle that can navigate coaches' time demands for competitive Division I athletics. The Coaching Development Academy is designed to be delivered through bi-monthly modules over an academic year. This format can offer an institution's head coaches an engaging environment helping to build a network of resources and support. Modules for ethical decision making and leadership styles were devised as examples of what the comprehensive curriculum would look like.

KEYWORDS: Coaching, Education, Assessment, Intercollegiate, NCAA Division I

Candidate Signature

Date

COACHING EDUCATION PROGRAMS IN DIVISION I ATHLETICS:
DEPARTMENT-WIDE HEAD COACH DEVELOPMENT

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DEDICATION

I would like to dedicate this to the unconditional support of the three most important women in my life. My wife Ashley and daughters Sydney and Jamison have enabled me to pursue the many passions in my life. They inspire me to match their ambition and continue to work on being the best husband, father, and friend I can for them. This has been a journey of sacrifice shared by my family, and for that I will be forever grateful. I love you with all of my heart!

ACKNOWLEDGEMENTS

There are people in my life that influence, inspire, and motivate me to commit to becoming the best possible version of myself. While I fear that I consistently fall short, I know that I would not be nearly as close without them. First, my parents have filled me with personal expectations, the value of hard work, and a commitment to others. They have been the constant in my life, and I would never have been able to discover myself without their support and guidance.

My uncle, Donald Tapken, has been an inspiration to me in by overcoming adversity and allowing the light of a beautiful mind shine through. I have learned to appreciate so many perspectives I never would have noticed had it not been for one of the smartest people I have ever known.

My Committee members, Dr. Nabb, Dr. Privott, and Professor Polhamus, have been instrumental in my development. They have served as the guard rails on this journey constantly nudging me back on the right path and at times keeping me from crashing and burning. Their belief in me has fueled me through some times when I considered packing it in.

I am indebted to the many young women I have been blessed to coach. They have entrusted me to help them achieve their dreams and aspirations through leadership. The reality is that I have benefited more from them than they have ever thought about learning from me. They show me on a daily basis what it means to be committed to continuous self-improvement. They energize me and make me feel

younger than my body does. I am blessed to have each of them impact who I continue to aspire to be.

While at times I have blamed him for pushing me to add so much to plate, I never would have taken on this journey without the years of encouragement and even nagging from Dr. Daryl Privott. As a friend, well before a colleague or professor, he has made me believe that I belong here. His persistence has led me to accomplish something I never intended to. There would never be a Dr. J without a Dr. P...Thank you my friend!

I have family and friends, but I am blessed to have a Framily. You help me stay grounded, support me, and allow me to comfortably laugh, cry, and yell without judgement. I love you all!

There are others that inspire, support, and motivate me to push beyond my comfort zone. To my coaching colleagues: your excellence has driven me to chase you, model you, and dream of ways to beat you. I have learned so much from our conversations courtside while recruiting, discussions over dinner, and debates/arguments at bars at the end of the night. While impossible to name everyone, thank you Sally, Tonya, Kevin, Ed, Anne, Rick, and all the CAACRs and Winos who mean so much to me. Ray, your mixes, especially the old school brunches, have provided me a soundtrack to this journey.

I am grateful for the friendship and support that Kyrsten, Sarah and everyone else on my staff has afforded me. They have tolerated me over these past three years while I have leaned on them more than usual and they continue to make me look

better than I deserve. Thank you for all the coffee and lunches I never ask for, but desperately need.

Lastly, I want to acknowledge the special members in our “Big” cohort. I came into this voyage alone, intimidated, and clueless. You have guided me, held my hand, and modeled what I was aspiring. Alan, Cory, Joel...your names should all probably be on my diploma as well!

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Core of the Capstone

The core of the Capstone is to provide NCAA Division I athletic departments a coaching education program for all of their head coaches. It is designed to be delivered department-wide in a communal setting. The curriculum is intended to engage coaches and generate teachable moments, providing them the necessary skills to navigate the demands of Division I athletics. The program will fuel the discovery of commonalities among sports, facilitating coaches to build a support system within the athletic department.

Currently, there are no required licensure or specific degree fields as requisites for NCAA Division I head coaching positions. A bachelor's degree, in any discipline, is required for most collegiate coaching jobs, with a masters degree preferred. Research by Mesquita, Borges, Rosado, and De Souza (2011) shows no perceived value ascribed to a coach's academic education level on working competences as it relates to athlete outcomes. Most coaches learn on the job, through informal and nonformal means of education, or self-initiated personal development.

Coaching education provides a significant impact on improving the construct of coaching efficacy relative to the coaching context. Training and instruction, social support, positive feedback, and situational consideration are perceived leadership behaviors predicting coaching efficacy (Sullivan, Paquette, Holt, & Bloom, 2012). These findings emphasize the value of coaching education for increasing coaching efficacy. Sullivan, Paquette, Holt, & Bloom (2012) also suggest coaching education improves coaches' confidence levels, predicting more significant athlete outcomes

and experiences. Athletes who played for coaches who received training through their program reported higher rates of personal and social skills than athletes who played for untrained coaches (MacDonald, Cote, & Deakin 2010).

Literature supports the real and perceived advantages of formal and informal coaching education programs. Coaching training should be required because of the impactful role coaches play on athletes' physical and psychological development (Bolter, Petranel, & Dorsch, 2018). Coaches with more considerable professional experience and higher education levels perceive their competencies to be higher than those with less experience and education. Independent of perceived skills, coaches are interested in programming to increase their knowledge in a wide range of areas (Santos, Mesquita, Graca, & Rosado, 2010, Vargas 2007). These findings demonstrate that coaches value development opportunities and their importance regardless of the coach's level of experience. Langan, Blake, and Lonsdale (2013) show that coaching education programs influence athlete outcomes. Nash and Sproule (2009) found that elite coaches credit informal education methods and networking as essential to their success.

Many coaches believe more guided and less self-directed learning is ideal. However, the form most used is interaction with coaching peers and learning by doing (Erickson, Bruner, MacDonald, & Côté, 2008, Reade, Rodgers, Hall, 2008). The coaches' behavior to recognize the efficacy of one strategy yet select a different one is supported by Reade, Rodgers, & Spriggs (2008). Coaches' educational interest is motivated by the importance of identifying and implementing new ideas in their

programs. The impact sport science can have on training efficacy should lead coaches to work with sports scientists. Instead, coaches frequently obtain new ideas from other coaches, clinics, and seminars instead of academic publications or sports scientists themselves. Familiarity and convenience justify these decisions.

The analysis by Reade, Rodgers, & Spriggs (2008) identified discrepancies between what coaches prefer and what forms of education they use. The coaches surveyed shared that more guided and less self-directed learning is ideal. Additional differences were identified between coaches who aspire to progress to an elite level of competition compared to those content with developmental youth sports.

The role coaches play in molding the behaviors, experience, and perceived self-worth of their athletes is significant. Autonomy support, which is understood as a way to provide athletes with the perception of choice in learning from coaches, family, and friends, has a significant impact on the motivation of athletes. Coaches can have considerable influence on an athlete's self-determined motivation, suggesting they possess an ability to mitigate the effects of a negative perception of autonomy support of the athlete by family with the availability of positive perception from the coach (Amorose, Anderson-Butcher, Newman, Fraina, & Iachini, 2016, Zarrett, Peltz, Fay, Li, and Lerner 2007).

Conversely, Matosic, Cox, and Amorose (2014) add that there exists a significant negative relationship between perceived controlling coaching behavior and perceived autonomy. Coaching education programs must address the development of ethical behavior in future coaches. Destructive and dehumanizing coaching behaviors

of people like Bobby Knight, (Indiana University Head Basketball Coach 1971-2000) and Woody Hayes (The Ohio State Head Football Coach 1951-1978) are no longer useful or acceptable in today's culture (Stewart 2014).

Many college head coaches enter their roles possessing a proficiency in technique and strategy associated with their respective sports. Amorose and Nolan (2016) suggest that coaches adopt positive feedback paired with technical instruction to deliver positive influence on athletes' psychological responses and overall experience. These findings support the theory a coach's behaviors can influence athletes' psychological reactions. Smith, Smoll, and Cumming (2009) offer that coaching behaviors may be more vital in affecting an athlete's sports experience than other experiential factors.

Without a means of educating coaches, the process becomes one of experiential discovery or self-initiated development. Certification level and coaching experience are significant influencers on the value assigned by coaches to working capabilities (Mesquita, Borges, Rosado, & De Souza, 2011). Coaches with higher levels of experience and certification rate competencies related to social and cultural issues, management, and everyday competitive training as more significant to positive athlete outcomes.

Experience is one of the most valuable assets for coaches' effectiveness. Years of coaching experience positively predicts coaching effectiveness measured by motivation, game strategy, technique, and character-building (Kavussanu, Boardley, Jutkiewicz, Vincent, & Ring, 2008). While it is unreasonable to expect a coaching

education program to replace the benefits of experience, it can be theorized that formal and informal means of training while coaching could enhance the experiential process. Myhre and Moen (2017) suggest that a combination of theoretical and practical training is the most efficient way to improve coaching outcomes. Côté and Gilbert (2009) agree that integrated professional, interpersonal, and intrapersonal knowledge can improve athletes' confidence, character, and competency. By utilizing this approach, coaches can acquire valuable experience and skills more effectively and decrease mistakes that they would have otherwise made without educational programming. This approach will also help identify an athlete's moderating variables to effect positive outcomes (Amorose & Nolan-Sellers, 2016).

While strengths and deficiencies are unique to each coach's experience and educational background, some areas demand attention during the design of coaching education programs. Sawyer (1992) points out that early coaches began as educators; however, the coaching population's rising transition from teachers to non-teachers has generated the establishment of coaching education programs.

Houseworth, Davis, and Richard (1990) indicate that establishing standards for coaching proficiency is essential for improving the quality of coaches. They also present justification for creating a national standard to frame certification programs. While national certification may be challenging to implement, coaching education programs would prove beneficial for coaching efficacy.

In addition to identifying effective training methods, head coaches need to be aware of the challenges their players face outside the arena of competition. The

types of disabilities facing collegiate student-athletes are most frequently of a psychological nature. Coaches need to be educated on how to manage issues of anxiety, depression, eating disorders, and other mental health concerns. Negative stereotypes, lack of information, parental overprotection, liability concerns, and unsupportive peers present barriers at a sociocultural level (Braga, Taliaferro, & Blagrove, 2018). Coaching education programs must confront these challenges.

Insight on how gender differences can impact motivation, game strategy, technique, and character-building can be valuable. There are unique dynamics to be considered with match and mismatch in sex between coaches and athletes (Kavussanu, Boardley, Jutkiewicz, Vincent, & Ring, 2008). The coaching efficacy of male and female coaches is useful for establishing effective coaching education programs.

Effectiveness

Coaches need to obtain the necessary tools to help improve an athlete's outcomes. Since coaching education programs are an established means to deliver new skills, understanding the efficacy of theories becomes critical in pedagogical design. There is a need to develop competencies in coaches to aid the progress of the professionalization process. Kjaer (2019) suggests a value in partnerships between higher education and national sport coaching organizations as an effective strategy.

Educational programs lacking a theoretical foundation for interventions present a significant obstacle for coaching education effectiveness (Langan, Blake, & Lonsdale, 2013). When the design of coaching education programs is focused on

improving coaching behaviors, results are increased athletes' perception of a mastery climate and goal alignment with a decrease in ego perceptions (Hassan & Morgan, 2015). They also suggest that adaptive motivational responses are associated with a perceived mastery climate affording necessary implications for coaching practice.

Literature also suggests that different forms of coaching education programs can provide similar results. A student-centered pedagogical model has shown that athletes will effectively connect with their teams and enjoy additional autonomy and responsibility (Romar, Sarén, & Hastie, 2016). This approach empowers athletes to become active participants in the learning process. Utilizing this approach at the collegiate level could aid in maturation and independence, two of the many higher education charges. Hussain, Trudel, Patrick, and Rossi (2012) found the submission of a portfolio framing prior experiences, the de-emphasis of certification and evaluation, and a coaching education director's experiences of encouraging commitment to the program will improve efficacy.

Instructional design should reflect the core values of NCAA athletic departments. Cooper, Weight, & Fulton (2015) suggest academic excellence, student-athlete experience, health/safety, athletic excellence, fiscal responsibility, disciplined diversity, and department contribution to the university's mission carry high priority. Administrators at the highest-level place academic excellence and student-athlete experience as primary values when executing the department's mission. Coaching education programs should reflect these core values. Job security and career progression will rely on these values.

Coach and athlete variables are also crucial in designing effective coaching education programs. Literature suggests that female coaches find social support to be a more valuable resource than male coaches do (Myers, Vargas-Tonsing, & Feltz, 2005). Gender is essential in coaching pedagogy when considering athlete outcomes as well. With men's teams, total coaching efficacy can predict team satisfaction, coaching behavior, and winning percentage. Across women's teams, efficacy is correlated with coaching behavior and positively related to team satisfaction with motivation efficacy (Myers, Vargas-Tonsing, & Feltz, 2005).

Conflict management is a necessary skill for coaches. Baylan (2018) presents an analysis that shows a moderate relationship between integrating and obliging management styles and coaching efficacy exists. This conclusion suggests that an integrating approach to resolution is associated with a coach's ability to develop character, thus justifying the incorporation of effective strategies as a component of educational programming. Communication is a critical component of team sports, and with increasing population, communication skills for coaches become a vital piece of education programs (Ishak 2017).

Process

McCullick et al. (2009) provide an extensive analysis of coaching education programs presenting an array of practical approaches towards coaching pedagogy, including ones that may not be traditional. Collins (2012) offers a structure to link pop culture to coaching to increase engagement and improve learning outcomes. Coaching education is a complex field that does not have definitive formulas as much

as philosophies and theories. Commonalities include a social area in which coaches are "active social beings in the (re)production of coaching knowledge" (Townsend & Cushion, 2017, p. 528).

The level at which athletes perceive their coaches as autonomy-supportive directly correlates with athletes' sense of relatedness, autonomy, and perceived competence. In turn, an athlete's perception is predictive of their motivational orientation. This claim offers no variance across gender and level of competition (Amorose & Anderson-Butcher, 2007). These findings support the theory that autonomy-supportive coaching behaviors have a mediational effect on motivational benefits. The hypothesis that pedagogical and sociological factors play significant roles in the motivational climate of athletes is noteworthy. Examining the psychological, sociological, and educational approaches to the concept of motivation helps identify an understanding of the motivational environment (Morgan, 2017). The argument to challenge the idea that motivational climate is a singularity of a psychological nature is useful to frame the case that a pedagogical structure would benefit sport-coaching environments. Culp (2014) adds that coaching education would benefit from the inclusion of democratic education and constructivism.

A group of metrics used to assess the connection between coaching behaviors and the psychosocial responses of athletes uses task, authority, recognition, grouping, evaluation, and time structures (TARGET). Emotional state is a critical influencer on athlete performance (Hanin 2003). Coaches must be aware of the factors impacting the intrinsic motivation of student-athletes. How scholarship status influences

various aspects of social context and how it affects the coach-athlete relationship is another valuable perspective for coaches to have (Matosic, Cox, and Amorose 2014). These insights are useful in designing a coaching education program.

While investigating the application of a coaching education program, Vella, Crowe, and Oades (2013) support the concept of a parallel process of informal education, where the relationship subtleties between coach and athlete are paralleled in the relationship between coach educator and coach learner. The results suggest that using parallel methods can stimulate the development and acceleration of essential skills in coaches, rather than prescribing a rigid structure. Piper, Garratt, and Taylor (2013) insisat that when establishing a pedagogical approach, it is essential to address sexual-abuse and acceptable coaching behaviors. Numerous opinions are documented, addressing player-coach relationships and practices.

Understanding the motivation of individuals pursuing the coaching profession is useful in designing an educational coaching program. Cunningham, Doherty, and Gregg (2007) examined the under-representation of women in head coaching positions. They discovered that men express higher perceived self-efficacy, more considerable expectations associated with being a head coach, and a more significant interest in becoming head coaches than women, which partially explains the under-representation. This knowledge can also help identify factors to keep women persisting in the profession through education while they remain in assistant coaching roles. Lower perceived self-efficacy can also be a factor in the absence of women

and minorities in many senior administrative positions, specifically Division I director of athletics (Wells and Kerwin 2017).

The desire for designing coaching education programs has been a catalyst for identifying methods that provide efficacy. Formal, informal, and nonformal approaches provide valuable vehicles. Mallett, Trudel, Lyle, and Rynne (2009) suggest coaches pursue varying forms of educational opportunities that enable learning and coaching development. The research frames the effectiveness of informal education on the development of coaches and supports the case to establish a more mindful approach and structure to the informal learning process.

Future work

While the traditional professional track for athletic directors used to include head coaching experience, this career path is rapidly transitioning. Only 22 percent of current Division I athletics directors have once been head coaches (Wong & Matt, 2015). There are plenty of examples of competent athletic departments led by administrators without coaching experience; however, there is a growing void of administrators who can mentor and direct coaches with the benefit of a coaching perspective (Cunningham & Ashley 2001). This change in focus can be attributed to increasing pressures relating to finances, alumni, parents, conference affiliation, politics, and organizational efficacy (Welty & Bruening 2011).

Whisenant & Pedersen (2004) suggest a linear relationship exists between athletics directors' success ratios and time spent with communications and networking. They also revealed that male athletics directors spent more time engaged

in traditional management activities while their female counterparts invested more time in communications. These findings support the justification for mentoring coaches and providing productive lines of communication. Schneider and Stier (n.d.) highlight the importance of formal and informal education on athletics directors' ability to complete duties and responsibilities successfully. There must also be mindful consideration placed on program design to reflect institutional missions and not just desirable athlete outcomes (Sanderson & Siegfried 2018). Based on the justification, effectiveness, and process of coaching education programs, it is worthwhile to hypothesize the value of a coaching education program to be implemented within athletic departments for new and experienced head coaches.

Whom is the capstone meant to impact?

This capstone is meant to impact NCAA Division I head coaches and the outcomes of their student-athletes. The curriculum is intended to provide coaches information and an increased skill set to better manage training demands and support student-athletes' physical, emotional, psychological, and academic development. Many coaches do not possess the necessary training to undertake the challenges associated with Division I athletics. This may be a result of no requisite training or certification for coaching positions.

In addition to the coaches and student-athletes, athletic departments will benefit from this coaching education program by building meaningful bonds between coaches. The communal delivery of the curriculum will provide coaches perspective into the shared challenges they face. Opening up communication and presenting a platform to share experiences should strengthen bonds within the department.

The administrators' profile has transitioned from one entrenched in coaching experience to one rooted in business and management. While the shift has aided in financial competency, it has been at the expense of mentorship and coaching development. This capstone is founded on the need for coaching education programs and support for athletic coaches at the NCAA Division I level. Currently, less than 15% of athletics directors possess the experience and perspective of former coaches (Wang 2015). The majority of administrators enter the profession with a background in business or other administrative experience. The absence of coaching involvement

by their athletics director has proven detrimental to first-time head coaches who are not provided adequate mentorship and guidance from their administrators, who are unable to offer a relatable perspective.

Considering the current climate of higher education and the ever-increasing strain on institutional resources, creating and funding a new administrative position may not be feasible at many athletic departments. This capstone offers a more impactful approach to creating a program to aid coaches with their day-to-day challenges. The structure is a department-wide professional development program collectively delivered to all head coaches.

Issues of self-assessment, communication, staff management, professionalism, work-life balance, building networks, managing stress, and developing coaching philosophies are essential for coaches. When job security and promotion reflect winning records, attention to purpose and the process is critical.

The relative advantage of a coaching education program will aid in its implementation. Without a formal education path, coaches are forced to pursue their professional development, which tends to focus on sport specificity. A general curriculum that applies across sports will aid in the professional development of coaches. Athletic departments that not only provide coaching education, but also make it compulsory, will deliver efficiency for coaches. Also, athletic departments implementing a curriculum should see more significant athlete outcomes than institutions maintaining the current self-initiated development model.

How will the capstone project be implemented?

This coaching education program will first be implemented at Morehead State University within its athletic department. This curriculum is intended to be executed by an instructor who has been trained on the modules and how to facilitate group activities, discussions, and case studies. The instructor will also help athletic administration identify which modules to utilize during the program.

The program is designed to be delivered over an academic year beginning with an assessment process. In July, the instructor will conduct qualitative interviews with select administrators, coaches, and student-athletes. Informal conversations will provide a needs assessment directing the selection of four modules to be used in the department's curriculum.

An introductory session will be held in August, before the start of the semester, to establish the culture, setting, and expectations of the program. The first module will be introduced at this time with a directive for each coach to complete all exercises before their first virtual meeting in September. Four modules will be employed during the program with each one bridging two monthly classes (September to April). Each monthly classroom session will involve all head coaches for a ninety-minute session. Coaches will be expected to have completed all assignments and readings prior to each class to allow for more effective discussions and group activities.

Topics will include: Ethical Decision Making, Leadership Roles and Styles, Professionalism, Creating Coaching Philosophies, Communication, Organization, Managing Mental Health Issues, Building a Culture, Athletics' Place in Higher Ed., Constructing Your Network, Friend-Raising, Work-Life Balance, Conflict Resolution, and Assembling a Staff. The curriculum can be easily implemented across a wide range of departments and meet the challenges of multi-dimensional learning situations, vital for multiple functions. The framework is also flexible enough to adapt and accommodate the varying demands of coaches and athletic departments.

Most modules will be executed over a two-session (two-month) period. Coaches will be provided materials that will include readings, activities, and self-assessments intended to be completed before each session. Classes are best held in person but can occur via a virtual meeting platform with the ability to accommodate small group sessions. Modules are to be followed in scripted order to accommodate a progression of assessment, discovery, and application.

In May, the instructor will host a Conclusion Session reviewing the application and interdependence of all four modules. This will provide coaches an opportunity to reflect on their respective seasons through the lens of each module. In June, coaches, administrators, and athletes will be provided an instrument to assess the value of the program and identify opportunities to improve material and delivery methods.

Once implemented at Morehead State University, this coaching education program can be employed at other NCAA Division I institutions by collaborating with an established educational company like True North Sports (TNS). The structure of their organization and distribution platform can scale up the delivery of the curriculum to multiple athletic departments. True North Sports also has a staff of instructors who can easily be trained in the modules. As a consultant for TNS, I am confident this departmental coaching education program will fit well into their current portfolio of products and services.

This program could also develop into a mandatory certification process by the NCAA for all head coaches. Critical modules, such as Ethical Decision Making, can be selected and made compulsory for all first-time head coaches to complete within the first year of their tenure. This initiative would ensure a baseline foundation of training for all head coaches.

Instructional Model

This coaching education program applies Roger Bybee's (2015) 5E instructional model to create teachable moments. The Five Es (Engage, Explore, Explain, Elaborate, and Evaluate) are easy to understand and sensible for both teachers and coaches. The model can easily be implemented across a wide range of departments and meet the challenges of multi-dimensional learning situations which are vital for multiple functions. The framework is also flexible enough to adapt and accommodate the varying demands of coaches and athletic departments.

Bybee's model has received widespread acceptance based on a need to build an effective, efficient, and "common sense" learning environment. Coaches at the collegiate level have a limited amount of time to commit to professional development. This model is built on the requirement to maximize the efficacy and efficiency of instructional time. Bybee suggests that the teachable moment does not only have to be a random and unplanned event but can also be a result of structuring and sequencing a curriculum.

The 5E model emphasizes lessons that will increase the probability of these occurrences. The teachable moment occurs when there is a connection to an experience that has meaning to the student. Bybee (2015) suggests that while it is frequently unplanned and different from student to student, a structure can be established to improve the effectiveness and frequency. This process begins with prior knowledge, observations, or wonder. It flows through stages of testable questions, investigations, observations, and proposed explanations before finishing with accepted answers or the conduct of a new investigation. This coaching education program is designed to utilize the coaches' collective experiences to stimulate dialogue and reflection throughout the units.

Engage

The first phase of the instructional design process is to capture the coaches' attention and focus on a particular concept, idea, or problem. This is done at the start of each module with a narrative to lay out the specific concept for them to consider. Early discussions will also offer the instructor valuable insight into what may

motivate the coaches, what they are thinking, and how they may be absorbing particular information. The engagement itself should be interdependent between instructor and coach to increase the teachable moments. The instructor may be able to identify the coaches' obstacles or preconceived notions that they were not anticipating. This insight can offer the opportunity for adjustments to be made to maintain or even improve engagement.

To engage the coaches, instructors should generate curiosity and interest by asking questions. They attempt to elicit responses that provide insight into what the coaches know or think about a particular concept. It is essential to avoid explaining concepts or lecturing conclusions to the coaches. Active definitions and answers will create closure to those topics and impede critical thinking. The instructor is working on getting the coaches to show interest in the subject and ask why and how. Bybee suggests deflecting when students request the "right" answer, look for solutions, or insist on an explanation. This can reduce the engagement of the coaches, making the next stages more challenging.

Explore

Once engaged, Bybee encourages teachers to promote participation in activities that will accommodate their engagement experience's questions and dissonance. Each learning module follows the introduction with opportunities for self-reflection and exploration to develop their concepts and skills. Activities are then presented to pursue a resolution to the teaching moment. Coaches should be making observations, discussing the problems, and beginning to offer potential

solutions. This stage is enhanced by promoting discussions to occur amongst their peers, with the instructor stepping back as a facilitator instead of a contributor.

Facilitation is aided by encouraging coaches to work together with minimal direction from the instructor. By observing as the coaches are interacting, the instructor can frame future dialogue more responsively and assess potential obstacles to overcome. As an observer, the instructor should keep an eye out for coaches allowing others to do critical thinking and playing a passive role in the process. When needed, probing questions can be inserted to improve dialogue. Providing adequate time for the coaches is vital to the exploration phase. Coaches need to work through the challenges with the instructor serving as a consultant instead of providing answers, explanations, or closure.

Explain

Once involved in the teachable moment, the instructor's challenge is to keep the coaches connected to the process. This is aided by the instructor directing the student's attention to the essential factors associated with the module's engagement and exploration phases. The instructor's role is to have the coaches express their own explanations and then introduce direct and explicit experiences into the conversation. It is recommended that the instructor's explanation be brief, direct, and as simple as possible so that the coaches can experience a new balance of directed discovery without disengaging.

Elaborate

During the elaboration phase, coaches are encouraged to expand and enrich the lessons from the prior phases through new learning experiences. This is accomplished through coaching scenarios and the situational application of concepts. The task for instructors is to facilitate the transfer of concepts, both closely related and unrelated, to new situations. To accomplish this, the activities are designed to be challenging yet achievable. Interaction between coaches is vital for the success of this phase. New teachable moments may also occur at this point but should be minor and connected to the developed explanations.

Instructors must avoid offering definitive answers to the new concepts and stay clear of lecturing. Preventing the correction of wrong answers or explaining how a coach should work through the problem will maximize the elaboration portion of the methodology. If effective, the coaches should apply new labels, definitions, and skills to the new situations. They may draw reasonable conclusions, use previous information to propose new solutions, and seek understanding from their peers.

Evaluate

The final phase is structured to have the coaches assess their abilities and understanding associated with the prior stages. This will provide instructors with the opportunity to appraise coaches and identify learning outcomes. Here the coaches should answer some open-ended questions by referring to and utilizing the lessons, observations, and prior explanations. They should also be able to demonstrate an understanding of the concept or skill while evaluating their progress. When still

engaged, some should also pose related questions that may encourage future exploration. These responses should be comprehensive and absent of yes and no and memorized definitions.

The instructor will also assess the successful completion of the program by each coach. These appraisals will be based on a qualitative evaluation of participation within sessions, completion of assignments, and a broad understanding of the material covered in each of the modules. Coach engagement will be a key factor in determining achievement. Coaches who have been active and invested in the class showing commitment to their development will be issued a certificate of completion. The collaborative nature of the curriculum will offer the instructor broad perspective and insight on identifying coaches worthy of achievement. Department administration will also receive a summary by the instructor evaluating the department's level of commitment to the program and an overview of coach success.

Continued discussions and reflection between coaches will help enhance the learning process's impact and strengthen relationships and resources within the athletic department.

Why were the capstone and related strategies selected?

Designing a coaching education program for NCAA Division I athletic departments was selected for this capstone because there is an absence of requisite training for coaches. Intercollegiate athletics play an integral role in American culture. Sport serves as a vehicle to provide student-athletes values of teamwork, commitment, personal maturity, communication, and ethics. Head coaches are often ill-equipped to serve all the functions necessary to enable that development.

The United States is one of the few global cultures that integrates athletics and education as a structural component of the national education system. Division I athletics has evolved over the past fifteen to twenty years into a multi-billion-dollar industry that is continuing to grow annually. It is not surprising that the administrations managing these departments look more like Fortune 500 companies than student-athlete focused organizations. Athletic directors' resumes resemble a chief executive officer with substantial business experience rather than someone who has a hands-on, intimate understanding of the challenges student-athletes and coaches face daily.

Most large athletic departments' current structure begins with a Director of Athletics whose primary responsibility is to guide this massive entity for the university. Athletics is the institution's most visible arm and will be responsible for the highest percentage of media coverage and on-campus visitors. These burdens demand that Athletics Directors possess a strong financial acumen, fundraise large

sums annually, plan for massive infrastructure, be visionaries in an ever-changing economy, and develop student/athletes.

To assist these CEOs, their administration comprises assistant directors who focus on compliance, marketing, media relations, fundraising, academic support, athletic training, game management, facilities, and more. In addition to these primary responsibilities, most assistant directors will oversee the administration of anywhere from one to five sports. A minority of upper administration have coaching experience, making it difficult for them to relate to the many challenges that coaches, athletes, and teams frequently face. The result of this inexperience, combined with the demands of their primary responsibility, is a coaching staff that does not receive impactful mentorship, guidance, and professional development. Coaches are hired with less experience and are provided fewer resources, and the result is a higher rate of turnover and terminations.

This capstone project frames a curriculum that can be implemented by Division I athletics departments. Research suggests that a coaching education program with mindful pedagogy can have a positive impact on aspiring coaches' dispositions. The capstone strategies were selected based on a need to build an effective, efficient, and "common sense" learning environment. Coaches at the collegiate level have a limited amount of time to commit to professional development. This model is built on the requirement to maximize the efficacy and efficiency of instructional time.

This coaching education program is designed to utilize the coaches' collective experiences to stimulate dialogue and reflection throughout the units. It flows through stages of testable questions, investigations, observations and proposed explanations before finishing with accepted answers or the conduct of a new investigation.

Coaching education programs must also address the development of ethical behavior in future coaches because of their impact on their athletes' development. Coaches need to be trained to manage situations as they arise, especially related to individual development. The occupational demands challenge coaches to balance student-athlete development with results measured by wins and losses at the collegiate level. The research data collected supports the efficacy critical pedagogy can have on the development of aspiring coaches. Applying characteristics of the pedagogical model to a departmental curriculum could result in similar outcomes.

Having the coaching education program be implemented by athletic administration demonstrates value associated with coaches' professional development. This strategy also builds a communal culture of investment in coaches. Curriculum design will demand attention to ethical and legal factors associated with the content, delivery, and motivation. Kaufman (2008) comments that ethics become something you do as an organization, not just something you say. This is a crucial sentiment to maintain during the development of the curriculum. It is common for leaders to manage issues that arise reactively. Implementation of a department wide program will demonstrate a commitment to growth and development.

When was the capstone designed?

The capstone was designed during the 2020-21 academic year amidst a global pandemic and social and political discourse. While the inspiration and perspective for creating a coaching education program for college coaches have developed over a twenty-five-year professional journey, it is essential to note what circumstances have surrounded the capstone's assembly. New communication technologies such as Zoom offer virtual meetings as a substitution for in-person gatherings.

These platforms have increased accessibility by eliminating burdensome travel and improving the efficiency of meeting times. While in-person learning is still preferred, the capstone has been designed to consider the benefits virtual meetings can have to enhance the wide-spread implementation of the coaching education program.

The divisiveness present in our society also provides a backdrop of, and a guiding force with the capstone. The absence of ethical behavior and effective leadership influenced the decision to draft the initial education modules to address ethical decision-making and leadership roles.

What is the impact of the capstone?

The implementation of the capstone can have significant impact on Division I head coaches and their development as effective educators. The role coaches play in molding their athletes' behaviors, experience, and perceived self-worth is significant. Coaches can have a significant influence on an athlete's self-determined motivation, suggesting an ability to mitigate the effects negative perception of support by the parent of an athlete and by the availability of positive perception from the coach (Amorose, Anderson-Butcher, Newman, Fraina, & Iachini, 2016).

Culp's (2015) research illustrates the impact a coaching education program with mindful pedagogy can have on aspiring coaches' dispositions. This capstone frames a curriculum that can be implemented by Division I athletics departments. As highlighted in the literature, coaches take on roles as social actors and leaders who can impact the individuals they work with. Culp also lays out a social opportunity for coaches to serve as viable change agents for challenging inequality.

Culp's findings support the idea that coaches need to be trained to manage situations as they arise, especially as they relate to social justice. The occupational demands challenge coaches to balance student-athlete development with results measured by wins and losses at the collegiate level.. Applying characteristics of the pedagogical model to a departmental curriculum could result in similar outcomes.

A coach's main goal should be to improve overall scholar-athlete outcomes. At the NCAA Division I intercollegiate level, those outcomes should include

sociological, psychological, and physical development combined with the institutional goals of ambassadorship and promotion.

If a coaching education program accomplishes meaningful change, it should be rooted in just philosophies and values. This capstone is intended to provide aspirational outcomes to establish a strong foundation of guiding principles. This should mirror the mission of most higher education institutions and athletic departments.

Shapiro (2011) discusses the guiding principles of ethics of the profession as an essential driver for decision making. He poses internal questions such as: What would the profession expect me to do? What does the community expect me to do? What should I do based on best interests of students, who may be diverse in their composition and needs? Asking the right questions to help guide a decision will steer its direction. This approach is essential in designing the capstone and educational modules. The impact of this curriculum can have rippling effects on the development of many coaches and, ultimately, student-athletes.

Educational change is difficult because it is systemic. There is a process perpetuating the system itself. Administrators progress professionally through a linear process and are then responsible for that system. It is hard to imagine the structure would evolve by reason of their faith in its validity. Those entrusted with our systems are a product of the very framework they are now leading. The ones driven to implement revolutionary change are outliers, and the resistance from the rest of the system is high.

The relative advantage of a coaching education program will aid in its implementation. Without a formal education path, coaches are necessitated to pursue their professional development, which tends to focus on sport specificity. A general curriculum that applies across disciplines will impact the professional development of coaches. The innovation of providing compulsory coaching education within the athletic department, will deliver efficiency for all coaches. Also, athletic departments implementing a curriculum should see more significant athlete outcomes than institutions maintaining the current self-initiated development model.

The compatibility of the capstone is strong. There are unique characteristics from sport to sport; however, the commonalities overshadow the differences within the coaching profession. Topics such as communication, organization, professionalism, establishing networks, leading social justice, and building philosophies are examples of issues that apply to sports. Implementing a coaching education program across disciplines will also enlighten coaches on areas they have in common with their colleagues.

The complexity of the curriculum should be minimal, providing a higher probability of diffusion. Coaches should find a high level of relatability in the material. Concepts and strategies should not be difficult to apply to situations and circumstances they are managing. The content delivery will primarily be interactive, limiting coaches' pressure to identify the time to study material outside of the sessions. Coaches, especially new ones within the department, will feel pressure to prioritize recruiting and training versus their development.

Trialability is high also. Coaches have the option to apply lessons learned within their programs, which is also possible across sports. As one coach utilizes a strategy, they can share their experiences with the group during future sessions. The exchange allows for a level of trialability independent of each coach's program. Observability is secure with the capstone since coaches should witness the impact the curriculum has on other programs. Also, as additional departments consider implementing the curriculum, they can investigate the effect it has had on other institutions.

Overall, this capstone has a high probability of diffusion. The risks of implementation and buy-in by coaches are low, and the benefits of the curriculum could be quite impactful on the student-athlete outcome and coaches' job satisfaction. Being driven by the administration, diffusion presents a culture of value to the coaches' role and promotes investment into their professional development.

To combat implementation dip, some strategies can be used in the coaching education program. The first would be to identify a schedule at the beginning of the academic year with a clear expectation that attendance and participation are mandatory. If the curriculum is delivered on a more individual and self-paced basis, distractions could adversely impact compliance. Building a community as part of the program can help coaches struggling to lean on colleagues for assistance. The strategy creates resilience in implementation. Finally, a third tactic could include both external and internal validation of the process. Speakers sharing their journeys and

feedback from student-athletes experiences can help motivate coaches to commit to the curriculum.

Limitations of Study

This capstone was designed from a singular perspective to be executed at Morehead State University. More resources and collaboration with other athletic departments would offer beneficial insight into threats and opportunities. The modules are topical synopses and could be expanded into a more comprehensive class design to span a traditional semester.

This coaching education program could serve as a certification, but a more expansive degree program to prepare coaches for the professional requirements followed by advanced educational opportunities would be preferred. The pedagogical structure created for training educators could serve as an appropriate framework for professional coaches.

The capstone does not offer a quantitative tool to measure the coaches' education program's impact on student-athlete outcomes. The need for an instructor to facilitate the curriculum creates some limitations as well. The instructor's quality and ability to effectively train them can impact the efficacy of the program amongst the coaches.

Reflections

The genesis of this capstone can be traced to my journey as a coach. I entered a noble profession equipped only with passion and a strong work ethic. I did not possess the necessary tools to provide the student-athletes I worked with what they needed. I was quickly humbled and recognized how unprepared I was. My willingness to reach out for guidance from others and enlist help was the only way I could survive. I have experienced and witnessed the challenges coaches face, with little to no administrative support. I have observed many outstanding individuals exit the profession because they did not possess adequate experience and coping skills to manage coaching's vast demands.

Without a formal structure of education and requisite instruction, the need for on-the-job training is critical. My experience as an athlete, coach, parent, and now administrator, has provided me the perspectives to identify the need to transform the current structure of how to educate and support coaches.

This capstone began with a vision of establishing a position within athletic departments whose primary function was to provide mentorship and assistance to young coaches. While I believe this can be a supportive piece of the puzzle, an educational program is more impactful and can help grow a culture in a department. This program's repeatability and scalability also offer some benefits in how it can grow and be used beyond Morehead State University.

The decision to dedicate Ethical Decision Making and Leadership Styles as core modules is rooted in coaches' necessity to be guided by a respectable core philosophy. This capstone was designed during a time of great political and social discourse. Ethical behavior as a bedrock of social conduct and foundation has been weathered. The necessity for it in all education areas is paramount and served as the driving force for its inclusion in this capstone.

How leaders behave and the strategies they employ to influence their disciples have been tested as well. The roles leaders embody have a significant impact on their followers. These decisions will affect the behavior and thought process of the people around them. For coaches, these choices can have a lasting influence on their athletes and must be intentional.

Assessing a department's needs and which additional modules to employ in the curriculum is a challenging part of the process. 16 coaches of 16 different sports will often be in very distinctive stages of their respective development. This can make it difficult to identify the most pressing subjects to focus on for the department. The lack of institutional investment and buy-in remain to be significant threats to this initiative. Unless administrators grasp the return-on-investment coaching education programs can provide their athletes, department, and ultimately the bottom line, initiatives like this will not be sustainable. It is vital for sustainability that Universities like Morehead State University find value in this capstone. More conservative institutions will wait to see the impact this capstone will have before engaging in it.

This coaching education program is just a small step in a larger transformation. There is an evident need for coaches to be armed with better skills and tools to address their careers' vast demands. An intentionally designed curriculum, as demonstrated by this capstone, can develop coaches' individual competencies while also establishing a network and professional support system within their own athletic departments.

The next steps could also include implementation at a conference level. It is practical to demonstrate the value of the program for an entire athletic conference. The Ohio Valley Conference, for example, could be a trailblazer by becoming the first Division I conference to commit to institution-wide coaching education. This program could also be altered to accommodate national implementation by the NCAA to create a baseline education level for all coaches.

To grow this curriculum, an effective instrument to assess proficiency is needed. This capstone's efficacy is driven by an assumption that motivation for personal and professional development exists in each coach. A qualitative certification by the instructor is not an effective tool to determine how much information is retained after the program and a shortcoming of the capstone. To accomplish a compulsory universal accreditation for coaches, a reliable assessment tool will need to be designed.

Coaches understand that during a competitive season their team will never reach their potential capacity; they simply run out of time. This capstone parallels a completed season. It, too, has yet to reach its full potential. There are many lessons

to apply to the next chapter in its development. There are failures to be remedied and successes to be modeled. This coaching education program has the capacity to advance the profession, but more critically, improve the lives of the people it touches. I remain committed and energized to continue on this journey.

Capstone Project

Timeline of Capstone

[June](#) – Athletic Administration commits to implementing coaching education program.

[July](#) – Instructor will conduct qualitative interviews with select administrators, coaches, and student-athletes. Informal conversations will provide a needs assessment directing the selection of four modules to be used in the department's curriculum.

[August](#) – Introductory session designed to establish the culture, setting, and expectations of the program.

[September/October](#) – Module #1

[November/December](#) – Module #2

[January/February](#) – Module #3

[March/April](#) – Module #4

[May](#) – Conclusion and summary session reviewing application of all four modules.

[June](#) – Debrief and assessment between instructor and administration.

COACH DEVELOPMENT ACADEMY



HEAD COACH EDUCATION PROGRAM



INSTRUCTOR'S MANUAL –

Coaches' Manual does not include:

- Instructor's notes (Green)
- In-Person Activities (Gold)
- In-Person Discussions (Gold)

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MODULE #1

ETHICAL DECISION MAKING

INSTRUCTIONAL FRAMEWORK

Instructor notes #1:

Because of the significant impact ethical behavior has on coaching, this module is intended to be split between two units. The first will examine the many factors and influences impacting ethical decisions. Coaches will explore their own unique guiding experiences, assess characteristics necessary for ethical decisions, and author their own Driver Statement to guide their actions and decisions.

The second unit will present tools for coaches to use when navigating different types of decisions. Beginning with an ethical assessment and progressing through complex case studies, this lesson should promote engaging conversation and at times conflicting perspectives. Coaches are encouraged to apply their Driver Statements to the dilemmas faced in this unit.

UNIT ONE (1 hour 30 minutes)

- 0:00-0:10 – Discussion - Review of the topic
- 0:10-0:25 – Activity – Self-Identifiers
- 0:25-0:45 – Small Groups – Driving Identity
- 0:45-1:00 – Discussion – Sharing transformative Life Experiences
- 1:00-1:15 - Small Groups – Characteristic Assessment
- 1:15-1:30 – Discussion – Driver Statement and Conclusion

UNIT TWO (1 hour 30 minutes)

- 0:00-0:10 – Discussion - Review of the topic
- 0:10-0:25 – Discussion – Decision Making Assessment
- 0:25-0:35 – Review – Ethical Paradigms
- 0:45-1:00 – Small Groups – Turbulence Theory
- 1:00-1:30 – Activity/Groups – Case Studies

INTRODUCTION

The unit should be read with all work completed by coaches before the group meets. Share an overview of ethics in coaching and why this module is so important to coach development. Lead a short group discussion addressing the concepts covered to initiate the in-person meeting.

is right to do."

Sports play an integral role in American culture. They enjoy tremendous popularity in both participation and societal support. More importantly, they serve as vehicles to deliver such values as teamwork, commitment, personal development, communication, and ethics. Athletics have also helped in communal integration serving the country as "social glue."

The United States is one of the few global cultures that integrate athletics and education as a structural component of the national education system. The role coaches play in molding their athletes' behaviors, experience, and perceived self-worth is significant. At the collegiate level, occupational demands challenge coaches to balance student-athlete development with results measured by wins and losses. Scholars have discussed the guiding principles of ethics of the profession as an essential driver for decision making. It can help pose internal questions such as: What would the profession expect me to do? What does the community expect me to do? What should I do based on the students' best interests, who may be diverse in their composition and needs?

It is essential to pause and be introspective in the decisions we are making and the forces that drive them. Coaches often have to make decisions quickly and responsively.

Taking a moment to filter through the emotional impulses of a situation can offer clarity and an opportunity to reflect. Seeking how the profession would expect me to act is a powerful query.

Another vital aid is the concept of the professional paradigm. Most notably, a coach needs to identify their centralized driver. This process of personal discovery can be a dominant force in decision making. Some coaches may not clearly understand what their driver is because they have not yet reflected on it. This process can be transformative. A moral litmus test can be: Would the profession approve of this centralized driver? How would the profession judge a philosophy built on win at all costs instead of placing student-athletes at the heart of decisions? This core belief should be influential force of a program's culture. It should shape the guiding principles and structural framework of a coach's philosophy.

Other useful concepts can guide coaches in framing their ethical philosophy, such as intentional vs. unintentional leadership. What may seem like an insignificant comment from a coach to their athlete can have lasting unintended consequences. Consideration of this impact should help shape a coach's style and demeanor. Constant negative and disparaging comments during practice from a coach can have lasting adverse effects on athletes. A person's character is critical to leadership. The unconscious way in which people behave will influence the lives of those around them. The countless micro-interactions between coach and athlete influence confidence, esteem, and mindset, all of which are critical to success.

Also, there is a vital responsibility of those in leadership positions on a macro-level. It is essential to be diverse in thought and intentional with the decisions used to drive change. Meaningful change will require the courage to move beyond comfort zones. Resistance is especially evident if the behavior helped placed the coach in their position of leadership.

Maintaining success is more complicated than achieving it. Many coaches will experience success at some point in their careers, but very few will sustain excellence. Stagnancy can result from complacency, but it is often caused by an unwillingness to adapt.

Coaches need to have the courage to be vulnerable to continuous improvement. The impact of overconfidence bias on leaders can be a significant hurdle for effective decisions. Athletes often view their coaches as experts in topics ranging from sports strategy to relationship advice. These influences can add to over-confidence bias reducing decision efficacy.

Leadership effectiveness can be improved by connecting the ethics of justice, critique, and care to complement each other. Multiple opinions and perspectives offer a better understanding of an issue, challenge, or opportunity. The more comprehensive an attempt to learn is applied, the greater understanding will be.

This unit will provide a reflective process to help identify the influences which frame a coach's identity, opinions, and biases. Assessing characteristics necessary for ethical decision making is a critical step in identifying personal strengths and weaknesses. Balancing personal appraisal with those being lead will offer a more comprehensive picture for a coach. Constructing a personal driver will begin to assemble the framework for making ethical decisions. Once a philosophy is established, the next step is to develop the skills by using different tools to aid in the decision-making process. The final step is to use those tools and skills propelled by a coach's driver to address both simple and complex issues.

NAVIGATING YOUR DRIVER

Instructor notes:

Navigating your driver is intended to help coaches reflect inward and recognize what motivates, inspires, and ultimately drives them to coach. Identifying their “why” will help them build a foundation to direct ethical decisions. This process will also provide an opportunity for staff to better appreciate each other's similarities and differences. All sections should be completed before the in-person session. *Be aware that participants may share personal experiences that can trigger emotional responses in themselves and others in the group.*

Self-Identifiers

List at least six ways you would identify or describe yourself (for example: gender, ethnicity, marital status, education, etc.) Feel free to be creative:

1)

2)

3)

4)

5)

6)

7)

8)

Select one or two of these identities that drive your coaching philosophy and describe how:

In-person Activity #1: (0:25-0:45)

Break into small groups of five to six. Ask each coach to share the one identity that has most framed their coaching philosophy and why. At the completion of the breakout each unit will share their list with the entire group. As moderator, ask the full group:

What did you notice about impactful identities? How is it similar or different from your own? How might this help you when coaching your athletes?

Life experiences influence our personal driver and ethical behavior. Some forces can have greater impact on our development than others. Some coaches can pinpoint a specific moment or incident that was transformative for them. Below is a table listing categories of influencing factors. Reflect on people, experiences, or institutions that have influenced you and make note of them in the open spaces. Circle any elements you believe to be transformative.

FACTORS INFLUENCING BEHAVIOR	
Family (Childhood influences)	
Friends/Connections	
Religious principles	
Political Opinions	
Drive for Money and Power	
Scholastic Education	
Self-preservation	
Loyalty to Family and Associates	
Societal and Cultural Norms	
Professional Ethics	
Legal restrictions	
Institutional Ethics	
Media Influences	
Enforcement (NCAA, Law, etc.)	
Other	

What life event or experience has had a significant influence on the way you coach? In what ways has it impacted your decisions?

In-person Discussion #1: (0:45-1:00)

Review with group how life experiences frame reference points

Ask for three or four coaches that would like to share their transformative life experiences. Ask those coaches after sharing to if they are comfortable to comment how that has impacted their lives outside of coaching.

Connect these experiences with similar ones their athletes may have gone through that has been transformative. Inquire if anyone has an example they would like to share with the group.

CHARACTERISTICS NECESSARY FOR ETHICAL BEHAVIOR

Selflessness

The best interests of the student-athletes should be placed at the heart of all decisions. Even though coaches may feel the pressures of job security and career progression, necessities for student-athletes' development, wellness, and education must remain a top priority.

Athlete and Staff Focused

Coaches should build a philosophical foundation that is rooted in the development of their assistant coaches and athletes. Successful leaders will focus on the needs on everyone around them. Staff growth can be taken for granted, but is vital for a productive culture. This focus will often result in strong bonds and unity throughout the entire program.

Inclusiveness

For staff and athletes to become fully invested in the team, they must all have a sense of belonging to the team and vision of the program. Trust within the team is a driving force in success. Authentic respect and consideration from the coach will help drive commitment, dedication, and ownership from athletes and staff.

Appreciating Talent

Coaches with a strong ethical foundation will recognize and appreciate the talents of those around them. Acknowledging and celebrating the excellence of staff and athletes will promote goodwill throughout the team. By identifying talent, coaches also need to find ways to maximize those strengths and empower those abilities. Coaches must be prepared to check their ego during these times and allow the spotlight to shine elsewhere.

Integrity

Athletes will look up to their coaches in many circumstances. Effective leadership must be rooted in ethical action. Coaches need to serve as positive role model and work to build a strong relationship based on mutual respect that is earned instead of just trust. Athletes will often mirror the ethical decisions their coaches make during and away from competition.

Demanding Ethical Behavior

It is essential for coaches to require high ethical standards from all facets of their program including, athletes, staff, parents, fans, and boosters. This must be clearly communicated and enforced without exception. A coach will manage the problems they tolerate.

Empathy and Understanding

While demanding ethical behavior is requisite for a positive culture, coaches should not project their personal, political, religious, and social opinions on the rest of the team. Sensitivity to the backgrounds and unique experiences that all individuals bring into the team

is critical. Efficacy in this area will also provide great teaching moments and opportunities to establish a resilient team chemistry.

Personal Courage

Coaches manage ever-changing challenges on a daily basis. To provide a productive and affirmative environment for their athletes, coaches must be willing to stand up to circumstances they believe may be harmful and not in the best interest of their students. Standing up and expressing dissenting opinions is vital, even in the face of administrators and stakeholders.

ETHICAL CHARACTERISTIC ASSESSMENT

Rate yourself using the following characteristics on a scale from 1 to 10 (1-weak, 5-moderate 10-strong)

CHARACTERISTIC	RATING									
Selflessness	1	2	3	4	5	6	7	8	9	10
Athlete and Staff Focus	1	2	3	4	5	6	7	8	9	10
Inclusiveness	1	2	3	4	5	6	7	8	9	10
Appreciating Talent	1	2	3	4	5	6	7	8	9	10
Integrity	1	2	3	4	5	6	7	8	9	10
Demanding Ethical Behavior	1	2	3	4	5	6	7	8	9	10
Empathy and Understanding	1	2	3	4	5	6	7	8	9	10
Personal Courage	1	2	3	4	5	6	7	8	9	10

What three characteristics do you believe are most important for a coach and why?

Are those your strongest characteristics?

ATHLETE AND STAFF PERSEPCTICE

Ask your athletes and staff to identify your three strongest and three weakest characteristics?

This can easily be accomplished with a simple, and anonymous, google or doodle poll.

How did their assessment differ from yours? _____

Do your athletes and staff have similar assessments? _____

How does this information impact you? _____

In-person Activity #2: (1:00-1:15)

Review the characteristics necessary for ethical behavior with the group.

Break into groups of five or six coaches. Have coaches go around and share with their colleagues ways their self-assessment was similar and different to those of their team's. Encourage them to theorize why there may have been some variances.

Upon returning to the full group, ask one or two coaches to share something impactful that they learned about themselves through this exercise.

Ask how these revelations can impact their ability to better understand their athletes and staff

DRIVER STATEMENT

Establishing a Driver Statement can help generate boundaries and direction for difficult decisions and daily activities. All of your actions should fit within the margins of your driver, providing a freedom to trust your choices and frame culture with confidence.

Try to encapsulate your statement within one sentence if possible. This is not intended to be a philosophy, but will guide it. It should capture your identities, characteristics, and influences. While this is your driver, it should also reflect the impact you want to make on your athletes and staff.

Solicit feedback from people who know you best and opinions you value. Share it with your mentors, spouse, parents, pastor, or any other central figure in your life. Keep in mind this driver may evolve as you continue coach and pull lessons from your experiences.

Some questions to reflect on to help shape your driver statement:

- How do I want to be known/remembered by the people I have coached?
- What would I like my legacy to be when I have coached my final game?
- Who has inspired me in this profession and what qualities do I want to emulate?
- How do I define success?
- How do I want the people I work with to describe me?

YOUR DRIVER STATEMENT:

In-person Activity #3: (1:15-1:30)

Have each coach anonymously write their Driver Statement on a piece of paper. Ask someone to write them all on a dry erase board.

While this is being done, inquire about challenges coaches experienced writing their Driver Statements.

Go around the room and have each coach read one statement. Once finished, ask the group for impressions and any observations they have.

Encourage the coaches to take notes from the statements on the board and make any edits, adjustments, or changes to their own statements based on things they have learned about themselves and others during the day's session.

Wrap up the session and provide lead-in for Unit Two.

UNIT TWO

In-person discussion #2: 0:00-0:10

Have the group reflect on the time between units and discuss Unit One lessons applied to coaching situations. Deliberate edits made to individual Driver Statements and emphasize the need to employ them during today's lesson. Inquire if any coaches used their Driver while going through Unit Two exercises.

Instructor notes:

The situations below are intended to establish a baseline of how coaches may approach a decision that does not necessarily have a clear right or wrong option. While an athletic filter is applied, the basis of these scenarios occur daily.

DECISION-MAKING ASSESSMENT

Read each scenario and select the response which best describes the way YOU would respond to the situation. Record your selections and compare them to the key once you have answered all scenarios. It is important to answer how you *WOULD* act, not how you think you *SHOULD* act.

1) You are out recruiting and looking for a place to park outside of a high school gym. Waiting for a space you notice a person pulling out knocks off the side mirror off of a parked car and keeps going. You...

- A) Post the damage and license plate on social media hoping the owner will see it.
- B) Do nothing because you are already late for the game.
- C) Get the license plate number of the car and leave a note for the owner of the damaged car.
- D) Get the license plate number of the car and call the non-emergency police number to report the accident.

2) You have been frustrated with Under Armour's delay in sending running shoes. After finally receiving the shipment you realize they have sent an extra pair of size 12 shoes. You...

- A) Take the extra pair to a sporting goods store in exchange for store credit to use for the program.
- B) Call Under Armour and request a shipping label to return the shoes.
- C) Give the extra pair to a student manager who is not expecting new shoes.
- D) Keep the extra shoes for yourself since you wear size 12.

3) At the end of an individual meeting with your team captain, he compliments you for the new drill you ran in practice commenting how well it helped prepare the team for competition. The idea actually came from an assistant coach who shared it with you a week earlier. How would you respond?

- A) Agree that it was a great drill but that you can't take credit because your assistant came up with it. You agree which is why you included it in the practice.
- B) Share that you agree that it was impactful but must confess that you had help from the staff.
- C) Comment that you have new ideas for the upcoming weeks as well.
- D) Say "I'm glad you found it helpful" and leave it at that.

4) You're planning a retirement party for one of the coaches in the department. After sending a group text to other coaches asking them to chip in for a card, decorations and cake, you've only received enough to cover the cake. You:

- A) Spend time each morning leading up to the party making decorations and a card out of office materials.
- B) Just buy a cake with the money donated.
- C) Cancel the party and take the coach out for a couple of drinks with the money.
- D) Buy decorations and a card, then send out another text after the party asking to be reimbursed.

5) You are on a recruiting trip and treat two colleagues to dinner. At the end of the dinner you receive the bill and recognize the waiter did not include the appetizers. You...

- A) Take the saved money and buy a round of drinks.
- B) Let the waiter know about the error.
- C) Ignore the error and tip the waiter on the bill as is.
- D) Leave a larger tip without mentioning anything.

6) Your opponent has just finished up pre-game practice in your gym. You notice one of their players have left their scouting reports on their bench. What would you do?

- A) Ignore the scouting report and leave it on their bench.
- B) Fold over the scouting report without looking, run down the coach, and give it to him/her.
- C) Keep the scouting report and adjust your team's strategy to gain an advantage.
- D) Quickly look over the scouting report and then throw it away.

7) You enter the film room and recognize the projector is broken. Because of cuts in your budget, you don't have the money to replace it unless you eliminate one of your recruiting trips. One of your players says she has a friend who is looking to sell a brand-new projector still in its original packaging. Based on the price you think it's probably stolen. You...

- A) Take some cash that a donor gave you last week and buy the projector so that it doesn't impact recruiting.
- B) Try to return the projector and claim that it never worked properly.
- C) Purchase a new projector and figure out how to adjust your recruiting plans.
- D) Buy a new projector, place the old projector in the box, and return it for a refund.

8) On your way to the training room you overhear an assistant AD (not your sport oversight) making a sexist joke about one of the female coaches. You:

- A) Do nothing. They didn't see you so you can pretend like it never happened.
- B) Walk up and join in because you are in the last year of your contract and need advocates.
- C) Walk up and confront them, letting them know the joke was inappropriate and someone who might take offense to it could hear them.
- D) Report the incident to your supervisor so that you can remain anonymous.

9) You are at your coaches' convention and your least favorite colleague and rival is in front of you on line for lunch. You see him drop a \$5 bill out of his pocket. No one else has noticed this happen. You...

A) Consider it as instant karma because he is a jerk, pick it up, and use it to buy your lunch.

B) Tap the coach on the shoulder and mention he dropped some money.

C) Pick up the \$5 bill and give it to the person behind the counter as a tip because he stiffed him.

D) Leave the money on the floor. He will either figure it out, or someone else who might need it more than you will find it.

10) You have been consulting for a recruiting service co-owned by Sue and Lisa for the past seven years building strong relationships with both of them. You learn Lisa has left the company to start up her own recruiting service. A few months later Lisa reaches out to you and asks you do some work for her. You...

A) Schedule a zoom meeting between both Sue and Lisa to let them know about the conflict of interest and ask them to choose who will stay with you and who will find a new consultant.

B) Explain to Lisa it would be a conflict of interest to consult for both companies and recommend another coach to help her.

C) Take on Lisa and Sue as separate clients. You have consulted with them for years—and they're both OK with it.

D) Explain the conflict of interest to Sue and Lisa and explain you are no longer able to work with either of them to be fair.

11) Were you honest with all of your answers?

A) Yes.

B) No.

SCORING YOUR ANSWERS

Each response is scored from the most ethical decision (1-point) to the least ethical decision (4-points). Tally your score and identify the ethical rating of your decision making.

ANSWER KEY				
1: A) – 3 B) – 4 C) – 2 D) – 1	2: A) – 3 B) – 1 C) – 2 D) – 4	3. A) – 1 B) – 2 C) – 4 D) – 3	4. A) – 2 B) – 1 C) – 4 D) – 3	5. A) – 3 B) – 1 C) – 4 D) – 2
6. A) – 1 B) – 2 C) – 4 D) – 3	7. A) – 3 B) – 2 C) – 1 D) – 4	8. A) – 3 B) – 4 C) – 2 D) – 1	9. A) – 4 B) – 1 C) – 3 D) – 2	10. A) – 1 B) – 2 C) – 3 D) – 4
11. A) – No change to score B) – Add 4 to your score				

Your decision-making is:
Below 12 – <i>Extremely ethical</i>
13-20 – <i>Ethical most of the time</i>
21-29 – <i>Ethical on occasion</i>
Greater than 30 – <i>Unethical</i>

In-person Discussion #3: (0:10-0:25)

Review decision-making assessment with group.

Discussion Questions:

- Was anyone surprised by their score or think the assessment is incorrect?
- Did anyone struggle selecting what they should do, instead of what they would do?
- Were there "answers" that you disagreed with?
- Which of the scenarios were difficult for you to answer?
- Does anyone have better decisions for any of the scenarios than were listed?

TOOLS FOR MAKING ETHICAL DECISIONS

Applying Multiple Ethical Paradigms

Having the right tools for the job is vital for success. One effective instrument for ethical decision-making is to apply multiple ethical paradigms. Shapiro and Stefkovich (2011) identify four lenses to employ on situations to provide valuable perspective. Those are ethics of justice, critique, care, and profession. While any single assessment can offer precious insight, only after viewing from all vantage points will a thorough appraisal be known.

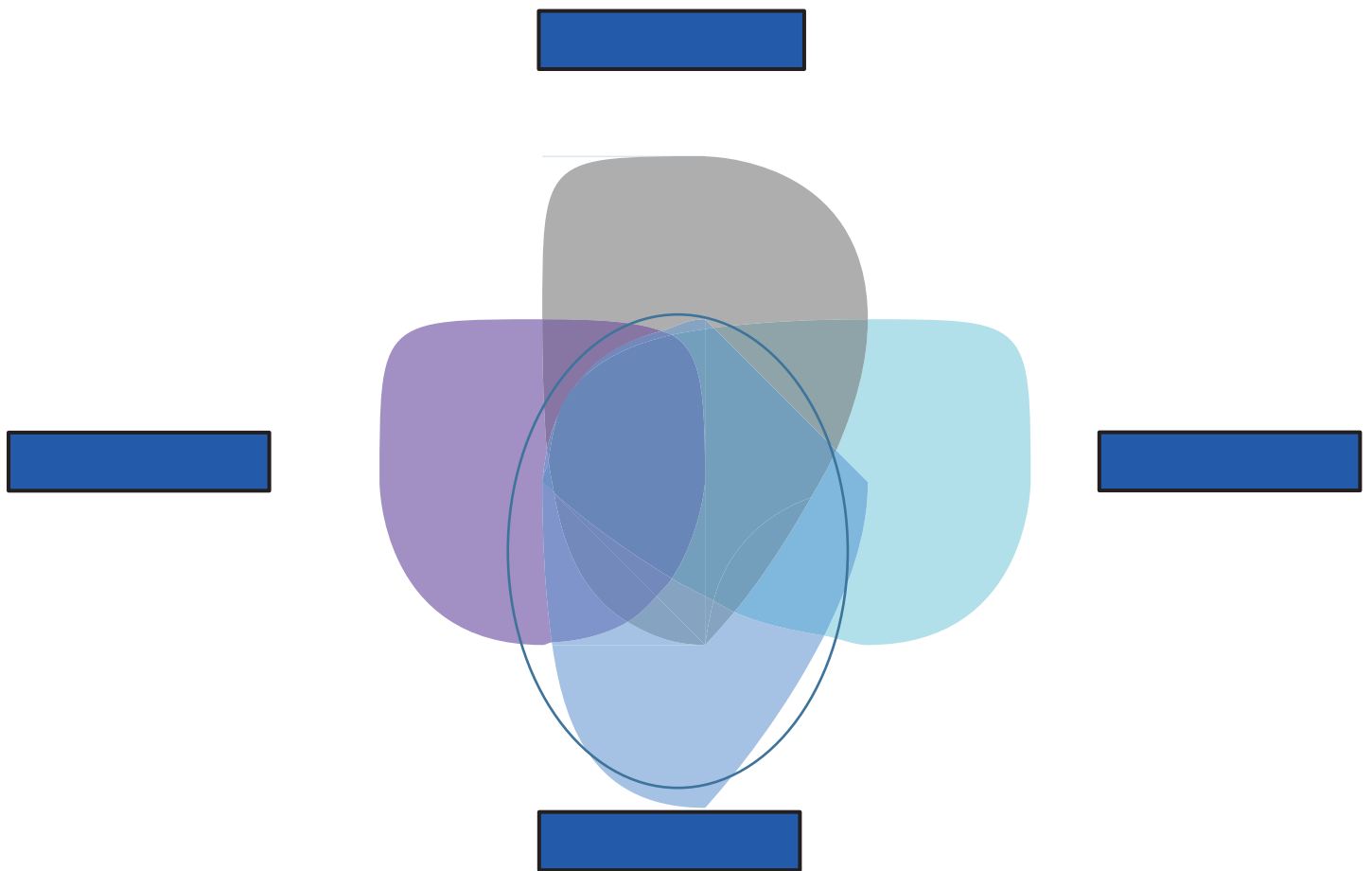
The ethic of **justice** approaches the ethical dilemma by posing questions like: Are there any rules, laws, guidelines, or procedural expectations that would aid in making a decision? Are there any legal matters that would inhibit the coach in arriving at a conclusion? What legislative and compliance issues might need to be taken into consideration? Are there any contractual obligations with sponsors, service providers, or procurement that need to be studied?

The ethic of **critique** will offer an additional layer of questions such as: Are the rules, procedures, and legislative considerations suitable in this case? Who made them? What is the intent of the rule? When were they made? Are there scenarios that were not contemplated when the guidelines were made? Should they be followed in this case?

After ignoring rules and protocols, the coach should apply the ethic of **care** to help them with their decision and ask: Who will this hurt? Who will this decision help? What unintended consequences could be caused by this decision? Will the overall long-term consequences be positive? What will be the immediate impact of this decision?

Finally, and most importantly, the ethical paradigm of the coaching **profession** should be used by asking: Is this decision in the best interest of the student-athlete? What impact does this decision have on the well-being of the staff? What is in the best interest of the campus and local communities? Does this decision reflect the ethical expectations of the coaching profession? How would this decision be evaluated by other coaches?

OVERLAY OF MULTIPLE ETHICAL PARADIGMS



In-person Discussion #4: (0:25-0:35)

Review the four ethical paradigms (Justice, Critique, Care, and Profession) asking for internal questions that would apply to each one.

Survey the coaches which ones they most related to and why?

Turbulence Theory

Steven Gross (1998) developed a tool to assess organizational instability by analogizing it to turbulence. Pilots are trained to gauge four levels of turbulence: *Light*: little or no movement of the craft, *Moderate*: very noticeable waves, *Severe*: strong gusts that threaten control of the craft, *Extreme*: forces so great that control is lost and structural damage occurs to the craft occurs. This scale can effectively be applied to situations that demand considerate decisions from coaches who can expect to experience some degree of turbulence.

Light Turbulence

It is expected that coaches will regularly experience light turbulence as a normal occurrence in their program. Examples could include minor injuries of players, changes in secondary staff members, and scheduling adjustments of facilities. It is important to recognize that light turbulence is a part of athletics and can be managed with minimal overall disruption.

Moderate Turbulence

This level can often represent particular concerns that are generally acknowledged as significant and requiring attention. The loss of a key athlete with a season ending injury would be an example of moderate turbulence. This situation will impact multiple areas of the program and can have a substantial effect on certain individuals. These issues are not classified as every day occurrences and will therefore mandate the attention of most people in the program and strong guidance from the head coach.

Severe Turbulence

These circumstances can threaten the entire team or program. These problems cannot be adequately managed through regular administrative direction. This situation will likely merit a coordinated strategy involving resources and assistance outside traditional staff efforts. It is probable that a business-as-usual mindset will need to be suspended. An example of severe turbulence could be an intensely divided team that forces members to choose sides. Without intervention, these situations can devastate a team.

Extreme Turbulence

These conditions can place a team or entire program in serious hazard of ruin. This situation can sometimes occur from severe turbulence that is either ignored or poorly managed. Other external forces, such as financial crisis or legal scandal can cause extreme disturbance. This becomes an all-encompassing issue that demands extensive resources to be deployed for a solution.

Turbulence Gauge

The Turbulence Gauge can provide a tool to calibrate the gravity of the issue at hand. In addition to contextualizing the concern, the gauge can help project where the problem could progress.

Assess the situation as efficiently as possible and identify the current level of turbulence. Then move up and down the gauge projecting what scenarios would either increase or decrease the disruption.

TURBULENCE GAUGE

Degree of Turbulence	General Definition	Applied to this situation
Light	Little or no disruption	<i>Two assistant coaches have left. Everyone is involved with the solution and no one is worried.</i>
Moderate	Widespread awareness of the issue	<i>Two assistant coaches are leaving. The head coach has a plan and will need the team's help in the process.</i>
Severe	A sense of crisis	Two assistant coaches just quit. The team doesn't understand why and is worried about what will happen next.
Extreme	Structural damage to the program	<i>Two assistant coaches just quit. No one has heard anything. The team fears there is more to come.</i>

In-person Activity #4: (0:35-1:00)

Review Turbulence Theory. Reflect on what it is like as a pilot, crew member, and passenger experiencing and managing turbulence. Apply those analogies to coach, staff, and team.

Break into groups of five to six coaches. Have each group list as many light turbulence situations they could face and select their favorite. Repeat this for each level of turbulence allocating two minutes for each.

Have each group share their favorites. As mediator, select one example for a quick discussion on strategies to reduce or eliminate that turbulence.

CASE STUDIES

Case #1

The Facts:

Stacey Williams is the Head Women's Soccer Coach at Central State University (CSU). CSU is a NCAA Division I institution located in the Midwest with a rich athletic tradition. The soccer team has a history of success, earning 18 conference championships and four national titles.

Coach Williams led the program to its most recent national title during her first year at the helm after replacing Hall of Fame Coach Barbara Knight. Coach Knight was forced into retirement following some controversial claims of player abuse and poor academic performance. Many CSU fans discount Coach Williams' championship claiming it was a result of inheriting Coach Knight's players. They also criticize Williams has yet to recruit and train a team that meets CSU standards.

Coach Williams is entering her sixth season at CSU and the final year of her contract. The team has not qualified for the NCAA Tournament in the last four years, and there is a great deal of pressure from fans for the administration to change leadership unless the team can make a run at a title. A group of boosters has gone as far as to start a social media campaign to fire Coach Williams before the season.

While performance on the field has been below expectations, the soccer team has recorded its highest GPA and graduation rates under William's leadership. The team is also known within the community as good citizens and responsible ambassadors for CSU. Regardless, winning is the standard, and without it, Williams may be released at the end of the season.

The Dilemma:

When hired, Coach Williams pledged to build the program on an admirable foundation by recruiting players who exemplify the highest character level. While commendable, her approach led to passing on some very talented athletes.

The most notable were local standouts Abby and Alli Hampton. The Hampton twins were high school All-Americans whose parents both attended CSU and grew up dreaming of following in their footsteps.

While in high school, Abby and Alli got into trouble on multiple occasions and had a reputation for being bullies. Even though many believed the twins could bring a championship back to CSU, Coach Williams decided to pass and not offer them scholarships. As a result, the girls attended West Coast powerhouse and longtime rival UCLC. Abby and Alli were named co-freshmen of the year and led their team to the program's third National Championship.

In place of the Hampton twins, Coach Williams signed teammates from North Central High School Sally Jones and Betty Downs.

While great students and leaders, Betty and Sally both struggled on the field and show little promise of impacting the team's offense.

Carlos Moreno, Coach William's longtime friend, and assistant coach, learns that even though Abby and Alli enjoyed a historical freshman year at UCLC, they desperately miss their parents and struggle with homesickness. They still dream about attending CSU, and Carlos believes if CSU could provide them with scholarships, they would both transfer. Alli and Abby would provide CSU with much-needed offense and position the team to immediately compete for a national championship.

Coach Williams does not currently have any open roster positions or scholarships available for the twins. To accommodate them, she would have to cut a couple of players from the team who would free up enough scholarship money. Eliminating Sally Jones and Betty Downs from the roster are the only two who would make the switch possible.

The Questions:

1. If the team does not have a successful season in terms of wins and losses but maintains good grades and behavior off the field, should Coach William's contract be extended?
2. What should be the expectations be for a coach to retain their position?
3. Should Coach Williams cut Sally and Betty to create space for Alli and Abby to transfer in?
4. When is it acceptable to sacrifice the interests of an individual athlete for the benefit of the team?
5. How would use multiple ethical paradigms and turbulence theory to manage this situation?

Case Study #2

The Facts:

Southeast University is a Division I institution located in the heart of football country. The SU Tigers are defending national champions and have won three titles in the past five years. The program's success is credited to head coach Rick Caldwell who took over the reins of the team seven years ago. He is currently the country's highest-paid coach, is beloved by the community, and a national celebrity.

Since its football program's success, Southeast University has enjoyed unprecedented enrollment, alumni engagement, and a renewed commitment from donors. The athletic department has also increased its overall budget three-fold due to new ticket revenue, television contract, and corporate partnerships. SU is currently the model of success in intercollegiate athletics.

Director of Athletics Hal Wentworth is a former athlete and coach at SU whose parents were both professors at Southeast. He took over the department eight years ago when it was at the bottom of the conference in almost every sport. He is heralded for hiring Coach Caldwell and leading the department to competitive prominence. Wentworth's pride for Southeast University is unrivaled, and his commitment to serve admirable.

Hal Wentworth pursues and hires Walt Gooden, son of legendary coach Jon Gooden, to bring the same success to its Men's Basketball program. Walt grew up around basketball, eventually playing for, and coaching with, his father at LCUA. Walt won three national championships as a player and then two more as an assistant. Jon Gooden is a celebrated coaching archetype whose commitment to player development, integrity, and honesty is

emulated by others. Walt has modeled his coaching philosophy on the same ideals and foundation of his father and is walking into high expectations.

The Dilemma:

Upon Walt Gooden's arrival to campus, Hal Wentworth arranges for him to connect with football coach Rick Caldwell. Both Caldwell and Gooden are passionate scholars of coaching and quickly form a strong friendship. Their wives and children also bond, building a stable connection between the families.

A few months into the job, Walt finds it more challenging than expected to land some key recruits. Over a couple of beers, he shares his frustrations with Rick looking for a little guidance. Rick explains it takes a village to recruit elite athletes to SU and that he can help him out.

A few weeks later Rick organizes a small golf outing with Walt and the "Tiger's Den," a few central figures in the community. Walt is enjoying the company and fitting in well with his new acquaintances. At the end of the round, the group sits down for an intimate dinner. There, Rick goes around the table and explains how each person assists with different aspects of his recruiting efforts.

Bob Franklin is the CEO and owner of Southern Power, a multi-billion-dollar company. He has donated over 300 million dollars to upgrade SU's facilities, including Southern Power Stadium. Rick explains that Bob is responsible for securing their entire defensive line and backfield by hiring their family members as "consultants."

Jim Smithfield owns 23 car dealerships throughout the sun-belt. Rick describes how Jim offers "auto-incentives" to their top recruits and families with a "performance-upgrade" for players while they are playing.

Larry Owens is a venture capitalist and principal investor in the region's largest real estate development company. Rick illustrates the network of accommodations Larry provides to families when they are in town visiting and assistance with acquisitions at home.

Rick finishes by laying out how Roger Dawkins handles the coordination of assets and communication. Roger is a product placement specialist for Performa Athletics, the world's largest athletic footwear and apparel company. Dawkins is one of the most connected people in youth sports and is the primary conduit with all SU's elite recruits, boosters, and Coach Caldwell.

Along with Rick, the four gentlemen pledge their backing and resources to bring a national championship in basketball to Southeast University. Stunned by the information, Walt is speechless and only thanks them for their support.

These actions attack the core of Walt's beliefs and what his father stood for. Walt has always placed honesty, integrity, and morality as his principal driver. He and his wife have raised their children with those same values and work hard to model that behavior.

Questions:

1. Should Coach Wooden accept the recruiting assistance of the boosters?
2. Should Coach Wooden share this information with anyone else? If so, who? (Wife, AD, Agent, Compliance, etc.)
3. What obligation do coaches have to report violations? Does the seriousness of the violation matter? If it is an illegal act, does that change anything?
4. When is it OK for the ends to justify the means?
5. How would use multiple ethical paradigms and turbulence theory to manage this situation?

In-person Activity #5: (1:00-1:30)

Both case studies should have been read by coaches and questions reflected on before the session. Break into groups of five to six coaches and evenly assign one of the case studies to each group. Have each group quickly discuss the case and then work through each question. The group should try to work towards solutions, but it is important for coaches to maintain their Driver and not compromise their own ethics if the group is moving in a different direction. (Allot 15 minutes).

Bring everyone back together and explore each case study relying on primary feedback from the groups that reviewed them.

- Identify which questions were easy for the groups to address, and which ones most difficult.
- Find out where consensus occurred, and where there was differing opinions.
- What new dilemmas came up during the discussions?
- How did coaches apply the tools to help the process?
- Has anyone managed a similar situation during their career?

Wrap up the session and provide lead-in for next unit.

Module #2

LEADERSHIP STYLES

INSTRUCTIONAL FRAMEWORK

Instructor notes #1:

This module is intended to be presented over two units. The first will address theories on leadership motivation, an explanation and assessment of leadership skills, and the importance of applying servant leadership principles to coaching. This unit will help coaches build strategies to apply individual strengths and address weaknesses in creating their leadership style.

The second unit will present seven distinct leadership styles/roles highlighting their pros, cons, and appropriate applications. Once becoming familiar with the different roles coaches will discuss Path/Goal Theory and use it to manage leadership challenges.

UNIT ONE (1 hour 30 minutes)

- 0:00-0:10 – Discussion - Review of the topic
- 0:10-0:25 – Activity – Mouton Leadership Grid
- 0:25-0:45 – Activity – Leadership Skills #1
- 0:45-1:05 – Activity – Leadership Skills #2
- 1:05-1:30 – Activity – Servant Leadership

UNIT TWO (1 hour 30 minutes)

- 0:00-0:10 – Discussion - Review of the topic
- 0:10-0:25 – Discussion – Leadership Roles
- 0:25-0:45 – Activity – Leadership Roles #1
- 0:45-1:00 – Activity – Leadership Roles #2
- 1:00-1:30 – Activity/Groups – Path Goal Theory

Instructor notes #2: (0:00-0:10)

The introduction is assignment #1 to be read before the first in-person session. It will provide an overview of leadership and how the unit will progress. Discuss how leadership is a skill set which expands and develops with work and experience. A short group discussion addressing the concepts covered will initiate the in-person meeting.

INTRODUCTION

Leadership styles are as numerous as the people who assume those roles, influenced by their unique nature and circumstances. Extensive research and scholarship have been devoted to identifying characteristics and tools used by effective leaders. No singular approach or style to effective leadership exists. People, circumstances, cultures, and needs are unique and continually changing. The more tools a leader has at their disposal, the more effective and responsive they can be. Some styles are more comfortable and natural for people, but great leaders need to extend beyond their comfort zone when conditions require something different.

Effective leaders recognize responding to different people and situations appropriately is essential to remain impactful. The many styles can be compared to tools in a toolbox. A carpenter may be a master at using a handsaw but will be unable to construct a stable home until employing all tools required to complete the job. An inclusive skillset, too, is necessary in the realm of leadership. At times, circumstances will demand empowerment of the group to determine its course with guidance. Others will require a singular and robust decision to be made to reestablish expectations and acceptable behavior. Occasionally inspiring action through emotion and charisma is needed, while others necessitate a

transformative approach to change the mindset. There is no “one size fits all” approach to leadership, similarly, it is impossible to build a home with just a hammer.

This unit will introduce several leadership models and theories that serve as tools for coaches in building their skill set. It is imperative to be adaptive when navigating complex external influences and diverse populations as a leader. Understanding what motivates decisions and how that can impact behavior is the first step in starting an effective leadership journey. Assessing current strengths and weaknesses of skills will help chart opportunities to improve and build a strong foundation. Evaluating circumstances surrounding tasks and goals along with consideration of athletes and their characteristics will provide valuable information for coaches to select suitable leadership strategies. Finally, learning when and how to employ the appropriate roles and styles will afford coaches the skills necessary to best serve their athletes' best interests.

THE BLAKE MOUTON LEADERSHIP GRID

Leadership Motivation - Self Assessment

Motivations are key drivers in shaping leadership decisions. Behavioral research in this area has identified two fundamental concerns that frame our actions as leaders. Robert Blake and Jane Mouton from the University of Texas constructed a two-dimensional grid-based on a leader's concern.

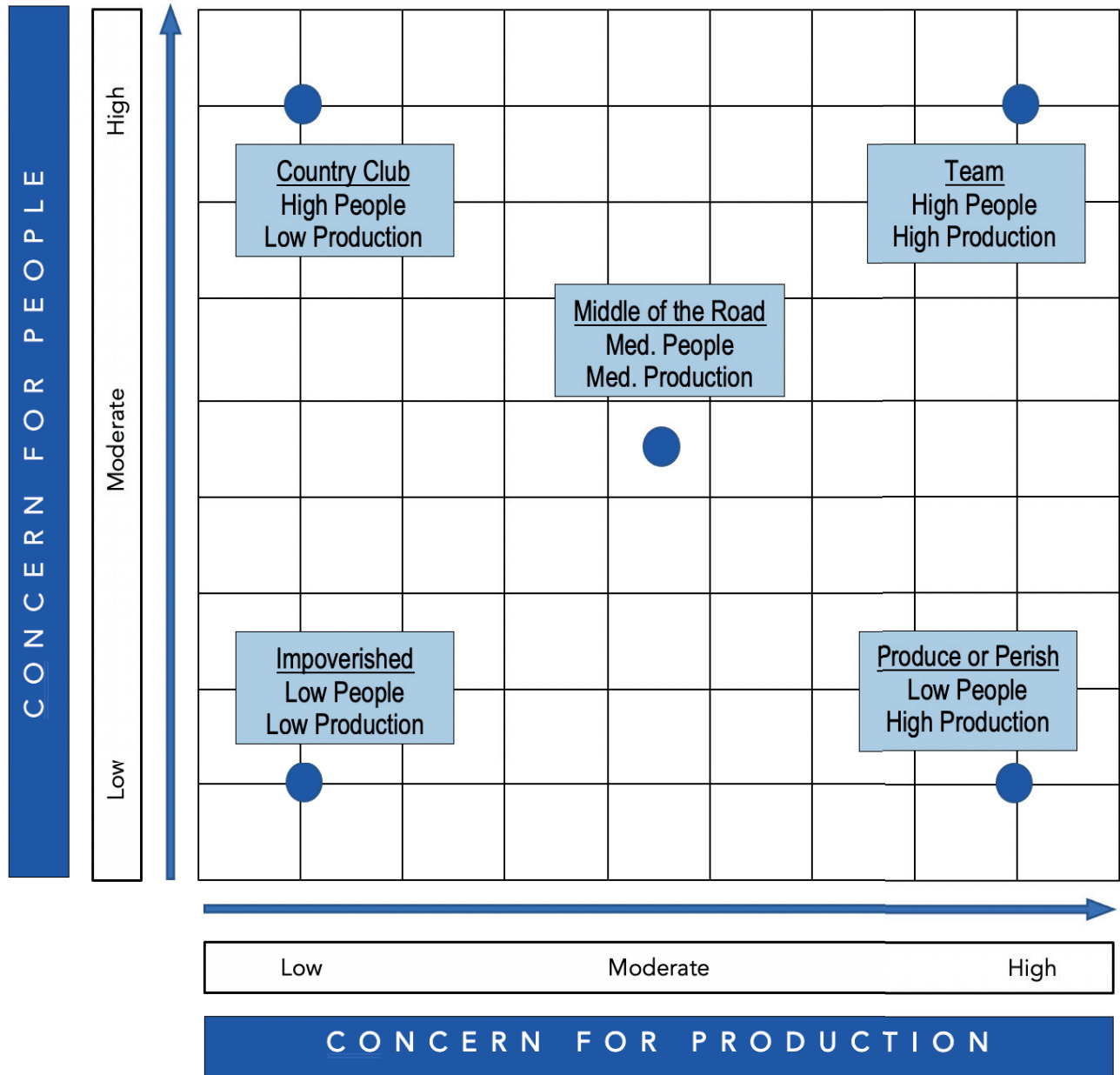
The first is a concern for production. Coaches who are task-oriented will direct their teams towards a particular goal or performance objective. Those concerned with production will focus on instruction, planning, and expectations with the intent of "getting the job done."

A concern for people propels the second behavior. Relationship-oriented coaches are aware of the circumstances, aspirations, and development of their athletes. These leaders are conscious of building an open, friendly, and supportive environment for their teams.

The grid comprises two axes of a nine-point scale, one denoting a low concern and nine a significant concern. By plotting the level of concern for personal relationships alongside concern for production, leaders can identify the style that reflects their motivation.

Rate the motivations that shape your decisions as a leader. On a scale of 1-9 (1-low, 5 Moderate, 9-high) gauge your level of concern for the people you lead and the results your performance is measured. Plot those quantities to determine which model you are closely associated.

Motivation	1-Low			5-Moderate			9-High		
When making decisions, my concern for people is:	1	2	3	4	5	6	7	8	9
When making decisions, my concern for results is:	1	2	3	4	5	6	7	8	9



Impoverished Management (Low people, Low production)

Leaders who score low on both their concern for production, and people are classified as having an impoverished management motivation. This indifference level will usually reflect a minimum effort to complete the required tasks and maintain relationships with staff and athletes. Not much energy is invested in creating systems or processes to improve production. There is also little drive to motivate the people around them. The main concern for impoverished leaders is to avoid accountability for mistakes.

Country Club Management (High people, Low production)

Leaders who score high on concern for people but low for production are classified as creating a Country Club atmosphere where accommodation drives decisions. Coaches in this area are concerned about the feelings and needs of their athletes. The thought is that if everyone is content and their needs are being met, then production will follow as a by-product. While the concept that happiness will equal hard work is nice, this environment is often very relaxed and fun but not productive because there is a lack of accountability. Without direction, task-focused team members can become frustrated with this atmosphere.

Produce or Perish (Low people, High production)

Coaches who score high on concern for results but low for athlete interests are labeled as creating a “Produce or Perish” culture. This categorization assumes that team members are extrinsically motivated and driven by results. Rewards are often given for productivity, with punishment used as a controlling tool. This approach to leadership often assumes that people, in general, are unmotivated and dislike working. In athletics, these opinions are short-sighted, and coaches will often struggle with high transfer rates. This imbalance is often a reflection of coaches driven by their professional development and personal accolades.

Middle-of-the-Road (Moderate people, Moderate production)

Coaches who score moderately in both concerns are classified as Middle-of-the-Road and are often attempting to balance demands. This approach creates a status quo culture perpetuated by fear of conflict with team members and efforts to meet expectations. While balance may appear on the surface, it is not typically as effective as it may seem. Mediocrity will be the frequent result of a status quo approach because the motivation is to not do poorly instead of aspiring to perform. Conflict resolution and accountability are also tricky from this mindset.

Team (High people, High production)

Leaders who score high in both areas are in tune with the profession's many demands and constituencies. These coaches are often selfless individuals who embrace their roles within their institution. They strive to perform at the highest levels, but not at the expense of an individual team member. Athletes in this environment often feel valued, respected, and invested in the process.

Team leaders can balance competitiveness with compassion. Of all the models, this is the most sustainable and rewarding for everyone on the team. These coaches are also successful at presenting the team's purpose and involving them in the decision-making process. This equilibrium is where coaches should aspire to be.

In-Person Activity #1: (0:10-0:25)

Divide into groups of 5 to 6. Have each coach share their answers to the following questions:

Where did you land on the grid?

Do you aspire to work towards another location on the grid?

What situations make it difficult to be concerned about people?

What situations make it easy to be concerned about people?

What situations make it difficult to be concerned about production?

What situations make it easy to be concerned about production?

Share examples of coaches who fit into each category?

Return to the full class and have each group share some of their observations.

LEADERSHIP SKILLS ASSESSMENT-

Mark the box that best reflects where you **currently are** as a leader.

Statements		Frequency				
		Never	Rarely	Some-times	Often	Always
1	I complain about things that don't go my way.					
2	I look for opportunities when problems arise.					
3	I am often anxious during the day.					
4	I make time for myself during the day to relax.					
5	I question myself and my skills to succeed.					
6	I am self-motivated and understand what it takes to achieve my goals.					
7	I get aggravated when athletes question my decisions.					
8	I reach out to people when I can tell something is bothering them.					
9	I have difficulty adapting to things that have not been planned for.					
10	I have long-range plans for our program.					
11	I believe practice time should not be spent on improving team chemistry.					
12	I will overlook rules being broken in order to avoid conflict.					
13	I build an environment where everyone is focused on a common goal.					
14	I expect those around me to produce at a high level all the time.					
15	I expect athletes and staff members to work harder than me.					
16	Athletes and staff understand expectations based on my behavior.					
17	There is very little variability in my practice plans.					
18	When delegating responsibilities, I consider others' interests and capabilities.					
19	I believe that personal issues should not impact athlete performance.					
20	I invest time learning what kind of feedback each athlete best responds to.					

Calculating your score

Use the table below to calculate your leadership skill score. Be sure to tally the answers from the odd number statements (white rows) separately from the even number statements (light blue rows). Multiply those totals by the corresponding factor and add them together for a final score.

SCORING	Never	Rarely	Some-times	Often	Always	Totals
Tally answers for ODD# statements only	#_____	#_____	#_____	#_____	#_____	
Multiply totals by number below	x 5	x 4	x 3	x 2	x 1	Subtotal
Subtotal – add results together	=_____	=_____	=_____	=_____	=_____	=_____
Tally answers for EVEN# statements only	#_____	#_____	#_____	#_____	#_____	+
Multiply totals by number below	x 1	x 2	x 3	x 4	x 5	Subtotal
Subtotal – add results together	=_____	=_____	=_____	=_____	=_____	=_____
Add subtotals for score						Score =_____

Score of 20-50

You need to spend a significant amount of time working on your leadership skills. Diverting your focus from scouting reports, planning practice, and designing competitive systems, to leading the people around you will improve outcomes and build lasting relationships with staff and athletes.

Score of 51-75

You have a moderate foundation of leadership skills but have the opportunity to make some significant strides. Look at the areas you scored low and build some strategies to improve those areas.

Score of 76-95

The value you place on leadership is evident and reflects in your skillset. As with any of your athletes, you can still find ways to get better. Identifying your strengths and learning when to use different skill sets to meet your team's needs can make you an adaptive leader. You will also find value in recognizing your weaknesses and working to improve those deficiencies. Embracing your assets and liabilities will help shape your leadership style.

Score of 96-100

You are not honest with yourself, and chances are, if your team were to fill this out for you candidly, scores would be surprising lower.

LEADERSHIP SKILLS

To become proficient at their sport, an athlete must identify weaknesses, evaluate strengths, and discover growth opportunities. This approach applies to leadership, as well. The skills and characteristics to be an effective leader must be assessed and developed. Strengths and weaknesses will begin to frame leadership styles that are most effective and natural for coaches.

Positive Attitude (Questions - 1 & 2)

The right mindset is vital to success. A leader that maintains a positive state of mind will project an outlook that people will want to follow. Attitude will dictate how coaches feel about and interact with people and situations. These actions will create reactions from others. If a coach struggles with their athletes having a negative mindset, it is often a reflection of their own attitude.

Being in tune with internal dialogue is a practical first step in maintaining a positive attitude. When confronted with a negative thought, shift it into a positive one. Identifying opportunities for growth will help the transition. Spending time with positive people in place of those who complain will assist in maintaining an optimistic outlook.

Managing Stress (Questions - 3 & 4)

Coaching is laden with pressure situations and trying circumstances. The stress associated with these demands can impair a coach's ability to lead effectively. Balance and perspective will help alleviate the stress levels, but leaders need to manage them actively.

Rest, meditation, and exercise are effective ways of relieving stress and minimizing negative thoughts and feelings.

Maintaining an optimistic mindset is extremely difficult when stressed. Anxiety can be projected to others, impacting a team's ability to perform. Coaching can often take precedent over all other areas of life. Drive to succeed and competitive nature can often push aside personal wellbeing and relationships. Establishing a healthy work-life balance is critical for sustainable success and leadership. Coaches who delegate to their staff and empower their teams can more effectively balance themselves.

Self-Confidence (Questions - 5 & 6)

Self-confidence is the perception one has of their skills and abilities. Leaders need to understand their strengths and weaknesses and trust their abilities. Inability to do this can make coaches passive and distrusting of others. It isn't easy for coaches to get teams to buy into a vision if they do not exhibit belief and assurance in themselves.

To improve self-confidence, leaders should emphasize their strengths and offer self-praise for efforts. Failures should be met with compassion and welcomed as a necessary part of the learning process. It is crucial to separate reasonable and achievable goals from aspirations. A coach may aspire to win a National Championship but should not measure their success by it. Pausing during intense and emotionally charged situations can provide clarity and accommodate a good decision-making process. As a coach learns how to improve their self-confidence, they will also be more effective in helping their athletes strengthen their confidence levels.

Emotional Intelligence (Questions - 7 & 8)

Coaches need to identify and manage their own emotions along with the feelings of others. Emotional Intelligence addresses a leader's ability to: be aware of and identify their feelings; the capacity to harness those emotions and use them in leading; and the aptitude to regulate their own emotions when necessary and assisting their teams to do the same.

A leader's thinking and behavior are directly affected by their emotions. For example, an effective coach will recognize and manage their frustration with a disappointing loss before addressing the team. By filtering out the moment's emotion, a coach can more successfully identify what their athletes need and what they don't.

Sharing Vision (Questions - 9 & 10)

Staff and athlete investment requires a coach's ability to create a clear and compelling plan for the future. Presenting a vision should be engaging and inspirational, but most importantly, it must be a shared vision. If a coach desires buy-in, then they must be in touch with their players. The most effective way to persuade people to invest in a vision for the future is to make strong connections with them in the present.

Coaches will only create shared visions with athletes, assistants, administrators, alumni, boosters, and recruits if they listen very closely. Coaches need to appreciate their aspirations, respect their hopes, attend to their needs, and invest in their ambitions. The best leaders guide people into the future because they hold the best interest of those they serve at the heart of all decisions.

Motivation (Questions - 11 & 12)

Nelson Mandela said, "A vision without action is just a dream." Generating and maintaining action requires leadership. Motivation is a tool to get people to act and a skill that coaches need to be well versed. While speeches and locker room talks can be motivating, this skill is much more involved. To be effective, leaders need to understand what can compel people to act.

There are two general types of motivation. Extrinsic motivation comes from an external source. People will act because they have been told to, offered a reward, or threatened with a punishment. Intrinsic motivation is an inner drive that causes a person to act. This motivation aligns with morals, personal goals, or straightforward enjoyment. Extrinsic motivation can be sufficient for short term action but is not as sustainable as intrinsic factors.

Communicate Clear Expectations (Questions - 13 & 14)

Coaches who can communicate expectations clearly and concisely will be presenting a structure that can make it easier to manage performance. It is essential to balance clear expectations with athlete autonomy as not to micromanage every little action. Identifying where to set expectations is as important as being able to communicate them. Concentrating on areas, athletes can control, such as effort and attitude, is a useful guide.

Ensuring all expectations support the team culture is a vital step also. Athletes should understand why and how they fit into the big picture. Discussing instead of decreeing will offer the opportunity to address the "why" and allow for clarification and even suggestions from the athletes. Finally, by writing them down and having every member of the program commit to them will promote accountability.

Be the Example (Questions - 15 & 16)

Being a good role model is essential in building trust with athletes and staff. Leaders should model the behavior they expect to see from their team. Athletes will follow their coach's emotions, behavior, and decisions. The key is for leaders to model the right things. This applies to showing humility and willingness to admit mistakes. Coaches should set a standard of accepting accountability for bad decisions, apologizing when necessary, and making the correct changes.

Support and Challenge (Questions – 17, 18, 19, & 20)

Athletes require more than just a list of tasks to finish every day to be successful. They need to be challenged and faced with opportunities to develop and grow. They want to feel supported and appreciated by their coaches and teammates. The more a leader invests in the individual development and wellbeing of the people around them, the more engaged they will be with that process. This will strengthen relationships, build trust, and provide a more rewarding experience for coaches and athletes.

Leadership Skills - Strengths and Weaknesses

Based on your answers in the assessment, rate each leadership skill as a strength, weakness, or neutral.

Leadership Skill		Assessment		
		Weakness	Neutral	Strength
	Positive Attitude (Questions - 1 & 2)			
	Managing Stress (Questions - 3 & 4)			
	Self-Confidence (Questions - 5 & 6)			
	Emotional Intelligence (Questions - 7 & 8)			
	Sharing Vision (Questions - 9 & 10)			
	Motivation (Questions - 11 & 12)			
	Communicate Clear Expectations (Questions - 13 & 14)			
	Be the Example (Questions - 15 & 16)			
	Support and Challenge (Questions – 17, 18, 19, & 20)			

What weaknesses do you find most challenging to address and why?

What strengths have provided the most useful tools for your coaching and how?

In-Person Activity #2 (0:25-0:45)

Ask coaches to provide you a list of their weaknesses (*this can be done prior to class*). Separate the class in groups of common weaknesses (two or three coaches max).

Discussion points: 1) Why they struggle in that area. 2) Examples of where they wish they were better. 3) People who they believe are strong at that skill. 4) Strategies they intend to use to improve in that area.

This should help coaches embrace their weaknesses and connect with others who share their challenges.

Bring coaches back together and ask if any of the groups would like to share their weakness and some ways they are planning to improve that skill.

Be prepared to share your own weakness to help initiate conversation.

In-Person Activity #3: (0:50-1:05)

Ask coaches to provide you a list of their strengths (*this can be done prior to class*). Separate the class in groups of common strengths (try to correlate these with the weaknesses from the prior activity).

Discussion points: 1) How did this become a strength for you? 2) Does this strength help balance a weakness you have? 3) Share a time your strength was useful as a coach. 4) Are there occasions when this strength is not useful?

Bring coaches back together and have each group present their strengths and how it has been helpful. Encourage those who may need to develop those skills to ask questions and seek advice. If none are solicited, ask a question or two to assist. This will help provide support and resources within the coaching staff.

FOUNDATION OF SERVANT LEADERSHIP

Often categorized as its own style, servant leadership should be considered as an overarching philosophy and foundation. While examples of it can be found throughout recorded time, the phrase itself and the theories behind it were forged by Robert Greenleaf in 1972. In "The Servant as Leader," he presents servant is the primary role of the individual. They must be inspired first by service to others, and then recognize the aspiration to lead. The method is notably different from someone who is a leader first and uses service to drive results and acquire material possessions.

These two approaches present some of the fundamental differences that Simon Sinek shows in his theories of "Starting with Why." He believes most leaders are fueled first with "what" they do and then progress to "how" they do it, rarely addressing "why." He suggests the most influential leaders begin with "why," followed by "how," and arrive at "what" they do. A servant leader always starts with the "why," building outward. They are driven first and foremost by the highest priorities of the people they are serving.

A servant leader is focused on the development and well-being of the people they lead and the communities in which they belong. Many leadership models frequently value the accumulation and use of power to influence followers' actions, which is in stark contrast to servant ideals, which invests autonomy, shares power, encourages ownership, and genuinely

places others' needs in front of their own. There is a clear focus on the growth and empowerment of followers driven by empathy, altruism, and a sense of ethics from the leader. Examples of leaders whose driver was as servants are extensive and found throughout different cultures and historical periods.

Four core tenants and a framework from which to apply were identified as fundamental elements of servant leadership. [Service to others](#) is anchored by the concept of accepting the role of a servant. Greenleaf believed the thirst to serve is "the key to greatness." Those who embrace it are driven to bring out the best in others, even at the expense of themselves. The second tenant is to take a [holistic approach](#) representing an understanding of how the individual, community, and society are all interconnected. The third core element is building an [understanding of community](#), and finally, servant leaders must [share power](#) with the people they are trying to lead. Servant leadership is intended to break the standard pyramidal structure of power.

Great servant leaders have long-lasting positive influences on society. When they lead from the inside out, transformative impacts can continue like ripples in a pond from a single stone. Whether in athletics, politics, education, or business, we should all aspire to a responsible servant leadership foundation.

In-Person Activity #4 - (1:05-1:30)

Break into groups of five to six coaches.

Have the groups design the ideal servant leader - coach.

Step one: list examples of as many servant leaders who are not coaches.

Step two: Apply the four tenants of servant leaders to specific qualities of coaching.

Step three: Use characteristics of the leaders from step one to apply to the four tenants as they relate to coaching.

Step four: Build your ideal coach and give name him/her by combining the names of the leaders used

Step five: Share the tenants created by the group as they apply to coaching, the examples that apply to those tenants, and the creative name given to your servant leader coach

In-person discussion #1: 0:00-0:10

Have the group reflect on the time between units and discuss Unit One lessons applied to coaching situations. Identify occasions where they applied leadership skill strengths. Find ways that coaches attempted to improve weaknesses and push their comfort zone.

LEADERSHIP ROLES/STYLES

In order to maximize the concepts presented in Path-Goal theory, coaches need to be comfortable with employing different leadership styles. This section will examine seven leadership roles:

- The Dictator (Autocratic)
- The Executive (Bureaucratic)
- The Charmer (Charismatic)
- The Engager (Democratic)
- The Assigner (Laissez-Faire)
- The Manager (Transactional)
- The Inspirer (Transformational)

While any of them can be effective on their own, dynamic leadership and sustained success is accomplished by applying the right style at the right time. The more leadership roles a coach step into, the more successful they will be at adapting to the needs of their team.

In-person discussion #2: (0:10-0:25)

Initiate conversation covering the leadership roles covered in the unit. Discussion starters: What were some takeaways from the different styles? Are there roles that were not listed? Which role is most natural for you? Which role is most difficult and why? Are some roles more sustainable than others?

The Dictator - (Autocratic Leadership)

The Dictator is an authoritarian leader who relies on little to no input from the people around them. These leaders will often view themselves as having absolute power and can make their teams' best decisions. While this method can be beneficial during short-term situations and crisis management, it is not a very sustainable approach. The Dictator often accepts full credit for success and passes on the blame to others. Communication is primarily one-way. Technique and process are frequently micro-managed with few freedoms tolerated. Team members may find it difficult to feel invested in the process. This style can progress to abusive behavior if not closely monitored.

Pros

- Decisions are made quickly.
- Clear communication and expectations.
- Effective for generating change.
- Effective at managing crisis.
- Keeps teams on task.

Cons

- Does not promote trusting relationships
- No athlete ownership in the process
- Does not promote critical thinking and problem solving.
- Can lead to abuse of power.
- Harms team morale.
- Increased stress levels and a win-at-all-costs mentality.
- Athletes can feel ignored
- High staff turnover.

You may be a Dictator if...

- you get frustrated with group discussions.
- you make important decisions on your own.
- you are very strict about the way a skill should be executed.
- you get offended when an athlete questions your decisions.
- you don't hesitate to cut an athlete who is not performing to your standards.

List examples of coaches and leaders who can be classified as *"Dictators"*:

_____	_____
_____	_____
_____	_____
_____	_____

What scenarios would coaching as a *"Dictator"* be most appropriate?

The Executive - (Bureaucratic Leadership)

Structure, procedures, and positions compel the Administrator. They are committed to the organization and the roles that individuals serve in it. Staff is empowered by the positions they hold. The larger a team is, the more useful this approach can be. The organizational structure of a football staff is often clearly defined with scripted responsibilities and authorities. This leadership structure is effective for the military and many government agencies.

Pros

- Clear responsibilities and structure within the team.
- System manages changes in personnel effectively.
- Stability.
- New team members have clear objectives and obligations.
- High level of compliance and rule following.

Cons

- Does not promote creativity.
- Does not embrace individuality.
- Difficult to be adaptive and flexible.
- Relationships tend to be transactional in nature.
- Athletes may feel stripped of their identity.

You may be an Executive if...

- you view your role as manager more than teacher.
- you consider yourself “by the book”.
- you think you should be respected because of the position you hold.
- you recruit athletes who “fit” your systems.
- you model yourself after your predecessor.

List examples of coaches and leaders who can be classified as “*Executives*”:

_____	_____
_____	_____
_____	_____
_____	_____

What scenarios would coaching as an “*Executive*” be most appropriate?

The Charmer – (Charismatic Leadership)

The Charmer presents sensitivity to the people around them. They know how to read a room and will adapt accordingly. The Charmer is articulate and good at lowering defenses. They are often visionaries and energetic. The Charmer can lay out their concepts and get their teams to rally around a common goal. Motivation is not always as pure as presented and can be focused on their own ambitions. Ego is another concern for charismatic leaders. It can lead them to believe they can do no wrong, even when warned by assistant coaches. The Charmer is perceived as more of a one-person show than a collective team effort. The team's success will primarily rely on the coach and their impact.

Pros

- Athlete buy-in is high with commitment to a common goal.
- Motivational people who can push teams through difficult times.
- Will often embrace mistakes as teaching opportunities.
- Teams will appear cohesive because of a common mission.
- Often a successful recruiter and fund-raiser.
- Self-motivated.

Cons

- Ego can get in the way of identifying threats.
- Can become out of touch and unresponsive with their athletes.
- Focus is on the coach in place of the athletes.
- A sense of invincibility and arrogance can threaten the team.
- These leaders may not learn from their mistakes, compounding them.
- Can lose focus on important issues that do not received external validation.

You may be a Charmer if...

- you enjoy giving pre-game talks and “rallying the troops”
- you work on your social media presence.
- you know your career win-loss record.
- you are asked to talk give speeches and presentations.
- you are comfortable talking to different types of people and demographics.
- you collect and share quotes.

List examples of coaches and leaders who can be classified as “*Charmers*”:

_____	_____
_____	_____
_____	_____
_____	_____

What scenarios would coaching as a “*Charmer*” be most appropriate?

The Engager – (Democratic-Leadership)

The Engager will actively rely on the participation of their athletes and staff during the decision-making process. Democratic leaders will base their decisions on a foundation of principles; they value all team members, seek out their opinions, and respect contradictory statements. A democratic leader will involve the group in building and maintaining a culture. Ideas and opinions are solicited even though the Engager retains the final say. Orders are not handed down; instead, a more collaborative approach is used. This strategy inspires creativity and investment, and as a result, athletes often have a higher level of satisfaction and productivity. The Engager values the opinion of every member regardless of position or experience. Teams are encouraged to share ideas and opinions, even though the leader retains the final say over decisions.

Pros

- Athletes and staff are invested to a common goal
- Mistakes are encouraged as a key component of the learning process.
- Inclusive culture that embraces creativity and outside of the box thinking.
- Places team members as equals.
- Cooperation and Collaboration is encouraged.
- Promotes athletes to take ownership.

Cons

- Is not effective when quick decisions are needed.
- Efficacy is reliant on the talents and commitment of the team.
- Can create redundancies.
- Roles and responsibilities can be ambiguous and undefined.
- Operates less efficiently than other styles
- Attempts to achieve consensus can be costly and cumbersome

You may be an Engager if...

- you believe team meetings are should be more listening than talking.
- you take your manager's opinion with the same interest as your assistant coach.
- you only make significant decisions with getting at least one other person's input.
- your athletes feel free to offer unsolicited suggestions.

List examples of coaches and leaders who can be classified as "*Engagers*":

_____	_____
_____	_____
_____	_____
_____	_____

What scenarios would coaching as an "*Engager*" be most appropriate?

The Assigner – (Laissez-Faire Leadership)

The Assigner takes a very hands-off approach to leadership and is the exact opposite of a micro-manager. The coach will delegate assignments and expectations to their athletes and staff with a tremendous amount of freedom and autonomy. Team members are expected to manage and solve problems independently, with little to no assistance from others. The Assigner will provide resources to the team and offer tools to assist the team, but decisions are ultimately their own. Laissez-Faire leaders are often characterized as lazy or disinterested, but successful examples of this approach display full ownership by intrinsically motivated team members. Authority is appointed to the team, yet a strong Assigner will still take responsibility for decisions and behavior.

Pros

- Team members have high satisfaction in the process.
- Low workload for the coach can free up time to work on other initiatives.
- Ownership encourages creativity and new ideas
- Affords freedom to staff and athletes.
- Promotes trust in teammates.

Cons

- Success is reliant on level of talent and experience.
- Few mentoring and development opportunities.
- Vulnerable to low levels of productivity.
- Little to no accountability.
- Situations can become chaotic if team is not well-organized.
- Team members may get off track and may not prioritize correctly.
- It is hard to identify small problems until they become big ones.

You may be an Assigner if...

- you are most involved during two points of decisions and projects: the beginning and the end.
- you do very little updating during team meetings and instead are informed on what's going on from others.
- you believe people do their best when they are not told what to do.
- you only care about the results and don't care how the team arrived there.

List examples of coaches and leaders who can be classified as "**Assigners**":

_____	_____
_____	_____
_____	_____
_____	_____

What scenarios would coaching as an "**Assigner**" be most appropriate?

The Manager – (Transactional Leadership)

The Manager is great at implementing processes and plans. Transactional leaders look to maintain the way things are done and drive production in place of transformation. Roles and responsibilities are delegated, and the focus is placed more on the work being done instead of the person doing the work. Incentives and punishments are key to a Manager's effort to promote accountability. This style requires constant monitoring of performance and clear communication of the rewards of success and poor performance consequences. Athletes who thrive under this leadership are extrinsically motivated.

Pros

- Rewards and punishments are distinctly communicated.
- Effective with highly organized and proven systems.
- Successful with completing short-term goals efficiently.
- Built around a well-defined and concise team structure.
- Athlete expectations are clear.
- Works well with athletes who follow directions and don't need much motivation.
- Playing time is easily determined based solely on performance.
- Good behavior and production are rewarded.
- The structure and simplicity are effective when a lot needs to be done in a short period of time.

Cons

- Does not promote creativity and innovation.
- Problem solving and adaptability suffers.
- Rigidity of systems don't promote growth and transformation.
- Athletes are a reflection of the system and forfeit individuality.
- High staff and athlete turnover.
- Reliant on constant external validation.

You may be a Manager if...

- you see things as black and white with little grey in between.
- most of your drills have a consequence associated with poor performance
- you look for new creative ways to reward individual and team successes.
- you recruit athletes to fit your systems and style of play.

List examples of coaches and leaders who can be classified as “*Managers*”:

_____	_____
_____	_____
_____	_____
_____	_____

What scenarios would coaching as a “*Manager*” be most appropriate?

The Inspirer - (Transformational Leadership)

The Inspirer is creative and continually searching for new and innovative ideas. Along with vision, a transformational leader provides training and motivation to their athletes. Inspirers are committed to the growth and development of athletes, staff, and culture. These leaders encourage their teams and expect the best from everyone around them and hold themselves accountable for their actions. Inspirers are usually empathetic, self-aware, humble, and possess strong conflict-resolution skills. Athletes have a great deal of autonomy and space to be innovative, and the freedom to fail is part of the learning process. Inspirers establish challenging expectations for the team and work in unison with them to achieve extraordinary outcomes.

Pros

- Proficient and sharing a vision and communicating new ideas.
- Resilient bonds are formed and help withstand adversity.
- Program integrity is a central motivator.
- Builds trust and respect among athletes and staff.
- Innovations are best created under this style of leadership.
- Encourages athletes to place the team above their own self-interest.

Cons

- Can create resentment when applied to successful situations.
- Needs an established structure to fix/improve
- Hard to apply to large bureaucracies.
- Requires a lot of teaching and mentoring of athletes.
- Not as effective in short-term results

You may be an Inspirer if...

- you encourage others to push themselves outside of their comfort zones.
- you search for the opportunities during failure and crisis.
- you constantly look for ways to improve technique, systems, and strategies even if they are successful.
- your biggest joys are a result of an athlete accomplishing something that they thought was outside of their ability.
- you deflect adulation to your staff and athletes.
- you direct criticism to yourself.

List examples of coaches and leaders who can be classified as “*Inspirers*”:

_____	_____
_____	_____
_____	_____
_____	_____

What scenarios would coaching as an “*Inspirer*” be most appropriate?

In-person Activity #5: (0:25-0:45)

Split coaches into groups of five or six. Have the group list twelve successful high-profile coaches in any sport past or present. Then ask the group to assign a leadership style to each coach on the list.

Bring the coaches back together and work through each of the seven roles. Ask the groups to share all examples of coaches that fall into each leadership style. (Example: The Dictator - Bobby Knight).

Make note of coaches who are categorized in different leadership styles and ask groups to share their reasoning.

Ask the group to share which coaches they had difficulty identifying a style and why.

In-person Activity #6: (0:45-1:00)

Leadership Role-Play:

Return to the small groups. Have each role listed on a piece of paper folded up and in the middle of their table. Provide a scenario to the entire class and ask each coach to pick up a role and look at it without sharing. Ask each person to explain how they would address the situation using that leadership style. After everyone in the group is finished, see if they can identify each other's style.

This can be repeated if time permits.

Ask for takeaways from the activity.

PATH-GOAL THEORY

Applying Path-Goal theory to coaching can provide more tools and managing different situations and types of people. House Mitchell introduced this concept based on the work of Martin Evans. It is based on the idea leaders should adjust their style based on what best fits the person and environment to achieve the desired result.

The Path-Goal Theory can best be used as a process for coaches to select the tools most appropriate to help guide their athletes to achieve a task or goal. The typical steps involved are: 1) Determine the characteristics of the athlete and the environmental characteristics. 2) Identify the appropriate leadership style. 3) Attend to the motivational factors that will assist in the athlete's achievement.

Athlete Characteristics

Coaches need to understand the personalities, strengths, weaknesses, and motivations of their athletes. Teammates can interpret and respond to the same set of circumstances in very different ways based on their experiences, talents, and motivations. One player may embrace the responsibility of taking a game winning shot for the adoration of being the hero,

while another might resist it for fear of disappointing others. Each athlete needs to be managed independently.

Task and Environmental Characteristics

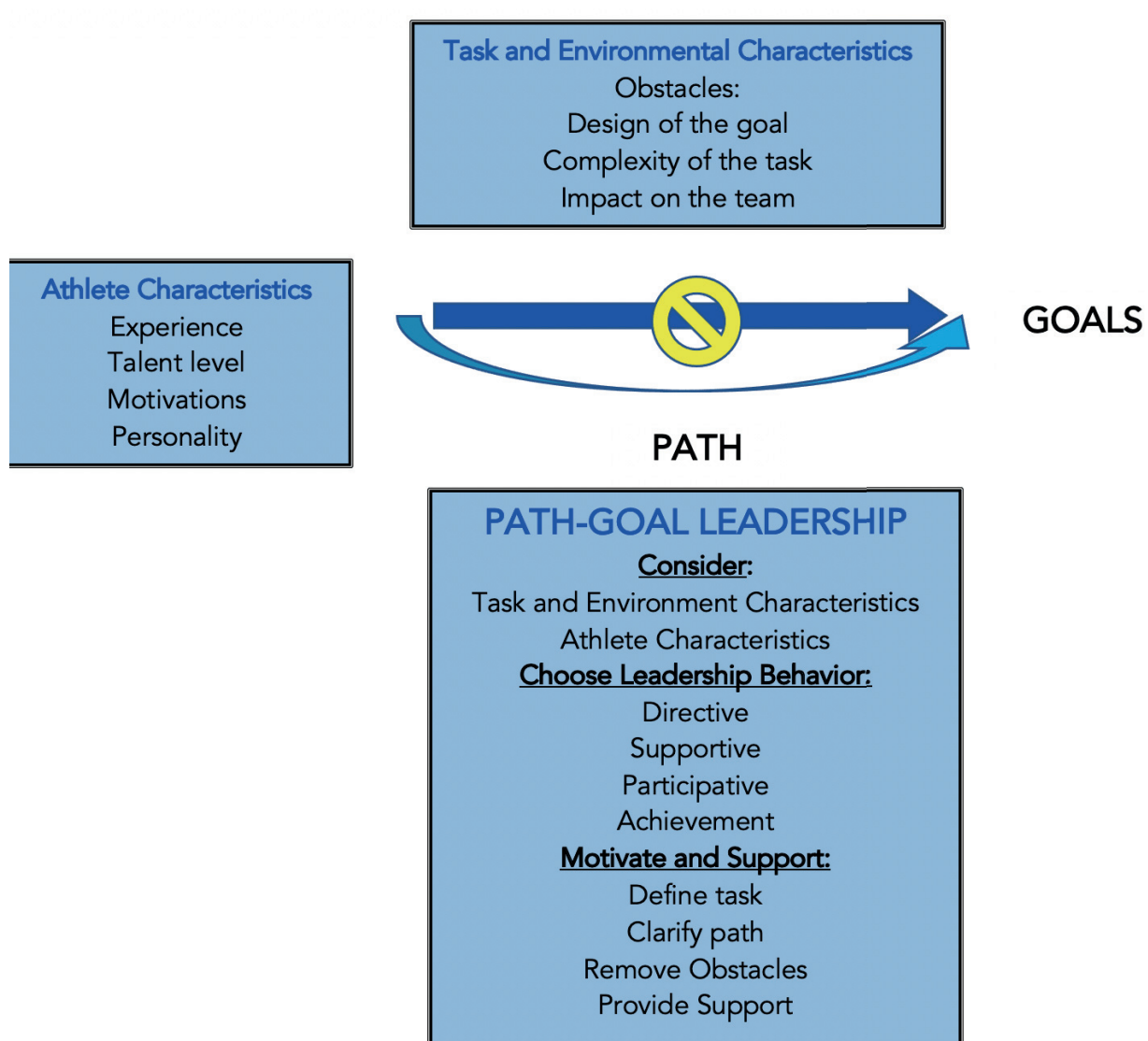
Managing obstacles is the primary focus of this process. If the barrier is too significant for the athlete or team to overcome, the coach needs to become more active in identifying a solution. Those complications often originate from the way the task is designed and its complexity. If the assignment is ambiguous or complicated, the coach may need to provide more structure and support. Delegating decisions to be made by the athlete will also impact the task characteristics and how it may affect people differently. It is also beneficial to identify if the task is controversial or potentially divisive. If this is the case, the coach should assist with team dynamics and potential conflict resolution proactively.

Coach Behavior

In Path-Goal Theory, the independent variable is the coach's behavior and response to the circumstances. The environmental and athlete characteristics will dictate the behavior the coach will use to help guide and motivate their athlete. House and Mitchell define four kinds of leadership behavior:

- **Directive:** The coach lays out how the task is to be completed with clear direction and little room for interpretation. Establishing a well-defined structure is important with this approach.
- **Supportive:** The coach exhibits a friendly and approachable atmosphere with a genuine concern for the athlete. Support is given throughout the demands of the task.
- **Participative:** The coach takes a democratic approach and consults with the team for input before making a decision. This tactic establishes ownership and improves the level of investment from team members.
- **Achievement:** The coach sets goals that will require a high level of execution to achieve and identifies a reward for accomplishing them. The coach should convey confidence in the team's ability.

PATH-GOAL THEORY CHART



In-Person Activity #7 (1:00-1:30)

Break the coaches into three separate groups. Provide them each a unique case study that describes the characteristic of the situation and athlete. Ask each group to go through and identify the unique characteristics of both environment and athlete. Then have the group identify the needed behaviors and desirable style to apply to the situation. Ask them to list ways in which they will motivate and support through the path.

When complete ask each group to share the scenario and leadership strategy. Ask if the path was clear to the group or if compromise was needed. Ask if there were other options than the ones they selected.

Finish session with summary of both leadership units.

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