Redeveloping Coaching Effectiveness: Perceptions of NCAA Division III Head Coaches

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy
in the Graduate School of The Ohio State University

By

Sean Robert Dahlin, M.P.E.

Graduate Program in Kinesiology

The Ohio State University

2017

Dissertation Committee:

Dr. Donna L. Pastore, Advisor

Dr. Susan L. Sutherland

Dr. Brian A. Turner

Abstract

In order for one to reach the level of *expertise* or *effectiveness*, a process of learning must occur. Grenier and Kehrhahn (2008) proposed their human resources Model of Expertise Redevelopment centered on the thought that becoming an expert is a fluid and cyclical process that is dependent on context, which will require some redevelopment if conditions have changed. On the sport coaching development end, Wharton and Rossi (2015) came to the conclusion that there are no proven factors to ascertain *coaching expertise,* particularly since no concrete benchmarks have been decided upon. Thus, a more applicable approach would be to determine the developmental pathway that an *effective* sport coach takes. Therefore, adapted from Grenier and Kehrhahn's (2008) model, it is proposed in this dissertation the Model of Coaching Effectiveness Redevelopment (MCER).

Interestingly, intercollegiate athletics in the U.S. is unique in terms of the dyad student-athletes deal with between athletic participation dependent upon academic grades and graduation progress (Schroeder, 2010; Williams, Colles, & Allen, 2010). The most visible association in the U.S. is the National Collegiate Athletic Association (NCAA) that is comprised of Division I, Division II, and Division III. The first purpose of this dissertation study was to propose the Model of Coaching Effectiveness Redevelopment (MCER), adapted from Grenier and Kehrhahn's (2008) MER, in the sport coaching

realm. The second purpose of the study was to explore the perceptions of the developmental pathways of the *effective* participant coaches and make meaning of how the MCER relates to coaching effectiveness development at the intercollegiate athletics level.

This dissertation utilized qualitative methods. The participants in this study included 12 male and female NCAA Division III e*ffective* team sport head coaches from the same athletic conference located in the Midwestern region of the U.S. spanning nine different sports. Each participant coach was asked to take part in two in-person interviews and type reflective journal entries on their coaching development processes. The constant comparative method (Merriam, 1998) for thematic analysis was used on the interview transcriptions and journal entries. Based on the analysis of the findings, five overarching themes were highlighted: *Experience, Relationships, Culture, Balance, and Female Sport*. The trustworthiness of this dissertation was attained by triangulation methods, such as member checking, peer debriefing, and negative case analysis.

From the perceptions of the 12 participant coaches of their own developmental pathways throughout their careers and when making meaning of the Model of Coaching Effectiveness Redevelopment (MCER), it appears that overall their development as *effective* coaches has followed a cyclical pattern of redevelopment through the States of Coaching Effectiveness (i.e., Coaching Dependence, Coaching Independence, and Coaching Transcendence) as influenced by the three Territories of Coaching Effectiveness (i.e., Content, Environment, and Constituency). In terms of the Content Territory of Coaching Effectiveness from the MCER, the explanation by the participant

coaches of specialized coaching knowledge development was weaker on the content

knowledge-side, but stronger on the end of procedural or pedagogical content knowledge,

thus advocating for two separate components for the Content territory in the MCER or

requesting a modification of the name of the territory to Procedural or Pedagogical

Content. Lastly, regarding the consistent application of knowledge through the States of

Coaching Effectiveness, the difficulty from the findings was recognizing the instance that

each participant coach moved back and forth between the three states. Implications of the

findings were discussed and future research recommendations were made.

Dedication

This dissertation is dedicated to my eternal companion Shauna, who also deserves this

degree, for enduring this professional student's journey as well as our beautiful and

highly-spirited girls Maia and Kassia.

Acknowledgements

First and foremost, I would like to thank my advisor, Dr. Donna Pastore, for guiding me through this doctoral and dissertation process as well the constant changes that occurred in my three-plus years at Ohio State University. I would also like to thank Dr. Sue Sutherland for parting her qualitative research expertise with me during this dissertation process as my committee member and in assisting me during my time here. For Dr. Brian Turner, I would like to thank you for being the other constant in the sport management program and for being on my dissertation committee.

If it were not for Jae Westfall, I would not be in this position finishing my doctoral degree. For this, I would like to thank her for all her support while I served as her graduate teaching associate these past four academic years. I would also like to thank my master's program advisor, Dr. Howard Gauthier, who originally guided me to pursue this Ph.D. degree in sport management as a mentor. And, finally, I would like to thank my parents, brother and sisters for their continued support of me throughout my life.

Vita

2008..B.A., Portuguese, Brigham Young

      University

2012..M.P.E., Athletic Administration, Idaho State

      University

2006..Assistant Pitching Coach, College of Eastern

      Utah

2007..Assistant Varsity/Head Varsity Pitching

      Baseball Coach, Timpview High School

2008..Assistant Varsity/Head JV Pitching Baseball

      Coach, North Salem High School

2010..Assistant Varsity/Sophomore Baseball

      Coach, Orem High School

2010 – 2012.......................................Sports Information Assistant/Development

      Intern, The College of Idaho

2010 – 2012.......................................Assistant Baseball Coach,

      The College of Idaho

2012 - 2013 ....Interim Sports Information Director,

Southern Virginia University

2013 - present...Graduate Teaching Associate, The Ohio

State University

Publications

Dahlin, S., & Pastore, D. (2016). The academic dimension: Its potential impact on the

model of coaching efficacy. *Applied Research in Coaching and Athletics Annual*,

31, 19-26.

Van Mullem, P., & **Dahlin, S.** (2017). Five perspectives on pursuing mastery in

coaching. *International Sport Coaching Journal*, 4, 246-253.

Hedlund, D. P., Fletcher, C. A., & **Dahlin, S.** (in press). Comparing sport coaches' and

administrators' perceptions of the "National Standards for Sport Coaches." *The*

Physical Educator.

Fields of Study

Major Field: Kinesiology

Specialization: Sport Management

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction

In its simplest terms, Nunn (2008) defined expertise as "…special knowledge or skill" (p. 416). From this definition, however, is a variation of responses as to how expertise and specialty are determined and calculated. In terms of expertise literature, there are two different schools of thought in which the first is based on the traditional linear model of stages and phases (Berliner, 1994; Dreyfus, 2004) whereas the other perceives an expert's developmental pathway as more complex and fluid dependent on a network of concepts (Nunn, 2008). In order for one to reach the level of *expertise* or *effectiveness*, a process of learning must occur. Coombs and Ahmed (1974) signified that general learning as a whole is broken down into three different categories: formal, informal, and non-formal. As described by the authors, formal learning is the expected hierarchical and chronological system currently in place with elementary, middle, and high school education as well as higher education. Informal learning, on the other hand, is governed by one acquiring knowledge, skills, and behaviors through day-to-day activities and environmental influences. And, non-formal learning is systematized for particular subgroups in an educationally structured setting (e.g., seminars, workshops, conventions). From this, Nelson, Cushion, and Potrac (2006) adapted Coombs and Ahmed's terminology (i.e., formal, informal, non-formal learning) to sport coaching to

produce a new framework called Coach Learning. The authors contended that "the term coach learning better encapsulates the means through which coaches develop an understanding of their working knowledge" (Nelson et al., 2006, p. 249).

Learning Theories

In the core of adult learning literature, Experiential Learning Theory (ELT) is commonly referenced. According to Kolb and Kolb (2005), the ELT process is "portrayed as an idealized learning cycle or spiral where the learner 'touches all the bases'—experiencing, reflecting, thinking, and acting—in a recursive process that is responsive to the learning situation and what is being learned" (p. 194). From this definition, it can be seen that experiential learning is based on acquiring knowledge in an actionable trial-and-error process. Kolb and Kolb (2005) purported that people go through three stages of learning in their lifetime in an attempt to reach expertise: acquisition (i.e., from birth to adolescence), specialization (i.e., formal school through early adulthood), and integration (i.e., between midcareer and later in life). In order for an adult learner to reach the integration stage, the same authors concluded that mentorship is the key ingredient for those that become experts in his or her desired context.

Finally, the concept of reflection is an essential piece of the ELT pie. For instance, Schön (1987) identified two types of reflection: reflection-in-action (i.e., thinking and analyzing while in the midst of the action) and reflection-on-action (i.e., analyzing a situation afterward). Another adult learning theory featured in this paper is situated learning (i.e., learning by participation in social communities of practice) (Lave & Wenger, 1999). One term that is widely studied and will be described further is

communities of practice of which the authors stated, "learning occurs through centripetal participation in the learning curriculum of the ambient community" (p. 100). A coach can incorporate the practices (i.e., trial-and-error, reflection, mentorship, communities of practice) explained in the experiential and situated learning theories into his or her own coach learning process through formal, informal, and non-formal learning on the pathway to expertise (Nelson et al., 2006). As a general motivational trait, we as humans aspire to achieve a level of mastery in whatever our profession is (Berliner, 1994).

Expertise

There are currently two perspectives on expertise development: the linear model vs. the non-linear model. The linear view appears to be proposed as a step-by-step progression starting with a novice or beginner stage and then moving up to the expert stage, whereas the non-linear model of expertise development (i.e., redevelopment) is the pathway one takes to become an expert as many times as needed depending on territorial factors.

Linear perspective. In terms of a true linear model of expertise development, Dreyfus (2004) proposed a five-stage process of skill development: novice, advanced beginner, competent, proficient, and expert. In the case of education, Berliner (1994) adapted the Dreyfus model and concluded that the five-stage approach also fit to determine a linear pathway to reach expertise in teaching.

Non-linear perspective. First, it should be emphasized that neither Nunn (2008) nor Grenier and Kehrhahn (2008) have suggested in their work that the non-linear, comprehensive model should take over or delineate from the traditional linear model.

3

Based on his findings of an extensive review of literature on expertise, Nunn devised the network model of expertise described as dynamic and interdisciplinary. In other words, regardless of one's performance, the environment that he or she engages in is also a factor of attaining expertise. With a very lengthy list of nodes in the model, some of the categories explicated in detail by Nunn (2008) were experience, knowledge, excellence, intelligence, creativity, curiosity, originality, self-awareness, and wisdom. Another key distinction the author mentioned was that experts can be generalists (i.e., an expert in a domain defined to be general) or specialists (an expert in a specialized domain). For instance, a general practitioner can be an expert in his or her medical practice whereas an expert violinist is excellent in one's particularly special skill. This notion of generalists and specialists as experts was mirrored in sport coaching as well (Wiman, Salmoni, & Hall, 2010).

In a similar light, as researchers in human resource development, Grenier and Kehrhahn (2008) proposed their model of expertise redevelopment (MER) centered on the thought that becoming an expert is a fluid and cyclical process that is dependent on context, which will require some redevelopment if expertise has moderated or conditions have changed. The MER was proposed as three overlapping contexts in the Territories of Expertise (i.e., Content, Environment, and Constituency) influencing the intersecting States of Expertise (i.e., Dependence, Independence, and Transcendence) in the recurrent redevelopment process, which will be described in greater detail when explaining the proposed study's theoretical framework.

Sport Coaching

These concepts tied to expertise development are also applicable to sport coaching development. Sport coaching is defined as, "a process of guided improvement and development in a single sport and at identifiable stages of athlete development" (International Council for Coaching Excellence [ICCE], The Association of Summer Olympic International Federation [ASOIF], & Leeds Metropolitan University [LMU], 2013, p. 14). The International Sport Coaching Framework (ISCF) has distinguished two different domains in which sport and coaching are classified: participant sport and performance sport (ICCE, ASOIF, & LMU, 2013). The objective of participant sport is on athletes reaching outcomes (e.g., skill development, healthy lifestyle, fun, and engagement) while performance sport's principal focus is on competition. On the coaching spectrum, participation coaching is further broken down into age groups: coaching children, coaching adolescents, and coaching adults; performance coaching is divided into: coaching emerging athletes, performance athletes, or high-performance athletes (ICCE, ASOIF, & LMU, 2013). In the United States, the performance sport coaching settings are typically identified as youth sport, interscholastic athletics (i.e., high school), intercollegiate athletics, and professional sport (Dieffenbach, Murray, Zakrajsek, 2011).

Definitions. According to Schempp, McCullick, and Mason (2006), an *expert* coach is: "able to coach more athletes to higher levels of success in a greater variety of environments in a shorter amount of time than less expert coaches" (p. 155). Côté and Gilbert (2009), on the other hand, claimed experts coaches as those "who demonstrate

coaching effectiveness over an extended period of time…may then be considered expert coaches" (p. 316). In a different vein, Wharton and Rossi (2015) came to the conclusion that there are no consistent nor proven factors to ascertain *coaching expertise,* particularly since no concrete benchmarks have been decided upon to measure a coach as such. Regardless of the debate, a coach does not suddenly wake up and decide that today he or she is going to be an expert or even an effective coach. A developmental process must occur for a coach to reach that pinnacle. Thus, coaching development has been conceptualized as "a chain of developmental outcomes and activities that occur in response to personal and contextual requirements over a period of time" (Côté, 2006, p. 218).

   Coaching development. Of concern is when adults are thrown into coaching situations but are not ready to do so that can potentially affect the athletes negatively. Horsley, Cockburn, and James (2015) found from nine youth sport soccer coaches in England that participants not only misunderstood the concept of a coaching philosophy, but they also struggled to implement it with their teams. As a result, these coaches made winning in an 11-13-year-old league in a "character standard league" the priority when the emphasis should be on fun and athlete development.

   Similar to Grenier and Kehrhahn's (2008) accentuation of context in terms of expertise development, the same thought is agreed upon in sport coaches developing to become experts (Côté, Salmela, Trudel, Baria, & Russell, 1995; Gearity, Callary, & Fullmer, 2013; Nash & Sproule, 2009; Turner, Nelson, & Portrac, 2012). For example, Côté et al. (1995) purported from their study on expert gymnastics coaches that

contextual factors must be considered: "the component 'contextual factors' is defined as unstable factors, aside from the athletes and the coach, such as working conditions, that need to be considered when intervening in the organization, training, and competition components" (p. 12). The thought that a context can affect a coach's development ties into the informal learning component of Coach Learning (i.e., three components are formal, informal, and non-formal) in which a coach acquires knowledge from the environment and daily happenings. From Lave and Wenger's (1999) theory on Situated Learning, there has been literature focused on coaches' development through learning in Communities of Practice (Bertram & Gilbert, 2011; Culver & Trudel, 2006). Similarly, informal learning has been described as a successful component of sport coaches' development tied to experiential learning practices, such as reflection, mentoring, and trial-and-error (Falcão, Bloom, & Gilbert, 2012).

Elite stage-by-stage. Studies on coaching have focused on coaches at the elite level (i.e., professional and Olympic level) in the hierarchical sense that expert sport coaches can be found at the top sport performing level. Côté et al.'s (1995) article, for instance, studied 17 Canadian high-performance gymnastics coaches that were selected as 'experts' if they had a minimum of 10 years of coaching experience, having developed at least one international and two national-level gymnasts, and being recognized with coaching awards. Similarly, Nash and Sproule (2009) performed a study of nine coaches of swimming, hockey, and football that fit the authors' criteria for expert coaches: earned highest national coaching award, 10-plus years of continuous coaching, coaching at the national or district level, and developed national performers on a regular basis.

7

As seen earlier with Berliner (1994) and Dreyfus (2004), the linear stage-by-stage perspective has been prominent in coaching development literature as well. Schempp et al. (2006) proposed four stages that sport coaches go through: beginner coach, competent coach, proficient coach, and expert coach. The authors claimed that the top 20-25% of coaches are in the proficient stage and have honed their perceptual and adaptable abilities. The difference between coaches in the proficient stage and expert coaches, according to Schempp et al., is that expert coaches have internalized their sport and their own coaching knowledge that they are able to analyze and resolve a problem at a very quick rate. They also tend to go with 'gut feeling' decisions and be confident in them even if they go against accepted practice.

At the international level, Jiménez Sáiz, Lorenzo Calvo, and Ibañez Godoy (2009) interviewed eight male expert professional league or national team basketball coaches from Spain. From the participants that averaged nearly 29 years of coaching experience, the authors presented four stages for these expert coaches: initiative stage, reflective practice stage, development knowledge stage, and expert coach stage. Consistent with the ELT stages of learning (Kolb & Kolb, 2005), these authors stated that the reflective practice stage is when the greatest development occurs in coaches with the assistance of a mentor. Although a definition of context was defined by Côté et al. (1995) earlier, they, Nash and Sproule (2009), and Jiménez Sáiz et al. failed to account for other coaching contexts (i.e., participant and performance coaching for children, adolescents, and children) as levels in which coaches can be considered experts, but instead isolated elite/professional level sport coaches as experts.

8

Development by context. Based on a qualitative study on youth sport soccer coaches from England in which the authors clarified that there are effective coaches in youth sport, Stephenson and Jowett (2009) specifically compared six novice and seven experienced coaches by their soccer coaching license levels. Interestingly, the coaches were divided into "novice" and "experienced" levels based on English Football Association (FA) Level 1 and 2 to Union of European Football Associations (UEFA) B and A licensures. In ascending level, the hierarchical ladder of coaching licensures begins with FA Level 1 then FA Level 2 followed by UEFA B and finally the highest level at the UEFA A license. The novice coaches of the study had either an FA Level 1 or Level 2 license with an estimated 5.5 years of coaching experience, whereas the experienced coaches held either UEFA B or A licenses with an estimate of 18 years of coaching. Four themes emerged impacting all 13 coaches' development: formal, social (i.e., informal), and internal (i.e., reflection) learning situations as well as external feedback.

In a study analyzing eight Canadian university sport coaches and seven athletes perceptions, Wiman et al.'s (2010) participant coaches they deemed as experts averaged 26.8 years of coaching experience. From the data in the interviews, the authors identified the criteria set to determine expertise in coaching: recognition by peer coaches, recognition by athletes, successful athletes and/or teams at all and any levels coached. In contemplation of expertise and the level coached, Wiman et al. disseminated in the findings section that "The level of athletes the coach coaches reflects the notion that an expert can coach athletes at a variety of different levels in sport" (p. 48).

9

Among the U.S. intercollegiate athletics environment, Gearity et al. (2013) gave an in-depth perspective of Hall of Fame inductee and former University of Tennessee head football coach Phillip Fulmer's developmental process as an expert coach. In introducing the case study on the Coach Fulmer, the authors highlighted the fact that each coach develops his or her own learning style, which they termed as *idiosyncratic learning* (i.e., learning on personal and contextual levels throughout a career). Fulmer's stages of development consist of youth sport (his own playing experience), graduate assistant, assistant coach, and head coach. He was cited as stating that his developed coaching philosophy and commitment to football were influenced by his family and mentors along his pathway of mainly trial-and-error to expertise. From Gearity et al. (2013), Stephenson and Jowett (2009), and Wiman et al. (2010), it can be seen that expertise can be attained in different sport coaching contexts.

Rationale of the Study

Once a sport coach goes through his or her developmental learning process, is it possible for one to be considered an expert coach? As referenced previously, an *expert* sport coach attains success quicker and in varying contexts than other sport coaches (Schempp et al., 2006). On the other hand, Wharton and Rossi (2015) contended that coaching expertise should maintain theoretical with the practicality of measuring such is too subjective. Does one become deemed an expert coach by the amount of wins and championships one's teams achieve or is it based on the amount of recognition and awards a coach and his or her athletes achieve? Is a coach deemed an expert by how many years he or she has coached or by how one's athletes make a positive impact on

10

society? Thus, instead of focusing on the theoretical quandary of what makes a coach an expert, it is better to determine the developmental pathway that an *effective* coach takes. What is coaching effectiveness? Frequently referenced in coaching literature, Côté and Gilbert (2009) provided an integrative definition of coaching effectiveness: "The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection, and character in specific coaching contexts" (p. 316).

Coaching Effectiveness

Côté and Gilbert (2009) proposed that by coaches' knowledge, athletes' outcomes, and coaching contexts, coaching effectiveness is attained. First, coaches' knowledge was divided into three sub-categories: professional knowledge (i.e., specialized coaching knowledge), interpersonal knowledge (i.e., successfully regular interaction with individuals and groups), and intrapersonal knowledge (i.e., self-understanding, introspection, and reflection). Next, athletes' outcomes were delineated from Côté, Young, Duffy, and North (2007) 4 Cs: competence, confidence, connection, character/caring. According to Côté and Gilbert (2009), an athlete's competence is decided by performance and sport-specific skills, an athlete's confidence is figured by one's self-worth, connection is based on social relationships, and character is determined is regulated by morality and responsibility. The final element is coaching context in which a coach's effectiveness is inherent in a specific context, whether that is participant or performance coaching of children, adolescents, or adults (ICCE, ASOIF, & LMU, 2013).

Another commonly cited article on the subject is Horn's (2008) working model of coaching effectiveness. This approach is focused on a coach and athlete's relationship toward achieving performance and psychological goals, displaying that effective coaches positively influence their athletes. Horn's model highlights the distinct effects that sociocultural context, organizational climate, and coaches' personal characteristics may be mediated through coaches' expectancies, values, beliefs and goals. As viewed in the second theme, coaches' behaviors directly and incidentally affect their athletes' performance and behavior in game and practice settings. The final step of the model is that different coaching effectiveness behaviors "will be mediated by both situational and individual difference variables" (Horn, 2008, p. 244).

Gallimore, Gilbert, and Nater (2014) followed a high school boys' basketball coach in Michigan during his 10-year developmental period toward effectiveness. They were particularly attentive on how Coach Bias developed by implementing the reflective practices (Schön, 1987) he learned from his conversation and communication with Hall of Fame and former UCLA head men's basketball coach John Wooden. From an intuitive analysis by the authors on the participant's development, they reasoned that "there are no standard coaching methods that can be applied uniformly across the wide and diverse range of coaching contexts. Therefore, effective coaching rests on a coach's ability to continue to reflect, adapt and innovate" (p. 2).

In terms of coaching effectiveness development, Cushion, Armour, and Jones (2006) presented five key features their conceptualization: 1) it is an interdependent and continuous process; 2) it has constraints correlated to the objectives of the coach,

12

program, and athletes; 3) the process is predicated upon changing inter- and intragroup interpersonal relationships; 4) it is also influenced by aspects that coaches do not have control over (i.e., external factors); and, 5) the internal stakeholders of the process (i.e., the coach, program, and athletes) are affected by a cultural dimension. These five hallmarks reveal that sport coach development is much more complex than a linear trend.

Theoretical Framework

As indicated earlier, Turner et al. (2012) asserted that coaching development is a continual and cyclical process in which coaches may go through the stage more than once throughout their careers hence their suggestion of the adaptation of Grenier and Kehrhahn's (2008) human resource development Model of Expertise Redevelopment (MER) to sport coaching. What sets this model apart from others is its distinct usage of the term *redevelopment*. In other studies already cited, the authors acknowledged that a coach may need to relearn knowledge or redevelop practices depending on an environment or situation (Côté et al., 1995; Nash and Sproule, 2009; Jiménez Sáiz et al., 2009), but they did not focus their attention as did Grenier and Kehrhahn (2008) in the MER to continually changing conditions in expertise redevelopment: "MER acknowledges expertise derived from vast amounts of experiences in a particular domain, but also addresses the multiplicity of a domain as well as how changes to the domain may result in shifts in individual expertise and necessitate redevelopment" (p. 204). Thus, the model emerged based on this thought that expertise has no end point and is entrenched in exploration, experimentation, and learning as a circular process. As seen in Appendix A (i.e., Figure 1), the MER is comprised of three overlapping Territories of Expertise on the

13

outer circle that influence the three intersecting inner circles known as the States of Expertise.

States of Expertise

The first State of Expertise is *Dependence*, which Grenier and Kehrhahan defined as a personal reliance on surrounding sources or people for information. Different from linear models (Dreyfus, 2004) that purport that experts are able to respond intuitively and immediately to situations, this first state displays that, at some point, even experts must show dependence while searching through an ever-changing context (i.e., territory). The second state is *Independence* when individuals reach a stage in which they experiment with new learning techniques until the new skills, roles, and information attained improve upon the prior knowledge to a comfort level that they are implemented. Finally, the third state of expertise, *Transcendence*, occurs when one's knowledge and skills are innately developed to a confidence level that he or she feels free to improvise and even dispute and modify existing practices and research, thus adding to an individual's knowledge-base. When one has already been considered an expert but a changing ambience of external influence occurs, he or she will not necessarily start over as a novice but will require resources (e.g., community of practice) and time to redevelop (Grenier & Kehrhahn, 2008; Lave & Wenger, 1999).

Territories of Expertise

We can see from the figure in Appendix A that the three contexts that construct the Territory of Expertise are proposed to have direct and indirect influence on the aforementioned States of Expertise. *Content* is the first context that is predicated upon

"the knowledge an individual has to demonstrate a skill and the specific information needed to function in a role" (Grenier & Kehrhahn, 2008, p. 209) as an elementary teacher in a school would need to redevelop in going from teaching math during one period to teaching science the next period. The second context is *environment*, which is comprised of an organizational structure, a geographic location, and a culture that an individual works. The third and final territorial factor is *constituency* that "shapes expertise and encompasses those groups that influence or are influenced by the individual" (p. 210). These territories described impact the adaptive forms used and continuous learning developed (Gallimore et al., 2014).

Coaching Adaptation

Grenier and Kehrhahn (2008) proclaimed through their emergent model that the stability and instability of one's context affects his or her expertise. How does this relate to sport? In a more recent study, Grenier (2013) applied the model of expertise redevelopment (MER) to popular culture artifacts (PCA). The same author brought up the example of Steve Spurrier in terms of his redevelopment. Spurrier was a Heisman trophy winner as a quarterback for the University of Florida (Florida), which is the award in intercollegiate football for the most outstanding athlete. As a head football coach for his alma mater Florida, Spurrier found success in the *transcendence* State of Expertise after his teams won six conference championships, participated in a bowl game each year he coached at the university, and won one national championship (Grenier, 2013).

Spurrier then decided to change contexts and move up a level as head football coach of the Washington Redskins, an organization in the National Football League

(NFL). After one quick year of ending the season with a losing record, Spurrier resigned

from the Redskins due to his lack of redeveloping in the *dependence* state. He moved

from Gainesville, FL, to Washington, DC (i.e., environment territory), attempted to learn

the new game rules and plays of the NFL (i.e., content territory), and tried to develop

relationships with his professional athletes with large salaries as well as the owner and

administration of the Redskins (i.e., constituency territory). However, after one short

season, Spurrier's team had a losing record; therefore, he resigned and then later returned

as a head intercollegiate football coach at the University of South Carolina (in the same

athletic conference as the University of Florida). Since his return to coaching in the

intercollegiate football context, it can be argued that Spurrier redeveloped back to the

transcendence state having achieved the most career wins in program history and having

won Southeastern Conference (SEC) Coach of the Year on two different occasions (2005,

2010), but may have also reverted back to either Dependence or Independence given that

he retired in the middle of his final season as a coach..

Turner et al. (2012) expressed that the sport coaching world is demanding and

focused on winning thus causing a coaching carousel in which stability is a common

denominator for neither head nor assistant coaches, particularly in performance sport

settings. Similar to Spurrier's experience, the authors gave an imaginary practical

experience of a youth soccer head coach in England that had reached the *Transcendence*

State of Expertise after 15 years of coaching an youth age group in which athlete

development was his priority before accepting a head coaching position and management

responsibilities from the owner of a local semi-professional club that was too good an

opportunity to pass up. The contextual changes that the coach confronted were different winning-oriented performance expectations from the owner, management responsibilities (i.e., resources, facilities, multiple stakeholders), and a more job-like culture from the top down (i.e., administration, coaches, and players). Eventually, he would be judged on his ability, or inability, to adapt to and redevelop from the *Dependence* state in his cyclical, ongoing learning process to potential effectiveness once again, as is the fundamental principle of the MER (Gallimore et al., 2014; Nunn, 2008).

Proposed Model

From what was previously noted, due to the problematic nature of parameterizing coaching *expertise*, in light of Côté and Gilbert's (2009) definition of coaching expertise being focused on continued coaching *effectiveness* (i.e., integration of knowledge types, the four Cs for athlete improvement based on particular sport coaching contexts), a more appropriate focus should be on a coach's effectiveness. For this purpose, I propose, as seen in Appendix B (Figure 2), the Model of Coaching Effectiveness Redevelopment (MCER), an adaptation to Grenier and Kehrhahn's (2008) model.

States of CE

As sport coaches develop, it is proposed that they may go through the States of Coaching Effectiveness, which are *Coaching Dependence, Coaching Independence*, and *Coaching Transcendence*. In *Coaching Dependence*, it is the coach that relies upon other coaches (e.g., previous coaches when athletes, other coaches within athletic department, head coaches, opposing head and assistant coaches, mentor sport coaches, etc.) as well as other resources (e.g., internet, books, video analysis, etc.). When a coach is in the second

17

state known as *Coaching Independence*, he or she tries out new learning techniques to the

point that the coach feels comfortable implementing the new skills and information to

one's assistant coaches, individual athletes, and team. The third state is *Coaching*

Transcendence, which occurs when a coach has innately developed a high level of

efficacy in one's skills and knowledge to the point of improvising in practice or strategic

game situations or even disputing existing coaching research and norms. For instance, a

common offensive formation in the 1990s and early-2000s for intercollegiate football

programs was the "pro style" offense until the "spread offense" was introduced and

implemented by coaches such as Hal Mumme, Mike Leach, Gus Malzahn, Bob Stitt,

Chip Kelly, Urban Meyer, Rich Rodriguez, etc. and is now currently one of the most

popular offensive set in intercollegiate football (Kirshner & Johnson, 2017).

Territories of CE

In a similar sense of Grenier and Kehrhahn's (2008) model, the Territories of

Coaching Effectiveness are *Environment, Content,* and *Constituency* that influence the

redevelopment of coaches to *effectiveness* in a direct and indirect manner. As stated in the

example of Steve Spurrier's move to the NFL, a coach's *Environment* is constituted by

one's organizational structure (e.g., program, team, athletic department, institution,

intercollegiate association, front office, professional sport organization, etc.), one's

location (e.g., city, town, facilities, etc.), and one's organizational/team culture. Another

influencing context is a coach's *Content* that is contingent upon a coach's knowledge

attained to properly serve effectively in his or her role and to teach the proper skills and

strategies needed for one's particular sport. Finally, the third Territory of Coaching

Effectiveness is *Constituency*, which are coaches, athletes, and other stakeholders (e.g., administrators, managers, media, parents, community) that are influenced or that influence the particular coach. For instance, an *effective* high school head track and field coach may decide to make a lateral move as a head coach from a more rural community to a highly populated suburb high school near a large city. The coach's new student-athletes, parents, administrators, and community members become one's new audience in deciding his or her effectiveness redevelopment.

Research Problem

The Model of Expertise Redevelopment (MER) has yet to be perceived or judged in terms of importance by its practitioners. However, because of the subjective views in determining what constitutes an *expert* coach (Côté et al., 1995; Gearity et al., 2013; Nash & Sproule, 2009; Stephenson & Jowett, 2009; Wharton & Rossi, 2015; Wiman et al., 2010), it is more realistic and practical to consider an *effective* coach's developmental pathway (Côté & Gilbert, 2009). Thus, the crux is in understanding whether or not development occurs in linear fashion (Dreyfus, 2004) or if a sport coach redevelops cyclically (i.e., States of Coaching Effectiveness) based on influencing contexts (i.e., Territories of Coaching Effectiveness) in the proposed MCER.

Purpose of the Study

Interestingly, intercollegiate athletics in the U.S. is unique in terms of the dyad student-athletes deal with between athletic participation dependent upon academic grades and graduation progress as well as the economic impact higher education institutions are perceived to receive based on the success of their athletic programs (Schroeder, 2010;

19

Williams, Colles, & Allen, 2010). The most visible association in the U.S. is the National Collegiate Athletic Association (NCAA) that is comprised of Division I, Division II, and Division III. The first purpose of this dissertation study is to propose the Model of Coaching Effectiveness Redevelopment (MCER), adapted from Grenier and Kehrhahn's (2008) MER, in the sport coaching realm. The second purpose of the study is to explore the perceptions of the developmental pathways of the *effective* participant coaches and make meaning of how the MCER relates to coaching effectiveness development at the intercollegiate athletics level. What do these coaches feel it takes reach coaching effectiveness? A qualitative case study approach (Merriam, 1998; Stake, 1995) was used for this study from semi-structured interviews of NCAA Division III *effective* head coaches' perceptions of the proposed MCER when reflecting on their own careers and coaching development. Steps toward attempting to support the model are suggested and the implications the model can have on coaching expertise are expounded upon. A review of coaching development expertise literature and in-depth description of the theoretical framework are given. Finally, implications and future research recommendations are made.

Research Questions

My research questions are rooted in the proposed MCER:

1) In what ways do the participant coaches make meaning of the Territories of Coaching Effectiveness (i.e., constituency, content, environment) in relation with coaching redevelopment?

2) In what ways do the participant coaches make meaning of the States of Coaching Effectiveness (i.e., coaching dependence, coaching independence, coaching transcendence) regarding coaching redevelopment?

3) When changing contexts throughout their coaching careers, how do the participant coaches make meaning of the alignment with the Model of Coaching Effectiveness Redevelopment?

4) What do the participant coaches perceive it takes for a coach to be considered an effective coach?

Definition of Terms

Coach Learning: "the term coach learning better encapsulates the means through which coaches develop an understanding of their working knowledge" (Nelson et al., 2006, p. 249). This is based on Coombs and Ahmed's (1974) conceptualization of formal (i.e., hierarchical and chronological system of learning), non-formal (i.e., systematized subgroup learning), and informal (i.e., day-to-day experience) learning.

Coaching development: In this case, the following term has been conceptualized as "a chain of developmental outcomes and activities that occur in response to personal and contextual requirements over a period of time" (Côté, 2006, p. 218).

Coaching effectiveness: As touched upon in the introduction, this is defined as "The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection, and character in specific coaching contexts" (Côté and Gilbert, 2009, p. 316).

Coaching expertise: Although Schempp et al. (2006) were cited as determining that an *expert* coach attains more success in more environments in a shorter time frame, this study points out that coaching expertise is too difficult to truly define with varying subjective views of what constitutes a coach in reaching the expertise level (Wharton & Rossi, 2015), hence the purpose of the dissertation to propose a *coaching effectiveness* developmental process instead.

Communities of Practice: "learning occurs through centripetal participation in the learning curriculum of the ambient community" (Lave & Wenger, 1999, p. 100).

Experiential Learning Theory (ELT): "an idealized learning cycle or spiral where the learner 'touches all the bases'─experiencing, reflecting, thinking, and acting─in a recursive process that is responsive to the learning situation and what is being learned (Kolb & Kolb, 2005, p. 194).

Model of Coaching Effectiveness Redevelopment (MCER): a model adapted in this research proposal to the sport coaching context from Grenier and Kehrhahn's (2008) MER. Therefore, since expertise is difficult to define among sport coaches, it is proposed that effective coaches tend to redevelop continuously through the three States of Coaching Effectiveness from the influencing factors of the three Territories of Coaching Effectiveness (see Appendix B).

Model of Expertise Redevelopment (MER): a model proposed by Grenier and Kehrhahn (2008) highlighting the cyclical and continuous concept of the redevelopment of experts dependent on the influence of Territories of Expertise (see Appendix A). The model consists of three Territories of Expertise (i.e., environment, content, and constituency) on

the outer circle influencing the three intersecting circles, or States of Expertise (i.e., dependence, independence, and transcendence).

NCAA Division I: a classification of university athletic departments in the U.S. that typically receive the most media attention, generate the largest revenue, require the largest monetary expenses to maintain, and grant the largest financial scholarships to student-athletes and salaries to sport coaches in intercollegiate athletics.

NCAA Division III: the largest classification of member institutions in the NCAA that subscribe to a mission statement prioritizing an academic focus along with an opportunity to participate in intercollegiate athletics. This division does not offer any type of athletic scholarships to the student-athletes and normally has less media coverage, generates lower amounts of revenue, and offers less money for salaries to sport coaches.

Situated Learning: a type of learning through social participation in communities (Lave & Wenger, 1999).

Overview of Remaining Chapters

The first chapter of this research proposal gives an introductory look into coaching effectiveness redevelopment with the research problem, my proposed purpose of the study, the research questions, the theoretical framework, and a definition of terms. In chapter two, a more in-depth perspective from research is given related to expertise and its adaptation to coaching effectiveness development, particularly within the uniqueness of U.S. intercollegiate athletics, while finishing with a more in-depth perspective of the theoretical framework of the proposed study. Chapter three explains the methodology implemented for the study of my dissertation.

Chapter 2: Review of Literature

This chapter gives an extensive review of the literature related to aspects of expertise and sport coaching leading to coaching effectiveness redevelopment. The first section reviews learning theories, such as Experiential Learning Theory (ELT), Situated Learning, and Coach Learning. The second section provides an overview of literature on expertise development and the differing linear and non-linear approaches plus issues with the term *coaching expertise*. In the third section of the review, sport coaching is introduced with an in-depth look into academic literature on coaching development and *coaching effectiveness* through varying contexts. The fourth section highlights Grenier and Kehrhahn's (2008) Model of Expertise Redevelopment (MER), which is then adapted and modified for sport coaching in this study's proposed Model of Coaching Effectiveness Redevelopment (MCER). The final section of this review of literature points out the uniqueness of intercollegiate athletics in the U.S. and its role in the research being proposed.

Learning Theories

In one of its most basic layouts, learning is broken down into formal, informal, and nonformal learning (Coombs & Ahmed, 1974). According to the authors, formal learning is the education system we know that is organized hierarchically and graded

24

chronologically (e.g., elementary, middle, and high school, higher education), whereas informal learning is the acquisition of knowledge, skills, and behaviors from daily experiences and environmental resources. Finally, non-formal learning is based around any structured educational activity that is outside the formal system for certain subgroups (e.g., conferences, workshops, seminars). From this, Nelson, Cushion, and Potrac (2006) adapted Coombs and Ahmed's terminology (i.e., formal, informal, non-formal learning) to sport coaching to produce a new framework called Coach Learning. The authors contended that "the term coach learning better encapsulates the means through which coaches develop an understanding of their working knowledge" (Nelson et al., 2006, p. 249).

Experiential Learning

In the core of adult learning literature, Experiential Learning Theory (ELT) is commonly referenced. According to Kolb and Kolb (2005), the ELT process is "portrayed as an idealized learning cycle or spiral where the learner 'touches all the bases'─experiencing, reflecting, thinking, and acting─in a recursive process that is responsive to the learning situation and what is being learned" (p. 194). More extensively, ELT is predicated on six principles:

1. Learning is a process
2. All learning is relearning
3. It requires a resolution of conflicts
4. It is a holistic process of adaptation
5. It results from synergistic transactions between the person and the environment
6. It is a process of creating knowledge
(Kolb & Kolb, 2005, p. 194).

Despite the six principles, the ELT is commonly known for three concepts: learning by experience (trial-and-error), reflection, and mentorship. This first point was mirrored by a study done on the impact of experiential learning development of Spanish teachers in which the participants stated that they needed a chance to struggle in order to deepen their pedagogical understanding (Burke, 2013). The concept of reflection is an essential piece of the ELT pie (Moon, 2004; Schön, 1987). Finally, mentorship is so important to the level that Burke's (2013) study also found that the Spanish teacher participants perceived that having an on-site coach (i.e., mentor) made them more effective teachers.

   Trial-and-error. Although there are times that the Experiential Learning Theory (ELT) is explained simply as learning through trial-and-error, this is simply the preliminary step to the process. Trial-and-error has been used in experiential learning research to describe the process of learning inductively (Gentry, 1990). Other names to describe this first step to experiential learning are *learning by doing* (Dewey & Dewey, 1915) and *experienced-based learning* (Wolfe & Byrne, 1975). Another way to think about this concept is what Darling-Hammond and McLaughlin (2011) reported for teachers to seek effectiveness in which teachers should be allowed to "struggle" through uncertainties of content, pedagogical, and/or administrative skills in order to seek improvement of one's craft as a teacher. A similar notion was stated by Kolb and Kolb (2005) that mirrors the thought of trial-and-error: "Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world" (p. 194). Learning solely by struggling by making mistakes, however, is not enough in terms of the ELT. In their study on Hall of Fame college football coach Phillip Fulmer's development

as a coach, Gearity, Callary, & Fullmer (2013) identified that Coach Fulmer learned by trial-and-error throughout his coaching career.

   Reflection. As stated earlier, Schön (1987) proposed two different types of reflection: reflection-in-action and reflection-on-action. Before understanding these concepts, however, it is important to decipher the meaning of knowing-in-action as theorized by the author in which knowing-in-action is knowledge acquired in homologous instances. First, reflection-in-action was described by Schön (1983) in the process of, "When someone reflects-in-action, he becomes a researcher in the practice context. He is not dependent on the categories or established theory and technique, but constructs a new theory of the unique case" (p. 68). Reflection-on-action, on the other hand, is "thinking back on what we have done in order to discover how our knowledge-in-action may have contributed to an unexpected outcome," (Schön, 1983, p. 26). Four steps were also outlined to assist somebody electing to pursue the practice of reflection-on-action:

   a) Select an incident
   b) Reflect upon the incident before and after the intervention used
   c) Contemplate the thought-process utilized
   d) Give a synopsis of the entire incident

From an added perspective of reflection, Moon (2004) described the "common-sense view" of reflection or reflective learning, which he used interchangeably as:

   Reflection is a form of mental processing – like a form of thinking – that we may

   use to fulfil a purpose or to achieve some anticipated outcome or we may simply

   'be reflective' and then an outcome can be unexpected. Reflection is applied to

   relatively complicated, ill-structured ideas for which there is not an obvious

solution and is largely based on the further processing of knowledge and

understanding that we already possess (p. 82).

She further described four ways in which reflection is involved in learning when 1) a

deep approach is taken, 2) "…meaningful learning is represented meaningfully…" (p.

85), 3) the 'upgrading of learning' occurs (Moon, 2004), and 4) new and meaningful

ideas are generated. In sport coaching research, the implementation of reflection is a

common theme (Falcão et al., 2012; Gallimore et al., 2014; Jiménez Sáiz et al., 2009;

Nelson et al., 2006).

Mentorship. In its most basic form, mentoring is "a nonjudgemental,

developmental relationship entered into voluntarily by both sides" (Lee, 2007, p. 337) in

which the mentor (i.e., experienced, trusted, and nonjudgmental adviser) is expected to

encourage personal growth. As will be addressed later, Kolb and Kolb (2005) declared

that mentorship is necessary in order for a novice to attain expertise through experiential

learning, particularly during the reflective process. And, as cited before, mentors or on-

site coaches for the Spanish teachers led to their improved teaching effectiveness (Burke,

2013). Adapting this notion to sport coaching, research showed the importance of

mentorship in coaching development as well (Lara-Bercial & Mallett, 2016; Nash &

Sproule, 2009; Schempp et al., 2006; Stephenson & Jowett, 2009).

Modes. In terms of the modes of learning by way of the ELT, Kolb and Kolb

(2005) proposed a continuum of learning styles: concrete experience (i.e., involvement in

new experience), reflective observation (i.e., watching others or developing own

observations on experience), abstract conceptualization (i.e., theories for observation

explanation), and active experimentation (i.e., theories used for decision-making, problem-solving). Examples of concrete experience (CE) in education are by doing labs or field work; for reflective observation (RO), students would do journal writing or self-reflection; in terms of abstract conceptualization (AO), students would learn through lectures and papers; and, active experimentation (AE) would be based around students participating in case studies or simulations. The same authors broke down learners into four potential categories: accommodator, assimilator, converger, and diverger. An accommodator's highlighted abilities are CE and AE, an assimilator is most influenced by AC and RO, a converger's dominant aptitude falls in line with AC and AE, a diverger tends to lean toward CE and RO.

Stages. Furthermore, the authors (Kolb & Kolb, 2005) purported that people go through three stages of learning in their lifetime in an attempt to reach expertise: *acquisition* (i.e., from birth to adolescence), *specialization* (i.e., formal school through early adulthood), and *integration* (i.e., between midcareer and later in life). In order for an adult learner to reach the integration stage, the conclusion is that mentorship is the key ingredient for those that become experts in his or her desired context.

ELT limitations. Despite the popularity of the Experiential Learning Theory (ELT) in relation with adult learning, it has its critics as well. As outlined by Kayes (2002), two of the critiques on the ELT are the lack of validation empirically as well as limitations on the theory itself. On the empirical end, the Learning Style Inventory (LSI) is the instrument initially developed by Kolb (1984) to measure experiential learning styles and has been refuted as having issues with psychometric properties (Freedman &

Stumpf, 1980). This argument against the LSI led to Kolb's redesign of the instrument

since. In terms of the theoretical foundation of Kolb's ELT as summarized above,

limitations have been argued to have been found related to the psychological dynamics of

learning (Vince, 1998), the social aspects of learning (Holman, Pavlica, & Thorpe, 1997),

and its institutional standing as a linearly-staged model (Miettinen, 1998). There are also

differences of opinion between experiential learning models, such as Finger and Asún's

(2001) take that Schön's Double-loop Learning theory provides a stronger argument for

true learning than what Kolb had proposed.

Situated Learning

One last adult learning theory often cited is Situated Learning. Lave and Wenger

(1999) explained situated learning as such: "Situated learning activity has been

transformed into legitimate peripheral participation in communities of practice" (p. 122).

In other words, this theory is based on the interaction between the learner and his or her

social environment. The concept of *Communities of Practice* refers to what the authors

suggested, "…that learning occurs through centripetal participation in the learning

curriculum of the ambient community" (p. 100). To add to Lave and Wenger's theory,

Rankin (2016) conceptualized a model based on situated learning construed of three

elements: Content, Context, and Community. In addition to the elements, the author

contested that Participation by the actor that is learning is needed and is influenced by the

three aforementioned elements.

In Rankin's (2016) model, he explained in terms of situated learning that the

Content element is focused on solving individual, daily problems, the *Context* element is

30

the foundation of examining the process of learning, and *Community*, as in Lave and Wenger's (1999) Community of Practice, is related to offering an opportunity for interaction and the imparting of experiences among learners. In general, one of the major limitations of social cognition is the argument that knowledge does not transfer between tasks, which was argued by Hayes and Simon (1977). Additionally, Anderson, Reder, and Simon (1996) gave their refutations to poke holes in the following principles constituting the Situated Learning theory, particularly that action does not need to be structured, that knowledge is in fact transferrable between tasks at times, that training abstractly can work in learning, and that learning can be performed in simple contexts. One way in which Situated Learning, by way of Communities of Practice, is referenced in sport coaching is by way of collaboration in which fellow coaches communicate and learn together or how the coach and his or her athletes communicate and learn together (Bertram, Culver, & Gilbert, 2016).

Coach Learning

A coach can incorporate the practices (i.e., trial-and-error, reflection, mentorship, communities of practice) explained in the ELT and Situated Learning theories into his or her own Coach Learning process through formal, informal, and non-formal learning in striving for a level of excellence and/or expertise (Nelson et al., 2006). The learning process is prominent in sport coaching in which environments and contexts are constantly changing. Cushion et al. (2006) presented five key features of their coaching process conceptualization: 1) it is an interdependent and continuous process; 2) it has constraints correlated to the objectives of the coach, program, and athletes; 3) the process is

31

predicated upon changing inter- and intragroup interpersonal relationships, such as

Communities of Practice (Bertram et al., 2016; Lave & Wenger, 1999); 4) it is also

influenced by aspects that coaches do not have control over (i.e., external factors); and, 5)

the internal stakeholders of the process (i.e., the coach, program, and athletes) are

affected by a cultural dimension. As a general motivational trait, we as humans aspire to

achieve a level of mastery or expertise in whatever our profession is (Berliner, 1994).

<div align="center">

Expertise Perspectives

</div>

There are currently two stances on expertise development: the linear model and

the non-linear model. The linear view appears to be proposed as a step-by-step

progression starting with a novice or beginner stage and then moving up to the expert

stage, whereas the non-linear model of expertise development (i.e., redevelopment) is the

pathway one takes to become an expert as many times as needed depending on territorial

factors.

Linear Perspective

Ericsson and Charness (1994) studied and attempted to quantify what sets apart

expert performers in varying fields, such as music and chess. The results displayed were

that the difference between expert performers and those less-abled performers is based on

the amount of hours and years of experience of *Deliberate Practice* in the specialized

setting in which the average years and hours it took become an expert-level performer

were set at 10 years (Simon & Chase, 1973) and 10,000 hours, which was popularized by

Gladwell (2008) when he termed it the "10,000-hour rule." With Ericsson and Charness'

study, the two stages studied were expert vs. non-expert. In terms of a true linear model

of expertise development, Dreyfus (2004) proposed a five-stage process of skill development: novice, advanced beginner, competent, proficient, and expert. In the case of education, Berliner (1994) adapted the Dreyfus (2004) model and concluded that the five-stage approach also fit to determine a linear pathway to reach expertise in teaching.

Non-linear Perspective

First, it should be emphasized that neither Nunn (2008) nor Grenier and Kehrhahn (2008) have suggested in their work that the non-linear, comprehensive model should take over or delineate from the traditional linear model. Based on his findings of an extensive review of literature on expertise, Nunn devised the network model of expertise described as dynamic and interdisciplinary. In other words, regardless of one's performance, the environment that he or she engages in is also a factor of attaining expertise. With a very lengthy list of nodes in the model, some of the categories explicated in detail by Nunn (2008) were experience, knowledge, excellence, intelligence, creativity, curiosity, originality, self-awareness, and wisdom. Another key distinction the author mentioned was that experts can be generalists (i.e., an expert in a domain defined to be general) or specialists (an expert in a specialized domain). For instance, a general practitioner can be an expert in his or her medical practice whereas an expert violinist is excellent in that particularly special skill. This notion of generalists and specialists as experts was mirrored in sport coaching as well (Wiman et al., 2010).

As is also the theoretical model of this study, Grenier and Kehrhahn (2008) proposed their model of expertise redevelopment (MER) centered on the thought that becoming an expert is a fluid and cyclical process that is dependent on context, which

33

will require some redevelopment if expertise has moderated or conditions have changed. The MER was proposed as three overlapping contexts in the territory of expertise (i.e., content, environment, and constituency) influencing the intersecting states of expertise (i.e., dependence, independence, and transcendence) in the recurrent redevelopment process.

Sport Coaching

These concepts tied to expertise development are also applicable to sport coaching development. Sport coaching is defined as, "a process of guided improvement and development in a single sport and at identifiable stages of athlete development" (International Council for Coaching Excellence [ICCE], The Association of Summer Olympic International Federation [ASOIF], & Leeds Metropolitan University [LMU], 2013, p. 14). The International Sport Coaching Framework (ISCF) has distinguished two different domains in which sport and coaching are classified: participant sport and performance sport (ICCE, ASOIF, & LMU, 2013). The objective of participant sport is on athletes reaching outcomes (e.g., skill development, healthy lifestyle, fun, and engagement) while performance sport's principal focus is on competition. On the coaching spectrum, participation coaching is further broken down into age groups: coaching children, coaching adolescents, and coaching adults; performance coaching is divided into: coaching emerging athletes, performance athletes, or high-performance athletes (ICCE, ASOIF, & LMU, 2013). In the United States, the performance sport coaching settings are typically identified as youth sport, interscholastic athletics (i.e.,

high school), intercollegiate athletics, and professional sport (Dieffenbach, Murray, Zakrajsek, 2011).

Definitions & Issues

Despite Gladwell's (2008) popularization of the "10,000-hour rule" from Ericsson and Charness' study, it has been refuted that the amount of hours to reach expertise does not fit his claim of 10,000 hours, particularly in sport expertise (Baker, Côté, & Abernethy, 2003; Epstein, 2013; Ford, Coughlan, Hodges, & Williams, 2015; Helsen, Starkes, & Hodges, 1998; Tucker & Collins, 2012) with other variables needing to be taken into consideration (e.g., genetic differences, different sport variabilities, what is being practiced, coaching delivered). In fact, Ericsson (2013) argued that Gladwell's claim on 10,000 hours from his own study was simply an average of hours among participants and that variability of hours to attaining expertise exists plus the need for deliberate practice as a key component. Regardless of these refutations, as seen later, the 10-year threshold has been used as a minimum barrier in determining coaching expertise (Côté et al., 1995; Koh, Mallett, & Wang, 2011; Nash & Sproule, 2009).

In the realm of expertise in sport coaching, Schempp et al. (2006) provided a definition of what an *expert* coach is: "able to coach more athletes to higher levels of success in a greater variety of environments in a shorter amount of time than less expert coaches" (p. 155). Côté and Gilbert (2009), on the other hand, claimed experts coaches as those "who demonstrate coaching effectiveness over an extended period of time…may then be considered expert coaches" (p. 316). Not different from several topics in academia, there appear to be more than one opinion on how one is considered an expert

35

coach. With more extensive literature on sport expertise regarding the athlete, Renshaw

and Gorman (2015) pointed out the lack of research on coaching expertise:

> Ecological dynamics, with its emphasis on the interdependence of performer and
>
> environment, and the mutuality of perception and action, intuitively appears to be
>
> a more relevant and appropriate approach to understanding sport expertise.
>
> Unfortunately, there has been limited application of the key ideas of this approach
>
> within applied sport science and coaching (p. 291).

After their own review of literature, Wharton and Rossi (2015) similarly concluded in

their article that there are no consistent and proven factors to ascertain *coaching*

expertise, particularly since no concrete benchmarks have been decided upon to measure

a coach as such:

> acknowledging the seminal findings of early research that examines coaching
>
> expertise, it is the position of this paper that much of these earlier research
>
> endeavours have been limited in either locating or establishing a suite of key
>
> performance indicators for expertise in coaching practice (p. 581).

One argument made by the authors is that identifying "process skills" to determine what

makes an expert coach is lacking, such as effective practice organization, resource

management skills, organizational skills, and communication/personnel management

strategies (Wharton & Rossi, 2015). In the end, it was recommended that sport coaching

performance indicators of expertise are needed instead of subjective and refutable factors

(e.g., 10 years of coaching experience and 10,000 hours), such as demonstrating superior

practice levels (Ericsson & Charness, 1994) through Wharton and Rossi's proposed

theoretical Emergent Decision Making Process; however, their model had solely been proposed with no facts yet to confirm its validity to coaching expertise. Thus, until credible parameters are established, the issue remains that identifying expert coaches is a subjective task. Regardless of the debate, however, a coach does not suddenly wake up and decide that today he or she is going to be an expert or even an effective coach. A developmental process must occur for a coach to reach that pinnacle. Therefore, coaching development has been conceptualized as "a chain of developmental outcomes and activities that occur in response to personal and contextual requirements over a period of time" (Côté, 2006, p. 218).

Coaching Development

Of concern is when adults are thrown into coaching situations but are not ready to do so that can potentially affect the athletes negatively. Horsley et al. (2015) found from nine youth sport soccer coaches in England that participants not only misunderstood the concept of a coaching philosophy, but they also struggled to implement it with their teams. Of the nine coaches, five of them were either under the age of 18 or had two years or less of soccer coaching experience. As a result, these coaches made winning in an 11-13-year-old league in a "character standard league" the priority when the emphasis should be on fun and athlete development (i.e., participant coaching).

Similar to Grenier and Kehrhahn's (2008) accentuation of context in terms of expertise development, the same thought is agreed upon in sport coaches developing to become experts (Côté et al., 1995; Gearity et al., 2013; Nash & Sproule, 2009; Turner et al., 2012). For example, Côté et al. (1995) purported from their study on expert

gymnastics coaches that contextual factors must be considered: "the component 'contextual factors' is defined as unstable factors, aside from the athletes and the coach, such as working conditions, that need to be considered when intervening in the organization, training, and competition components" (p. 12). The thought that a context can affect a coach's development ties into the informal learning component of Coach Learning (i.e., three components are formal, informal, and non-formal) in which a coach acquires knowledge from the environment and daily happenings. From Lave and Wenger's (1999) situated learning, there has been literature focused on coaches' development through learning in communities of practice (Bertram et al., 2016; Bertram & Gilbert, 2011; Culver & Trudel, 2006). Similarly, informal learning has been described as a successful component of sport coaches' development tied to experiential learning practices, such as reflection, mentoring, and trial-and-error (Falcão et al., 2012).

As seen earlier with Berliner (1994) and Dreyfus (2004), the linear stage-by-stage perspective has been prominent in coaching development literature as well. Schempp et al. (2006) proposed four stages that sport coaches go through: beginner coach, competent coach, proficient coach, and expert coach. The authors claimed that the top 20-25% of coaches are in the proficient stage and have honed their perceptual and adaptable abilities. The difference between coaches in the proficient stage and expert coaches, according to Schempp et al., is that expert coaches have internalized their sport and their own coaching knowledge that they are able to analyze and resolve a problem at a very quick rate. They also tend to go with 'gut feeling' decisions and be confident in them even if they go against accepted practice. Based on Schempp et al.'s stages of coaching

expertise, Trudel and Gilbert (2013) mentioned that in order to go through the aforementioned stages, coaches learn through either mediated learning situations (i.e., situations in which learned material is not given by the coach), unmediated learning situations (i.e., situations decided upon by the coaches from varying information sources), or internal learning situations (i.e., situations in which individuals reflect on what they already know) as another means of coach learning.

Elite Stage-by-Stage

Articles and studies on coaching have focused on coaches at the elite level (i.e., professional and Olympic level) in the hierarchical sense that expert sport coaches are found at the top sport performing level. For instance, Côté, Erickson, and Duffy (2013) described their perspectives on the developmental activities that lead to coaching expertise of a *high performance* coach, which consisted of three components: athletic experience, coaching experience, and informal/formal education. Combining athletic and coaching experience, the authors claimed that based on previous research, approximately 9,000-12,000 total hours should be accumulated in order to become a high performance head coach, which as seen before could be refuted from the arguments against the 10,000-hours rule (Epstein, 2013). Included in the athletic experience component was an emphasis that the coaches were exposed as athletes to the 4 Cs (i.e., competence, confidence, connection, and character) as proposed by Côté et al. (2007) in their quest for a definition of excellence in coaching. Côté et al. (2013) further stated that 3,000-4,000 hours would need to be invested in formal and informal education, such as coaching certification, formal sport or coaching courses, and sport mentorship. As a result, this

would lead to their linear five-stage lifetime model of become a high performance head coach: 1) diversified early sport participation (ages 6-12), competitive sport participation (ages 13-18), highly competitive sport participation introduction to coaching (ages 19-23), part-time early coaching (ages 24-28), and finally high-performance head coaching (ages 29-plus). The linear stage model above, however, is based on previous articles and is a conceptual model not yet validated.

Continuing the theme of high performance coaching, Côté et al.'s (1995) conceptualized the Coaching Model, also validated in the U.S. intercollegiate athletics context (Gilbert & Trudel, 2000), which studied 17 Canadian expert high-performance gymnastics coaches' responses on strategies they used in developing athletes by way of grounded theory. The selection of the sample of *expert* coaches was determined by the following three criteria: a minimum of 10 years of coaching experience (Koh et al., 2011), the coaches developed at minimum one international and two national-level gymnasts, and the coaches had to be recognized one of the best gymnastics coaches in Canada (i.e., coaching awards). The authors stated that the goal of the model was to develop athletes physically, mentally, and emotionally. The central piece of the model is called the *coaching process*, which rests on the competition, training, and organization components. Part of what was characterized as the coach's mental model of athletes' potential is the peripheral components, which are factors that affect the coaching process. These factors are the coach's personal characteristics, the athletes' personal characteristics and development level, and other contextual factors (Côté et al., 1995). The results from the study were concluded as a representation of how expert gymnastics

40

coaches employ their knowledge to develop themselves and their athletes (Saury &

Durand, 1998). The coaching model was also validated at the university athletics level

(Gilbert & Trudel, 2000).

In a study on the career development of *expert* coaches, Nash and Sproule (2009)

used semi-structured interview information from nine expert coaches in swimming,

hockey, and football. Each coach fit the following criteria: earned the highest coaching

award from a national governing body, had a minimum of 10 years of continuous

coaching, were coaching at the national or district level, and developed national

performers on a regular basis. The questions asked by the authors were based around

each coach's life experiences, coaching experiences, educational experiences, and

development of expertise. The results from these 120-130-minute interviews featured five

major themes (i.e., experience, knowledge, personal qualities, networking, and

philosophy). These high-level *expert* coaches believed "that there is a need for a more

formalised mentoring programme to allow aspiring coaches with opportunities to acquire

hands-on experience and observe mentors during all phases of competition" (p. 126). The

idea of an apprenticeship for newer coaches appears to be an important component to

becoming an expert coach. As far as knowledge is concerned, the coaches attributed their

knowledge to formal and informal methods, particularly to their own experiences and to

observing fellow expert coaches throughout their careers. All nine coaches stated that the

commitment level to their particular sport and to their athletes were characteristics that

have greatly contributed to their coaching development and success. Finally, the

41

concluding thought from this study was that coaching expertise comes through experience (e.g., hours and years coaching) and not through formal education.

Similarly, Jiménez Sáiz et al. (2009) performed a study, interviewing eight male expert professional league or national team basketball coaches with an average of nearly 29 years of experience from Spain. These authors also identified from interview data that there exist four stages of coaching development: initiative stage, reflective practice stage, development knowledge stage, and expert coach stage. The biggest difference between Schempp et al.'s (2006) four stages and Jiménez Sáiz et al. is that the reflective practice stage is when coaches most develop, learning from their mentors. The basketball coaches from this study agreed that the most effective method of learning and developing was from their own coaching experience, particularly informally talking with their peers (Falcão et al., 2014).

Consistent with the ELT stages of learning (Kolb & Kolb, 2005), these authors stated that the reflective practice stage is when the greatest development occurs in coaches with the assistance of a mentor. Although a definition of context was defined by Côté et al. (1995) earlier, they, Nash and Sproule (2009), and Jiménez Sáiz et al. failed to account for other coaching contexts (i.e., participant and performance coaching for children, adolescents, and children) as levels in which coaches can be considered experts, but instead isolated elite/professional/high performance level sport coaches as experts.

Development by Context

Athlete expertise. Even within sport expertise regarding the athlete, context appears to matter. Davids, Araújo, Seifert, and Orth (2015) expounded upon their model

42

of expert performance in sport based on ecological dynamics in that expert performers are able to reinvent themselves constantly as contexts (i.e., constraints) change. On Performance and Learning timescales that have been posited as cyclical, Davids et al. stated that an expert performer develops (i.e., reinvents) oneself based on environmental and task constraints, continuously taking in information and output movement by the development of his or her skills, whether physical or psychological. Near the end of the article, the authors surmised that "…expert performers switch between *dependence on* and *independence of* environmental information sources in performance" (Davids et al., 2015, p. 141), and that their performances are determined by their individual differences as personal constraints, which are both consistent concepts of the Model of Coaching Effectiveness Redevelopment (MCER). Consistent with the *Coaching Transcendence* state in the MCER, once an athlete reaches a level of expertise, however short or long, it allows one to attain "System Metastability," which equates to sport performance creativity and adaptability before having to reinvent onself again due to another context change (Davids et al., 2015).

Another expert sport performance model proposed by Gulbin and Weissensteiner (2013) is called the 3D-AD model that is a three-dimensional and circular approach to athlete development influenced by factors/contexts. This model shows the "interplay of the athlete, environmental, system, and chance factors over the full developmental cycle" (Gulbin & Weissensteiner, 2013, p. 53) leading to the circular stages from Non-elite to Pre-elite until reaching the Elite stage. The most inner circle of the 3D model The Athlete Factors consist of genetics, physiological capacity, morphology, psychological attributes,

43

sport-specific skills, practice & competitive investment, and socio-developmental background while the second inner-most circle of the model are the Environmental Factors (i.e., family, clubs, daily training environment, coaching, and community). The third ring of the 3D model is represented as System Factors, which are specifically strategic, policy, and ethical decision making factors followed by the Chance Factors that were defined by Gulbin and Weissensteiner (2013) as factors beyond the athlete or stakeholder's control. Unlike the MCER, although the 3D-AD model is multidimensional, there was no distinct indication of the Non-elite, Pre-elite, and Elite stages being cyclical in nature.

  Coaching. In the same manner of the expert athlete development models recently mentioned (Davids et al., 2013; Gulbin & Weissensteiner, 2013) in which development is contingent upon influencing factors (i.e., context) regardless of level or context, the profession of sport coaching is complex and thus lends to the development of effective coaches to provide the best experience for his or her athletes. Mallett and Rynne (2015) shared their sentiments on the complexity of sport coaching as well as the importance of coaches in all contexts to develop themselves in order to attain quality coaching (i.e., coaching effectiveness):

    Coaches are considered central to the quality of sport participants' engagement. We reiterate the importance of valuing *all* forms of coaching and the differential contribution of blended formal, non-formal, and informal learning experiences to developing the craft of coaching in *all* contexts. We are also mindful of the inherent complexity associated with human development and its interdependence

44

with the sporting and familial contexts that make the work of coaches challenging

and problematic in delivering quality coaching (p. 401).

Following a common theme from the quote above as well as Nunn's (2008) thought on

how attaining expertise appears more like a network of variables, Jones, Bailey, and

Thompson (2013) described that development in sport coaching is a complex if not

chaotic endeavor. They continued to state that sport coaching requires orchestrating the

complexities it brings into the organization of micro-political situations in giving another

purview of the non-linearity of the profession.

Youth sport. Based on a qualitative study on youth sport soccer coaches from

England in which the authors clarified that there are effective coaches in youth sport,

Stephenson and Jowett (2009) specifically compared six novice and seven experienced

coaches by their soccer coaching license levels. Interestingly, the coaches were divided

into "novice" and "experienced" levels based on English Football Association (FA) Level

1 and 2 to Union of European Football Associations (UEFA) B and A licensures. In

ascending level, the hierarchical ladder of coaching licensures begins with FA Level 1

then FA Level 2 followed by UEFA B and finally the highest level at the UEFA A

license. The novice coaches of the study had either an FA Level 1 or Level 2 license with

an estimated 5.5 years of coaching experience, whereas the experienced coaches held

either UEFA B or A licenses with an estimate of 18 years of coaching. Stephenson and

Jowett (2009) identified six good coaching practices plus four coaching development

factors. The authors used semi-structured interviews as their instrument with the sample

of coaches, whose answers resulted in the following six ascertained good coaching

practices: organization, knowledge of the game and coaching, actively coaching, achieving positive outcomes, creating a positive psychological climate, and coaching development. Four themes emerged impacting all 13 coaches' development: formal learning situations (e.g., courses, conferences, conventions), social learning situations (e.g., mentoring, coaching communities), internal learning situations (i.e., reflection), and external feedback. A few interesting aspects of the analysis were that the majority of the coaches interviewed mentioned mentoring as a significant reason for their development as coaches, while expert coaches cited a greater importance on formal learning and external feedback than the novice coaches. Although it was mentioned that reflective practice is an important aspect of developing as an effective coach, it was cited that it may be difficult due to time constraints to reflect effectively. Finally, Stephenson and Jowett (2009) concluded that continuous professional/coaching development is a key to 'good coaching practices.'

     ***Interscholastic athletics*.** A study was done following a 10-year journey of a high school boys' basketball coach, Hank Bias, in which the reflective practices he implemented improved his coaching effectiveness as he developed into an expert coach. Gallimore et al. (2014) pronounced that there is no standard recipe to coaching success (Trudel & Gilbert, 2013), but that "effective coaching rests on a coach's ability to continue to reflect, adapt and innovate" (p. 2). After visiting with John Wooden, former Hall of Fame and UCLA head men's basketball coach, the authors perceived that coaching can be steadily improved throughout a career if one develops as a coach as did Bias. When Gallimore et al. (2014) looked back at their observations and interview

transcripts, they found that there was not a particular moment in which everything came together for Coach Bias, but it was more of a process of analysis and reflection that helped him improve as a coach day-to-day. The conclusion of the study highlighted that formal coaching education programs should focus on teaching personal mastery orientation and methods for developmental reflective practice.

Intercollegiate athletics. Unique to sport globally is the U.S. intercollegiate athletics model with the combination of academic eligibility deciding athletes' participation plus the influence of scholarships or financial benefits at an amateur level based on athletes' performance (Williams et al, 2010). By way of a sociological and historical impact, Gearity et al. (2013) gave an in-depth perspective of Hall of Fame inductee and former University of Tennessee head football coach Phillip Fulmer's developmental process. Similar studies have observed expert coaches and their developmental processes, such as legendary coaches John Wooden (Tharp & Gallimore, 1976), Pat Summit (Becker & Wrisberg, 2008), and John Gagliardi (Gentner, Wrisberg, & Whitney, 2008). As in many of the studies already reviewed, Gearity et al. (2013) explained that each coach develops his or her own learning style, which they termed as *idiosyncratic learning*. This thought of idiosyncratic learning is mirrored in Côté's (2006) definition of coaching development by which coaches learn on a personal and contextual level throughout their careers. Despite using common interview techniques in this qualitative study, Gearity et al. (2013) utilized the single case study approach to not generalize, but to gain more in-depth knowledge that otherwise would not be available (Merriam, 1998). It was found from the analysis of the interview that Fulmer went

47

through his own stages as a coach/athlete: youth sport, graduate assistant, assistant coach, and head coach. His coaching philosophy was founded on his commitment to the sport of football and his athletes (i.e, players-coach philosophy) and on what he learned from his family and his mentors, which developed into his mentality of treating his coaches and athletes as family (i.e., family approach). When interviewed, Fulmer also reflected back in recognizing that his development as a coach was based on his continuous hunger to learn through trial-and-error and not necessarily from formal education.

In a study analyzing eight Canadian university sport coaches and seven athletes perceptions, Wiman et al.'s (2010) participant coaches they deemed as experts averaged 26.8 years of coaching experience from a variety of individual and team sports. Interestingly, the authors purported that current research determined expert coaches based on athlete performance and years of coaching experience. From the data in the interviews, the authors identified the criteria set to determine expertise in coaching: recognition by peer coaches, recognition by athletes, successful athletes and/or teams at all and any levels coached. In contemplation of expertise and the level coached, Wiman et al. disseminated in the findings section that "The level of athletes the coach coaches reflects the notion that an expert can coach athletes at a variety of different levels in sport" (p. 48). Similar to Wharton and Rossi (2015), the authors concluded that the definition of what entails an expert coach has been inconsistent and is in need of modification based on the criteria, which may or may not be possible.

Professional/Olympic. In a study regarding high performance coaching, Lara-Bercial and Mallett (2016) interviewed 17 professional or Olympic international coaches

from six different countries and consequently six different sports on their perceptions of their developmental pathways as what the authors termed as Serial Winning Coaches (SWCs). In another part of the study, 19 athletes related to 11 of the SWCs were also asked their perceptions of their coaches that participated in the study. Each of the participant athletes had to have won a gold medal or major league championships with his or her SWCs in the last five years while also having worked with the same participant coach for at least two years. This study was the third of a larger project focused on the qualitative piece of the semi-structured interviews with the SWCs and their athletes regarding questions on the SWCs perceptions of their own learning and developmental processes as well as the athletes' perceptions of their coaches' (SWCs) qualities and examples of their learning and developmental growth. Based on the profiles of the SWCs in the study, there were some consistencies, such as the fact that the majority of the participant coaches grew up in rural communities that was discussed as tied to their work ethic plus the fact that they all displayed an insatiable desire for continuous learning, each SWC felt he or she was "called" to be a coach and leader, and each SWC's developmental profile was idiosyncratic (Gearity et al., 2013).

From the analysis of the study, Lara-Bercial and Mallett (2016) highlighted four overarching themes: Philosophy, Vision, People, and Environment. From the themes and subthemes, the authors created a Serial Winning Coaches Day-to-day Practice Framework with the SWCs' coaching philosophy in the middle of the circle surrounded by the vision, people, and environment dimensions serving as a major factor in the development of the SWCs. From the athletes' perspective, they deemed that the SWCs in

49

the study had developed over time as 1) more benevolent and less business-like, 2) more flexible, and 3) more able to handle the high performance environment (Lara-Bercial & Mallett, 2016) in which creating and sustaining a positive high performance culture was identified as a key component to success in such environment. For instance, a theme that emerged from the study among the SWCs was their "persistent role played by opportunity and risk-taking" (p. 232). Lastly, the authors developed a framework founded upon the terminology of *Driven Benevolence* that is situated upon the precipice of the SWCs' well-established and clear philosophy acted upon by wanting to support others and reach optimal program and individual development of all (Lara-Bercial & Mallett, 2016). Of the frameworks proposed by the findings of the study, they were modeled in a circular manner and focused on the continuous learning by the SWCs, but again did not specify any type of cyclical learning/developmental patterns.

    Parasport. Based on the life histories of one wheelchair and one able-bodied intercollegiate men's basketball head coaches, Douglas, Smith, Vidic, and Stran (2016) studied the participant coaches' developmental pathways. In this study, the authors used the definition of an expert coach as displaying "coaching effectiveness over an extended period of time" (Douglas et al., 2016, p. 31). From this, the two intercollegiate head men's basketball coaches fit the criteria set for an expert coach as justified from previous studies: 10-plus years of coaching experience, a .600-plus winning percentage, two-plus playoff titles, recognition awards for coaching, an established clinician, and actively coaching. After five semi-structured face-to-face interviews with each coach, ten different observations of each coach (five games and five practices), and document

analysis, the authors found through inductive analysis common themes among the wheelchair men's basketball head coach as well as the able-bodied men's basketball head coach: a quest for excellence in teaching and learning, building relationships based on trust, and motivating players to action (Douglas et al., 2016). Thus, this study is an example that several similarities exist between expert coaches regardless of a physical disability.

  Strength & conditioning. Strength and conditioning coaches, regardless of competition level, serve as important coaches to sport organizations and teams. And, to become a coach in this field, the best recipe for success is hard work on a daily basis in congruence with formal learning communities (Gilbert & Baldis, 2014). According to one theory, five properties of effective learning communities are job-alike teams, stable settings for instruction and learning improvement, published guidelines that are not required, trained peer mentors, and working on client learning goals until they become concretely attainable (Gilbert & Baldis, 2014). Although specific to strength and conditioning, the authors' social learning suggestions are recommended to enhance any sport coach's development.

  From Douglas et al. (2016), Gallimore et al. (2014), Gearity et al. (2013), Gilbert and Baldis (2014), Stephenson and Jowett (2009), and Wiman et al. (2010), it can be seen that effectiveness can reach different sport coaching contexts and not just at the "elite" level. And, with Lara-Bercial and Mallett's (2016) study of professional/Olympic coaches, they were continuously developing themselves and learning while even being at the high performance level. Effective coaches alike began their careers somehow, have

gone through, and continue to go through a developmental process in the profession. Whether it be at the youth, interscholastic, intercollegiate levels or in the international professional sport world, researchers have found pathways expert and effective coaches have taken.

Coaching Effectiveness

One of the foundational studies of coaching effectiveness was written by Tharp and Gallimore (1976) in which they observed 10-time national champion and legendary Hall of Fame and former UCLA men's basketball head coach John Wooden. Based on 15 practice session, the authors found from the data that 50.3% of Wooden's time as a coach was spent on instructing his athletes the fundamental skills of basketball (Tharp & Gallimore, 1976).

Models

Based upon research dating back to 35-plus years ago until the present, Côté and Gilbert (2009) claimed that, although authors defined coaching effectiveness by singular variables, no conceptual process of coaching had been comprehended. Therefore, as referenced in the authors' aforementioned definition, it was posited that coaches' knowledge, athletes' outcomes, and coaching contexts were the three general principles that needed to be considered when determining coaching effectiveness. Coaches' knowledge is broken down in the triad of professional knowledge (i.e., specialized coaching knowledge), interpersonal knowledge (i.e., successfully regular interaction with individuals and groups), and intrapersonal knowledge (i.e., self-understanding, introspection, and reflection). Athletes' outcomes were outlined as the 4 Cs: competence,

confidence, connection, character/caring. An athlete's competence is judged by sport-specific and performance skills, while an athlete's confidence is based around one's self-worth. Although an athlete's confidence could be measured by a type of self-efficacy instrument, connection (i.e., social relationships) and character (i.e., morality and responsibility) would be more difficult to measure, if attempted. The third and final component was coaching context in which a coach's effectiveness is inherent in a specific context, whether that is participant or performance coaching of children, adolescents, or adults. Most importantly, the authors clarified a multidimensional approach to coaching effectiveness.

Horn's (2008) approach was more directed toward a coach and athlete's relationship toward achieving performance and psychological goals, which she depicted in the multidimensional working model of coaching effectiveness. This approach is focused on a coach and athlete's relationship toward achieving performance and psychological goals, displaying that effective coaches positively influence their athletes. Horn's model highlights the distinct effects that sociocultural context, organizational climate, and coaches' personal characteristics may be mediated through coaches' expectancies, values, beliefs and goals. As viewed in the second theme, coaches' behaviors directly and incidentally affect their athletes' performance and behavior in game and practice settings. The final step of the model is that different coaching effectiveness behaviors "will be mediated by both situational and individual difference variables" (Horn, 2008, p. 244).

Single Variables

As previously written, the single variables of coaching behaviors, coaching efficacy, and athlete satisfaction have been used to evaluate a coach's effectiveness.

Coaching behaviors. By way of the social-cognitive approach, Smith and Smoll (2007) developed the Coaching Behavior Assessment System (CBAS), which is an instrument used to assess coaches' behaviors in practices and games, consisting of 12 behavioral categories within three dimensions: reactive behaviors, spontaneous behaviors and game-irrelevant spontaneous behaviors. This widely-used tool was validated and made reliable quantitatively through youth sport athletes' perceptions of their coaches' behaviors in competition and during practice as well as their own sport experiences. The comprehensive model on youth sport coaching behaviors (Smith and Smoll, 2007) presented in the article portrayed that situational factors (e.g., coaching goals and motives, inferred player motives, athletes' age and sex, competitive trait anxiety) are assumed to influence coaching behaviors, athletes' perceptions and recall, and athletes' attitudes.

Coaching efficacy. Bandura's (1997) self-efficacy theory, by way of social cognitive theory, was the framework behind Feltz, Chase, Moritz, and Sullivan's (1999) application of the concept to sport coaching, known as coaching efficacy, which was defined as "the extent to which coaches believe they have the capacity to affect the learning and performance of their athletes" (p. 765). Feltz et al. (1999) developed the model of coaching efficacy centered on four dimensions: character building efficacy (i.e., aptitude to influence athletes' positive attitude toward development), game strategy

efficacy (i.e., coach's confidence level in leading team to a successful performance),

motivation efficacy (i.e., coach's confidence in influencing athletes' mood and

psychological attributes), and teaching technique efficacy (i.e., coach's confidence level

in instructional and diagnostic skills). In total, these four components created by Feltz et

al. (1999) factor into a comprehensive total coaching efficacy (TCE) score—one's

perceived belief in overall coaching capability. The results of the study were described

best by Feltz et al. (1999), who claimed:

> Thus, coaches who had more years of coaching experience, higher perceptions of
>
> their team's ability, perceived support from the community and parents for their
>
> teams, and a more successful season the year before were more confident in their
>
> game strategizing, motivating abilities, and, to a lesser extent, their instructional
>
> and diagnostic techniques (p. 773).

Furthermore, data analysis revealed that higher winning percentages and higher athlete

satisfaction ratings correlated with coaches with higher coaching efficacy scores opposed

to the coaches with lower scores. In order to measure coaching efficacy, Feltz et al.

(1999) also created the Coaching Efficacy Scale (CES). In addition to the four

dimensions previously highlighted, Myers, Feltz, & Chase (2011) and Myers, Chase,

Pierce, & Martin (2011) added a fifth dimension, physical conditioning efficacy (PCE).

    Athletes' satisfaction. Chelladurai and Saleh (1980) developed and revised the

widely-utilized Leadership Scale for Sports (LSS). This was done as the authors gathered

and analyzed Likert-scale questionnaires of 485 Canadian university physical education

students and male and female student-athletes regarding sport leader and coaching

behaviors. The study resulted in five factors (i.e., training and instruction, democratic behavior, autocratic behavior, social support, and positive feedback) that the sample of university students and student-athletes would prefer as behaviors of a leader in sport. From this study, the athlete satisfaction questionnaire (ASQ) was developed (Chelladurai & Riemer, 1998). Although Chelladurai and Saleh (1980) categorized the leadership in sport model as a multifactor model of leadership effectiveness, I would argue this claim as untrue as this study solely determined the sample of the students' perceived preferences on effective leaders' behaviors.

   Athletes' perceptions. In reference to Horn's (2008) working model of coaching effectiveness, Kavussanu, Boardley, Jutkiewicz, Vincent, and Ring (2008) observed 26 coaches and 291 athletes from 8 individual and 7 team sports from British university teams. The study used the CES for the coaches and an adjusted version of the CES for athletes to perceive their coaches' effectiveness. The authors found that, on average, coaches rated themselves higher on the coaching efficacy domains (i.e., motivation, technique, game strategy, and character building) than what their athletes perceived on their coaches' effectiveness. Also, athletes' sport experience negatively predicted all dimensions looked at of their coaches' perceived effectiveness. In other words, the more years an athlete has played a sport, the more critical a player is of his or her coach due to a refined knowledge of their sport. Lastly, "Years of coaching experience positively predicted technique efficacy" (Kavussanu et al., 2008, p. 398), thus concluding that the more experience as a coach, the more opportunity one has had to master teaching technique.

56

A. Gilham, Burton, and E. Gilham (2013) revised the Coaching Success Questionnaire (Burton & Raedeke, 1991) in developing the Coaching Success Questionnaire-2 (CSQ-2), intended to measure a coach's effectiveness psychometrically "…that promotes athlete development to accomplishable goals…" (p. 115). By way of three separate samples of college varsity and club student-athletes, the CSQ-2 was measured through exploratory factor analysis, confirmatory factor analysis, and bivariate correlation analysis to refine the psychometric variables down to ten that best correlate with perceived coaching effectiveness: self-confidence, wellness, sportsmanship, attitudes about winning, skills and strategies, teamwork, physical development, enjoyment, winning, and emotion management (A. Gilham et al., 2013). The results displayed that intercollegiate student-athletes that played for "high-success" coaches were more confident, were more master-oriented motivationally, had a higher enjoyment of sport, and did not reduce feeling of accomplishment as did those who played for lower-success coaches.

Performance Appraisal

One way in which coaches are measured as effective is by way of performance appraisal from his or her supervisor (e.g., general manager, athletic director). At a general organizational level, DeNisi and Pritchard (2006) have defined performance appraisal as "…a discrete, formal, organizationally sanctioned event…which has clearly stated performance dimensions and/or criteria that are used in the evaluation process" (p. 254). The authors further explained that evaluating performance should be multilevel in nature, beginning with the individual and then moving on to a team or group level with the

57

overarching goal of performance improvement. Thus, a combined grouping of variables should determine an employee's effectiveness.

Coaching performance. O'Boyle (2014), in his article on the 360-degree feedback approach to evaluating sport coaches, claimed that coaching performance management practices are not common in the sport organization culture. Similar to traditional business organizations, coaches must receive constant feedback on their performance from their superiors in order to have opportunities of attaining expertise and the program's goals. One challenge of a beneficial coaching performance evaluation is to ensure that the appraisal process can be applied to all coaches of a comparable level within in a sport organization (e.g., intercollegiate athletics department). For this purpose, O'Boyle proposed that coaches be evaluated with feedback from a variety of stakeholder groups and individuals to decide their overall coaching performance. The 360-degree feedback approach includes feedback from stakeholders (e.g., supervisor administrators, general managers, athletic directors, peer coaches, assistant coaches, athletes, parents, sponsors, supporters), group performance appraisal, full-circle assessment, and multi-rater feedback (O'Boyle, 2014) in opposition with having the traditional sole evaluator. As such, the author proposed that through 360-degree feedback, performance appraisal can be more comprehensive, triangulating more dimensions of evaluation, which in turn would give the decision-maker a better idea of how to help a coach improve oneself.

Intercollegiate coaching. In the context of Canadian intercollegiate athletics, MacLean and Chelladurai (1995) proposed a six-dimension theoretical model of coaching performance: team products (i.e., win/loss record, championships), personal products

(i.e., coaching-only awards and accolades), direct task behaviors (i.e., behaviors shown during practice and in-competition), indirect task behaviors (i.e., behaviors that occur outside of competition), administrative maintenance behaviors (i.e., policy compliance and relationship-building behaviors), and public relations behaviors (i.e., coach and community and peer group relationship behaviors). The authors also formed a 56-item Likert-type scale of coaching performance (SCP), which was a questionnaire to gather perceptions of administrators and coaches regarding coaching performance appraisal. Of the 357 coaches and 77 administrators affiliated with the Canadian Interuniversity Athletic Union (CIAU), the results confirmed that the six dimensions from the proposed model are usable in Canadian intercollegiate coaching performance appraisal. Statistical analysis also showed that both administrators and coaches believed the six dimensions were similarly important to measuring coaching performance. Chen (2003), however, used the same SCP with 201 administrators and 247 head coaches from NCAA Divisions I, II and III. From the analysis, it was found that the six-factor scale lacked validity, signifying that the conclusions made by MacLean and colleagues (MacLean & Chelladurai, 1995; MacLean & Zakrajsek, 1996) were not mirrored with U.S. intercollegiate athletics. Chen, Jensen, and Mann (2004) also noted in their study of the SCP that NCAA administrators actually had higher significant scores than did the coaches, again contrary to the CIAU administrator and coaches' results.

Cunningham and Dixon (2003) have questioned how a coach could be truly evaluated without looking at productivity, particularly team outcomes. They later delineated that, "It is our contention that in team sports, ultimately it is team processes

59

and team performance that must be evaluated, not necessarily the separate contribution of a single individual" (Cunningham & Dixon, 2003, p. 181). Specific to the U.S. intercollegiate athletics team sports context, the performance appraisal model for intercollegiate athletic coaches was posited, exemplifying six outcomes that could potentially be measured in evaluating a college coach: team athletic outcomes, team academic outcomes, ethical behavior, fiscal responsibility, recruit quality, and athlete satisfaction. The first dimension's team athletic outcomes were proposed by Cunningham and Dixon (2003) to be measured through a team's win/loss record, postseason appearances, and a team or individual athletes' improvement from the previous season. These outcomes are normally deemed most important to intercollegiate athletic stakeholders (Putler & Wolfe, 1999). The second dimension is team academic outcomes, which the model shows would be determined by a team's graduation rate and grade-point-average (GPA). The authors made reference to using the NCAA's graduation success rate (GSR) as a method of measurement. Ethical behavior was the third category in the conceptual model with the proposed variables: NCAA violations, university violations, and conference violations. One limitation to this dimension is that, depending on the NCAA division (I, II, or III), counting NCAA violations could be obsolete if the majority of institutions have not been penalized.

The fourth dimension is fiscal responsibility, which is an important factor in measuring the effectiveness of a program. Recruit quality is the fifth dimension, which tends to be more ambiguous. Cunningham and Dixon (2003) recommended measuring this by expert rating and self/AD ratings. Although recruiting is considered the "life-

60

blood" of college athletics teams (Chelladurai & Riemer, 1998), there are several sources

and magazine entities that rank recruiting classes of student-athletes among high profile

NCAA Division I sports (e.g., football and basketball); however, those lower-level sports

in popularity (e.g., rowing, fencing) plus the other NCAA divisions (DII, DIII) and

National Athletic Intercollegiate Association (NAIA) do not have such ranking sources.

This could possibly be offset by coaches and athletic directors rating their recruiting

classes, although there could be bias in those numbers. Finally, the last dimension is

athlete satisfaction, which has been highlighted before as a component of coaching

effectiveness and would be measured in this proposed model using Chelladurai and

Riemer's (1998) ASQ.

Model of Expertise Redevelopment

As indicated earlier, Turner et al. (2012) asserted that coaching development is a

continual and cyclical process in which coaches may go through the stage more than once

throughout their careers hence their suggestion of the adaptation of Grenier and

Kehrhahn's (2008) human resource development model of expertise redevelopment

(MER) to sport coaching. What sets this model apart from others is its distinct usage of

the term *redevelopment*. In other studies already cited, the authors acknowledged that a

coach may need to relearn knowledge or redevelop practices depending on an

environment or situation (Côté et al., 1995; Nash & Sproule, 2009; Jiménez Sáiz et al.,

2009), but they did not focus their attention as did Grenier and Kehrhahn (2008) in the

MER to continually changing conditions in expertise redevelopment: "MER

acknowledges expertise derived from vast amounts of experiences in a particular domain,

61

but also addresses the multiplicity of a domain as well as how changes to the domain may result in shifts in individual expertise and necessitate redevelopment" (p. 204). Thus, the model emerged based on this thought that expertise has no end point and is entrenched in exploration, experimentation, and learning as a circular process. As seen in Appendix A (i.e., Figure 1), the MER is comprised of three overlapping territories of expertise on the outer circle that influence the three intersecting inner circles known as the states of expertise.

States of Expertise

The first State of Expertise is *Dependence*, which Grenier and Kehrhahan defined as a personal reliance on surrounding sources or people for information. Different from linear models (Dreyfus, 2004) that purport that experts are able to respond intuitively and immediately to situations, this first state displays that, at some point, even experts must show dependence while searching through an ever-changing context (i.e., territory). The second state is *Independence* when individuals reach a stage in which they experiment with new learning techniques until the new skills, roles, and information attained improve upon the prior knowledge to a comfort level that they are implemented. Finally, the third state of expertise, *Transcendence*, occurs when one's knowledge and skills are innately developed to a confidence level that he or she feels free to improvise and even dispute and modify existing practices and research, thus adding to an individual's knowledge-base. When one has already been considered an expert but a changing ambience of external influence occurs, he or she will not necessarily start over as a novice but will

require resources (e.g., community of practice) and time to redevelop (Grenier &

Kehrhahn, 2008; Lave & Wenger, 1999).

Territories of Expertise

We can see from the figure in Appendix A that the three contexts that construct

the Territory of Expertise are proposed to have direct and indirect influence on the

aforementioned States of Expertise. *Content* is the first context that is predicated upon

"the knowledge an individual has to demonstrate a skill and the specific information

needed to function in a role" (p. 209) as an elementary teacher in a school would need to

redevelop in going from teaching math during one period to teaching science the next

period. The second context is *Environment*, which is comprised of an organizational

structure, a geographic location, and a culture that an individual works. The third and

final territorial factor is *Constituency* that "shapes expertise and encompasses those

groups that influence or are influenced by the individual" (Grenier & Kehrhahn, 2008, p.

210). For instance, an *effective* high school head track and field coach may decide to

make a lateral move as a head coach from a more rural community to a highly populated

suburb high school near a large city. The coach's new student-athletes, parents,

administrators, and community members become one's new audience in deciding his or

her effectiveness redevelopment. These territories described impact the adaptive forms

used and continuous learning developed (Gallimore et al., 2014).

Coaching Adaptation

Grenier and Kehrhahn (2008) proclaimed through their emergent model that the

stability and instability of one's context affects his or her expertise. How does this relate

to sport? In a more recent study, Grenier (2013) applied the model of expertise

redevelopment (MER) to popular culture artifacts (PCA). The same author brought up the

example of Steve Spurrier in terms of his redevelopment. Spurrier was a Heisman trophy

winner as a quarterback for the University of Florida (Florida), which is the highest-

acclaimed offensive player award in intercollegiate football. As a head football coach for

his alma mater Florida, Spurrier found success in the Transcendence State of Expertise

after his teams won six conference championships, participated in a bowl game each year

he coached at the university, and won one national championship (Grenier, 2013).

Spurrier then decided to change contexts and move up a level as head football

coach of the Washington Redskins, an organization in the National Football League

(NFL). After one quick year of ending the season with a losing record, Spurrier resigned

from the Redskins due to his lack of redeveloping in the Dependence state. He moved

from Gainesville, FL, to Washington, DC (i.e., environment territory), attempted to learn

the new game rules and plays of the NFL (i.e., content territory), and tried to develop

relationships with his professional athletes with large salaries as well as the owner and

administration of the Redskins (i.e., constituency territory). However, after one short

season, Spurrier's team had a losing record; therefore, he resigned and then later returned

as a head intercollegiate football coach at the University of South Carolina (in the same

athletic conference as the University of Florida). Since his return to coaching in the

intercollegiate football context, it can be argued that Spurrier redeveloped back to the

Transcendence state having achieved the most career wins in program history and having

won Southeastern Conference (SEC) Coach of the Year on two different occasions (2005,

2010), but may have also reverted back to either Dependence or Independence given that he retired in the middle of his final season as a coach.

Turner et al. (2012) expressed that the sport coaching world is demanding and focused on winning thus causing a coaching carousel in which stability is a common denominator for neither head nor assistant coaches, particularly in performance sport settings. Similar to Spurrier's experience, the authors gave an imaginary practical experience of a youth soccer head coach in England that had reached the *transcendence* State of Expertise after 15 years of coaching an youth age group in which athlete development was his priority before accepting a head coaching position and management responsibilities from the owner of a local semi-professional club that was too good an opportunity to pass up. The contextual changes that the coach confronted were different winning-oriented performance expectations from the owner, management responsibilities (i.e., resources, facilities, multiple stakeholders), and a more job-like culture from the top down (i.e., administration, coaches, and players). Eventually, he would be judged on his ability, or inability, to adapt to and redevelop from the *dependence* state in his cyclical, ongoing learning process to potential effectiveness once again, as is the fundamental principle of the MER (Gallimore et al., 2014; Nunn, 2008).

Proposed Model

From what was previously noted, due to the problematic nature of parameterizing coaching *expertise*, in light of Côté and Gilbert's (2009) definition of coaching expertise being focused on continued coaching *effectiveness* (i.e., integration of knowledge types, the four Cs for athlete improvement based on particular sport coaching contexts), a more

65

appropriate focus should be on a coach's effectiveness. For this purpose, I propose, as seen in Appendix B, the Model of Coaching Effectiveness Redevelopment (MCER), an adaptation to Grenier and Kehrhahn's (2008) model.

States of CE

Thus, as sport coaches develop, it is proposed that they may go through the States of Coaching Effectiveness, which are *Coaching Dependence, Coaching Independence,* and *Coaching Transcendence*. In *Coaching Dependence*, it is the coach that relies upon other coaches (e.g., previous coaches when athletes, other coaches within athletic department, head coaches, opposing head and assistant coaches, mentor sport coaches, etc.) as well as other resources (e.g., internet, books, video analysis, etc.). When a coach is in the second state known as *Coaching Independence*, he or she tries out new learning techniques to the point that the coach feels comfortable implementing the new skills and information to one's assistant coaches, individual athletes, and team. The third state is *Coaching Transcendence*, which occurs when a coach has innately developed a high level of efficacy in one's skills and knowledge to the point of improvising in practice or strategic game situations or even disputing existing coaching research and norms. For instance, a common offensive set in the 1990s and early-2000s for intercollegiate football programs was the "pro style" offense until the "spread offense" was introduced and implemented by coaches such as Hal Mumme, Mike Leach, Gus Malzahn, Bob Stitt, Chip Kelly, Urban Meyer, Rich Rodriguez, etc. and is now currently one of the most popular offensive set in intercollegiate football (Kirshner & Johnson, 2017).

Territories of CE

In a similar sense of Grenier and Kehrhahn's (2008) model, the Territories of Coaching Effectiveness are Environment, Content, and Constituency that influence the redevelopment of coaches to *effectiveness* in a direct and indirect manner. As stated in the example of Steve Spurrier's move to the NFL, a coach's *Environment* is constituted of one's organizational structure (e.g., program, team, athletic department, institution, intercollegiate association, front office, professional sport organization, etc.), one's location (e.g., city, town, facilities, etc.), and one's organizational/team culture. Another influencing context is a coach's *Content* that consists of a coach's knowledge attained to properly serve effectively in his or her role and to teach the proper skills and strategies needed for one's particular sport. Finally, the third Territory of Coaching Effectiveness is *Constituency*, which are coaches, athletes, and other stakeholders (e.g., administrators, managers, media, parents, community) that are influenced or that influence the particular coach. For instance, an *effective* high school head track and field coach may decide to make a lateral move as a head coach from a more rural community to a highly populated suburb high school near a large city. The coach's new student-athletes, parents, administrators, and community members become one's new audience in deciding his or her effectiveness redevelopment.

Uniqueness of U.S. Intercollegiate Athletics

As Cassidy (2013) explained, a holistic approach to coaching development must be warranted with the complexity of the profession, which rings more true with the intercollegiate athletic coach that must balance athletics and academics. One aspect that

67

attracts the attention of the public eye that U.S. intercollegiate coaches deal with on a daily basis is the academic aspect of the job. Williams et al. (2010) commented on the peculiarity of intercollegiate athletics for "focusing [its] attention on the balance of athletics and academics, and also the experiences of athletes within these programs" (p. 211). With the tireless emphasis on winning in intercollegiate athletics in the U.S., Mixon, Treviño, and Minto (2004) found that athletics programs that win consistently attract not only athletes but also non-athletes with higher academic scores from the admissions perspective, which is the reason athletics can be a high priority for higher education institutions. However, due to the dichotomy of student-athletes needing to maintain a level of academic eligibility versus the demands to succeed in competition, it has been disseminated that difficulties with grades may occur (Scott, Paskus, Miranda, Petr, & McArdle, 2008). In an attempt to combat potentially declining graduation trends, the NCAA has implemented academic standards with the notion of encouraging improved grades and graduation rates among all athletes (Milton, Freeman, & Williamson, 2012).

Academic Measures

There are two different types of graduation rate standards utilized by the NCAA and higher education institutions: 1) The U.S. Department of Education's Federal Graduation Rate (FGR) analyzes the percentage of full-time freshmen who graduate within six years from their first four-year college or university (Steinbach, 2011); 2) The Graduation Success Rate (GSR) is a percentage of athletes who earn bachelor's degrees within six years of their freshman year (Steinbach, 2011). The main purpose for the

NCAA to create the GSR was to take into account student-athletes who transferred institutions (i.e., from a four-year to another four-year institution, or from a two-year college to a four-year university), but that left in good academic standing and stayed on-track to graduate at the new institution (Steinbach, 2011).

NCAA Division III

The NCAA Divisions I and II and NAIA institutions have the opportunity to allow athletic scholarships to be given to student-athletes, which is ultimately based on the restrictions provided by the athletic associations and each institution's allocation to athletic scholarships. Based on the NCAA Division III's (DIII) emphasis on the "overall quality of the educational experience" (National Collegiate Athletic Association, 2013, p. vii), plus the Ivy League (the only NCAA Division I exception), it is the lone athletics division in the U.S. in which the member institutions are not permitted to offer any athletic scholarships. It can be seen from Schroeder (2000) and Williams et al. (2010) that coaches at the DIII level specifically are relied upon by their student-athletes for help with their educational endeavors. Schroeder (2000), for instance, found in his sample of 14 athletes at an NCAA Division III institution in the western region of the U.S. during the 1997-98 year that the head men's basketball coach was continuously searched for by his student-athletes for academic advice regarding courses, majors, etc. Williams et al. (2010) found from their sample of DIII student-athletes from three U.S. northeastern region institutions that "…athletes seek support and guidance from coaches, teammates, family and peers in athletic, academic and personal situations" (p. 228).

69

Reiterated Purpose

The Model of Expertise Redevelopment (MER) has yet to be perceived or judged in terms of importance by its practitioners. However, because of the subjective views in determining what constitutes an *expert* coach (Côté et al., 1995; Gearity et al., 2013; Nash & Sproule, 2009; Stephenson & Jowett, 2009; Wharton & Rossi, 2015; Wiman et al., 2010), it is more realistic and practical to consider an *effective* coach's developmental pathway (Côté & Gilbert, 2009). Thus, the crux is in understanding whether or not development occurs in linear fashion (Dreyfus, 2004) or if a sport coach redevelops cyclically based on influencing contexts (i.e., Territories of Coaching Effectiveness) as posited by Turner et al. (2012) adapted from the MER (Grenier & Kehrhahn, 2008). Interestingly, intercollegiate athletics in the U.S. is unique in terms of the dyad student-athletes deal with between athletic participation dependent upon academic grades and graduation progress as well as the economic impact higher education institutions are perceived to receive based on the success of their athletic programs (Schroeder, 2010; Williams et al., 2010). The most visible association in the U.S. is the National Collegiate Athletic Association (NCAA) that is comprised of Division I, Division II, and Division III. The first purpose of this dissertation study is to propose the Model of Coaching Effectiveness Redevelopment (MCER), adapted from Grenier and Kehrhahn's (2008) MER, in the sport coaching realm. The second purpose of the study is to explore the perceptions of the developmental pathways of the *effective* participant coaches and make meaning of how the MCER relates to coaching effectiveness development at the intercollegiate athletics level. What do these coaches feel it takes reach coaching

70

effectiveness? The plan is to use the qualitative case study approach (Merriam, 1998;

Stake, 1995) from semi-structured interviews of NCAA Division III *effective* head

coaches' perceptions of the proposed MCER when reflecting on their own careers and

coaching development.

Chapter 3: Methodology

As previously stated in the introduction, the first purpose of this dissertation study was to propose the Model of Coaching Effectiveness Redevelopment (MCER), adapted from Grenier and Kehrhahn's (2008) MER, in the sport coaching realm. The second purpose of the study is to explore the perceptions of the developmental pathways of the *effective* participant coaches and make meaning of how the MCER relates to coaching effectiveness development at the intercollegiate athletics level. This chapter provides an explanation for the qualitative methodology and research design for this dissertation study. It begins with why I elected to utilize symbolic interactionism from the interpretivist qualitative paradigm as well as my role as the researcher, including the importance of this study on the perceptions of NCAA Division III *effective* team sport head coaches. The research design details the case study approach along with the participant information. The remaining information incorporated includes the data collection and data analysis topics, such as the instruments employed along with the trustworthiness of the study, my positionality and reflexivity, ethical considerations, the timeline of the methodological process, and participant coach descriptions.

Paradigms

In terms of research, there are four paradigms: interpretivism, positivism, criticism, and poststructuralism (Lather, 2006). In its simplest form, positivists look through the lens of aiming to predict variable relationships whereas interpretivists display the information based on their own individual understanding of an event. Critical theorists use interpretation of information to challenge values with the purpose of making change while poststructuralists look to deconstruct societal and power relationships. In relation with qualitative research, interpretivism can be broken down into three components: hermeneutics (i.e., searching clarity of language), phenomenology (i.e., determining undeviating qualities of day-to-day phenomenon), and *symbolic interactionism* (how individuals interpret meaning and interact with others) (Pope, 2006).

For this dissertation study, I elected to utilize the *symbolic interactionism* component (Blumer, 1969) within the interpretivist paradigm (Merriam, 1998). For the context of effective coaches and perceptions of their developmental processes, symbolic interactionism seems to fit well. Cossette (1998) was quoted when arguing for symbolic interactionism that, "language is considered a reality that cannot be understood without reference to what the actors involved in a given situation are thinking" (p. 1361). From this quote, obtaining the meaning-making perceptions of the NCAA Division III *effective* head coaches who participated in this study through semi-structured interviews is in alignment with the above quote to understand what they are thinking.

Researcher Role

My own experiences as a former student-athlete plus my time as a coach are the foundational pieces leading me to conduct this study. This leads to *reflexivity* (i.e., reminding the inquirer to be attentive and conscious of one's own perspective) (Patton, 2015). My personal experience has governed my thought-process in the importance of identifying the steps effective coaches have taken to help present and future coaches attain a similar level of effectiveness that lead to my view of why organized sport exists: a) so athletes enjoy their participation in sport even more; and, b) so they improve their own development that will serve as a positive influence throughout their lifetime. My perspective is that I as the researcher can participate in advocating for coaching effectiveness redevelopment in a positive manner through the dissemination of the data from the analysis of the NCAA Division III effective coaches' perceptions; however, I also needed to be careful that I did not go overboard with my passionate positionality on the subject so far as influencing the data one way or another. In an attempt to maintain trustworthiness of the study, I enabled rigorous and trustworthy research techniques for credibility of the study (Cho & Trent, 2006).

Concerning demographics, I am an able-bodied Caucasian male and grew up in a suburban community in the rocky mountain region of the United States. My experience includes having played high school and college baseball. I played college baseball at two different institutions: one that was a Christian small college that is currently an NCAA Division III member while the other school was a small state university that was dual-affiliated with NCAA Division III and the National Association of Intercollegiate

74

Athletics (NAIA). In terms of coaching, I was a high school baseball coach for five years (I served as head coach for one summer season) and I coached for one season at a two-year National Junior College Athletic Association (NJCAA) college as well as two more years at a different NAIA institution. While coaching at the NAIA-affiliated college that had a strong academic mission, I worked for two years in the athletic department. Finally, I returned to my alma mater (the Christian small college) and worked for one year in the athletic department of the NCAA Division III institution before beginning my Ph.D.

Early in my life, I knew that I wanted to serve as a sport coach in baseball having started my participation in organized sport when I was six years old. Therefore, the sentiment exuded for the profession historically runs deep within me. In retrospect, a strong influencer to my participation as an athlete and later as a coach and administrator in sport was my older brother, particularly in baseball. My father was and still is an administrator in a university library. The fact that the lives of our family revolved around a university campus impacted my distinct interest in the context of intercollegiate athletics since the majority of the athletic events I was taken to as a child were at the university that he worked. Despite my upbringing in watching and be encouraged to participate in sport, I am the only member of my family (including both parents and siblings) that played any kind of sport at the varsity level in high school and college. Because of this lack of playing experience, my parents were supportive of my participation in high school baseball; however, to them it was much less about the outcomes of the games and my performance and more about the fact that I enjoyed doing

it. Therefore, I did not feel much pressure on the family side, but my parents were concerned with was my academic performance.

The mainstream of my community, on the other hand, placed a lot of emphasis on youth participation and performance in sport. My circle of friends at school, for instance, was heavily involved in athletics. As such, similar to many boys and girls, I had a dream of becoming a professional baseball player. My experience in high school changed that in which I developed this self-awareness as a teenager that becoming a professional athlete may not be realistically attainable. I did not earn a lot of playing time on my high school baseball team until late my senior year, which is when things came together physically, mentally, and emotionally. Thanks to one particular coach that challenged me, believed in me, and developed me, I was fortunate to get an opportunity to begin playing college baseball at a small liberal arts Christian institution. The high school coach that influenced me most also gave me my first opportunity to coach baseball with the lower-level high school teams while I was still playing as a junior and senior in high school. In fact, my main objective to becoming a college athlete was so I could have better opportunities to eventually become a college baseball coach. After my career as a student-athlete was over, I moved to different locations to coach high school baseball while I was still working on my academics in higher education.

Having always had a knack for success in the classroom, I developed a strong sense of the benefits of being a student-athlete with earning the degree as the primary objective. During the majority of my time in higher education, I was married to my wife and later we had two children. I bring this up because my perspectives and priorities

tended to be focused on earning my degrees and working in athletics to provide for my

family and have a good work-life balance while enjoying what I do. After five years of

coaching high school baseball, I began coaching college baseball at the small, private

NAIA institution, which I would argue I developed most as a coach in the two years I

was there. Eventually, my passion for sport and academics collided leading to my current

pathway of finishing my Ph.D. and becoming a future professor in sport.

As I reflect upon my own experiences and observations as a participant and

professional in sport along with the research I have done on sport leadership and

coaching, I have developed an intense interest in studying what it entails for sport

coaches to be considered effective. One reason for this is because I noticed that the

effective coaches that I most respected showed a desire to constantly improve themselves

as coaches in their quest for lifelong learning (Gallimore et al., 2014). And, based on my

experiences, these thoughts seem to preoccupy my mind because coaches are viewed

often as major influencers in the lives of their athletes (Schroeder, 2000). An effective

coach (particularly in high school and college) is able to influence several of his or her

athletes to learn life skills and develop physically, psychologically, academically,

emotionally, and socially for the rest of their lives (Schroeder, 2000) with the opposite

also ringing true for an ineffective coach in a negative manner (Gearity, 2012). From the

professional perspective, my observations of the coaches and my one-on-one interactions

with student-athletes and coaches as an athletic administrator at the NCAA Division III

institution added to my feelings on the impact that an effective head coach can have on a

student-athlete for a lifetime. Thus, although I was a head coach for only one season, my

interest in understanding how effective coaches develop and redevelop themselves is of interest largely due to the influence my effective coaches personally had on me as a student-athlete in all aspects of my life, leading me to where I am today. In summation, I consciously recognize that I have the knowledge and experience in intercollegiate athletics and coaching in how this context particularly plays into my positionality as the researcher for this study.

Research Design

      Case study approach. Concerning this dissertation, I selected Merriam's (1998) take on the case study qualitative approach for bounded systems: "I have concluded that the single most defining characteristic of case study research lies in delimiting the object of study, the case" (p. 27). Thus, in this specific case, the boundaries to make meaning of the Model of Coaching Effectiveness Redevelopment (MCER) are that they were current NCAA Division III head coaches from the same conference (Midwestern State Athletic Conference) and that the sample of coaches were all interviewed during the same 2016-2017 academic year (time boundary).

      Qualitative case studies are deemed to follow either a single or multiple study approach (Merriam, 1998; Patton, 2015; Stake, 1995). The single case study is the most suitable design for the purpose of my dissertation since I searched for meaning-making of the MCER based on the uniqueness of U.S. intercollegiate athletic coaches being labeled as *effective* while mapping out their developmental processes among varying contextual experiences (i.e., Territories of Coaching Effectiveness). Despite the fact that the participant coaches were not all current head coaches within one intercollegiate athletics

department, the single case can be justified as the sport coaches as participants interviewed all belong to the NCAA Division III level and the same athletic conference. Thus, as the participants did not all belong to one higher education institution, their attachment to differing institutions are regarded as *embedded* units of the larger case being the athletic conference at the NCAA Division III level (Merriam, 1998).

Participants. The NCAA is comprised of Division I (football-only is divided into the Football Bowl Subdivision [FBS] and Football Championship Subdivision [FCS]), Division II, and Division III. The first division in the NCAA is the most notable of the three given the media attention and economic expenses and revenues derived from the intercollegiate athletics programs (Williams et al., 2010). Division III, on the other hand, is the only of the three in the association that does not offer athletic scholarships, focusing its priority on the students' academic experience and athletic participation according to its mission statement.

Setting. As participants for this study, I interviewed 12 effective NCAA Division III team sport head coaches. All the 12 participant coaches are from the same athletic conference from higher education institutions located in the Midwest region of the U.S. One reason for my selection of NCAA Division III head coaches is because of the three divisions, Division III is the largest division in the NCAA with 450 member institutions, which is approximately 40% of NCAA membership ("Division III Facts & Figures). Another reason for my selection of this population is as explained by Dixon, Noe, and Pastore (2008), that the student-athletes' educational experience are just as important if not more important than their athletic participation per the Division III mission statement.

It cannot be discounted that accessibility to this group of coaches is another rationale particularly because my experience as a practitioner in intercollegiate athletics is with that level as well as small colleges, thus my network is strongest among Division III coaches. With emphasis in the media placed on NCAA Division I athletics, the Division III context should give a different perspective with a stronger academic mission and a perceived focus on participation over winning.

In terms of the selected conference for the study, the Division III conference that originated in 1902 consists of 10 member affiliate institutions that all reside in the same state. All 10 of the members in the conference are considered private colleges or universities with enrollment sizes ranging from 1,100 to 4,500 students ("OAC History," 2012). With all member institutions of the NCAA Division III conference being in the same state, it allowed for ease of travel and less travel time during the period when I interviewed the sample of effective coaches.

Sampling. From the NCAA Division III level, being considered an *expert* coach is still an inexact science. Related to coaches of any level, past researchers have not reached a consensus on the minimum boundaries to reaching coaching expertise (Wharton & Rossi, 2015). For this reason, I decided that this study be focused on the developmental pathways of *effective* coaches (Côté and Gilbert, 2009; Horn, 2008), which allows for a broader sample of sport coaches as the participants. First and foremost, I identified a gatekeeper, who is a female head coach that I have come to know from my network of NCAA Division III coaches. I asked her to serve as the gatekeeper to this study because she has coached in the same conference for several years and allowed

me to gain access to coaches that could be determined e*ffective* for this dissertation study. With the assistance from a gatekeeper, I selected 20 NCAA Division III head coaches that belong to the same athletic conference located in the Midwest region of the U.S. and asked them to participate by being interviewed on their developmental processes as coaches. Of the 20 NCAA Division III head coaches identified and invited to participate by e-mail, 12 of them accepted and participated in this dissertation study (see Table 1 below and Appendix I for demographics of participant coaches).

Table 1

Demographic Information of Participant Coaches

Pseudonym	Gender	Sport (men/women)	Race	Years Coaching	Years as Head Coach
Coach Clark	F	Basketball (women)	White	35 appx.	35 appx.
Coach Jensen	M	Basketball (men)	White	30 appx.	20-plus
Coach Nelson	F	Basketball (women)	White	30-plus	25-plus
Coach Peterson	M	Baseball (men)	White	25 appx.	15-plus
Coach Lee	M	Baseball (men)	White	25 appx.	15-plus
Coach Dryden	F	Softball (women)	White	10-plus	5-plus
Coach Sutton	F	Softball (women)	White	35-plus	30-plus
Coach Reed	M	Soccer (women)	White	20 appx.	10-plus
Coach Mendiola	M	Soccer (men)	Hispanic	10-plus	10-plus
Coach McLean	F	Volleyball (women)	White	35-plus	30-plus
Coach Hiatt	M	Football (men)	White	25-plus	5 appx.
Coach Webber	F	Lacrosse (women)	White	20-plus	15-plus

From the eight coaches that were invited to participate but were not part of this study, three of them respectfully declined the invitation with the other five not responding at all. With Gilbert et al.'s (2006) study as a frame of reference, the criteria for the sport coaches that were asked to participate in the study are as follows: currently serve as head

coach of an NCAA Division III team sport; five-plus years of experience as a head coach at the current institution and at the NCAA Division III level; a career .500-plus winning percentage; and, recognition from peers/media (e.g., coach of the year award). First of all, being a current head coach at the NCAA Division III level as a criterion was selected because it is the chosen context of the study. The reason for selecting team sport coaches is because there is more of a common denominator when determining team performance success (e.g., win-loss record, team conference and national championships), whereas for individual sports (e.g., tennis, track and field, golf, swimming) the factors of team performance success have more variability. Two of the criteria (i.e., five-plus years as NCAA Division III head coach and career winning percentage) were determined consistent with research (Gilbert et al., 2006). As Grenier and Kehrhahn (2008) stated, an audience determines one's expertise, which was my reasoning behind the criteria that the coach must also have earned a coaching award, whether recognized nationally or by the conference in alignment with the Territory of Coaching Effectiveness *Constituency* (i.e., those that influence or are influenced by the effective coach) from the proposed Model of Coaching Effectiveness of Redevelopment (MCER).

Additionally, originally, my hope was to get an array of coaches to interview with experience in differing sport contexts (i.e., youth, high school, college, professional) to view their redevelopment moving from one level to the next for a more in-depth study in terms of their movement through the States of Coaching Effectiveness (i.e., coaching dependence, coaching independence, coaching transcendence). From the 12 NCAA Division III effective team sport coaches that participated in the study, nine of them had

82

prior experience coaching at the youth or high school levels, which did add to the depth of their answers in terms of transitioning from one level to the next. Furthermore, at least partially because the gatekeeper for this dissertation study was female and she assisted in identifying coaches to participate in this study, 6 of the 12 participant coaches were female for a 50/50 ratio between males and females (Nash & Sproule, 2009). Regarding race/ethnicity, 11 of the participant coaches were Caucasian with one participant coach identifying as Hispanic.

The 50/50 ratio of male and female participant coaches is not consistent with the current demographic of NCAA Division III head coaches given that 43.4% of the head coaches in intercollegiate women's athletics were female with an additional 2-3% of the head coaches in intercollegiate men's athletics being female (Acosta & Carpenter, 2014). Thus, with male head coaches in intercollegiate athletics being the heavy majority of men's teams (97-98%) as well as a majority in women's athletics (57.1%), having a 50/50 ratio of male and female participant coaches for this study is not representative of the demographics of the general population of head coaches at the intercollegiate level (Acosta & Carpenter, 2014). On the other hand, with half of the participant coaches being female, it gives a strong perspective with more female participant coaches of their developmental pathways compared to their male counterparts. Based on the boundaries set for the invited coaches in this study, I utilized purposeful sampling as defined: "Strategically selecting information-rich cases to study, cases that by their nature and substance will illuminate the inquiry question being investigated" (Patton, 2015, p. 265). The type of purposeful sampling was a convenience sample given the proximity of the

participant coaches within the same athletic conference as well as the fact that they were NCAA Division III effective head coaches identified by myself with the help of the gatekeeper for this study.

Participant coach descriptions. To reiterate, the 12 DIII team sport *effective* head coaches were selected for this study based on criteria from Gilbert et al.'s (2006) study as a frame of reference as follows: currently serves as head coach of a DIII team sport; five-plus years of experience as a head coach at the current institution and the DIII level; a career winning percentage of .500-plus; and, recognition from peers/media (e.g., coach of the year award).

Coach Clark is a Caucasian female that grew up in a small town having played four sports in high school and was an NCAA Division I scholarship student-athlete in women's basketball before an injury ended her career. Academically, she earned a master's degree. She has been a head women's basketball, softball, and volleyball coach at the intercollegiate level. As head women's basketball coach, Coach Clark has approximately 35 years of head coaching experience at the high school, NAIA, and DIII levels having spent 30-plus years at her current institution where her teams have won two NCAA Division III national championships. Along with her coaching duties, she is also an athletic administrator within her athletic department.

Coach Jensen is a Caucasian male that grew up in a small town, played three different sports in high school, and was a four-year NCAA Division I scholarship student-athlete in men's basketball and was drafted to play professionally. He earned a master's degree while beginning his coaching career at his alma mater. Coach Jensen has

84

coached men's basketball, cross country, and baseball at the intercollegiate level. He has approximately 30 years of men's basketball coaching experience having served as a head coach at the high school and DIII levels with 20-plus years running the basketball program at his current institution.

Coach Nelson is a Caucasian female that grew up in a small town, was a three-sport athlete in high school, and was a standout women's intercollegiate basketball student-athlete for four years at the DIII level. She earned her master's degree when she began her career coaching college basketball. Coach Nelson was a head softball coach at the high school level for one year and has been head women's basketball coach at the intercollegiate level. She brings to the table 30-plus years of experience coaching with 25-plus years coming as head women's basketball coach at her current university. Along with her coaching duties, she is also an assistant athletic director.

Coach Peterson is a Caucasian male that grew up in a large city, was a three-sport athlete in high school, was a standout student-athlete for four years of baseball at the DIII level, and played one season of professional Independent League baseball. He earned his master's degree when he began his career coaching college baseball. Coach Peterson has nearly 25 years of coaching experience having spent 15-plus years and more than 10 years as the head coach at his current DIII institution, which is also his alma mater, where he has led his teams to three NCAA Division III national championships. Since coaching at his current institution, he has been and still currently is an athletic administrator.

Coach Lee is a Caucasian male that grew up in a suburban area, was a three-sport athlete in high school, and started his intercollegiate career in baseball at a Division I

85

institution before finishing as a student-athlete in football and baseball at the DIII level. He has earned his master's degree. Coach Lee was an assistant football coach for two years and has spent the majority of his career as a baseball coach both at the intercollegiate level. He has nearly 25 years total of baseball coaching experience in which all but one of those years have been at his current DIII institution. 15-plus of those years have been spent as head coach.

Coach Dryden is a Caucasian female that grew up in a small town, was a three-sport student-athlete in high school, and then had a standout four-year career in intercollegiate athletics as a softball student-athlete at the DIII level. She earned her master's degree at her alma mater where she began her coaching career as an assistant softball coach. Coach Dryden has 10-plus years of coaching experience having coached junior high school softball and has been head coach in women's volleyball and softball at the intercollegiate level as the head softball coach for the last five-plus years at her current institution.

Coach Sutton is a Caucasian female that grew up in a small town. Thanks to added sport participation opportunities for females, she was a four-sport athlete in which softball and basketball were started while she was in high school. In terms of her intercollegiate experience, Coach Sutton was a three-sport student-athlete at a university in the *Small College* division in the AIAW, which was the intercollegiate women's athletics association. She started a master's degree while also kickstarting her coaching career. With 35-plus years of experience coaching throughout her career, she has been a head and assistant coach at the high school level for boy's and girl's volleyball, girl's

86

basketball, and softball while serving at the DIII intercollegiate level as head coach in women's volleyball and softball with 30-plus years as the head softball coach at her current institution. Coach Nelson also holds an administrative position in the athletic department at her current institution.

Coach Reed is a Caucasian male that grew up in a small town, was a two-sport athlete in high school. He had a standout four-year career in intercollegiate athletics as a soccer student-athlete at the DIII level and played one season of professional soccer. After a year of coaching men's soccer at his alma mater, Coach Reed earned his master's while coaching men's and women's soccer at a different DIII institution. With nearly 20 years of coaching experience altogether at the youth sport and intercollegiate levels, he has coached boy's and girl's soccer at the youth level and has experience in intercollegiate athletics in men's and women's soccer and softball at the DII and DIII levels, including his 10-plus years as the head women's soccer coach at his current DIII institution. While at the DII institution, Coach Reed worked in administration at the athletic department there.

Coach Mendiola is a Hispanic male that grew up in a large city in another country other than the U.S. in North America and was a four-sport athlete in high school. After earning his high school diploma, Coach Mendiola signed a contract to play professional indoor soccer and sustained a standout career for 20-plus years. While nearing retirement from his professional athletic career, he served in the capacity of assistant coach at the professional indoor soccer level before moving to his current position as head men's soccer coach at his current DIII institution with 10-plus years of coaching experience.

Different from the rest of the participant coaches, Coach Mendiola has been balancing a job outside of sports full-time since his retirement as an athlete with his time as DIII head men's soccer coach

Coach McLean is a Caucasian female that grew up in a small town having played four sports in high school and was an NCAA Division I standout scholarship student-athlete in women's volleyball for four years. In her 30-plus year coaching career, she has coached junior high and high school girl's volleyball, girl's basketball, and track and field as well as men's and women's volleyball at the intercollegiate level. She earned her master's degree while beginning her intercollegiate coaching career in which she has 35-plus years total of experience coaching men's and women's volleyball at the NCAA Division I, Division III, and club levels including acting as the head women's volleyball coach at her current DIII institution where her team has reached the NCAA Division III Final Four one time. Coach McLean also holds an administrative position in the athletic department at her current institution.

Coach Hiatt grew up in a small town, was a three-sport athlete in high school, and then had a four-year career in intercollegiate athletics as a student-athlete in football at the DIII level. He earned his master's degree while beginning his coaching career at the high school level. In his 25-plus year coaching career, Coach Hiatt was an assistant coach in junior high track and field and high school football and wrestling coach for 10-plus years, one of which his football team won the state title. He began his intercollegiate coaching experience at the DIII level in football, including approximately five years as the head football coach at his current DIII institution.

Coach Webber grew up in a small town, was a three-sport athlete in high school, but did not begin playing the sport she currently coaches until college. Uniquely, she played two years of women's lacrosse at the club level before serving two years as a student-athlete on the first varsity women's lacrosse team at the NCAA Division I institution she attended partly as a result of Title IX. Coach Webber earned her master's degree while beginning her coaching career as an assistant coach at her alma mater. In her 20-plus year coaching career, she has experience at the DI and DIII levels in women's lacrosse and field hockey, including more than 15 years as a head coach at the DIII level in women's lacrosse.

Data Collection

In terms of qualitative research, one common format of instrumentation-usage is through interviews (Patton, 2015). As stated by Bogdan and Bilken (1992), semi-structured interviews allow the participants to develop the topics. I used the interview guide approach that entails "questions or issues that are to be explored in the course of an interview" (Patton, 2015, p. 439) in which the formal and probe questions were asked in connection with the proposed Model of Coaching Effectiveness Redevelopment. When structured questions are used in qualitative research, they are generally to collect sociodemographic information (e.g., age, education level, income, gender, etc.) from the participants. As stated by Bogdan and Bilken (1992), semi-structured interviews allow the participants to develop the topics:

> …the largest part of the [semi-structured] interview is guided by a list of
> questions or issues to be explored, and neither the exact wording nor the order of

the questions is determined ahead of time. This format allows the researcher to

respond to the situation at hand, to the emerging worldview of the respondent, and

to new ideas on the topic (Merriam, 1998, p. 74).

Initially, I sent a structured demographic questionnaire by email to each participant coach

approximately 1-2 weeks prior to the scheduled interview date to elicit information, such

as athletic and sport coaching experience and accomplishments as well as demographic

information (e.g., age, gender, race/ethnicity, education level). I then performed semi-

structured face-to-face interviews based on the interview guide approach that entails

"questions or issues that are to be explored in the course of an interview" (Patton, 2015,

p. 439) in which the formal and probe questions were asked in connection with the Model

of Coaching Effectiveness Redevelopment [MCER], adapted from Grenier and

Kehrhahn's (2008) model.

Each participant coach went through two separate interviews plus a reflection

journal piece to enhance triangulating the information in the analysis: 1) the first

interview was focused on the interviewer building a rapport with the interviewee and in

obtaining background and sociodemographic information (Merriam, 1998); and, 2) the

questions for the second interview were directed more around the participants'

experiences in their careers as effective coaches and concepts from the MCER.

Regarding the participant coach reflective journal entries, seven of the 12 typed and sent

back their entries. In addition to each of the seven participant coach's reflective journal

entries, as the researcher, I kept a researcher reflective journal to record my own thoughts

during the research process and, more specifically, during and directly after the interviews ended plus while going through the transcription process.

Questionnaire. For the structured questionnaire that was emailed to each participant coach 1-2 weeks before the scheduled first interview date, the questions touched upon the following demographic and sport coaching topics: age, gender/sex, race/ethnicity, education level, specific degree attained, sport(s) coaching, years in coaching, years as a head coach, years as a NCAA Division III head coach, years having played the sport coached, sport level reached as an athlete (high school, college, professional), coaching certifications (if applicable), the institution(s) that has coached, and team performance achievements (e.g., conference tournament appearances, conference championships, national tournament appearances, national championships) (Gilbert et al., 2006; Nash & Sproule, 2009; Stephenson & Jowett, 2009). In a way of verifying the information given, I double-checked the coaches' responses to their win-loss record and other team and individual accolades with win-loss records and individual accolade data found from online sources (e.g., athletic team websites).

Interviews. For the interviews, each participant coach was in a comfortable environment and the location should be such that the surroundings are not distracting to either the participant coaches or the interviewer and that they are quiet enough so the audio recording of the interview can be clear to assist with the transcription of the questions and answers (Schroeder, 2010). Thus, I allowed each participant coach to select a location that fit the description above. As a result, most likely due to ease and comfortability, 21 of the 24 interviews were done in the participant coaches' offices. One

91

of the participant coaches was interviewed in a conference room at another location off-campus based on the participant coach's request and the other two interviews were in a conference room for two different participant coaches within their athletic department. Another important piece to performing interviews is documenting what the participants should expect of their role in the study as well as the role of the researcher. Thus, through IRB approval, I gave to those that voluntarily decided to participate in the study an informed consent form to sign (see Appendix D), which all 12 of the participant coaches did sign and return to me for safekeeping. I sent emails (Appendix E and Appendix F) to the sport coaches requesting their participation in the study by being interviewed and doing reflection journal entries. As was needed, I sent reminder emails to those invited to participate in the study if I did not receive a first reply (see Appendix G) as was noted earlier that five of those invited did not reply at all. Once the sport coaches that agreed to participate responded, I then brought the consent forms with me to the first interview to be read and voluntarily signed, helping empower the 12 participant coaches in deciding whether or not they elect to be interviewed (DeRoche & Lahman, 2008). As noted earlier, all 12 of the participant coaches did sign the consent form.

After piloting the methodology through interviews with two participants who had experience as NCAA Division III head coaches, the length of time for the interviews for this proposed study was anticipated to take approximately 25-30 minutes of time for the first interview and approximately 60-90 minutes of time for the second interview. The range of times for the first interviews performed with the 12 participant coaches lasted from approximately 30 minutes to 52 minutes in time. For the second interviews

92

performed with the 12 participant coaches, they ranged between approximately 65 minutes and 102 minutes in time. Due to the time commitment of the participant coaches, my own schedule, and the holiday season, the average length between interviews was approximately five weeks with the range between the first and second interview of the 12 participant coaches being from a 3-week span to an 11-week span, all having occurred during the 2016-17 academic year between the end of October 2016 to mid-February 2017.

During the first interview, I asked questions to build rapport by asking non-threatening questions that prompted the participant coaches to reflect upon their own coaching careers in terms of themselves as *effective* coaches (i.e., reason for coaching, memorable experiences in sport, when he or she began getting involved in coaching) as I focused on listening in showing interest with a non-judgmental approach (Merriam, 1998; Patton, 2015). I also found that my prior experience as a baseball coach and athletic administrator as well as my current experience as an instructor helped in building that rapport with the participant coaches. They tended to feel more comfortable using coaching jargon (i.e., coach speak) and sharing trials in their experiences due to my understanding as a former coach myself.

For the second interview, the questions were in alignment with the research questions (Merriam, 1998) in an attempt to get the perceptions of the effective participant coaches on their redevelopmental processes and the MCER, particularly to see if context matters in relation with the Territories of Coaching Effectiveness (i.e., constituency, content, and environment) influencing a sport coach's potential redevelopment through

the States of Coaching Effectiveness (i.e., coaching dependence, coaching independence, and coaching transcendence). It is important to clarify that, although the questions will be directed around the principles of the MCER, the language of the questions were intentionally in a format as to not lead to predetermined answers. The questions from the interview guide and the probe questions were intentionally worded to avoid the academic jargon of the MCER that could lead to confusion, but were instead easily understood as to provoke descriptive and rich answers from the participants. There was only one question from the interview guide in which there was some consistent confusion among the participant coaches. In the first interview, the question of confusion asked the participant coaches their perspective on the role that coaching has had in their professional life (see Appendix C). Four of the participant coaches mistook this question as more of the effect coaching has had in their personal lives when the intent was to get their take on coaching as a profession. Follow-up probing questions were utilized to clarify the intent of this particular question. The proposed interview guide of questions for the first and second interviews can be seen in Appendix C.

   Participant journal. After each interview, I asked the participant coaches to keep a free-writing or free-speaking reflective journal (Hamzeh & Oliver, 2012). This either could have been done by writing or typing one's thoughts or I iterated that I could have provided an audio recorder or they could have used their phones to those that preferred to reflect by recording their voices instead. After each interview, I made a personal invitation to the participant coaches to write down or audio record any thoughts they had after each interviews that were either discussed in the interviews or not discussed at all

regarding their coaching careers and sport coaching in general. I then asked the

participant coaches to either send me their reflective journal entries via email or obtain

the audio recorder and/or audio file(s) as their entries dependent on the option the

participant coaches reflected on the interviews. I allowed the participant coaches to

determine the length and number of journal entries they planned to do for their reflection.

After verbalizing this request to type/audio record their reflective journal entries, I sent an

email either the same day as the interviews or 1-2 days later with the invitation and

detailed directions in addition to prompt questions to get the ball rolling. The prompt

questions were intended to assist the participant coaches in reflecting on the interviews

and I recommended they try to reflect directly after the interview as well as other

instances a day or few days later. I also asked if they type their reflections, that they type

them in a Word document and then send the file back in an attachment on an email. I

requested that they preferably send an email with their reflective journal entries within

one week of the interviews, but no later than before our second interview if for the first

interview. The result was that 7 of the 12 participant coaches sent back reflective journal

entries in typed or written format. One of them handed me a hard copy with one's entry

whereas the other six sent me a typed version by email.

 Of the seven participant coaches that sent back their reflective journal entries, five

of them sent entries for both the first and second interviews with two participant coaches

sending an entry for only one of the interviews. None of those that did the entries decided

to do the reflections with the audio option. In assistance with the data analysis, this tactic

gave the participants time to reflect on their interviews with the interviewer and either

95

delve deeper into some of the specific topics discussed or provide new information not talked about in the interviews (Gilbert & Trudel, 2000). This reflective journaling technique assisted with more data to triangulate the data of the case study for a richer understanding of the participating DIII effective participant coaches' answers through multiple mediums (Stake, 1995). One limitation of the participant coaches' reflective journal entries was obtaining them from all 12 of them. The remaining five of the participant coaches that did not provide any entries agreed to do so, but due to differing circumstances were not able to send them back to me in time. Possibly sending more frequent reminder emails to the participant coaches could have increased the number of reflective journal entries.

Researcher journal. Referring back to the way adults learn and experiential learning, reflection is a key component, in particular what Schön (1987) identified as reflection-in-action (i.e., thinking and analyzing while in the midst of the action) and reflection-on-action (i.e., analyzing a situation afterward). In addition to the participant coaches, I used this technique as the researcher and interviewer for this study. Thus, while performing the interviews, I took notes during the interviews and I took notes as soon as I could after the interviews had finished by typing my own reflective journal entries for each interview based on the notes I took and what I remembered of possible codes and themes that the participant coaches had talked about (Merriam, 1998). Not only did I make entries with the interviews, but I made frequent journal entries as the researcher throughout the entire process of the study to also reflect on other aspects of the study that came up. In addition to my own researcher reflective journal, I also kept a

coding journal with the intention of keeping record of the coding process when the data from the interviews were analyzed and organized as can now be seen in chapter four of this dissertation. The information from my own researcher reflective journal and coding journal assisted with the interpretation of particular points in the interviews and with triangulating the findings.

Data Analysis

It is imperative that the information from the semi-structured interviews be formatted in a manner that can be properly analyzed. As a result, my original plan was to transcribe the audio recordings of each interview as quickly as possible after the interviews had finished to remember and to understand the content. However, as has been my experience, life happened and transcribing all the interviews directly after they were performed and recorded was not realistic based on external factors. Thus, because of the handwritten notes, my researcher reflective journal entries, and my own recollection of the interviews, all the interviews were transcribed during the time period that I was doing the interviews and after they had all finished. Because transcription largely took place after all the interviews were finished, one limitation of this study is that potentially vital information could have fallen through the cracks due to the time lapse between the interviews and the transcriptions being done. The written/typed reflective journal entries by the participant coaches were collected and categorized once I received them. I began the analysis process by transcribing all 24 interviews from the 12 participant coaches. From the 24 interviews done, the audio files were transcribed verbatim from what was said as to maintain the rigor for the qualitative study. While doing the transcriptions of

the interviews, a preliminary analysis was done in which I highlighted passages from the transcriptions and took note of possible themes for each interview in my coding journal.

It is also important to understand that data analysis in qualitative research should be an ongoing process (Galletta, 2013; Merriam, 1998). In this study of NCAA Division III effective head coach participants and their perceptions of their own redevelopment processes based on the components of the Model of Coaching Effectiveness Redevelopment (MCER), the very first step I took post-transcription was to send out the transcriptions of both interviews to the 12 participant coaches. I sent an email to each participant coach with both of the transcriptions for the first and second interview and requested that they either add, delete, or make any edits to the transcriptions as they deemed necessary (i.e., member checking) within approximately one week. Of the 12 participant coaches, one of them sent me edits to both the first and second interview transcriptions, which were identified as the new transcription files for that participant coach. Once the member checking process came to an end, the in-depth analysis began of the transcriptions from the interviews, the participant coaches' reflective journal entries, and their answers to the preliminary questionnaire plus my own shorthand interview notes and coding journal entries. This process stretched me as I did all I could to analyze the data following the constant comparative method (Merriam, 1998). In my role as the researcher, it was difficult at times to see from a broader perspective the data when having put so much time and energy into studying and developing the MCER adapted from Grenier and Kehrhahn (2008). However, I elected to analyze the data by way of the constant comparative method instead of *a priori* as to not miss any themes that could

have been overlooked otherwise had I tried to "fit" the data into the proposed MCER model.

In following the thematic analysis process, I followed the first two parts (i.e., open and axial coding) of grounded theory (Creswell, 1998; Glaser & Strauss, 1967) since I followed the symbolic interactionism approach from interpretivist paradigm and did not develop a theory from the data. I started with open coding for each individual interview during and after transcribing, which was the process of identifying any possible categories. Secondly, I went through the axial coding phase in grouping the codes into conceptual categories by use of a conceptual mapping technique. Finally, I finalized the overarching themes and their subthemes with the help of my three peer debriefers throughout the analysis process. From the 12 participant coaches, who were pinpointed as NCAA Division III team sport effective head coaches, the following themes were identified for this dissertation study regarding their developmental pathways: *Experience, Relationships, Culture, Balance, and Female Sport*. As seen in Table 2 below, the five overarching themes and their subthemes have been organized as such:

Table 2

Themes and Subthemes

Theme	Subthemes
Experience	Always learning
	Coaching philosophy
	The "slide"/"disconnect"
	"Less is more"
Relationships	Athletes
	Mentoring
	Other coaches
	Communication
Culture	Honesty
	Recruiting
	Leadership
	Competitiveness
	Communication to motivate
	"Letting coaches coach"
Balance	Holistic student-athlete development
	Division III mission
	Fundamental skills expert
	Work/life
Female Sport	Coaching females vs. coaching males
	Female coaching
	Title IX pioneers

Once the overarching themes were decided upon, I then compared those themes and sub-themes to the MCER for the discussion portion of this dissertation in chapter five.

Trustworthiness

Given its subjective nature, what is important is that qualitative findings portrayed in a study are trustworthy (Merriam, 1998). For the rigor of this paper, as mentioned earlier, I kept a researcher reflective journal with a detailed outline (i.e., audit trail) of my

data analysis along with my own reflection of the interview and analysis process. I also kept a coding book (McCuaig, Sutherland, Dyson, & Hiromi, 2014) while going through the coding process that led to the themes and subthemes of each participant coach's information as well as a comparison of that information to the MCER.

Credibility/validity. In order to enhance credibility, Merriam (1998) gave six strategies: triangulation, member checking, long-term observation, peer examination, collaborative research, researcher bias clarifications. Transferability is concerned with the researcher's ability to providing enough information to where the reader can transfer the results or findings to a comparison with similar results from another study. Dependability is defined as "for ensuring that the process was logical, traceable, and documented" (Patton, 2015, p. 685). Lastly, Patton described how confirmability is directed toward confirming that the data come from real participants and not the researcher's imagination.

Strategies. In light of positionality, I felt I followed the criteria to provide the most trustworthy, credible, and rigorous qualitative case study possible. One way I did this was by triangulating the data methods starting with the use of semi-structured interviews and the reflective journal entries by the participating effective NCAA Division III head coaches (Cho & Trent, 2006). Another way to triangulate is by way of analysis through which I was able to obtain three peer debriefers that assisted in examining the codes, categories, and themes from the transcripts with me so that my own positionality did not skew the findings in any way (Merriam, 1998). Searching for concepts by the participant coaches that contrast with the MCER and emerging data (i.e., negative case analysis) also kept me honest in analyzing and interpreting the findings. From what was

101

viewed, there was one negative case from Coach Clark when describing herself as a threat to other female coaches within Division III, different from the rest of the participant coaches. I also emailed the document files of the each participant's transcripts so they could personally read over the transcripts and edit them as need for clarification of meaning (i.e., member checking). As mentioned earlier, one of the participant coaches made edits to one's first and second interview transcriptions.

A trustworthy study also includes reflexivity as described earlier: "Continual alertness to your own biases and subjectivity (reflexivity) also assists in producing more trustworthy interpretations" (Patton, 2015, p. 685). As described previously, I used my own experience and expertise in interpreting the findings; however, the methodology kept me in check to ensure that I did not create any imaginary information not discussed. In relation with timing, I believe that interviewing the participant coaches at least one of the times during and directly after their most current season ends helped some of the participant coaches in potentially recalling more instances and examples during their coaching careers (Gallimore et al., 2014).

Ethical Considerations

I have found that by conversing with coaches in NCAA Division III athletics departments, the greatest issue of this dissertation study was getting access to potentially sensitive information. Despite the level of competition in intercollegiate athletics (i.e., NCAA Division I, II, III), most athletics departments are concerned with portraying their athletics department in a positive light and do not want their coaches to put their program in a negative light. However, by explaining that I would use institutional anonymity,

pseudonyms for the participant coaches in the manuscript, I believe this issue was avoided. Another hang up that is always of concern is whether or not a researcher will get IRB approval. While going through the process of IRB, this was not a concern since I did not ask polarizing or controversial questions based around coaching, but instead asked the participant coaches about the developmental pathway they have endured to be deemed effective.

Timeline

The timeline for this dissertation varied in some aspects from the research proposal based on what was ideal and what actually occurred. I submitted my IRB application as "Exempt" on September 22, 2016, and received acceptance of my dissertation study shortly after on September 28, 2016. Once IRB approval was attained, with help from my gatekeeper of identifying potential participant coaches, I began contacting 20 NCAA Division III team sport effective head coaches from the same athletic conference, inviting them to participant in the anticipated study on coaching effectiveness redevelopment. All in all, 12 of the 20 those invited (60% acceptance) agreed to participate and did participate in the study to the end. Once the participant coaches for the study were solidified, I set up a date for the first interview with them. Before beginning the interview, I asked all the participant coaches to read over and sign the informed consent form if they voluntarily decided to (see Appendix D). The 24 interviews performed started in late-October 2016 and ended in mid-February 2017. Before the first interview, I sent a demographic questionnaire by email for each participant coach to fill out and submit, which all of them did. The second interview

ranged from approximately 3-11 weeks after the first interview for the 12 participant

coaches. Each participant coach was also asked to either type or audio record their own

individual reflections after both interviews to assist in triangulating the data of which 7 of

the 12 did so (one participant coach gave a reflection on the second interview only).

While transcribing the interviews, I did a preliminary analysis of the date followed by

analyzing the data and then typing the "Findings" and "Discussion" chapters of the study.

Final writing and revision of the dissertation was completed early-June 2017, with a

defense date on July 3, 2017.

Chapter 4: Findings

This study utilized the qualitative case study approach to unfold the perceptions of the 12 current NCAA Division III team sport *effective* head coach participants regarding their own developmental processes throughout their careers. With the help of the gatekeeper for the study, the 12 participant coaches that coach for institutions belonging to the same athletic conference in the Midwest region of the U.S., were invited by way of purposeful sampling. Although the participant coaches do not all belong to the same athletic department at a higher education institution, their attachment to differing institutions are considered embedded units among the larger scale being the NCAA Division III athletic conference the participant coaches' athletics programs are affiliated with (Merriam, 1998).

Participant Coaches Breakdown

The 12 participant coaches ($N = 12$) currently coach at six different NCAA Division III institutions from the same athletic conference as iterated previously for sports teams of nine various sports: men's and women's basketball, men's and women's soccer, baseball, softball, football, women's lacrosse, and women's volleyball. Of the participant coaches, six were male and six were female that were interviewed. Additionally, 11 of them identified as Caucasian while one participant coach self-

identified as Hispanic. In terms of age, the range of the coaches was between 31 years old and 59 years old. From the participant coaches, 11 of 12 earned at least a bachelor's degree with 10 of the 12 earning a master's degree. Furthermore, seven of the participant coaches received their graduate degrees (i.e., master's) in a sport/health-related field. The participant coaches indicated that the average number of years (i.e., mean) they played the sport they currently coach is 18 years with the range being from 12 to 40 years. They also ranged from playing two to four sports each during their time in high school, whereas of the participant coaches six were student-athletes at the NCAA Division I level and six were student-athletes at the NCAA Division III level (one started at a DI and then transferred to a DIII). Additionally, four of them had the opportunity to play professionally in their respective sports. In terms of head coach experience, the participant coaches averaged approximately 20 years ranging from 5-35 years. Regarding overall coaching experience, the 12 participant coaches ranged between 12-37 total years as an assistant and head coach averaging approximately 26 years. With all these ranges and averages, seven of the coached described how they fell into coaching as a profession.

All the participant coaches mentioned that they were highly competitive and active growing up. From the 12 participant coaches, nine of them specified that they grew up in small towns during their youth and adolescence. Interestingly, throughout the interviews, nine of the 12 participant coaches indicated that they have taught or still teach courses at either the high school or college/university level in addition to their coaching expectations. Also, of the participant coaches, seven of them indicated that they currently have or had administrative duties in the athletic departments of their current institutions

106

(5 females, 2 males). As referred to previously, in chapter three is Table 2 with a

summary of the demographic information of the participant coaches in this study.

Findings

As previously mentioned, the constant comparative method (Merriam, 1998) was

utilized in the analysis for this study focusing initially on the overarching themes and

subthemes within them from the perceptions of the participant coaches through the semi-

structured interviews instead of centering the analysis on the research questions (i.e., *a*

priori). Thus, the overview of the research questions based largely around the Model of

Coaching Effectiveness Redevelopment (MCER) in relation with the data from this study

is discussed in the following Discussion chapter of the dissertation. Based on the

perceptions of the 12 NCAA Division III team sport effective participant coaches in this

study, I identified the following themes: *Experience, Relationships, Balance, Culture,*

and *Female Sport*. The following codes were used to report my findings: first interview

(I1), second interview (I2), first interview reflection (R1), and second interview reflection

(R2).

Experience

Under the umbrella of the overarching theme *Experience* are the following

subthemes that have been determined based on the findings of the data from the 12

participant coaches: *Always Learning, Coaching Philosophy, The "Slide," and "Less is*

More." Consistent with Experiential Learning Theory (Kolb & Kolb, 2005) and sport

coaching literature (Kavussanu et al., 2008; Nash & Sproule, 2009), one overarching

theme discovered by the perceptions of the 12 participant coaches was *Experience* as can

be viewed from what Coach Nelson stated: "I think as time evolves and your experiences start to shape your mentality, your thinking, things kind of start laying into place if you're in it long enough" (I2). Coach Peterson added how much experience matters and how he learned from the experience of others:

> You've got to have experience to be good at almost anything…there were a lot of people around me that I knew that had a lot more experience dealing with these things than I did. So, that's when I started to really rely on them to try to take that next step you know and get a little better. (I2)

It may be commonplace to deduce that there would be a good possibility of experience emerging as a theme that effective coaches would consider was important to their development in the profession; however, as Coach Reed pointed out, coaching in intercollegiate athletics, and at the DIII level in particular, requires a drive to keep going and truly be determined effective:

> I think it takes certain people to be able to do it. I think a lot of people can be successful at it, but can they be long-term successful at it, right? I mean, I've had a lot of good colleagues that say, 'Listen, it's not for me.' They've been very successful in five, six years, but they're like, 'That's just not for me. That's enough,' you know and I get it. (I2)

For instance, time and experience can give a coach the ability to understand when to substitute one's athletes or not that a young coach may not quite understand. Coach Nelson noted,

I think a tendency of a young coach is deciding to pull them [athletes] out. I think

a tendency of older coaches say, 'Let's give him the opportunity to, to correct you

know his mistakes type of thing.

Therefore, if it takes seasons and years of experience to develop as an effective coach,

how does one get there? Probably one of the most robust subthemes in this study that

emerged from the data is the act of *Always Learning* (Gallimore et al., 2014; Stephenson

& Jowett, 2009).

Always learning. Coach Lee made this subtheme clear when he stated, "So, you

learn all the time. I think you're always learning" (I2) when explaining he as a coach has

learned throughout his career so far as did Coach Mendiola: "And, again, always

learning, always trying to get better and just kind of evolving and watching other

programs and what they do" (I2). In addition, Coach Hiatt alluded to this concept by

stating, "…we're constantly changing, I'm always looking for ways to better myself and

change a little bit" (I2). Each of the 12 participant coaches made mention of varying

methods and means of learning utilized to improve as a coach (e.g., reflection,

conversations with coaches, research, technology, etc.) as well as times in their career

that they had to learn or relearn (e.g., transitions in career and/or family, rule and/or

policy change, culture change, etc.). For instance, Coach Reed explained how learning is

continual and constant in coaching when he stated,

It's constant, I mean conversation with coaches, when I was younger a lot more

clinics, a lot more conventions, a lot more books, things like that. Now, very

109

specific to maybe something that we're going to try and improve on as a group in the fall. (I2)

Particularly in regards with her experience as a head coach up until this point, Coach Dryden pointed out the hills and valleys of learning for her:

The experience has been a very I guess up and down kind of learning curve. Not you know going any place other than X University, this is kind of all I know. At the same time, it's been a good fit for me, so the learning curves and ups and downs have all had a purpose you know behind them and maybe I don't know if a larger passion, but a stronger connection to you know where I came from and what I believe is part of my philosophy. (I2)

Interestingly, one of the main points by the participant coaches in this study was learning by trial-and-error, which is again consistent with the ELT (Nelson et al., 2006) as well as what was found in the study of the Hall of Fame football coach's developmental process through his career (Gearity et al., 2013).

Trial-and-error. Coach McLean explained how she has learned in her time as a coach by stating, "I think it came from trial-and-error and watching others" (I2). Coach Nelson reiterated this point when answering her learning process as a coach, "there's a lot of trial-and-error when you're coaching" (I2). She continued to give an example of when she was in her first year as a head coach trying to change the culture of the women's basketball program and the experience she gained from the mistakes she made:

And, I think from there I just kind of went once again making a ton of mistakes, but at the end of the day, I was doing it for the right reasons. My method may not

110

have been the best at that point back then, but I think it helped me evolve even as

a person. (I2)

Coach Clark gave an example of how she learned in the early years of her coaching

career as well based on the lack of a mentor and resources, at least initially:

I had no mentoring. It was trial-and-error, it was to get your feet wet and to figure

things out on the fly. So, I had to learn things differently even when I came X

University, because I was a scholarship athlete and I wasn't used to dealing with

money, so I had to relearn all that and I always had the philosophy of I'm going to

go ahead and do this and then ask for forgiveness and it worked for a long time.

But, I needed to do those things in my opinion to make my program to what it

was. I would never do anything differently. (I2)

The ability to jump in and try things out can potentially be challenging for a coach

regardless of the stage one is in his or her career, which Coach Hiatt worded as, "I think it

takes patience. I think it takes a lot of wrong before you're right." Coach Sutton

expressed a similar sentiment in saying, "A lot of things are gonna stay the same, but I

think you need to keep learning and reinforce either what you're doing is good or that

you need to make a change" (I2).

Methods. There are differing methods of learning that the participant coaches

highlighted in ways that they have increased their knowledge in the profession, such as

what Coach Webber stated: "I mean, there's a lot of resources out there to be able to learn

and know" (I2). She mentioned that she has access to all the games tied to her sport

through a portal accessible through the NCAA's website. Coach Jensen also alluded to

111

watching film in his respective sport of men's basketball, "I could jump online right now and watch any college in the country, their game last night" (I2). Another method of learning brought up was by observation as stated by Coach Mendiola: "I just watch people. I think you can learn a lot by just watching people, observing people, listening to people" (I2). Some brought up observing other coaches' practices, like Coach Peterson who said, "…still to this day I go watch other teams practice just to pick up on stuff and you know see and learn and that's from all different for all different sports" (I2). Coach Webber also brought this method up by stating, "I still say every once in a while I say, 'Hey, can I come watch a practice?'" (I2). In a same vein, Coach Sutton gave credit to watching the baseball team's practices at her institution as a means of learning: "But honestly, in terms of how to teach and coach skills, I learned it mostly from watching our baseball practices almost every day for several years" (R2).

One of the most often cited methods of learning was talking with other coaches and Coach Dryden is no exception when asked about her learning process: "I do a lot of talking to other coaches that are successful. If I have an area that I'm not very knowledgeable in, I'll go to a coach that has been traditionally and strong or that's their forte" (I2). For Coach Hiatt, talking with coaches one-on-one is his preference:

> To be honest is just sitting down with other head coaches face-to-face. I'm not a big guy on the phone or you know or on computer reading you know stuff. If I want to learn something, I'll call the head coach and say, 'Hey, let's sit down and talk.' I think I get more out of that than anything else, just casual conversation in an office with the door closed. I think that's where you learn a lot, because you're

112

both relaxed and you're just talking and I think that's, that's where I get most of

my learning from… (I2).

In a different manner, Coach Lee mentioned he learns from his student-athletes: "I think

that when you learn through the kids too, you know I think I'm open to a lot of things

now" (I2). He also brought up the fact that he learns daily from his assistant coaches as

did Coach Nelson when asked how she learns.

Lastly, another method that stood out was the use of the internet as a method of

learning similar to the way watching games and film on television were mentioned

earlier. Coach Clark brought up an online tool called the "Coaching Toolbox" (I2). The

use of YouTube is also a helpful tool according to Coach Sutton:

I mean, it's crazy, you can go on YouTube and give me a new drill on defense for

middle infielders and, you know, there's 15 drills that you could use. So, that's

kind of fun to be able to have kind of new approaches to do the same old thing.

(I2)

In terms of social media, Coach Dryden talked about her use of Twitter as a learning

method: "A lot of times people [coaches] again will post things on Twitter, short little

videos that I can can pop up and figure out" (I2). There are times it can be daunting as

well according to Coach Reed's experience when he stated, "I don't know how to use

Twitter, Instagram, anything…You know, but that's a constant circle of learning of

what's new, what's trending, what's not what are we allowed to do, what aren't we

allowed to do" (I2).

Adaptability. One way to continue to stay in the coaching profession, according to

Coach McLean's experience is a formula of trying new things (i.e., trial-and-error) as

previously mentioned and by being adaptable:

> So, I think it's been a combination of trial-and-error and I think it's just I've
>
> grown as a coach through the years, I haven't been so set of my ways that I am
>
> not able to open or change. I'll sit and listen if it's training, if it's how we warm-
>
> up, if it's how we do drills and I've delegated more to my two wonderful
>
> assistants and that's allowed me to have less of a burden on myself. (I2)

Coach Webber has had a unique experience in which she had served as the head coach at

one NCAA Division III (DIII) institution for a significant period of time to then switch to

a different DIII institution in which she was named head coach to begin the athletic

program from scratch in which she felt the need to adapt:

> There's got to be a constant adaptation and flow of what's going on. I think it
>
> was, the most helpful thing from going from coaching a team at X University to
>
> coaching here was a complete change in the way I had to deal with the kids and
>
> teach them whereas like X University was kind of wind them up and go, where
>
> here I had to go very back to basics and I couldn't take for granted what they
>
> knew what to do or didn't know how to do. So, I had to start from scratch and
>
> everything and that was kind of a different, I was like, 'Oh, I haven't done this in
>
> a while,' but it was, you know every kid was on the same page when you started
>
> at that point.' (I2)

As in Coach Webber's example, with the fluidity of coaching and life in general, coaches will face transitionary periods that will affect them professionally.

Transitions. Transitions come in all shapes and sizes. Coach Clark, for instance, made a change as head women's basketball coach at an NAIA institution to head coach of the same sport at the DIII institution she currently coaches when she was still in her 20s. When she arrived in her first year, Coach Clark had a situation in which her student-athletes started quitting the team based on her attempt to shift the culture that became problematic. "So, the following year everything was started and I started to disband things. It became a little bit more focused in on what this should look like and what I felt that should represent our university…" (I2). She took backlash for working on changing her team's culture, however, but in the end was able to get the program back on track based on her coaching philosophy that has continued until now, which looking back she iterated was a learning experience at a young age as a head coach. Another example was when Coach Jensen transitioned from being a high school coach then moving to the DIII level. When asked what helped him transition levels, Coach Jensen replied, "I coached at a very good Division III program. I coached at a poor high school program, but that head coaching experience helped me make that transition to be a college coach at 30 years old" (I2).

In terms of transitioning from assistant coach to head coach, Coach Lee explained that, although becoming a head baseball coach was his lifelong dream, when he was offered the position at his current institution, his initial reaction was not to take it because he felt loyalty to the head coach at the NCAA Division I program he was coaching with,

115

but eventually took the head coaching position after support from that head coach and his father. Although he was taking over for a well-respected coach, Coach Lee described how his transition was not easy the first few years having to gain the trust of the student-athletes that were already there given it was his first intercollegiate head coach position plus he had to make a culture shift that better fit his personality as a coach (I2).

Partway through his tenure, Coach Peterson more recently was married and now has a child. He explained how that transition from being a head coach that is single to a married coach with a child has been in his words, "Really tough. Hardest thing I've had to do" (I2). He continued to describe this transition:

> I don't know, we've had success since I've been married and, but to get married from going from not having to worry about anyone yourself to getting and having a wife to within a year, right around a year later having a child could completely overwhelm somebody. (I2)

Development. Finally, when considering the subtheme of always learning, it would not be complete without understanding what it takes for a coach to develop throughout his or her career. Coach Mendiola explained how he and his top assistant coach have developed over the years based on some complacency at the beginning after winning a conference championship early on, which drove them to improve:

> You know, and it was kind of like on-the-job training for both of us and we kind of learned and you know we found early success. In our second, we won, you know we won the championship and we're like, 'Wow, this is easy,' and then you know we don't win anything again for another X years you know, so it was like I

think we, we took it a little bit for granted after winning so early, but we, like I said we've really evolved. We put a lot, a lot more time into it now than we did in the past. In the past, both of us were part-time coaches. Now, I'm full-time, he's still part-time, but we've put a lot, a lot, a lot more effort to everything… (I2)

Coaching philosophy. A major concept that is typically developed during a coach's tenure is one's coaching philosophy. A coaching philosophy was uniquely defined by each of the 12 participant coaches in the study a little differently, but one thing that could not be overlooked was that experience molded the participant coaches' coaching philosophies, which was seen above comes from experience through learning opportunities as was dictated well in Coach Dryden's quote above when referring to always learning. Coach Sutton mirrored that sentiment when stating, "I probably didn't have much of a philosophy when I first started. I think it kind of develops as time goes on…" (I2).

When describing how her coaching philosophy has been shaped over time, Coach Webber explained how she accomplished that and gave an example of how she has learned not to overcoach her student-athletes opposed to newer coaches in the profession:

One, by seeing things that I've liked, obviously that worked for other coaches and people and you take little tidbits here and there from people, but then also seeing things you don't want to be and don't like, whether it's other teams and things that you learn from experience from the kids or by watching other coaches…I think as I get older too, it's funny it's like younger coaches try to be so coachy…And, so we get kids here that sometimes are really afraid that you're going to be like

117

discipline crazy and run, like we make them run and yell at them for everything

where certain simple conversations achieve the same thing and I think they've,

they are appreciative because they don't want to get yelled at. (I2)

Coach Clark described how her coaching philosophy has not changed much throughout

her career in terms of morals, values, and passion that she expects from all those involved

in their women's basketball program; however, she brought up an interesting perspective

related to her offensive basketball philosophies, which shows adaptation when she stated,

"I will change my offense to try to adapt with the product as I have" (I2). Thus, although

the foundation of what she teaches her student-athletes has been consistent over time, the

strategy employed offensively for her team has been determined on the personnel

available. Coach Hiatt repeated Coach Clark's sentiment in that his overall coaching

philosophy of a "family atmosphere" (I2) has not changed, but also described that his

team's strategies on-the-field are normally decided based on the student-athletes'

strengths and weaknesses on the team. On the other hand, Coach Nelson more explicitly

described that her coaching philosophy is based on relationships and is ever-evolving:

I have a philosophy in regards to what I want to do offensively, defensively, but

then once I get going and I get my hands on those kids, I tinker and change it. So,

I guess it's just like anything else, you know until you see what you have

personalities, group-wise, you don't know until you get in there and get your

hands on them a little bit. You start formulating your mentality, your thinking,

your philosophy in regards to that group, so I think you have to change and I think

118

that's part of the coaching world too. You have to change things. There's no way

I'm doing things the same today as I did 25 years ago. (I2)

Coach Reed had a similar perspective on coaching philosophies and how they develop

and change when he said, "But, to me, it also seems like a philosophy is something that

has developed over time…And, if coaches are saying, 'My philosophy hasn't changed.'

Absolutely it has or you're not as good as you could be" (I2).

Personal experiences. It is a common practice for a coach to develop one's

philosophy based on his or her experience with coaches as an athlete and coach or even in

one's personal life. Taking from other coaches intermingled with new ideas is something

that Coach Jensen talked about is his experience with his coaching philosophy:

I think most of it is copied. I really do. The older I become you know the older I

get. I think most of the stuff that, that coaches do is copied. I think there's very

few things that are, you know, haven't been tried in 100 years of college

basketball. That being said, you know we've come up you know I think this year

our secondary break is something that we just kind of came up with. (I2)

In his experience, what he has been able to innovate regarding the "secondary break" in

basketball is something he has been able to add, particularly to his program's philosophy.

Coach Peterson described his coaching philosophy as "old school" (I2) in terms of

high levels of discipline and raising his voice. When asked if his experience growing

influenced his current philosophy, Coach Peterson responded,

The majority of it, yeah. My dad was a yeller and he's whoop your ass as quick as

he you know do anything. [Coach A] was a yeller, [Coach B] was a yeller, you

119

know, the majority of my coaches, I've had some that weren't and they were good, but I responded more to that and I think again it started with my dad. I mean, he was you know that's, I was a little bit, as much as I love him I was a little bit afraid of him and there was something to be said for that fear, kept me out of a lot of trouble making a lot of bad decisions. So, yeah, I definitely think it was influenced, it was the way that I was raised and it was a way that the majority of the time I was coached. (I2)

Then, when asked if his philosophy has changed throughout his career, he is the only coach that answered that he has become more strict; however, he countered that by stating that he has also become more patient: "I think I've gotten more stringent, I think I've gotten more old school…I probably hold my kids more accountable, but I'm also a little more patient with them" (I2).

In Coach Mendiola's athletic career in soccer, he began as a defender and then later moved to more of an attack role. As a result, when asked about his coaching philosophy, the first thing he talked about was his strategic philosophy of setting up his team in a defensive formation, but then allow his players to create on the offensive end once the ball is in their possession. Thus, when asked if his own experience as an athlete has influenced his strategic philosophy, he rebutted, "Yeah absolutely. I think you know I love to attack. I love to attack, but I also realize that you can't win championships unless you play good defense" (I2). What was also interesting was how Coach Mendiola answered when asked if his coaching philosophy had developed over time. In this case,

he brought up a more education/life skills approach to his philosophy opposed to the preferred on-the-field strategy he brought up initially:

> Oh yeah, absolutely. Like I said, you know, back in the day it was all about soccer and you know that was the only thing I knew you know and now that I understand the school better, the institution and the education and you know what this education can do for these kids, it's a lot more important to me to prepare these kids for the real world rather than prepare them you know to play soccer games, you know, for four years. (I2)

This is an example of his shift in perception with his own philosophy as a coach due to the importance the higher education piece has with his student-athletes despite the fact that his educational experience was differently described as, "I think sports has taught me a lot more about life and what's important in life than the high school education" (I2) given that he earned a high school diploma and then played professional soccer.

"Less is more." While sorting through the data, another subtheme that popped out was the idea of coaches that had learned throughout their experience coaching that giving their student-athletes time off or making practice shorter but more intense helped with the morale and motivation of their student-athletes throughout a season. For instance, Coach Reed explained the first time he experimented with the tactic of giving days off from practice and the end result:

> We'd pick a weekend midseason in September where we didn't play any games and we'd give them the weekend off. Morale was better. Attitude was better. Academics were still there, but the energy was better. The willingness to come

121

back to practice and be hungry was higher. It was something that we gambled on

and it paid off. We still have these same philosophies now. We get late in the

season and we'll give them days off. It's a gamble, but in my experience if you

allow that understanding that they have a lot going on outside of athletics, they

respect that a lot more and they appreciate it. (I2)

Coach Sutton gave her take through experience on giving a day off after a poor

performance by her team in a game that can help the coaches and student-athletes

recharge and move on:

Sometimes less is better than more. Sometimes, the best thing, if you've had a

really bad game, you know, I think most coaches' tendency would be to turn

around the next day and just really beat the kids over the head with a really tough

practice and there is a place for that. I'm not saying that's gonna happen, but the

better thing a lot of times is to step back away from it a little bit and just let's take

a deep breath and let that go and now let's come back and be better the next day,

but I think it just comes with experience. (I2)

Coach McLean explained about her experience in learning that "less is more" in terms of

the offseason as well as conditioning in practice. She also made a comparison to what

she's able to do at the DIII level in contrast with the Division I level regarding rest:

…I allow them about five weeks where they do nothing. If they want to work out

on their own they can and they have the balance of two weeks before and then do

finals and then you have some weeks off and get away and rest and then, and I

don't think rest and Division 1 go hand-in-hand in many ways because *less is*

more. It took me a long time to figure that one out. I used to have them do

plyometrics in pre-season camp and all those Catholic girls (i.e., when a high

school coach) couldn't genuflect, they just fell into the pew because they were all

so sore. Oh, it was just, it was like a badge of honor. 'How many people can I get

so sore that they can't walk? Ready, go.' You know, and that's the difference. (I2)

Similar to Coach McLean's quote, Coach Jensen explained how his developmental

process has morphed regarding his dilemma in how much he should demand of his

student-athletes physically and mentally in practice:

My philosophy was I want you tired too before you start playing basketball,

because I think that's game like. I backed off that now. We don't do that quite so

much and I think part of it is the physical part. There is always a fine line now

how much do you push physically. They get now going on line to wear them out.

How much do you push mentally and challenge them mentally? But, I'm not

going to live to lose them for the rest of the season. So, I think that that is

somewhat adjusted for, for me personally. You know, as a coach I've become

softer. (I2)

Interestingly, Coach Jensen finished the quote about how he has become softer as a

coach, which he further explained how that is a result of not only his experience as a

coach, but also due to society's influence on toughness and how some of that today has

been lost.

The "slide"/"disconnect." Whether it was a time period of years in which

coaches were unsatisfied with their teams' performance, their student-athletes' attitude,

123

or due to a transition from one school to the next as was Coach Webber's case referenced

prior when she moved from one institution to the next and started a program from the

bottom up, another recurring theme (or subtheme) identified from the data was that a

good portion of the coaches felt they had a *slide* or *disconnect* in their career. What is

interesting is that 11 of the 12 participant coaches identified throughout the interviews at

least one time in their coaching career, whether short or long, in which they felt a *slide* or

disconnect occurred. Although this subtheme will be covered in more detail later, one of

the largest factors to the participant coaches in this study feeling they hit a rough patch in

their career is due to their competitive nature.

      Similar to Coach Webber, Coach Hiatt made a transition as a top assistant coach

for a high school program that had just won a state championship to a top assistant coach

position at the DIII level of a struggling program:

> But, you know and then just coming to the college part, the college part I think
>
> was very frustrating at first, because I left such a good situation in [X High
>
> School] where we just won the state title and coming here and trying to rebuild
>
> something. I mean, you know we were bad. I mean, it was real bad. And, so
>
> obviously frustration of trying to rebuild something… (I2)

He equated his coaching experience transitioning from high school to college as, "A lot

of things other negatives always turn into positives" (I2). In fact, the DIII institution he

moved to is now the institution that he finds himself as the head coach of the football

program. Even now, he explained how he is working to bring his program back up to the

level culturally and in terms of wins and losses as were his first years as a head coach:

124

"You know, and then lately, like I said you know we've been in the middle of the pack in the conference. I've had to change some things where this year I saw it clicking again" (I2).

According to Coach McLean, the *slide* in her coaching career was a big learning experience as explained:

And then, about 10 years after that was our 20-year thing and that's when we *slid*, we struggled. This program struggled for about four years. We didn't win a conference, we didn't go to the NCAA. We had a bad group of some bad seeds of kids and we kind of compromised our integrity of selecting kids that maybe were marginal kids who were good athletes, but marginal students and it didn't work well. And then, I said, 'Never again, we're never doing that' (I2)

From this experience, Coach McLean learned what she determined as a lesson of adversity:

That *slide* is the most humbling thing that ever happened to me as a coach because I made it, I read a great quote, it was from Pat Summitt, who I think is tremendous, was a tremendous human being. She's like, you know, sometimes when you have stumbles or you have adversity, it allows you to self-reflect and look at the mirror and it will make you stronger and better. (I2)

She further went on to explain that during the *slide*, occurred one season in which her team finished below .500 in winning percentage, which is still the only season in her coaching career that has happened to date. Her feelings of that time continued on when she stated, "…it was the most difficult struggle of my life. I mean, we coached our rear

ends off just to get X and X (win-loss season record), which was shameful" (I2). She described how her downfall was when her and her coaching staff recruited and brought in marginal students academically into their program. When asked what she did to get out of the rut, Coach McLean explained that she and her coaching staff collectively worked together through conversation and reflection to revert the volleyball program's culture back focused on identifying and recruiting the right type of student-athlete for her program and more importantly that will excel at the DIII institution academically. (I2)

Finding oneself. For Coach Mendiola, he recognized that *slide* somewhat early in his coaching career after his team won a conference championship in his second season as head coach and he felt complacency set in, which was detailed earlier under the "development" subheading. This was when he spoke about his effort level and that of his top assistant coach increasing in learning and developing to improve their craft leading to another conference championship several years later (I2). With a different circumstance, Coach Lee described a time period in the middle of his career in which he even questioned whether or not he would continue coaching at a specified institution after a couple incidents occurred and he felt his program was not treated fairly and he was not given the opportunity to defend himself and his program. At the end of the day, Coach Lee explained that time in his coaching career that caused him to relearn and adjust himself as a coach to get out of his rut, which he stated was in large part thanks to his assistant coaches at the time and has led to his confidence in his program currently:

> This last couple of years, I know I need to have good guys around me, otherwise I
> know I wouldn't be worth a shit is the bottom line…but I'm not going to be worth

126

anything because I just know what I need. I know what it takes to win, I know

we're built right now to win. (I2)

Coach Sutton, who has significant experience in years coaching women's

volleyball and softball in her coaching career, hit a rough patch in which she learned

about team capacity and her own coaching style. In her first few years as the head

women's volleyball coach at her current institution, she had a student-athlete that was a

large part of the program's success throughout her athletic career. Once that student-

athlete graduated, she recalled the following:

> When she [the student-athlete] graduated, it was a huge loss and our recruiting,
>
> my recruiting then was not up to par and we ended up having, I think we won 5
>
> games out of the season of like 30 games and that was a very difficult season and
>
> I just didn't, really I did not know what to do and I put a lot of pressure on those
>
> kids. I hollered at those kids, I screamed at those kids and in hindsight, I was
>
> asking kids to do things that were beyond their capabilities and consequently, it
>
> was just a clash. Two of those kids ended up quitting.

Because of this experience, Coach Sutton made mention of how she felt that experience

coaching was one of her great failures in her career:

> I've said this many times now, if I could go back and coaching those kids now, I
>
> think we could've probably won 15-20 games and I would've been able to
>
> channel those kids in the right way, but I was trying to ask these kids to fill the
>
> shoes of the player who had left and their talents, they weren't going to be able to

do that, but I just pushed those kids to the point that they broke and they left the program. So, that's one of my sort of great failures in coaching.

Family. A few of the coaches to at least one of their *slides* in their career, whether significant or small, as if it is occurring now. Instead of having something athletically affect a coach's career, two of the coaches made mention of personal life shifts that affected their coaching abilities. As was explained in the "Transitions" subheading, Coach Peterson talked about how getting married and having a child has affected his coaching career. Although he said that his teams have still had success, implying wins and losses, he found it difficult to put the same time into coaching as he did before as well as be a good husband and father. Since that point, Coach Peterson mentioned that he is still striving to improve as a coach and give his teams a championship experience, but that he is becoming more comfortable in his role as a coach with time and more experience learning how to balance family life and the coaching side (I1). Similar to Coach Peterson, Coach Dryden has been married only a few years and also has a young child. She also described how having her family has taken some getting used to given that she was focused much more on her coaching career and softball program than she is today working on finding that balance between coaching and her family:

> You know, early on in my career, I wasn't married and so a number that was
> given to me was, was my job and this is what I was going to do with it. And, now
> that we've been married and [my child] is in the picture, I feel like there's at times
> moments of coaching that either you've got to pick coaching or your family you
> know or your personal life and when you get a balance of that, you're going to be

you know going to be a pretty good coach. And there's time still where I struggle

with you know making sure that I'm a pretty good coach and a pretty good mom

at the same time. (I1)

Throughout the interview, as she has least amount of head coaching experience, she

spoke of how she is still working on establishing consistency in her program:

You know, and there's years and I'm sure if you talked to Pat Summitt or [X

coach] or [Y coach], there's years where they are not as good as what they should

be, you know, but their expectations are the same every single year and we've

tried to keep our expectations the same, but we fall short and I don't know where

the *disconnect* is. (I2)

Currently. In another case, Coach Clark spoke in her first interview about her

student-athletes and how they were very coachable and had a good attitude and she was

excited about the prospects of the season (I1). When we had this first interview, her

team's basketball season was just beginning. When we did the second interview, her team

had been struggling by way of the win-loss measure. Coach Clark made a comment in

this interview regarding how she feels when things are not going right:

The only thing I've ever felt is that I think with most coaches, and definitely with

me, that if something's not going right I always blame myself first…And a

realization, we can only do so much…when I put my product out on the floor it

looks like I haven't done anything, that's embarrassing and it's very

disappointing. So, I feel like I'm failing when in reality we're not connecting so

we're both failing.

129

In the end, although she is working through this *slide*, Coach Clark is confident she has the right student-athletes: "I still have the right kids down here, but they're off mentally because they're pleasers, perfectionists and I have too many of them and I don't have a [basketball position] that's what's not there and it makes a long year" (I2). Then, when she was asked about what she does to handle that feeling, she talked about her team in that current season and how she was focused on them as the task-at-hand, but how she will evaluate when the season ends:

> So, when I have years like this, I re-evaluate when the season is over and I evaluate in all phases of everything…That's why, you know, I'm sitting here going, I've pretty much used everything I can use right now. So, we're going to try another tactic to see how much they care…You try everything. (I2)

Coach Jensen also stated how he has felt that his program has hit a *slide*, but senses that things are turning around:

> So, I think at that time it clicked. 'Ok. This is what we're doing.' We've got the right people. We have the right staff. We're, you know, we have the guys that believe, kids believe in what we're doing that have the same mentality we do. And then, it goes quickly, you know when you lose whatever you lose, there you lose it and then we're trying to get it back…You know, from a win-loss standpoint, even from maybe off-the-court standpoint, we have faltered, we've not lived up to our own expectations…We got to keep coming back and trying to get this thing right. I do believe we are now on the right track…But I think that is a major part of being a good coach is staying, staying true to your core, staying,

130

being tough enough to get through and get your team through tough stretches of

time. (I2)

Similar to other coaches aforementioned, Coach Reed needed to change the program's

culture in his first years as head coach at his current DIII institution. However, from a

different perspective than the other participant coaches, he explained how he has had a

bad taste in his mouth after a disappointing finish to a season, such as his team's most

recent season ending on a loss in the conference championship game:

When you leave the season like we did this past year, it left the bitter taste in our

mouth. You're thinking about it for eight months, which disappointment's a great

motivator for most people, right? You have a great season, man, you're on the

high note for eight months…I don't know how you change that unless you win

every single game.

Thus, although the majority of coaches identified a time in which a slide or disconnect

occurred during their careers, it can be determined that it might not be difficult for the

participant coaches in this study to be disappointed with their teams' demeanor and

performance due to their highly-competitive nature, always trying to learn from their own

mediums and experience in finding a way to improve upon what was done in the past as

Coach Reed touched upon.

Relationships

Another overarching theme that emerged through the analysis of the data from

what the participant coaches said was about *Relationships*, which is again consistent with

sport coaching research (Côté & Gilbert, 2009; Cushion et al., 2006; Douglas et al.,

2016). The following subthemes discovered under the overarching theme of

Relationships are as follows: *Athletes, Mentoring, Other Coaches,* and *Communication*.

Coach McLean noted the importance of relationship building in nearly any circumstance:

> …ultimately it doesn't matter if I was in business or if I was running, I was the
> CEO of a company whatever it was, you have to develop and maintain
> relationships. And, it's relationship building that is the basis and the foundation.
> (I2)

Coach Webber pointed out the importance of relationships in relation with what is truly

important in coaching:

> …the connections with the people obviously to me have always been the most
> important thing and the more I feel like even as I get older, it becomes less the
> strategy and more connections to make the strategy be able to work, because the
> connections are really the most important part of it all. (I2)

Coach Nelson made a similar statement regarding relationships and what coaching is

about:

> I look at it more it's, it's the relationships that I've built and I still have those
> relationships and I think, I think that's probably why I am the way I am right now
> in terms of my coaching, because to me it's about relationships and about the
> kids' experience. (I1)

Athletes. When it came down to it, each of the 12 participant coaches indicated

that the most important and even rewarding part of being a coach was the relationships

they have been able to develop with their student-athletes. Coach Sutton expressed this sentiment when she said,

> We won a couple conference championships which were significant, but for me it's really more about the relationships with players and the day-to-day interactions with them and seeing them grow and flourish over a four year period…You forget about the wins and losses but you never forget the relationships. That's what's really special about coaching. (R1)

Coach Mendiola also gave an account of why he enjoys coaching his student-athletes as well as the relationships his student-athletes make with each that is long-lasting:

> …I love the kids, I love coaching, I love being around them every day. Like I said, I love going to practice and just listening to them, you know and hearing the stories that they tell each other. And, that's what I want to give them is a great experience you know, and I think they're getting that. You know, maybe the wins and losses aren't what everybody would like, but at the end of the day these guys are making friends for life. (I2)

Again, Coach Hiatt mirrored what the participant coaches above described regarding relationship building with his student-athletes:

> You know, that's, that to me is what it's all about, building relationships and, you know I think that's, early on I knew that's the way I was going to be, I wanted to build a relationship with these kids. I didn't just want to be a coach to them, I wanted to be a friend, a mentor and anybody them could come to. (I2)

When asked about what keeps her coaching, Coach McLean gave the following quote:

I think I still love my sport so much and I have a passion for it, but I love the

interpersonal relationships you have and I think one of the best things is just to

kind of self-reflect all the time to go, 'Ok, what is it that these young women have

gotten from their experience of being in your program?' (I2)

She went on to explain the importance of relationship building with her student-athletes

and being up front with them:

You know, so it's that partnership you have is the relationship building you have

to have, because they have to, they have to know that you care about them and

they have to know even when it's tough…Even if they disagree with it, they have

to at least know that it's, it's honest and it's coming from you… (I2)

Coach Peterson also gave his account of why he continues to coach, reflecting on his

student-athletes and his own experience at that age:

The kids, you know, the relationships I think is the most important thing, the

ability to affect a 17 to 22-year-old's life for the better is just an opportunity that,

because I think I appreciate it so much, because I had so many people that

affected my life in that age range. (I2)

Coach Reed went to the point that he explained what coaching comes back to and how

his relationships develop once they are finished being student-athletes:

So, you know for me that's the stuff that keeps coming back and just the

relationships that you have with, you know now that these seniors are graduating,

you get to see them on more of a personal level. (I2)

Coach Clark and Coach Dryden found that building relationships with their student-athletes took some time. Coach Clark's experience on the matter went as follows:

> That's what I had to learn and I had to learn that I could, I had to learn to develop the relationships with the players off-the-court, because I wasn't very much older than them so I didn't have those relationships. The older I got, that whey at 30 I feel like I came into my own because I could go and be Coach Clark and then I could come off the floor and I could be [first name] and the kids at that point, and I had developed my craft to be able to show them these two sides and feel comfortable with it, and for them to accept that. (I2).

Coach Dryden explained that she has a deeper relationship later in her career with her student-athletes than earlier as a head coach:

> You know, I don't think that I built the best relationships with my players when I was addicted to winning and trying to be the best. You know, now my players come in and talk to me a lot more and they'll stop in and I'll be like, 'What are you doing in my office? And, they're like, 'I don't know, we just had a break between class.' You know, that never happened for the first three years…and a lot of that's changed in me. Turned into a softy. (I2)

Continuing with the thought of the participant coaches' student-athletes and relationships after their eligibility to play was over, Coach Nelson described how she knew she was being an effective coach, which was based on her relationships with them after they graduated:

I think I became effective when I realized that the kids I was coaching, even kids I butted heads with, were still coming back to use. They were coming back to the games, walking still into my office. I think at that point in time I was like, oh ok, I think I'm doing something right…When they can walk in and say thanks or 'I now know what you were talking about' or just the mere fact that they come back to campus. That says I'm doing it right, I think. That's kind of how I've defined it, like I think I'm doing something right. (I2)

Mentorship. Consistent with the literature in experiential learning as well as coaching education and development literature (Gilbert & Baldis, 2014; Kolb & Kolb, 2005; Jiménez Sáiz et al., 2009), mentorship was mentioned by all the participant coaches either in being one to other coaches or the way in which coaches were influenced by their own mentors throughout their lives. There were mixed experiences from the participant coaches regarding the positive relationships they developed with their own mentors or not having much of a mentor at all. In Coach Lee's case, he felt he was fortunate in his experience as an athlete when he said, "I was blessed that way with very good coaches. I kind of saw how it was done and there was never any easy way" (I2).

Own mentors. In terms of mentors growing up, Coach Jensen explained how a big mentor from him was his high school head football coach, who also coached his father. The football coach's influence reached him to the point that, "He was certainly a mentor for me and my coaching in the way we do things as well." Similar to what Coach Lee iterated growing up, Coach Peterson discussed how fortunate he was for the coaches he had when he was an athlete that shaped his own coaching career. Having grown up in

a larger city, he explained in the interview that having the mentors he had as coaches kept him out of trouble as well.

> I had some great coaches, very influential men in my life and you know I really liked structure. I think I liked structure and I liked discipline as much as I wouldn't have said that out loud when I was that age. I do think I liked it. So, you know, athletics in general shaped me completely and baseball-wise same thing, you know, I was just pretty fortunate. I had really good coaches from the time I you know T-ball and they really taught not just the game, but the whole discipline and structure and those kind of things that go along with athletics

What may not have been expected was that Coach Peterson mentioned that the most influential coach was his high school wrestling coach. Similarly, three other participant coaches talked about mentors that either got them interested in coaching or shaped their own approach to coaching that were not coaches of the sport these particular participant coaches are currently coaching. For instance, Coach Hiatt, whose experience is mostly in football, described his high school head wrestling coach and the influence he portrayed:

> And, I think you know he taught me a lot about communication, always talking to us, always you know telling us things that, if you need anything you know like I said, just sort of like that fatherly figure which you've got to have. I think you need that as an athlete at some point, there's got to be that one coach out there that you can turn to at any time and pick up the phone and call. (I2)

Coach McLean had a unique mentor who shaped a lot of what she does today as a coach who was a female physical education teacher:

137

Probably the biggest influence when I think back,… she was a physical education female teacher and she was a go getter and she was a very highly organized and she was an excellent teacher and she demanded of people and she would always push me to…At one time, I think early in her career before she started having a family she coached but she never coached to me, but she was always a real positive influence… (I1)

After being a student-athlete, Coach Webber explained how it was her assistant coach that asked her if she wanted to try her hand in coaching and the influence that had on her to the point that it is still her profession:

Our head coach at Midwest University had a pretty big influence, the assistant as well because he was really the one that asked me if I wanted to coach when we started when I said I was coming to grad school and that, it was kind of surprising to me I was like, 'You would want me to coach? Do you think I can coach?' And, he was like, 'Yeah, absolutely.' So, he was a big part, he's still probably a mentor to me today in terms of just how he's managed, because he coached, he started a program, stopped coaching for a while just kind of needed to just step away and then got back into it and then sort of just of all because he's got a family and he's got kids and he has a very successful team. So, for me, watching what he does and I want to know the secrets to how he does it, because he's doing it all pretty well."

Coach Dryden, on the other hand, had a mentor in her intercollegiate head softball coach. She not only played for the legendary coach, but she also served as her assistant coach before eventually taking over for the legendary coach. Because her direct mentor was not

around when Coach Dryden began her own head coaching career, she talked about how she found certain female mentors within softball and without that have helped guide and listen to her over the years (I1, I2).

On the other end of the spectrum, Coach Clark talked about how she did not really have any mentoring when she was a coach as explained previously when she described how she learned by trial-and-error, which has shaped the importance she places on now being a mentor herself:

> And, in that regard, do I wish I had somebody to mentor to me? Definitely. I think it would have kept me out of getting in trouble and not trouble-trouble, but making mistakes that I made and then asking for forgiveness and, which I was great at it, because they weren't that big of mistakes, they were policy-type things, but it's made me want to be a better mentor to young mentees now. And, the people that I mentor to I'm still open-minded to and I learn from them. I do a mentoring program for the [X organization] and I have two first-year, I have one first-year head coach and two assistant coaches and it's fabulous to hear these young assistant coaches come and bring some different ideas and some fresh ideas to the table. (I2)

Now a mentor. Now that these participant coaches are head coaches, the mentor relationship has come full circle and now they are mentors to their own assistant coaches, other coaches, and their own student-athletes. Coach Hiatt described his experience in being a mentor as, "Satisfying I think would be the best word. Great to know that they trust me and they call me and ask me questions about things" (I2). In the same vein,

139

Coach Winters explained her appreciation to now being a mentor and the advice she typically gives:

> I really appreciate the fact that they had either that much respect for me or they take what I have to say into consideration and I always tell them the same thing Coach A and Coach B always tell me is, 'I can give you my opinion, but you need to do ultimately you know what's best for your program.' (I2)

After one of her former players became a basketball coach, Coach Nelson explained how that went:

> She sat and asked me some questions, 'How do you do this? Or, why do you do that?' And, a lot of those kids will eventually come back around and say, 'Now I understand why you did what you did,' in particular when they get into the coaching part. (I2)

Coach Reed made a point after reflecting on the coaches in the profession that, "I wish more head coaches did some of that kind of mentoring and things" (I2). He continued to talk about the importance of being a mentor to student-athletes as well:

> But, you're a mentor to your student-athletes while you're here too, you know not just your coach. I mean, you know I'm responsible for these kids while they're here you know, for making good choices and they're college kids. They're going to make bad ones. I did. You know, but my coach would be the first one to call me out on it, you know whether it be a social choice, a you know a soccer choice, whatever trust me I made a lot of bad ones. But, I feel you know I have learned from all those experiences and that's part of our job is to pass that stuff on. (I2).

Other people/coaches. Although coaches spend the majority of their time with their own assistant coaches and student-athletes, relationships are built with others within and without the sport that influence their careers. Two coaches in particular explained that in the recent past, their fathers had passed away and gave descriptions of the influence they were on their coaching careers and their lives. Coach Lee told a story about how during a college baseball game he played in he used profanity. After the game, his father said he would not watch anymore of his games if he continued, which was a valuable lesson learned for Coach Lee. He also talked about his dad's passing and that influence on him:

> You know, like I said, it's been a real challenging thing for me and the only time I'm happy Sean, like where I'm truly, genuinely happy is when I'm in a game coaching. That's what I've learned over the last couple years after my dad died. It's been a real big void for me, because my dad drove all my passions athletically and stuff. He was a guy who was just a great dad. (I2)

In addition, Coach Mendiola described the influence his father had in his professional and personal life as well as the lives his father touched. Coach Mendiola's father was also a professional soccer athlete, coach, and manager in his career:

> …oh, he was such a huge influence in my life and you know I think that's, that's the definition of coaching is what you've done to help these kids through life, you know, not so much soccer but life…But, I look at you know my dad, I see all these e-mails and stuff and it was just like, you know he touched a lot of people's lives through his coaching, you know and that's special. (I2)

141

Other coaches. There is a competitive spirit that exists in coaches; however, relationships can be developed amongst their own assistant coaches, coaches within one's athletic department, and even opposing coaches by talking about their sport or not even mentioning it. Coach Hiatt explained that he and his assistant coaches spend so much time together regarding football that it permeates to their personal lives to where they and their families voluntarily spend time together as friends. He also explained this concept among opposing football coaches and why they meet up and talk often:

> Believe it or not, a lot of football coaches will tell you exactly what they're doing just because it's football, you'll see it on film anyway, but it's the little things you know, the real little things that you're going to try to figure out. I think a big reason football coaches talk and listen is because they want to find out how everybody is running, how other people that are successful are running their program. (I2)

Coach Nelson explained the relationships that she has made with coaches outside of her sport:

> The ones that I think have been around and the ones that I have a relationship outside of basketball, those are the ones you can sit and talk to and those relationships have evolved through obviously our years together, our experiences doing things outside, in particular with the Final Four. You know, that's become a very social part of the year for us and something that, actually there's a group of us that we all go together and we all stay together. So, that's kind of the cool, fun piece of it then. (I2)

142

As a negative case, Coach Clark described how opposing coaches, particularly her experience with women's basketball coaches at the DIII level, are not as welcoming:

> I was looked upon as a threat when I came in and I thrived off of that because at the Division III level, that is the problem. Division I, they share, they're open, they have (pause) they understand the relationships and the ability to throw things off one another because of what we go through. Division III would never share that. (I2)

Communication. One of the most important pieces of developing relationships, whether positive or negative, typically comes down to communication. As referred to earlier, Lave and Wenger's (1999) communities of practice (i.e., learning through participation in a community) thrive on the effectiveness of communication, or lack thereof. This concept translates to the sport coaching community as well (Gallimore et al., 2014; Oldridge, Nelson, Greenough, & Potrac, 2016). Coach Sutton gave an example of the importance of communication for a coach as well as her own struggles with its process:

> Well, I think you have to be able to, you have to love people and you have to be a good communicator. This is not my strength, this is probably my greatest weakness in communicating clear messages to my players…if I'm talking to you, right behind you on the wall it says, listen, because I have a tendency to want to jump in and finish the conversation and not necessarily listen to what the person has to say, so that's sort of an ongoing area where I have to keep getting better. (I2)

143

Continuing the thought of communicating with the student-athletes, Coach Nelson gave some tips on how to do so:

> You still have to have relationships and you have to learn how to communicate and you have to learn how to communicate how they communicate. I'm the master at Snapchat. You know, if you don't know, you don't know what's going on. If you don't know how to work Twitter, if you don't know how to get into the social media piece, I think that takes you out of the communication and communication's in everything. (I2)

Culture

By way of research, according to Schein (2004), an organization's culture is comprised of three components: artifacts (i.e., things seen, heard, and felt), espoused values (i.e., daily norms guiding individual and group behavior), and assumptions (i.e., mental guides on how to act and react). In the context of sport, a team creates its own culture, which is generally directed by the head coach and can be a determining factor for effectiveness however it is defined by a team (Schroeder, 2010b). From the data, another overarching theme highlighted by the participant coaches of the study was their team's *Culture* and how it affected, positively and potentially negatively, their individual and collective performance. The subthemes under *Culture* are the following: *Honesty, Recruiting, Leadership, Competitiveness, Communication to Motivate, "Letting Coaches Coach."*

Coach Clark's perception of the importance of culture among her team parallels the above thought processes:

144

Culture is everything my man…If the culture is right and the division's right, the winning comes. It's the culture, because if the kids will buy into the culture, if the culture is right, coaching becomes coaching and you're not managing. (I2)

Coach Hiatt also gave his take on how culture affects a head coach:

And then, as a head coach you know are you effective in I guess it goes back to culture. How's your culture? Are you guys listening to you as you know in the culture we're trying to build? Are you effective in that manner? (I2)

When asked about what his coaching philosophy is in terms of effectiveness, Coach Reed essentially gave his formula to a strong culture if he is able to do three things:

So, yes, I think with that like the philosophy changes but doesn't lose kind of you know main core kind of values, you know developing relationships, developing people and can we identify and develop the talent. (I2)

The process of creating a culture is something that Coach Dryden has found can be a fluid process year-to-year as teams turnover and are never completely the same in terms of the student-athletes:

As far as culture changes and team changes, you know, I think that there are years where I know how we're going to be and what we're going to get on a daily basis and then there's years like this one right now where I don't know how good we're going to be and I don't know what we're always going to get it and I feel like I am always working to mold that culture. (I2)

As can be expected, it is common for a team's culture to reflect the head coach's personality. When asked about what she intends to instill into her student-athletes and

145

utilize as the foundation of her softball program, Coach Sutton answered, "We just try to keep it very simple, keep it focused on the process not the outcome and try to maintain sort of a cool, even state mentally" (I2).

Honesty. One of the traits a majority of the coaches came to a consensus on was the notion of being honest and being true to oneself as well as to his or her student-athletes. Coach McLean formulated this thought as such:

> So, you need to be genuine within your own skin, you need to develop that loyalty and you really, really have to be honest and straightforward with them. Because, push comes to shove, even the Millennians today, if push came to shove, really want to know the truth. Some of them don't want to hear it, but at least they know where they stand. (I2)

In terms of what his program is all about, Coach Peterson outlined that a big part of his program's culture is being up front and honest regarding expectations:

> So, that's the biggest thing and we are very upfront and honest in how we do things here. You know, full disclosure is our philosophy when it comes to recruiting and communicating. We want everybody to know exactly what we're doing Fall, Winter, Spring, how we're doing it, we want everybody to know that I'm a yeller. We want everybody to know that we're old school, you know, and that rules out a certain percentage of the population because there's kids that whether they do or not, they don't want to admit that they want discipline so they're not coming here, right? (I2)

This lesson of being upfront came from what Coach Peterson described as one of the most important concepts he has learned throughout his coaching career: "…one of the most important things that I've learned, probably the most important thing that I've learned in however long it's been that I've been coaching is that you've got to be true to yourself" (I2).

Coach Lee also gave his take on honesty with his student-athletes as the head coach when he exclaimed,

So, I'm pretty convicted in that as a coach being around, I see the value of being honest and I'm also honest with our guys and say, 'Hey, I don't get it right' and I think kids like that. If I'm asking them to take ownership, they want to see you take ownership and I'll tell kids when I screw up. (I2)

He further went on to describe the culture that he felt exists in his program:

You know, from effectiveness, that's it. They've got to believe in what you're doing and they've got to see incremental things and I'll say this a lot, I want our guys to get just a little, teeny better every day and that's kind of a basic thing, but I want guys to show up and have a focus on what they want to do and who they want to be to make us better on the bigger stage, but I think that's it. I think, again, being honest is hugely important from a leadership position. (I2)

Coach Clark, Coach Nelson, and Coach Reed also made comments on owning up to their own mistakes as head coaches:

Coach Clark: As a player, 'My bad.' And, I was sincere about my bad and I tried to make sure that didn't happen again…Even as an administrator, I think it's

147

important to look at somebody on the floor and say, 'Boy, I didn't handle that very well.' I think it's important. None of us are perfect, but it keeps things human and it keeps things real and I just, yeah. (I2)

Coach Nelson: We don't know everything and I tell them all the time, 'I don't have all the answers, I don't know anything. Let's talk through that a little bit.' I always joke with them I only make one mistake a year and that's before the season. But yeah, I think you have to be open to that. (I2)

Coach Reed: "…honestly you're going to make, you make mistakes. I mean, my first three years I made loads of mistakes but those are the best mistakes ever made" (I2).

Recruiting. Like it or not, a big part of the culture of an intercollegiate athletics program is dependent upon the recruits that the coaches bring into their programs. The perceptions of the participant coaches in this study feel no different with Coach Sutton sharing this sentiment when she said, "So, I don't know, you need to be an effective recruiter in this day and age without question that's important" (I2). Coach Clark added that recruiting athletically talented student-athletes helped her shape her program:

I think it helped to get the right athletes in the program, because when you have talent to coach, things become very simplistic and if you get talent in the program, you look like a million bucks. If you don't have it, you could be the best coach and still look like you don't know what you're doing. (I2)

She continued, "Recruiting never changes. You know, you've got to stay creative, you've got to stay in the game and keep things creative" (I2). Coach Reed added a similar

148

thought by stating, "…times change and with that recruiting changes and with that personalities of the recruits change" (I2). One way that Coach McLean stayed creative with recruiting was adapting to the trend of recruits selecting which college or university they would attend earlier in their high school years than in years past, otherwise known as "committing" in intercollegiate athletics:

> We've had a change in the last five years, because a lot more women are, are committing earlier. Like, we have to commit to next year for our 2017 class. You know, five years ago everybody waited till February and March to make a commitment because that's when financial aid packages. But now, since the FAFSA stuff, we're getting packages out in December already, this is the first year we've ever done that. So, that will help us, we'll get more commits early. So, we've had to start earlier.

When asked if she liked the trend of student-athletes "committing" earlier, she answered, "Yeah, I think it's great, but nothing binds them to you. You say, 'Yeah, come.' There's no...sign on the dotted line" (I2). What is interesting about Coach McLean's comment is at the end she talked about how the recruits are not bound by a letter of intent, which is because there are no athletic scholarships given at the DIII level like there are at the DI and DII levels in the NCAA.

From the participant coaches, Coach Peterson and Coach Webber spoke of how they enjoy recruiting the athletes that they want to. In Coach Webber's situation, she explained her experience starting up a women's lacrosse program at her current institution and the piece recruiting played in that to where things are now:

149

Definitely the idea that you can create whatever is ahead of you. So, constantly

recruiting and finding kids. It's like I have the ability to control the outcome I

think in a lot of what goes on, so you know, especially taking a team from scratch

and developing it. In the beginning, you've got to kind of take what's available,

but now that we're a little more selective and we can really find kids that we like

that are good kids, are kids you want to be around, that are kids that are working

and then that should make the stuff that I try to teach them on the field easier and

the success on the field should come. So, there's sort of, there's always hope of,

you, know, those few times you think 'I'm not going to coach. Well, I'm going to

wait till this class is done.' (I2)

From Coach Peterson's perspective on recruiting at the intercollegiate level compared to

coaching at the high school level, he stated:

The good thing about it is I don't have to because I can recruit, right. I'm not

getting kids and then making different people and/or players out of them, right. I

get to recruit the type of people that I want to work with, right. And, they get to

choose that they want to work with me, right. There's no requirement, it's not a

school district and they have to go to school here and play baseball for me. (I2)

Recruiting philosophy. Coach Nelson described how her approach to recruiting is

holding off on the pressure:

I'm not a pressure person. I also want kids to go where they're comfortable and

where they're happy and I think I let the kids do it. I mean, the kids are a big part

of our recruiting, but I think that's why we have the kids that we have and the

150

success that we have. This is where they want to be, not just for basketball, but

they want to be here for all the other reasons. (I2)

Consistent with Coach Nelson's approach and with what was quoted earlier about his

coaching philosophy going beyond the field to preparing his student-athletes for life,

Coach Mendiola described how his recruiting philosophy has developed over time more

focused on the education piece:

My recruiting philosophy has changed 180 degrees over the years. And, you

know, now you know I honestly tell every single recruit not to pick [X

University] based on soccer. Don't picky any school based on soccer. (I2)

Technology. As technology has evolved, it has permeated areas of intercollegiate

athletics, such as recruiting. Coach McLean explained this, "So, just how I recruit and

how you interact is different. You know, social media is part of it now" (I2). Coach

Dryden also gave her take on the learning curve of recruiting and technology:

You know, I think that the recruiting part of the game has become all technology.

Kids don't pick up the phone anymore, so it's kind of like beating your head, but

that's been a learning curve for me because I was always a big phone person. (I2)

Pitfalls. Some of the participant coaches also noted the necessary evil of

recruiting and the barriers they have run into that are impeding to their goals as a

program. For example, Coach Sutton talked about the time commitment it takes, "I wish I

didn't have to spend as much time on some other things like recruiting and recruiting and

recruiting, which never stops" (I1). Specific to college baseball, Coach Lee commented

on a shift in what baseball programs at the NCAA Division II level have been causing as well as the rise of tuition costs:

…that's a big part of Division III now, because it used to be in baseball, you either got DI or DIII. Well, now you got all these DIIs that are doing some roster stacking, meaning they're carrying 70-80 guys so the pool's getting a little bit lighter for us plus the escalation of tuition now…So, you know, that changes who you recruit. It's got to be academic kids, guys that are getting financial aid or it's got to be realistic that they can come here. (I2)

In a similar vein, Coach Dryden and Coach Peterson explained how recruiting can be institution-dependent:

Coach Dryden: I think effective coaches get know by, like I said, winning and I think a lot of it has to do with recruiting and retaining. And unfortunately, you could recruit a lot of studs, but their financial aid packages at this level might not be great, so, you know, it really depends again on the institution. (I2)

Coach Peterson: We've got to recruit wealthy kids that are good students you know, so that has changed and that just depends on the president, the AD, the dean of enrollment, you know everything changes as we've gone through this. (I2)

Continuing on the financial aid piece, Coach Jensen gave his take on the money and admissions process in terms of recruiting specific to his institution:

There are a lot of kids in our league that could never get into school at [X University]. OK. There are a lot of kids and we're not, we're not the Harvard of

152

Division III by any stretch of the imagination, but I think we are a very good

academic school. I think about half the schools in our league have a consistent,

baseline of kids that they can get into school. The other half of the schools in our

league don't and that's the tough thing about Division III when you can't, when

you can't even recruit that starter from, I'm not going to say any schools, from the

school that's kicking your butt. He has no chance of ever getting into your school

that can be somewhat frustrating. And the other frustrating thing about ours is, is

the maybe the lack of consistency of financial aid. There are times, there are years

we don't know the formula. We don't know what we're targeting. I think that has

certainly at [X University] been an issue with a lot of our sports in the last four or

five years.

Coach Nelson expressed her frustration with it in the recruiting process and how it is out

of her hands at the end of the day:

Probably the biggest frustration you have, or at least I have, is because coaches

want to control everything, is not being able to control the end result, the financial

aid, the recruiting, the result of the recruiting, because it does come down to

money and that has evolved immensely. (I2)

Hit & miss. When talking about his recruiting process, Coach Lee stated that they

categorize the recruits in three different categories: impact guys, role guys, and

development guys. However, even after a thorough vetting process by he and his coaches,

Coach Lee confirmed that there have been new student-athletes that entered their

program as a development guy or even *walk-on* (i.e., somebody not recruited) that

153

became a pleasant surprise: "We've got some players that nobody recruited that are All-Conference players for us" (I2). He also spoke of how, due to his experience over the years, he tries not to cut any student-athletes that tryout for his team because, "We don't have cuts, because I've seen value in we've had guys that we didn't spend recruiting, like I said of examples that are going to be Hall of Fame players here" (I2). Thus, although it is apparent that the participant coaches believe recruiting is a big piece of the culture they expect to portray, it is an imperfect system and sometimes surprise student-athletes enter the program that make a positive impact in terms of performance as well as other facets.

Leadership. The participant coaches in the study gave indicators of what head coaches could do to earn buy-in from their student-athletes and how leaders should act to develop a strong culture. They also spoke of what coaches and other determine is effective, whether it be winning, graduating students, or a more holistic perspective in terms of developing a team atmosphere and student-athletes into well-rounded individuals. Some of the coaches also explained the leadership programs they have done with their student-athletes.

Buy-in/effectiveness. For Coach Peterson, he described the characteristic of an effective coach and leader as somebody with a "presence:"

> So, yeah, it's a presence. I mean, you have to be able to control the room, right. If you can't control the room, it's tough to lead anybody anywhere you know. So, I think presence and what it is, I don't know, but you've got to control the room, you've got to be able to control the room to be able to lead us. And, again, we're talking about 18 to 22-year-old kids, 17 to 22-23-year-old kids so you got to keep

154

them, you got to be able to get them and keep them you know. From a leadership

style, I think you got to be, you've got to have a presence.

Coach Clark echoed Coach Peterson's belief of controlling or commanding a room plus

other attributes an effective coach has:

I think effective coaches command a room. I think effective coaches have an

incredible ability to communicate, flexibility to be able to adapt on a dime and I

think effective have great listening skills and a passion to serve others. (I2)

In a similar sense, Coach Webber gave her perspective on buy-in and respect from

student-athletes:

I mean, effective I think would be your message is getting across to the kids and

you're able to get the kids to do what you want. So, obviously you have to have

some sort of respect from your kids and I think that's the only way you can get

that is by giving it as well. (I2)

Coach Dryden talked about her approach to the buy-in method with her student-athletes:

I think that it's, it's more about at least for us teaching the buying-in method. That

allows you to teach to the individual, but also improve the culture and we do a lot

of money in the bank kind of, kind of discussions, you know, with our younger

players especially on how as a coach you are often looked at as the banker and

you need to deposit money into your account for me to think that you're going to

win us ballgames and you're ready to help us. But again, that goes into the buying

into the program and if you've got a lot of, a lot of people that have a lot of money

in your bank, you're going to be pretty good hopefully.

Coach Reed added, "And then, also you know I always feel like the results are a product of the relationships, the culture and in the team" (I2). In terms of what he wants to be known by as a coach, Coach Reed determined that it would be based around respect and relationships:

> I mean, most people want the results, right? I mean, that's probably the first thing, but I think more importantly is someone defined it for me, which I found really interesting is, if I had kids, do I want that kid going to play for that person? (I2)

As Coach Reed alluded to, effectiveness is not solely based on winning and results. In fact, for Coach Dryden, she explained how her focus is on watching her student-athletes graduate and creating the culture for that to occur:

> Graduating in four years I think is a really effective coach, making sure that your players walk across the stage with a diploma and the degree, you know, is the number one reason why you know especially at the division, well at any level you should be there. And the number two reason, I think an effective coach wins. You know, but they don't win, they win with ethics and morals. You know, they won the right way, because if you're doing A and B there, you're producing quality individuals, you should be. (I2)

In Coach Jensen's perspective, what a coach is able to do with the resources he or she is given can also be a sign of an effective coach and leader:

> There's guys in our league that have no chance of winning the league. But, I think they're really good coaches, because they are doing everything they can with the personnel they have and the budgets they have and I think we're looked at like

156

that sometimes. I hope we are at least because I don't, you know I don't think we're the worst situation in our league, but we're not the best either. We're probably someplace in the middle. So, I hope guys look at us sometimes like, if we do win the league, I think guys look at us and think, 'Damn, this guy's doing a pretty good job, because they can't get these guys into the school.' (I2)

Leadership programs. Of the participant coaches in this study, five of them explicitly stated that they have leadership programs for either their team captains, leadership councils, or even all their student-athletes. Although modified to fit their own personal preferences and team cultures, both Coach Sutton and Coach Dryden talked about how they have implemented some of Jeff Janssen's material on leadership (I2). Coach Sutton talked about why she does the leadership training with her student-athletes as, "…eventually you recognize that talent alone is not going to get it done, you've gotta really, the team dynamics are hugely important in the success of the team" (I2).Regarding her team captains, Coach Dryden also explained the time she has tried to spend with her captains over the years: "…I spend a lot of time with my captains, because I feel like I was a really good captain in this program for X years and I want to make sure that our captains understand how important that role is" (I2).

Coach Reed discussed how he asked his student-athletes to voluntarily read a book on teamwork in the off-season. He also mentioned that he did another team building exercise in the middle of the season in which the coaches and student-athletes bonded and opened up about positives and negatives of the program (I2). His reasoning to do the exercise and the result was as followed:

It was a point in the season where they just needed something different. Right?

Training was getting stale. We were still very talented and very good friends, but

they were starting to doubt themselves a little bit like they were never really good

enough and then we just wiped the floor with the next 7 teams. You know, so it

was interesting too, because we've never done anything like that in the past.

Usually, have some individual conversations and let's grind through the season,

but this group was a little bit different so I think we tried to find a different way to

kind of you know reach out to them and say, 'Hey, we get it.' (I2)

With common experiences as Coach Reed, both Coach Hiatt and Coach McLean also
talked about how in recent years they have worked on leadership building within their
programs with their student-athletes as a means of finding more effective ways to build
upon their team's culture (I2).

Competitiveness. One trait that has been perceived to be inherent in the 12
participant coaches for this study is their high level of competitiveness as is the case with
this quote from Coach Clark:

I really think I came out of the womb wanting to compete, because it pushed a

button in me that I didn't know I had. I'd rather go play athletics and compete

than sit down read a book or to apply myself academically. Not that I didn't, but I

didn't until late in my career because athletics meant that much to me. I just loved

to compete and it influenced me to the point where I needed that fix, that high like

a drug addict. (I2)

158

Both Coach Reed and Coach Dryden also referenced on several occasions how they grew up in a very competitive households, which was instilled into them that they have used as a driving force as an athlete and now as a coach (I1, I2). When explaining why he played certain sport or why he stopped playing, for Coach Reed it ultimately came down for to the level of competitiveness perceived of which was one of the reason why he elected to continue to play soccer based on his youth sport experiences.

Hate losing. One concept that stood out while listening to the participant coaches talk and then again while reading through their transcripts was that they hate to lose. Below are a few examples of such:

Coach Peterson: I am, I am the, probably one of the more guilty people, I do not enjoy winning as much as I dislike losing. I've got to, I've got to learn to enjoy the wins half as much as distasteful as the losses are for me, right. (I2)

Coach Nelson: …I'm very competitive, ask my kids, I hate to lose, there's nothing worse, but I also think I'm a realist in terms of, you know I do wake up in the morning and the sun comes up. I have to remind myself they're not trying to lose the game. (I2)

Coach Mendiola: You know what, I feel bad for my wife because like I said, I'm not a good, I'm not a good loser…. All right. At the end of the game, if they beat me, I go shake their hands and say congratulations, but I can't stand it, but I never walked off the field without shaking people's hands…But, you know and it's wasn't so much, it was me disappointed at myself and not you know making it happen for the kids. That was the misery. (I2)

159

Coach Lee: And winning was always when, when you're good is always a relief and losing just murders you. It just bangs on you until you get another shot of it. And then, last year I remember you know, I remember going into last year saying I felt we were going to have success and I wanted to enjoy the wins and then not let the losses tear me up. (I1)

Coach Clark: It [losing] doesn't get any easier (laughing), I can tell you that. People that are accustomed to achieving at high levels and have high expectations of groups or of themselves, it grinds at you... (I2)

Complacency. The participant coaches described complacency or laziness as the downfall of coaches and potentially the end of their careers. Coach Reed gave a synopsis of what has helped his development as a coach, particularly in updating oneself on what is current and not being complacent:

You know the education never ends. You know, don't get complacent, understand you can always get better, you can always streamline what you're doing, you can always polish what you're doing, understanding that times change and with that recruiting changes and with that personalities of the recruits change…I think kind of developing with the times and being all that stuff is key. (I2)

Coach Mendiola talked about how things continue to evolve such as film and coaches need to stay on top of the changes, otherwise a coach falls behind the competition:

You know, at the end of the day, like I said my philosophy is to put these kids in the best position possible to succeed and, you know through film study and all the

160

different things and it keeps evolving so it's once you get complacent, then you

get run over pretty quick.

Upon reflecting over her coaching career, Coach Clark discussed how she must stay in
the moment to continue to coach, which is what she loves:

I've been doing this for [30-plus] years and to say that I've had one losing year in

my career is phenomenal, not that I like it and I'm still going to fight it, but it's

been a phenomenal career. I don't get caught up in it, because it makes you lazy.

Finding the edge/addiction. To best explain this thought, Coach Hiatt gave his
take on making some adjustments in his program to find that "edge:"

I've had to change some things where this year I saw it clicking again. And then,

next year hopefully I'll change a couple of things, just little things, and hopefully

it starts clicking again, because you always got to be looking for something an

edge somewhere. (I2)

Another way that Coach Clark explained was as if sport and competition for coaches
were an addiction:

We are so, that fix, I talk about that fix. Well, you're getting it from recruiting that

sell, 'Can I get that sell? Can I get this? Can I get that?' And then, you're around

these kids that keep you young. You're constantly in a high pattern. The losing

brings you back down off the high pattern, but you are getting a fix. (I2)

Communication to motivate. In a different way than was highlighted before,
another facet that these participant coaches brought up was their successes and/or
struggles in attempting to communicate their vision or philosophy to their student-

161

athletes. It was one of the most referenced topics in terms of what coaches felt like they have had to consistently develop throughout their careers to effectively reach and motivate their student-athletes. Despite a career of longevity in the coaching profession, Coach McLean explained how she has currently had to make a transition regarding her communicative methods with her student-athletes:

> And, I think that's the biggest challenge for me as, you know, after X years in the last 10 years I really had to change how I interrelate with my players and your ability to talk to them in a different way, because a lot of Millennians cannot handle the challenges of being, you know, being a hard core coach who gets after them…So, I've had to change and I've been open to that, you know, and just how I can't have tough love practices. (I2)

In the quote below, Coach Reed described how his communication style is something he has been and is willing to work on dependent upon his team in a particular season while sticking with his and the program's core values:

> You know, I like winning and I want to do the best job that I can to help these, these girls win. And, if that means I need to change my communication style, 'OK, what do I need to polish up?' I'm not going to change who I am, because I'm always going to be a competitor. I'm always going to tell you, 'I don't think that's good enough, I don't think that's right, I don't think that's you know appropriate.' But, I'm always going to be the first person to say, 'Hey, fantastic. Great job!' But, sometimes you know the coaching has to change a little bit, how you manage the group changes a little bit. So, I think that's, that's a key piece to

us continue to be consistently successful is you know I have to change a little bit

or model myself a little bit differently every single season without losing like the

core values. (I2)

Moving a slightly different direction, Coach Mendiola brought up how technology, such

as texting and social media have affected how his student-athletes communicate with

each other and with the coaches, which has started to become somewhat detrimental to

his team. Below, he gave examples of his team being too quiet in practices and games

when communication between teammates and coaches is necessary for team success:

And, as soon as practice starts, every single thing we do it's like, 'You got to talk,

you got to talk, you got to communicate. It's too quiet!' You know, it's like. And

so, there's a lot more to that now that, but where back in the day everybody was

freakin' screaming and now so kids are a lot quieter. They don't talk as much, they

don't verbalize stuff as much. So, that, that aspect the communication side has

taken a little bit of a hit, but we preach that every day you know, 'You got to

talk.' We stop practice and we're like, 'It's too quiet here!' We make them run

laps and stuff. It's like, you got to talk. Every time you make a simple pass, you

need to communicate that guy what his options are, what he's going to do. You

know you have to communicate. It's like, how can you not help your teammate?

You know what I mean? Just pass the buck, don't tell him, 'man on,' you know

you got to talk, you've got to help each other. If you're going to be a successful

team, then there's got to be communication. (I2)

Continuing with the technology piece of communication, Coach Jensen explained the learning process of finding the balance in how to use highly-detailed statistical analysis information that he and his coaches obtain through a new computer program in portraying it to his men's basketball student-athletes:

> To tell you the truth, I personally think it's almost information overkill, because there's so much information. How do you process it all? How do you translate that information to your team? You know, I could sit there and say, 'Hey, this guy we're going to play against at [X University] every time that he comes off of wall screens, he scores one point to seven points per possession.' Ok, but how does that translate? So there's so much information given in today's world…I think that's one of the struggles. It's always a learning process…So, I think that's how we coach as far as, 'Ok, if they're not handling, you know, the down screen very well, it's we've got a couple of different sets that have a couple down screens. Why don't we put that into them?' So, without giving them the statistics, we say we're going to concentrate on these three or four things for this opponent. (I2)

In the end, whether it is a generational thing or perceptions of the coaches today, Coach Clark explained that she has had to deal with similar communication issues with her current student-athletes, but that a middle ground must be figured out and the communication culture must change:

> I think when you go through years like this, they're so frustrating and they're so draining that you ask yourself, 'Is it time?' Because, there are so many other things I want to do and it's just like if I can't connect with this bunch to get, and

164

I'm not the only one 'cause I talk to other people around the conference and they're banging their heads too and they're younger than me. And, I think it's so easy for coaches and people in authority to say, 'These damn kids.' It's a combination of a lot of things. But, I get upset is that why aren't we coming together to change this? The culture needs to be changed. (I2)

"Letting coaches coach." Another recurring subtheme that was noticed through the analysis for this study was that assistant coaches are a big part of a team's culture and effectiveness. Coach Lee described this best when he stated, "The development side I learned from these guys, from the assistant coaches and their knowledge and letting guys coach and letting coaches coach" (I1). He continued to express his appreciation for his assistant coaches when he stated,

I think the way we are right now I don't want it to change. I'm worried about that as the future goes…Fortunately, with Coach X to be on the staff and the cohesiveness of where we are, they know how I think, they're honest with me you know, they tell me what I need to hear sometimes and as a head coach I appreciate that. (I2)

Coach Nelson also talked about how she allows her assistant coaches to do their jobs as coaches:

I think that's the one thing I've done as far as my staff, you know I listen to them. My assistant coach will say, 'Hey, I want to do this.' I'll just say, 'well, just do it.' OK. You know, I think their perception is very important to me, their thoughts, what they see I try to incorporate that. I give them a lot of freedom and flexibility

and I try to implement it in and I think they keep me young in a lot of ways just in terms of the coaching piece of it as well. (I2)

With his program, Coach Mendiola explained the role his assistant coaches play in how they help him:

…we talk about pretty much every decision and I like to get their input and then at the end of the day, it's my job to make the final decision you know. And, like I said, you know and I've explained it to them too the same thing you know, 'I want your guy's opinion at the end of the day, then I'm going to make mine and then you guys need to support that to the team.' You know, we have to have a united front all of us together preaching the same thing. (I2)

Balance

Whether it is because of the level that these participant coaches coach in or simply a fact of the culture around them at their individual institutions, *Balance* emerged as an overarching in this study. Within the unique context of intercollegiate athletics, regardless of the level, the balance of academics and athletics commonly tends to surface (Williams et al., 2010). Research has also proposed the attempt a university can have of equilibrating its academic commitment with an embedded culture (Schroeder, 2010b), which at a micro-level could occur with a coach and one's team culture. In another sense, there is a level in which the participant coaches described their experiences with finding their own work-life balance whatever their situations might be (Dabbs, Dixon, & Graham, 2016). The subthemes for the *Balance* theme are the following: *Holistic*

166

Student-athlete Development, Division III Mission, Fundamental Skills Expert, and
Work/Life.

Holistic student-athlete development. If relationships was the number-one reason the participant coaches identified as why they coach, maybe at #1b might be what those in this study indicated at developing their student-athletes in more than just athletically. Coach McLean gave her perspective of her ultimate goal as a coach:

> I think that my goal really is to develop young women into champions. And, by doing that is by having the ability to have them grow as a human being both on and off the court. I have more pride in every player that has stayed, has graduated. You know, they're a pharmacist or an engineer or whatever they might be, and they've grown into better young women I believe having stayed in this program and sustain themselves for four years. So, I think my, and I say this often, I said it today you know I've said it to one of my top recruits, you know, 'If you come here, if you meet me halfway, you will grow as a young woman and be a total different young woman. Your body will be different because it will be in the shape of her life and mentally and emotionally, you'll grow as a young woman because you'll be demanded to be classy in winning and losing and demanded to have a status of being able to handle the expectations of being in this program, but being able to balance both of them and support others in the process.' (I2)

In a similar light, Coach Nelson gave her account of what keeps her coaching:

> The kids. I enjoy being around the kids. I hate some of the other stuff I have to do, but I enjoy, and I say this a lot, I love it when they get it and I love it when they

167

have success, maybe not in the win or loss column, but when it finally clicks for

them. And, I always say that the most rewarding thing of what I do is, once again,

I'm competitive in basketball, I want to win, I'm a horrible loser, absolutely

horrible loser, but I love watching them go as the punky little freshman, they think

they know everything or they don't say shit to a nice, classy young lady by the

time they graduate. I love to watch that. I love to have conversations after they

graduate and they say, 'Coach, can you believe I did that?' And, I always say, 'Ha

ha, I told ya!' Or, they'll say, 'Coach, did you know I did this?' And, I love that. I

love to watch kids grow up.

Similarly, as Coach Dryden alluded to, what she felt determines an effective coach in

intercollegiate athletics is watching her student-athletes graduate and earn their degree.

Later in her interview, she gave an example of this regarding one of her student-athletes:

The academic side of things, I love watching our seniors accept diplomas.

[Student-athlete's name] was our last senior to graduate…and she is up there

getting that and smiling ear to ear, you know, you're how many thousands of

dollars in debt, but you're still so thankful for the experience. That's a cool

feeling. (I2)

In the case of Coach Peterson, he also outlined the importance of his student-athletes

getting their degrees, developing as people, and developing as athletes:

You know, but the key is when they're walking across the stage and they're

getting that degree, we'd like for them to have a national championship ring or

two on their finger, right. So, most important to us self-evaluation is are we

developing people? Second, are we developing players? And, that speaks to the

winning piece, right. (I2)

Division III mission. Another piece of the participant coaches' student-athletes'

development was their distinctive experience at the NCAA Division III (DIII) level given

that there are no athletic scholarships awarded and the fact that the DIII mission is

predicated upon the academic focus of the student-athletes' experience (Dixon et al.,

2008). With the perspective of serving as a head coach at the DIII level, Coach Mendiola

described his development regarding what is most important and his purpose as a coach

at his current institution:

> And you know, especially at the Division III level I've kind of had to, you know,
>
> I've come to realize way more important than soccer is the education for these
>
> kids especially at the DIII level and especially here at [X University]…You know,
>
> what [X University] can do as an education is much more important than what I
>
> can do in four years of soccer. Now, I can help them structure their life a little bit
>
> better and prepare them for the real world, but the education they're going to get
>
> here is going to be a lot more important, you know for the next 30, 40, 50 years of
>
> their life. (I2)

Coach Webber added her thoughts of the benefits of working with DIII student-athletes

without having the athletic scholarship piece:

> And, I think this is where Division III is good, because you can get a little more
>
> touchy, feely with them and, 'How was your day?' You have time to be able to

engage in those things where like Division I, either you've got to do it or you're

done… (I2)

In the sense of her coaching career, Coach Clark gave her view of why she decided to

continue to coach at the DIII level instead moving to another level:

…I think that's how I found Division III, because I love both sides of it and I will

be honest with you, egotistical or not, I could have been coaching DI. I had many,

many opportunities, but I really love the academic challenge, the the athletic side

of it and just being able to have relationships and that's what Division III really

gives you. (I2)

Passion. By way of Coach Hiatt's quote, it can be seen that he enjoys coaching

his DIII student-athletes because they love playing their sport, "These kids want to be

here. These kids want to play. You know, we don't own them. They're playing because

they love the sport" (I2). Coach Lee added his own experience with his DIII student-

athletes as, "You get kids typically that want to work and get better and they were told

probably they weren't good enough somewhere along the lines and you can use that as a

positive thing" (I2). He continued to explain his DIII experience so far:

Here you're getting really good students, so I don't have to worry about chasing

kids going to class. I told you about our GPA, know that part of the expectation in

doing what they need to do. You've got motivating kids that are going to be

playing at this level on all walks, academically and on the field. (I2)

On the same end, Coach Reed gave perspective on how deep passion typically runs

between the coaches and the student-athletes: "This is my job, this is my passion, this

170

isn't their job, right? And, sometimes I've got to realize that. Are they passionate about it? Absolutely. Are they as passionate as me about it? Probably not" (I2).

Fundamental skills expert. Another subtheme that emerged was their expertise in teaching the fundamental skills, such as with Coach Peterson's comments, "I've always felt like I can teach skills right and you just, it's video and it's learning and it's you know" (I2). In moving the DIII theme forward, Coach McLean explained how in her program she became a fundamental skills expert through the development of her *flawed* student-athletes:

> We teach basic fundamentals really well…I have all *flawed* players that come in that you have to develop or they're pretty developed, but they are 5'7" or 5'8". They are not 6'3" who have those skills. I think you know the development of everything comes in a process. But, I think I've gone from kind of that whole aspect of, wow, you know, this is such a different level, because my whole philosophy coming in here and my challenge or what I thought I was going to do, my career path was I'm going to stay for five years and then I'm going to be an assistant at Division 1 or be a Division 1 head coach. And, I had two opportunities to go in the first seven years was here and why did I stay? I had great kids, I loved my team (pause), that's never an excuse because you're always going to love or something great when you're going to leave, but I loved the teaching aspect and I felt that it was a better balance for me and I'm glad I did it. (I2)

171

With her idiosyncratic opportunity at her current institution to start a women's lacrosse

program from scratch at the DIII level, Coach Webber cited how she became a

fundamental skills expert in teaching her student-athletes:

> …I couldn't take for granted what they knew what to do or didn't know how to
>
> do. So, I had to start from scratch and everything and that was kind of a different,
>
> I was like, 'Oh, I haven't done this in a while,' but it was, you knew every kid
>
> was on the same page when you started at that point…So, that's where I got back
>
> to really relying on being able to coach the basics and equating it to what sports
>
> people played before too. (I2)

From Coach Sutton's experience, she had a former assistant describe one of her strengths

as a coach:

> Well, I had an assistant coach one time. He said to me, I hope you don't take this
>
> as an insult, but he said, 'You are a great teacher, you are really good at teaching
>
> the fundamentals.' So, I do think that's one of my strengths. I mean, I grew up as
>
> a phys ed teacher, that's my background. So, I think that's very useful for me
>
> pretty much on a day to day basis at practice, because that's what we're doing in
>
> practice, we're working on fundamentals and I think that's a real plus. (I2)

When talking about fundamentals, Coach Lee focused his attention on the term "develop"

to describe what he has been trying to do with his student-athletes at the DIII level:

> I think you have to have things in place at the Division III level. I think it's hugely
>
> important now. I think the [conference name] has slipped and I'd say, as I see it's
>
> slipping in other sports, we're starting to see the NAIA schools that went DII

172

starting to affect the level of play, so I think you have a development component

in place at the Division III level and it can't be just words…so we're doing more

individual stuff, that's how we're coaching now to develop guys… (I2)

Work/life balance. Regardless of the level an intercollegiate coach is at, a tricky

balance can be to figure out that balance between one's personal and professional life

(Dabbs et al., 2016). Coach Sutton embodied her involvement in her current institution,

which has given her balance:

So, for me, it's been the right place to be and I think there's been a greater

balance at Division III. That's the other thing, for me is to be involved in the full

life of the institution. You know, it's just not about softball or athletics, it's more

of a big picture thing.

Coach Lee pointed out that he has needed a release from coaching, which is what he has

been able to find through relationships:

So, that's my release when you talk about work/life balance that I think I'm a

relationship person, so I do like, you know friendships and stuff and its values and

I think that's what I'm starting to value more is my friendships…I think I got it to

a point sometimes where I need to maybe reel it in sometimes the older I get

(laughing). I don't want to go there with you, but I think I sometimes I get maybe

too much balance the other way, but I know one thing. I know what I really know

about myself: I care about who I am, I care about how I affect people, I know I'm

flawed. (I2)

173

Family balance. As described earlier from Coach Dryden and Coach Peterson's comments, it can be difficult doing the balancing act between one's family and one's coaching career. In another part of her interview, Coach Dryden added this about her experience so far:

> I had a lot better balance early on in my coaching career when I wasn't married…I don't necessarily know if it really matters female or male, but I don't, I don't know how you properly accomplish a balance when you have a family in this profession, how one doesn't become affected and that is what I'm working on. (I2)

From the first sentence of this quote, Coach Dryden seems to have equated her time spent as a coach with the term "balance," which is counter to what I had expected. However, once it is taken into account her previous quotes as well as those of Coach Peterson plus the inherent competitive attitude of the participant coaches in this study, it makes sense that she felt that it is difficult for her to find the time to spend as a coach in contrast with what she did when single. Based on a perspective with a 35-plus year coaching career, Coach Clark spoke of her spouse's understanding of her professional passion and not really finding that work/life balance:

> You don't ever find it. You've got to get lucky and you've got to have a partner that incredibly loves you, that understands your passion and is willing to be second or third on the list while you're in season for four months. It really comes down to that. (I2)

Coach Mendiola added his current experience in which he works one full-time job, then

comes to coaching while also having a spouse that is understanding like Coach Clark. He

stated,

> So, I got to work at my other job during the day and then I come here and we
>
> practice till 10:30 at night…So, actually the time consumption is a lot more now
>
> during the season, but you know one of the reasons I did that now is that the kids
>
> aren't around, you know…during the season my wife and I, you know it's long
>
> days for me. So, she's sacrificed a lot throughout my years of, you know we've
>
> been married [X] years and stuff. So, it's a lot of long days, a lot of bummed out
>
> attitudes after losses and stuff and she, you know, she's learned over the years
>
> that, you know, when to talk to me and not to talk, when to just leave me alone
>
> and let me sit on the couch and be miserable. But, you know, she's awesome, you
>
> know she's along for the ride, all the highs and lows and she's always been there,
>
> so it's been great. (I2)

Coach Jensen explained the difficulty of balancing his family life with his

coaching life and why he has ultimately decided to stay at his current DIII institution:

> You know, I think any coach, certainly in college, cheats his family. I think that's
>
> just a job reality. And it's just the way it is. I see my players much more than I see
>
> my son right now…So, I think that's part of being a coach. You know, I think
>
> that's a tough, tough thing and I think that gets harder the higher you go as far as
>
> Division II, III even I, II, III. That's why I've remained for the most part in
>
> Division III coach, because I think I can handle that work-life balance better being

175

a head coach at Division III in determining my own schedule rather than being an assistant someplace. And, like my mentor, he has had to move all over the place and I know he struggles… (I2)

Coach Hiatt explained that the DIII level works well for him in terms of his schedule and his family:

I guess being a family guy, I enjoy not being here from 6 a.m. to 12 midnight. You go to those other schools and guess what? It doesn't matter, D1, D2 you're working the midnight oil here. I mean, I'm sure there are guys that do it but we don't have to you know. We're not getting paid the millions, we're not getting you know assistants that are making a million. It's you know we get our work done. But, I've really enjoyed it. I have, I like it.

On a similar note, Coach Webber brought up her time commitment and efficiency when she is working:

There's also the time aspect that goes into it. I mean, I devote a lot of time to it, but now that I have a daughter and family, that's not what I devote all my time to. I want at least a little bit to be able to give it to them. That's pretty important to me…I'm making sure I'm making the most of my time when I'm here and doing things efficiently and then finding the little pockets of time that don't interrupt with the child and the family time to be able to do stuff or you bring them along. (I1)

Coach Nelson described how she tried to do better at balancing both her family and coaching as well as the purpose of coaching:

I think that the hardest thing for me was being able to separate the two, so I don't

know that we've ever, I don't want to say that we've never figured out the balance

piece of it, because I think I've made decisions in particular in the recruiting piece

of it and my summer piece of it, that I haven't spent my entire summer at the

basketball gym or shootout. I pick what I need to do, but to me that off-season

was always about my kids and my family. That was my mentality. Not everybody

has that mentality and I think early on you have to decide what is this about? Do

you want to be known by how many wins when you die or who the person you

were? And, sometimes I think we get caught up in the winning and losing vs.

really what's it about, and at the end of the day, it's about the kids, not just my

own children, but these kids and their experience.

Delegation. Another piece of finding balance for these participant coaches has

been delegating duties to their assistant coaches as Coach Reed said:

I think the other thing that's been very helpful is having full-time assistants. That

allows me to have some freedom and to have a life outside of this place…I think

that's you know an understanding process and even if I didn't have a full-time

assistant, I would be better at a balanced piece, you know now and being a little

bit more choosy of, 'All right, am I recruiting this weekend or am I going to wait

till next weekend?' And just hammer it out next weekend rather than do bits and

pieces here and there. You know what I mean? So, that's changed. (I2)

177

Coach McLean added her sentiment on delegating to her assistant coaches, as quoted earlier, in which her delegation to her assistant coaches has allowed her to lighten her own burden as the head coach, giving her balance in her professional and personal life.

Female Sport

The final overarching theme of the study is most likely due to the fact that the gatekeeper for this study was one of the female participant coaches, thus potentially influencing the fact that 6 of the 12 participant coaches were female. With their perspective, as well as the viewpoint of one of the participant coaches being a male that is the head coach of a female sport team, it appeared there was a natural progression toward this theme with the perceptions of their experiences with female sport as athletes and coaches. The following subthemes discovered under *Female Sport* are as follows: *Coaching Females vs. Coaching Males, Female Coaching,* and *Title IX Pioneers*.

Coaching females vs. coaching males. Of the six female participant coaches in the study, three of them made reference in their interviews of having coached males at a point in their careers as well plus the Coach Reed, who is a male is currently the head women's soccer coach. Given that experience, one of the subthemes was the personalities of female student-athletes in contrast with those of male student-athletes and how to coach them. Simply put by Coach Webber, she stated that "Girls always have drama" (I2). Regarding drama, Coach McLean, for example, explained her experience as,

> …when women don't have drama and they like each other and they support each
> other, then you'll have success. With men, I have found because I coached the
> men's club team at [X] University, men can still co-exist and have success even

178

when they don't like each other. Women, because we're so interpersonally related

and so connected and we label so quickly, we have to like each other. (I2)

Similarly, Coach Sutton gave her perspective of coaching females and how to eliminate

the drama:

And, one of the things, and I don't know if this is true with coaching boys or men

although I suspect it probably is true, but you really have to help your players

have a clear understanding of what they can control and help them to avoid

creating problems. I'm not articulating that very well, but when I was a much

younger coach I think I got caught up in the drama and, in doing so, probably

perpetuated it. And now, I try to work very hard to be above the drama and to

actually help the players understand that there's no place for drama. (I2)

When giving an example of how she deals with naming captains for her softball teams,

Coach Dryden explained how she handles the situation:

There are years because females are somewhat crazy and I mean that in the

warmest of ways, but where you know seniors that aren't going to be captains

aren't going to handle it well you know or whatever so you just have to evaluate.

(I2)

From the male coaching perspective, Coach Reed talked about how he first approached

coaching females in his first year as head coach:

Coaching girls, when I started we never gave them days off. I didn't understand

what that was about, but probably about 5 or 6 years in was when I really started

to understand them. In my mind, the first few years I coached them like guys.

'Why are you crying? That's stupid.' And, to this day, those girls that I was the

hardest on are the ones that I'm closest with. (I1)

In the second interview, Coach Reed elaborated on his first few years' experience as the

head coach in his current role as head women's soccer coach:

I said, 'Well, part of the first year coaching women from coaching men, I treated

them like guys.' I mean, I was in them all the time. You know, nothing was ever

good enough, because that's how you kind of control sometimes guys' egos you

know even at the highest level: 'That's not good enough.' But, I also said, that

was probably the best mistake and the worst one I ever did, because the culture of

the program is at a point that things needed to be turned around and we weren't

very competitive, but looking back I would never, ever 1) communicate to them

that way, 2) motivate them that way, and 3) just have that type of relationship

with them that way that I wouldn't now with my group. You know, so I always

felt like that first year was massive mistake, you know, but looking back is

probably one of the best mistakes I made because it helped me kind of change

how I approached you know coaching women, because they're not girls. I mean,

you know they're girls when they here you know then they slowly kind of evolve

into being young women and more mature hopefully, more responsible, more

accountable, you know for life… (I2)

Female coaching. The female participant coaches of the study gave their take on

their own experiences and feelings on female coaches in intercollegiate athletics. For

instance, Coach Clark brought up how when she started in the profession that people

around her treated her like she needed help due to her age and sex: "So, everybody thought because I was a 23-year-old female that they needed to come help. 'I don't need your help, I know exactly what I'm doing here'" (I2).

Coaching decline. Congruent with the Acosta and Carpenter (2014) report on female coaches being less than 50% of the coaches in women's athletics at the DIII level, Coach Sutton talked about her take on female and male coaches in women's athletics:

...nationwide there's more men coaching women's sports than women, which is I think not a good thing, but if you look at the [conference name] by and large, the vast majority of head coaches of women's teams are still women. And, I think that is something as a conference that we value and, because, you know I think women athletes need to have female role models.

Specific to women's lacrosse, Coach Webber reflected on the shortage of female coaches in high school and at the intercollegiate level and males coaching:

So, part of it is there aren't enough women coaching to go around with the growth of the sport. Between high school here I get 30 calls a year, 'We need to coach for JV, freshmen or whatever to grow with the teams' and there just aren't enough. So, people who just graduated out of college are getting all these new Division III, Division II coaching jobs, which is very interesting. So, you know, we need to have, I'm definitely not a only way we should be coaching this sport. I'm ok with guys doing it. There are some men who probably shouldn't do it for various reasons, whether they don't know the game, they're trying to make the game something it isn't. (I2)

181

Regarding this shortage of female coaches, Coach Nelson retorted her perspective of why that is the case:

> I think you don't see as many females staying with it, because I watch them now, they're starting to have their families and they realize the family time and raising children. So, you don't see the longevity, or at least I don't with my kids, I don't see the longevity that you typically will see with the female…it's the dynamic of having a family and there's a ton of guilt that you go through as a mom. And, I'm not going to say dads don't do it, I have no idea, but I can see some dads get up, have their coffee, read the paper, Mom get the kids up to bed. So, I just think the dynamics are completely different. (I2)

Female vs. male mentors. When asked the question about who influenced them throughout their athletic and coaching careers, more male coaches than female were mentioned by the female participant coaches in the study that they had as either a youth, in high school, or in college or that influenced them as coaches. When asked who most influenced them to coach, three of the participant coaches mentioned males, two of them mentioned females, and one of them did not mention anybody. On the other end, although males were still mentioned, when asked who their mentors were growing up, more of the names brought up were female, such as Coach McLean's high school physical education teacher or Coach Dryden's head coach at the intercollegiate level. Coach Sutton had a similar experience growing up with her female mentors at the youth/high school and intercollegiate levels:

182

Well, when I was a kid, I had two really good physical education teachers that were coaches and they were very influential. I really looked up to those two women, they were just terrific and had a lot of energy and loved sports and made it fun for me and for my teammates. Then, when I was in college, certainly my college volleyball, well both my college coaches, because they were sort of pioneers and we didn't really know it at the time, but when you look back you realize that they were kind of ahead of their time.

In the same way that Coach Clark talked about how she did not really have any mentors when she started coaching, Coach Nelson spoke about one female coach that served as a mentor when she was coming up as an assistant coach, but when she first became a head coach she did not truly have a female mentor that in the competitive role: "You know, I was really kind of just got thrown in for lack of better words. It was a unique time in women's athletics" (I2).

On the other end of the spectrum, all six of the female participant coaches in the study stated that they are currently serving as mentors to newer female coaches and to their own female athletes. As previously highlighted, Coach Clark explained that the fact that she did not have a mentor has made her more conscious of the role as a female and has tried hard to serve as a mentor to young female coaches along with Coach Dryden's appreciation to pay it forward to her protégés the way she was mentored early on as an athlete and young coach. Coach McLean added that her purpose of being a mentor to her student-athletes: "That's why I still do it. I mean, that's when you grown young women into, you know strong women who have an appreciation for life.

183

Single male coach. As previously explained, one of the participant coaches of the study, Coach Reed, has served as head coach of the women's soccer team at his current institution for 10-plus years, giving a different perspective into coaching female sports. In terms of Coach Reed serving as a single male coaching a female sport, he talked about if it has affected his female student-athletes or not:

> No. I mean the girls joke around about it a little bit you know about putting me on The Bachelor or something like that…So, we have a joke around, they know they get it. You know, and I think it's funny for them to kind of bridge that gap, because usually like that first conversation is awkward but we make it awkward so it's funny for everybody…But, from a professional standpoint that stuff that doesn't carry over. It's more they get a sense of me being a person rather than me just being the coach. (I2)

As a result of his comments above, Coach Reed did iterate that he has felt like his single male standing has affected him in past interviews for coaching positions:

> I think it affects interviews. If we're going to speak candidly, I think you know they look at when I say they, I get a sense of sometimes that search committees look at me being single as a negative because I coach women. Ninety-nine percent of the issues that have happened have been with married people. So, you know I've had colleagues that have not gotten jobs for quote unquote based on being single. (I2)

Title IX Pioneers. Finally, four of the six female participant coaches in the study made reference during their athletic careers that Title IX was potentially a product of the

184

opportunities they had. In fact, interestingly, four of the six female participant coaches mentioned Hall of Fame women's college basketball coach Pat Summitt's name at least once during their interviews, who is considered a Title IX pioneer herself. Coach Sutton brought up the fact that she was a "child of Title IX" regarding her participation in sport at the intercollegiate level:

> I was a *child of Title IX*…Then, my sophomore year, because of Title IX, softball was instituted as a varsity sport. So, then my sophomore, junior and senior year, I did volleyball and softball. So, again, again, Title IX was the reason that that program was added and that was the first experience that I ever had then with scholarships, because I was there before the scholarships were instituted. (I1)

Similar to Coach Sutton's experience, Coach Clark explained what it was like when she began her intercollegiate athletic level:

> I think we were so ill-prepared to go on to that next step. I mean, when they talk in terms of we truly were *pioneers*, we truly were. We were almost like the guinea pigs of what does the scholarship athlete looked like? Where are they? We didn't, we didn't have weights like we have now and they were introducing weights to us. I don't think we were prepared to understand patterns, I knew I wasn't, coming out of high school. It was just pure athleticism that you went out.

Regarding high school experiences, Coach McLean described her reasoning for starting volleyball and basketball as a junior: "I mean, volleyball and basketball were my other two loves and they didn't start until I was a junior in high school because we didn't start our women's programs till then…" (I1). Coach Nelson gave her take on her athletic

185

experience at high school with the beginning implementation of Title IX and growing up in a small community, when she explained,

> So, the girls still weren't as established until Title IX came out and, you know, I only played three years of basketball in high school because our gym was condemned my freshman year; however, the boys found a place to play, but the girls didn't. And then, I just you know, in small communities you play all sports if you're a good athlete. That's kind of evolved. (I1)

Summary of Findings

The findings in this chapter gave the participant coaches' perceptions of their own coaching development. In particular, the overarching themes and subthemes were analyzed from the data in the two semi-structured interviews conducted and reflective journal entries in which questions were answered from the 12 effective NCAA Division III team sport head coaches on their personal coaching development processes throughout their careers. As outlined prior, the overarching themes from what was analyzed by the participant coaches' perceptions were Experience, Relationships, Balance, Culture, and Female Sport. What was found in terms of experience was that the participant coaches all felt it was one of, if not the most, important traits to their coaching careers be it years of coaching, going through difficult or joyous experiences, etc. In order to get to having what was needed, it was also determined that they were constantly learning and trying to improve themselves and their teams while going through trial-and-error and utilizing varying learning methods plus learning through situations of transition, development, and learning how to adapt. The participant coaches also described how it was through

186

experience that their coaching philosophies developed and became more refined over the seasons and years. It was also noted that nearly every participant coach felt a "slide" or disconnect with oneself in his or her career through experience and the lessons learned, including a few of them pointing to the concept of sometimes giving days off or pushing less in practices/games is more beneficial than constantly pushing one's student-athletes.

Every participant coach distinctly stated that one of their main purposes of coaching had been due to the relationships they have been able to develop with their student-athletes and others. From the findings regarding the overarching theme of Relationships, the participant coaches talked about their student-athletes and the connections they have been able to develop with them during and after their athletic careers. Another subtheme that emerged was the role that mentorship played throughout their athletic and coaching careers and how they have been as mentors now plus the relationships that have been developed with other coaches in their time. In the end, Communication seemed to be a key cog in relationships either being built or the struggle of such. The next main theme that was consistent with the participant coaches was Balance and how it impacted them with their student-athletes, the level they coach (i.e., DIII), and their personal lives. If relationships were a main reason for those in the study to coach, the role they are able to play in the holistic development of their student-athletes was another one and how that was balanced out. Another subtheme was how the DIII mission affected the participant coaches and their student-athletes plus the impact that level has had on their attempt as coaches to achieve proper work/life balance, including the utilization of their assistant coaches to help bear the burden. Finally, given

the level of athletes they coach at the DIII level, the participant coaches described their comfortability as experts of the fundamentals in their respective sports.

The findings from this study also highlighted how the participant coaches mentioned how culture has affected them as coaches. For instance, one of the subthemes that was mentioned often was the concept of honesty in terms of coaches being upfront with their student-athletes as well as with themselves and their teams when they make mistakes. Another important facet of a college coach's culture is based on the student-athletes they recruit for their program, which was mentioned as a key piece as well as the negatives of its time commitment. The participant coaches also described what it takes to be an effective leader as well as the importance of buy-in from their student-athletes in their own coaching message and the leadership/team building programs they have implemented with their teams. What was also deciphered was that those in the study expressed their high level of competitiveness to the point of hating losing. Another subtheme for Culture brought up was how these participant coaches have worked on communicating to motivate their student-athletes currently compared to in years past and their experiences and challenges. Additionally, a big part of their team culture was stated by three of the participant coaches by letting their assistant coaches coach to enhance coaching and team development.

The final overarching theme identified in this study was based on Female Sport given that 6 of the 12 participant coaches were female and one male participant coach was currently coaching a female sport team of which their experiences were shared throughout the interviews. These coaches spoke of the difference between coaching

females and coaching males by which four of them had coached both males and females sometime in their career. The female participant coaches' experiences as coaches were also described plus that of the single male coaching a female sport. The ending subtheme was that four of the female participant coaches gave their experiences as female athletes at the high school and intercollegiate levels during the era of Title IX.

Chapter 5: Discussion and Conclusion

In retrospect, the first purpose of this dissertation study was to propose the Model of Coaching Effectiveness Redevelopment (MCER), adapted from Grenier and Kehrhahn's (2008) MER, in the sport coaching realm. The second purpose of the study was to explore the perceptions of the developmental pathways of the *effective* participant coaches and make meaning of how the MCER relates to coaching effectiveness development at the intercollegiate athletics level. This chapter addresses in discussion format the 12 participant coaches' perceptions related to the research questions below:

1) In what ways do the participant coaches make meaning of the Territories of Coaching Effectiveness (i.e., constituency, content, environment) in relation with coaching redevelopment?

2) In what ways do the participant coaches make meaning of the States of Coaching Effectiveness (i.e., coaching dependence, coaching independence, coaching transcendence) regarding coaching redevelopment?

3) When changing contexts throughout their coaching careers, how do the participant coaches make meaning of the alignment with the Model of Coaching Effectiveness Redevelopment?

4) What do the participants perceive it takes for a coach to be considered an

effective coach?

The research questions above were developed mostly from the proposed Model of

Coaching Effectiveness Redevelopment (MCER) in an attempt to get the perceptions of

the 12 NCAA Division III team sport effective participant head coaches in this study on

their redevelopmental processes and the MCER, particularly to see if context matters in

relation with the Territories of Coaching Effectiveness (i.e., Constituency, Content, and

Environment) influencing a sport coach's potential redevelopment through the States of

Coaching Effectiveness (i.e., Coaching Dependence, Coaching Independence, and

Coaching Transcendence). Based on the fact that the constant comparative method

(Merriam, 1998), opposed to the *a priori* method, was utilized in this qualitative case

study in terms of the analysis as seen from the findings in Chapter 4, this chapter works

to answer the original research questions founded upon the MCER using the information

the participant coaches shared through their interviews and reflective journal entries. The

overarching themes identified were *Experience, Relationships, Culture, Balance,* and

Female Sport.

This chapter finishes with a conclusion of the findings being that: a) the

participant coaches were perceived to have cyclically moved through the States of

Coaching Effectiveness (SCE) and that most have possibly reached Coaching

Transcendence; b) the findings did not identify particular stages in the participant

coaches' careers when transitioning in between the States of Coaching Effectiveness; c)

the Territories of Coaching Effectiveness (TCE) did appear to influence the participant

coaches in their redevelopment processes; d) the "Content" TCE is proposed to be renamed *Procedural Knowledge* due to the findings; e) the "Constituency" TCE is proposed to sub-divide into *Female Head Coaches* and *Male Head Coaches* based on the findings; f) the *effective* intercollegiate team sport head coach participants continue to redevelop themselves and coach with the purpose of *building relationships* and assisting in the *holistic development of student-athletes* (i.e., athletically, academically, socially, and professionally). Lastly, the implications and limitations of the study as well as future research ideas are discussed.

Discussion

Research Question #1

This section presents discussion on what the perceptions were of the participant coaches related to the role the Territories of Coaching Effectiveness from the MCER did or did not have on their own redevelopment throughout their coaching career. As adapted from Grenier and Kehrhahn's (2008) human resources expertise model, Content within the MCER is predicated upon the knowledge a sport coach has to operate within one's role and to teach and show skills to his or her athletes. Environment, on the other hand, refers to an organizational structure, culture, and geographic location of a sport coach, whereas Constituency is considered the social group of stakeholders (e.g., coaches, administrators, community, parents, media, etc.) that determine if coaches are effective or not. These three Territories of Coaching Effectiveness are compared with the data from the perceptions of the 12 participant coaches, including the findings from this study based

on the overarching themes (i.e., Experience, Relationships, Culture, Balance, and Female Sport).

Content. When it comes to the development of a sport coach, what one knows about his or her sport whether that be the basics of the sport, the strategic intricacies of a competition, knowledge on how to teach the sport, or administrative knowledge needed for a coach are important to become effective (Côté et al., 1995; Jiménez Sáiz et al., 2009; Lara-Bercial & Mallett, 2016; Stephenson & Jowett, 2009; Trudel, Rodrigue, & Gilbert, 2016). According to the 12 participant coaches in the study, the concept of Content in terms of their specific knowledge to the sport they currently coach tended to be brought up less than their constant desire for learning how to improve their teaching and/or administrative abilities. It was not explicitly asked in either of the interviews; however, it is conceivable that the participant coaches' experience as athletes in the sport they currently coach (i.e., average of 18 years playing per participant coach) and the earlier years of their coaching careers gave them the confidence in their abilities to know the ins and outs of their particular sport (Feltz et al., 1999; Gilbert, 2006; W. Gilbert, Lichtenwaldt, J. Gilbert, Zelezny, & Côté, 2009; Kavussanu et al., 2009). Possibly due to the stages that these participant coaches are in their careers, their knowledge of the sport may be an afterthought engrained in them to the point that they are searching to improve more on their teaching skills and administrative abilities (Lara-Bercial, 2016).

Subthemes. Overall, the three subthemes from the findings of this study that best attach themselves to the *Content* Territory of Coaching Effectiveness are *Fundamental Skills Expert* (from the theme *Balance*)*, Always Learning* and *The "Slide"* (both from the

193

theme *Experience*). As discussed earlier, the participant coaches seemed to feel confident in their abilities to teach the fundamental skills to their student-athletes of their respective sports. Coaching at the NCAA Division III level seemed to also be a reason for the participant coaches' perceptions of being experts of the basic fundamentals. Although the knowledge of their own sport was not explicitly highlighted in the interviews, those that talked about their experiences as experts of the fundamentals gave an account of how they had to redevelop their content knowledge (Sutherland, Stuhr, & Ayvaso, 2014) or declarative knowledge (Abraham et al., 2006) in teaching the basics to their student-athletes.

In terms of *Always Learning*, the methods of learning that the participant coaches tended to bring up were consistent with the Experiential Learning Theory (ELT), such as trial-and-error (Falcão et al., 2012; Kolb & Kolb, 2005), reflection (Schön, 1987), and mentorship (Burke, 2013). Another practice that was mentioned by the participant coaches was how they learned from other coaches, such as a Community of Practice (Bertram et al., 2016; Bertram & Gilbert, 2011; Culver & Trudel, 2006) that comes from the Situated Learning theory (Lave & Wenger, 1999), whether learning by talking with other coaches in groups, at coaching conventions, or one-on-one.

What was reiterated by the participant coaches was how they are *always learning* (Bloom & Salmela, 2000), whether by being adaptable during transitionary times or positively redeveloping themselves due to the issue of complacency earlier in their careers. The thought of adults always striving to learn is consistent with Kolb and Kolb's (2005) model of experiential learning. From sport expertise research, the importance of

194

adaptability leading to expert performance specifically to athletes was stressed by Davids et al. (2015). Regarding coaches being adaptable, Schempp et al. (2006) emphasized the importance of adaptability to contextual challenges that determine if coaches reach the proficient and even expert stages of their coaching expertise model. Also, striving to learn to avoid complacency is supported in sport coaching research, in particular Gallimore et al.'s (2014) study on the high school boy's basketball coach reaching out to John Wooden to seek improvement of his craft as a coach and his athletes' overall experience. With specific examples from this dissertation study, the participant coaches talked about how they have constantly been looking for ways to evolve through resources (e.g., books, the internet, YouTube videos, and film breakdown) and better themselves as coaches to improve their sport programs.

From the quotes given in the findings chapter, it could be deduced that there was not strong perceptual evidence by what the participant coaches said in the interviews that their content/declarative knowledge led to their redevelopment as coaches. However, it could be argued that the learning capabilities of teaching skills and strategy to their student-athletes, otherwise known as pedagogical content knowledge in education (Sutherland et al., 2014) or procedural knowledge in sport coaching (Abraham et al., 2006), was supported in terms of the participant coaches' perceptions of their own individual desire to constantly learn and work to get out of a distinct "slide" or "disconnect" sometime in their coaching careers. Thus, I propose in this paper that the Model of Coaching Effectiveness Redevelopment (MCER) could replace the Content Territory of Coaching Effectiveness with *Procedural Knowledge* instead. Nelson et al.'s

(2006) definition of coach learning sums up the thoughts of the participant coaches in this study regarding the influence Content has had on their coaching development throughout their careers: "the term coach learning better encapsulates the means through which coaches develop an understanding of their working knowledge" (Nelson et al., 2006, p. 249).

Environment. The Environment is another Territory of Coaching Effectiveness that can potentially influence a coach's developmental process to a particular level of effectiveness for one's program and/or team. This is consistent with literature on sport coaching (Gulbin & Weissensteiner, 2013; Nash & Sproule, 2009; Schempp et al., 2006) as well as sport expertise (Davids et al., 2015; Renshaw & Gorman, 2015). One overarching theme found from the participant coaches' perceptions that is particularly on par with the definition of the Environment dimension from the MCER's Territories of Effectiveness is the culture piece found in sport coaching literature (Gilbert, 2017; Lara-Bercial & Mallett, 2016; Pim, 2016; Schroeder, 2010b; Turner et al., 2012). As described previously, Grenier (2013) and Turner et al. (2012) gave examples of geography being an environmental factor for a coach, such as the location of a higher education institution and its surrounding community. In this study, the two overarching themes that emerged that came to mind regarding environment were Culture and Balance, particularly due to the academic/athletic mission that the NCAA Division III level attempts to portray (Dixon et al., 2008). Thus, the Environment dimension is predicated upon a coach's organizational structure (e.g., program, team, athletic department, institution,

intercollegiate association, front office, professional sport organization, etc.), one's

location (e.g., city, town, facilities, etc.), and one's organizational/team culture.

Geography. None of the participant coaches explicitly mentioned the

geographical location where they coached as an obstacle or a means of needing to

redevelop except the institution's location in relation with recruiting; however, the

location of an institution regarding a coaching position opening and its facilities were

considered in terms of moving competition levels (e.g., high school to college) and/or

moving to different institutions. Most often, some of the participant coaches talked about

the geographic location of their institutions in terms of recruiting student-athletes. The

facilities are also something that some of the participant coaches spoke of that affected

their effectiveness within their programs. Of the 12 participant coaches, 8 of them

mentioned that their facilities have served as positives in terms of their effectiveness

regarding practices and recruiting. Even with the possible geography portion of the

environment causing coaches to redevelop, organizational and team culture still appear to

be the most referenced in terms of a coach's environment.

Administration. The support given, or lack thereof, from the administration

(whether an academic administrator or athletic director) to a coach at the intercollegiate

level can play a role in his or her effectiveness to one's team (Schroeder, 2010b), which

proved to be true with these participant coaches' perceptions as well. Also, as was quoted

extensively by the participant coaches, their experiences with financial aid and

admissions decisions by those within their institutions has influenced how they have

recruited over the years and continue to adapt based on what is financially offered to

recruits. Lastly, not uncommon to coaches at the NCAA Division III level, 8 of the 12 participant coaches currently serve or have served in administrative roles within their own athletic departments, which added a level of difficulty at times for the participant coaches to focus on coaching their teams most effectively.

Culture. Two of the five overarching themes analyzed from the data were Culture and Balance and how they believed these two have affected their own developmental pathways as coaches. A model that is utilized regarding culture in varying disciplines including sport (Burton & Welty Peachey, 2014; Colyer, 2000; Quinn & Rohrbaugh, 1983) is the Competing Values Framework (CVF) that consists of four quadrants that balance each other out: a) group culture, b) hierarchical culture, c) rational culture, and d) developmental culture (Cameron, Quinn, DeGraff, & Thakor, 2006). Additionally, as a reminder, Schein's (2004) model of organizational culture (i.e., artifacts, espoused values, and assumptions as the dimensions) has proven through research to be a factor of a head coach and his or her team's effectiveness (Schroeder, 2010b). Based on the perceptions of the participant coaches regarding culture, they generally tended to feel that a team's culture is vital to attaining its highest level of effectiveness in terms of performance and cohesion.

Specific to changing a team culture, Schroeder (2010b) stated that an effective leader/coach must take an organization or team through three phases: unfreezing (i.e., recognizing a damaging culture), cognitive restructuring (i.e., establishing a new vision of assumptions and values), and refreezing (i.e., demonstrating the new culture has succeeded). Six of the participant coaches talked about how they had to change the

198

culture within their programs when they were newly-arrived following similarly Schein's

three phases as explained by Schroeder in his study on coaches changing team culture,

which stretched them and caused them to develop themselves early on in their tenures as

coaches. This concept will be further expounded upon when reviewing the data regarding

the States of Coaching Effectiveness. Two concepts that were commonly mentioned by

the participant coaches as their top priorities within their programs were that they

coached to *build relationships* (Becker & Wrisberg, 2008) and for the *holistic*

development (Collins et al., 2009) of their student-athletes. It was also apparent that each

of the participant coaches' personalities and priorities lent to the culture of their athletic

teams, whether focused on graduating one's student-athletes, building relationships, the

holistic development of one's student-athletes, honesty, developing leadership, delegating

to assistant coaches, communicating to motivate, and recruiting philosophies, etc. As

mentioned earlier with the Environment dimension, a large piece of constructing a team

culture at the intercollegiate level is based on recruiting. The participant coaches gave

their views on the ups and downs of recruiting and how they have approached it over the

years.

A few points that were emphasized from the participant coaches that showed their

redevelopment processes were based on being true to oneself, their competitive nature,

and communication. Another point that was compatible with all the 12 participant

coaches was their own perceptions of their competitive nature and that drive to continue

to learn and develop in order to hone in their craft as *effective* coaches, particularly their

take on how they hate to lose but not letting it consume them negatively, fighting

199

complacency, trying to find that "edge" against one's opponents as well as describing one's competitive drive like an addiction or a "high." The thoughts by the participant coaches on their high competitiveness levels as coaches as seen in chapter four are mirrored in sport coaching literature (Gearity et al., 2013; Lara-Bercial & Mallett, 2016). The last point that the participant coaches highlighted as something they are continuously trying to improve upon is learning to communicate more effectively, especially to their student-athletes in terms of motivating them (Collins & Durand-Bush, 2016; Côté & Gilbert, 2009; Gilbert, 2017; Horn, 2008; Schempp & McCullick, 2010), whether adjusting each season based on the individuals on the team, changing coaching styles throughout the years to more effectively communicate with a different generation of student-athletes through varying mediums, and using statistical and video analysis effectively.

   Balance. As can be seen with the subthemes from the overarching theme Balance, those that were directed as relevant to the Environment dimension of the MCER were *DIII Mission, Holistic Student-athlete Development,* and *Work/life Balance.* Unique from the rest of the divisions in the NCAA, Division III does not offer athletic scholarships and thus its mission focuses on the academic experience of student-athletes (Dixon et al., 2008). This thought permeated into the participant coaches' perceptions regarding how the importance of the student-athletes' educational experiences outweigh their time athletically in the long run as well as the fact that some of the participant coaches highlighted the level of passion their student-athletes play with opposed to scholarship student-athletes. And, as typed earlier, assisting in the development of the student-

athletes athletically, academically, socially, and for life after college was one of the most important aspects of coaching decided upon by the participant coaches. Regarding sport coaching research, Valle and Bloom (2005) found this perspective to be true, that the holistic development of the athlete is an imperative aspect of coaching.

An interesting piece to the Balance theme was how the participant coaches described their quest to finding work/life balance (Bruening et al., 2013; Dabbs et al., 2016). With 8 of the 12 participant coaches having families, some of the participant coaches alluded to the fact that spouses of coaches need to be fine with not seeing their spouses very much during the season, because work/life balance is difficult to achieve, whereas others stated that coaching at the NCAA Division III level has allowed them to find some more balance opposed to Division I. The quotes in chapter four are not surprising but interesting, because they are examples of the espoused values dimension in Schein's (2004) organizational culture theory comparing the NCAA Division III's mission to balance academics and athletics, whereas the perception at the Division I level is the pressure to win in-competition. On the same line of family and balance, a few of the participant coaches spoke of their difficulty to balance with being effective coaches and effective spouses and parents. The participant coaches that indicated they were single also mirrored the sentiment the importance of finding work/life balance in the coaching profession and achieving such by finding some type of "release" that was not related to coaching.

Constituency. With the final Territory of Coaching Effectiveness as Constituency, how a coach is perceived by his or her peer coaches, his or her student-

201

athletes, athletic and university administrators, the community, parents, media, and any other stakeholders is another way that coaches can be determined as effective. In terms of the basics, each of the 12 participant coaches were selected for this study based on the effective coach profile of having been recognized by other coaches and/or media (e.g., coach of the year award), which is consistent with coaching effectiveness literature (Côté et al., 1995; Douglas et al., 2016; Gilbert et al., 2006; Lara-Bercial & Mallett, 2016). Three of the participant coaches specified that they felt gratified being named coach of the year in some capacity throughout their careers. On the contrary, the rest of those in the study exclaimed that those that win the award are typically the coaches that have won the conference and not necessarily the best coaches that year. One thing can be certain, however, that what the coaches have treasured more than recognition from their colleagues and/or the media are the relationships.

Coaches. As stated before, mentorship is an important piece of the learning and developmental process in any profession (Bloom, 2012; Kolb & Kolb, 2005). The participant coaches stated that relationships they have built and sustained with their student-athletes and others are the main reason why they coach as mentioned before (Horn, 2008). A consistent subject that emerged from those in the study was that typically one of their coaches, whether a mentor or not, noticed something in them as athletes and invited them to coach, which jumpstarted their coaching careers. Now that the participant coaches have gained years of experience in their profession, they also explained how they have enjoyed serving as mentors to newer, younger coaches. It is also a common trait for professionals to feel accepted or recognized by their peers, whether as an educator

202

(Pastore, 2013) or a coach (Bertram & Gilbert, 2011). Another interesting aspect was the six female participant coaches in their way of navigating to becoming head coaches in a male-dominated profession (Bruening et al., 2013). I would contend that the perceptions of their experiences are different from their male counterparts in this study to the point that being male and female could be sub-categories of the Constituency Territory of Coaching Effectiveness.

Student-athletes. As aforementioned, the participant coaches spoke of the important of effective communication with their student-athletes. All 12 of the participant coaches talked about how they enjoyed building and maintaining relationships with their student-athletes. Even still, a common theme regarding communication with the student-athletes of today is that it is a struggle at time to communicate effectively with the "Millennians," as termed by Coach McLean, and that the participant coaches in this study spend a good portion of their time learning how to communicate more effectively. Learning to communicate effectively is commonly known in sport coaching literature as interpersonal knowledge, which is a key component in coaching effectiveness that has been highlighted as something that should continue to be developed (Côté & Gilbert, 2009).

Others. Particularly when coaching high school, the participant coaches that did so described their challenges with the parents of the student-athletes and how it shaped them today. This point is interesting for a couple of reasons. First, it is not uncommon for coaches to have to deal with parents, especially at the high school level; however, none of these coaches stayed at that level once they began coaching at the intercollegiate level. In

fact, one of the positives cited in coaching at the intercollegiate level by some of the participant coaches was that they did not have to deal with parents at the same extent. Another interesting point is that the participant coaches with less experience in terms of years coaching and age, started their careers at the intercollegiate level and did not start at the high school level as have those with more experience in years. This trend is commonly occurring more in that coaches will begin their careers at low-level positions at the intercollegiate level and not bother coaching at the high school level at all with the idea of impressing coaches at the higher level in hopes of landing a higher-level full-time coaching position.

TCE reflection. From what was discussed on the findings related to the Territories of Coaching Effectiveness (TCE), I conclude that there is evidence that Environment was a factor of redevelopment based on the perceptions of the 12 *effective* participant coaches in this study. I contend that Content and Constituency should be modified in terms of the proposed Model of Coaching Effectiveness Redevelopment (MCER) to the point that the Territory of Coaching Effectiveness should be renamed to *Procedural Knowledge*. Regarding Content, as mentioned earlier, in terms of procedural knowledge (Abraham et al., 2006) in the coaching literature or pedagogical content knowledge (Sutherland et al., 2014) in teaching literature, I feel that when the participant coaches were describing their redevelopment as coaches in terms of learning, it was mostly based on their abilities of teaching or the administration of a team. My perspective is echoed in Gilbert et al.'s (2006) study in which the majority of their content knowledge was deemed to have been obtained as athletes. Additionally, Nash and Sproule's (2009)

204

study on how the *expert* participant coaches made decisions based on *automaticity* (i.e., Coaching Transcendence) in which their declarative knowledge was already at an innate level, but experience led to their development of their procedural or pedagogical content knowledge.

In relation with the Constituency Territory of Coaching Effectiveness, I propose that the sub-categories *Female Head Coaches* and *Male Head Coaches* should be added to distinguish female head coaches and male head coaches at the intercollegiate level in particular to the perceptions of this study are influenced and influence those around them differently as stated prior. Given that the proportionality heavily favors male head coaches in both male and female sports at the intercollegiate level as well as the quotes from the female participant coaches highlighted in chapter four on females in the coaching profession, I feel this distinction in the MCER holds its merit (Bruening et al., 2013).

Research Questions #2 and #3

This section presents a discussion first on how the States of Coaching Effectiveness (i.e., Coaching Dependence, Coaching Independence, and Coaching Transcendence) were perceived by the participant coaches of their own redevelopment throughout their coaching careers. Simultaneously, this section presents a discussion on the participant coaches and the perceptions of their developmental experience when changing contexts and its alignment with the Model of Coaching Effectiveness Redevelopment (MCER). And, as a review from earlier in the dissertation, there are currently two stances on expertise development: the linear model and the non-linear

model. In the case of the linear theory, this is portrayed in a step-by-step progression as seen from Dreyfus (2004) in their proposed model of expertise development beginning with novice and ending in five-stages with expert. In relation with sport coaching, Schempp et al. (2006) published a four-step model specific to coaching effectiveness development. The other perspective is the non-linear theory of expertise development that is more complex and dependent upon contextual factors, such as Nunn's (2008) network theory as well as Grenier and Kehrhahn's (2008) Model of Expertise Redevelopment (MER) that is focused on a cyclical approach that is never-ending, which was adapted for my proposed MCER. Coaching literature supports the complexity of coaching development as well (Jones et al., 2013; Nelson et al., 2006; Turner et al., 2012)

States of CE. The States of Coaching Effectiveness that are influences by the aforementioned Territories of Coaching Effectiveness are *Coaching Dependence, Coaching Independence, and Coaching Transcendence*. The first State of Coaching Effectiveness, as adapted from the MER (Grenier & Kehrhahn, 2008), is Coaching Dependence, which is distinguished by a coach's reliance on other coaches, administrators, or people in general or information sources. The next state, Coaching Independence, occurs when a coach adds to existing knowledge by experimenting with his or her new knowledge and skills until one is comfortable enough to implement them with the team. The final State of Coaching Effectiveness is Transcendence that happens when innate knowledge and skills of the sport and in coaching are developed to a point that a coach refutes and modifies what current practices and research are thus adding to a coach's foundation of knowledge. Different from the linear perspective, the MCER is

cyclical with the States of Coaching Effectiveness to the degree that, based on external influences that could modify the contexts of a coach's state (i.e., Territories of Coaching Effectiveness), he or she may not always return to the beginner stage, but would require time and resources (i.e., Coaching Dependence) to *redevelop*. These three States of Coaching Effectiveness will be compared with the findings from the perceptions of the 12 participant coaches in chapter four.

Changes in context. When considering the profile of the 12 participant coaches in this study from the demographic table (see Table 2) in chapter three, one assumption might be that all those in the study have reached the *Coaching Transcendence* state; however, it is my intention of this discussion section to determine the credibility of that statement and what cyclical patterns have or have not been perceived to have happened by the participant coaches. Additionally, I plan on discussing if the MCER aligns with the perceptions of the participant coaches when they changed contexts (e.g., new student-athletes, coaching at a different school, level, or location, change in administration, added personal life duties, etc.) throughout their careers. One of the more clear examples among the participant coaches in this study that demonstrates that there is a belief of a need to *continually* learn and search to redevelop oneself as a coach.

New in career. It could be seen that from the participant coaches' perceptions, they did seem to begin their careers in coaching in a State of Coaching Dependence, relying on others or differing resources. As seen from his quote in chapter four, the participant coaches spoke of going to conventions and clinics and reading on generic coaching topics earlier in their careers, but then later focusing on and learning from

207

observing others, talking with coaches, and/or utilizing the resources on the internet to enhance their learning in the sport coaching realm as well as their specific sport. These give some examples of the participant coaches that described their process of learning based on their experience and knowledge increasing to what could be argued at least to a State of Coaching Independence.

Whether there were transitionary periods already cited from moving from assistant to head coach, having to clean up a program, changing a team culture, starting a program from scratch to going from single to having a spouse and children while a coach, the change in context resulted in the participant coaches moving around through the spectrum of the States of Coaching Effectiveness. Context changing is a common occurrence in sport coaching literature in terms of the development of effective coaches (Côté & Gilbert, 2009; Côté et al., 1995; Lara-Bercial & Mallett, 2016; Mallett & Rynne, 2015; Turner et al., 2012) in a complex profession (Jones et al., 2013; Nelson et al., 2006). That said, it cannot truly be determined which State of Coaching Effectiveness, whether Coaching Dependence or Coaching Independence, that all the participant coaches of the study moved to during these summarized examples without having been in their shoes or without having asked straightforwardly their perceptions. What can be seen, however, is that a change in their coaching development positively occurred based on their perceptions from these experiences as well as the experience of years in coaching. So, the next question stands: Is there a time when contexts changed that the participant coaches reached the Independence State of Coaching Effectiveness?

Click into place. One of the questions asked to the participant coaches in the second interview was if there was a point in time in which they felt things began to click into place and they really developed as coaches. What was compelling about their answers was the fact that the time they felt that things were clicking into place was answered differently in each occasion, showing that the way and the timeframe that a coach develops is truly idiosyncratic (Gearity et al., 2013; Gilbert, 2017). Some of the participant coaches identified a particular age range when things began to click into place while others gave a certain amount of years into their coaching career. What was a common theme amongst their answers to this question was that there appeared to be a certain moment in a game or season in which the participant coach felt like he or she belonged in the coaching profession and realized that his or her coaching philosophy had proven to be effective (Lara-Bercial & Mallett, 2016). A couple of the participant coaches gave more of a span of more than one year in which they had felt that things clicked into place for them. Not surprisingly, the measurement for their coaching development coming together was based in wins and success in the postseason, but what was surprising was that none of the participant coaches mentioned a moment of winning a conference championship or national championship, for example, as when it clicked into place.

Another topic that the participant coaches hinted at was this time of things coming together as having the culture of their program in what they considered the right place as well. Thus, it appears that when the participant coaches brought up a time period in which they felt their coaching development began to click into place, it was at a time that

209

they felt they had passed their first test as a head coach and his or her team performed in a surprisingly positive fashion, showing that their team belonged at a high level of competition but not yet to the pinnacle of their objectives as if an experiment went right but not to perfection. Therefore, it seems from these participant coaches' perceptions that they felt they had reached a level of comfortability with their experimental coaching knowledge, which I would purport signifies that they had reached a State of Coaching Independence at that time in their careers. However, a coach's developmental pathway tends to be fluid and cyclical with ups and downs and learning curves.

Slide/disconnect. As have all been chronicled in chapter four of this dissertation, 11 of the 12 participant coaches explained moments during their coaches careers in which they went through a "slide." Despite the fact that each of the 12 participant coaches from this study outlined different occurrences during their coaching careers in which they had felt that a "slide" or "disconnect" happened, one could also argue that this sample of *effective* NCAA Division III head coaches hold a higher bar of expectations than the majority of coaches (Gilbert, 2017; Lara-Bercial et al., 2016; Nash & Sproule, 2009; Stephenson & Jowett, 2009). Thus, their continual desire to learn and compete at a high level might have brought up specific moments in their careers that they were not satisfied with, but they may not have been as realistically extreme of pitfalls as individually perceived.

Also, what is interesting was the way the participant coaches answered their questions based on the way their teams had performed around the times of the two interviews. For instance, I interviewed a few of the participant coaches during their

210

seasons and at least part of their demeanor manifested was due to whether or not their teams were performing to the coaches' standards at that moment. This was also clear from the coaches' answers as seen in the manuscripts be it sarcastic remarks about losses that occurred or statements based on their confidence in their teams that were winning due to the myopic game-to-game perspectives coaches tend to have during a season (Falcão et al., 2012). When reviewing all the examples above, however, what is evident is that a coaching career is full of ups and downs and a "slide" in a coach's career can potentially happen at any time, whether at the Coaching Dependence, Coaching Independence, or even Coaching Transcendence State of Coaching Effectiveness, for a myriad of reasons or influences (i.e., Territories of Coaching Effectiveness) (Gallimore et al., 2014).

SCE reflection. The difficulty of making an assertion on the second research question to this study relative to the *effective* participant coaches' perceptions of their own coaching redevelopment related to each of the States of Coaching Effectiveness is the lack of being able to distinguish exactly from their comments what stages they were in reflecting back on their own careers without having observed them over the years. That being said, first and foremost, as evidenced by their comments, I would contend that there exists affirmation of a cyclical pattern of the particular participant coaches of this study in moving through the three States of Coaching Effectiveness during their own coaching developmental processes. From the findings and in this discussion chapter, the beginning of the coaching careers for these participant coaches was their Coaching Dependence state, followed by an assertion of Coaching Independence when the

211

participant coaches explained their experiences of when they felt their development as coaches began to click into place and they felt like they belonged in the profession (i.e., constituency). In the same light of attempting to determine if a coach is an expert (Wharton & Rossi, 2015), for myself as the researcher it is not easy to decide by way of words spoken if any of the 12 effective participant coaches entered the Coaching Transcendence state in which their knowledge was innate and they were refuting the norms in their sport.

Based on the findings of this study, I conclude in light of the second research question that the perceptions of the *effective* participant coaches display that collectively they have cyclically moved through all three of the States of Coaching Effectiveness (i.e., Coaching Dependence, Coaching Independence, and Coaching Transcendence) back and forth in redeveloping themselves as stated from their experiences throughout their careers. But, without longitudinal observations, I am not able to distinguish which state the participant coaches moved to when going through their coaching redevelopment phases.

Alignment reflection. When thinking of the third research question for this dissertation study on if the perceptions of the participant coaches align with the MCER (see Appendix B) when they have changed contexts throughout their coaching careers, I am reminded of some of the methods they used that are consistent with the Experiential Learning Theory (Kolb & Kolb, 2005) and Situated Learning Theory (Lave & Wenger, 1999) that were also subthemes from the findings. From experiential learning, trial-and-error, mentorship, and reflection (in-action and on-action) were referenced by the

212

participant coaches (Burke, 2013; Kolb & Kolb, 2005; Schön, 1987) as was learning from other coaches in varying settings, such as Communities of Practice (Lave & Wenger, 1999). Jiménez Sáiz et al. (2009) claimed that the most development for coaches occurs with the guidance of a mentor while Bertram and Gilbert (2011) proposed that coaches can improve their own professional development by being involved in a Community of Practice. Trial-and-error and reflection are also common practices for sport coaches in their developmental processes (Falcão et al., 2012). From the literature above and aforementioned information from this chapter on the Territories and States of Coaching Effectiveness, I have concluded that the participant coaches' perceptions of their own development and the larger picture of this study's proposed Model of Coaching Effectiveness Redevelopment (MCER) appear to be in alignment with each other. More specifically, however, the findings were lacking to fully support the Content Territory of Coaching Effectiveness in terms of the declarative knowledge (i.e., content knowledge) piece (Abraham et al., 2006) as well as exactly which State of Effectiveness the 12 participant coaches moved to when going through their own redevelopment processes.

Competitiveness level. One interesting subject that surfaced from the analysis of the findings was that six of the participant coaches in the study had distinctly placed a stronger emphasis on at least part of their effectiveness as coaches determined by wins and championships. Compared to the others, these participant coaches made more mentions of how one of their expectations as coaches is to give their student-athletes the experience of winning and winning championships, which I would contend is potentially from a higher level of competitiveness and maybe even a higher level of hating to lose.

213

What is also compelling that of the six participant coaches, some of them hold some of the highest career winning percentages and success in postseason play of the 12 in the study, but the others do not. So, why is there the perception on more of an emphasis on winning with these six participant coaches if their experiences in winning as coaches are different? One reason could be that they have all reached a high performance level when athletes and they strive to do the same as coaches, which is also not entirely true. There are some of the highly competitive participant coaches that were more individually accomplished than others. Another reason might be that environmental factors (e.g., internal and external stakeholders) could have affected their behavior of such. I would contend, however, as has been found in the coaching literature with high level (i.e., professional, Olympic, NCAA Division I) coaches that, although all the 12 participant coaches in the study expressed a highly level of competitiveness, the six participant coaches mentioned in this section have a highly competitive drive instilled and developed within them that is at a different level from others (Côté et al., 1995; Gearity et al., 2013; Lara-Bercial & Mallett, 2016; Nash & Sproule, 2009; Jiménez Sáiz et al., 2009), one that I am not even sure I quite possess.

Transcendence. One finding that was unexpected was the overarching theme of *Female Sport*, based on the developmental experiences of the female participant coaches in this study. As was mentioned earlier in this chapter, a quest for work/life balance tends to be difficult to achieve in the coaching profession. From the specific six participant coaches of this study, they brought their perspectives as student-athletes with the Title IX pioneers, their experiences with mentors both male and female as well as their roles as

214

females balancing administrative duties or maybe their own families in sport coaching in a male-dominated profession (Bruening et al., 2013), hence the assertion that Constituency should be divided into *Female Head Coaches* and *Male Head Coaches*. The perceptions of their developmental pathways demonstrate the environmental contexts that affected what they encountered that the male counterparts in this study may not have. That said, the question stands: which of the participant coaches in the study reached the Coaching Transcendence state of coaching effectiveness? As referenced from Kolb and Kolb (2005) in the review of literature, mentorship has appeared to be a key cog for adult learners to reach the integration stage, which is related to the Coaching Transcendence state of coaching effectiveness from this dissertation's proposed MCER. In retrospect, from Schempp et al.'s (2006) model in coaching expertise, they asserted that the top 20-25% of coaches are found in the proficient stage and that the distinction between proficient and expert coaches are that expert coaches have an internalized knowledge to the point of resolving issues quicker as well as bucking the norm that may be more effective than accepted practices (i.e., coaching transcendence).

Again, because this qualitative study was solely analyzed on the perceptions of the 12 NCAA Division III effective team sport head coaches from what they stated in the two semi-structured interviews, it is difficult to definitively state which State of Coaching Effectiveness they have reached. However, from their experiences shared throughout their coaching careers, it could be argued each of the participant coaches have reached the state of Coaching Transcendence at one point or another in which they have felt on top of their profession either by a level of knowledge attained, the culture of one's team,

215

or team performance goals achieved in a given season. It is also clear, as stated earlier regarding the second research question and when the participant coaches felt things began to click into place in terms of their own coaching development that they have collectively gone through all three of the States of Coaching Effectiveness. In relation with the factors of trial-and-error, mentorship, reflection, and communities of practice, these are all practices that were perceived to have been consistently utilized by the participant coaches during their time developmentally although their implementations of these tools as well as others not cited were done differently, showing that the redevelopment for these particular participant coaches was idiosyncratic (Gearity et al., 2013).

Again, the debate of how an *effective* coach reaches Coaching Transcendence plus how one is categorized into any of the three States of Coaching Effectiveness is hard to distinguish and ultimately a debate for another dissertation study. What is noticeable from the findings of this study, however, is that the Territories of Coaching Effectiveness (i.e., Content, Environment, and Constituency) have all played factors in the redevelopment of the 12 effective participant coaches thus supporting the alignment the Model of Coaching Effectiveness Redevelopment has with the participant coaches' perceptions in this study. As stated by Gilbert (2017), "Successful coaches have an inner drive to change and evolve" (p. 304).

Research Question #4

Bloom and Salmela (2000) performed a study of *expert* high school coaches and determined common characteristics among those participant coaches. However, as already highlighted, each coach is *idiosyncratic* in terms of attributes, developmental

216

pathways, etc. (Gearity et al., 2013), which also proved to be true based on the perceptions of the participant coaches in this study regarding what they thought it took to be known as an effective coach. This final section of chapter five presents a discussion on what the perceptions were of the 12 NCAA Division III *effective* team sport head participant coaches in what they believed it takes for a coach to be considered an effective coach. Given the fact that there is no one developmental pattern that each coach can follow to attain effectiveness, it was of interest to get the take of the participant coaches in what they viewed it took to become an effective coach.

Winning and other things. Some of the participant coaches in this study cited varying perspectives of what makes an effective coach, such as having a strong culture and impacting one's student-athletes positively throughout their lives beyond competition. It cannot be discounted that a few of the participant coaches did not hide from the fact that winning mattered to them; however, it was also clear that they believed in "holistically" developing one's student-athletes athletically, academically, socially, and professionally. This was perceived either by watching student-athletes graduate, talking with their former student-athletes when the participant coaches were visited by them years later, or even reflecting on what their student-athletes have become throughout the years.

From a different thought-process, the participant coaches had differing views of what leadership style an effective coach should possess. Some coaches cited consistency and values, where others talked about being effective coaches having to command a room, communicate effectively, be flexible, adaptable, listen well, and provide service.

217

Lastly, others referenced being a coach in which student-athletes fulfill what is asked as well as building relationships through being honest while earning trust and buy-in. Regardless of leadership style preferences, what can be deduced by the participant coaches' perceptions is that effective coaches must possess qualities of effective leaders (Kent & Sullivan, 2003; Schroeder, 2010b).

Effectiveness reflection. From what the participant coaches had established of what it takes to be an effective coach, the first thing noted is that each of them have their own opinions on such, which I would suspect is largely based on their own experiences and redevelopmental processes as athletes and as coaches. Secondly, each of the participant coaches boiled down what an effective coach should do, which has also been cited as the reasons that each of them do what they do: build relationships (Becker, 2009; Horn, 2008) and effectively develop student-athletes holistically (Collins et al., 2009; Valle & Bloom, 2005). These two variables are related to what Lara-Bercial and Mallett (2016) have construed as *Driven Benevolence*, which is described as "…a well-established and coherent personal philosophy that is enacted through genuine care for others while ensuring their optimal development as individuals and as coaches and athletes" (p. 233).

Conclusion

In conclusion, from the perceptions of the 12 participant coaches regarding their thoughts on what it takes to become an effective coach as well as their developmental pathways as NCAA Division III effective team sport head coaches in relation with the Model of Coaching Effectiveness Redevelopment (MCER), there are some consistencies

218

and inconsistencies with the model itself. First, it appears that generally speaking the participant coaches in this study have gone back-and-forth through the States of Coaching Effectiveness (i.e., Coaching Dependence, Coaching Independence, and Coaching Transcendence) and most have possibly reached Coaching Transcendence at one point in time, but that I have not been able to identify specific stages in their careers in which they transitioned between the states. Reaching particular States of Coaching Effectiveness could simply be a state-of-mind determined by each individual coach, consistent with the argument that coaching development is idiosyncratic (Gearity et al., 2013).

Regarding the Territories of Coaching Effectiveness, the Environment territory appears to be in alignment with the proposed MCER (see Appendix B) with the participant coaches placing a greater emphasis on the importance of team/program culture influencing their need to redevelop. Based on the other Territories of Coaching Effectiveness (TCE), from what was found by the findings and highlighted earlier in this chapter, I propose that the term *Procedural Knowledge* (Abraham et al., 2006) replace the "Content" title for the TCE given the fact that the participant coaches frequently referenced their need to redevelop constantly in terms of their pedagogical and administrative effectiveness with little citation on their content knowledge of their particular sports. Also, given the perceptions of the six female participant coaches on their developmental pathways toward effectiveness, I contend that the "Constituency" Territory of Coaching Effectiveness should be sub-categorized further into 1) *Female Head Coaches* and 2) *Male Head Coaches* given the distinction of who influences them and who they are influenced by (Bruening et al., 2013). Furthermore, the participant

219

coaches identified that their reason for continuing to coach and always redevelop in their profession is two-fold: 1) to build relationships and 2) for the holistic development of their student-athletes (Lara-Bercial & Mallett, 2016). Thus, in order to redevelop into an *effective* intercollegiate team sport head coach, the focus is to for a coach to continuously learn and move through the States of Coaching Effectiveness based on the influences of the Territories of Coaching Effectiveness (i.e., Environment, Procedural Knowledge, and Constituency), striving to reach Coaching Transcendence to provide his or her student-athletes the opportunity to enjoy their athletic experience as well as strive for excellence in terms of team and individual performance while also developing academically, socially, and professionally throughout the process.

There is also consistency with Côté and Gilbert's (2009) definition of coaching effectiveness: "The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection, and character in specific coaching contexts" (p. 316). As stated prior, when making meaning of the proposed MCER, it appears that there is congruence based on the perceptions of the participant coaches that their development as effective coaches has followed a cyclical pattern of "consistent application" (i.e., redevelopment through the States of Coaching Effectiveness) of two of the three types of knowledge referenced in the definition (i.e., professional knowledge tied to the Procedural Knowledge Territory of Coaching Effectiveness and interpersonal knowledge tied to the Constituency Territory of Coaching Effectiveness along with intrapersonal knowledge) in particular contexts (i.e., the Environment Territory of Coaching Effectiveness) focused on the holistic student-

220

athlete development (i.e., competence, confidence, connection, character). The third type of knowledge from the coaching effectiveness definition, intrapersonal knowledge, is founded upon the reflection (Schön, 1987) or introspection of one's own ethics or coaching philosophy (Lara-Bercial & Mallett, 2016), which were both subthemes of the study's findings.

Implications

To reiterate what I stated regarding my role as the researcher, my own experiences as a former student-athlete plus my time as a coach are the foundational pieces leading me to conduct this proposed study. This leads to my *reflexivity* (i.e., reminding the inquirer to be attentive and conscious of one's own perspective) (Patton, 2015). My personal experience has governed my thought-process in the importance of identifying the developmental processes effective coaches have taken to help present and future coaches attain a similar level of effectiveness that lead to my view of why organized sport exists: a) so athletes enjoy their participation in sport even more; and, b) so they improve their own development that will serve as a positive influence throughout their lifetime. And, as stated earlier, what drove me to seeking the perceptions of effective coaches to potentially assist others in their own improvement was my experience not as a coach but as an athlete and the effective coaches that affected my life positively to this day. Given my own reflexivity and passion on the subject, my hope was also to cause the participant coaches from the study to reflect, which was achieved to a greater extent than I expected at least from Coach Dryden's perspective when she concluded her second interview by saying:

221

I've really appreciated the conversation and I think that your study is going to be

really cool, but it's made me (pause), when you left the last time, I think I sat in

here in silence for like 30 minutes and I thought about what we talked about and,

you know, I will probably do the exact same thing today…But, I'm thankful that

I'm comfortable and confident I guess in what we do. So, thanks for making me

think. (I2)

To one extent or another, I am hopeful that the participant coaches' opportunity to

participate in this study and answer the questions from the two interviews will have

caused them to reflect on their careers in the same manner as Coach Dryden.

What drew me to exploring the proposed Model of Coaching Effectiveness

Redevelopment (MCER), adapted from Grenier and Kehrhahn's (2008) Model of

Expertise Redevelopment (MER) was because of the manner in which the cyclical

approach to coaches' development that a coach, no matter how experienced and

accomplished or new to the profession and unaccomplished, should continue to work on

learning and redeveloping oneself in order to more positively affect his or her athletes

long-term (Gallimore et al., 2014). Following this train-of-thought in learning, the

findings from the 12 NCAA Division III team sport participant head coaches'

developmental pathways to effectiveness could not only provide an outline for a

curriculum for all coaches, but more specifically for coaches at all levels in the NCAA.

Continual professional development in coaching education could assist in stakeholders

and coaches' perceptions that winning is not the top priority of intercollegiate athletics,

which could permeate hierarchically to the high school and youth sport levels as well.

From the overarching themes found in this study (i.e., Experience, Relationships, Culture, Balance, and Female Sport) plus how the Territories of Coaching Effectiveness (i.e., Content, Environment, and Constituency) influence the cyclical States of Coaching Effectiveness (i.e., Coaching Dependence, Coaching Independence, and Coaching Transcendence), sport coaches in the profession at any level could learn to incorporate some tools to assist them in their development as they did the participant coaches. Purely from the learning theory ties made prior, tools such as the utilization of trial-and-error, reflection (in-action and on-action), and mentorship from experiential learning plus participating in a community of practice of coaches from situated learning might be helpful.

There is also an increasing body of literature on coach developers (i.e., those who serve as supporters and mentors to sport coaches). Conclusive perceptions of the MCER from the participant coaches could give more tools to coach developers and display that coach developers/educators in a more formal role would lend to be not only pertinent for youth coaches as has been seen in England (Abraham et al., 2006; Horsley et al., 2014), but could also significantly benefit intercollegiate athletic coaches in the U.S. in reaching that *Coaching Transcendence* State of Coaching Effectiveness (Schempp et al., 2006; Turner et al., 2012). Lastly, although unexpected, the overarching theme founded upon the experiences as athletes and coaches/administrators and comments on the future of female coaches by the female participant coaches in this study provides imperative information that could further the increase of female coaches in the coaching profession if adhered to, particularly the knowledge of either finding work/life balance within

223

coaching or understanding the imbalance of such specific to females and potentially

avoiding the pitfalls of coaching for females (Bruening et al., 2013; Dabbs et al., 2016).

Study Limitations

The most glaring limitation to this dissertation study, which is commonly assessed

with qualitative studies is that this information is not generalizable to the entire sport

coaching population much less NCAA Division III team sport head coaches given the

sample size was of 12 NCAA Division III team sport *effective* head coaches within the

same athletic conference in the Midwest region of the U.S. Although the perceptions of

the participant coaches of the MCER were rich in description (Patton, 2015), it is not data

that is necessarily generalizable to all coaches in all contexts. In fact, the participant

coaches only coached team sports, signifying that none of them were individual sport

coaches given a greater difficulty of identifying factors to determine who is an effective

coach of an individual sport, which is another limiting factor to the study. Additionally,

the research design was predicated upon a single case study approach of embedded units

and the methods used to obtain the findings were through two semi-structured interviews

performed, reflective journal entries typed, and some content analysis of athletic websites

on the internet for analysis of demographic and statistical information; however, one risk

is that the coaches may not have remembered intricate details from years past that would

have increased the valuable, rich information for the study.

Beyond that, although rigorous steps were taken to ensure the trustworthiness of

the study through triangulation techniques (e.g., member checking, peer debriefing,

negative case analysis, etc.), this study was based solely on the perceptions of the

participant coaches. No observations of the participant coaches during meetings, practices, or competitions nor any type of deep content analysis were performed, which is another limitation to the study. As such, what the participants say does not necessarily mean that they 'practice what they preach,' but this step of interviewing the coaches could lead to observing them afterward through the lens of the MCER. To reiterate, I cannot also discount that although it is viewed as a positive in this qualitative study, my role as the researcher with my own positionality and passion on the subject of coaching effectiveness redevelopment could also serve as a limitation what could have been a subconsciously myopic analysis of the findings at times, which is what I attempted to avoid through the rigorous triangulation process that was held to during data collection and the analysis of the findings. Finally, because the gatekeeper of this study was female, naturally her assistance in identifying NCAA Division III *effective* team sport head coaches from her same athletic conference resulted in five other female participant coaches agreeing to participate in the study. The 50/50 ratio of female and male participant coaches in this study is not consistent with Acosta and Carpenter's (2014) report showing that 43.4% of the head coaches in intercollegiate women's athletics were female with an additional 2-3% of the head coaches in intercollegiate men's athletics being female, constituting a minority number of female coaches at the Division III level.

Future Research

As was explicitly outlined in the Limitations section, this current study was solely focused on perceptions from semi-structured interviews. The next step could be to identify 1-2 of the participant coaches from this study and observe them in meetings,

practices, games, and other interactions in a longitudinal study over two-plus years to more rigorously see if what the participant coaches' practice is consistent with the proposed Model of Coaching Effectiveness Redevelopment. Per the findings from this dissertation study and Turner et al.'s (2012) example of the imaginary soccer coach's redevelopment process, an organization or team's culture was brought up as a context (i.e., territory) that could cause change. The way in which a coach changes a team culture (Schroeder, 2010b) might be interesting in seeing the process he or she goes through in relation with the MCER or simply the developmental steps one would take and how quickly a coach could be considered effective. Taking the culture piece one step further, adding team/group cohesion to the equation and how that affects the redevelopmental pathway of a coach and his or her effectiveness could be a compelling study (Collins & Durand-Bush, 2016; Loughead & Bloom, 2013).

On the spectrum of sport coaching education, a future recommendation for research is to take the MCER and develop a curriculum that could be used with sport coaches in a formal setting to see if would enhance their effectiveness, or even coaching efficacy (Feltz et al., 1999), after the course would be finished. From the overarching theme of this study on Female Sport, a more in-depth study could be done of the female participant coaches from this study on how they reached their effectiveness pinnacle as intercollegiate head coaches and how that may differ from intercollegiate male head coaches at the same level. Another underutilized population in sport coaching research is the assistant coaches, even though there are more in the profession than head coaches. Thus, what the perceptions are of *effective* assistant coaches at the intercollegiate level in

226

terms of their development based on the MCER is recommended for future research. This study was only done at the NCAA Division III level, similar studies could be performed with coaches' perceptions of the MCER from different levels ranging from youth, high school, other intercollegiate divisions (Division I, Division II, NAIA, etc.), and even with an international perspective.

References

Abraham, A., Collins, D., & Martindale, R. (2006). The coaching schematic: Validation through expert coach consensus. *Journal of Sport Sciences,* 24, 549-564.

Acosta, R. V., & Carpenter, L. J. (2014). *Women in intercollegiate sport: A longitudinal national study – thirty seven year update, 1977-2014*. Unpublished manuscript. Retrieved from http://acostacarpenter.org/2014%20Status%20of%20Women%20in%20Intercolle giate%20Sport%20-37%20Year%20Update%20-%201977-2014%20.pdf

Anderson, J. R., Reder, L. M., & Simon, H. A. (1996). Situated learning and education. *Educational Researcher, 25*(4), 5-11.

Baker, J., Côté, J., & Abernathy, B. (2003). Sport-specific practice and the development of expert decision-making in team ball sports. *Journal of Applied Sport Psychology,* 15, 12-25.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York: Freeman

Becker, A. & Wrisberg, C. A. (2008). Effective coaching in action: Observations of legendary collegiate coach Pat Summit. *The Sport Psychologist,* 22, 197-211.

Berliner, D. C. (1994). Expertise: The wonders of exemplary performance. In J. N.

Mangieri, & C. C. Block (Eds.), *Creating powerful thinking in teachers and students* (pp. 161-186). Ft. Worth, TX: Harcourt Brace.

Bertram, R., Culver, D., M., & Gilbert, W. (2016). Creating value in a sport coach community of practice: A collaborative inquiry. *International Sport Coaching Journal,* 3, 2-16.

Bertram, R., & Gilbert, W. (2011). Learning communities as a continuing professional development for sport coaches. *Journal of Coaching Education, 4*(2), 40-61.

Bloom, G. A., & Salmela, J. H. (2000). Personal characteristics of expert team sport coaches. *Journal of Sport Pedagogy, 6*(2), 56-76.

Blumer, H. (1969). *Symbolic interactionism: Perspective and method*. Englewood Cliffs, NJ: Prentice-Hall.

Bogdan, R., & Bilken, S. K. (1992). *Qualitative research for education: An introduction to theory and methods*. Boston, MA: Allyn & Bacon.

Bruening, J., Dixon, M., Burton, L., & Madsen, R. (2013). Women in coaching: The work-life interface. In P. Potrac, W. Gilbert, & J. Denison (Eds.), *Routledge Handbook of Sport Coaching* (pp. 411-423). London & New York: Routledge.

Burke, B. M. (2013). Experiential professional development: A model for meaningful and long-lasting change in classrooms. *Journal of Experiential Education, 36*(3), 247-263.

Burton, D., & Raedeke, T. (1991). *Development of the coaching success questionnaire*. Unpublished doctoral dissertation. University of Idaho, Moscow.

Burton, L., & Welty Peachey, J. (2013). The call for servant leadership in intercollegiate

athletics. *Quest,* 65, 354-371.

Cameron, K. S., Quinn, R. E., DeGraff, J., & Thakor, A. V. (2006). *Competing values leadership: Creating value in organizations.* London: Edward Elgar.

Cassidy, T. (2013). Holistic sports coaching: A critical essay. In P. Potrac, W. Gilbert, & J. Denison (Eds.), *Routledge Handbook of Sport Coaching* (pp. 172-183). London & New York: Routledge.

Chelladurai, P., & Riemer, H. A. (1998). Development of the Athlete Satisfaction Questionnaire (ASQ). *Journal of Sport & Exercise Psychology, 20*, 127-156.

Chelladurai, P., & Saleh, S. D. (1980). Dimensions of leader behavior in sports: Development of a leadership scale. *Journal of Sport Psychology*, 2, 34-45.

Chen, L., Jensen, B. E., & Mann, B. L. (2004). Criteria of coaching performance: Perceptual differences of administrators and coaches in intercollegiate athletics. *International Journal of Sport Management*, 5, 133-156.

Chen, L. (2003). Examination of scale of coaching performance with the NCAA sample. *Measurement in Physical Education and Exercise Science, 7*(3), 175-197.

Cho, J., & Trent, A. (2006). Validity in qualitative research revisited. *Qualitative Research, 6*(3), 319-340.

Collins, J. & Durand-Bush, N. (2016). Coaching strategies to optimize team functioning in high performance curling. *International Sport Coaching Journal,* 3, 240-256.

Collins, K., Gould, D., Lauer, L., & Chung, Y. (2009). Coaching life skills through football: Philosophical beliefs of outstanding high school football coaches. *International Journal of Coaching Science, 3*(1), 29-54.

Colyer, S. (2000). Organizational culture in selected Western Australian sport

    organizations. *Journal of Sport Management,* 14, 321-341.

Coombs, P. H., & Ahmed, M. (1974). *Attacking rural poverty: How nonformal education*

    can help. Baltimore: University Press.

Cossette, P. (1998). The study of language in organizations: A symbolic interactionist

    stance. *Human Relations, 51*(11), 1355-1377.

Côté, J. (2006). The development of coaching knowledge. *International Journal of Sports*

    Science & Coaching, 1(3), 217-222.

Côté, J., Erickson, K., & Duffy, P. (2013). Developing sport expertise: Researchers and

    coaches put theory into practice. In D. Farrow, J. Baker, C. MacMahon (Eds.),

    Developing elite sport performance: Lesson from theory and practice (pp. 96-

    112; 2nd edition). London & New York: Routledge.

Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and

    expertise. *International Journal of Sports Science and Coaching, 4*(3), 307-323.

Côté, J., Young, B. W., Duffy, P., & North, J. (2007). Towards a definition of excellence

    in sport coaching. *International Journal of Coaching Science,* 1, 3-18.

Côté, J., & Fraser-Thomas, J. (2007). Youth involvement in sport. In P. Crocker (Ed.),

    Sport psychology: A Canadian perspective (pp. 270-298). Toronto: Pearson.

Côté, J., Salmela, J., Trudel, P., Baria, A., & Russell, S. (1995). The coaching model: A

    grounded assessment of expert gymnastic coaches' knowledge. *Journal of Sport*

    & Exercise Psychology, 9, 76-95.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five*.

Thousand Oaks, CA: Sage.

Culver, D. M., & Trudel, P. (2006). Cultivating coaches' communities of practice:

Developing the potential for learning through interactions. In R. L. Jones (Ed.),

The sports coach as educator: Re-conceptualising sports coaching (pp. 97-112).

London: Routledge.

Cunningham, G. B., & Dixon, M. A. (2003). New perspectives concerning performance

appraisals of intercollegiate athletics. *QUEST, 55,* 177-192.

Cushion, C. J., Armour, K. M., & Jones, R. L. (2006). Locating the coaching process in

practice: Models 'for' and 'of' coaching. *Physical Education and Sport*

Pedagogy, 11(1), 83-99.

Dabbs, S. M., Graham, J. A., Dixon, M. A. (2016). A socio-cultural perspective of the

work-life interface of college coaches: A cohort analysis. *Journal of Issues in*

Intercollegiate Athletics, 9, 262-282.

Davids, K., Araújo, D., Seifert, L., & Orth, D. (2015). Expert performance in sport: An

ecological dynamics perspective. In J. Baker, & D. Farrow (Eds.), *Routledge Handbook*

of Sport Expertise (pp. 130-144). London, UK: Routledge.

DeNisi, A. S., & Pritchard, R. D. (2006). Performance appraisal, performance

management and improving individual performance: A motivational framework.

Management and Organization Review, 2(2), 253-277.

DeRoche, K. K., & Lahman, M. (2008). Methodological considerations for conducting

qualitative interviews with youth receiving mental health services. *Forum Qualitative Sozialforschung, 9*(3), Art. 17, http://nbn-resolving.de/urn:nbn:de:0114-fqs0803178.

Devis-Devis, J. (2006). Socially critical research perspectives in physical education. In D. Kirk, D. Macdonald, & M. O'Sullivan (Ed.), *The Handbook of Physical Education* (pp. 37-58). Thousand Oaks, CA: Sage.

Dieffenbach, K. D., Murray, M., & Zakrajsek, R. (2011). The coach education internship experience: An exploratory study. *International Journal of Coaching Science, 5*(1), 3-25.

Dixon, M. A., Noe, R. A., & Pastore, D. L. (2008). Human resource management systems and organizational effectiveness in non-profit sport organizations: A multilevel approach. *International Journal of Sport Management, 9,* 22-45.

Dreyfus, S. (2004). The five-stage model of adult skill acquisition. *Bulletin of Science Technology & Society, 24*(3), 177-179.

Douglas, S., Smith, M., Vidic, Z., & Stran, M. (2016). Developing coaching expertise: Life histories of expert collegiate wheelchair and standing basketball coaches. *Palaestra, 30*(1), 31-42.

Epstein, D. (2013). *The sports gene: Inside the science of extraordinary athletic performance*. New York: The Penguin Group.

Ericsson, K. A. (2013). Training history, deliberate practice and elite sports performance: An analysis in response to Tucker and Collins Review – "What makes champions?" *British Journal of Sports Medicine, 47,* 533-535.

233

Ericsson, K. A., & Charness, N. (1994). Expert performance: Its structure and

    acquisition. *American Psychologist, 49*(8), 725-747.

Falcão, W. R., Bloom, G. A., & Gilbert, W. (2012). Coaches' perceptions of a coach

    training program designed to promote youth developmental outcomes. *Journal of*

    Applied Sport Psychology, 24, 429-444.

Feltz, D. L., Chase, M. A., Moritz, S. E., & Sullivan, P. J. (1999). A conceptual model of

    coaching efficacy: Preliminary investigation and instrument development. *Journal*

    *of Educational Psychology, 91(*4), 765-776.

Finger, M., & Asún, J. M. (2001). *Adult Education at the Crossroads – learning our way*

    out. NIACE: Leicester.

Ford, P. R., Coughlan, E. K., Hodges, N. J., & Williams, A. M. (2015). Deliberate

    practice in sport. In J. Baker, & D. Farrow (Eds.), *Routledge Handbook of Sport*

    Expertise (pp. 347-362). London, UK: Routledge.

Freedman, R. D., & Stumpf, S. A. (1980). Learning Style Theory: Less than meets the

    eye. *Academy of Management Review,* 5, 445-447.

Galletta, A. (2013). *Mastering the semi-structured interview and beyond: From research*

    design to analysis and publication. New York, NY: New York University Press.

Gallimore, R., Gilbert, W., & Nater, S. (2014). Reflective practice and ongoing learning:

    A coach's ten year journey. *Reflective Practice, 15*(2), 268-288.

Gearity, B. T., Callary, B., & Fulmer, P. (2013). Learning to coach: A qualitative case

    study. *Journal of Coaching Education, 6*(2), 65-86.

Gearity, B. T. (2012). Poor teaching by the coach: A phenomenological description from

athletes' experience of poor coaching. *Physical Education and Sport Pedagogy,*
17(1), 79-96.

Gentner, N. B., Wrisberg, C. A., & Whitney, B. J. (2008). An interview with John
Gagliardi. In W. Simpson, D. Crider, D. Funk & P. Titlebaum (Eds.), *Applied*
research in coaching and athletics annual, 23, 278-309.

Gilbert, W. (2017). *Coaching better every season: A year-round system for athlete*
development and program success. Champaign, IL: Human Kinetics.

Gilbert, W., & Baldis, M. (2014). Becoming an effective strength and conditioning
coach. *Strength and Conditioning Journal, 36*(1), 28-34.

Gilbert, W., Lichtenwaldt, L., Gilbert, J., Zelezny, L., & Côté, J. (2009). Developmental
profiles of successful high school coaches. *International Journal of Sports*
Science & Coaching, 4(3), 415-431.

Gilbert, W., Côté, J., & Mallett, C. (2006). Developmental paths and activities of
successful sport coaches. *International Journal of Sports Science & Coaching,*
1(1), 69-76.

Gilbert, W., & Trudel, P. (2000). Validation of the coaching model (CM) in a team sport
context.*International Sports Journal, 4*(2), 120-128.

Gilham, A., Burton, D., & Gilham, E. (2013). Going beyond won-loss record to identify
successful coaches: Development and preliminary validation of the Coaching
Success Questionnaire-2. *International Journal of Sports Science & Coaching,*
8(1), 115-138.

Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for*

qualitative research. New York: Aldine.

Grenier, R. S. (2013). Finding the abstract from the concrete: Considering the use of popular culture artefacts to examine the Model of Expertise Redevelopment. *Human Resource Development International, 16*(3), 357-365.

Grenier, R. S., & Kehrhahn, M. (2008). Toward an integrated model of expertise redevelopment and its implications for HRD. *Human Resource Development Review*, 7, 198-217.

Gulbin, J., & Weissensteiner, J. (2013). Functional sport expertise systems. *Developing sport expertise: Researchers and coaches theory into practice.* In D. Farrow, J. Baker, C. MacMahon (Eds.), *Developing elite sport performance: Lesson from theory and practice* (pp. 45-67; 2nd edition). London & New York: Routledge.

Hamzeh, M., & Oliver, K. L. (2012). "Because I am Muslim, I cannot wear a swimsuit." *Research Quarterly for Exercise and Sport, 83*(2), 330-339.

Hayes, J. R., & Simon, H. A. (1977). Psychological differences among problem isomorphs. In N. J. Castellan, D. B. Pisoni, & G. R. Potts (Eds.). *Cognitive theory.* Erlbaum.

Helsen, W. F., Starkes, J. L., & Hodges, N. J. (1998). Team sports and the theory of deliberate practice. *Journal of Sport & Exercise Psychology, 20*(1), 12-34.

Holman, D., Pavlica, K., & Thorpe, R. (1997). Rethinking Kolb's theory of experiential learning: The contribution of social constructivism and activity theory. *Management learning,* 28, 135-148.

Horn, T. S. (2008). Coaching effectiveness in the sport domain. In T. S. Horn (Ed.),

Advances in sport psychology (pp. 239-268). Champaign, IL: Human Kinetics.

Horsley, D., Cockburn, E., & James, I. A. (2015). An exploration of participation football coaches' philosophies from development to expression. *Sport & Exercise Psychology Review, 11*(2), 22-36.

ICCE, ASOIF, & Leeds Metropolitan University (2013). International sport coaching framework (version 1.2). Champaign, IL: Human Kinetics.

Jiménez Sáiz, S., Lorenzo Calvo, A., & Ibáñez Godoy, S. J. (2009). Development of expertise in Spanish elite basketball coaches. *International Journal of Sport Science*, 17, 19-32.

Jones, R. L., Bailey, J., & Thompson, A. (2013). Ambiguity, noticing, and orchestration: Further thoughts on managing the complex coaching context. In P. Potrac, W. Gilbert, & J. Denison (Eds.), *Routledge Handbook of Sport Coaching* (pp. 271-283). London & New York: Routledge.

Kavussanu, M., Boardley, I. D., Jutkiewicz, N., Vincent, S., & Ring, C. (2008) Coaching efficacy and coaching effectiveness: Examining their predictors and comparing coaches' and athletes' reports. *The Sport Psychologist, 22,* 383-404.

Kayes, D. C. (2002). Experiential learning and its critics: Preserving the role of experiential learning and education. *Academy of Management Learning & Education, 2*(1), 137-149.

Kent, A., & Sullivan, P. J. (2003). Comparisons of job attitudes among United States and Canadian intercollegiate coaches. *ICHPER - SD Journal, 39(3),* 34-37.

Kirshner, A., & Johnson, R. (2017, May 3). The spread offense has changed football

forever. SBNation.com. Retrieved from: http://www.sbnation.com/college-football/2017/5/3/15335152/spread-offense-playbook-zone-read-run-pass

Koh, K. T., Mallett, C. J., & Wang, C. K. J. (2011). Developmental pathways of Singapore's high-performance basketball coaches. *International Journal of Sport and Exercise Psychology, 9*(4), 338-353.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. New Jersey: Prentice-Hall.

Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education, 4*(2), 193-212.

Lara-Bercial, S., & Mallett, C. J. (2016). The practices and developmental pathways of professional and Olympic serial winning coaches. *International Sport Coaching Journal,* 3, 221-239.

Lather, P. (2006). Paradigm proliferation as a good thing to think with: Teaching research in education as a wild profusion. *International Journal of Qualitative Studies in Education, 19*(1), 35-57.

Lave, J., & Wenger, E. (1999). *Situated learning: Legitimate peripheral participation.* Cambridge, UK: Cambridge University Press.

Lee, A. (2007). How can a mentor support experiential learning? *Clinical Child Psychology and Psychiatry, 12*(3), 333-340.

Loughead, T. M., & Bloom, G. A. (2013). Team cohesion in sport: Critical overview and

238

implications for team building. In P. Potrac, W. Gilbert, & J. Denison (Eds.),
Routledge handbook of sports coaching, (pp. 345-356). London & New York:
Routledge.

MacLean, J. C., & Zakrajsek, D. (1996). Factors considered important for evaluating
Canadian university athletic coaches. *Journal of Sport Management*, 10, 446-462.

MacLean, J. C., & Chelladurai, P. (1995). Dimensions of coaching performance:
Development of a scale. *Journal of Sport Management, 9,* 194-207.

Mallett, C. J., & Rynne, S. (2015). Changing role of coaches across development. In J.
Baker, & D. Farrow (Eds.), *Routledge Handbook of Sport Expertise* (pp. 394-403). London, UK: Routledge.

McCuaig, L, Sutherland, S., Dyson, B., & Hiromi, M. (2014). Quality *indicators of rigor in qualitative methods* [PowerPoint slides]. Retrieved from
http://www.siit.jp/pdf/2014/No.8_Quality_Indicators_of_Quant_and_Qual_Research_2014_41.pdf

Merriam, S. B. (1998). *Qualitative research and case study applications in education.*
San Francisco, CA: Jossey-Bass Inc.

Miettinen, R. (1998). About the legacy of experiential learning. *Lifelong Learning in Europe,* 3, 165-171.

Milton, P. R., Freeman, D., & Williamson, L. M. (2012). Do athletic scholarships impact
academic success of intercollegiate student-athletes: An exploratory investigation.
Journal of Issues in Intercollegiate Athletics, 5, 329-338.

Mixon, F. G., Treviño, L. J., & Minto, T. C. (2004). Touchdowns and test scores:

Exploring the relationship between athletics and academics. *Applied Economics Letter, 11*(7), 421-424.

Moon, J. A. (2004). *A handbook of reflective and experiential learning: Theory and practice*. London: Routledge Falmer.

Myers, N. D., Feltz, D. L., & Chase, M. A. (2011). Proposed modifications to the conceptual model of coaching efficacy and additional validity evidence for the Coaching Efficacy Scale II-High School Teams. *Research Quarterly for Exercise and Sport, 82*(1), 79-88.

Nash, C. S., & Sproule, J. (2009). Career development of expert coaches. *International Journal of Sports Science & Coaching, 4*(1), 121-138.

National Collegiate Athletic Association. (2013). *NCAA Division III manual.* Indianapolis, IN: NCAA. Retrieved from http://www.ncaapublications.com/p-4324-2013-2014-ncaa-division-iii-manual-aspx.

NCAA Facts and Figures. (n.d.). *NCAA.org.* Retrieved from https://www.ncaa.org/sites/default/files/2015-16%20DIII%20Facts%20and%20Figures%20with%20Budget%20Facts.pdf

Nelson, L. J., Cushion, C. J., & Potrac, P. (2006). Formal, nonformal and informal coach learning: A holistic conceptualisation. *International Journal of Sports Science & Coaching, 1*(3), 247-259.

Nunn, R. (2008). A network model of expertise. *Bulletin of Science, Technology & Society, 28*(5), 414-427.

OAC History (2012). *OAC.org*. Retrieved from

240

http://www.oac.org/information/History/OAC_HISTORY_2012__3_.pdf

O'Boyle, I. (2014). Determining best practice in performance monitoring and evaluation
of sport coaches: Lessons from the traditional business environment. *International
Journal of Sports Science & Coaching, 9*(1), 233-246.

Oldridge, L., Nelson, L, Greenough, K., & Potrac, P. (2016). The interplay between
learning, knowledge, biography and practice: The tale of an experienced track &
field athletic coach. *International Sport Coaching Journal,* 3, 257-268.

Pastore, D. L. (2013). Faculty perspectives on Baldwin and Chang's mid-career faculty
development model. *The Journal of Faculty Development, 27*(2), 25-32.

Patton, M. (2015). *Qualitative evaluation and research methods* (4th ed.). Newbury Park,
CA: Sage.

Pim, R. L. (2016). Value-based sport programs and their impact on team success: The
competitive sport model at the United States Military Academy. *International
Sport Coaching Journal,* 3, 307-315.

Pope, C. (2006). Interpretive perspectives in physical education research. In D. Kirk,
D. Macdonald, & M. O'Sullivan (Ed.), *The Handbook of Physical Education* (pp.
21-36). Thousand Oaks, CA: Sage.

Putler, D. S., & Wolfe, R. A. (1999). Perceptions of intercollegiate athletic programs:
Priorities and tradeoffs. *Sociology of Sport Journal*, 16, 301-325.

Quinn, R. E., & Rohrbaugh, J. (1983). A spatial model of effectiveness criteria: Towards
a Competing Values Approach to organizational analysis. *Management Science,
29*(3), 363-377.

241

Rankin, W. (2016, December 9). "Formal" learning. *Unfoldlearning.net*. Retrieved from
 https://unfoldlearning.net/2016/12/09/formal-learning/

Renshaw, I., & Gorman, A. D. (2015). Challenges to capturing expertise in field settings.
 In J. Baker, & D. Farrow (Eds.), *Routledge Handbook of Sport Expertise* (pp.
 282-294). London, UK: Routledge.

Saury, J., & Durand, M. (1998). Practical knowledge in expert coaches: On-site study of
 coaching in sailing. *Research Quarterly for Exercise and Sport, 69*(3), 254-266.

Schein, E. H. (2004). *Organizational culture and leadership* (3rd ed.). San Francisco:
 Jossey-Bass.

Schempp, P., McCullick, B., & Mason, I. (2006). The development of expertise coaching.
 In R. L. Jones (Ed.) *The sports coach as educator: Reconceptualising sports
 coaching* (145-161). London, UK: Routledge.

Schön, D. A. (1987). *Educating the reflective practitioner: Toward a new design for
 teaching and learning in the professions.* San Francisco: Jossey-Bass.

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action.*
 London: Temple Smith.

Schroeder, P. J. (2010). A model for assessing organizational culture in intercollegiate
 athletic departments. *Journal of Issues in Intercollegiate Athletics,* 3, 98-118.

Schroeder, P. J. (2010b). Changing team culture: The perspectives of ten successful head
 coaches. *Journal of Sport Behavior, 32*(4), 63-88.

Schroeder, P. J. (2000). An assessment of student involvement among selected NCAA

Division III basketball players. *Journal of College Student Development, 41*(6),

616-626.

Scott, B. M., Paskus, T. S., Miranda, M., Petr, T. A., & McArdle, J. J. (2009). In-season

vs. out-of-season academic performance of college student-athletes. *Journal of

Intercollegiate Sports, 1*, 202-226.

Simon, H. A., & Chase, W. G. (1973). Skill in chess. *American Scientist*, 61, 394-403.

Smith, R. E., & Smoll, F. L. (2007). Social-cognitive approach to coaching behaviors. In

S. Jowett and D. Lavallee (Eds.), *Social Psychology in Sport.* Champaign, IL:

Human Kinetics.

Stake, R. E. (1995). *The art of case study research.* Thousand Oaks, CA: Sage.

Steinbach, P. (2011). Record NCAA graduation rates don't tell the whole story.

AthleticBusiness. Retrieved from http://www.athleticbusiness.com/Governing-

Bodies/record-ncaa-graduation-rates-don-t-tell-the-whole-story.htm.

Stephenson, B., & Jowett, S. (2009). Factors that influence the development of English

youth soccer coaches. *International Journal of Coaching Science, 3*(1), 3-16.

Sutherland, S., Stuhr, P. T., & Ayvazo, S. (2014). Learning to teach: Pedagogical content

knowledge in adventure-based learning. *Physical Education and Sport Pedagogy,*

3, 233-248.

Tharp, R. G., & Gallimore, R. (1976). What a coach can teach a teacher. *Psychology

Today, 9,*75-78.

Trudel, P., Rodrigue, F., & Gilbert, W. (2016). The journey from competent to innovator:

Using appreciative inquiry to enhance high performance coaching. *International Journal of Appreciative Inquiry, 18*(2), 40-46.

Trudel, P., & Gilbert, W. (2013). The role of deliberate practice in becoming an expert coach: Part 3 – Creating optimal setting. *Olympic Coach Magazine, 24*(2), 15-28.

Tucker, R., & Collins, M. (2012). What makes champions? A review of the relative contribution of genes and training to sporting success. *British Journal of Sports Medicine, 46,* 555-561.

Turner, D., Nelson, L., & Potrac, P. (2012). The journey is the destination: Reconsidering the expert sports coach. *Quest, 64,* 313-325.

Valle, C. N., & Bloom, G. A. (2005). Building a successful university program: Key and common elements of expert coaches. *Journal of Applied Sport Psychology, 17,* 179-196.

Vince, R. (1998). Behind and beyond Kolb's learning cycle. *Journal of Management Education, 22,* 304-319.

Wharton, L., & Rossi, T. (2015). How would you recognise an expert coach if you saw one? *International Journal of Sports Science & Coaching, 10*(2+3), 577-588.

Williams, J., Colles, C., & Allen, K. J. (2010). Division III athletes: Perceptions of faculty interactions and academic support services. *Journal of Issues in Intercollegiate Athletics, 3,* 211-233.

Wiman, M., Salmoni, A. W., & Hall, C. R. (2010). An examination of the definition and development of expert coaching. *International Journal of Coaching Science, 4*(2), 37-60.

244

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.

Appendix A: **Grenier and Kehrhahn's (2008) emerging Model of Expertise**
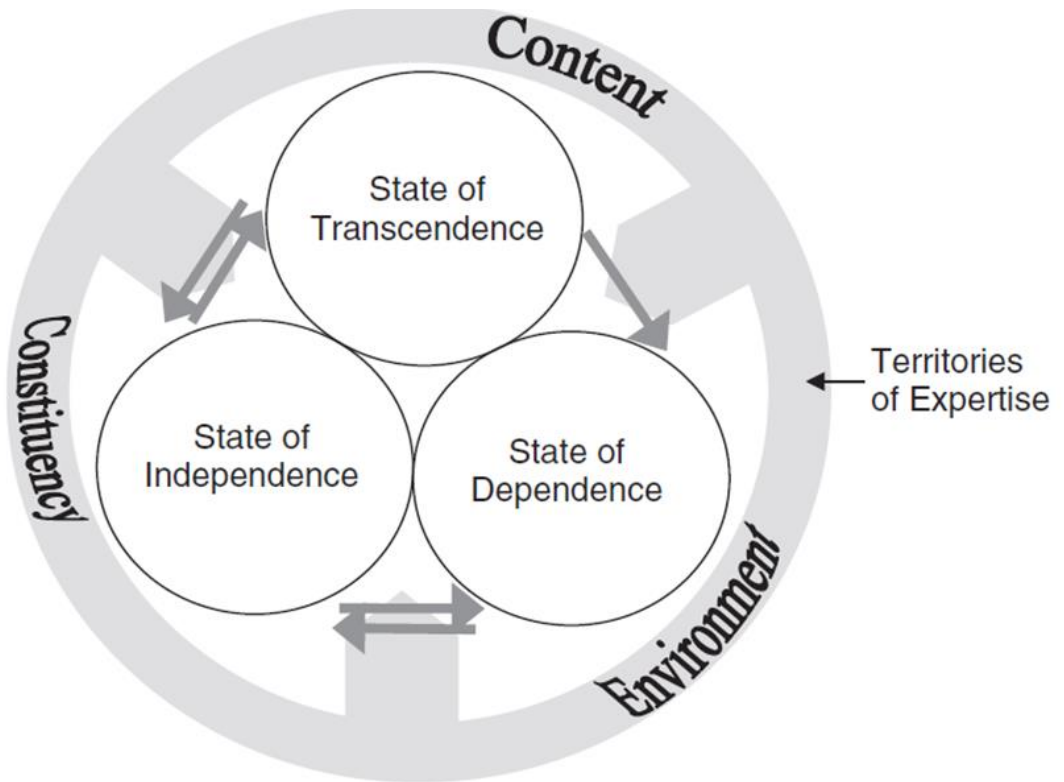
Redevelopment

Figure 1. Grenier and Kehrhahn's (2008) emerging Model of Expertise Redevelopment

Appendix B: **Proposed Model of Coaching Effectiveness Redevelopment**

Content

Territories of

Coaching Effectiveness

State of

Coaching

Transcendence

State of

Coaching

Independence

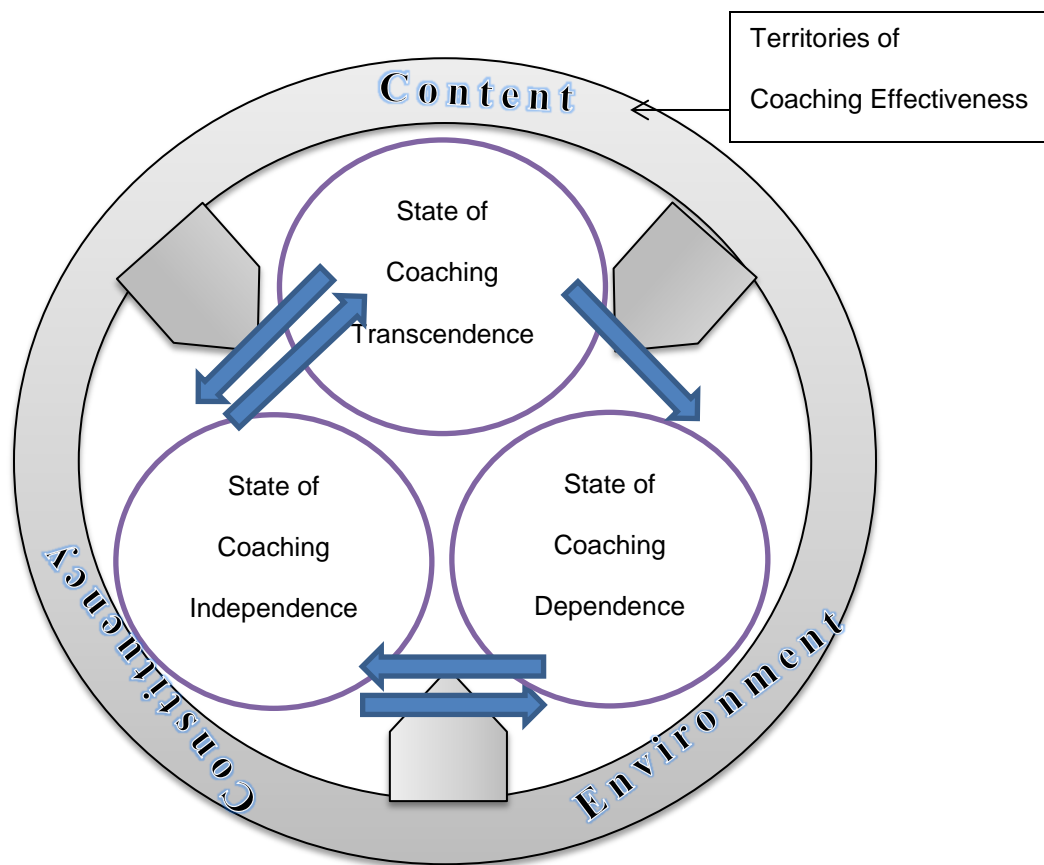State of

Coaching

Dependence

Constituency

Environment

Figure 2. Proposed Model of Coaching Effectiveness Redevelopment

Appendix C: **Interview Guide**

Interview #1: Introductory and Sociodemographic Questions

1. Tell me what got you interested in participating in sport.
2. How many years did you spend as an athlete in any sport and what sports were those? How many years did you spend as an athlete in the current sport(s) you are coaching?
3. Tell me about your experience as an athlete before you started coaching.
4. What level did you reach as an athlete (e.g., high school, college at Division I, II, III, NAIA, or junior college, or which professional level)?
5. Tell me about the greatest highlight of your athletic career.
6. Tell me about your educational experience in college (e.g., major, minor, graduate degree, sport-related).
7. Did you earn a sport-related degree or coaching minor in college? (for me to take note of)
8. Have you received any coaching certifications? If so, which ones and at what level?
9. Tell me what got you interested in coaching and at what age you began getting involved in coaching.
10. Tell me about the greatest highlight of your coaching career up to this point.
11. How many years have you coached at any level (i.e., youth, high school, college, professional)? How many years have you been a head coach at the NCAA Division III level? How many years have you been head coach at your current school?
12. Which sport(s) do you coach and have you coached? Is it or are they male sport or female sport teams or both?
13. Tell me about your view that coaching has in your professional life. Is coaching your full-time profession? If not, what is?
14. What is your overall win-loss record? What other accolades have you achieved (coaching awards)? What other accolades have your teams achieved (postseason appearances, conference or national championships)?
15. As a college coach, tell me about your thoughts regarding the importance of academics for your student-athletes. What is your students' graduation rate (if known)?

Interview #2: Coaching Redevelopment and Effectiveness Questions

1. In general, tell me about your experience in coaching up until this point.
2. Tell me more about your experiences as an athlete that influenced your coaching career.
3. Tell me about any coaches that influenced you or served as a mentor during your time as an athlete, assistant coach or even head coach and how they influenced you.
4. Tell me what you think it takes to become known as an *effective* coach. What process does it take for a coach to become an effective coach? What qualities does an effective coach need to have?
5. What is your coaching philosophy? Tell me how you came to developing your own coaching philosophy throughout your career.
6. Tell me about the first time you became a head coach in your career. What and who influenced you as you developed and improved your craft as a coach?
7. Tell me about what was different between being an assistant and a head coach and how you made those transitions.
8. Since your first year as a head coach, has your philosophy changed? If so, tell me about how it has changed.
9. Tell me about your experience as a coach in finding that work-life balance. How did your coaching career affect your family?
10. Tell me about what it was like the first time you coached at the DIII level. What has been your experience in coaching at the DIII level?
11. Was there a specific point in time as a turning point in your career when you felt things began to click into place and you really developed as a coach? If so, please explain.
12. Tell me about when you changed levels or schools or had a new team of athletes, are there any examples you can remember feeling you had to learn the new culture or relearn certain aspects of coaching (e.g., facilities, people, rules)?
13. Tell me about your learning process as a coach. Throughout your time, have you ever felt like you have had to reinvent yourself as a coach? If so, what did you do?
14. Can you pinpoint a time in your career that you felt you became an *effective* coach? If so, when and what did you do to get there? If not, why not?
15. Tell me what is it that drives you to keep coaching?

Potential Additional Questions:
16. When moving to a new program, tell me what you did to gain the respect of your athletes, administrators, community, parents, etc.
17. Tell me about when you moved to a different school and different level of coaching as a head coach (e.g., high school to college or DI to DIII). What was different that you had to adjust to or adapt to?

18. Who was the person in your family that most encouraged you to participate in sport? Why? To coach in sport? Why?
19. Do you think that your formal education in high school and/or college helped you develop as a coach? If so, how?
20. Tell me which way you felt you learned most as a coach (i.e., in a coaching courses, at conventions or conferences, or by learning on your own and talking to other coaches).

Appendix D: **Informed Consent Form for Participants**

The Ohio State University Consent to Participate in Research

Study Title: Redeveloping Coaching Effectiveness

Researchers: Sean Dahlin, MPE; Dr. Donna Pastore, Ph.D.

Sponsor: n/a

This is a consent form for research participation. It contains important information about this study and what to expect if you decide to participate.

Your participation is voluntary.

Please consider the information carefully. Feel free to ask questions before making your decision whether or not to participate. If you decide to participate, you will be asked to sign this form and will receive a copy of the form.

Purpose:
The purpose of this research proposal is to focus on the qualitative aspect of determining the redevelopment of effective coaches. We are especially interested in understanding the process of your development as a coach throughout your career. The intention is to get a more in-depth perspective on your perceptions of your development throughout your career as an athlete and a coach.

Below is a detailed description of why you were asked to participate in this study and the steps of what you will do if you participate. And, as described above, your participation is voluntary, so it is your decision if you would like to proceed and be interviewed.

Procedures/Tasks:
We will be conducting interviews with a group of select head coaches at the intercollegiate level and ask you to keep a reflective journal. This information will be used to determine the development of intercollegiate head coaches and your perceptions on coach learning as well as effective coaching for a greater in-depth look.

Duration:
You may leave the study at any time. If you decide to stop participating in the study, there will not be any adverse consequences.

Risks and Benefits:
Should you choose to participate, this means you allow us to record you and take notes on your responses during two interviews as well as your reflective journal entries. You will be provided with a transcription of the conversations and journal entries to review for accuracy prior to any usage. The risk of participation is quite minimal. However, if you

255

decide that you are uncomfortable in with the questioning or simply no longer want to participate you may cease participation at any time.

The researchers for this project, Sean Dahlin and Dr. Donna Pastore, will be the only persons with access to interview transcripts and notes. All data will be stored on a password protected computer or be printed and kept in a locked cabinet with restricted access.

Confidentiality:
Efforts will be made to keep your study-related information confidential. However, there may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by state law. Also, your records may be reviewed by the following groups (as applicable to the research):
- The Ohio State University Institutional Review Board or Office of Responsible Research Practices;

Incentives:
There are no incentives provided to participate in this research.

Participant Rights:
You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are a student or employee at Ohio State, your decision will not affect your grades or employment status.

If you choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. By signing this form, you do not give up any personal legal rights you may have as a participant in this study.

An Institutional Review Board responsible for human subjects research at The Ohio State University reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

Contacts and Questions:
For questions, concerns, or complaints about the study, or you feel you have been harmed as a result of study participation, you may contact me at dahlin.6@osu.edu or 503-798-0995. You can also contact the PI for this study, Dr. Donna Pastore, at pastore.3@osu.edu, or 614-247-8400.

For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you

may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.

Signing the consent form

I have read (or someone has read to me) this form and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study. I am not giving up any legal rights by signing this form. I will be given a copy of this form**.**

_____
Printed name of subject

_____
Signature of subject

_____ **AM/PM**
Date and time

_____
Printed name of person authorized to consent for

subject (when applicable)

_____
Signature of person authorized to consent for subject

(when applicable)

_____ **AM/PM**

_____
Relationship to the subject

_____
Date and time

<u>Investigator/Research Staff</u>

I have explained the research to the participant or his/her representative before requesting the signature(s) above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

_____
Printed name of person obtaining consent

_____
Signature of person obtaining consent

_____ **AM/PM**

_____
Date and time

257

Appendix E: **Pre-notification E-mail to Participants**

[Date]

Dear Coach,

We are requesting your help with a study conducted in conjunction with The Ohio State University aimed at understanding the developmental pathways of effective intercollegiate head coaches. Later this week, you will receive an e-mail inviting you to participate in the study by accepting to be interviewed on two different occasions about your coaching career. The first interview will last approximately 30-45 minutes long while the second interview will last approximately 60-120 minutes in length.

The short period of time interviewing you can help contribute to the understanding of how effective intercollegiate head coaches have developed throughout their careers and may provide scholars, coaches, and athletic administrators a better understanding of how to assist coaches develop more effectively. We thank you in advance for your participation.

Sincerely,

Sean Dahlin   Donna L. Pastore, Ph.D.
The Ohio State University   The Ohio State University
305 Annie and John Glenn Avenue   305 Annie and John Glenn Avenue
Columbus, OH 43210   Columbus, OH 43210
503-798-0995   614-940-2058
dahlin.6@osu.edu   pastore.3@osu.edu

Appendix F: Invitation E-mail to Participate in the Study

[Date]

Dear Coach,

I am a Ph.D. student at The Ohio State University studying the developmental pathways of effective intercollegiate head coaches. This study is being conducted as a requirement for my Doctor of Philosophy degree in Sport Management at The Ohio State University.

We request your assistance by agreeing to meet for two separate in-person interviews with dates and times decided upon by us and you. Before the first interview, we will send you an email with a simple demographic/coaching questionnaire that we will ask you to return. The first interview will last approximately 30-45 minutes with preliminary questions based upon your own experiences as an athlete and coach. The second interview will last approximately 60-120 minutes based on the information you give with questions pertaining to your developmental pathway and perceptions of your coaching career leading up to what you are doing now. You will also be asked to type or audio record your thoughts after each interview regarding the questions asked and your answers.

There are no known physical or psychological risks associated with your participation in the interviews. You may refuse to answer any questions and may withdraw from participating in the interviews or completing the typed or audio recorded reflective journal entries at any time. By doing the interviews and completing the reflective journal entries, you consent to participate. No personally identifiable information will be associated with your responses in any published and reported results of this study.

For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251. We would sincerely appreciate it if you would participate in doing the interviews.

Given your willingness, please reply to this email confirming that you accept to participate in this study and allow to be interviewed, or you can send an e-mail to dahlin.6@osu.edu to confirm your participation. If we do not obtain a reply, we will send a follow-up e-mail requesting your participation.

Please feel free to contact either of us if you have any questions. Thank you very much for your assistance.

Sincerely,

Sean Dahlin
The Ohio State University
305 Annie and John Glenn Avenue
Columbus, OH 43210
503-798-0995
dahlin.6@osu.edu

Donna L. Pastore, Ph.D.
The Ohio State University
305 Annie and John Glenn Avenue
Columbus, OH 43210
614-940-2058
pastore.3@osu.edu

Appendix G: **Reminder E-mail**

[Date]

Dear Coach,

The study aimed at understanding the developmental pathways of effective intercollegiate head coaches is still open and in need of your participation and response to the interviews. Being willing to participate in two interviews on your experiences and perceptions throughout your coaching career may provide scholars, coaches, and athletic administrators the information necessary to help current and future coaches develop more effectively.

Given your willingness, please reply to this email confirming that you accept to participate in this study and allow to be interviewed, or you can send an e-mail to dahlin.6@osu.edu to confirm your participation.

Sincerely,

Sean Dahlin   Donna L. Pastore, Ph.D.
The Ohio State University   The Ohio State University
305 Annie and John Glenn Avenue   305 Annie and John Glenn Avenue
Columbus, OH 43210   Columbus, OH 43210
503-798-0995   614-940-2058
dahlin.6@osu.edu   pastore.3@osu.edu