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Pepperdine University
Graduate School of Education and Psychology

FORMER INTERCOLLEGIATE ATHLETES' PERSPECTIVES ON CAREER CHOICE:
A QUALITATIVE STUDY OF MOTIVATIONS AND CHALLENGES IN THE
COACHING CAREER PATH

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

William R. Rodriguez

February, 2019

Shreyas Gandhi, Ed.D. - Dissertation Chairperson

This dissertation, written by

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under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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DEDICATION

I would like to dedicate this to my bother Francisco Jose who we called Pancho. To my coach Bruce Watson, and my friends Randy Bertin, Karen Bertin, and Dalia Juarez.

ACKNOWLEDGEMENTS

I would like to thank the coaches who volunteered their time to participate and share their insights. I also acknowledge the guidance of my dissertation committee.

VITA

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Head Men's & Women's Water Polo Coach and Swim Coach
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- Regional Water Polo Coach of the year 2016, 2017, and 2018.
- Water Polo Conference coach of the year 2016 and 2017.
- Tenured Kinesiology Professor
- Won the first 4 individual women's swim state championships in school history

2014-2016

Head Men's & Women's Water Polo Coach
University of LA Verne, California

- Coach of the year in 2016
- Reached the Women's championship game after the second season, first time in program history
- Placed 3 players in the All-America team for the first time in team history
- Took team to train over seas and competed against world ranked national teams

2012- 2014

Co-Head Water Polo Coach and Director of Operations
Pepperdine University at Malibu, California

- Implemented and directed academic support programs enhancing graduation rates in accordance with NCAA compliance

2010-2012

Assistant Men's and Women's Water Polo Coach
University of Southern California at Los Angeles, California

- Member of the four-time consecutive Division I NCAA Men's Water Polo coaching staff at the University of Southern California

2009-2010

Assistant Swim Instructor and Women's Water Polo Coach
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VOLUNTEER SERVICE

- A chance for Children Foundation
- Down Town LA Shelter

ABSTRACT

This is a descriptive study using a qualitative method. It concerns the experiences of former collegiate athletes who chose a career in coaching. Interviews explored (a) motivation of career choice and satisfaction, (b) career challenges, (c) other career areas they explored. This is valuable information for collegiate athletes facing career-related decisions. Many athletic departments do not overtly discuss career options for athletes because of an assumption that doing so diminishes the focus on the current athlete's ambition to make a career of the chosen sport. Yet many athletes will not continue into professional sports, and for those who do, sport careers do not last as long as most careers, due to aging out. Those who choose coaching as a career may find useful career guidance in this research. Coaches should make an effort to discuss with athletes the importance of visiting career counseling or in other ways exploring career options, because even for those who do go into professional sports, the duration of a peak competitive performance in such a career is limited.

Chapter 1: Introduction

As long as human history has been recorded, there have been professional games as a spectator sport. Although early on the games had an edge of brutality not acceptable in modern society --such as the death of those not victorious--the games are remembered historically as a significant element of the culture, a defining feature of a civilization. They represent the upper limits of human physical endurance, strength, and in some sports, of beauty and grace. The athletes themselves become cultural icons that inspire youths to emulate them and gain the loyalty of a wide fan base of adults. The coaches become icons of leadership, motivating individuals or teams to their best cooperative efforts. During the on-season, the discussion of team performances becomes as common for a conversation opener as the topic of weather. Within the mass culture, the popularity of top winning athletes is rivaled only by presidential candidates, top Hollywood actors and actresses, and megastar musicians. If professional athletes help shape the popular culture, then the coaches have a deep responsibility, as they help shape the professional ethics and norms of these athletes.

Intercollegiate athletes have a unique college experience compared to that of their peers. While their peers focus on gaining career preparation, many if not most intercollegiate athletes are more intensely focused on their current performance

goals than on their future careers. Given that relatively few will "go pro," that is, continue on with their athletics into a paid career in professional sports, consideration of their career options is important. This preparation is seldom emphasized by coaches or the athletic department in general, because to speak too much of alternative careers would be to detract from the athlete's potential and drive toward goals such as Olympic-level performance and professional-level performance.

Problem Statement

Many athletes will not continue into professional sports, and for those who do, sport careers do not last as long as most careers, due to aging out. Career decisions are weighty and complex. This is even more so in an environment that does not overtly discuss career options because of an assumption that doing so diminishes the focus on the current athlete's ambition to (a) put their whole effort into their current performance or (b) make a career of the chosen sport. The following quote supports the presence of this problem:

Only a small fraction of these individuals will earn a living playing professionally. Although there is some importance in individuals performing at a high level when competing in college, the education student-athletes receive might produce greater personal and professional rewards in their lives. (Klein, 2014, p. 23)

Purpose of the Study

This is a descriptive study using a qualitative method. I seek to describe but not to draw conclusions about cause and effect. The population represented is collegiate level coaches within the United States. Respondents were located in California, but some had worked in other states. This study helps fill a gap in the existing body of knowledge about the topic of motivations for these former collegiate athletes to choose a career in coaching. More importantly, it may be a source of valuable information for collegiate athletes facing career-related decisions.

Theoretical Framework

From the phenomenological perspective, the participants' worldview and subject experience are taken at face value. Their responses and the meaning they assign to their experience are expressed as a valid reality. Interviews of coaches were used to determine the following:

1. What motivated them to choose a career in coaching.
2. What were the challenges in their careers.
3. How satisfied they are with their career choices that involved teaching or coaching of a sport.
4. What other career options they explored after graduation.
5. How satisfied were they with non-sports career options they may have tried, and why.

6. What they see as the opportunity costs of the career path they chose.
7. How satisfied they were with the career preparation offered during their college experience.
8. What personal attributes or temperament characteristics they feel predisposed them to success in coaching.
9. What advice they would give to current intercollegiate athletes.
10. The most important rules they have for themselves as coaches.
11. The most important rules they have for their athletes.
12. How they resolve the challenge to motivate athletes toward their highest performance while at the same time not instilling a sense that a loss at a competition equals failure as a person.

Another theoretical framework for the present study is transformational leadership. Characteristics of transformational leadership according to Avolio and Bass (2004) are as follows: charisma, vision, intellectual stimulation (e.g., valuing knowledge conversion), individual consideration (e.g., valuing diversity), and shared leadership. Individual consideration is the one component of interest in the present study. Especially the characteristic of shared leadership and

individual consideration are qualities that are important to me and the way I coach.

As noted in the problem statement, many athletic departments do not overtly discuss career options for athletes because of an assumption that doing so diminishes the focus on the current athlete's ambition to make a career of the chosen sport. Coaches are not obligated to serve as career counselors for their team members or individual athletes coached. Yet, many coaches on a regular basis go above and beyond their prescribed duties in what they describe as a familial devotion to their players' well-being. This is an attribute of transformational leadership, identified in the factor analysis of the Multifactor Leadership Questionnaire (MLQ) as *individual consideration* (p. 419).

Research Questions

The main questions to be answered in this study are as follows:

1. For former intercollegiate athletes, what were the motivations for seeking a career in collegiate coaching?
2. What do they perceive as the benefits and challenges of these careers?
3. How do they perceive the career preparation offered during their college experience?
4. What advice would you give to student athletes?

Importance of the Study

The topic of post-college careers is important to help athletes who don't "go pro," as well as athletes after they go pro, to evaluate career options in college coaching athletics. Coaches may find this information of use in counseling their teams to consider various possibilities after college.

Researchers of the career development of athletes found that successfully coping with transitions both within and outside of their sport allowed greater opportunity for successful sport performance as well as being able to adjust effectively to the post-sport career. Alternately, lack in coping with a transition can lead to premature dropout from a sport, neuroses, or alcohol or drug abuse. Therefore, helping athletes prepare for career transitions should be of primary concern for coaches (Stambulova, Alfermann, Statler, & Côté, 2011).

Individual consideration, as an aspect of transformational leadership, is the attribute that motivates coaches to prompt student athletes to consider their future careers, rather than a coach relating to student athletes only in terms of their current obligations and performance as athletes. Part of my self-defined role as a college-level coach is to prepare these athletes for life success after college, whether that be moving on to professional sport or moving into other work choices.

This dissertation constitutes a collection of cumulative wisdom and perspective that college coaches have about their own career choice, outlining the challenges and rewards of this path.

Scope of the Study

This study excluded from the sample any coaches from athletics departments of very small colleges where coaches are required to perform other tasks and have other responsibilities, such as teaching. Junior or 2-year colleges also are not represented. Mid-size to large colleges have a coach for each individual sport in which the time commitment involved for recruiting, tape scouting, practice preparation, work with admissions, travel, organization, camps, off season programs, and program promotion does not make it possible to teach. The teacher-coach model is such a different situation that it is not comparable to the coach duties discussed in the present study.

Coaches of paralympic sports are not included, as these tend not to be as common in collegiate athletics and many are not team sports, making the coaching of them less comparable to the traditional collegiate sports.

Limitations of the Study

Creswell (2009) defined research assumptions as factors potentially influencing the findings of a study but beyond the control of the investigator. Such limitations affect the

internal validity of the research, the extent to which the results are credible and trustworthy (Johnson & Christensen, 2004). The strongest limitation was that of the participants' memory limitations. The participants' remembrance of their decision-making process may differ in retrospect from what factors were actually considered at the time these decisions were made.

Assumptions About the Study

For the purposes of this study, the researcher assumes the following:

1. It was assumed that all interviews would understand the questions and answer honestly.
2. It was assumed that the colleges employing the participants had similar structures and traditions in their institutions that are somewhat representative of nation-wide norms.

Definitions of Terms

This section defines field-specific terms that may be unfamiliar to some readers.

- Coach: "one who instructs players in the fundamentals of competitive sports and directs team strategy" (Stevens, Loudon, Yow, Bowden, & Humphrey, 2012, p. 49).

- College size: A junior college is typically a 2-year college that prepares students to enter a 4-year college. A mid-size college
- Conference: An NCAA conference represents a league (i.e., a level of competitiveness among member institutions), so that equivalently-matched teams compete against each other. This separates colleges into levels where they compete with other colleges of similar size that presumably would have similar resources and player skill levels.
- NCAA: The National Collegiate Athletics Association is a non-profit association that regulates college athletics. It also organizes the athletic playoffs (games) of many colleges and universities in the United States and Canada, and sets rules for the more than 450,000 college student-athletes who compete annually in college sports. In 2014, the NCAA generated almost a billion dollars in revenue (most of it due to the Men's Division I Basketball Tournament). This revenue is then distributed back into various organizations and institutions across the United States. The three-division setup (Division I, Division II, and Division III) designates specific rules. Under NCAA rules, Division I and Division II schools can offer scholarships to athletes for playing a sport. Division III schools may not offer any athletic scholarships. Sports

governed by the NCAA include the following: basketball, baseball (men), beach volleyball (women), softball (women), football (men), cross country, field hockey (women), bowling (women), golf, fencing (coeducational), lacrosse, soccer, gymnastics, rowing (women only), volleyball, ice hockey, water polo, rifle (coeducational), tennis, skiing (coeducational), track and field, swimming and diving, and wrestling (men). It maintains a hall of fame for outstanding athletes. Its powerful and lucrative operation has brought about intense criticism and lawsuits, but it is largely accepted as a beneficial organization that establishes equity and regularity within intercollegiate sports competitions (NCAA, n.d.).

Additionally, the following terms were used to distinguish between various sizes of sport teams, starting with the smallest and ending with the largest. See the Scope of the Study for further clarification:

- Junior college or community college: This is an institution of higher education that does not award bachelors or graduate degrees. It only offers associates degrees and certifications. Most junior colleges also offer vocational training. Unlike traditional universities, junior colleges do not invest in athletics.

- **Mid-size university:** For the purposes of this study, this was defined as an institution of higher education with a student body of around 8000 students. More importantly, these are institutions that do not invest heavily in their athletics programs. In these settings, coaches for the most part have to teach in order to make ends meet. These coaches usually coach part-time and work in other jobs on campus.
- **Large university:** For the purposes of this study, this was defined as an institution of higher education with a student body of more than 8000 students. More importantly, these are institutions that do invest heavily in their athletics programs and in which coaches are employed full time solely for coaching.
- **Olympic and Paralympic sports:** all the sports contested in the Summer and Winter Olympic and Paralympic Games. This is at the world class level

Organization of the Study

This dissertation is divided into five chapters. Chapter 1 discusses the basic premise of this study. This chapter also includes the theoretical framework, significance, and relevant definition of terms within this study. Chapter 2 contains a description of the known challenges of college coaches, as

stated in prior research, which may be relevant to compare to results from the present study. There is also a general discussion of leadership style that may be relevant to motivations that interviewees may describe. Chapter 3 will present details of the methodology used in this study, including descriptions of the research design, interview questions, and procedures. Chapter 3 also discusses the population and sample for this study. The results and research findings, including interviews, transcripts, and coding, was presented in Chapter 4. Chapter 5, the conclusion, will include an overview of the study, a discussion about what the researcher found, recommendations for the practical application of the findings, and recommendations for future research.

Chapter 2: Conceptual Support and Review of Literature

This literature review provides the reader with (a) a basic understanding of concepts necessary to comprehend the research results and discussion, (b) a rationale for undertaking the research study, as well as (c) a more comprehensive description of the topic related to the research questions.

Literature Search Parameters

The following search terms were used to search for titles within Proquest and GoogleScholar databases: (colleg* AND coach*) AND (challenges OR satisfaction). In addition, only studies within the past 10 years were included. Further, the literature search excluded studies of athletics departments outside the United States, very small colleges where coaches are required to perform other tasks and have other responsibilities, such as teaching. Junior or 2-year colleges also are not represented, as their sport programs, where they exist, would have issues similar to those of very small colleges.

Competing Career Options

Former athletes make employees with valuable traits. They are competitive yet familiar with working in teams toward joint goals, and they have learned how to handle losses as learning experiences (Soshnick, 2013). This quote from CEO Christine Day

exemplifies the attitude of those viewing former athletes as having ideal employee qualifications:

Taking responsibility, taking risks, and having an entrepreneurial spirit are qualities we look for in our employees. We want people who bring their own magic. Athletes are great within our culture; they're used to winning as well as losing. They know how to handle—and fix—defeat. (Brown, 2012, pp. 209-210)

Given that corporate work offers a potentially lucrative alternative, among many other career options that individual athletes may have prepared for, the choice of college-level coaching should be seen as a deliberate one, not simply a path of falling back on a known and familiar option.

Overview of Collegiate Coaching Challenges and Job Satisfaction

One qualitative investigation was used to develop a model of job satisfaction and dissatisfaction for collegiate coaches. Semi-structured interviews of 15 head coaches revealed a sport-industry-specific three-factor model as follows (Dixon & Warner, 2010):

- Desirable job factors (positive player-coach relationships, recognition, and social status) contributed to satisfaction.

- Industry standard factors (sport policy, salary limitations, recruiting, supervision, and life balance challenges) contributed to dissatisfaction.
- Performance dependent factors (flexibility and control, program building, and relationships with colleagues) contributed either to satisfaction and dissatisfaction.

Categories that somewhat overlap those above listed by Dixon and Warner (2010) are found in a study of stressors for college coaches, and any job aspect that produces stress can be defined as a challenge. In an interview-based study, factors that induced the most stress were classified into seven themes (Stevens et al., 2012, p. 50). Some of the key subthemes are noted for each of these themes.

- **Players:** Subthemes included player behavior and attitude, recruiting, academic performance of players, player performance, and injuries. (These authors further detail several contributors to stress in their subthemes about players.)
- **Performance:** Subthemes included performance in games, losing games based on circumstances beyond the control of the coach, and performance of the coach.

- Outside influences: Reactions of alumni, fans, administrators; NCAA rules; agents; university faculty who do not value athletics.
- Time: Work-life balance, travel requirements, deadlines, not enough time for players' needs.
- Associates: Staff conflicts and lack of communication, lack of motivation.
- Public relations: Misunderstanding by media and public, time demands of media and public, and lack of truthfulness and positive intent by media.
- Finances: lack of funds, stress to win to fund other sports.

Some of these themes and sub-themes were also found in other literature and are discussed further in the following sections. For example, the theme *players* corresponds to the topic Leadership Style and Relationship With Students; the theme performance corresponds to the topic Coaches' Characteristics and Aptitudes Related to Wins, the theme outside influences (alumni, fans, administrators; NCAA rules; agents; university faculty who do not value athletics) corresponds to the topic of Gender Issues in Public-Funded Institutions, the theme time corresponds to the topic of work-life balance, the themes associates and public relations correspond to the topic The

Political Nature of Coaching and the topic Ethical Challenges in Coaching, and finally the topic finances is discussed under the heading The Political Nature of Coaching and the heading Transformational Versus Transactional Leadership. Thus, overall the themes identified by Stevens et al. show a correspondence with themes within the literature reviewed.

Stress Management

College athletics is a volatile and sometimes unpredictable profession with many concurrent pressures. Coaches must continuously interact personally and effectively with student athletes regarding training, competitions, academic qualifications, and personal issues; the pressure to recruit and develop a winning team; and the need to handle defeat both personally and as a team (Stevens et al., 2012, p. 49).

According to Stevens et al. (2012), physical and emotional exhaustion can result from these continuous stresses. Fletcher and Scott (2009) agree, noting that the potential health and performance costs of psychological stress to sports coaches are significant. They argue that rapid changes in contemporary sport ensure that stress in coaches is an ongoing problem that needs to be understood by their supervisors.

Coaches have identified several coping behaviors and techniques: maintaining good personal health habits; recognizing and valuing own accomplishments; taking one thing at a time,

dealing with losses through wider perspective, humor, and objectivity; assisting others, especially players; talking things over; relaxation techniques; turning to their religious perspectives; and consuming alcohol (Stevens et al., 2012, pp. 57-58). Through effective coping, coaches find the benefits can outweigh the challenges:

Coaching as a profession can be as personally compelling and enjoyable as it can be frustrating and difficult.

Successful coaches accept the rigors of their profession while recognizing their strengths and weaknesses. Although they are constantly striving for improvement and growth, they also accept who they are and, as a result, they remain productive, balanced, and successful. (Stevens et al., 2012, p. 50)

That said, this chapter consists largely of a discussion of the many challenges coaches face, organized in the following headings: work-life balance, gender issues in public-funded institutions, Title IX regulations specific to gender equity, NCAA regulations, financial concerns versus ethical concerns, the political nature of coaching, leadership style and relationship with students, coaches' characteristics and aptitudes related to wins, and transformational versus transactional leadership.

Work-life Balance

One study of 253 collegiate head coaches with families focused on the relationship between organizational support, work-family conflict, and job and life satisfaction among coaches. Respondents completed a mailed questionnaire. The results showed life satisfaction as a direct effect of organizational support. Work-family conflict somewhat diminished job satisfaction, just as job satisfaction contributed to the effect of organizational support and work-family conflict on life satisfaction (Dixon & Sagas, 2007).

Work-life balance has commonly been more notable for women in the workforce, and college coaches are no exception. Title IX has increased the number of females who participate in athletics from approximately 16,000 individuals at its inception in 1972 to about 180,000 in 2006 (Acosta & Carpenter, 2006). While this is a laudable improvement, work environments have been slow to change from their traditional male-oriented focus.

One study used online focus groups comprised of 41 National Collegiate Athletic Association Division I female head coaches with children to study factors that impacted work-family conflict from a top-down perspective. The coaching mothers reported that the factors that affected their job and life satisfaction at three levels. First, work climate and work

culture shaped and constrained attitudes and behaviors such as individual conflict and time management. Thus individual attitudes and behaviors were seen to reflect larger structural and social forces at work. The researchers concluded that work-life balance could not be framed simply as individual choices, but as imposed work conditions (Bruening & Dixon, 2008).

Female coaches reported a lack of social networks and role models, inequalities in funding between men's and women's sports, a general lack of administrative support, and conflicting interests between their work and nonwork lives. While it was found that to some extent "their own values and personality types, as well as their individual family supports, influenced their feelings of work-family conflict" (Bruening & Dixon, 2008, p. 391), the coaching mothers certainly felt imposed pressures as well: long hours, extensive travel, a sense of obligatory presence in the office, and "narrow definitions of success that deal almost exclusively with on-field performance and very little with overall athlete development" (p. 398). Female coaches attributed these structural constraints to a male definition of success in the workplace, "in which sport in general engenders a greedy definition of success and sacrifice in which athletes and coaches are praised for sacrificing all other aspects of their lives in pursuit of achieving their

goals (p. 398). These coaching mothers indicated that this was a narrow-minded ethic and wanted increased supervisor attention to work-life balance as part of organizational culture in athletics that would promote employee well-being (Bruening & Dixon, 2008).

All the women in Dixon and Bruening's study felt strongly that women experience more guilt over family sacrifices. Other research shows they also have additional pressures at work. Athletes seemed to want and expect more social support and positive feedback from female coaches than they expected from male coaches (Turner, 2015). Thus, both at home and work, guilty feelings "are embedded in socially defined expectations of gender" (Dixon & Bruening, 2007, p. 398). In one study, survey findings from 121 former female coaches suggested that time and family commitments were the main reasons they left coaching (Kamphoff, 2010).

In summary, though men also mention work-life balance, it is still an issue that is often more salient for women than for men, as women still assume more childcare responsibilities for their families.

Gender Issues in Public-Funded Institutions

The Title 34 education subtitle b regulations on remedial and affirmative action and self-evaluation includes the following provisions:

(a) Remedial action. If the Assistant Secretary finds that a recipient has discriminated against persons on the basis of sex in an education program or activity, such recipient shall take such remedial action . . . to overcome the effects of such discrimination.

(b) Affirmative action. In the absence of a finding of discrimination on the basis of sex in an education program or activity, a recipient may take affirmative action to overcome the effects of conditions that resulted in limited participation therein by persons of a particular sex.

(U.S. Department of Education, 1979, sec. 106.3)

As an ethical concern that has an ambiguous relation to Title IX mandates, there are also fairness issues related to potential harassment or disadvantageous limitations regarding gender of coaches. Title IX does not mandate specifically that a department must have equal numbers of men and women for coaches. Further, it is reasonable and culturally acceptable to prefer teams to have same-gender coaches, for reasons noted later in this section. Many departments are making an effort to replace retiring coaches with qualified female coaches, where their qualifications are equivalent to male applicants, with a goal toward having all-female teams coached by a female (to balance for the current condition of some all-male teams being coached by a male), and mixed-gender teams having equal numbers of male

and female coaches, or ideally an assistant coach of the opposite gender. Even if this results in more male coaches overall because there are more all-male teams, this outcome might be acceptable for several reasons. First, the majority of female athletes prefer female coaches for the same reason male athletes prefer male coaches. Both male and female athletes want a coach who brings out their best efforts. Some male coaches tend to be less strict with female athletes, and this may do them a disservice, as they may not be pushed toward their highest performance capacity.

For both sexes, an environment where physical contact is expected and needed has two threats: (a) it places opposite-gender coaches in an awkward position of restriction from the team locker rooms until an assistant can inform the team and ensure it's appropriate to enter and (b) increases the potential for charges of inappropriate physical contact. It was important for the department not to put coaches in positions that expose them to this risk. Third, on a mixed-gender team, the presence of multiple persons of both genders minimizes a difficulty that might occur, for example, on a team with one female in which the other members and the coach were all male. She might feel no one would support her valid claim if harassment were to occur. In addition, should a false harassment charge be made, jurors

may suspect the same-gender team members to be complicit with their coach.

Title IX Regulations Specific To Gender Equity

According to a longitudinal Acosta/Carpenter study, there are now 9,581 women's intercollegiate sports team in the nation. This is an increase of 2,080 teams from 2000. Women make up 22.3% of all athletics directors at U.S. colleges and universities. Yet, In 1972, 9 out of 10 head coaches for women's teams were females. In 2014, 4 out 10 head coaches for women's teams are females. Women are 3% of the head coaches for men's teams (Status of Women, 2014, para. 7). The underrepresentation results from organizational structure, stereotypes placed on females, domestic responsibilities, and resistance to change (Pennewill, 2017). Unfortunately, an unintended consequence of Title IX, which prohibits sex-based discrimination in any education program, is that more males are seeking and getting coaching positions for women's teams, which traditionally have been 90% coached by women. Title IX may have benefitted male coaches more than female coaches (An Unintended, 2015, p. 4).

In some cases there are still coaches from prior generations in place whose negligence shaped a culture that blatantly permitted Title IX violations. In one study, the women reported they did not feel supported, accepted, or

welcomed as collegiate coaches. They felt scrutinized because of their gender, with added pressure to prove themselves as valuable members of the profession. This led the women interviewed to question if they should continue to coach. The researchers concluded that "lack of women in collegiate coaching discourages other women from entering the profession" (Chappell, 2012, p. iii).

In a similar study, the researchers' intent was to better understand the experiences of former female coaches and their decision to terminate their coaching careers. A feminist perspective and mixed-methods (surveys and interviews) were used. The women had multiple and overlapping reasons for leaving collegiate coaching. Some left coaching because of the lack of opportunity for promotion, and others because of gender disparities in women's work or the technical demands of coaching. The female coaches were also disturbed by gender discrimination, the preferences shown to male coaches, and homophobia in U.S. collegiate coaching (Kamphoff, 2010).

Even with friends in high places in the NNCA, the attitude of male privilege is no longer permissible. These changes in regulation are part of a larger cultural trend toward transparency, which has the potential to make us all more honest and fair as a society.

Racial Diversity

Researchers at the University of Central Florida "gave a grade of C-plus to racial diversity in colleges' sport programs, down from a grade of B-minus in 2013" (para. 1). They report that "Blacks are 47% of the football players in Division I but only 8.3% of the head football coaches" (A Report Card, 2015, para. 4). Top colleges aim to exhibit equitable hiring practices that show "they are after the best coach available" (Cooper, 2014, p. 22). NCAA promotes the Advocates for Athletic Equity, but many of the coaches say that not enough is being done to specifically address diversity. The group has no power to change the hiring practices of the NCAA (Watson, 2015). Sachs, who lobbied for and got state legislation that mandated consideration of minority coaches in collegiate athletics, stated, "I don't believe the NCAA is ever going to implement this. I am hopeful that we can be successful in getting other states to do it" (Cooper, 2015, p. 15).

NCAA Regulations

Penalties for infractions. Athletic Department directors and coaches are obligated to self-report NCAA infractions. At times penalties will be imposed, but penalties will be more severe if not self-reported but made evident through other channels. Minor infractions are common among collegiate athletic institutions. The great majority are common mistakes

that take place by accident and do not constitute a competitive advantage. An example would be when a head coach "pocket dials" a prospective student athlete during a "dead period" (a time in which it is not permissible for a coach to communicate with a prospective student athlete). The imposed penalty would typically be to restrain the coach from making contact with the prospective student athlete for an entire week. For major violations, penalties can be extremely harsh. Institutions found guilty of knowingly violating Title IX can lose federal funding, which can lead to financial insolvency for the entire university. Self-reporting is looked upon by the infractions committee as a positive gesture, indicating intent to correct the situation and prevent future infractions. Often the infractions committee shows leniency when institutions self-report.

The Southern Methodist University football team was an example of ethical violations that constitutes a legendary example of consequences. It was considered one of the best athletic programs in the country during the mid 1970s and 1980s. Rumors that athletes were being financially compensated began to arise. An in-depth NCAA investigation revealed that players received "under the table" payments through a slush fund between 1970 and 1986. Paying athletes is illegal. This allowed them to retain the most talented player, and the payments gave them

an advantage as they did not have to work when they might have otherwise. As a result, the NCAA handed down the most severe penalty ever imposed on an athletic program to date, the "death penalty." It cancelled the entire 1987 football season, and even though SMU was allowed to fully return in 1988, administrators opted not to do so. Instead, they decided to play only the scheduled away games so as to prevent other institutions from being financially affected. The other institutions make money on their home games, and any matches that SMU would have withdrawn from would have had financial repercussions for those schools. Almost 30 years later, the program has still not recovered. The university lost millions in endorsements, with live TV game coverage being suspended until 1989 and participation on bowl games until 1990. The investigation also revealed school administrators were fully aware about the conditions within the athletics department. Head coach Bobby Collins, Assistant Athletic Director Henry Parker, and Athletic Director Bob Hitch were paid \$850,000 each to keep silent. School President L. Donald Shields resigned shortly after. In short, the university was affected as a whole. Its reputation was greatly diminished, and to this day it is an embarrassing topic for those involved. Most reported that they were unaware of the repercussions of violating Title IX (Southern Methodist, n.d.).

Filling up the roster. One of the threats encountered when adding a collegiate athletic program is being able to fill up a roster. In the sport of water polo, seven athletes in the water are required in order to play a sanctioned match. The newly hired head coach gave the highest priority to recruiting in order to put a team together. Not having enough players at the beginning of a contest would result in a forfeit, along with a \$500 infraction. Multiple violations could lead a team to forfeit an entire season. In addition, the university could be held accountable for all expenses incurred by the conference when re-writing a master conference schedule. Some of the costs include change of venue fees, paying officials, travel operations, and insurance cost. As an example, the NCAA charged the university the Fall of 2015 a fine of \$250 per match for each of eight games played while this player was ineligible, because he was found to be in violation of the full-time-student criterion (NCAA, n.d.).

Conference membership. Newly formed athletic programs need to gain membership into their respective conferences. Athletic programs petition membership for a variety of reasons. For example, membership ensures a newly formed athletic program the opportunity to compete against all other member institutions. This alleviates the burden of having a head coach construct an entire playing schedule from scratch. However, petition to join

a conference does not guarantee membership. Before being admitted to a conference, current members have to vote. A minimum of five teams is needed to form a league. If a conference does not have the required number, then the league is more likely to admit a new team (i.e., new school). At the end of the year, the best universities in the country compete in each sport in a national championship. The NCAA gifts the winning competitors and the league with cash gifts, so conference members are motivated to admit well-qualified teams. Being denied membership can add strain to a newly formed athletic program.

Financial Concerns and Ethical Concerns

At the college level, many are fighting to maintain the traditional strong sense of sportsmanship. One could still be heard to say--and not be thought to say it in sarcasm--"It's not whether you win or loose; it's about how you play the game." It's not about winning at whatever cost: the cost of integrity, health, and the collateral damage of ruined family lives. This is why there is a some sport fans prefer college-level teams over national professional sports (Branch, 2011). Further, college sport is the pipeline into professional sport, so the cultural values instilled by college coaches can have an impact there too.

While some hold to the ethic of keeping money out of college level sports, and support the NCAA prohibition of paying players, others insist that the problem is not so clear cut:

A litany of scandals in recent years have made the corruption of college sports constant front-page news. We profess outrage each time we learn that yet another student-athlete has been taking money under the table. But the real scandal is the very structure of college sports, wherein student-athletes generate billions of dollars for universities and private companies while earning nothing for themselves. (Branch, 2011, para. 1)

In 2010, a single college athletic league (conference) became the first to bring in \$1 billion in athletic receipts for football. Another 10 leagues followed at \$905 million, from a combination of ticket sales, concession sales, merchandise, licensing fees, and other sources, "but mainly television contracts" (para. 6).

With so many people paying for tickets and watching on television, college sports has become very big business. According to various reports, the football teams at Texas, Florida, Georgia, Michigan, and Penn State—to name just a few big-revenue football schools—each earn between \$40 million and \$80 million in profits a year, even after paying coaches multimillion-dollar salaries" (para. 9).

Hinton (2006) reported Ratings for the college semifinals and the subsequent national-championship game surpassed even those for some NFL playoff games.

Universities, corporations, and the NCAA profit greatly, while the athletes, if keeping to the NCAA regulations, may enter and leave college with meager funds, bringing criticism "that two of the noble principles on which the NCAA justifies its existence—'amateurism' and the 'student-athlete'—are cynical hoaxes . . . propagated by the universities so they can exploit the skills and fame of young athletes" (para. 12).

Perhaps the most egregious of ethical insults were in lawsuits in which a widow of a college football player who had died from a head injury received while playing filed for workmen's compensation death benefits and was denied. Similarly, a claim from a college football player paralyzed by game injuries was denied compensation. The NCAA and universities in conjunction arrange the rules to ensure that student athletes qualify neither as employees with injury compensation rights nor as individuals with rights to compensation for their image being used commercially by the university and the NCAA (e.g., for paid fan viewing of past games). Lawsuits have embroiled the NCAA. In response, the NCAA has become uneven in its application of rules and penalties, feeling a need to pander to key schools to maintain

its increasingly fragile authority (Branch, 2011). College sports may soon see sweeping reforms. Grasgreen (2013) states that a study comparing professional league salary shares to athletics department scholarship appropriations "argues NCAA and colleges' monopolistic practices could end only through court action or student unionization" (para. 1). The magazine *Sports Illustrated* wrote that college athletes should be paid by non-university sources without jeopardizing their eligibility. U.S. congressional legislators have moved to apply possible antitrust remedies (Branch, 2011). A quick scan of news headlines shows companies such as Forbes, Bloomberg, LewRockwell, the New York Times, and the Washington Post now openly calling the NCAA an athlete-exploiting cartel.

The revenues derived from college sports stay in the hands of a select few administrators, athletic directors, and coaches, and these have argued that granting college athletes the legal status of paid employees would convert the athletes' tax-exempt scholarships into taxable income, an argument that Edelman (2017) notes is not necessarily accurate. As a result, in recent years, numerous commentators have called for the NCAA to allow athletes to share in the revenues of college sports. College athletes sacrifice too much time, personal autonomy, and physical health risk to justify their lack of pay (Ceballos, 2016; Edelman, 2017; Stuart, 2016). Some believe the problem

will not be resolved without congressional and legal action (Edelman, 2017; Olsen, 2018; Stuart, 2013).

The Political Nature of Coaching

Where coaching really gets political is where money enters in. Although the financial incentives are more obvious at the professional and Olympic level, college sports have become nearly equivalent in terms of corporate dollars for advertising, paid event attendance, and salary or bonuses as part of the consideration for coaches. Johnson (2015) notes that the average salary package for an NCAA Division I head football coach is \$1.64 million, a 70% increase since 2006 (p. 305). In addition, for college sports the scholarships, school name recognition, and academic qualifications present additional political considerations.

Relationships outside the department. Part of the college coach's role is fostering supportive relationships both within and outside of their department. Preparation and good rapport with key stakeholders are needed to overcome obstacles. Hiring and firing are extreme politically-charged decisions. Relationship with the compliance director is critical, as this is a high-authority position. A compliance officer familiar with the law, with standard practices, and with legal precedents is tasked to conduct yearly internal audits. This helps prevent violations from taking place.

Relationships within the department. A coach has to know the team, meaning the people he or she works with in the department. These are the people who know the department inside and out. While team camaraderie can often be fostered to create good working relationships within the athletic department. A coach has to understand that many of the department members may feel nostalgic for those past exhilarating decades when they were non-compliant but successful from the measure of winning consistently in select sports, based on unethical practices. Relationships are critical when trying to add a new athletic program or promoting compliance with regulations at every level, university policy as well as Title IX. Newer athletic directors typically seek counsel from more experienced ones in order to get a better understanding of rules and procedures, while at the same time avoiding ethical violations that were more permissible in the past.

Relationship with regulatory organizations. After adding a new program, the athletic director needs to have its new program gain membership into a conference. Current conference members get together and vote to either accept or deny membership into their conference. Votes are casted by athletic directors along with the input of their respective head coaches. The conference commissioner counts the votes, and based on the results grants or denies membership into their conference by the newly formed

athletic program. Having a friend or two casting a vote in your favor could be the difference between being accepted into a conference or being denied. Reaching out to other friendly athletic directors for informal discussions to develop rapport and trust can help secure membership into a conference. Meeting these directors by seeking them out during our athletic teams' matches at their schools is a natural step toward greater understanding and trust.

Relationships in the university administration. Colleagues in other departments can impact the athletics department, including the dean of financial aid, dean of students, the dean of housing, the provost, and the university controller in charge of all financial operations. Having a good relationship with senior administrators at a university also helps when negotiations must be made over budgets and seeking pardon for students athletes' policy violations. The dean of students is an important contact because of the oversight of the registrar's office. On the week when students can begin to enroll for classes their next semester, seniors usually have first pick of classes, to ensure that they have time to register for those needed for graduation, next juniors, and on down. Coaches sometimes can gain permission for athletes to choose classes early so they can schedule classes around their set practice times.

The dean of admissions is an important contact also. Sometimes prospective or current athletes fail to meet the academic standards, but tutoring support can be arranged to ensure that their grades stay at or above the attendance requirement. A coach can also get help to monitor their study hall attendance.

Judson, Gorchels, and Aurand (2006) note that although branding efforts have typically focused on external promotion to develop brand image, recently the brand messages employees of an organization have been recognized as being equally important as recipients of the brand messages. College coaches have an opportunity--and a duty--to uphold the university brand promise.

Transformational Versus Transactional Leadership

Two prominently studied leadership styles are transformational leadership and transactional leadership. Transformational and transactional styles are often juxtaposed, even though it is understood that many effective leaders have a mix of traits that combines these styles. McColl-Kennedy and Anderson (2002) pointed out similarities between transformational and transactional leadership, such as providing clarity of a desired outcome, recognizing accomplishments, and rewarding high performance. Still, there are important differences.

Transactional leadership defined. Avolio (1994) stated that transactional leadership primarily motivates through self-interest. Transactional leadership behaviors involve giving material rewards or disciplining the follower depending on the follower's behavior or performance. According to Bass (1999), transactional leadership aims for strict observance to an exchange-based interaction between leader and follower, where those who achieve clarified goals receive rewards. In the transaction, the leader interacts only when needed and rarely encourages experimentation. A focus beyond the established reward-for-performance agreement is not common.

Transformational leadership defined. Transformational leadership characteristics are charisma, inspiration, intellectual stimulation, and individualized consideration (Avolio, 1994). Transformational leadership emphasizes effectively combining a group's talents and increasing members' enthusiasm (Allameh et al., 2012). Sarros, Cooper, and Santora (2008) described transformational leaders as able to influence followers to set aside their personal interests for a collective goal and to perform at their highest levels. Lyons and Schneider (2009) found that perceived social support, less feeling of threat, and enhanced task performance were associated with transformational leadership more than with transactional leadership.

Transformational leadership described in coaching. Six leadership styles were investigated: authoritarian, paternalistic, democratic, laissez faire, transactional, and transformational. Student-athletes preferred the transformational leadership style for both their coaches and their teachers. The transformational leader is charismatic and a visionary; this person is constructive and concerned about others' self-worth and self-esteem. In contrast to an authoritarian leader (e.g., do it my way or else) or a laissez-faire leader (e.g., I don't care that much about what you do and there are few consequences for your behavior), the transformational leader will want the student-athlete to be highly involved and will work with the student-athlete to achieve success (Klein, 2014, pp. 23-24).

The transformational leadership style of athletic directors was positively correlated with the job satisfaction, consistent with research that noted a link between transformational leadership and job satisfaction in many work environments (Choi, 2006). Past researchers have noted that workers under a transformational leader clearly recognize a sense of their purpose, an assignment of their responsibility for the group's overall goals, and how necessary they are to the vision within the organization. Choi's study demonstrates the relationship

between the transformational leadership and job satisfaction for coaches, stating the following:

the employees working with managers who tend to have transformational leadership behavior spontaneously help co-workers, supervisors, and organizations facing job-related problems without special indemnification or reward. . . . the head coach with a transformational leader may willingly assist in affecting a settlement of a problem facing the organization and specific co-workers without role obligation and guarantee of compensation. (Choi, 2006, pp. 56-57)

The success or failure of a team often depends on the effectiveness of leadership. Most fans, athletic directors, and players define the effectiveness of a coach solely by his or her win-loss record, "understanding the effects of emotional intelligence and coaching efficacy on the transformational leadership of coaches can positively influence both individual and team performance" (Parks, 2012, p. x). One study examined the effects of emotional intelligence and coaching efficacy on the transformational leadership of 148 NCAA collegiate coaches (Division I, II, and III) coaches. The coaches filled out the Multifactor Leadership Questionnaire, Schutte Self-Report Emotional Intelligence Test, and the Coaching Efficacy Scale. Results of the data analysis showed statistically significant

positive correlations between (a) emotional intelligence and transformational leadership, (b) coach efficacy and transformational leadership, and (c) between coaching efficacy and emotional intelligence. All three concepts were related.

Compatibility of transformational and transactional styles.

It is important to make a distinction that transactional leadership is not the opposite of transformational, even though the two are often contrasted in order to define the two styles. In fact, research of leadership style in the business world shows the most effective leadership to combine elements of transformational and transactional leadership. McColl-Kennedy and Anderson (2002) argued that transformational and transactional leadership have some similarities such as providing clarity of a desired outcome, recognizing accomplishments, and rewarding high performance. To the point, in sports performance, money as part of the equation does not necessarily prevent good leadership nor corrupt the players' motives. This leads to a different perspective of the idea NCAA promotes (to its own financial advantage), that any monetary gain of students should be left out of sports to keep the situation one that uses only transformational leadership and thus is more idealistic.

Leadership Style and Relationship With Students

Transformational leadership is much celebrated, and for good reason. Yet it is easy for the casual reader to misunderstand the subtleties of leadership and to lump together other traits such as authoritative, transactional, and controlling, as an opposite to transformational leadership, and call the combination *transactional leadership*, which it is not. To correct this misperception, we need to consider the components of leadership separately, without trying to oversimplify it into only two or three set styles.

Situational style. Loosely stated, the situational leadership style promotes use of various leadership strategies according to the needs of a situation, rather than a set style or strategy that can be seen consistently across situations. The following studies seem to support the situational leadership style.

Eight NCAA Division I collegiate athletes and their parents, and six coaches, participated in a study using in-depth semi-structured interviews analyzed through grounded theory. It was found that favorable genetic dispositions, practice, situational factors, and mental characteristics each supported the positive effects of the other favorable aspects. These interrelated aspects nurtured the participants' talent development. This led the authors to conclude that situational

factors such as parents, coaches, teammates, significant others, and socioeconomic status should be not be studied in isolation but should be examined simultaneously with perceived genetics, practice, and "psychological skills in order to develop a complete understanding of how certain individuals develop their talents during their athletic careers" (Morgan & Giacobbi, 2006, p. 296).

In a study of 509 female collegiate volleyball athletes from 41 colleges or universities, respondents expressed their coaching style preferences using the Revised Leadership Scale for Sport (RLSS). The RLSS included six behavior dimensions: autocratic, democratic, positive feedback, situational consideration, social support, and training and instruction behaviors. The results showed that regardless of the athlete's year in school or the athlete's scholarship status, athletes most preferred a "training and instruction" coaching style as well as situational consideration, while they least preferred the autocratic style (Turner, 2015). This shows the athletes were not looking for a "relaxed, easygoing" style. They accepted an authoritative style of "training and instruction" while also wanting the transformational leadership style of individual consideration (termed in this study *situational consideration*). In other words, what is not desired nor effective is an authoritative style combined with transactional

style, if it leaves out the transformational attitudes and behaviors.

Hesse (2009) evaluated a baseball team during the season that it prepared for and won the conference championship with little funding, no history of winning, as well as a losing season the last year. This case study showed a college with limited resources described a baseball team that--both coaches and players--devoted their entire season to continue fundraising efforts for their own usage of field improvements, equipment, uniforms, and scholarships. The researchers noted that it "speaks highly of the ability of the coaches to implement strategies to improve the performance of their athletes to the highest level possible" (pp. 89-90). Through field observations and qualitative interviews with the three college coaches, the researchers attempted to discover what helped the athletes reach their peak level of performance. A few of the more notable findings are included here:

1. Periods of silence are an effective coaching strategy of collegiate baseball coaches with regards to motivation.
2. Self efficacy was a key to achieving maximum performance in collegiate baseball players.
3. There is a trend of different reactions to coach-centered versus player-centered coaching philosophies.

4. When communication is perceived as process-directed or self-efficacy-directed, the players tend to react in a higher performance to the soft approach.
5. "A mixture of team strategies, communication styles, and player versus coach orientations leads to the most positive player motivation and peak performance" (Hesse, 2009, p. 94).

The study showed effectiveness of a balance or mixed use of team emphasis versus individual responsibility.

The same researcher conceptualized coaching in two discrete components (Hesse, 2009):

1. instruction and management, which focuses on team cohesion and group management;
2. a "best team" bias that maintains a team composed of the highest performing athletes available.

The second component of coaching instruction depends on communication style. Communication style can be considered in two styles:

1. A soft style focuses on player communication, heightening player self-efficacy, and increasing player confidence.
2. A hard style is characterized by dictatorial coaching, focus on game aspects, and direct instruction.

The results of the study led to the following accepted hypotheses regarding collegiate caliber baseball players:

- "there is a significant relationship between self efficacy and increased player performance"
- "effective coaching strategies demonstrated a connection between player's performance and success on the field as team"
- "Players that demonstrated a more negative answer or no answer at all seem to [more often be] the players who did not play as much and did not get as close as the other players on a more personal level with the coaching staff" (p. 71).

The data indicated that the participants achieved peak performance because of "motivational tactics implemented" that related to self efficacy (Hesse, 2009, p. 72).

Transactional (trade) emphasis. At the pro level, no matter how transformational a coach might be, there are enormous financial stakes that cannot be ignored. It is corporate control, not the coach, who makes the game and the leadership into primarily a transactional deal: "You win big, we pay you big. You stop winning, we stop paying you." There is no way around that equation, at least in the foreseeable future. The corporate sponsorships, the media contracts, the advertising contracts: these become a focus. In the NFL and NBA, the team spirit and sense of brotherhood is eroded as players are bought and sold, by the corporate decision not the coach. Play plans

can no longer afford the freedom of the college level, because there is no light-heartedness here. It is deadly serious. The coach plans the chess moves and the game goes more slowly than in college. For players, as the chess pieces, only the lizard brain needs to be engaged, with raw aggression and competitive drive.

At the college level, the transactional emphasis could still be seen, as players may have a primary interest in getting to the pro games and maintaining the perks and scholarship during their collegiate practice.

Technical knowledge. In one study, the head coach's knowledge of the overall sport was perceived to be the most important quality. Second in importance was understanding and being able to communicate effectively with student-athletes (Boyes, 2007, p. 41).

The multidimensional theory of sports leadership was considered a major breakthrough in sport leadership research. Research based on this theory led to creation of the Leadership Scale for Sport. The theory provided insight "that situational characteristics have an impact on the coach's behavior and, in turn, the coach's behavior has consequences for athlete satisfaction and individual and team performance" (Chelladurai, as cited in Jacob, 2006, p. 35). The factors that emerged from factor analysis were labeled training and instruction,

democratic behavior, autocratic behavior, social support, and positive feedback behavior (Jacob, 2006).

Coaching with controlling behaviors. With our tendency to idealize coaches, it is understandable that research on sports has primarily focused on coaches' autonomy-supportive behaviors, which are in line with transformational leadership. Conversely, Deci and Ryan noted there has been very little research on the use of controlling strategies (as cited in Bartholomew, Ntoumanis, & Thøgersen-Ntoumani, 2009). In line with self-determination theory, these researchers proposed that coach behaviors employed to pressure or control athletes have the potential to thwart athletes' feelings of autonomy, competence, and relatedness. This undermines athletes' self-determined motivation and instead contributes to the development of controlled motives. Athletes feeling pressured to behave in a certain way leads to a variety of negative consequences, to the detriment of the athletes' well-being. Awareness of the darker side of sport participation is necessary for coaches, to look after the best interest of their student athletes (as cited in Bartholomew et al., 2009).

Similar findings are reported by Martin, Rocca, Cayanus, and Weber (2009) who investigated the athletes' relationship with their coach. College students reported on their coaches' communication behaviors. As expected, positive (i.e.,

encouraging) behavior alteration techniques were positively correlated to motivation and affect (which in psychology means the outward expression of feelings), while negative behavior alteration techniques were negatively related to motivation and affect, meaning that the more negative techniques used, the less the students showed motivation and outward expression of feelings. Especially use of verbal aggression was negatively related to motivation and affect (Stevens et al., 2012, p. 49).

Relationship orientation. For student-athletes, to say that the relationship with their coach is tremendously important is an understatement. "Coaches control at least half of their time while they are enrolled in the institution, and most of their leisure time is spent in practice, team meetings, traveling and competing takes, with the coach present" (Klein, 2014, p. 23).

Coaching requires the finesse of being an effective leader and a good parent. As one researcher put it, "The essence of coaching is the balance between being caring, motivational, supportive, and approachable, while maintaining the firm discipline and uncompromising determination to require of student-athletes the academic and competitive excellence that characterizes outstanding college coaches" (Stevens et al., 2012, pp. 49-50).

The Leadership Scale for Sport has five factors: training and instruction, democratic behavior, autocratic behavior, social support, and positive feedback behavior. Research using this scale found that social support behavior was a predictor for winning success (Jacob, 2006).

Socially supportive behaviors: Coaching the whole person (not just the athlete). Although there is some overlap between this subsection topic and the prior one, the distinction is that an effective personal relationship focus (described in the prior section) could exclude supporting behaviors. For example, a coach with a relationship orientation might emphasize individual attention to a player's strengths and respect when discussing areas needing improvement, and may be inspiring and effective in team cohesion, and thus may be effective in creating a sense of loyalty. The same coach might not provide social support as individual consideration for the athlete's non-sport life, as a stance of allowing a player to learn accountability by experiencing natural consequences of decisions. Thus, relationship orientation could be seen in the sports arena and related activities, but if it stops there with a coach seeing the rest of an athlete's life as being a strictly private matter for the athlete to attend to, it is not a stance of "coaching the whole person." Such a coach may still be very effective at both winning and creating team loyalty. This is a distinction

for clarity of definition, not intended as a criticism. It is likely that high school coaches have more of a "whole person" focus while professional sports have a "separate spheres" approach, while college athletes may need some mix of approaches, as they are transitioning into independent adulthood.

Part of transformational leadership is individual consideration, which has been characterized as caring about the person's overall well-being, not just their performance. The commitment to coaching the whole person is shown in a letter to Don Bowden, who became the first American to run a mile in under 4 minutes: "We want our boys to win; we want them to maximize their potentialities in sports, but we don't want them doing so at the expense of the more serious phases of college life . . . to get an education in your field of study . . . to be graduated a capable, self-reliant young man" (Stevens et al., 2012, p. 61).

Morgan and Giacobbi (2006) found social support, as a situational factor, was important for overcoming adversity. These authors summarized past studies of optimal talent development and through grounded theory research, came up with a model that included the coaches' role in social support. While other people in an athlete's life contributed to social support, "the coaches grow in importance and directness as [an] athlete

becomes older" (p. 306). Morgan and Giacobbi noted that overall social support (from various sources) allowed athletes to gain advice, feedback, and encouragement, but the coach alone was present as a social support in all four of the listed support areas: emotional, esteem, informational and tangible (i.e., ensuring needed resources). One participant summarized a positive approach: "We [coaches] tried to emphasize the good things and not really worry so much about the mistakes" (p. 307). According to a participant athlete's observation, the coach "teaches you about basketball but he teaches you a lot about life too" (Morgan & Giacobbi, 2006, p. 307).

Coaching with serving behaviors. Although all other studies in this literature review are of college-level athletes, this study of high-school basketball athletes is included because of its unique focus. Coaches are searching for contemporary leadership models that resonate with the current generation of athletes. Many elements of the servant leadership model, such as trust, inclusion, humility, and service, are well suited to enhanced coach behaviors with this cohort. This study examined how coaches who were perceived by their athletes to possess "servant leader" characteristics were associated with their athletes' use of mental skills, motivation, satisfaction and performance. Athletes who perceived their coach to possess servant leader qualities also showed higher intrinsic

motivation, were more task oriented, were more satisfied, were "mentally tougher," and performed better than athletes coached by those labeled non-servant leaders. Furthermore, athletes preferred the servant-leader coaching style to more traditional styles. Results suggest that coaches who use the methods advocated by the servant-leader model produce athletes with a healthier psychological profile for sport and who also perform well (Rieke, Hammermeister, & Chase, 2008).

Group cohesion orientation. Successful coaching involves team cohesion and group management. One study found that the coaching emphasis was on methods to maximize the performance of both the team and the individuals. "The study does not support one of the biases that teams can only be successful if they contain only the best players" (Hesse, 2009, p. 88).

Inspirational leadership and vision. Collegiate athletics is where this aspect of transformational leadership still shines. Sportsmanship matters. Plays can be more risky and creative. You see adventurous field plays that have a sense of freedom and about them. There is room for spontaneity and creativity. For example, I recently overheard a football spectator say, "Can you do that? Is it allowed to catch a ball between your arm and the opposing player's back?"

It is the college level that still can exemplify an enthusiasm and idealism unmarred by the implications of

criticism by fans and commentators. The idealism we long for is exemplified in a presidential speech by Theodore Roosevelt in 1910:

It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.

(Almanac of Theodore Roosevelt, n.d., para. 7)

Summary

As materialistic as we have become, Americans still want their role models to show a higher commitment to values other than winning and other than money. They still want to see an inspirational coach and an athlete performing purely for enjoyment of camaraderie and competition. The coaches' political situation is a delicate one, as they are in the

position to advocate for their team members while they must also adhere to appropriate legal requirements and their university policies, for now, the rules of the NCAA, which are increasingly seen as taking unfair advantage of the effort of college athletes and the physical risks assumed by them.

In reviewing leadership literature, it is easy for the casual reader to misunderstand the subtleties of leadership and to lump together other traits such as authoritative, transactional, and controlling, as an opposite to transformational leadership, and call the combination *transactional leadership*, which it is not. This is part of the false dichotomy that creates a cultural ethos that any "talent" who accepts money is "selling out." This is the false dichotomy on which the NCAA and corporate interests rely to make millions on college athletes, some of which win a trophy but leave college as financially strained as they entered. Worse, as Branch (2011) pointed out, due to the NCAA scholarship rules that are used for the organization's political purposes, these students may graduate college saddled with student loan debt as well, to face a floundering economy and uncertain job market while having less alternative career preparation than their graduate peers. To correct this misperception about leadership that has had such damaging consequences in the policies around college sports, we need to understand that the financial aspect

of the transactional style of leadership can and often is successfully combined with the inspiration and individual consideration characteristic of the transformational style.

Chapter 3: Methods

This is a descriptive study using a qualitative method. I seek to describe but not to draw conclusions about cause and effect. Belli (2008) described one dimension of research classification based on purpose, which can be descriptive, predictive, or explanatory. The present study would be considered both descriptive and explanatory. The population represented is collegiate level coaches within the United States. Respondents were located in California, but some had worked in other states. This study will help fill a gap in the existing body of knowledge about the topic of motivations for these former collegiate athletes to choose a career in coaching. More importantly, it may be a source of valuable information for collegiate athletes facing career-related decisions.

Research Design

Thomas and Harden have developed an approach to synthesis, which they term *thematic synthesis*. Barnett-Page and Thomas (n.d.) describe their approach:

This combines and adapts approaches from both meta-ethnography and grounded theory. In their approach to research, codes of findings are organized into "descriptive" themes, which are then further interpreted to yield "analytical" themes. This approach shares characteristics with later adaptations of meta-ethnography,

in that the analytical themes are comparable to "third order interpretations" and that the development of descriptive and analytical themes using coding invoke reciprocal "translation." It also shares much with grounded theory, in that the approach is inductive and themes are developed using a "constant comparison" method. A novel aspect of their approach is the use of computer software to code the results of included studies line-by-line, thus borrowing another technique from methods usually used to analyze primary research. (para. 14)

This research design is appropriate for answering the posed research questions because it allows for in-depth understanding and creation of unique categories and units of meaning, as well as allowing clarification by researcher re-questioning.

Approach to quality assessment included considering the "appropriateness of methods for ensuring that findings were rooted in participants' own perspectives" (Barnett-Page & Thomas, n.d., p. 24).

Data Source

Interviews were the sole data source in the present study. Topics to be covered included motivations for a career in teaching or coaching a sport, challenges in coaching, career satisfaction teaching or coaching a sport, non-sports career options that were considered, satisfaction with non-sports

careers that were tried, opportunity costs of coaching, career preparation during college, personal attributes or temperament characteristics led to success, advice to intercollegiate athletes, rules for coaches, rules for athletes, motivating athletes, and separating competition failure from personal failure. Interviews were semi-structured, using the interview questions in Appendix A. This interview structure helped ensure that relevant topics are covered, but allowed for divergent responses.

Population and Sample

The population represented is collegiate level coaches within the United States. Respondents were located in California, but some had worked in other states.

The coaches who were interviewed in this study were head coaches. No part time coaches were interviewed. Assistant coaches and operation coaches were also not interviewed. Eight college level coaches were interviewed. The sports coached by the coaches interviewed for this study included basketball, soccer, volleyball, baseball, water polo, swimming, softball, beach volleyball, football, and cross country running. The number of college coaches in the country is very hard to come by since each university offers different sports. Some universities don't offer water polo, but most universities offer

basketball and football since they are more popular. It depends on the school.

All of the coaches interviewed had coached a minimum of 5 years at the college level. All had experienced winning and losing seasons. All had started as assistant coaches and decided to pursue coaching as their main career rather than pursuing other kinds of work.

To summarize, key characteristics of the sample included the following: head coaches; full time (not assistant coaches nor operation coaches); 8 total (4 women and 4 men); from sports including basketball, soccer, volleyball, baseball, water polo, swimming, softball, beach volleyball, football, and cross country; minimum of 5 years at the college level; experienced winning and losing seasons; and started as assistant coaches.

Sampling Method

Purposive sample selection allowed the researcher to ensure that the participants are highly qualified professional coaches who work with student athletes in a college or university setting. This could also be considered convenience sampling, because the researcher has a sufficient number of contacts to solicit participation among known acquaintances. Eight participants were selected. Yin (2012) considers this a sufficient number of interview participants to reach data saturation.

Participant Recruitment

Participants were recruited by personal phone call from the interviewer. For those who agree to participate, a follow-up email provided the interview questions and informed consent letter (see Appendix B: Email Invitation to Participate in Study). This was a convenience sample, but through contacting known individuals, there is a level of trust that may help elicit honest and open responses. See also the Human Subjects Protections section for a description of procedures to gain consent and protect confidentiality.

Data Collection Procedures

Interviews were conducted in person whenever possible. Some were conducted over the phone if necessary. Interviews take place at any location that is comfortable and convenient for the participants, at their suggestion, and which offer enough privacy and quiet to conduct the interviews effectively. Appendix A contains the interview questions. A written version of the questions be given to the interviewee before and during the interview. The interviews were scheduled to last approximately 1 hour. The interviews were recorded with permission of the interviewee, or written notes were taken if audio-recording permission was not given. An audio recorder was used for the recordings. The interviews were transcribed by a paid transcriptionist who did not have access to the names of

the participants. The interviewees were given an opportunity to review the transcript before the analysis takes place or before the dissertation is published. After the interview data was analyzed, the preliminary results were sent to the interviewee to seek correction of any mistakes and to allow inclusion of further insights that may occur to the interviewee on review of the analysis (i.e., member checking).

Data Processing

Data processing included the following: audio-recording, transcription, coding, data entry into computer programs for qualitative analysis, data cleaning, or data modifying (such as collapsing categories, indexing, or creating new variables from combinations of responses).

Instruments

In studies where the sole data collection is through qualitative interviews, the researcher is considered the primary data collection instrument. A list of the interview questions was sent to participants in advance so they can think about their potential responses in advance (see Appendix A).

The Researcher's Background

I began coaching water polo when I was 25 years old, only 2 years after I had graduated from college. At the time I was the youngest coach in the country. I fell in love with coaching,

and coaching felt like the right fit for me. I rose to become one of the best coaches in the sport of water polo. I went on to work in some of the most prestigious programs in the country, coaching winning teams for three National Collegiate Athletics Association (NCAA) titles and coaching nine Olympic athletes. Two of them went on to win gold at the 2008 Beijing Olympics. I became a head coach at 31 and was director of operations by 33. I was in charge of academic support and advancement. I was able to raise over \$150,000 in a single event, the largest amount ever raised for an Olympic sport (i.e., outside of football or basketball). After 12 years of coaching I became the Director of Operations at Pepperdine University. As the Director of Aquatics at West Valley College, I currently oversee a number of Staff members and I manage multiple budgets including men's and women's intercollegiate water polo, men's and women's swimming, lifeguarding, and all aquatic operations. I work with boosters, donors, and alumni in order to fundraise and provide a healthy college experience to our student athletes.

In academics, I designed and monitored study hall. I made sure tutors were readily available for student athletes who needed help with class. I also ensured student athletes stayed in track for graduation and made academic progress towards their degrees year after year. I recognize that some intercollegiate athletes will have careers that are not sports-related, but my

personal expertise qualifies me to focus on the benefits and challenges of the route I chose. My position gives me unique access to the population I chose to study, and my familiarity with the settings and organizations associated with the profession helps me to make informed interpretations of interviewee's experiences and beliefs about the profession. During my days as a college athlete, a coach once talked to our team about post-college choices. He laid it out this way: "Imagine a world in which everyone made the same money per hour, whether they were a doctor, a barber, you name it. As long as you're working, you get paid. In that world, what job would you choose?" It struck me as obvious that I would want to coach water polo. I tried out commercial real estate, mortgages, hospitality, and city government work, but I missed the camaraderie of sports. I feel incredibly fortunate that as an athletic director I am paid to do what I love to do.

Some degree of researcher bias is assumed as a likely possibility for qualitative studies, regardless of the researcher's intention for objectivity or bracketing. As a disclosure of my potential bias, I began this research with a belief that athletes' continuance in sports-related professions is for many a profoundly satisfying one, whether the path is toward primary school or high school physical education and coaching, community sports youth or adult coaching, college

level, or professional and Olympic level. It is also a path in which one profoundly shapes the lives of others, having potentially a powerful influence for better or worse outcomes on the athletes' performance and later lives. My bias is also that life satisfaction is dependent on much more than is promoted as the common aspiration for Americans--political power, financial gain, and/or fame--and that in fact reaching any or all of these goals can in some ways be a detriment to ones quality of life.

Data Analysis

Simple descriptive statistics were used to describe the sample collectively. The research questions were analyzed qualitatively. Gibbs (2005) describes that "coding is the process of combing the data for themes, ideas and categories and then marking similar passages of text with a code label so that they can easily be retrieved at a later stage for further comparison and analysis. Gibbs describes that *a priori* codes can be identified from the research or evaluation questions addressed. This is the approach the researcher intends to take. Gibbs describes that codes can be based on: themes or topics, ideas or concepts, terms or phrases, or keywords.

Themes and topics that were expected to fall into the following main categories:

1. motivations for career in teaching or coaching a sport;
2. challenges in coaching;

3. career satisfaction teaching or coaching a sport;
4. non-sports career options;
5. satisfaction with non-sports career options;
6. opportunity costs of coaching;
7. career preparation during college;
8. personal attributes or temperament characteristics led to success;
9. advice to intercollegiate athletes;
10. rules for coaches;
11. rules for athletes;
12. motivate athletes, separate competition failure from personal failure.

Gibbs (2005) notes that a common process for coding is called *constant comparison*. This process could be described as follows (using transcribed text as the analyzed dataset):

1. Working on one interview transcript, select a passage of text (a sentence or single-topic paragraph).
2. Code it by marking a number in front of it that corresponds to the list of 12 themes and topics above.
3. Compare it with other passages that have already coded with that number. This can ensure that the coding is consistent.

4. Copy the data file and re-name it "coded data for P1" (for participant 1).
5. Paste the participant's identifier at the end of each passage (sentence or single-topic paragraph). This ensures that when passages are moved into Chapter 4 descriptions, the quoted participant's identity will not be lost.
6. Create another word file and make 12 numbered headings, based on the list of 12 themes and topics (above). Name this file "categorized data for P1." Position this file next to the open file named "coded data for P1."
7. Cut and paste each passage (sentence or single-topic paragraph) from "coded data for P1" into "categorized data for P1," pasting each passage into the section that matches the number code. When finished, save both files.
8. Repeat the process for each other participant.
9. Read over the categorized data file for each participant, paying attention to where passages might not be in the category where they fit best. Consider also which passages that might be coded another way as well, and copy those passages into the alternate categories.
10. Next create 12 files named for each of the 12 themes and topics (above). Copy and paste all topic 1 passages into

the topic 1 file, and so on until all categorized data files are reorganized into the topic files.

11. Read over each topic file. These topics will form the basis of the Chapter 4 organization. Write observations while re-reading the dataset.
12. Group like observations together and assign sub-headings. Look for ways to compare and contrast the participants' views.

Trustworthiness

Trustworthiness is a combination of credibility, dependability, and transferability. The strategy to ensure trustworthiness for the proposed study was the use of thick rich descriptions and reflection (Yin, 2014). Yin stated that for case study research, one should consider credibility, dependability, and transferability can be evaluated using construct validity, external validity, and reliability.

Human Subjects Protections

The researcher complied with the guidelines put forth by Pepperdine University regarding the use of human subjects (Pepperdine University, n.d.). The researcher has completed the required human participants protection education course (see Appendix D) and ensured the following:

- Each participant was asked if the researcher has permission to audio tape their responses. If permission was not given, notes were taken in writing.
- Confidentiality of each respondent and affiliated organizations was maintained.
- No deceptive questions or intentions were used in the study.
- Participants were informed of their right to control any piece of information either by directing that it remain confidential or that it be omitted from the data set. The researcher offered the opportunity for the participants to receive a summary of the study results via email for an opportunity to verify the accuracy of his or her statements before the data analysis is started.

The American Psychological Association (2013) states that researchers must do the following:

Inform participants about the (a) purpose of the research, expected duration, and procedures; (b) their right to decline to participate and to withdraw from the research once participation has begun; (c) the foreseeable consequences of declining or withdrawing; (d) reasonable foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (e) any prospective

research benefits; (f) limits of confidentiality; (g) incentives for participation; and (h) whom to contact for questions about the research and research participant' rights. The researcher also must provide the opportunity for prospective participants to ask questions and receive answers. The researcher also must obtain informed consent from research participants prior to recording their voices for data collection. (sec. 8.02)

Risks and benefits. The risks of participation are considered to be no greater than the normal level of psychological stress or physical discomfort that would be encountered in a normal workday. Potential benefits to the participants are (a) self-reflection about the topics on the questionnaires and (b) greater understanding of the topic that they might pass on to athletes under their supervision.

Informed consent. The researcher secured written consent from each participant. See Appendix C: Informed Consent Letter. Participation was on a voluntary basis and informed consent was established. The purpose of the research was made clear to respondents. Participants were aware of their right not to participate. Participants were told they could decline to answer any particular question. It was made clear that respondents have a choice as to their level of participation in the study, with no type of penalty for choosing not to

participate or for cutting short the interview if they choose to do so. Participants were allowed to review the results of the study before its publication to ensure that their statements and overall views have been accurately represented.

Confidentiality. The researcher secured a signature to establish informed consent, but all other associated documents had a coded identifier (i.e., P1, P2, etc.). See Appendix C: Informed Consent Letter. The researcher took care to omit details that could provide sufficient information to confirm a participant's identity. College coaching is a high-profile field, and some may move into even higher-profile national level coaching. Thus it is important to ensure that their identity is protected from the potential that any statement of theirs might in the future be negatively construed and published in a news outlet.

Voluntary participation. Participation was on a voluntary basis and informed consent was established. The purpose of the research was made clear to respondents. Participants were aware of their right not to participate. Participants were told they can decline to answer any particular question. It was made clear that respondents have a choice as to their level of participation in the study, with no type of penalty for choosing not to participate or for cutting short the interview if they choose to do so. Participants were allowed to review the

results of the study before its publication to ensure that their statements and overall views have been accurately represented.

Storage and destruction of data. Interviews were held in a private location with only the interviewer and participant present. Initials were used to identify the participants' transcripts and data presentation. Only the researcher had access to a list of real names associated with a coded identifier (i.e., P1, P2, etc.). This list was secured on a private password-protected file at the investigator's workplace on a private computer. The transcripts for the study (which may contain identifying details), were kept in the investigator's locked residence. After 3 years the documents will be destroyed. Care was taken to publish no combination of information that could be used to identify any particular respondent, and participants had an opportunity to view the write-up of results to mandate changes, such as asking for any information they believe is sensitive to be removed (see Appendix A).

The participants are in a moderately high-profile profession, which may place them under public scrutiny at times. Therefore, it is crucial to protect their identities to avoid risk of public recognition in the present study.

Data Analysis

The recordings were transcribed. Transcripts were read through as a whole and bracketed, as described by Seidman (2013). They were then reread, with the researcher looking for bracketed items that indicate emerging categories. The researcher coded the text for existing and emerging themes and categories.

The researcher developed an initial list of themes for coding. Next the investigator hired an independent researchers as a blind coder. This coder also read the transcripts using the initial list of themes, as wells as look for emerging themes and direct quotations that provide examples of themes. The researcher and additional coder then conferred and agreed on coding. Where passages were coded similarly by both, it was considered valid.

Chapter 4: Results

This chapter presents the findings from the interviews of head coaches. The data is presented as themes and as direct quotes in table format.

Demographic Description of Participants

Table 1 shows basic characteristics of the 9 participants. There was a large range in age and in type of sport played and coached. There were almost equal numbers of females and males.

Table 1

Demographic Description of Participant Head Coaches

ID	G	Age	Played	Coached	Paid positions	Volunteer
BW	M	61+	Water polo	water polo & swim	high school, club, intercollegiate	Olympic, club open coach
DL	M	41-50	Water polo	Swim, water polo, & tee ball	HS head coach, univ. assistant coach & head coach, national league head coach, USA Natl. Team Assistant Coach	Tee ball (my kids' team)
EV	F	18-30	Water polo & swim	Water polo & swim	Club coach; HS coach, college & university coach	Little league baseball, youth swimming
JS	F	31-40	Women basket-ball	Basketball	Basketball, adjunct professor teaching Diversity in Sports Organization (undergrad)	Special Olympics & community basketball
LP	F	31-40	Soccer	Soccer	Club coach; HS coach, college & university assistant coach & head coach, Olympic level assistant coach	None

(Continued)

ID	G	Age	Played	Coached	Paid positions	Volunteer
MC	M	18-30	Water polo	Water polo	Head men's water polo	Club coach
MD	M	41-50	Football & track	Football, baseball, basketball, track, racquetball	Football, racquetball, basketball, strength training	Adjunct professor in various activity classes
NB	F	31-40	Water polo	Water polo	Club head coach, college assistant coach & head coach, USA Women's Jr. Team	None
TP	M	31-40	Men's soccer	Men's soccer	Head coach	None

Note. G = gender, HS = high school

Motivations for Physical Education or Coaching Career

The following responses are from interview question 1: What were your motivations for seeking a career in physical education and/or coaching? The themes mentioned as contributing to their satisfaction were as follows: love their sport (BW, EV, LP, MC, TP), enjoy what you do everyday (EV), get to be outside (EV), opportunities to make an impact on athlete's lives and growth (BW, NB, TP). Table 2 provides a summary of responses.

Table 2

Participant Motivations for Seeking a Career in Physical Education or Coaching

ID	Summary of Response
BW	Love of the sport (water polo), and how rewarding the profession is, being able to watch young people improve, grow and develop as an athlete and an individual.
DL	I kind of just gravitated toward it. Looking back I think it was because both my parents were teachers and I believe teaching is in the genes, so it was passed on to me by my parents. It just took me a while to figure it out.
EV	being able to be outside by the pool coaching a sport that I enjoy doing on free time.
JS	My first motivation was simply to earn a masters degree by being a graduate assistant at a college. However, it then turned into my passion for helping younger people achieve their goals and help them navigate life and also teach life skills to help them transition from college to the real world. Mainly the interaction and impact I could have on people was my motivation for staying in.
LP	I grew up playing soccer and loved the sport. I also played collegiately and during my senior season I had a career-ending injury. I knew I did not want to leave the sport on that note and so I began coaching to stay around it and I never left it again.
MC	After I got done playing, I did try to join corporate America and I found out very quickly that I missed my sport very, very much. Coaching would allow me to stay close and involved with the sport that has been so important to me my entire life.
MD	I like college athletics, building and trying to win championships
NB	I wanted to give back to the sport that gave me so much. I enjoyed teaching an athlete a new skill, watching them apply it, and seeing their confidence grow because of this newfound skill.
TP	I was not actually seeking a career in coaching, to be honest. I graduated college with the intentions of becoming a teacher and eventually a principal. However, during the 2008-2009 academic year, I was pink slipped from my teaching position due to district budget cuts and found myself out of work. I made the decision to use my

(Continued)

ID	Summary of Response
TP	teaching credential as a way of pursuing another passion of mine, which was soccer. As a college soccer All-American, I have always had a passion for the sport, but my love for student development and education was stronger. After losing my job, I decided to combine both passions and become a college soccer coach. Education and coaching are very similar and both provide me with the opportunity to create daily plans, objectives, and instruction based on student/athlete need. Best forced decision of my life!

Most Significant Challenges Faced in Sports Coaching

The following responses are from interview question 2: What were the most significant challenges you faced in coaching of a sport? The themes mentioned as challenges were as follows: getting the job (EV, MC), adapting coaching style based on differing needs of individuals (EV, NB), mentioned by two female participants; wins and competitive edge (DL, JS). Table 3 provides a summary of responses. A list of characteristics that did not combine into themes is provided in Chapter 5.

Table 3

Most Significant Challenges Faced in Sports Coaching

ID	Summary of Response
BW	In the beginning being able to make a living and support myself so I could continue to do what was so much fun.
DL	teaching and coaching kind of came naturally to me. But the most significant challenge was probably figuring out who I am and how I want to do things as opposed to just copying influential coaches that I've played for or worked with. Being myself and being confident with that has taken many years and I'm still working on it. I want to be unique, to

(Continued)

ID	Summary of Response
DL	be myself, to try to do things slightly differently but maintaining a competitive edge because after all, I really hate to lose. Also, learning what coaching is all about to me has been a great challenge. I am always trying to figure out what the keys to being successful are and just trying to get better all the time.
EV	There are some difficult challenges. They were one, getting into the college coaching. I was able to get in as a graduate assistant at the University of Laverne to start off with and grow from there. But some challenges I incurred during coaching, was getting comfortable and used to different learning abilities of each athlete. Coaching women and men are completely different and just learning the personalities and the attitudes of athletes and adapting to each season because no season can be coached the exact same.
JS	The resources that were made available to the program, the work life balance, the parents that interfered with the coaching process, the stress of basing success and keeping your job based on wins and recruiting.
LP	The most significant challenges I have faced have all been in building team unity/chemistry. When there are 35 young women together for a season it can be difficult to get them on the same page and working with each other especially when there are different personalities.
MC	Breaking into coaching was I think the most difficult one. Most of these career jobs, or vocations, are not easily obtained by just applying. You have to know people and they have to know you well. It's an industry where knowing people is way more important than what you know.
MD	Trying to remove my own ego and open my views on things
NB	Different learning styles and assumptions of what sport is and how coaches are supposed to do their job. Many perceive feedback as negative communication, and take the feedback personally. Having the time to understand each athlete as a person and being able to have the opportunity to frame perspective with consistency.
TP	The most significant challenges I've faced were dealing with student athlete personal issues, such as family emergency or death. These are scenarios you never plan for and are often very difficult to deal with. However, when a student athlete comes to me and wants to share to talk about a very personal matter such as this, I know I have gained their trust. With these situations, they are never easy to

(Continued)

ID	Summary of Response
TP	discuss and the student athlete is seeking guidance and a safe place to open up, cry, and be reassured in whatever capacity is needed. These are definite challenges and hard to deal with, but I'm extremely touched when a student athlete chooses me as a person they want to talk with and seek advice from.

Satisfaction With Career Choices in Sport Teaching or Coaching

The following responses are from interview question 3: How satisfied were you with your career choices that involved teaching or coaching of a sport? All participants but one indicated they were very satisfied (see Table 4). Only MD stated a somewhat less enthusiastic response of "Pretty satisfied. On a scale of 1-10, a 7."

The themes mentioned as contributing to their satisfaction were as follows: enjoy what you do everyday (BW), get to be outside (EV), opportunities to make an impact on athlete's lives or "having a purpose" (EV, JS, NB, TP), and rising in the coaching career (LP). DL seemed to believe his coaching career was fated; he followed his mention of other careers with the following:

But I just was going to be a coach or teacher all along and didn't realize it. . . . It just seems that I've known the right people or have been in the right place at the right time and because of that I've had some incredible work experience that has truly shaped who I am.

Table 4

Satisfaction With Career Choices in Sport Teaching or Coaching

ID	Summary of Response
BW	Very satisfied. I spent several years out of the sport in the private sector and the easiest decision I ever had to make was leaving a successful, high paying career in commercial real estate, and going back into teaching and coaching. Life is short, and you need to enjoy what you do everyday.
DL	I've been so lucky with the positions that I've been able to hold that I cannot complain for one second. . . . I've been very lucky and am satisfied to say the least.
EV	I'm very satisfied what I'm doing now. I get to be outside. I get to coach a sport that I love to do on my own free time. I get to make a difference in individual's lives, coach them how to be a great athlete as well as coach them in their personal life achievements.
JS	Very satisfied. That was the part I loved the most, and coaching and teaching opened me up to many more opportunities to make impacts on lives in other ways.
LP	I have been very satisfied with my career choices. I started my collegiate career at my alma mater (division 1) and then I moved down to division 3. I have enjoyed the change of pace from division 1 to division 3 but I am glad that I started out at the level that I did to be able to gain the insight and work under some coaches at the highest level for collegiate soccer.
MC	Very satisfied. I'm very happy that I chose this career path. Extremely happy with my decision.
MD	I have always been satisfied with my line of work. Pretty satisfied. On a scale of 1-10, a 7.
NB	Very. My job has a purpose.
TP	I am very passionate about education and coaching. The decision to become a teacher/soccer coach was an easy one. I love what I do. . . . I find real pleasure in seeing student athletes grow in various areas, perform at a high level on and off the field, graduate college, and then return as alumni to share their experiences. I wouldn't trade it for anything! . . . I was very lucky to be given a chance at coaching college sports. However, education and coaching are hand in hand and I cannot see myself doing anything else. It's been a great ride, not the smoothest, but been great. It's not very often you can find a career that is this amazing where you are given the chance to be a positive influence on 30 student athletes every year.

Other Career Options Explored

The following responses are from interview question 4: What other career options did you explore after graduation?

Only two respondents, LP and MD, reported that they did not explore any other career options. The career options explored are summarized in Table 5, but a few statements had other elements of interest beside simply a list of options. BW stated, "the classroom was not that appealing. As I mentioned, I fell into commercial real estate and did very well financially, but the stress and lifestyle was not what I envisioned myself doing for very long." MC stated, "I went and helped my dad in his company. He owns and operates nine commercial bicycle shops. I did everything from sweeping the floor to marketing to running the books to even fixing bikes." TP enjoyed teaching but was somewhat financially motivated to move into coaching.

As mentioned earlier, I wanted to be a teacher and then eventually a principal. I went to graduate school and obtained my Multiple Subject teaching credential and a Master's in Education. I began my teaching career in 5th grade before moving onto 1st grade. . . . The budget cuts of 2008-2009 forced me to rethink my career options.

Level of Satisfaction With Other Career Choices

The following responses are from interview question 5: If you tried out non-sports career options after graduation, how satisfied were you with those, and why?

Dissatisfaction with other career choices. One participant, MC stated only slight dissatisfaction: "I wasn't completely satisfied. I didn't dislike what I did, but it was not fulfilling for me at the time." Five of the respondents expressed a strong dissatisfaction with other career choices. The reasons related to a sedentary indoor environment, co-workers, or emotional and physically draining work.

Two stated dissatisfaction even though the monetary compensation was acceptable. BW stated, "If a career's only reward is financial, that reward is fleeting, so the non-sports options I experienced were very unsatisfying and very unrewarding." DL stated, "I hated it. Despite the fact that the money was ok."

Three were dissatisfied with a sedentary job. TP stated he, "cannot see myself sitting behind a desk all day crunching numbers." DL stated the following:

I was not satisfied at all working in an office. It just was not for me. I like being active, being up and around. . . . None of that occurs in an office, where you're seated at a desk all day.

Similarly, EV stated the following:

It was horrible. I was not satisfied at all. I remember being in the office, looking out the window, seeing people run by and ride by on their bikes and wonder what do they do for a living. How do they get to do that every day when I'm stuck here? And being able to be a coach allows me to be outside all day or if I want to be in the office, I can be in the office. If I want to go watch another team play their sport, I can go watch. It allows a lot of flexibility.

Two were dissatisfied with their co-workers. DL stated the following: "I like . . . being surrounded by the people that I choose to be around. . . . you have to work with people that are not your choice." NB stated, "Office jobs are not for me. Not satisfied. The people are different. Don't understand basic concepts of team. Felt like I was compromising my personal values to fit in."

Other complaints about jobs were mentioned. JS stated, "I learned that it was too emotionally draining at the group homes and that fed ex was too much hard labor for me."

Satisfaction with other career choices. Table 5 shows other career options explored after graduation and satisfaction with those options. Only one was satisfied with a career not sport-related.

Table 5

Other Career Options Explored After Graduation and Satisfaction With Those Options

ID	Careers explored	Satisfaction
BW	history teacher, commercial real estate	the non-sports options I experienced were very unsatisfying and very unrewarding
DL	freight logistics , playing music, teaching English [in Europe], applied to the graduate school of business (denied)	not satisfied at all working in an office . . . I hated it despite the fact that the money was ok
EV	Marketing, reception, sales	stuck behind a desk, 9 to 5, Monday through Friday. . . . I was not satisfied at all
JS	group home, shipment at FedEx, played professionally overseas, thought about sports management or sports psychology, looked into real estate and nursing,	No mention
LP	did not explore any other career options	Not applicable
MC	helped my dad in his company . . . owns and operates nine commercial bicycle shops . . . sweeping the floor to marketing to running the books to even fixing bikes	I wasn't completely satisfied. I didn't dislike what I did, but it was not fulfilling for me at the time.
MD	Military, HS football coach, pro triathlete	Always worked within athletics . . . always been satisfied with my line of work
NB	admissions director at a private high school	Office jobs are not for me. Not satisfied. The people are different. Don't understand basic concepts of team. Felt like I was compromising my personal values to fit in.
TP	I began my teaching career in 5 th grade before moving onto 1 st grade.	I was very satisfied!

Only one participant mentioned being satisfied with a different career, but a career he considered similar to coaching. TP stated the following:

I began my teaching career in 5th grade before moving onto 1st grade. It was awesome! The budget cuts of 2008-2009 forced me to rethink my career options and I started volunteering with the men's soccer team at Cal Poly Pomona, where I received my undergraduate degree in liberal Studies. Luckily for me, the coaching staff there accepting my request to volunteer and learn the in's and out's of college coaching. I was very satisfied! It's a great feeling watching a student of yours develop, grow, and succeed at each grade level. I had a vision of watching each of my students graduate High School and hopefully college when I was a teacher. Unfortunately, that did not last.

Opportunity Costs of Sports Coaching Career

The following responses are from interview question 6: What do you see as the opportunity costs of the career path you chose? The themes mentioned as opportunity costs were as follows: making less money than they likely would have in other careers (BW, DL, EV, JS, NB, TP), though these mentioned they gladly accepted this trade-off; time away from family (DL, LP), which is similar to MD's mention of a "hectic schedule;" lack of

job security (JS, TP); and moving more frequently than was preferred (MD, NB). Table 6 provides a summary of responses.

Table 6

Opportunity Costs of Sports Coaching Career

ID	Summary of Response
BW	There were a number of ways to pursue the coaching career path, and I was able to end up in the community college system, which made it so I could afford to live and do what I loved. The high school path would have paid less and been just as rewarding, but I was lucky enough to evolve into the intercollegiate level and it allowed me to coach at a little higher level of sophistication compared to the high school level, slightly more tactics and less fundamentals, although that was always the case.
DL	I think that money is definitely one of them, although I am not motivated at all by money so I don't really care. Also, coaching takes a lot of time away from family normally, but I am lucky to be here in [city] where I am close to my family all the time.
EV	I'm very satisfied with my career choice. I know I could have gone into an IT job, running statistics. I know I could have gone into business and accountant and I know I could have made a good, substantial amount of money but nothing pays like this job does. Being able to be outside, make differences in individuals lives, being flexible with my hours, nothing is more satisfying than this position that I currently hold.
JS	In sports there is not much security at times. Especially with coaching. Most people have to move for a job or may get fired due to not winning. Also that you are on call 24/7 and responsible for your team's well being. The pay most often is not enough for all the hours and work you put in.
LP	I think the biggest opportunity cost of my career path is the time spent away from family. With not only the amount of time that is spent when we are in season, there are a lot of nights and weekends that must be spent on the field recruiting which is time spent away from family. Another opportunity cost is the battle to leave the frustration of losses and team problems at work and not bring them home.

(Continued)

ID	Summary of Response
LP	I could spend all day every day dealing with issues between girls on the team or trying to make my team more successful, but the battle to have a balance between work life and my life is key to my well being.
MC	I think it's, if I would have gone and joined a commercial real estate firm or maybe a venture capitalist firm, there is a chance that I could have made more money, but I don't know if I would have been as happy as I am now.
MD	Lots of moving and hectic schedule
NB	Having to move, building up through the ranks with less than ideal jobs, financial hardship.
TP	There are no opportunity costs if you are doing what you love. However, college coaching is a difficult position to obtain. There are a lot of qualified coaches out there fighting for a Head Coaching position. I was always told there are two types of coaches: Coaches who get fired and coaches who are going to get fired. Some coaches are always chasing the next coaching gig and that's when I feel the costs come into play. Some coaches have been at 8-10 different schools and that is just something I have ZERO interest in doing. I feel I have found my homerun school and wish to stay here until I decide to retire. I was lucky enough to find a position really close to home and not have to relocate my family.

Satisfaction With Career Preparation Offered During College

The following responses are from interview question 7: How satisfied were you with the career preparation offered during your college experience? The themes mentioned as contributing to career satisfaction were as follows: generally felt college gave them valuable knowledge and skills (BW, LP, MD, NB), generally felt college did not give them valuable knowledge and skills (JS, TP), benefited from networking opportunities (EV). Table 7 provides a summary of responses.

Table 7

Satisfaction With Career Preparation Offered During College

ID	Summary of Response
BW	In the beginning I was a history major, so it wasn't of much help, but following a break from school to just play water polo, I was able to go back and complete college as a human performance major, and I used the information I learned during that phase of school throughout my whole coaching career. From teaching strategies and techniques, to physiology to sports injuries and training.
DL	I majored in business because I had no idea what to do. I was just clueless at that age. I realized with about 4 classes left that I hated it and would never work in finance or be an accountant. So if I could go back I would probably study something else like music or something, even though I might still end up being a coach. But I did learn some valuable nuts and bolts type information from being in business school, and it really helped me in terms of knowing what I certainly did not want to do, which was to be a businessman.
EV	I was very satisfied with the preparation. To be honest, I didn't foresee myself becoming a coach right when I graduated. I thought I wanted to go into business. I thought I actually wanted to go into the police field. And as I was playing and I came back to my college just to stay in shape is when I found out there is a graduate position. Being able to take that position and grow and learn from it and meet different people provided me the opportunity for this career so I would say overall, I'm very satisfied.
JS	Truth be told I don't think I was prepared after I graduated and had the guidance that I needed. That is why I think I put so much into helping student athletes and college students prepare for graduation. . . . Not satisfied at all. I had no help and did not know of many resources. It was not until my last class of my senior year that I discovered the career center because I was mandated to go for class. I don't think my coaches did a good job at helping me find my path after graduating.
LP	I was coaching high school aged teams while I was in college so that was a good preparation into the world of coaching. Regarding actual schooling I studied Kinesiology with an emphasis in sports studies in under grad and in my post grad I studied sports psychology. The sports

(Continued)

ID	Summary of Response
LP	psychology work that I did related directly to coaching as it works specifically with individuals and the way they think and how I can best relate to athletes and get the best out of them. Under grad had a few classes related to coaching that I really enjoyed but the post grad was where it was more hands on and more relatable to what I wanted to do.
MC	I didn't take any courses that were related to coaching. I went to business school. I did like my career, or my undergraduate program. I did like it, but it's totally unrelated to college coaching.
MD	Very prepared. I took all of the information I could.
NB	College didn't necessarily prepare me for this line of work, but my master's program did. I earned my master's degree in public administration, and that included a lot of management and leadership study. I have drawn a lot from that experience.
TP	I always knew I wanted to be a teacher or coach. I was satisfied with the fact that I knew I could be a good teacher. Not sure I was prepared to be a good coach. That came with hands on training. I felt like college was a massive balancing act and one that didn't necessarily prepare for academically, but with organization, preparation, timelessness, focus, and personal commitment. I know, personally, I did not retain that much information about Philosophy, U.S. History 1896-present, or Biology 101, but I sure can tell you about getting organized, staying on task, and preparing for daily/weekly/monthly/yearly plans. Study sessions were all cram sessions and quick memorization. However, the structure of everything is what has shaped my coaching/teaching style.

Characteristics Contributing to Success in Sports Coaching

The following responses are from interview question 8: What personal attributes or temperament characteristics do you feel predisposed you to success in your chosen career? The themes mentioned as successful coach characteristics were as follows: patient (BW, DL); compassion and caring or "empathic" (BW, DL,

JS, LP, MC, NB); other interpersonal skills were ability to connect and motivate (DL), relatable (JS), personable (MC), positive (TP); competitive (BW, LP); tough or firm (JS, NB); able to adjust (BW, JS); and organized (EV, LP, TP). Table 8 provides a summary of responses. A list of characteristics that did not combine into themes is provided in Chapter 5.

Table 8

Personal Attributes or Temperament Characteristics That Predisposed Participants to Success in Sports Coaching

ID	Summary of Response
BW	being patient is the most valuable attribute you can have in coaching. Compassion and caring for your athletes is also very important. Being competitive and able to adjust are also key to being successful in a coaching career.
DL	I think I have a knack for seeing the small details that are a part of the movements of sport and I think that I can explain things in a manner that people can understand. This helps with fundamental skill development and overall understanding of the game. I feel that I am fairly patient when teaching and that helps. I think that I connect pretty well with my players and that helps to motivate them. I am hopeful that I convey to them that I truly care about them and love them.
EV	I believe I held a leadership attribute since a younger age. Every team I was put on, I was the captain, not because I worked hard for that position, because I naturally fell into that position. I actually use that now, today as a coach. I kind of let a leader come into place. I don't just label someone a leader automatically. I think it's a characteristic. I also feel that I'm very organized and I prepare for goals and so that has allowed me to be a successful coach. And my organizational skills as well as leadership and disciplinary skills.

(Continued)

ID	Summary of Response
JS	I am a people person, have a passion for giving back and helping others, I like to teach, relatable, I understand that everyone is different, hard working, lifelong learner, can adapt and adjust, open to criticism, can be tough when needed, caring. A person who is a jack-of-all-trades and capable of wearing many hats, creative, and a problem solver.
LP	I think a few of my personal attributes that help me to be successful in coaching are that I am competitive, driven, organized, and sympathetic.
MC	I think I'm very personable. I understand ... I do a good job at understanding what the athletes go through since I, myself, was an athlete once upon a time. And I do a good job at putting myself in their shoes.
MD	High level of self motivation and not being afraid to outwork anyone.
NB	Having been through the rigors of collegiate athletics and beyond, I understand that this game is less about the tactics, and more about the people involved. Teaching the athletes about accountability, communication, and true teamwork is what really matters. Taking the time to work with them as people. I am firm, but I am fair. I try my best to be compassionate, but consistent.
TP	The personal attribute needed for me to be successful was over-organization. Being organized is the single greatest tool to have which makes all other attributes fall right into place. With being organized, you will be on time to meetings and practice, travel plans will be completed, your budget will be balanced, and the players will see you care about the program. As for temperament, that varies. I am a realist and understand things happen. I am also very interested in making sure our program is successful on and off the field. You cannot be loud, rude, and just mean to show power. There are other ways to gain student athletes attention and help create value in the program. Some days there needs to be a little bit more aggression in your voice to drive the point home. However, this is about making the student athlete experience a positive one and making sure the student athletes know you have positive intentions about everything that happens within the program.

Advice to Current Intercollegiate Athletes

The following responses are from interview question 9: Overall, considering the opportunity costs against the positive aspects of your career path in athletics, what advice would you give to current intercollegiate athletes as during their time in college? The recurring themes identified for advice to current intercollegiate athletes were as follows: consider coaching as one of many options (DL, JS), and network and seek mentoring (JS, MD, TP). Table 9 provides a summary of responses. A list of advice that did not combine into themes is provided in Chapter 5.

Table 9

Participants' Advice to Current Intercollegiate Athletes

ID	Summary of Response
BW	I would advise student athletes to make sure they are prepared for after college, and take in and be aware of everything they experience during their intercollegiate career, it is a learning environment and they will be able to use it the rest of their lives.
DL	Well, what I would tell them is that everyone's path is different, that everyone's race has a different pace. What works for someone may not work for another. A career in coaching is not for everyone. But it is the right career for some! It depends on who you are, and that is something that you have to figure out for yourself!
EV	I would say this is a position, a coaching job is what they are dreaming of, they have to be willing to work hard, be willing to take grunt hours and understand that it's a process, that you're not just going to be handed this position. You have to start from the bottom and work your way up. You have to learn from different coaching techniques to be successful in this field and dependent on

(Continued)

ID	Summary of Response
EV	the level you want to reach, depends on how much coaching you have to do under, to get to that job.
JS	To try things out early and to see if they really understand what coaching is and entails, network, you have to have a passion for it, study the game, research all types of careers that fall under the category of athletics, find mentors, shadow people, don't just do something because you think its cool or for the money or fame, join organizations, be active on campus, and be a part of professional development programs. . . .Substitute teaching also showed me I prefer the college level students as well.
LP	I would never discourage an athlete that is looking into the coaching world to not pursue it. I think it is a tremendous career and I have enjoyed myself thoroughly. I think in any career there are going to be opportunity costs but if you enjoy what you do then at the end of the day it is worth the costs.
MC	I would tell them to try to volunteer immediately after they graduate, or if they plan to play, to play maybe one or two seasons after they graduate and come back and start volunteering. Because there is a transition time between being a player and being a coach, and the quicker they can transition the better they will be. I know there's a lot of coaches who have a hard time letting go and all they want to do is hop in and play with their players, and unfortunately those coaches end up cheating their athletes of what they need, which is good coaching.
MD	Cultivate relationships and look at every situation as a chance to learn
NB	Start building your own coaching/teaching style. See what type of program fits your personality and skill set best. Great coaches are needed at all levels, so there are opportunities to work and still stay involved with the sport you love even if it is not a full-time job. I feel that my position gives my life greater purpose, and that I can teach and empower young women through a game.
TP	Life is about relationships. Find a professor, classmate, friend, et cetera that you trust and work closely with them. They are your lifeline and make it a priority to keep in contact with them. Build a bond with someone or a group and utilize your experiences in a way that helps you grow as a person.

Most Important Rules for Self as a Coach

The following responses are from interview question 10: What are the most important rules you have for yourself as a coach? The themes mentioned as rules for coaches were as follows: treat everyone with respect and fairly, golden rule (BW, DL, LP); be positive (BW, JS); and be honest (JS, LP). Table 10 provides a summary of responses. A list of rules that did not combine into themes is provided in Chapter 5.

Table 10

Most Important Rules for Self as a Coach

ID	Summary of Response
BW	Always try to be as positive as you can, even if you have to make something up, say 4 positive things for every one negative, and treat everyone with respect and fairly.
DL	Never ask the players to do something that you have not done or will not do. Treat people the way you would like to be treated.
EV	So important rules, I mean with this position you can kind of get used to the flexibility and the hours. But you have to have discipline. You have to be disciplined to write down, okay I have to make this schedule. I have to put in time for recruiting. I have to put in time for this job in order to have a successful program. It's easy to kind of let go a little bit of the strings and then be okay with mediocre but in order to be successful you have to be very disciplined and organized.
JS	To be positive, honest communication, mental toughness and coach with character. Always know that you are being watched. . . . Making sure your assistants are on the same page and communicating the same message.
LP	The most important rule for myself is that I remain consistent in my actions and in my discipline before the girls. I have to stay true to my word so that I can establish a trust and respect relationship with them so that they will compete under my direction. Another small rule

(Continued)

ID	Summary of Response
LP	that I have is before I have conversations with athletes I always try to put myself in their shoes and remember what it was like to be a college student athlete and competing while dealing with all of the other things as well. I find that this helps me to be more sympathetic which again helps to build the trust and respect relationship.
MC	I think always try my best. There's going to be times we win, there's going to be times we lose, but as long as I give them my best and I didn't hold back ... just make
MC	sure I have no regrets. Give it always my best. There'll be days that we will lose, that's just how this business is. But if I give it my best and my athletes know I give it my best, I'll be okay. I'll never ask them to do anything I didn't.
MD	Lead by example and demonstrate proper behaviors
NB	I have personal rules that I apply to my work. #1- Don't be unnecessarily mean (phrased differently for my own use, but this will do for now), #2- Don't do favors (do things because you want to do them), #3- Mind your own business first, #4- Empower others, #5- Always seek the discomfort of growth. Lastly, never call names.
TP	My number one rule, and only rule, is to not let your teammates down. This adheres to every decision you and your student athletes make. Think about your decision before and how it will affect your team/teammates.

Most Important Rules Coach Participants Have for Athletes

The following responses are from interview question 11:

What are the most important rules you have for your athletes?

The themes mentioned by more than one participant as rules for athletes were as follows: be disciplined in education (EV, MC, NB); be on time (DL, EV, MC, NB); be honest (EV, JS); keep a positive attitude (DL, JS, NB); accountability, no excuses, (MD, NB); and work hard, effort, intentional practice (LP, NB).

Table 11 provides a summary of responses. A list of rules that did not combine into themes is provided in Chapter 5.

Table 11

Most Important Rules Coach Participants Have for Athletes

ID	Summary of Response
BW	Respect the game, respect their teammates, respect their opponent and never do anything that reflects badly on you, your team or institution.
DL	Show up on time with a positive attitude every day and you can't go wrong. And don't be an [expletive].
EV	Some really important rules are, one, they cannot lie as to where they are. If they have a test, they have a test. They also have to have ... They have to be organized. That is the key to success. They have to be able to manage their school as well as their athletics because first and foremost they're a student athlete and without the grades they can not participate. So they have to be disciplined in the area of education first and then athletics follows after and they have to be on time.
JS	Same as the rules for self as coach. . . . The language that you use, having them do mental toughness exercises, using outside people/resources to speak with them, check in with them weekly, make it a part of your culture, having the team read books on the topic, remind them of role models ... modeling behavior.
LP	Two of the biggest rules that I have for my athletes can be summed up like this: work hard and be kind to other people. Competing and working hard in everything that we do is very important to me- being at the best that you can be in that moment is a choice and I am asking them to choose that every day. And being kind to other people (teammates, coaches, etc.) is also another important choice. If we can all be a little more kind to one another despite all of our differences I think it will bring the athletes closer together and in women's' sports this camaraderie is something that is very important to the success that they have on the field.
MC	I will always treat them the way I was treated and I will never expect anything out of them that was not expected of myself. So, that means that they have to do well in school and they have to be on practice on time and they can't get in trouble.
MD	Be coachable, no excuses, lead from the front

(Continued)

ID	Summary of Response
NB	Class attendance, accountability/timeliness to any meeting, appointment, or other time-bound obligation, Effort, positive attitude, intentional practice.
TP	<p>My number one rule, and only rule, is to not let your teammates down. This adheres to every decision you and your student athletes make. Think about your decision before and how it will affect your team/teammates.</p> <p>We have a variety of rules, but one we recently implemented was to shake the coaching staff's hand every time you see them on campus or in the office. Do not walk by without saying hello and shaking our hands. You must also shake, high five, secret hand shake, whatever with your teammate every time you see them on campus. We want our guys saying hello and being friendly all day, every day. It's created a better environment all around. We just got sick of student athletes walking by our office with their head buried in their phones. Come say hello!</p>

Motivating Athletes

This section discusses responses from interview question 12: How do you resolve the challenge to motivate athletes toward their highest performance while at the same time not instilling a sense that a loss at a competition equals failure as a person? Main themes in the responses were (a) valuing the person more than a win, (b) performing one's personal best is more important than a win, and (c) some factors are uncontrollable. See Table 12.

Table 12

Motivating Athletes Toward Their Highest Performance While Not Instilling a Sense That a Loss at a Competition Equals Failure

ID	Summary of Responses
BW	What is remembered a long time after the competition is how hard they tried, how they handled adversity, and how much improvement there was. . . . getting a player to enjoy the process.
DL	We never discuss those two things as cause and effect. Never. They have nothing to do with each other as far as I'm concerned. . . . It has nothing to do with being a failure as a person.
EV	It's really important when athletes suffer a big loss to really analyze the game . . . did you guys give 100%? . . . in life they're not always going to get what they want. . . . try harder and to understand there's another opportunity.
JS	Always reminding them they may have made a bad decision on a pass in the game, but that doesn't mean they are a bad person.
LP	The important part of my job is helping the athletes define success and failure in a positive light.
MC	As long as they give their 100% best effort, I just let them know it's okay.
MD	Its about the journey not the outcome, you will win and lose. Its how we react to those situations.
NB	As long as we're improving and putting forth our best effort, attitude, and focus, I'm happy with the team.
TP	We really base it all on a positive learning experience. Life is all about relationships and how we grow from each one. . . .Make the best of this moment, learn from it.

Valuing the person more than a win. These coaches were very clear about communicating respect for players as people, not equating a player's value with their performance. There is a consensus in than eight out of nine of the participants made statements supporting this value. Their attitudes show they would not shame a player for a loss. They promote a true ethic

of sportsmanship, of taking a loss with dignity, and with respect for the opponent(s) as well. In this spirit, BW stated the following:

A team can win immediately, after a long while or not at all, but getting a player to enjoy the process is what is remembered 20 years after, and being positive and supportive during the process goes a long way towards developing the athlete into a successful and centered citizen.

DL stated the following:

What matters is how you treat people, how you approach the thing, the whole experience behind being on a team and being in a program that is hopefully is truly special. It has nothing to do with being a failure as a person. We would never equate those two and any coach who would doesn't truly care about his players. To tell someone after a huge loss that they are a failure is truly devastating. No coach should do that.

JS mentioned the importance of "always reminding them they may have made a bad decision on a pass in the game, but that doesn't mean they are a bad person." Similarly, LP stated the following: "The important part of my job is helping the athletes define success and failure in a positive light and helping them to translate that into their real life endeavors." MC reminds

players to put the game in a bigger perspective: "I just let them know it's okay. . . you're still going to be able to take valuable lessons that you could apply them later towards your life." MD stated the importance of valuing the experience and who you become because of it: "It's about the journey not the outcome; you will win and lose. It's how we react to those situations." Similarly, NB stated the following: "Who they are as athletes and who they are as people are different, but what they learn about themselves as an athlete can translate to who they are as a person." TP stated the following:

That is tough considering we play a sport that keeps track of score and the results matter. We really base it all on a positive learning experience. Life is all about relationships and how we grow from each one. You can win every game in a season and not learn or find value in the season. On the flip side, you can lose every game and it could be the greatest learning experience of your life. Every moment we feel is a teaching moment. We always tell our team, "The most important time in your life is RIGHT NOW. Make the best of this moment, learn from it, and apply it today, tomorrow, and forever".

Performing one's personal best is more important than a win. Six of the coaches spoke of a true win as the athlete(s)

working hard and doing their personal best. In this spirit, BW stated the following:

Winning and losing is the goal that helps motivate the players to train and work hard, but what is remembered a long time after the competition is how hard they tried, how they handled adversity, and how much improvement there was. Getting better as a team or individually is a win, improving any part of a player's technique or ability is a win, and the player's mental ability to feel good about that improvement is a win.

DL stated the following:

Well we never discuss those two things as cause and effect. Never. They have nothing to do with each other as far as I'm concerned. We talk about the things we want to do to be successful, we work our asses off, and we try to connect with our guys so that they feel they are in a place where it is safe to give everything they have. Winning will come as a byproduct of those and some other things. . . . That's life. Someone will win and someone will lose. And losing hurts. But in the grand scheme of things, our sport or any sport matters very little.

EV stated the following:

It's really important when athletes suffer a big loss to really analyze the game and to show them, hey did you guys

give 100%? If you guys left everything out in the pool then we gave our best and the other team was just the better team. They have to understand that in life they're not always going to get what they want. You're not always going to get that job. You're not always going to get that paycheck. But that doesn't mean you stop working. That just gives you motivation to work even harder, to try harder and to understand there's another opportunity. Just like in water polo, there's another season, another win.

Similarly, LP stated a nearly identical philosophy:

I ask the athletes to be responsible for their effort and their attitude and if both of those things are positive than at the end of the game no matter the result on the scoreboard I count it as a success. . . . This question goes back to one of my rules for the athletes: work hard. If they are giving everything that they have to be successful on the field, then that is how I truly define their success.

MC stated the following: "As long as they give their 100% best effort. . . . We're not going to win every championship or every game. As long as we gave 100%. . . . I just ask them to give their best." NB reiterated that perspective: "This is a daily task. I try to reinforce the fact that if they win or lose, it doesn't matter to me. As long as we're improving and putting

forth our best effort, attitude, and focus, I'm happy with the team."

Some factors are uncontrollable. Two coaches mentioned that wins depend on more than characteristics and readiness of the players. DL stated the following, emphasizing that there are many factors that contribute to a win, some of them uncontrollable: "It's also possible to do everything correctly and still lose." Similarly, LP stated: "We play a sport which is a game, meaning that there are so many different things that are going to dictate winning or losing."

Motivating players. For this interview question, only one of the coaches focused on the process of motivating players. JS stated the following:

The language that you use, having them do mental toughness exercises, using outside people/resources to speak with them, check in with them weekly, make it a part of your culture, having the team read books on the topic, remind them of role models... modeling behavior and also making sure your assistants are on the same page and communicating the same message.

Chapter 5: Discussion

This chapter presents interpretations and implications of the findings. Important implications and recommendations are included. To guide future research efforts, I will also make recommendations for further study.

Research Questions

Table 13 shows which interview questions informed each research question.

Table 13

How Interview Questions Inform the Research Questions

Research question	Interview questions
1. For former intercollegiate athletes, what were the motivations for seeking a career in collegiate coaching?	1. motivations 4. other options 5. satisfaction with other options 8. personal attributes predisposing to coaching
2. What do they perceive as the benefits and challenges of these careers?	2. challenges 3. satisfaction with coaching 6. opportunity costs
3. How do they perceive the career preparation offered during their college experience?	7. career preparation
4. What advice would you give to student athletes?	9. advice to student athletes 10. rules for coach 11. rules for student 12. motivation to perform

Findings Summary and Conclusions

The summary and conclusions are organized by subheadings that relate to the research questions and the interview questions related to them. Numbers in parentheses indicate number of participants who mentioned this theme.

Conclusions related to research question 1. Research question 1 asked: For former intercollegiate athletes, what were the motivations for seeking a career in collegiate coaching? Coming mainly from interview question 1, motivations mentioned include love of their sport (5 times mentioned), "enjoy what you do everyday," "get to be outside," and opportunities to make an impact on athlete's lives and growth (3 times mentioned). This result was not surprising. College-level coaching is not a position that makes the kind of money in professional sports; much of the motivation is for the enjoyment. In my own experience with coaching, even when the schedule demands 12-hour days, because that is when the practice ends, the intrinsic rewards are worth it.

Coming from interview question 4, a related question, main themes of the other career options considered or pursued were teaching or other public education career (4); playing professional sports (2); business careers (including marketing, reception, sales, and commercial real estate (3); along with one mention of military service, and one of a career in music.

Coming from interview question 5, satisfaction with other options was mixed. Two had always worked in athletics; another was satisfied with a prior teaching career. Five were dissatisfied with careers where they were in an office environment and typical work hours.

Personal attributes predisposing to coaching. Coming mainly from interview question 8, the personal attributes making for a good coach fell into three main categories: interpersonal skills, leadership skills, and personal life management skills. Numbers in parentheses indicate where the term or a very similar one was mentioned more than once.

Interpersonal attributes and skills included compassion, caring, or "empathic" (6); patience (2); ability to connect and motivate, relatable, personable, positive; interpersonally focused, teaching teamwork; other attributes were fair, consistent, open to criticism, and "not loud, rude, and just mean to show power."

Leadership included natural leadership capacity; disciplinarian skills, tough when needed, firm; competitive, hard working, driven, goals, self motivation; and explaining things well.

Personal life management skills included able to adjust (2); organized (3), which one described as "on time to meetings and practice, travel plans will be completed, your budget will

be balanced;" detail-oriented, lifelong learner, jack-of-all-trades, creative problem solver, and realist.

Conclusions can be related to literature from the literature review. You may briefly cite studies that support or contradict the findings that lead to each conclusion.

Conclusion related to research question 2. Research question 2 asked: What do they perceive as the benefits and challenges of these careers?

Challenges. Coming mainly from interview question 8, challenges mentioned fell into three main categories: the coach himself or herself, the athletes, and the job demands.

Challenges related to the coach himself or herself were as follows:

- Breaking into coaching
- Work life balance
- Developing a unique coaching style
- My own ego

Challenges related to the athletes were as follows:

- Different learning abilities and styles of each athlete
- Different coaching style for women and men
- Adapting to each season's different athletes
- Team unity
- Keeping your job based on wins and recruiting, competitive

- Feedback perceived as negative communication
- Understand each athlete as a person
- Athlete personal issues

Challenges related to the job demands were as follows:

- Making a living
- Resources
- Parents of athletes

Three of the participants mentioned recruiting as a challenge. This has been a noted issue in the popular press. The recruiting system has been updated to alleviate some of the challenges. In theory, it should work more smoothly for prospects and coaches, but there are still challenges (Sherman, 2017, p. 1).

Satisfaction with coaching. Coming mainly from interview question 3, all participants but one indicated they were very satisfied. The reasons mentioned as contributing to their satisfaction were as follows: enjoy what you do everyday, get to be outside, opportunities to make an impact on athlete's lives or "having a purpose" (4), and rising in the coaching career.

Opportunity costs. Coming mainly from interview question 6, opportunity costs mentioned were as follows: making less money than they likely would have in other careers (6), though these mentioned they gladly accepted this trade-off; time away

from family (2); a "hectic schedule;" lack of job security (2); and moving more frequently than was preferred (2).

Conclusion related to research question 3. Research question 1 asked: How do they perceive the career preparation offered during their college experience?

Career preparation. Coming mainly from interview question 7, themes mentioned as contributing to career satisfaction were as follows: about half felt college gave them valuable knowledge and skills (4), fewer felt college did not give them valuable knowledge and skills (2), and benefited from networking opportunities. This is similar to a qualitative study by Nash and Sproule (2009) that found expert sport coaches were not confident regarding the value of current coach education for training elite athletes. They considered their methods of development to be informal, with networking and mentors being essential to their progress.

Conclusion related to research question 4. Research question 4 asked: What advice would you give to student athletes? Interview questions relating to research question 4 were on the topics of advice to students, rules for coaches, rules for students, and motivating student athletes to perform.

Choosing a career. Coming mainly from interview question 9, advice to student athletes about choosing a career included to consider coaching as one of many options (2); "you have to

have a passion for it;" "don't just do something because you think its cool or for the money or fame;" study the game; research all types of athletic careers; volunteer, substitute teach, and shadow people to see if coaching is a good fit; "see what type of program and level of school fits your personality and skill set best because "great coaches are needed at all levels."

Advice about how to get better in coaching included network and seek mentoring (3), join organizations, be active on campus, be a part of professional development programs, and understand that coaching positions require working your way up.

Rules for coaches. Coming mainly from interview question 10, the following are rules coaches had for themselves.

- Treat everyone with respect and fairly, golden rule (3)
- Never ask the players to do something that you have not done or will not do.
- Be positive (2).
- Be honest (2).
- You have to have internal discipline because of the flexibility of hours, making schedules, putting in time for recruiting, staying organized.
- Choose mental toughness, character.

- Always know that you are being watched. Lead by example and demonstrate proper behaviors.
- Remain consistent in actions and in discipline.
- Before I have conversations with athletes I always try to put myself in their shoes and remember what it was like to be a college student athlete.
- Always try my best.
- Don't be unnecessarily mean; never call names.
- Don't do favors (do things because you want to do them)
- Mind your own business first.
- Empower others; making sure assistants are on the same page and communicating the same message.
- Always seek the discomfort of growth.
- You cannot be as good of a coach if you "hop in and play."

These rules to some extent indicate a transformational leadership approach. Lyons and Schneider (2009) found that perceived social support (e.g., golden rule, empower others), less feeling of threat (e.g., don't be mean, put myself in their shoes), and enhanced task performance (e.g., always try my best) were associated with transformational leadership more than with transactional leadership.

Klein (2014) found that student-athletes preferred the transformational leadership style for both their coaches and

their teachers. The transformational leader is constructive (e.g., be positive) and concerned about others' self-worth and self-esteem.

Such characteristics might be more important for coaching success than the coaches' own level of technical knowledge in a sport, given that some successful coaches have enabled their teams to reach an elite level that surpassed their personal athletic achievements (Carter & Bloom, 2009).

Rules for students. Coming mainly from interview question 11, the following are rules for students:

- They have to be disciplined in education (3).
- They can't get in trouble.
- Be on time (4).
- Be honest (2).
- Respect the game, respect teammates, respect opponents
- (Set a good example): Never do anything that reflects badly on you, your team, or institution; lead from the front (2).
- Keep a positive attitude (3).
- Do mental toughness exercises, using outside people and resources to speak with them, check in with them weekly, make it a part of your culture, having the team read books on the topic . . . [provide] role models.
- Accountability, no excuses (2).

- Work hard, effort, intentional practice (2).
- Be coachable.
- Be kind; foster camaraderie.
- Don't let your teammates down. Think about how your decisions will affect your team.
- Do not walk by without saying hello and shaking our hands.

Boardley, Kavussanu, and Ring (2008) found that athletes' perceptions of character-building effectiveness predicted prosocial behavior in the athletes, supporting the idea that the type of rules these coaches have does influence the lives of athletes. In addition, coaches have an important role in students' academic life. Not only do they need to ensure that athletes maintain eligibility requirements, Kennedy (2017) notes the importance of coaches in helping college students become self-regulated learners by improving their goal-setting, planning, time management, and organizational skills, especially for students with attention-deficit hyperactivity disorder (ADHD), learning disabilities, or acquired brain injury. These participants have rules to encourage time management.

Motivation to perform. Coming mainly from interview question 12, suggestions for motivating students are (a) value the person more than a win, (b) performing one's personal best is more important than a win, and (c) remember some factors are

uncontrollable. Boardley et al. (2008) found that athletes' perceptions of their coaches' motivation effectiveness predicted the athletes' effort, commitment, and enjoyment of their sport.

Implications

The findings and conclusions suggest several major implications.

Coaching style. As noted in the literature review, autonomy-supportive behaviors, which are in line with transformational leadership, have been researched as relevant to coaching. Conversely, Deci and Ryan noted there has been very little research on the use of controlling strategies (as cited in Bartholomew et al., 2009).

I will briefly touch on professional coaches to contrast with collegiate-level coaches, because professional coaches are drawn from the pool of collegiate coaches. In popular culture, coaching movies are about professional sports, where players and coaches make millions. Coaches are most often portrayed as using controlling authoritarian strategies. In reality, in the researcher's experience of professional coaching, there are a great variety of coaching styles. Even considering football head coaches, which are among the most highly paid, I do not see a majority being militaristic. It is not a necessary style. Yankees coach Joe Torre was described as "a sweetheart." San Luis Cardinals Coach Tony La Russa was more of a tough guy, more

authoritarian. At that profession level, sports is a business. If you don't perform, you will be replaced. The bottom line is money. There is a consequence that the coaches are not wholly in control of, so they do not need to personally put pressure on players to perform.

Few college-level coaches run militaristic regimens; there is a small percentage where you see that happening. On the college level, coaching is more like being a parent. One is firm when authoritative style is needed, but more often supportive. The implications are that the popular culture images are not representative of the reality of most coaching.

Motivations. The findings confirmed to me that the majority of college coaches choose their job because they enjoy it. Conventional theory says if you get a chance to go professional, most people would. There is a competitive element of making it to the "top" and a high-profile lifestyle with more money. At the end of the day, the great majority, maybe 90% of college coaches will not get that opportunity. The implications of the present study are that most of them would not want it. This is in line with my own preference. If I got such an opportunity, I would decline. I prefer the pace of the work at the college level, and the job of supporting young adult players in various ways.

Implications of the pay-linked-to-performance aspect to high-level coaching. Only two of the coaches mentioned the instability of the coaching career that is noted in the literature as an increasing feature of employment in many fields. Some mentioned financial opportunity costs of coaching. Others mentioned progressing thru the "ranks" to the higher-paid coaching positions, also relevant to the following passage:

Kalleberg's earlier identification of major trends that have had a significant impact upon contemporary job quality in the USA. . . . included growing inequalities in many job rewards, the recognition of 'bad jobs' as a central feature of ongoing employment, and a greater 'precarity for all workers.' (Roderick, 2017, p. 99)

This job precarity leads to great temptations to engage in the illegal procedure' of paying college athletes, with money ostensibly given for personal needs. For example, in a high-profile case, Josh Luchs left the coaching business after being suspended for this rules infraction. He explained that often these "loans" to students were actually repaid, and were extended to athletes because of the gap between their college scholarship and their tuition, taking into account that they often did not have families or savings to make up the difference (National Public Radio, 2012). It is understandable that

coaches with pressure to recruit top talent, and a sense of caring for their athletes, would make this type of decision.

The amateurism model, the belief that college sports should not be "corrupted" by the influence of big money, severely penalizes this rule-skirting and -breaking, yet coaches are aware of the unfairness of a system in which, as Norlander (2017) stated, "As coaching salaries continue to increase, players continue to be vastly limited in their own money-making opportunities" (para. 11).

This relates to the debate mentioned in the literature regarding student athlete pay. Elfman (2013) notes one possible resolution to this debate:

The NCAA will be pressed to accommodate the needs and desires of schools with greater resources. That may come in the form of allowing the full cost of attendance, which would give student-athletes the actual cost of attending in the form of an annual stipend of up to \$2,000. Schools with smaller athletic budgets won't be able to afford this, thus giving those schools that can an unfair advantage in recruiting. Athletic directors in schools with athletic budgets 10 to 20 times greater than other Division I institutions say get used to it. . . . people have to start looking for a fair playing field rather than a level

playing field. . . . competitive fairness rather than competitive equity. (para. 14-15)

Implications of interpersonal skills and empathy as one of the personal attributes predisposing to coaching.

Participants in this study supported the following statement by Coach Godsey, who uses her psychology background on a daily basis. She says of student athletes:

They need to have trust in you [and] have faith in you that you're there to support them through anything that they're going through on and off the court. It's helped me to try to understand how to approach student-athletes in different ways and how to be there for them and to help see them through some of the experiences that they are going through. (Elfman, 2017, p. 4)

Implications of rules for coaches. In a book highlighting some scandals in collegiate athletics, Dr. Emmett L Gill Jr. states, "I'm hoping one of the takeaways is we really have to do a better job of doing right by student athletes. . . . These are kids in the formative years of their lives" (as cited in Elfman, 2017, p. 37). The coach participants in the present study have high standards for themselves. The implication is that this attitude protects students, and shows these participants to be adhering to best practices. There is a famous case where an Ohio State athlete who went on to play national football (Moore,

2018). When a freshman, he was a star player. He got in a scuffle with an athletic director. Afterward he was not allowed to play or practice with the team. Because they put unreasonable standards on him, he was not allowed to transfer to another school. He became alcoholic. This impacted his professional life. In my view, the coaches failed to do what was right by him.

Implications of rules for students. The coach rules for athletes reflect the same understanding as reflected in the literature:

Coaches have the potential to influence athletes' moral development, especially at the collegiate level—a powerful period of growth in young adults' lives. As central agents in athlete moral education, coaches' moral development and understanding of professionalism. Ethical professional identity and the development of moral exemplar collegiate coaches. (Hamilton & LaVoi, 2017, p. 114)

Student-athlete drug use remains a persistent problem, even with testing mandates that include addictive pain medications, steroids, and recreational drugs (Anderson et al., 2016; NCAA, n.d.; Project Know, 2018). Participants did not directly mention drugs, but this issue seems implied in rules such as “They can't get in trouble,” “Never do anything that reflects

badly on you, your team, or institution,” and “Think about how your decisions will affect your team.”

Limitations

Palmer, Graham, Taylor, and Tatterson (2002) showed that when asked to report on frequency of different behaviors, participants tended to over report the frequency of behaviors that were considered socially desirable and to underreport frequency of undesirable behaviors. This bias might have been in play regarding the fact that sensitive topics that are prominent in the current literature, such as the debates around the NCAA’s role in regulating monetary issues in college sports and drug use among college athletes, were not directly mentioned as challenges in the participants’ careers.

Recommendations

The following subsections describe recommendations related to the conclusions and implications discussed previously.

Recommendations for practical application. The following recommendations are supported by research findings. For athletes going into college coaching, this should be your passion. If it feels fulfilling, these athletes will be better coaches, better able to support other athletes.

At the end of each season, we have exit interviews at my institution. Coaching staff meets individually with each

athlete in a confidential and safe environment to discuss performance and their future. This is an opportunity to touch on the topic of their choice of profession of and explore going pro. Each athlete is different. We discuss their major and help them explore their options. We can refer them to career counselors if they do not have clarity about a preferred career. I consider this an important role of coaching that should be widely practiced and mandatory.

Recommendations for future research. It would be interesting and relevant to extend the topic of the present study with quantitative findings, such as using a survey and higher number of participants to determine to what degree the views of the participants in this study might be representative of the norm for college coaches. It would also be of interest to interview high school coaches in a manner similar to this study, to determine what similarities and differences may exist. This could help athletes understand where the best fit could be found for them if they choose a coaching career.

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APPENDIX A

Interview Questions

Introduction

Before we begin, did you have a chance to read over the informed consent statement? [If not, read it to the participant or give them a printed copy to read at that moment, if preferred.] Do you have any questions about risks, benefits, and alternatives? [Answer any questions then proceed.] You understand that you can end the interview at any time or decline to answer any question. If you would like to participate, please take a moment now to sign the informed consent statement.

Instructions

You had a chance to see the questions that I sent thru email. The first five questions require only brief response, maybe a minute or less, for demographic information that will be used to describe the characteristics of the interviewees. Care will be taken to give no combination of information that could be used to identify any particular respondent, and you will have an opportunity to view the write-up of results to mandate changes, including deletions or additions deletions to any of your responses.

Demographic Questions

1. Age range: 18 - 30, 31-40, 41-50, 61 and over (circle one)
2. Your intercollegiate athletic experience was in what sport(s)?
3. At the outset, please list the sports that you have taught or coached:
4. At the outset, please list the paid positions you have held that related to teaching or coaching a sport (just briefly; we'll get into the in-depth questions shortly).
5. At the outset, please list any volunteer positions you have held that were teaching or coaching of a sport?

Main Interview Questions

1. What were your motivations for seeking a career in physical education and/or coaching?
2. What were the most significant challenges you faced in coaching of a sport?
3. How satisfied were you with your career choices that involved teaching or coaching of a sport?
4. What other career options did you explore after graduation?
5. If you tried out non-sports career options after graduation, how satisfied were you with those, and why?
6. What do you see as the opportunity costs of the career path you chose?

7. How satisfied were you with the career preparation offered during your college experience?
8. What personal attributes or temperament characteristics do you feel predisposed you to success in your chosen career?
9. Overall, considering the opportunity costs against the positive aspects of your career path in athletics, what advice would you give to current intercollegiate athletes as during their time in college?
10. What are the most important rules you have for yourself as a coach?
11. What are the most important rules you have for your athletes?
12. How do you resolve the challenge to motivate athletes toward their highest performance while at the same time not instilling a sense that a loss at a competition equals failure as a person?

APPENDIX B

Email Invitation to Participate in Study

Hello. I'd like to invite you to participate in a study of collegiate head coaches' motivations to choose this career path. I was a college coach for 17 current seasons, and now I am an aquatic director working toward a doctoral degree in organizational leadership. This study is part of that goal, and also a way to meaningfully pass on to student athletes a view of the challenges and potential benefits of coaching as a career.

All of the coaches interviewed will have coached a minimum of 5 years at the college level. All will have experienced winning and losing seasons. All will have started as assistant coaches and decided to pursue coaching as their main career rather than pursuing other kinds of work.

Participation would consist of an hour-long in-person interview at a location convenient to you. Your responses would be kept strictly confidential. The two attachments are the interview questions and the informed consent statement. I'd be happy to answer any questions you have. Please email me back or phone if you are interested in participating.

Willo Rodriguez

[phone number]

APPENDIX C

Informed Consent Letter

PEPPERDINE UNIVERSITY**INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES**

FORMER INTERCOLLEGIATE ATHLETES' PERSPECTIVES ON CAREER CHOICE OF
COLLEGIATE-LEVEL COACHING: A QUALITATIVE STUDY OF MOTIVATIONS AND
CHALLENGES IN THE COACHING CAREER PATH

You are invited to participate in a research study conducted by Willo Rodriguez at Pepperdine University, because you are a collegiate level head coach of athletics. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will also be given a copy of this form for you records.

PURPOSE OF THE STUDY

The purpose of the study is to better understand motivations of former collegiate athletes to choose a career in coaching, as well as challenges and benefits of this career choice.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to participate in an hour-long interview with the principal investigator, which will be audio-recorded if you agree, or if you do not agree, the investigator will take notes. The interview will be at location convenient to you, or by phone if a convenient location and time cannot be arranged.

POTENTIAL RISKS AND DISCOMFORTS

The researcher does not anticipate that there are any risks or discomforts that might be associated with this research.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, an anticipated benefit is increased understanding of collegiate head coaches' motivations to choose this career path as a way to

meaningfully pass on to student athletes a view of the challenges and potential benefits of coaching as a career.

CONFIDENTIALITY

I will keep your records for this study confidential as far as permitted by law. However, if I am required to do so by law, I may be required to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on a password protected computer in the principal investigators place of residence. The data will be stored for a minimum of three years, then audio recordings and transcripts will be destroyed.

The data collected will be coded with a number instead of your name. Recordings will be transcribed. You will have a right and an opportunity to review your transcript. Transcribers and the research advisor will see only the numerical code representing you. To the extent that human transcribers are used, they will not be affiliated with your university and are not likely to recognize your voice or identity.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

INVESTIGATOR'S CONTACT INFORMATION

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact the principal researcher at [phone number] or the faculty advisor Shreyas Gandhi, Ed.D. at if I have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

SIGNATURE OF RESEARCH PARTICIPANT
--

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction and I agree to participate in this study. I have been given a copy of this form.

- I agree to be audio-recorded*
 I do not want to be audio-recorded

 Name of Participant

 Signature of Participant

 Date

SIGNATURE OF INVESTIGATOR

I have explained the research to the participants and answered all of his/her questions. In my judgment the participants are knowingly, willingly and intelligently agreeing to participate in this study. They have the legal capacity to give informed consent to participate in this research study and all of the various components. They also have been informed participation is voluntarily and that they may discontinue their participation in the study at any time, for any reason.

 Name of Person Obtaining Consent

 Signature of Person Obtaining Consent

 Date

APPENDIX D

Human Subjects Education Certificate



Completion Date 20-Feb-2018
Expiration Date 19-Feb-2023
Record ID 26203407

This is to certify that:


william rodriguez

Has completed the following CITI Program course:

GSEP Education Division (Curriculum Group)
GSEP Education Division - Social-Behavioral-Educational (SBE) (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

Pepperdine University



Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wd9fdadc2-30e4-4df9-bb22-67cd4e885034-26203407