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African American coaches in athletics: a study of enabling and inhibiting factors impacting leadership success

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AFRICAN AMERICAN COACHES IN ATHLETICS: A STUDY OF ENABLING AND

INHIBITING FACTORS IMPACTING LEADERSHIP SUCCESS

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by

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ABSTRACT

This qualitative research focused on identifying and addressing the enabling and inhibiting factors that have influenced the careers of African American National Collegiate Athletic Association (NCAA) Division I head basketball coaches. The researcher used a phenomenological approach to discover and understand the lived experiences of African American NCAA Division I men's head basketball coaches that are considered to be successful leaders in their field in order to gain their perspective and personal insight into barriers and potential solutions to those barriers in this particular field. Active and systemic discrimination, along with institutionalized racism and bias, are essential factors in this dissertation and continue to be central issues in the hiring practices within NCAA men's basketball head coaching and continue to be challenges for African American NCAA Division I men's head basketball coaches along with certain aspects of this current society hiring practices along with other aspects of this society. While highlighting racial inequalities in hiring practices and retention rates for African American NCAA men's head basketball coaches. The research discussed the history of African Americans' relationship with basketball from a player and coaching perspective. The research also discussed how African American NCAA Division I men's head basketball coaches identify, measure, and track success and maintain high-performance levels within the team and for themselves. Finally, the research intended to contribute to the existing knowledge and assist current and prospective coaches, universities, and the NCAA in hiring and retention policies and procedures for all head basketball coaches. Purposive sampling was used to interview 12 successful African American NCAA Division I men's head basketball coaches. The research findings and the accompanying literature suggested that several best practices are needed to become a successful African American head basketball coach at the collegiate level.

Chapter 1: Introduction

Background/Historical Context

Although basketball today is considered an international sport with a burgeoning

following, the sport did not begin this way (Grundy et al., 2014). James Naismith, a P.E. teacher,

worked at an education center for the Young Men's Christian Association (YMCA), created

basketball in 1891 (College Basketball, n.d.). Naismith was a participant of the YMCA at the

time. Naismith created basketball because he created an indoor activity that would help

accommodate and amuse student-athletes during the winter months when temperatures were

shallow due to the frigid weather. Naismith started with a total of eighteen men. He then divided

the group of eighteen into two groups of nine each. A participant from each of the nine teams

would be appointed to the position of captain for the team in which they played. As a result, the

sport of basketball was established.

In 1905, coach Edwin Henson was exposed to basketball at Harvard University in

Washington, DC (College Basketball, n.d.). As a result, the game was added to Edwin's physical

education class. The popularity of basketball among the African American population

proliferated (Boyd, 2003). This growth can be attributed to the fact that basketball can be played

on multiple surfaces and requires a hoop and a ball. As a result, the game was promoted in urban

areas, mostly in playgrounds and parks, where it could be played on indoor and outdoor

basketball courts.

Ten years later, the acceptance of the game grew among African Americans, and it began

to be played in YMCAs, physical education courses, colleges, and different touring teams

representing various significant urban towns throughout the country (Boyd, 2003). Basketball is

the most popular activity among African American children (Boyd, 2003).

The National Collegiate Athletic Association (NCAA) presides over college sporting events in the United States. The NCAA comprises more than 1200 schools and institutions around the country. According to its website, the NCAA generates around one billion dollars in income each year (NCAA, 2018). Among the NCAA's essential tasks are the supervision of championships and the enforcement and establishment of regulations for its member universities. Financial assistance for athletes, recruitment, and assessing athlete eligibility are all topics covered in great detail in NCAA guidelines. Also, the NCAA is responsible for adjusting specific rules in the sports it regulates (NCAA, 2018).

In 1973, the NCAA divided itself into three divisions to more efficiently unite institutions with comparable objectives, levels of competition, and resources (NCAA, 2018). Divisions within the NCAA categorize institutions according to the competitive strength and fiscal soundness of their sporting programs. There are a total of 350 Division I schools, 310 Division II schools, and 438 Division III schools (NCAA, 2018). There is no standardized number of competitors at each level. According to the NCAA (2018), there are more than 176,000 student-athletes participating in Division I and more than 118,000 in Division II. Less than 188,000 students are listed on Division III rosters, making it the lowest level of participation. The National Association of Intercollegiate Athletics (NAIA), which competes against the NCAA, is comprised of around 200 schools and institutions. This provides several options for high school athletes at the junior college level and other higher education groups. Each of the colleges, although having some similarities, has its unique character.

The largest universities and colleges in the NCAA are located in Division I. The smallest universities and colleges are located in Division II and Division III (NCAA, 2018). A prevalent misconception that is mostly held by athletes is that Division II is by talent and definition lower

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than Division I; or that the level of Division III is lower than the level of Division II. Nevertheless, despite the fact that, mostly, Division I schools are more successful than Division II schools and Division II schools are more successful than Division III schools, it is essential to acknowledge that a school's decision regarding whether or not to compete in Division III or Division I is one of the most important factors to take into account (NCAA, 2018). A school must select if it wants to be classified as a Division II or a Division III school before applying for membership in the appropriate category. If a school decides to transfer students from one division to another, it is impossible to move students from one division into another based on how that particular athlete has performed or that athletes perceived success (NCAA, 2018). Nonetheless, after a transition time has passed, students can transfer between divisions. Because of the large number of sports that must be offered, operating an athletic program in Division I places a high financial school budgetary strain. Consequently, the most significant amount of funding for scholarships, budget for recruiting, and costs to travel are needed to meet the program's demands. A Division I According to the NCAA, educational institutions must offer minimum athletic opportunities for male and female students. Specifically, the NCAA requires a minimum of seven sports to be available to male students and seven sports to be available to female students. Additionally, the NCAA mandates a minimum of six sports to be offered to male students and a minimum of eight sports to be offered to female students (NCAA, 2016). These guidelines aim to promote equal athletic opportunities for all student-athletes and to ensure that colleges and universities meet the minimum standards set by the (NCAA, 2016).

The NCAA categorizes educational institutions in different divisions, with Division II being designated for smaller schools and universities. When analyzed with Division I and Division III, Division II has the smallest number of member institutions. Participating in

Division II athletics is more accessible and less costly due to the lower requirements set by the NCAA. To meet these requirements, a school must have at least five men's and women's sports or four men's and six women's sports (NCAA, 2016). This allows for a diversity of athletic opportunities for students while still accommodating the needs of smaller institutions.

According to the NCAA (NCAA, 2016), NCAA Division III is the most populated division among all the NCAA's divisions, and majority of the included institutions are private colleges and universities. Despite having the lowest average enrollment among all the divisions, the emphasis on the "Student-Athlete" philosophy is particularly strong in Division III, where athletes have fewer opportunities to participate in events and have limited hours for organized team practice. Also, Division III universities are not permitted to offer athletic scholarships. However, student-athletes may receive academic, financial assistance, or need-based aid, in addition to academic scholarships. This factor makes universities offering athletic scholarships more appealing to potential athletes compared to other divisions that do not provide sports scholarships (NCAA, 2016).

Major collegiate athletic events, for example, The March Madness Tournament are contests among Division I colleges and, or universities (NCAA, 2016). Division I sports consists of a high level of competition, and athletic departments of Division I colleges have the most resources available. According to the NCAA (2016), Division III is considered the bottom grade of competition amongst the NCAA and often has the smallest budgets amongst comparable athletic departments. While Division I teams are recognized as the most renowned in terms of recognition, financial resources, and athletic talent, they also tend to have larger student populations and offer scholarships for an average of 18 sports. In comparison, Division II institutions typically provide fewer scholarships and have smaller athletic departments, offering

an average of 15 sports. Despite the lower level of competition and lack of sports scholarships, Division III has the participant majority and highest proportion of student involvement in sports among all the divisions. On average, each school in Division III offers 18 different sports(NCAA, 2016).

Every NCAA division has its own set of advantages and disadvantages. One should choose the most appropriate Division for goal achievement, depending on personal objectives and ambitions (NCAA, 2016). It is essential to be realistic about present skill levels, athletic aspirations and desires to compete as a true competitor. If it is necessary to compete in the Olympics or become a professional athlete in a sport, consider attending a Division I university where anyone can compete against the best athletes in the world. Suppose Division II colleges are the only ones on the recruiting list. In that case, it could be in the best interests of the involved party to choose one and have a better chance to play and compete, rather than walking on at a Division I school and perhaps miss out on the opportunity to play in a real game. If one is a sports lover, one may appreciate the atmosphere at Division III athletic events, where one can get up and personal with the action, frequently for no cost. Alternatively, one may opt to attend an FBS school in order to have the chance to be in a stadium with 100,000 other screaming fans and to be able to see a team play on national television routinely (NCAA, 2016).

Sports is just one consideration in selecting a college choice, and it should be less important than academics in the ideal scenario. On the other hand, sports may significantly impact the college experience (NCAA, 2016). It has been found that athletic participation can lead to higher graduation rates, increased motivation, camaraderie and unity among teammates, and improved social skills (Kerr, 2007). The NCAA Division in which one's institution competes will impact the collegiate experience one has as a whole (NCAA, 2016). It has been shown via

studies that Division I athletes are more inclined statistically to be academically successful, have higher GPAs, and have more access to professional development and athletic scholarships (Douglas et al., 2011). Although each division has a plethora of statistics and numbers, they only convey a portion of the narrative or may even provide an erroneous impression (Kerr, 2007). Because of the divisional rankings, some people believe that anything below a Division I institution is somehow settling for second-best, which is not the case (Douglas et al., 2011). Division I provides a greater level of competition and is home to some of the nation's biggest and most prominent schools does not negate the fact that divisions two and three provide excellent opportunities to compete at world-class institutions (NCAA, 2016). These lower divisions may provide a more well-rounded experience and offer better resources regarding coaching, facilities, and academic support (Kerr, 2007). Ultimately, deciding which division to attend should up to the person to decide which division best fits their needs.

Benefits of becoming an NCAA Division I athlete are many. Competing against some of the finest athletes in one's sport at a major university in front of a vast audience is an exciting experience (NCAA, 2016). However, one should know that there is tremendous competition for a position on the team and that time is less available, including when the team is not in season. (NCAA, 2021). In addition, there is voluntary labor (NCAA, 2021). All of this can be exhausting (NCAA, 2021). Experiential learning opportunities, spring break trips, and even part-time work are all out of the question (NCAA, 2021). The Division I athlete is committed to their sport for the next four years and will work hard to succeed (NCAA, 2021). It might be overwhelming, even exhausting, for some people (NCAA, 2021). However, virtually all of them would agree that they would not swap their Division I experience for anything in the world (NCAA, 2016).

Division II schools are often attractive to student-athletes who are looking for a balance between their sports and academic commitments. This classification provides a possibility for student-athletes to take part in highly competitive sports while also having time to focus on their studies. Additionally, Division II schools may appeal to students who prefer smaller campuses or the ability to participate in sports throughout their entire college career. Although student-athletes in Division II are still held to certain expectations, they are not as rigorous as those placed on Division I athletes, who are required to make a year-round commitment to their sport (NCAA, 2016).

Division III institutions offer an educational experience that prioritizes academics over extra-curricular activities. Despite participating in athletic programs, Competitors at the Division III level must also master time management which will enable them to achieve success in both their sports pursuits and academic endeavors, much like their counterparts in Division I and Division II. On the contrary, the time commitment is far less demanding for Division III athletes, allowing them more time to explore life outside of the classroom and outside of their sport. Division III players often see themselves as more integrated into the larger campus community, while Division I and Division II athletes perceive themselves as more isolated from the rest of the college or institution (NCAA, 2016).

For several reasons, many high school athletes who possess the physical stature, athleticism, and academics necessary to compete at a Division I institutions choose attendance at Division II or Division III institution instead. One may want to attend a school with a lower student population in order be able to visit home, or have the opportunity to study overseas. Some students did not want their college experience to be characterized by the strenuous lifestyle required of a Division I athlete (NCAA, 2016).

From 1920 to 1950, only a limited number of African American players were permitted to compete for major universities. William Garrett, an African American basketball player, was the first player to go against the *gentlemen's agreement* in the Big Ten league, which prohibited African American players from participating in discussions, he became known as the Black Panther (Gray,2021). While there were some noteworthy concessions, like Jackie Robinson (UCLA) and Don Barksdale (UCLA), they were not the norm at this specific point in history. As the years went by, Division I college basketball gradually grew more diverse in its composition. Loyola University, located in Chicago, has a notable reputation for being a trailblazer in ending the color barrier in NCAA Division I basketball between the 1960s and 1970s. In contrast to the gentlemen's agreement which limited the number of African American participants on the court, Loyola defied norms by starting five African American players for the entire 1962 season, making them the first team in NCAA history to do so. The following year, Loyola made history again by being the first team to win a championship game with a predominantly African American lineup, defeating Cincinnati 2-1. This was a seminal moment in NCAA Division I basketball history (Lenehan, 2013). Another milestone was reached in 1970 when Illinois State made history by hiring Will Robinson as the first African American to hold the position of basketball coach at the NCAA level.

For student-athletes to hone their abilities in both mind and body, coaches, particularly athletic coaches, are critical to their success. Understanding the history of athletic coaching, and specifically, the history of athletic coaching for African American men from African American males is essential when investigating the field of athletic coaching in general and athletic coaching for African American males in particular. *Athletic coach* may mean either train athletes or member of teaching staff at school, college, or university whose responsibility it is to train

students in athletic or sports activities (Collins English Dictionary, n.d.). In today's basketball game, and particularly in today's NCAA basketball league, athletic coaches must be much more than the main description of the position. According to Szabo (2012), coaches are sometimes expected to be instructors, motivators, advisors, life planners, leaders, and excellent listeners, in addition to their other responsibilities. This research was conducted to demonstrate that all of these factors and others are required to be a successful African American basketball coach in Division I.

According to Gilliam (2009), the progress and growth of a student athlete's physical and mental abilities depend on the guidance and support their athletic coach provides. The coach has a significant impact in determining how far a student-athlete goes in their field, and they are involved in both the successes and failures that the student-athlete encounters along their path. In addition to their responsibilities in athletic development, coaches are also accountable for ensuring that student-athlete has a positive academic and athletic experience during their college years. Coaches shape the overall journey of the student-athlete throughout their college career, providing them with mentorship and support that fosters their personal and athletic growth (Gilliam, 2009).

In 1970, Will Robinson made history by becoming the first African American to lead a Division I basketball team as head coach after being hired by Illinois State University. Prior to that, Robinson had served as the men's basketball team's head coach at the University of Illinois from 1970 to 1975. During his tenure as coach, Robinson achieved a competitive record of 78 wins and 51 losses without experiencing a single losing season (Rothstein, 2019). It is noteworthy that Robinson's accomplishments extend far beyond his status as the first African American to lead a college basketball team as head coach. His successful coaching career is a

testament to his skills as a coach and his ability to lead his teams to victory. His impressive record at Illinois State University is a testament to his dedication and commitment to the sport (Rothstein, 2019).

Statement of the Problem

Looking at current data, the ethnicity of college basketball coaches is primarily white, with Hispanic and Black coaches following behind. White coaches accounted for 86.9% of all Division I coaches from 2018 to 2019, regardless of the sport (Lapchick 2019). The data from the 2007 to 2020 NCAA Division I basketball seasons have been analyzed and averaged out to determine that the racial distribution among Division 1 head basketball coaches has remained at 34% minority and 66% White during that time (NCAA, 2016). A recent analysis of data from the NCAA (NCAA, 2016) found that 22.7% of Division 1 basketball coaches in the 2019-2020 season were African American (NCAA, 2016). This is compared to the 53.6% of African Americans who competed in Division I college basketball during the 2018 season, as Lapchick (2019) reported. A slightly lower number, 53.2%, was reported for the 2019-2020 season by the NCAA (2016). According to these results, even if African Americans basketball players are well-represented in Division I, the same cannot be said for coaching positions. Further research is needed to learn what is behind the difference, and to work towards creating more opportunities for African American basketball coaches in the NCAA's top division.

Cunningham (2009) argues that promoting diversity and inclusion in NCAA Division I basketball coaching requires ensuring that the proportion of African Americans as head coaches reflects a team's proportion of players that are African American in the NCAA Division I. However, research is lacking on the factors that enable or restrict the success of coaches that are African American. Therefore, an analysis of the factors that help explain the achievements of

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African American coaches and the methods they use to excel in their fields is urgently needed. The findings of this study could have an impact on the NCAA's hiring practices, especially regarding the employment of minority head basketball coaches, including African Americans. Ultimately, it was hoped that this research would help to promote equity and fairness in NCAA Division One basketball coaching.

Purpose Statement

For some, it has been the joy and privilege of Division I basketball coaches to guide and mentor current and future student-athletes throughout their respective careers in this illustrious sport. The purpose of this research was to identify and depict the enabling and inhibiting factors that have influenced the careers of African American Division I basketball coaches. Recent statistics show a noticeable under-representation relative to their non-minority colleagues in Division I basketball, fewer African American head coaches hold top positions. Coaches who are African American represent a minority within the total population of basketball coaches. To address this disparity, the present study's results will hopefully play a significant role in promoting a cultural shift within the NCAA's hiring procedures. The analysis of the study may provide suggestions as to how the NCAA can improve its hiring practices and enhance the coaching pipeline to increase diversity and inclusion, particularly regarding hiring head coaches who are African American. Ultimately, it was hoped that this research would promote equity and fairness in NCAA Division I basketball coaching.

Research Questions

The following research questions (RQs) were answered in this particular study. Based on the real-life experiences of African American Division I head basketball coaches, along with the strategies and best practices that they considered to be the most effective:

- RQ1: What strategies or best practices are employed by African American Division I head basketball coaches to become effective leaders and mentors?

- RQ2: What challenges do African American Division I head basketball coaches encounter in becoming effective leaders and mentors?

- RQ3: How do African American Division I head basketball coaches define, measure, and track success?

- RQ4: What Recommendations or Advice do African American Division I head basketball coaches have for aspiring African American coaches?

Significance of the Study

In NCAA Division I, factors that promote or hinder African American head basketball coach's performance have seldom been identified and investigated. African American Basketball coaches in Division I who are established and successful must work harder than their non-minority counterparts to demonstrate that they are worthy of the same opportunities as their non-minority counterparts. Instead of focusing on the failures of these coaches, it is necessary to highlight their successes and the doors they have created for others to follow in their footsteps or perhaps open new doors to additional possibilities.

The present decrease in the total of African American head basketball coaches is a complex issue to attempt to address. Additionally, this predicament is resulting in a decrease in cardinal knowledge and mentoring opportunities. There is a dearth of role models for African Americans among African American head basketball head coaches in Division I on a national level. NCAA Division I basketball coaches are provided with a chance to advise and inspire current student-athletes and future generations of pro basketball players. The rise in the number of African American basketball coaches in the NCAA would serve as a fantastic example and

precedent for other organizations. Increasing the participation of African Americans in coaching would also demonstrate to minority athletes and the general public that the NCAA is making strides in the right way to ensure that their coaches and mentors reflect the varied community that they serve.

Assumptions of the Study

The following assumptions underpin the study and are explained in more detail below:

- The researcher assumes that coaches who participate in the study would be candid in their answers to research questions.

- The researcher confirmed that each survey participant took part in the survey.

- The interview would be conducted in complete secrecy, encouraging respondents to be completely honest in their responses.

- The information provided on NCAA statistics is public information and can be easily accessed through multiple NCAA websites.

- The information provided on the individual participants is available through university websites and NCAA win and loss records.

Limitations of the Study

The study's emphasis on African American Division I basketball coaches had low external validity in terms of generalizability. In this study, it remains uncertain to what extent the research outcomes can be extrapolated to African American leaders who lack familiarity with coaching. Additionally, other universities that engage in basketball activities, but are not categorized as NCAA Division I universities, were not represented in the sample group, and therefore, their capacity to generalize from the research findings is restricted. The findings may

not be applicable outside of the present research sample due to the aforementioned considerations. These have been identified by the researcher as study limitations:

- Participants in interviews might perceive questions differently than the interviewer meant for them to be understood; as a result, answers may vary from what the researcher had in mind when asking the questions.

- A variety of factors might cause participants to be hesitant to give their unexpurgated replies to interview questions; as a result, answers could be incoherent or missing essential information. For example, accurate memory recall of personal past events.

- The researcher would make no effort to verify any of the answers received. The researcher would accept all answers as truth, regardless of whether or not they are legitimate.

- Everyone who participated was unlikely to agree on standard definitions or fundamental concept ideals, such as leadership abilities, training preparation, internal or external elements, benefits or drawbacks, or other standard definitions.

- African American Division I basketball coaches made up the majority of the populations sample size.

- The validity of the study was subject to a number of limitations. It was possible that participants provided false responses in order to potentially affect study results or answer questions without previous expertise in a specific area, which resulted in this restriction.

- It was possible that answers from participants would not apply to future or prospective African American Division I basketball coaches in the future.

- Due to the size of the research population, some volunteers might be uncomfortable with the prospect of participating in the study. This was the most significant shortcoming of the study. The qualitative research method was used in the research. The participant sample size was insufficient to draw conclusions about all minority coaches in NCAA Division I.

- Finally, the study's final results would have to be presented with the proviso that they would have limited applicability in terms of creating a model for others to follow.

Definition of Terms

The operational terminology listed below may be found in this research at different times

African American: A person with Black African ancestry and a resident in the United States is commonly known as an African American (Merriam-Webster Dictionary, n.d.).

Athletic Coach: A qualified athletic trainer (Collins English Dictionary, n.d.a). In the United States educational system, an athletic coach is an individual who is part of the teaching staff of a school, university, or institution and is in charge of instructing and mentoring students in a wide range of sports and physical activities. The role of an athletic coach includes: (a) developing students' physical abilities while fostering qualities such as teamwork, (b) sportsmanship, and (c) perseverance. Athletic coaches are essential in helping students build strong foundations of physical and mental health and encouraging lifelong learning and healthy competition (Collins English Dictionary, n.d.).

NCAA: The NCAA is the premier sports regulating body in the United States within educational institutions. Its central objective is to create and enforce policies that promote fair and equitable competition while also ensuring that student-athletes have the opportunity to excel both academically and athletically. The NCAA works to integrate sports into the larger mission

of education, emphasizing the importance of maintaining a balance between athletics and academics to support the overall well-being of student-athletes.

Participant: In this study, the term participant is defined as a person who satisfies three specific criteria. First, the individual must be a head coach. Second, the individual must self-identify as an African American, indicating that they have African ancestral roots and identify as Black. Finally, the individual must have been interviewed for the explicit purpose of participating in this research study. By specifying these criteria, the researchers sought to establish a clear and consistent understanding of the individuals included in the study (Zimmerman,2008).

Qualitative Research: A data collecting technique that investigates a topic and contributes to a basic knowledge of the subject (Creswell, 2012).

Student Athlete: As outlined in Title 15 of the United States Code, Chapter 104, which is dedicated to Sports Agent Responsibility and Trust, the definition of "student-athlete" is provided in Section 7801 (9). This definition refers to any individual currently participating in, has the eligibility to participate in, or could potentially engage in intercollegiate sports in the future. The definition is particularly significant in college sports, as it establishes the criteria for student-athletes and the corresponding regulations that govern them. (US Legal, n.d.).

Themes: Themes are defined in this research as success elements that have allowed African American head coaches to excel. Themes are patterns underlying qualitative data analysis (Creswell, 2007).

Values: An individual's ideals, interests, priorities and actions (Zimmerman, 2008).

Chapter Summary

In Chapter 1, the hiring practices of NCAA Division I Men's basketball teams were analyzed, with a particular focus on African American basketball coaches current and future employment. Athletic coaching is a demanding profession that significantly impacts student-athletes personal and skill development. According to current statistics, most college basketball coaches are white, with Hispanic and Black coaches being the second and third most common. For instance, in 2018-2019, White coaches represented 86.9% of all Division 1 coaches across all sports (NCAA, 2016). In light of these facts, the percentage of African American head coaches in Division I college sports should be higher to align with the percentage of African American athletes. This research attempted to study the factors that have facilitated and hindered the careers of African American Division I basketball coaches, with the hope that it will contribute to a change in the recruitment and retention of African American head coaches in the NCAA and the state of the coaching profession overall.

Chapter 2: Literature Review

To understand the root causes of the underrepresentation of African American male head basketball coaches in NCAA Division 1 basketball, it was necessary to examine the relevant literature chronologically. A complete analysis of the previous research would help to uncover the factors that have contributed to this issue over time. In addition to examining these causes, this study also considered the broader impact that African Americans and African American coaches have had on the NCAA basketball program. This study aimed to shine a light on the numerous causes that have formed the current status of representation in various fields by undertaking an in-depth and systematic review of the existing literature in NCAA Division 1 basketball coaching.

The following are the primary reasons why NCAA Division I schools are the primary focus of this dissertation. Schools in Division I account for 350 of the total divisions. Division I sees over 176,000 student-athletes participate each year at a high level. NCAA Division I is home to the most recognized universities and colleges (NCAA, 2016). Collegiate athletic tournaments, such as March Madness and the College World Series, are highly significant events that feature competitions between Division I colleges and universities (NCAA, 2016). A high level of competitiveness characterizes Division I sports, and the athletic departments at Division I universities typically have access to the most extensive resources. Division I teams are the most recognizable and successful in terms of financial resources, physical ability, and other factors (NCAA, 2016). On average, colleges and universities in Division I have the highest student populations. Currently, there are 358 men's Division I basketball coaches. Unfortunately, only 31% are African American, a figure that only increased by 27% last season. At the same time, more than half of the players in Division I basketball are African American. While college

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basketball coaches are increasingly Caucasian, players are becoming increasingly African American, particularly in larger programs (NCAA, 2016).

This literature review's secondary goal was to examine African American coaches' experiences in NCAA Division I basketball. Specifically, the purpose of the review was to determine the difficulties and obstructions that African American coaches encountered in this context while highlighting the achievements of head coaches who are African American. Additionally, the literature review provided advice for prospective African American coaches seeking to advance to head basketball coach in the NCAA Division I. By examining the most up-to-date research and literature on these topics, the review aims to provide an overall understanding the challenges faced by head coaches at the Division I level of the NCAA who are African American, and to offer practical guidance for those seeking to overcome the obstacles they may encounter.

NCAA Mens Basketball Before Integrating

According to Graham and Cody (2011), the early decades of the 20th century saw only a limited number of African American players granted access to major college basketball programs. Despite this, Before World War I, Penn State and Duquesne University saw a rise in the fame of African American athletes as they competed on teams that were primarily Caucasian. Columbia University's basketball team had George Gregory, Jr., as the center from 1928 through 1931. He was a standout example of African American achievement, becoming the first center named to the All-American collegiate basketball team in 1931. In 1936, Dave DeJernett, Indiana Central University captain and center, won the college conference championship. Afterward, he agreed to play for the rents in New York. Notably, Notre Dame and Purdue finished second and third, respectively, with a 16-1 record in 1934 (Graham & Cody, 2011).

While many African American male basketball players faced obstacles to success, some black college basketball teams stood out during the same period. For example, Xavier University's basketball team achieved an impressive record of 67 wins and just two losses between 1934 and 1938. Additionally, Alabama State, Lincoln, Morgan, and Texas' Wiley College all had successful basketball teams and were all nationally recognized for their accomplishments (Entertainment and Sports Programming Network [ESPN], 2009). Despite the many challenges that African American basketball players and coaches faced, the success of these teams serves as a testament to the resilience and determination of black athletes during this era.

According to Johnson (2018), Jackie Robinson represented another notable exception to the African American non-participation norm, having been a multi-sport star at UCLA from 1939 to 1941, just prior to World War II. Robinson achieved a great deal during his time at UCLA, including being the highest-scoring player in the Pacific Coast Conference (PAC) Conference and won a championship in the long, formerly wide, jump, the first student-athlete in school history to earn letters in multiple athletic programs and an All-American at halfback in football and shortstop in baseball, and the varsity starter at both positions. Despite his many achievements, Robinson left UCLA in 1941 due to financial difficulties, despite being only a few credits short of completing his bachelor's degree. It is important to note that Robinson was not UCLA's only significant African American athlete; in 1947, Don Barksdale made history by being the first African American player to be selected as an all-American. To add to his already impressive resume, Barksdale made history by being the first to win a gold medal in basketball at the Olympics (1948) and the Pan-American Games (1951). Moreover, he was the third

basketball player to sign a contract with an NBA team, after Chuck Cooper and Earl Lloyd of Washington, who were also African American (Johnson, 2018).

According to Graham and Cody (2011), William Garrett made history in 1947 when he joined the Indiana University basketball team, becoming the first to play collegiate basketball as an African American. The Big Ten Conference was the most prestigious league in college basketball at the time, and Garrett violated a longstanding gentleman's agreement that barred black players from competing. Garrett was one of Indiana's best players and an All-American, but he faced significant prejudice from competitors and others wherever he played. When he was drafted into the NBA in 1951, he was third to be selected that year as an African American. Soon after Garrett left Indiana, six more African American basketball players signed with Big Ten schools, signaling a sea change in the outlook on blacks playing college basketball (Graham & Cody, 2011).

Despite the presence of notable African American basketball stars in Indiana, including DeJernett, Jack Mann, Johnny Wilsom, Chuck Harmon, the state was initially considered an unlikely location for civil rights progress due to its staunch isolationist society and resistance to change (Hawkins, 2013). However, several key figures emerged during the late 1940s who believed that sports could promote integration and diversity. Among them were the president of a university who worked to ensure that all residents of the state had access to higher education, the head of the biggest African American YMCA, a basketball fanatic at both the high school and collegiate levels, and a young civil rights activist who was uniquely suited to his time and role. Over time, these efforts helped to make Division I college basketball more diverse (Hawkins, 2013).

Impact of African Americans in College Basketball on Culture

According to George (1999), basketball has been a sport in the United States that's significantly influenced by African Americans participation. For over a century, it has also provided the impetus for changes in social norms, governmental structures, and cultural practices. The fashion and style that basketball players exhibit have also had a global impact, including in the United States (Boyd, 2008). The NCAA college basketball team logo is frequently found on clothing and toys worldwide. Once upon a time, though, racial prejudice and segregation made it such that African Americans were barred from playing the sport. This incident exemplifies the persistence of racial tensions in college basketball, especially within the coaching profession and the broader cultural framework of the United States (George, 1999).

As a significant symbol for young African American males trying to escape racial and social issues in their families and communities, college basketball has developed as a prominent emblem for them in recent years (Harris & Streissguth, 2018). Even though an increasing number of basketball players who happen to be African American are not attending college and instead opting to enter the professional ranks immediately after high school, an increasing number of players believe that they have been exploited by their professional, college, and high school basketball teams because of their athletic gifts and abilities (May, 2007). As a method of self-expression in public, college basketball has grown into something more than that. In addition to wearing the most fashionable footwear, players sport the most beautiful haircuts, beards, or braids. Today, the game is played beyond and beyond the three-point line, which significantly changes the way the game has traditionally been played. Although the game has changed in terms of whether or not points are scored, the game has also evolved in terms of how those points are scored and the manner in which it is played (Brown 2020). Players that play

above the rim and shoot beyond the three-point line in college basketball get higher ratings from analytics and garner more attention and notoriety than their peers. College athletes' reputation is now able to convert into monetary incentives for their achievements. There has been a uptick in the number of African American collegiate basketball players and it is now a barometer for current cultural, political, and social developments that are now going place in the United States.

Even though they are not the majority, many colleges and universities put a high value on the recruiting and retention of African American sports participants (Castenel et al., 2018). The recruitment tactics utilized in college sports may be viewed as a perpetuation of discriminatory institutional practices that prioritize the motor skills and athletic abilities of African American athletes, especially those who participate in basketball and football. Professional athletes' pay, and the potential earnings of collegiate athletes may send an unfavorable message to young people regarding the importance of college basketball or college sports in general. On top of that, certain people in positions of authority in college athletics may place a heavy emphasis on particular academic courses for athletes to remain eligible rather than finishing their undergraduate degrees. In addition, many people believe that the game of basketball needs to be regarded as a practical alternative choice for African American youth who are living in poor conditions, looking to improve their lives—athletes from African American backgrounds whom coach basketball players are included in this group of people. Young basketball players may benefit from coaching because, in addition to having a beneficial impact on their physical and personal development, it may also help them strike a balance between the ambition to pursue a professional sports career and the requirements of their scholastic and educational pursuits. Some of the most prominent male and minority sports figures, including well-known basketball

players, have dedicated their professional lives to the education and development of their players personal and professional lives and college careers.

Definition of Athletic Coaching

Examining the literature on athletic coaching would reveal a plethora of various meanings for the words athletic coach. Over the years, however, significant emphasis has been placed on the word coach. The word *coach* was first used in an athletic context in 1861, nearly 300 years after the term coach was first used in slang to refer to a tutor who helped students prepare for exams, and the term coach was first used in the athletic context in 1831, nearly 300 years after the term coach was first used (Athanasopoulou & Dopson, 2015).

A coach is defined by the Merriam-Webster (n.d.a) online dictionary as a person who trains or instructs an individual athlete or members of a team, and who is responsible for making choices on how the team or athletes play the game. Most of the current research implies that coaches are much more than simply those in charge of deciding how a team or athlete should perform in a particular sport. According to Szabo (2012), the definition and responsibilities of a coach are far broader than those of a traditional instructor or teacher. According to Vallée and Bloom (2005), coaching is a sophisticated and challenging discipline that entails much more than teaching individuals to perform in sports. According to Szabo (2012), the function of the coach is multifaceted; coaches serve as demonstrations, planners, counselors, motivators, leaders, and decision-makers, and they possess much information. According to Gould (1987), coaching includes the roles of instructors, motivators, strategists, and character builders. According to Miller and colleagues (2012), coaching is a process of guiding youth to become better athletes and people as a whole. Camiré and colleagues (2012) argue that coaches play an essential role in teaching life skills via sports because they act as facilitators who encourage growth and

development (Camiré et al., 2012). According to Trikojus (2003), a coach is a person who is capable of guiding persons from where they are currently to where they want to go in their lives.

In analyzing athletic coaching, an *athletic coach* is defined as someone who trains players and helps them get ready for games (Schloder, 1998). Coaches assist players in performing at their highest level, either sports played either individually or as a team, including multiple sports. Competitors in a sport have a thorough understanding of its rules, procedures, and techniques. (Lyle, 2005). The definition of an athletic coach is sometimes reduced to that of a person knowledgeable in the procedures of physical training (Lyle, 2005). Lyle is not in agreement with this definition, claiming that it is vast. According to Lyle (2005), the definition of an athletic coach understands the cognitive, personal, and planning parts of practice of coaching, while also ensuring that the focus is placed on the delivery of skills, such as leading practice sessions, or organizing competitive events. According to Nash et al. (2011), sports coaching entails the compilation of complicated factors that necessitate applying a coach's abilities and using a coach's knowledge to decide the necessary components for every circumstance.

Importance of Knowledgeable Coaching

The capacity of coaches to encourage good athletic growth, as well as the ramifications of this for the overall quality of sports training, has been the subject of heated dispute among professionals and researchers (Abraham et al., 2006; Gilbert & Trudel, 2004; Martindale et al., 2007). Expertise in any sport requires the presence of a skilled and knowledgeable coach, despite the fact that the impact of coaches differs among cultures and disciplines (Bloom, 1985; Salmela et al., 2003). Yet, the current literature has been stressing the need of adapting coaches' knowledge and involvement to the players' biological growth as well as their chronological age (e.g., stages of athletic development). Balyi et al. (1998) suggest that seasoned coaches be

invited to participate in the formative stages of young athletes' training. Players' long-term qualitative development will benefit from their early involvement since they may be able to successfully prolong their careers (Cushion et al., 2003).

Athletes learn from their coaches' experiences, which is widely acknowledged (Gilbert and Trudel, 2005), and coaches' expertise may assist them in promoting long-term goals, strategies, and extended cohesive messages to their athletes (Gould et al., 2002). Additionally, it is critical to prepare for and encourage the growth of coaches at all levels, from those who deal with children and young to those who work with top athletes. As a result, coaches need to go through a developmental process comparable to that of athletes (Balyi et al., 2002; Côté et al., 2003) accomplishing a great degree of skill. Taking a long-term perspective based on the paths and work of coaches and mentors is pushed for by Gilbert and coworkers (2005). Despite indications that some experiential traits may remain consistent in the great majority of high-performance coaches, only a small number of research have sought to measure the evolution of athletic experiences in greater coaches (Young et al., 2009). Despite this recommendation, previous research on the actions of great coaches has neglected to account for the fact that coaches build both their specialized abilities and their generalized approaches to problem-solving through their extensive and prolonged participation with the ever-changing challenges of training and competition. Domain-specific knowledge is important, but a coach's effectiveness is also determined by their access to and use of domain-general approaches including strategic planning, adjusting to new situations, and prioritizing problems and concerns. (Sternberg, 1998). According to Abraham et al. (2006), there are variances in both specialized information and generalized methods across coaches. These discrepancies seem to be responsible for designing

and administering successful learning and Growth Opportunities no matter the scale, whether it a year-long strategy or a single-day training session.

One of the concepts implied in coaching competence is the idea of *added value*, which refers to the benefit that an experienced coach may contribute to developing skills (cognitive, motor, or emotional). A competent coach's contributions, then, might contribute to establishing a well-organized teaching atmosphere that encourages and supports student growth (Abraham & Collins, 2006; Baker et al., 2003). In order to guarantee that this additional value truly happens, rather than a negative value, it is critical to consider the coach's role in encouraging the evolution of superior skills. This is in contrast to the coach, who may restrict growth, which would be detrimental. However, although it is crucial to have outcome-based coaching skills such as organizing and administering a training program, leading a group, or showing skill, other competencies skills like solution finding, deliberation, and innovation have been neglected in coach training. Procedural knowledge of coaching strategy has taken center stage, while declarative knowledge, actual coaching, has been pushed to the sidelines.

Diversity and Inclusion

According to Jacquemet and Yannelis (2012) and Laouénan (2017), African Americans along with many more United States minorities confront disconcerting problems in the labor market, to a lesser extent, a small number of African Americans in leadership roles. Because of the underrepresentation and the sort of data available, it is challenging to develop comparative research across several industries. A large percentage of Caucasians with a certain academic background also makes the selection of prospective candidates relatively uneven (Arcidiacono & Koedel, 2014). The literature might benefit from a study of an industry where numerous African

Americans hold positions of authority such as college basketball coaching (Gender and Social Change, n.d.).

Minority representation in leadership roles has changed significantly in recent decades, and it continues to be a complex problem for society to address. In this analysis, we refer to *racial minorities* according to the definitions from Healey et al. (2018) and Cunningham (2019). In particular, the phrase includes people united by a shared feature and who are members of a group subjected to prejudice on the broader community. In the United States, everyone who is not Caucasian is a member of a racially-minority group that is at a disadvantage compared to the other major social group, especially when it comes to holding positions of power.

The success of businesses and organizations is heavily reliant on the performance of their managers and leaders (Otten et al., 2014). They are accountable for the outcomes since they manage the available resources and coordinate the efforts of a group of subordinates. The duties of people who coach were recognized in previous studies as being comparable. These tasks include teaching, motivating, creating strategies, and goal (Ladyshewsky, 2010). If discriminatory acts impacts leaders, the bleak impact on production will be evident since leadership impacts many people inside a company in light of the ramifications for the economy, social order, and history.

A collegiate team's head coach is like the CEO of any other company in that he or she plays a pivotal role in shaping the direction and success of the program. College sports programs rely heavily on the leadership of head coaches in the NCAA, and these coaches are often the highest-paid employees at their respective institutions. Million-dollar contracts are standard for coaches of large teams in Division I men's basketball. This is far more than the typical salary of college or university presidents who coach relatively similar sports (Benford, 2007). In 2017, the

University of California, Berkeley's top earners were the head football and basketball coaches and the sports director. Revenue and viewership from televised college basketball games in the United States demonstrate the sport's impact on a national scale (Grimshaw et al., 2013). The NCAA reached a fourteen-year, $10.8 billion agreement to sell simulcast licenses for Division I men's basketball in 2010 (Matthew 2016).

The significance of diversity is now one of the highest priority problems that need fixing by administrators of organizations engaged in athletics and other forms of exercise (Cunningham & Fink, 2006; Taylor et al., 2008; Thomas & Dyall, 1999). Population shifts, anti-discrimination legislation at the federal and state levels, and sociocultural factors have all had a beneficial impact on the diversity of the American workforce. Diversity in the workplace offers not just the potential for more creative problem-solving and innovative approaches, but also the promise of improved procedures and outcomes. More innovation (McLeod et al., 1996), better judgment (Cunningham, 2008; Phillips et al., 2004), lower employment legislation (G. Robinson & Dechant, 1997), a higher feeling of inclusion (Doherty & Chelladurai, 1999), and higher productivity have all been found in diverse groups and organizations compared to their homogenous counterparts (Cunningham, 2009; Cunningham & Sagas, 2004). Considering all the benefits, it should come as no surprise that sports leagues all over the globe are implementing a variety of diversity programs targeted at boosting the diversity of their employees, players, and customers, among other things (Taylor et al., 2008).

As a consequence of the increased attention given to diversity in academic circles and the administration of sports organizations, one can conclude that sports are an environment in which diversity and inclusion are anticipated. Sadly, this does not seem to be the case in this particular scenario (Bradbury et al., 2020). The fact of the matter is that persons who do not adhere to the

preconceptions of the usual majority – that is, those who are not White and healthy, straight, Christian men – are likely to be subjected to bias and bias because of who they are (Fink et al., 2001). For African American college sports coaches, this is most certainly the case. Consider the college basketball programs that participate in the NCAA in the United States. Given the pervasiveness of this worrying tendency, several scholars have hypothesized about the factors that could be responsible for its development. Several hypotheses have been proposed in an attempt to explain these phenomena. These hypotheses include institutional racism (Eitzen & Sage, 2003), pervasive preconceptions (Brown, 2002; Davis, 2007), coaching prejudice (Lawrence, 2004), absence of mentors (Abney & Richey, 1991), impediments to joining a career (Kamphoff & Gill, 2008), and racial bias. Racial bias has been proposed as a potential explanation for this phenomenon. Although these studies have made significant contributions to the general body of information about the lack of representation of African American head coaches, the breadth of their investigations is somewhat limited since they only focus on a particular level of research.

Coaches Who Are African American

Different individuals have arrived at various conclusions on the meaning of the data regarding the number of African Americans who hold positions as head coaches. The fact that the numbers are different for each sport adds even another layer of complexity to the situation. According to J. Robinson (2009), African Americans make up 28.9% of all head coaches in men's Division I basketball, which is a strong percentage. However, African Americans only make up 20.8% of all head coaches for men's track and field and 8.4% for women's volleyball. The current proportion of African Americans in the position of head coach in Division 1 basketball is 22.7% (NCAA, 2018). Consequently, it may be challenging to make sense of these

figures and make meaningful comparisons between the percentage of head coaches and other factors. It is standard practice for some observers to draw a correlation between comparison between the percentage of Black Americans in the population and the percentage of African Americans in positions of leadership in sports of the United States. This line of thinking is consistent with the criteria established by the federal government regarding affirmative action.

Others have suggested that the previous example's comparability requirement was too lax. According to Cunningham and Sagas (2007), not all members of a population are qualified to join a specific league or sport, coaching in particular; therefore, utilizing the entire population as a reference standard is incorrect and may create an excessively positive view of the culture going towards diversity in a certain sport. Another viewpoint is that there is a vast pool of prospective coaches within the ranks of retired athletes. Therefore, the ratio of former athletes to all other possible coaches should be the basis for comparison (Everhart & Chelladurai, 1998). According to the research, the majority of coaches had previously coached college athletes, which seems to support this hypothesis (Cunningham & Sagas, 2002).

It is less than hopeful when looking at players as a point of reference. The percentage of African American athletes competing at a given level is substantially higher than the percentage of African American coaches at that level. To rephrase, Black Americans are perceived as a 7.6-fold higher probability as players than as head coaches. One must remember that although the proportion of African American head coaches is considered high in basketball, both women's and men's, that is not the case in other sports. According to J. Robinson (2009), African Americans are at least two times as probable to be seen as players as Caucasians are to be viewed as head coaches. This data suggest that African Americans are underrepresented in college sports coaching roles, both as assistants and as head coaches.

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Practices That Have Become Institutionalized

The term *institutionalization* refers to the process of activities being standardized and indisputably accepted as systemic due to habit, history, and custom (Scott, 2001). Institutions are defined by Scott (2001) as multidimensional, persistent social organizations composed of symbolism. Institutions have human-made rules regulating components, social events, and material resources (Scott, 2001). With time and due to various legitimizing factors, organizational processes and activities tend to be taken up and used similarly by organizations within the same setting. As a result, it will become familiar. As DiMaggio and Powell (1983) put it, *institutional isomorphism* is a process that occurs in various circumstances in sport and physical activity. They have seen it in numerous settings in sports and exercise (Danylchuk & Chelladurai, 1999; Kikulis,2000). As long as companies persist in participating in these organized events, the behaviors grow more deeply established, become habitual, and are passed down from generation to generation (Hawkins, 2010). These activities are seen as obvious or natural by new members of an organization or profession because of the language used and the socialization process in the organization or discipline. According to Zucker (1987), *institutional actions* are defined as "those maintained through extended periods without additional justification or explanation, which are very resistant to change" (p. 446.).

Racism has been described as institutionalized in the United States by many (Wenzel, 2017). As an example, Feagin (2006) contends that, racism has been institutionalized in the United States because it is the only Western country that was consciously constructed on racial oppression. This is mostly attributable to the country's history of slavery. Critical race theorists, who share this perspective, argue that racism is pervasive in the United States and can be found embedded in the country's social structures, laws, and culture (Ladson-Billings & Tate, 1995;

Tate, 1997). Public school funding and structure, police profiling, healthcare access, the structure of the American judiciary, and even the concept of meritocracy all work to favor Whites while marginalizing people of color, particularly Black Americans. Similar arguments have been made by Applebaum (2003), Coates (2003), McIntosh (1990), Williams (2004), and others.

Racism is a longstanding practice in the world of sports, as well (Eitzen & Sage, 2003; Long et al., 2005). Take a look at the proof. Racist ideas that portray Caucasians as superior to their African American counterparts in intelligence, ethics, and leadership are regularly reinforced (Coakley, 2009). By embracing such a concept, African American athletes, coaches, and fans are encouraged to believe and act on harmful assumptions about themselves and their culture (Sailes, 2017). Black Americans have barriers to coaching and administration roles due to institutional racism (Anderson, 1993; McDowell & Cunningham, 2007; Sack et al., 2005). These concepts have not only been around for centuries, but they haven't evolved much at all (Rader, 1999), but they are also continuously communicated via numerous media sources (Buffington, 2005; Woodward, 2004) and conveyed to others through language and socialization (Coakley, 2009). *Glacial*, according to Yale head football coach Tom Williams, who is himself an African American, describes the agonizingly slow rate of diversity-related change in college sports (J. Robinson, 2009). Consequently, African Americans have been underrepresented in head coaching roles due to all of these disadvantages, which have worked to hinder their professional progression and prospects.

Prejudice in Prominent Positions

African Americans are underrepresented in coaching jobs, and the most common and readily stated explanation is bias and prejudice (Kilvington & Price, 2017). Some authors may use the words bias and discrimination interchangeably while offering these arguments, while

others may talk about prejudice and discrimination as if they lacked nuance. Neither method is optimal since it only provides a partial picture of these complex events (Kahn, 2009). According to an examination of relevant literature from the fields of social psychology and sociology, prejudice is best understood as a psychological term that centers on the attitudes and beliefs of individuals. Prejudice and discrimination are both complex, multifaceted concepts (Abercrombie et al., 2000). Sociological research has shown that discrimination stems from attitudes and values held by groups and focuses on how individuals act (Abercrombie et al., 2000). The literature on this topic is extensive (Gaertner & Dovidio, 2005; Greenhaus et al., 1990; Hing et al., 2008).

Many people's mental images of a racist are of an "old-fashioned" bigot who openly displays their bigotry against persons of other races. On the other hand, this was not the situation. A lot of old-fashioned racism is still there, but it is becoming more taboo to display such bigotry in public. Even in 1947, Campbell (as cited by Dowden & Robinson, 1993) described *open racism* as antiquated and morally repulsive. This shift has led to a decrease in people's openness to expressing racist ideas. The more insidious kind of racism, known as aversive racism, has emerged (Gaertner & Dovidio, 2000, 2005). *Aversive racists* are those who intuitively have sentiments of anxiety about underrepresented populations and strive to avoid inter-racial contact, despite their conscious and honest support of egalitarian values and their denial of harboring prejudiced attitudes against racial minorities. The evidence suggests that aversive racists will feel anxious and uncomfortable during these interactions and would wish to end them as soon as feasible. At last, *apprehensive racists* are more likely to change their behavior than *traditional* racists. In contrast to the old-fashioned racist, who openly discriminates in contexts where cultural norms are firm and unpleasant, modern racists avoid engaging in discriminatory conduct when it has the potential to reflect negatively on themselves. If the moral framework is weak,

does not provide clear instructions for the correct course of behavior, and the unpleasant emotion may be attributed to anything other than race, aversive racists are more likely to act discriminatorily (Gaertner & Dovidio, 2000, 2005). Son Hing (2008) and coworkers use the term *attributional-ambiguity effect* to characterize this occurrence.

Researchers ran an experiment in which job requirements were manipulated for both African Americans and Whites, and then evaluated the resulting recommendations for hiring practices (Dovidio & Gaertner, 2000) No bias was shown against African American candidates throughout the employment process, regardless of whether or not they were qualified. Nevertheless, when the credentials were less obvious and the proper option was more uncertain, the Caucasians were more likely to propose selecting the Caucasian applicant than they were to advocate hiring the African American candidate. Furthermore, the authors' capacity to track responses through time stands out as a notable contribution to the study. There was a decrease in the prevalence of traditional types of prejudice from 1989 to 1999, as measured by a self-report scale, but the pattern of discriminatory practices, such as that shown by aversive racists, was stable.

Hodson et al. (2002) performed a study in which individuals were asked to make recommendations for university admissions, and examined the dynamics behind these evaluations. Recommendation differences did not vary by race when an applicant's credentials were either very strong or notably poor, as in the Dovidio and Gaertner (2000) research; but, when the candidates' qualifications were uncertain, prejudiced Caucasians were more likely to encourage admittance to Caucasians than they were to advocate admission to African Americans. The authors found that the analysis of the supporting materials was a major role in the disparities in recommendations and reached this conclusion based on their findings. Prejudiced Whites,

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after perusing the materials on African Americans, were more likely to see the weaker aspects of the package such as standardized test scores as important and significant than they had been after reading about Whites. In light of this racially biased assessment, the criteria were modified to protect the rater's reputation. The results of jury trials have been shown to follow a similar trend (Hodson et al., 2005).

The material displays apparent ramifications for the underrepresentation of African American coaches in the coaching profession. The information presented suggests that old-fashioned racists occupy key decision-making roles in college sports. To generalize racial bias towards African American coaches is both illogical and unhelpful. The information indicates that racial prejudice is likely to play a role in the selection process whether job candidates are qualified or unqualified (Seebruck & Savage, 2019). Most coaching searches, on the other hand, are not that clear. Many coaches apply for a single position, each coach with their own set of skills and shortcomings. There are likewise no standardized selection methods in place. Many situations more than likely will illustrate conditions under which racism with a negative impact is possible. When there is a lack of coherence in the normative framework, acceptable conduct norms become murky, and a contentious choice might be made with enough justification (Gaertner & Dovidio, 2000, 2005). So, the present practices, procedures, and institutions for selecting coaches for college sports teams foster an atmosphere where hostile racism may flourish, resulting in African Americans continuing to be underrepresented in professional positions.

Subjected to Discrimination

Racism that is old fashioned and unpleasant both contribute to the unequal treatment of African Americans, even though their fundamental dynamics are different. However, just as

prejudice has varying levels of severity, so does discrimination has different levels of severity. In particular, they are distinguished between two forms of discrimination: access and treatment discrimination (Greenhaus et al., 1990). Access discrimination is the practice of denying members of the specific group access to a particular employment, organization, or field of endeavor. On the other side, treatment discrimination happens when members of a group in the workplace are denied access to resources; they should have access to due to demographic differences (Greenhaus et al., 1990). Both sorts of bias have been shown to be common in the context of collegiate athletics, according to the studies conducted on the topic.

It is possible to deduce that access discrimination occurs just based on this data collection, which shows that Black Americans face barriers to entering coaching posts in a variety of sports (Nesseler et al., 2017). Yet, the current statistics don't prove that hiring decisions for coaching positions are influenced by the ethnicity of the head coach. Access discrimination, as defined by Greenhaus et al. (1990), involves limiting options to individuals of various ethnic backgrounds; hence, if access discrimination is really prevalent, discrepancies should be noted in the ethnic demographics of coaching staffs led by Whites and those led by African Americans.

When Cunningham and Sagas (2005) looked at the racial makeup of NCAA basketball head coaches in the United States, they found the same thing to be true. They compared the percentage of Black assistant basketball coaches to the percentage of Black previous college basketball players who went on to college after playing for the team (48%). After hearing the argument that former athletes make up the greatest pool of coaching candidates, this benchmark was set (Cunningham & Sagas, 2002; Everhart & Chelladurai, 1998). The things they discovered shocked them. Although the national average for assistant coaches is 48%, just 33% of those

employed in this field were people of color. However, the results varied widely based on the ethnicity of the head coach. While African Americans made up just 30% of the coaching staffs of teams with White head coaches, they made up 45% of the coaching staffs of teams with African American head coaches. As a result, they could not get coaching jobs when White was the head coach, resulting in their underrepresentation in the league. Equally noteworthy was that one in every six or 16.2% of the staff led by a Caucasian head coach had no non-Caucasian assistant coaches on staff.

However, although the research conducted by Cunningham and Sagas (2005) study's primary emphasis on assistant coaches' access to head coaching positions, its results are relevant to the problem of overqualified head coaches. Similar results were also seen in the college basketball coaching ranks, a field often praised for its inclusive culture and rich diversity of opinion leaders behind the bench (Lapchick, 2019; J. Robinson, 2009). If these results were to be extended to head coaching jobs and sports in general, how much more important would they be, in which African Americans are underrepresented, such as football or baseball? Moreover, while examining head coaches, it is crucial to remember that the head coach's ethnicity had a major influence on the racial composition of his coaching staff. As 90% of athletic directors are Caucasian, pro-similarity bias is likely to be much more pronounced when hiring head coaches, as noted by DeHass (2007). This latter argument receives a significant amount of support. For example, according to one participant in qualitative research, Administrators pick White coaches since the great majority of administrators are White (Brown, 2002). Similar reasons were presented by Powell (2008), but from a different point of view: "As long as blacks are unable to wield actual authority in sports, the problem of hiring will persist" (p. 213). These variables, taken together, restrict the opportunities available to African Americans for head coaching roles.

Both access discrimination and treatment discrimination have negative effects on African American head coaches, although the latter is more pervasive and occurs while they are on the job. Numerous studies in this area have focused on assistant coaches, and their results imply that African Americans suffer open animosity from opponents (Lawrence, 2004), are frequently appreciated more for their capacity to attract and connect to individuals, the significant portion of whom are African American, than for their teaching talents (Brown, 2002), and earn lesser dividends on their physical and financial capital expenditures than do Whites (Brown, 2002). This has been shown to be the case (Cunningham & Sagas, 2005; Sartore & Cunningham, 2006). Indications abound that the same pattern holds true for head coaches as well. As an example, take the fact that Tyrone Willingham, an African American football coach, was the first head coach in Notre Dame history to be relieved of his duties before the completion of his contract (Whitlock, 2005). In addition, it is fairly uncommon for the failures of a single African American (such as a team's inability to win enough games) to be generalized to the whole African American population, but this is seldom the case when referring to Whites. The author Wojciechowski (2008) said that the trickle-down effect is that wary university presidents and athletic directors might use such failures as a justification not to employ head coaches, which is a reversal of the previous trend. According to the same article, Warde Manuel, the athletic director at the University of Buffalo, further clarified the apparent contradiction by saying that if one White person is unsuccessful in a particular position, it does not follow that another White person would be unsuccessful in the same position (as cited in Wojciechowski, 2008). Specifically, treatment discrimination manifests itself in the unequal treatment of African Americans and the application of flexible standards to them (Greenhaus et al., 1990), which perpetuates their underrepresentation.

Leadership and Mentorship

A few legendary coaches typically get the most attention for great African American NCAA men's head basketball coaches that broke through the *Black ceiling* in NCAA men's head basketball coaching. These coaches were also widely regarded as influential leaders and mentors within the NCAA basketball community. The names of two specific coaches immediately spring to mind, both of whom had a profound influence on both players and coaches alike and whose legendary stature extended well beyond the confines of the basketball court.

Coach John Chaney

Initially, John Chaney will be discussed since he was not only a renowned basketball coach but also a legendary leader and mentor (Hunt et al., 2012). John Chaney was the legendary Temple men's basketball coach who guided the Owls to 17 trips in the NCAA tournament throughout 24 seasons. Chaney won 516 games with the Owls and 741 games throughout his career. His total number of wins ranks 41st all-time in the history of the NCAA regardless of division (Hunt et al., 2012).

Coach Chaney was born and raised in Philadelphia, where he graduated from Benjamin Franklin High School. In 1989, after completing his studies at Bethune-Cookman University and spending some time as professional basketball players in the Eastern Basketball League, Coach Chaney started his coaching career in basketball (Hunt et al., 2012). At Cheyney State College (now Cheyney University), he won 232 games and the 1978 Division II national championship before coaching at Temple University, where he was allowed to coach Division I basketball when he was 50 years old (Hunt et al., 2012). Coach Chaney retired from coaching after that season. The National Division I Coach of the Year honors have been bestowed to Coach Chaney

twice, most recently in 1987-88, when he ended the season 32-2, with an 18-0 record in Atlantic 10 play, and concluded the season rated No. 1 in the country (Hunt et al., 2012).

Coach Chaney was well-known among his players and the basketball world for having a high basketball IQ, but he also instilled in his student-athletes the importance of putting their education first (Wartenberg, 1991). Coach Chaney was a fantastic coach, but he was so much more than that. Throughout the years, Coach Chaney served as a wise advisor, a committed teacher, a symbol of achievement, as well as a dedicated leader who set an inspiring precedent for many Temple College students via his continued devotion and unwavering example. (Wartenberg, 1991). The athletes that played for Coach Chaney all come from difficult upbringings or were the first members of their families to graduate or go on to higher education. In addition to mentoring them while they were students, Coach Chaney has maintained an active presence in their lives even after they graduated (Wartenberg, 1991). Aaron McKie, a freshman from Simon Gratz High School, was recruited by John to join the Temple Owls for the 1991-92 season as a freshman. Aaron accumulated an astounding amount of point totals during his three-year tenure at Temple, placing him sixth all-time and guiding the Owls to a berth in the 1993 NCAA Tournament. When Aaron was younger, he wanted to have the same influence on student-athletes that John did on him, so he became a football coach. Aaron stated that Coach Chaney had been an inspiration to him as a kid (Wartenberg, 1991). Coach Chaney was one of the few African American men he could look at and honestly say that he wanted to model himself after. The fact that Coach Chaney was the only positive example of an African American male coach in his life was another point of contention for Aaron. Aaron concluded by stating that, as a result of Coach Chaney's positive influence on the community and the institution, it was only natural for him to pursue a position as head coach (Wartenberg, 1991).

Coaching at Temple until 2006, Coach Chaney remained a devoted supporter of the University and its basketball team, even after his departure as head coach (Hunt et al., 2012). In the eyes of NCAA officials, Coach Chaney was a model of inventiveness, tenacity, and setting a high standard for others (Hunt et al., 2012). Coach Chaney remarked in his retirement address that coaching at Temple had been a passion for him. Coach Chaney also noted that it was not the wins and losses that mattered, but rather the people who had a profound impact on him and affected his life, particularly the men's and women's coaches and players, who made this institution and his time there so memorable (Hunt et al., 2012). Besides being a great coach, Coach Chaney also served as a pioneer for other Black coaches and advocated for educational opportunities for children of all backgrounds (Hunt et al., 2012).

Coach John Thompson

Coach John Thompson is recognized as a tremendous mentor to his players and a guy of great personal faith, and a leader in his community. Coaching legend John Thompson is remembered as a giant in physical stature and as a mentor (Shapiro, 1991). Coach Thompson stressed the importance of education to his players in order for them to be successful in life outside of the basketball court. Coach Thompson was also a man of faith who spoke out against racism in sports and life. Coach Thompson joined The Naismith Memorial Basketball Hall of Fame ranks as the first African American coach to win an NCAA title in 1999 (Curran, 2018). Coach Thompson was the first African American coach to win an NCAA championship. Basketball coach Mike Thompson guided the Georgetown Hoyas to three NCAA championship games, culminating with a national title in 1984 (Curran, 2018). The Georgetown Hoyas had a 596-239 record under Coach Thompson's direction from 1972 to 1999, and all of his teams qualified for the playoffs in each of the previous 24 seasons (ESPN, 2009).

In addition to himself being accepted into the Hall of Fame, Coach Thompson has had four of his previous players become NBA players and, like him, be enshrined into the Hall of Fame (Thompson, 2022). Patrick Ewing, Dikembe Mutombo, Alonzo Mourning, and Allen Iverson are the four players that make up that hall of fame lineup (Curran, 2018). Many NBA greats, including Allen Iverson and Patrick Ewing, have also benefited from Coach Thompson's tutelage. Coaching in the same vein as Coach Thompson, Patrick Ewing took over as the men's head basketball coach at the University of Georgetown (Curran, 2018). Coach Thompson's commitment to education stuck out the most to him (Shapiro, 1991). It was common for Coach Thompson to check on his players' academic achievements. Upon discovering that several of those players were failing grades, he had the whole team perform the next practice session through a drill. After practice, Coach Thompson would spend some quality time with his players, talking about life and current events and urging them to be the most excellent versions of themselves and give back to their communities (Shapiro, 1991). Coach Thompson's essential thing was to produce decent human beings and terrific athletes. He was a role model not just as a coach but also as an example of what an African American Man should be and how he should conduct himself in society (Shapiro, 1991). Coach Thompson was a living, breathing, larger-than-life role model and example of what any of these young African American males might become in the eyes of their peers and everyone else who looked to him for direction (Shapiro, 1991). It is essential to provide a real-world example of what can be done.

It was clear that helping disadvantaged kids and promoting racial harmony were causes that Coach Thompson cared deeply about. Coach Thompson took the NCAA to task over specific rules that, in his opinion, made it more difficult for certain Black players to receive sports scholarships and go on to attend University (Shapiro, 1991). Thompson was a staunch

opponent of racism who spoke out against it often. While growing up and throughout his playing

career, Coach Thompson dealt with prejudice. Coach Thompson, an African American guy who

has faced racism, was thus the ideal person to educate and mentor his players on how to deal

with racism due to his own experience (Shapiro, 1991).

As a result of his efforts, more African American coaches are now permitted in the

NCAA. Coach Thompson's success at Georgetown University undoubtedly demonstrated the

need to recruit African Americans as head coaches to other colleges and universities (Shapiro,

1991). Without considering historically black universities, there were just seven African

American head coaches at the Division one level between 1978 and 1979 (Thompson, 2022).

Coach Thompson was one of the seven coaches. Georgetown's basketball domination peaked in

1991, when the number of African American head coaches employed grew to 34, marking the

peak of the program's dominance in the sport. Coach Thompson began coaching at Georgetown

in 1989, and eight of the top ten most successful African American head coaches began their

careers at least ten years after he began at Georgetown (Shapiro, 1991). By establishing an

example and being the first African American head coach to win an NCAA championship,

Coach Thompson enabled all of his players' achievements.

Misconceptions About Leadership

In the same way that prejudice and discrimination hinder African American prospects

from becoming head coaches, African Americans face similar obstacles in leadership

prototyping. According to the leadership category theory (Lord & Maher, 1991), people

gradually form conceptions of who can lead and what effective leaders look like and do. To

classify these characteristics as leadership qualities, and as a result, individuals from notions

about what constitutes a standard example of a typical leader. A recognition-based procedure is

then used to compare a specific leader to a leadership prototype constructed in the participants'

minds. Those individuals who exhibit qualities congruent with stereotypes are more likely than

their counterparts to be more successful in their positions (Britton & Yergerb, 2015).

Using leadership categorization theory, Rosette and Phillips (2008) suggested that at least

in the United States, a central characteristic of leadership is being Caucasian and that; as a result,

evaluators will perceive Caucasian leaders to be more prototypical business leaders than leaders

who are members of racial minorities. Caucasians are consistently seen in significant leadership

roles and other positions of authority. Furthermore, these concepts have been shaped by

American history in a number of ways especially since the country's most prominent political

and corporate leaders have been Caucasian throughout history. In leadership roles, people of

European descent have a significant impact on both the public's opinion of potential leaders and

the levels of success achieved by leaders of other racial groups (Roberts et al., 2019).

Misconceptions are also formed by the leadership categorization theory and adjusting for

current information (Rosette et al., 2008). A misconception would be that African American

coaches are probably more qualified for being assistant coaches and recruiting coordinators

(Brown, 2002) than for head coaching positions (Anderson, 1993). As a result of their previous

experiences with specific duties and their belief in the suitability of certain individuals to carry

out these obligations, people have developed certain expectations (Rosette et al., 2008). For

example, consider the fact that Caucasians have traditionally held the majority of roles of

authority and coaching in sports teams (DeHass, 2007). Fitz Hill shared a thought about when

people state that they want to hire the most qualified individual; nevertheless, while picturing

this individual, an African American does not immediately spring to mind. (Brown, 2002).

People's misconceptions about who may and may not occupy specific professional

responsibilities are shaped by historical tendencies, thereby resulting in a continued shortage of African American head coaches.

Head Coaches and Unfair Expectations

Social cognitive career theory is articulated, providing a framework for understanding the many factors that go into a person's decision to major in a certain field or change careers altogether (Lent et al.,1994). A person's expectations about an activity may be broken down into many categories, including perceived barriers, believed reinforcements, self-confidence, and outcome expectations. Many people claim that they are influenced in some way by all of these factors, which in turn shapes their behavior choices. Career choices (O'Brien, 2002), managerial ambitions (Vianen, 1999), informed college student choice (Fouad, & Smith, 2000), and head coaching intentions (Cunningham et al., 2007) are just a few examples where evidence for these relationships has been used successfully to understand and predict outcomes.

The research on ethnic disparities in coaching expectations has produced conflicting results. Traditionally, minority student-athletes have expected considerable hurdles to becoming a coach, such as an absence of professional positive examples who are of the same race as them, a lack of promotion prospects, and the likelihood that their race may be utilized against them throughout their coaching careers (Kamphoff & Gill, 2008). The coaching experiences of racial minority students are expected to be very satisfying, and many of these students want to become coaches after graduation. Minorities usually expect to face prejudice in whichever job they choose to pursue, and they feel that keeping active in sports will provide enough benefits to compensate for the expected hurdles to success (Cunningham & Singer). This drive is also fueled by a desire to assist and coach other minority athletes to develop them so they can also achieve their full potential (Kamphoff & Gill, 2008).

When questioned about their prospects in the coaching profession, assistant coaches of color have voiced thoughts comparable to those stated by their Caucasian counterparts. Various research tools have shown that African Americans are subject to racial discrimination, have limited promotion possibilities, and report lower levels of job satisfaction than their Caucasian colleagues (Cunningham et al., 2006). African American coaches, such as players they guide, have constantly shown their dedication and talent while facing discrimination in the workplace and a strong desire to seek and apply for positions as head coaches in their respective sports (Cunningham et al., 2006). As a result, although the statistics suggest that doing so is a pointless undertaking, Afrcian Americans have a long and continuing history of facing racism and discrimination in the workplace while seeking leadership roles (Cunningham Dr al., 2006).

Pyramid of Success

John Wooden was a renowned basketball coach mostly known for his tenure as the UCLA Bruins basketball team's head basketball coach. During his time at UCLA, Wooden coached UCLA in ten national championships, winning seven consecutively from 1967 to 1973. Wooden is considered to be one of the best coaches in sports, and his success was largely due to his philosophy of coaching and his principles that were called his *Pyramid of Success* (Wooden & Carty, 2009)

The Pyramid of Success is a set of principles that Coach Wooden developed throughout his career as a coach and teacher. The Pyramid of Success is a structure that explains achieving success. Coach Wooden created it and utilized it to coach and build UCLA's men's basketball program, which won 10 National Championships within a twelve-year period from 1964-1975 (Wooden & Carty, 2009). The Pyramid of Success consists of 15 blocks, with 2 of those blocks being corner stones, that are placed into 5 themes. There is also *Mortar* (10 blocks) that hold the

pyramid together. In total there are 25 blocks (Wooden & Carty, 2009). The explanation of the blocks, themes and *Mortar* follows.

The Building Blocks

- The Foundation

    o Industriousness: Work is essential, and nothing else compares. Worthwhile accomplishments are the result of diligent effort and smart preparation. This is a cornerstone block.

    o Friendship: Rooted in trust and a commitment to one another. It requires a joint effort on both parts, much like a marriage.

    o Loyalty: To everyone who relies on you, including yourself. Be sure to respect yourself.

    o Cooperation: Cooperate with your coworkers at all levels. If you want to be heard, listen. Try to identify the best solution rather than insisting on your own solution.

    o Enthusiasm: Brushes off on those you encounter. You must really enjoy what you do. This is a cornerstone block.

- Second Tier

    o Self-Control: Demonstrates self-control and emotional stability. Common sense and sound judgment are crucial.

    o Alertness: Aim to maintain a state of continual vigilance. Have an open mind. Aspire to grow and learn.

    o Initiative: Grow your ability to think critically and make choices without external input. As long as you take the necessary steps to improve for the future, failure may be seen as a positive experience.

- o   Intentness: Create a reasonable objective. Put forth the effort, stay focused, and ignore distractions to reach your goal.
- The Heart of the Pyramid
  - o   Condition: It is important to think about what you eat, how much you move, and how much time you spend resting. It is important to use moderation. Dissipation has to be prevented.
  - o   Skill: A familiarity with and the capacity to efficiently and effectively implement the fundamentals. Preparedness and attention to detail.
  - o   Team Spirit: A real respect for others. A willingness to sacrifice one's own needs and wants for the benefit of the community.
- Nearing the Peak
  - o   Poise: Just being who you are being comfortable in any circumstance. Never battle with oneself.
  - o   Confidence: Civility without fear. May result from being ready and maintaining a proper mindset on everything.
- The Pinnacle
  - o   Competitive Greatness - When your finest performance is required, provide it. Taking pleasure in a challenging task.

Mortar

- The Pinnacle
  - o   Faith: By way of prayer.
  - o   Patience: Quality takes time.
- The Force of Human Spirit

- o   Ambition: Noble Objectives.

- o   Adaptability: To every circumstance.

- o   Resourcefulness: Logical reasoning.

- o   Fight: Committed effort.

- The Strength of Human Character

- o   Sincerity: Maintain friendships.

- o   Honesty: In words and deeds.

- o   Reliability: Creates appreciation.

- o   Integrity: Purity of intent.

In order to succeed, John Wooden advised working upward from the bottom of the pyramid. Success is based on the foundation (base layer of a pyramid). According to Wooden, without balance in these areas, success is all but impossible. The second-tier building blocks are the cornerstone of creating momentum towards success after building atop a solid foundation. The fundamental elements of the pyramid, which connect the base and upper layers, constitute the core of Wooden's concept. Building blocks that are close to the pinnacle of the pyramid show those that are situated closest to the final destination. The pinnacle is the foundation stone at the apex of the success pyramid (Wooden & Carty, 2009).

No structure can be constructed without the secure placement of individual building blocks. An extra ten blocks are discovered on each tier's side when examining the success pyramid's layout. Coach John Wooden refers to them as the *mortar* of the pyramid. On the left is *The Force of the Human Spirit*, and on the right is *The Strength of Human Character*. These are inner qualities that contribute to a successful individual. The highest point is called *The Pinnacle* (Wooden & Carty, 2009).

Chapter Summary

The subject of this chapter was African American NCAA Division I basketball coaches and their impact on the sport. It began by exploring the history of college basketball before integration and how African Americans have been able to make an impact on culture through their playing and coaching. It then discussed the definition of athletic coaching and the importance of having knowledgeable and experienced coaches. The chapter then moved on to talk about the importance of diversity and inclusion in college sports, as well as African American coaches and the practices that have become institutional. It then looked at the prejudice in prominent positions and how African Americans have been subjected to discrimination. The chapter then examined the role of leadership and mentorship, as well as the misconceptions about leadership and how African American head coaches have been subjected to unfair expectations. Finally, the chapter discussed how African American coaches are making strides toward equality and fighting against discrimination. Overall, this chapter painted an essential picture of the contributions African American coaches have made to college basketball and the importance of their leadership and mentorship. It also highlighted their challenges, such as prejudice and discrimination, as well as the unfair expectations placed on them. The chapter was an important reminder of the progress made, and how African American coaches continue to improve and succeed.

Chapter 3: Research Design and Methodology

Introduction

   With this study, the plan was to uncover, illustrate, and discuss the elements that have

aided and hindered the careers of African American Division I basketball coaches. Compared to

their counterpart coaches in Division I basketball, there are fewer minority African American

basketball coaches in the highest positions of their respective organizations. African American

head basketball coaches provide a minority representation among the total number of basketball

coaches in the United States. It is intended that the results of this research will lead to a

transformation in the culture of the NCAA's hiring processes in reference to the appointment of

African American head coaches and the improvement of the coaching pipeline as a result of the

findings.

   This chapter addressed the research questions and examined the study design and

procedures utilized to achieve the research purpose. It laid the groundwork for the analysis of the

research. A description of the research questions is presented at the outset of this chapter, and it

is followed by discussions of the research methodology, the study design, the interview

procedure, and the assessment utilized to examine the data points. Justifications for and an

outline of the characteristics of a descriptive quantitative study are presented in the methodology

section. The approach and tone of a qualitative investigation are often shaped by the researchers'

own personal values and worldviews (Creswell, 2012). There are three parts to the section on

research methodology. Discourses from participants, criteria for inclusion and exclusion, a

description of the selection process, information on the population and the demographics of the

target population, and the size and composition of the study's sample are all included in the

methodology section. The Institutional Review Board (IRB) and the procedures that must be

followed to secure the participants were discussed in the section on human subject

confidentiality. The procedures for assessing, coding, supporting, and verifying data were

discussed in the section devoted to its collection. The research questions for this descriptive and

exploratory study were guided by a qualitative methodology. Phenomenology research is a

strategy used in qualitative research to learn about the lived experiences of participants in a

phenomenon, which supports the idea that qualitative methods utilize a problem to better

understand phenomena (Creswell, 2013).

Re-Statement of Research Questions

The primary goals of this chapter was to address the following four research questions,

and this section details the research methodologies that were used to do so:

- RQ1: What strategies or best practices are employed by African American Division
  One Head Basketball Coaches to become effective leaders and mentors?

- RQ2: What Challenges do African American Division One Head Basketball Coaches
  encounter in becoming effective leaders and mentors?

- RQ3: How do African American Division One Head Basketball Coaches define,
  measure, and track success?

- RQ4: What Recommendations or Advice do African American Division One Head
  Basketball Coaches have for aspiring African American coaches?

Nature of the Study

When it came to collecting and analyzing data, this research used qualitative descriptive

methodology. It collected and analyzed an individual's ideas, perceptions, and beliefs that were

the focus of qualitative research. Creswell (2007) suggests that qualitative research is defined as

hypotheses, a viewpoint, the possible application of a conceptual framework, and the exploration

of study issues that aim to learn the significance that individuals or groups give to a social or physical circumstance are the building blocks. Researchers using the developing qualitative approach to inquiry and collect data in a natural setting that is respectful of the people and places under study, analyze the data inductively to establish themes or patterns, and draw conclusions using inductive reasoning to better understand the issue at hand. The final manuscript or presentation includes participant voices, the researcher's reflexivity, a thorough account and assessment of the situation, and either adds to the existing body of knowledge or serves as a call to action based on that knowledge (Creswell, 2007).

This research is undertaken to study a group, uncover characteristics that can subsequently be assessed, or hear voices that have been muted because a topic or issue has to be examined via qualitative research (Creswell, 2007). Qualitative research provides us with a thorough grasp of the topic under investigation. It encourages people to share their own stories and tales while also softening the researcher-subject power dynamic with the study participants (Creswell, 2007). In addition, qualitative research offers a flexible approach that may be used to express tales and comprehend the context or environment in which participants handle an issue, both of which are important. It enables us to comprehend the individuality of persons when statistical analysis does not adequately address the situation (Creswell, 2007).

Assumptions of Qualitative Research

Creswell (2007) suggests that qualitative research is predicated on a few assumptions including

- Qualitative researchers are mainly interested in processes and not results.
- Researchers that focus on the qualitative method are curious in the ways in which people construct meaning from their experiences.

- To collect and analyze qualitative data, the researcher is indispensable. This person, as opposed to automated inventory systems, questionnaires, or bots, is used to collect information.

- The execution of fieldwork is essential to qualitative research. The researcher visits the people, sites, or institutions of interest in order to watch or record behavior as it occurs in the field.

- Explanatory in nature, qualitative research is centered around the process, meaning, and comprehension received via words or images.

- A qualitative study is an inductive procedure wherein the researcher develops concepts, ideas, and theories based on the collected data.

Qualitative Research: Strengths and Weaknesses

According to Creswell (2007). Qualitative research has strengths and weaknesses.

Qualitative Research Strengths

- By asking a participant a sequence of predetermined questions, researchers may delve into intriguing issues that may inspire new theoretical frameworks.

- Using qualitative methods may result in unexpected findings that disprove traditional approaches to public health.

- Qualitative research may help fill in the gaps left by quantitative research. An effective process evaluation of a trial may produce important information about the intervention's effectiveness based on the perspectives of the participants that a quantitative result review may not reveal.

Qualitative Research Weaknesses

- A qualitative researcher knows that an effective process evaluation of a trial may produce important information about the intervention's effectiveness based on the perspectives of the participants. Being inefficient may produce an incorrect conclusion.

- Qualitative research cannot be relied upon to provide adequate population estimates on their own. Findings from this research are not meant to be extrapolated to broader populations.

- As a result, policymakers may fail to realize the usefulness of qualitative research.

- Qualitative research is labor-intensive and time-consuming. The time and organization required for several interviews or focus groups can be a logistical problem. A descriptive statistical analysis is much faster than analyzing and transcribing data.

Methodology

When it came to this qualitative study, it was determined that a descriptive phenomenological approach would be the most appropriate because it aimed to capture the essence of what it's like to be an African American Division I basketball coach and examine the perspectives of their lived experiences (Creswell, 2007). As a result, this technique follows controlled and systematic processes, putting assumptions about coaching bias aside to eliminate prejudices, promote intuition, and get a understanding of the event in its entirety (Moustakas, 1994).

In phenomenological research, one goal is to uncover and comprehend a commonality or meaning shared by people who have had direct experience with an idea or occurrence (Creswell,

2013). As participants in the research experience the event, phenomenologists lay a strong focus on describing what they have in common with one another (Creswell, 2007). In order to do this, phenomenologists look to the knowledge and understanding of persons to determine the reality of a phenomenon. In the next step, the phenomenologist gathers information from people who have direct contact with the phenomena and creates a thorough narrative of what was most important about the individuals (Creswell, 2013). What was experienced and how it was experienced are the components of the narrative that the phenomenologist constructs (Moustakas, 1994).

Structured Process of Phenomenology

Creswell (2013) found numerous characteristics which are present in phenomenological investigations, including the following:

- There must be a consistent focus on the phenomena that are being investigated throughout the project.

- The investigation of the phenomena should be carried out by a group of persons who have all had similar experiences with the phenomenon.

- There must be a discussion regarding the fundamental requirements for performing phenomenology, which may vary from three to four people to 10-15 individuals in size. In this section, we will look at the individuals' lived experiences and how they have had encounters with shared phenomena and concrete sensations of a universal experience.

- By addressing personal experiences with the phenomena under inquiry, the researcher should remove themselves from the study and keep it objective. It is possible to use bracketing to assist the researcher in discovering personal experiences with the

phenomenon for the sake of putting such experiences aside and concentrate

exclusively on the experience of people who are participating in the study.

- There should be a mechanism for gathering data, which should include interviews

  with people who have had personal contact with the phenomenon. For data analysis, a

  systematic approach needs to be established that focuses on what people have

  encountered and in the ways that they have encountered it (Moustakas, 1994).

- It is necessary to conclude with a paragraph describing the experience's substance for

  people, including what they experienced and how they experienced it.

Appropriateness of Phenomenology Methodology

Specifically, this research is aimed to uncover the success factors used by African

American division one head basketball coaches and the difficulties encountered while putting

these best practices into action. Comprehensive knowing of what it is like to be an African

Americana Division I basketball coach in today's society is required to complete this study,

which also determined how African American division one head basketball coaches measure

success and what recommendations they have for aspiring African American Head Basketball

Coaches. Using alternative research approaches such as the Delphi method, which elicits and

refines group judgment by using the ancient adage *two heads are better than one*, was considered

(Dalkey, 1969). According to the literature, the Delphi method is a means of achieving

consensus among a group of specialists in a given subject by a systematic evaluation, input, and

compilation of data (Dalkey, 1969; Linstone & Turoff, 1975). However, although the Delphi

method has been used to investigate the traits of experts considered vital by aspiring

professionals, the phenomenological method is excellent for research that seeks to understand the

essence of a particular group of individuals (Creswell, 2013; Moustakas, 1994). Because this

research was exploratory and required a more comprehensive approach the phenomenological

method was more suited for the research.

Strengths and Weaknesses of Phenomenological Method

The phenomenological method gives an all-encompassing analysis of the human

condition (Creswell & Poth, 2016). Rather than being forced by an investigator, findings are

permitted to develop. Careful techniques are used to be sure that the details provided are

consistent with the raw data gathered from experiences; this is accomplished by proceeding

cautiously and being constantly mindful not to alter the original in any way by removing, adding,

changing, or distorting information in participant transcripts (Creswell & Poth, 2016). The

investigator makes an effort to set aside presuppositions and prejudices but keep these in mind

when going further into the research and successfully minimize their impact on the results

(Creswell & Poth, 2016).

Using phenomenology as a research technique has its drawbacks; some scholars may find

its organized analytical model too restrictive and uncompromising to suit their purposes.

(Creswell & Poth, 2016). Researchers' extra activities need the characterization of assertions as

well as the development of a strategy for disregarding these assumptions. Also, researchers may

be unsuccessful in collecting a statistically valid participant sample who have experienced the

phenomena in question (Creswell & Poth, 2016). Finally, it is reasonable to be concerned about

how data analysis and research partiality can affect the results. introduced into the data collection

process in order to maintain data credibility (Creswell & Poth, 2016).

Research Design

Selecting the people to be interviewed is the next critical stage in conducting a

phenomenological study once the issue statement, research questions, and suitable qualitative

technique have been determined. The procedure of selecting participants, as well as the

consideration of human subjects, are discussed in further detail in the next section. In addition,

the technique for data collecting in this research is discussed in more detail.

Analysis Unit

The study's unit of analysis is African American men who are NCAA mens Division I

head basketball coaches who match the following criteria:

- Each coach is an African American male and a head basketball coach at the NCAA

  Division I level.

- Each coach's contact information and e-mail address may be found on the college's

  website or LinkedIn profile.

- Each coach has held the position of head basketball coach for at least three years.

- Each coach lives and works in the United States of America.

- Each coach has indicated their willingness to be interviewed and audio recorded.

Population

The population for this research was composed of African American males who coach

men's basketball at the NCAA Division I level. These coaches are regarded as mentors,

motivators, and all-around positive influences on their teams, players, and communities.

Additionally, these coaches maintain a presence on their college's website and are accessible

through the college's social media platform or LinkedIn.

Sample Size

This study included interviews with 15 African American males currently coaching

men's basketball at the NCAA Division I level. According to the researchers, this sample size is

acceptable for ensuring saturation throughout the coding procedure. It was claimed that while the

idea of saturation is useful, it does not provide much in the way of practical guidance for estimating number of respondents before data is gathered in research (Guest et al., 2006). Alternatively, it has been suggested that a sample size of five to 25 people is appropriate for phenomenology research (Creswell, 2015). According to the study's findings, there are several difficulties associated with qualitative research, particularly sample size and saturation levels. It was also necessary to reduce the number of suitable coaching candidates to researchable and workable boundaries. This sample size has also been reviewed and approved by the dissertation committee.

Purposive Sampling

While some research would benefit from using the entire population as a sample size, this would not be feasible or efficient. The research goal is to locate people of high moral character who are open to sharing information and knowledge. The term purposive sampling refers to the practice of selecting a sample member with the intent to learn more based on their characteristics and virtues (Etikan et al., 2016). Purpose sampling entails selecting participants based on their desirable characteristics rather than a predetermined population size (Etikan et al., 2016). Purposive sampling is a method for identifying unseen individuals that draws on the researcher's prior knowledge and experience with the population's members (Barratt et al., 2014). The researcher determines which data are pertinent. The researcher then seeks out individuals capable of and willing to share their cognition or familiarity (Etikan et al., 2016). Purposive sampling was used rather than convenience sampling to select participants for this research. Purposive sampling is also often known as selective or judgmental sampling (Etikan et al., 2016). In summary, participants' perspectives, whether personal or collective, are enriched by the use of

purposive sampling, and the researcher is able to zero in on individuals who demonstrate desirable traits relevant to the study.

Participation Selection

Through purposive sampling, this research project was able to compile an initial broad-based list of African American Division I head basketball coaches. Individuals and venues were picked for the interview during purposeful sampling to actively understand the research topic and critical phenomena of the study (Creswell, 2007). Creswell (2013) stated that 10-15 individuals should be employed in a phenomenological technique. In order to satisfy particular qualifications as an African American Division One head basketball coach, a stringent participant selection procedure was implemented. In order to be considered for inclusion, each participant had to meet the following criterion of having a minimum of one year of head coaching experience at the Division one level in a team sport (NCAA Career Statistics, n.d.).

First, the NCAA Career Statistics website (NCAA Career Statistics, n.d.) was accessed in order to determine the length of time that African American Division I head basketball coaches had been in the position. Following the establishment of a list of possible coaches, the list was cross-referenced with information available on each coach's individual university's publicly accessible website to ensure that the data is accurate obtained from the NCAA source. The final list of participants was filtered down to those who satisfied the inclusion criteria due to the two-step validity procedure.

Sampling Frame

A master catalog of potential research subjects had to be created to select participants. Sampling frame aided in selecting interviewees from the target population (Turner et al., 2003). Individuals in the sample were identified using LinkedIn.com and specific NCAA websites.

Purposive sampling was used to determine subject identification who are African American male Division I men's head basketball coaches. A group of 15 participants gathers their professional and personal experiences to share their stories. This group of 15 participants needed to complete the following steps in order as a means of describing their activities in considerable detail:

Once IRB approval was obtained, the researcher employed the following plan for obtaining samples and potential candidates:

- Purposive sampling was used to compile a master list.

- The analyzed component determined who should be on the master list.

- The research started with searching a readily available database, such as LinkedIn or NCAA Website.

- The researcher filtered their results by the inclusion criteria. NCAA Division I men's basketball program master list consists of 358 teams. There are 345 coaches because of coaching vacancies.

- Exclusion criteria were applied to the master list by the researcher in order to decrease the number of participants to 50.

- The researcher then sent the final participants the recruitment script (e-mail served as the primary method of contact).

- An e-mail was sent out introducing the recruiting process, and the participant were expected to read and reply to the e-mail.

- The invitation had to be accepted by the participant.

- The researcher then scheduled 15 to 25 participants from the final participants.

- After the interview dates had been established, the researcher e-mailed participants the informed consent form, the interview Zoom link and password, and asked that they complete and submit the form.

- At least 5 or 10 minutes before the scheduled start time of the interview, the researcher initiated the Zoom meeting. As soon as the participant joined, the researcher went through the informed consent, explaining that their participation was purely optional and that they could leave the interview at any moment for any reason.

- After that, interviewing was carried out by the researcher.

The researcher also used a participant recruiting script authorized by the IRB to explain the study's goals and methods. With social networking, a researcher can connect with large audiences, network, partner, and collect data in real-time (Bolter & Grusin, 1999). Connecting with the right individuals was essential, and LinkedIn and NCAA were the most optimal places to gather information and create the sample list. The researcher established the criteria for inclusion and exclusion in order to limit the sample to those who met the study's requirements. Data kept in a table formatted in Microsoft Excel managed the master list with participant names, school, conference, count of years coaching at a particular school, count of years coaching, win or loss record, winning percentage, and ethnicity/race. The master list came from information gathered from the NCAA website. The following sections' inclusion criteria were assessed by analyzing gathered data. Participants were notified through e-mail by the researcher. E-mail addresses were provided by college websites or LinkedIn.

Criteria for Inclusion and Exclusion

Criteria for Inclusion

The criteria for inclusion were

- African American male NCAA Division I men's basketball coaches.

- Coaches that have a winning record.

- Researcher could identify and communicate through e-mail or professional social networking.

Zoom meetings with interviewees were password secured. Additionally for necessary security safeguards, there was passcode security across all recordings. The study only included adults and excluded minors. The subject population was limited to African American male NCAA Division I men's basketball coaches.

Criteria for Exclusion

The criteria for exclusion were

- Coaches whose total number of years coaching is 3 years or more.

- Coaches with a cumulative winning percentage of 55% or greater.

- Coaches who decline to have their voices recorded.

- Coaches who decline to participate in this study.

Purposive Sampling Maximum Variation

Notwithstanding the fact that the success of a purposive sample study is not dependent on the number of people who volunteer to take part, it is abundantly evident that researcher intervention in the selection process is appropriate and even vital. Using MVS, the researcher looks at the topic from a wide range of angles. By examining the subject from all possible angles, one can better understand (Etikan et al., 2016). This method, which goes by the name *heterogeneous sampling*, involves choosing participants from a wide range of demographics in relation to the study's topic. (Creswell, 2007) stated that maximum variation was named as a common method used in qualitative studies. This method is often used because it improves the

chances that results would show differences or various viewpoints, which is great in qualitative research. There were more participants identified than were required. Purposive sampling led to an additional filter being used in addition to the 15-person maximum sample size due to strict inclusion criteria. The researcher limited the cumulative coaching years to 10 years or more.

Protection of Human Subjects

The participants in this research were selected and invited voluntarily from the general adult community. Because the research included human participants, the Pepperdine IRB was required to analyze and approve the technique before proceeding. All participants were seasoned college coaches who did not belong to a vulnerable group; thus, there was no expectation of a danger to the subjects. The Pepperdine IRB concluded that this study met the criteria for exemption under federal rules governing the protection of human subjects and approval was given (see Appendix A). The researcher also took the Collaborative Institutional Training Certificate (CITC) program (see Appendix B)

Following an IRB-approved recruiting script, initiation of communication with the potential participant occurred either through e-mail or a brief introduction phone call in order to learn more about the study. Although the study satisfied the exemption criteria, all participants were invited to provide written consent outlining the study's purpose, the participant's level of involvement, and any potential risks involved, and researcher's obligations.

- A statement about the doctoral research being conducted
- A statement about the purpose of the study
- A statement about study procedures
- A statement about the positive effects on individuals and the community
- A confidentiality statement

- A statement about data storage

- A statement about participation and withdrawal

- A statement about alternatives to full participation, and a statement about emergency

  care and compensation were all included in the letter of informed consent.

All participants read this form; however, no signatures were obtained since this research satisfied

a waiver of the need for written permission. On the other hand, the participants provided verbal

agreement to take part in the study before the interview taking place.

Further safety measures were implemented by the researcher to protect study participants.

Participants were asked whether or not they consent to being interviewed and recorded and

whether or not they agreed that the transcriptions would be utilized in the research. During the

interview, unless the subject gave their informed consent to have their participation recorded,

notes were taken to document the conversation. The participant's identity was kept secret from

everyone except the principal researcher if they refused to give consent to the study's use of any

of their information. If the participant refused to give consent, all identifying information about

the participant was destroyed, and the principal researcher was the only one who knew who had

taken part in this study. Those who took part were advised that their identities would be and

university affiliations would not be revealed as part of the research. Participants were given

pseudonyms, such as Participant 1, to protect their identities. Participants who agreed to have

their interview recorded electronically had their information preserved on a hard drive. The lead

researcher was also entirely responsible for the transcription of all interview information. All of

the information gathered, including interview notes, audio and video recordings, and

transcriptions, were held in a locked cabinet in a secured location at the lead researcher's house

for three years and would be discarded after that. Participants were sent thank-you e-mails from

the researcher when the interview was complete. No incentives were provided to those who took part in the survey.

Data Collection

Individuals interested in participating were approached initially by either electronic mail or an introduction telephone call. Each person was sent an invitation to participate in the research using the recruitment script that had been authorized (see Appendix C). Following acceptance, an informed consent form was sent to the participant's e-mail address (Appendix D). Those who took part were requested to provide contact information and a date and time for a personal interview in either March, 2022 or April, 2022. Starting in March or April 2022, data collection was restricted to 15 participants over two months. Interviews were limited to no more than 60 minutes in length.

When doing one-on-one interviews, the researcher needed to ensure that participants did not feel afraid to talk (Creswell, 2007). Six of the interviews were done in person or over the phone. In order to guarantee that participants were comfortable and at ease to expound and participate as they saw appropriate, the over-the-phone setting was chosen to be easy and pleasant for the participants (Creswell, 2007). Also, because it was challenging to find an appropriate vicinity due to COVID health and safety protocols, the interview requirements were broadened to include the option of conducting telephone interviews and survey questions. Telecommunication and survey questions were used to conduct 15 one-on-one semi-structured interviews. During the interview, participants were informed that it would be semi-structured, with the researcher asking follow-up questions to elicit more detail and specificity from participants' responses. Contextual information was supplied for the information acquired by interviewing using semi-structured interviews conducted over the phone. After each interview,

participants were shown appreciation and requested by the researcher if they would consent to a follow-up telephone call or e-mail to clarify any data gathered.

Interview Techniques

A duplicate of the informed consent form, for participants to review again to ensure that they understood the study's goal, was provided to participants by the lead researcher 15 minutes before each planned interview. Before commencing the official interview procedure, the primary researcher enquired about the subject's day and asked if they had any questions before proceeding to the next step of the process. After going through the study's goals and objectives, the primary researcher informed them that the interview would last around 60 minutes. Before the official interview could begin, the participants were given specific instructions. They were informed that this was a qualitative study for a doctoral dissertation and that the data would be used to advance the existing body of coaching knowledge, assisting African American coaches in improving their current strategies and, as a result, facilitating growth and transformation in the lives of more student-athletes. They were reminded that the use of pseudonyms would help to safeguard both their own identities and the identities of their organizations.

Participants were given an overview of the interview process, which included the following points:

- The interview would be semi-structured.
- They would be able to take their time to respond to the inquiries thoughtfully and honestly.
- Researchers often ask follow-up inquiries to get more detailed information from participants.

It is vital to note that the correctness of the data acquired from the respondents throughout the interview process impact the dependability of the information gained during this research. Respondent validation represents the action of ensuring that the content of an interview is accurate.

Interview Protocol

The use of an interview protocol form helped guarantee that identical processes were followed for each of the interviews. The interview protocol form was utilized to capture written notes, which were then transcribed during each interview.

Research and Interview Questions Connection

Validity of the Study

Validity means that the results of a study are accurate representations of the phenomenon under investigation, while reliability means that the same results can be reproduced in a study is replicated (Morse & Richards, 2002). Using the recommendations of Morse and Richards (2002), this study was able to attain reliability and validity by deliberately enquiring into what was already known about the issue and formulating research questions. The research questions were re-examined and, where required, changed. Additionally, pretests of interview themes and questions were done by a committee of experts to ensure the interview questions were appropriate and tactful.

In order to ensure that the interview questions adequately addressed the research questions, a three-step validation process for the interview protocol instrument was established. Initially, prima facie validity is evaluated, then peer review validity, and finally, professional opinion is evaluated as part of the validation process.

Prima-Facie Validity. Prima facie validity is what seems to be accurate at first glance and is sufficient to establish truth unless shown otherwise (Prima facie, n.d.). A table including both the research and the interview questions was separately constructed and tested for prima facie validity to determine if the study was valid. Prima facie validity was valid for the table since it was independently built using information gathered about the issue via the literature research process.

Peer-Review Validity. It was determined that the interview questions were legitimate via peer review by having a panel from the EIP program at Pepperdine University's Doctor of Education in Organizational Leadership program to assess the questions. These Doctors know the business sector and are also researching dissertations using an approach comparable to the faculty. The panelists have taken and passed a doctoral-level curriculum in statistical and qualitative data analysis and interpretation. Among the materials provided to the panel were an overview of the investigation, a replicate of the research questions, the interview questions that corresponded to those questions, and criteria for evaluating whether or not the questions used during the interviews were appropriate for measuring the variables of interest. The panel members were advised to go through the summary statement to get an overview of the study's purpose and goals. The panel next went through the research and interview questions that went along with them. The question is directly linked to Research Question 1 – *Keep as stated*, they wrote next to the question if it was related to the corresponding question in the interview. If an interview question was unrelated to the accompanying research question, they tagged the question with the following notation: *The question is irrelevant to Research Question 1 – Delete*. If they judged that the interview question needed to be amended in order to contribute to the

study's main topic, they marked the question with the words *The question should be modified as recommended* and proposed a modification.

Expert Review Validity. Expert review validity is considered to be the last phase in the process to validate. Expert review validity was established by requesting that dissertation committee members study suggestions from peer review, which a third party conducted. The expert committee made adjustments in cases where not in accordance with with the peer review conclusions and recommendations. Once all submitted suggestions were evaluated and accepted by the lead investigator of this research, they were included in the final interview procedure.

Reliability of the Study

Validity indicates that study findings accurately represent the phenomena under inquiry, while reliability means that study findings can be reproduced when the study is duplicated (Morse & Richards, 2002). Utilizing Morse and Richard's (2002) suggestions, this study was able to get reliable and valid results by intentional inquiry into what was previously known about the topic and by developing research questions that were specific to that knowledge (see Table 1).

Table 1

Research Questions with Corresponding Interview Questions

Research Questions	Corresponding Interview Questions
RQ1: What strategies or best practices are employed by African American Division One Head Basketball Coaches to become effective leaders and mentors?	IQ 1: What would you say is the most effective way to coach in regards to leadership and mentoring? IQ 2: What approaches or strategies have you used in the past that have shown to be successful in leadership and mentorship? IQ 3: Describe your coaching strengths and how they have helped you to become a more successful leader and mentor.

Research Questions	Corresponding Interview Questions
RQ 2: What Challenges do African American Division One Head Basketball Coaches encounter in becoming effective leaders and mentors?	IQ 4: As an African American male, what are the most significant coaching hurdles you have encountered in the course of putting your effective coaching techniques and practices into action?s IQ 5: What strategies did you use to overcome these challenges?
RQ3: How do African American Division One Head Basketball Coaches define, measure, and track success?	IQ 6: As an African American male, what have you found to be the most fulfilling aspects of coaching when it comes to teaching? IQ 7: Could you tell me about your most successful sporting season and what made this particular season successful? IQ 8: What additional metric(s) do you use to evaluate the performance of a sporting season? Also, how do you know you are succeeding as a coach?
RQ4: What Recommendations or Advice do African American Division One Head Basketball Coaches have for aspiring African American coaches?	IQ 9: Given what you know now, explain a circumstance in the past that, if you had the chance to do it again, you would have handled differently. IQ 10: As an African American male, what cautionary tale(s) would you share with a potential coach who is just starting?

Note. Interview and research questions are included in this Table. Each interview question was vetted by a panel of experts.

Statement of Personal Bias

This study's data originated from the participants' memory of experienced collegiate head coaches, and the approach itself was predicated on the premise that the coaches' memories were correct. Because observational research gathers data over a certain period, it is conceivable that the coaches' recollections of their experiences will alter with time. The respondents in this research may not represent the greater community of expert collegiate coaches, which is another weakness of this study. It is necessary to take into consideration the personal biases and views of

the principal researcher. As a former college athlete, it is possible that this impacted his knowledge and interpretation of the results.

The following hypotheses were entertained:

- There was no misrepresentation of information provided during the interviews.

- Concerning the head coaching tenure and total win-loss record, the information provided on the NCAA Career Statistics publicly accessible website (NCAA Career Statistics, n.d.) for each of the 15 participants was true and correct.

- In terms of head coaching tenure and overall win-loss record, the information provided on each of the 15 participant's individual publicly accessible university websites was truthful and correct, according to the findings.

- The lead researcher' presence and the state of mind of the participant impacted the replies provided during the interview.

Bracketing and Epoche

Bracketing is a technique for demonstrating research and evaluation (Ahern, 1999). As a result, a researcher must actively disassociate himself from personal opinions. Researchers should set aside their using factors such as backstory, connection, norms, and beliefs to create a convincing depiction of the participants' actual experiences (Tufford & Newman, 2010).

Bracketing is also a qualitative research technique used to reduce the impact of preconceived notions that may skew the study's process. To maintain the integrity of the data, the researcher must set aside all judgment and concentrate exclusively on the experiment's analysis. A researcher's mindset, approach, and perspective must be receptive to unexpected interpretations (Tufford & Newman 2010). By using bracketing the researcher does not attempt

to influence the participant's understanding or interpretation of the phenomena beyond the scope of the participant's own experiences and prejudices (Moustakas, 1994).

The following *bracketing* strategies for epochs are proposed (Tufford & Newman, 2010):

- The researcher should consider bracketing throughout the research process.

- Prior to conducting a literature review, for a deeper understanding of the topic at hand, the researcher should spend significant time actually working with the data.

- Appreciate and respect the researcher's candid and authentic research project evaluation.

- Keeping a reflective journal (noting one's thoughts and opinions) while conducting phenomenological research can assist researchers in making decisions and developing bracketing skills, allowing them to re-evaluate their perspectives when confronted with difficult situations.

- The researcher consults outside sources to discuss, uncover, and eliminate any predisposition.

Data Analysis

The data analysis process consisted of several interconnected processes that were carried out throughout the whole investigation. According to Creswell (2007), "the process of data collecting, data analysis, and report writing are not different processes in the process—they are interconnected and often take place at the same time in a research project" (p. 150). The researcher conducted a rigorous four step data analysis approach, which comprised the following steps:

- Organizing and Managing Data
- Reading and reminiscing

- Defining, categorizing, and interpreting

- Visualizing and Representing

The researcher adopted Creswell's (2007) data analysis spiral, traveling a circle of analysis instead of following linear strategy. Several aspects of the analysis were carried out simultaneously to examine and enhance earlier stages of the study throughout the entire analytical procedure. According to Creswell (2007), the data analysis spiral allows the researcher to enter with data and depart with an account or story.

This qualitative study used detailed recounting and verbatim descriptions of lengthy interviews. Quantitative data may be analyzed in a number of ways, this study used a revised Van Kaam technique. (Moustakas, 1994). The specifics of this study set it apart. The first step in this analysis is to recognize the level of detail required. The modified Van Kaam methodology required the researcher to bracket the data and see it from various angles (Moustakas, 1994). The researcher used *bracketing* while reviewing interview transcripts. The researcher must get completely engrossed in the data collecting stage of the analytical process phase. *Saturation* is when little new information can be added to the research (Guest et al., 2006). Also, *saturation* facilitates the development of topics and classifications. Moustakas (1994) stated that there are eight total steps to follow when using a modified Van Kaam methodology and analyzing data.

Each interview received a data-driven response:

- Horizontalization: All data are equal. List and categorize each experience statement.

- Reduce and remove: Remove redundant or unnecessary statements and expressions.

- Thematically organize the constant elements: Organize the repeated or constant parts, passages, and quotations according to their significance. Groups begin to establish or develop themes representing each participant's experience.

- Describe each textural element: Using the feedback from the participants, categorize the themes. This refers to accounts told in the participant's words verbatim. Textural descriptions support the participant's narrative.

- Explain the geographical, historical, and interpersonal contexts that inform the statements made by the participants. To begin deducing meaning from the data, the researcher first describes the various components.

- Design a table for every person for the purpose of categorizing the themes. Create a table listing each participant's themes. While relaying participant feedback, this summary highlights common themes.

- Synthesize multi-dimensional structural analyses by probing the interconnections between participants' feelings, relationships, and backgrounds. The researcher describes their shared experiences.

- Provide a complete explanation of the phenomena by combining oral and written descriptions.

Each participant's interview was carefully transcribed by the researcher. The researcher examined the transcripts to ensure their validity. Concepts and constructs were coded using keywords and grouped into synonymous categories. The study's data were subsequently entered into tables constructed in Excel with group-related concepts and color-coded categories. The researcher constructed charts within a Microsoft Excel worksheet featuring column captions derived from subject evaluation motifs. In order to find pertinent quotations, the researcher reviewed the transcripts. Instead of using names, each participant was assigned a number to maintain confidentiality. Interview excerpts backed up the themes developed.

Interrater Reliability

The degree to which the data is accurately collected and agreed upon is defined as interrater reliability (Marques & McCall, 2015). The researcher used a four-step procedure:

Four Part Procedure

- Detail and analyze data: The researcher transcribed, coded, and identified similar themes and patterns within interviews.

- Interrater review: The researcher shared methods of coding outcome with reviewers. The reviewers conferred on the inferences. Based on collective input, anything that was proposed or suggested was addressed by the researcher. Reviewers could contact the dissertation committee if they had any questions or if the reviewers could not reach an agreement.

- Baseline themes: In the absence of mutual agreement on using the previously stated coding techniques, the researcher classified the other interview questions.

- The validity of inter-rater: After the researcher had completed the coding process, they conferred with the reviewers to achieve unanimity. The second and third phases of the four-stage procedure must be repeated until consensus is reached and the coding methodology is completed.

In the beginning, the researcher codes each piece of data individually. A table in Excel was created in which essential topics were recognized as row headers after doing content analysis and identifying them as central themes. Each column comprised essential terms utilized to arrive at the subject, which was listed next to their corresponding row headings. It was decided that the data should be examined by two independent assessors who participated in Pepperdine University's Organizational Leadership doctoral program, in hopes of determining inter-rater

reliability and boost external validity. This was done so that the results could be trusted by those outside of the study. The approach to the code, as well as the master categories that resulted from it, were given to the assessors for approval. When all evaluators and the researcher verified the accuracy of the code results, outcomes were preserved. The researcher and external reviewers addressed proposals for modifications to the codes and categories that were developed as a consequence of the study. If the group was unable to reach a unanimous judgment, the contested issues were sent to the dissertation committee for consideration and presentation of data.

Chapter Summary

Phenomenology, a quantitative tool, was employed in this research to examine the perspectives of African American collegiate basketball head coaches by gathering the content of their actual working lives. Prior to conducting the study, researchers established a baseline of knowledge about the issue at hand and the results they hoped to achieve. Research participants were chosen with consideration and a set of interview questions was designed based on the findings of the literature review. Individual, semi-structured interviews with a large representative sample of expert collegiate athletic coaches were the source of data. The interviews took place online and lasted no longer than 60 minutes. Upon completing all interviews, the interviews were transcribed and then coded to find common themes and establish categories. The study used an independent co-reviewer process to establish interrater reliability.

Chapter 4: Findings

According to current statistics, most college basketball coaches are white, followed by Hispanic and Black coaches. In Division 1, from 2018 to 2019, 86.9% of all coaches, regardless of sport, were white (NCAA, 2018). The statistics from the 2007 to 2020 NCAA Division 1 basketball seasons have been reviewed and averaged to establish that the racial distribution among division 1 head basketball coaches has maintained at 34% minority and 66% white during this time (NCAA, 2018). Further analysis of the data found that during the 2019-2020 NCAA basketball season, African Americans made up 22.7% of all coaches in NCAA Division I men's basketball (NCAA, 2018). In 2018 (Lapchick, 2019), 53.6% of African American basketball players participated in Division I of the NCAA. For the 2019-2020 season, that number will decrease to 53.2%. (NCAA 2018).

This research aimed to identify and depict the enabling and inhibiting factors that have influenced the careers of African American NCAA Division I head basketball coaches. In addition, this study determined how African American NCAA Division I head basketball coaches track and measure success. The research also provided recommendations from African American Division I head basketball coaches for aspiring basketball coaches at all levels of coaching. In order to accomplish this, the study utilized a qualitative method to respond to the research questions that followed:

- RQ1: What strategies or best practices are employed by African American Division I head basketball coaches to become effective leaders and mentors?

- RQ2: What Challenges do African American Division I head basketball coaches encounter in becoming effective leaders and mentors?

- RQ3: How do African American Division I head basketball coaches define, measure, and track success?

- RQ4: What Recommendations or Advice do African American Division I head basketball coaches have for aspiring African American coaches?

To go further and acquire a stronger insight of the thoughts, plans, and actions of a successful African American NCAA Division I head basketball coach, interview questions were crafted that mirrored the research topics. In order to get the coaches' perspectives, insights, and personal experiences with the topic at hand, participants were asked to respond to a series of open-ended questions. The coaches' openness to feedback greatly improved the quality of data entry and analysis. In order to get to know each coach, the researcher asked them the following questions:

- IQ1: What would you say is the most effective way to coach in regards to leadership and mentoring?

- IQ2: What approaches or strategies have you used in the past that have shown to be successful in leadership and mentorship?

- IQ3: Describe your coaching strengths and how they have helped you to become a more successful leader and mentor?

- IQ4: As an African American male, what are the most significant coaching hurdles you have encountered in the course of putting your effective coaching techniques and practices into action?

- IQ5: What strategies did you use to overcome these challenges?

- IQ6: As an African American male, what have you found to be the most fulfilling aspects of coaching when it comes to teaching?

- IQ7: Could you tell me about your most successful sporting season and what made this particular season successful?

- IQ8: What additional metric(s) do you use to evaluate the performance of a sporting season? Also, how do you know you are succeeding as a coach?

- IQ9: Given what you know now, explain a circumstance in the past that, if you had the chance to do it again, you would have handled differently?

- IQ10: As an African American male, what cautionary tale(s) would you share with a potential coach who is just starting?

In cases when participants' answers to research-related interview questions were unclear or needed clarification, the researcher accompanied with follow-up questions that gave the participants an opportunity to expound on responses so they could be documented as precisely as possible. All individuals seemed to respond to all questions with ease. The participants identified no troubling questions.

In this chapter, the researcher provides the results of these statements and code them in a way that allows for summation of the data and analysis of the output, thereby portraying the experiences and information contributed by these participants throughout their coaching careers. The methods of data collection and the iterative assessment of codes to reach consensus on overarching themes from participant replies are also detailed in this chapter.

Participants

The selection of participants focused on interviewing 15 African American NCAA head basketball coaches willing to share their perspectives and life experiences to provide expert content to be analyzed and explained. All participants were African American Division I head coaches with at least one year of coaching experience.

This research study used purposeful sampling to identify an initial broad-based list of African American NCAA Division I head basketball coaches in order to thoroughly address all relevant aspects of the phenomena being researched. A particular participant selection process was used in order to meet detailed criteria to be designated as an expert collegiate athletic coach. The criteria for inclusion were:

- African American male NCAA Division I men's head basketball coaches.

- All Coaches that have a winning record.

- Researcher could identify and communicate through e-mail or professional social networking.

In order to verify the data that the list consisted of, the list of possible African American NCAA Division I head basketball coaches who met the inclusion requirements was cross-referenced with the information on each coach's respective publicly accessible institution website. This two-step validity approach reduced the final participant list to those who satisfied the inclusion requirements. Fifty coaches met the criteria for inclusion in the study.

It was anticipated that a sample size of 15 would be sufficient to capture the themes seen in responses to the 10 interview questions. After the last three interviews yielded no noteworthy new findings, it was decided that *saturation* was reached after the twelfth interview. In order to select the participants, direct contact was made with each coach using their university website-obtained e-mail and phone numbers. E-mail invites were issued to over 45 possible participants. More than 20 participants accepted the e-mail invitation. After establishing contact, a thank-you and another invitation to take part in the study were sent in a follow- up e-mail. A total of around 16 potentially beneficial participants were selected from the pool of applicants after exclusion and inclusion criteria were applied. When scheduled for an interview, 15 out of 16 individuals

were in a position to agree and commit to attending. An adequate sample size of potential participants was found by calculating the greatest variation calculation. .

Data Collection

In order to portray the primary themes of this study, interviews were captured, compiled, and coded. This phase of the research entailed arranging interviews with each participant and often included coordination with the primary and secondary assistants to the head coach from each university. Almost all of the participants were interviewed over the phone, with the remainder of the interviews conducted through the audio and video platform Zoom.

On May 9, 2022, permission from the IRB was issued (see Appendix A). Both interviews took place in 2022; the first occurred on May 16 and the second on May 20 (see Table 2). A consent form was issued via e-mail to everyone who agreed to be interviewed. In order to put them at ease and encourage them to offer questions, we started each interview with some light pleasantries. At the start of the interview, the subject was informed that a recording device would be used. Interviews lasted anywhere from 30 minutes to an hour. How long an interview lasted was proportional to the depth of the participant's answers and the stories told to confirm them. A follow-up question was asked if it seemed like there was any ambiguity in the replies given.

Table 2

Dates of the Participant Interviews

Participant	Interview Date
C1	May 16, 2022
C2	May 20, 2022
C3	May 23, 2022
C4	May 27, 2022
C5	May 31, 2022
C6	June 2, 2022
C7	June 6, 2022

Participant	Interview Date
C8	June 9, 2022
C9	June 13, 2022
C10	June 15, 2022
C11	June 17, 2022
C12	June 20, 2022

Data Analysis

Interviews were examined to develop a structure for analyzing results based on codes. The interviews were then analyzed, as a core component of this qualitative inquiry, we looked for potential sources of bias in the assessment of the acquired information. These prospective impacts are considered epoché or bracketing (Moustakas, 1994). The procedure guaranteed that participant narrative, not the researchers' personal views, were taken into account throughout the analytical process. Following Moustakas (1994), the participants' recorded comments and expressions were utilized in the code as procedure and provided precise instances of the impressions of their experiences.

After identifying the meaningful words and statements the participants used to explain what it was like for them, their main experiences were grouped and put into themes. Frequency charts were designed to sum up these interviewees' observations clearly and concisely. The results were documented, given different colors, and utilized during the subsequent phase of inter-rater evaluation.

Inter-Rater Review Process

Keywords and phrases from the interviews were identified and evaluated to determine similarities, resulted in the creation of subjects based on comparable reactions. A method of coding was designed to categorize topics into themes. The dissertation committee reviewed and provided input on these coded themes.

Data Display

Each anonymous participant, up to and including Participant 12, was referred to as Coach 1 (C1), Coach 2 (C2), and up to and including Coach 12 (C12). In this chapter, frequency charts are used to develop a graphical overview according to the findings acquired by organizing and analyzing the transcripts of each interview. To further understand how frequently asked questions relate to one another, we may look at the frequency charts. The research topics are listed sequentially. The charts' themes were derived from the commonalities between the participants' keywords and remarks. Each interview question elicited a number of recurring themes. An explanation of each subject is included with each chart. The perspective from the participants contains an explanation of the coding's origins and each theme's significance to the interviewees' original intentions and ideas. Every interview with a participant was transcribed word-for-word, the interviewee's words were utilized to identify recurring themes. This process avoided the researcher's perspective as much as possible.

Research Question 1

RQ1 asked, "What strategies or best practices are employed by African American division I head basketball coaches to become effective leaders and mentors?" The purpose of this question was to learn what current strategies and best practices are most effectively used by African American Division I head basketball coaches to become effective leaders and mentors.

To provide an answer, participants were asked the following three interview questions:

- IQ1: What would you say is the most effective way to coach in regards to leadership and mentoring?

- IQ2: What approaches or strategies have you used in the past that have shown to be successful in leadership and mentorship?

- IQ3: Describe your coaching strengths and how they have helped you to become a more successful leader and mentor?

These interview questions provided participants with an opportunity to expand in detail on their approach to leadership and personal experiences regarding leadership and mentorship.

Interview Question 1

Figure 1 displays the frequency of consistent responses from the 12 participants to IQ1 on the most effective way that African American Division I head basketball coaches would become their best versions of coaches, leaders, and mentors. The data revealed four major themes: (a) developing trust, (b) listening, (c) constructive advice, (d) integrity.

Figure 1

Interview Question 1 Results
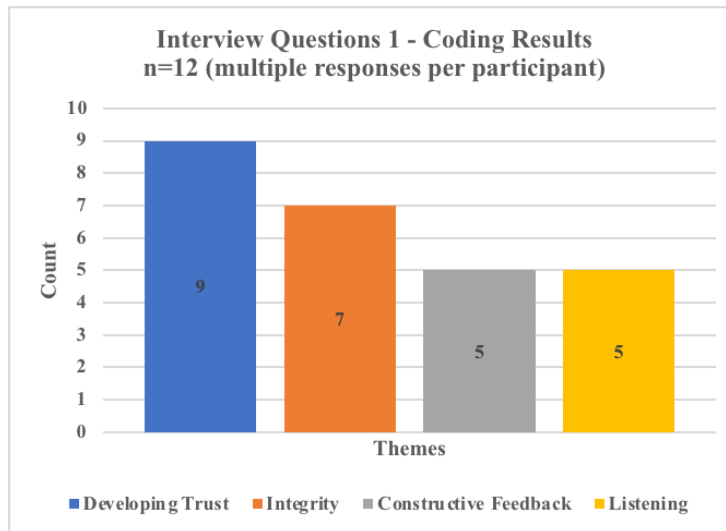
Developing Trust. Developing trust emerged as a best practice to become an effective leader and mentor. Nine of the 12 African American Division I men's head basketball coaches (75%) believed that developing trust is vital in becoming an effective coach, leader, and mentor. C3, C5, C9, and C11shared that developing trust results in solid team cohesiveness and improves

a coach's ability to cultivate their student athletes and team to their best potential through honesty and transparency. C1, C2, C9, and C12 also shared that the better the relationship between the coach and the team members, the higher the coach's confidence will be in the entire team. C9 also shared that a rapport is established, coaching will accelerate, and that coach will become more effective.

Integrity. Integrity emerged as a best practice to become an effective leader of mentor. Seven of the twelve African American Division I men's basketball coaches (58%) believed it is important to display integrity when becoming an effective coach, leader, and mentor. C4,C6, C7 and C8 all shared that when coaches educate and coach with integrity, they impart life lessons to their athletes. Still impressionable, these elite athletes rely on their coaches for encouragement, guidance, and feedback. C9 and C11 shared that If coaches emphasize winning and losing excessively without stressing integrity, the student athletes will undoubtedly adopt this attitude. C10 also shared that a high level of integrity will also assist with building trust between the student athletes and the coach staff.

Constructive Feedback. Constructive feedback emerged as a best practice to become an effective leader and mentor. Five out of twelve African American division I men's basketball coaches (45%) believed it is important to give constructive advice in or to become an effective coach, leader, and mentor. C1, C4 and C5 shared that the goal of constructive feedback is to supply a person with knowledge that will lead to improvements or corrections. C1 also shared that constructive feedback is significant because it promotes the personal and professional development of his team.

Listening. Listening emerged as the best practice to become an effective leader and mentor. Five out of twelve African American Division I men's basketball coaches (45%)

believed it is important to practice listening especially active listening. C2, and C9 shared that listening is crucial to create a strong connection with student athletes because listening allows coaches to understand any issue and begin to solve difficulties in more detail. C9 shared that listening helps people build and keep relationships, and as coaches, it's important to build trust and make sure student athletes feel safe. C10 shared that most of the time during practice, coaches have to really listen, which is a skill that needs to be learned and mastered. C10 also shared that listening is so important to our jobs and so much a part of our everyday lives that we should never take it for granted.

Interview Question 2

Figure 2 displays the frequency of consistent responses from the 12 participants to IQ2 on the approaches and strategies that African American Division I head basketball coaches use in order to be successful coaches, leaders, and mentors. The data revealed four themes: (a) clarity, (b) consistency, (c) structure, (d) accountability.

Figure 2

Interview Question 2 Results
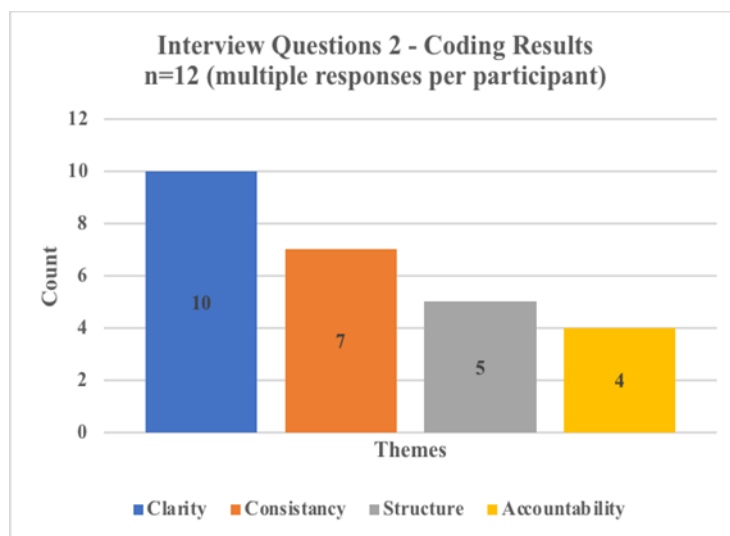
Clarity. Clarity emerged as a strategy to be a successful leader and mentor. Ten of the 12 African American Division I men's head basketball coaches (83%) believed that clarity and transparency in communicating expectations, objectives, standards, and emotions are vital to a successful coach, leader, and mentor. C2, C3, C4, C5, C9, and C11 all shared that coaches who display clear communication with their student athletes and provide positive feedback and constructive criticism in ways that can genuinely improve performance and motivation will be successful coaches, leaders, and mentors. C3 and C5 shared that a successful coach, leader, and mentor must clearly articulate their vision, purpose, and expectations to their student athletes and the other coaches in or to be successful.

Consistency. Consistency emerged as a strategy to be a successful leader and mentor. Seven of the 12 African American Division I men's head basketball coaches (58%) believed that being consistent with your words and actions is important as a successful coach, leader, and mentor. C1, C2, C4, C5, C8, and C10 all shared that consistency is key to becoming a successful coach, leader, and mentor. C1, C2, and C5 shared that consistency requires dedicating to a goal and sustaining focus on the items and tasks required to achieve that goal. C10 shared that consistency is making continual attempts to do things consistently until the goals are attained, which often requires an ongoing dedication. C2 and C8 shared that great coaches, leaders, and mentors are consistent in their words and actions. C5 and C10 shared that not only do great coaches prioritize their student athletes, but they also prioritize how consistent they are with their student athletes and other coaches. C10 also shared that constancy may be one of a coach's most important character traits and that consistency cannot be expected from the team if the coach is inconsistent. C4 shared that without consistency in the words and actions of the coach, it cannot be expected of the student athletes to be consistent regarding their behavior and play.

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Structure. Structure emerged as a strategy to be a successful leader and mentor. Five of the 12 African American division I men's head basketball coaches (42%) believed that structure is essential for a successful coach, leader, and mentor. C1, C3, and C9 shared that structure from the coach is needed in all aspects of coaching and needs to be conveyed and displayed to and for their student-athletes. C3 and C9 shared that coaches are responsible for developing strategies and plays that may be used in various settings and environments. C9 also shared that a successful coach leads the team throughout competition and practice, has regular meetings, and sets up practice and training programs for players, which are all structured by the coach.
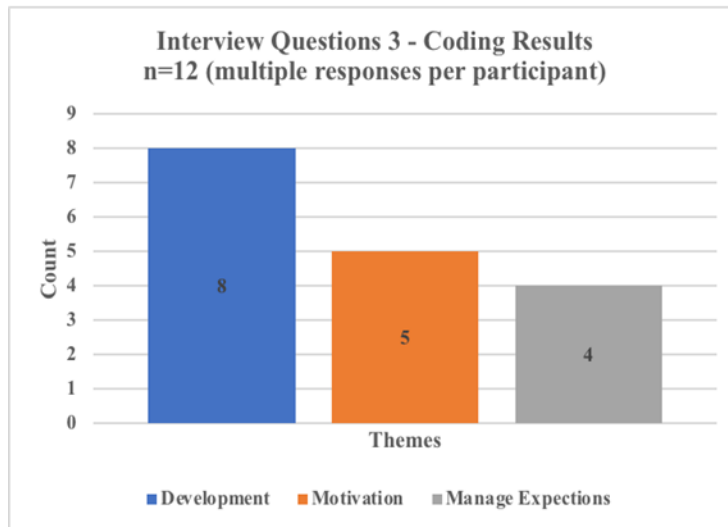
Accountability. Accountability emerged as a strategy to be a successful leader and mentor. Four of the 12 African American Division I men's head basketball coaches (33%) believed that accountability is vital for a successful coach, leader, and mentor. Accountability is also essential for team success. C1, C7, and C12 shared that without accountability, the team lacks the tools and ability to confront poor performance or poor character. C7 shared that without this honest evaluation of the team, the team can no longer perform at its peak. C7 also shared that coaches and student-athletes grow and learn from their mistakes when they are accountable. C12 shared that accountable student-athletes act responsibly on and off the court. C12 also shared that when student-athletes are accountable, they talk to each other, show who they are, and prepare for success.

Interview Question 3

Figure 3 displays the frequency of consistent responses from the 12 participants to IQ3 on strengths that African American Division I head basketball coaches display in order to be successful coaches, leaders, and mentors. The data revealed three major themes: (a) development, (b) motivation, (c) manage expectations.

Figure 3

Interview Question 3 Results

Development. Student-athlete and the coach development emerged as a strength to be a successful leader and mentor. Eight of the 12 African American Division I men's head basketball coaches (67%) believed that developing the student-athlete and self is essential for becoming a successful coach, leader, and mentor. C3, C4, C7, C8, and C9 shared that development is based on student-athletes' goals and expectations. A successful coach will shape the student-athletes development, so it provides them with the greatest possibility for growth and success. C9 also shared that the coach is responsible for regularly monitoring, enhancing, and developing a student-athletes potential and growth on and off the court. C4 shared that successful coaches also work hard to develop themselves to improve their student-athletes, other coaches, and team.

Motivation. Motivation emerged as a strength to be a successful leader and mentor. Five of the 12 African American Division I men's head basketball coaches (42%) believed that the motivation of the student-athletes and the coach is critical for a successful coach, leader, and mentor. C1, C2, C11, and C12 shared that motivation is an essential component of successful coaching. C2 and C12 shared that it is the responsibility of the coach to encourage players to

embrace their self-confidence and feel empowered. C1 and C11 shared that a coach should be as passionate about basketball as the student-athlete or even more so. A coach can use this passion to motivate and inspire student-athletes. C1 and C11 also shared that motivation will turn into positive enthusiasm and energy spread quickly in a positive, competitive environment.

Manage Expectations. Managing expectations emerged as a strength to be a successful leader and mentor. Four out of 12 African American Division I men's head basketball coaches (33%) believed that managing the expectations of the student-athlete and coaching staff is crucial for a successful coach, leader, and mentor. C4 and C8 shared that managing student-athlete, team, coach, and coaching staff expectations are some of the most crucial and sometimes difficult responsibilities a coach can have. C8 also shared that successful coaching requires the ability to manage expectations, control communication, also attach responsibility to either.

Research Question 1 Summary

RQ1 asked, "What strategies or best practices are employed by African American Division I head basketball coaches to become effective leaders and mentors?"

IQ1 asked, "What would you say is the most effective way to coach in regards to leadership and mentoring?"

IQ2 asked, "What approaches or strategies have you used in the past that have shown to be successful in leadership and mentorship?"

IQ3 stated, "Describe your coaching strengths and how they have helped you to become a more successful leader and mentor."

In analyzing the data three best practices emerged: (a) best practice of developing trust, (b) best practice of clarity of communication, and (c) the best practice of the development in regards to the student-athlete, coach, and coaching staff in all aspects possible.

Research Question 2

RQ2 asked, "What challenges do African American Division I head basketball coaches encounter in becoming effective leaders and mentors?" The intent of the question was to learn about the challenges faced by African American division I head basketball coaches when becoming effective leaders and mentors. Participants were given the following two interview questions to assist in answering the research question:

- IQ4: As an African American male, what are the most significant coaching hurdles you have encountered in the course of putting your effective coaching techniques and practices into action?

- IQ5: What strategies did you use to overcome these challenges?

These interview questions encouraged the participant to discuss all of the challenges encountered in becoming effective leaders and mentors and share personal experiences in regards to those challenges.

Interview Question 4

Figure 4 displays the frequency of consistent responses from the 12 participants to IQ4 on the most significant coaching hurdles that an African American Division I head basketball coach would encounter. The data revealed three major themes: (a) proficiency, (b) change the narrative, (c) recruiting.

Proficiency. The proficiency of the head coach emerged as a challenge in becoming a successful coach, leader, and mentor. Seven of the 12 African American Division I men's head basketball coaches (58%) believed that assumed non-proficiency continues to be a barrier to becoming a successful coach, leader, and mentor. C1, C3, C4, and C9 shared that there is still a stereotypical stigma regarding African American coaches and their coaching skill sets. C3 and

C9 shared that African American coaches do not benefit from assumed proficiency as others tend to. It is quite the opposite. C9 also shared that another stereotype about African American coaches is that they are better at recruiting than being a strategist and a leader.

Figure 4

Interview Question 4 Results
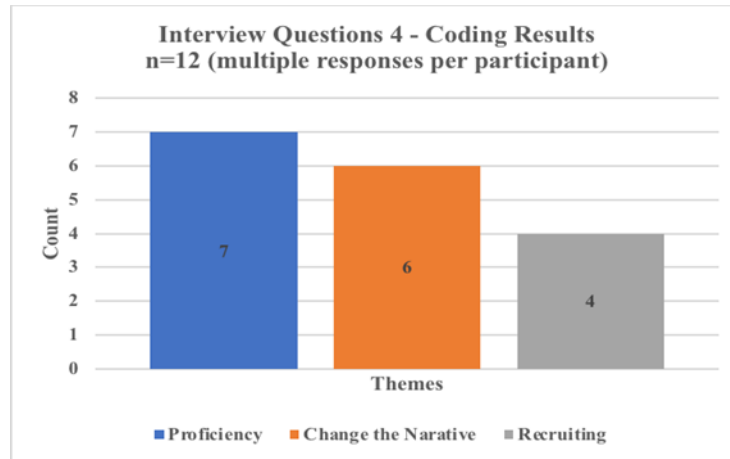
Change the Narrative. Changing the narrative emerged as a challenge in becoming a successful coach, leader, and mentor. Six of the 12 African American Division I men's head basketball coaches (50%) believed that changing the narrative that has already been assumed for them continues to be a barrier to becoming a successful coach, leader, and mentor and is extremely difficult to accomplish. C2, C3, C5, and C11 shared that a negative narrative can be overcome by winning and proven proficiency, but this sometimes takes more time than the institution is willing to give. C11 also shared that the already established false narrative will impact how the institution views and treats the coach even before the season begins, which will impact staffing decisions and day-to-day operations, which will impact the student-athletes.

Recruiting. Student-athlete recruiting emerged as a challenge in becoming a successful coach, leader, and mentor. Four of the 12 African American division I men's head basketball coaches (33%) believed that recruiting continues to be a barrier to becoming a successful coach,

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leader, and mentor. C1 shared that recruiting has become a challenge since covid 19, and specific

NCAA rules have been implemented. C1 and C4 shared that negative recruiting also occurs. C4

shared that negative recruitment happens when coaches and others speak poorly about other

coaches and schools that are attempting to recruit a student-athlete in front of that potential

athlete and their parents or associates. C4 also shared that negative recruitment happens often

and is often based on negative stereotypes rather than actual facts.

Interview Question 5

Figure 5 displays the frequency of consistent responses from the 12 participants to IQ5 on

what was done to overcome challenges that an African American Division I head basketball

coach encounter. The data displayed three significant themes: (a) versatility, (b) fortitude, (c)

resilience.

Figure 5

Interview Question 5 Results
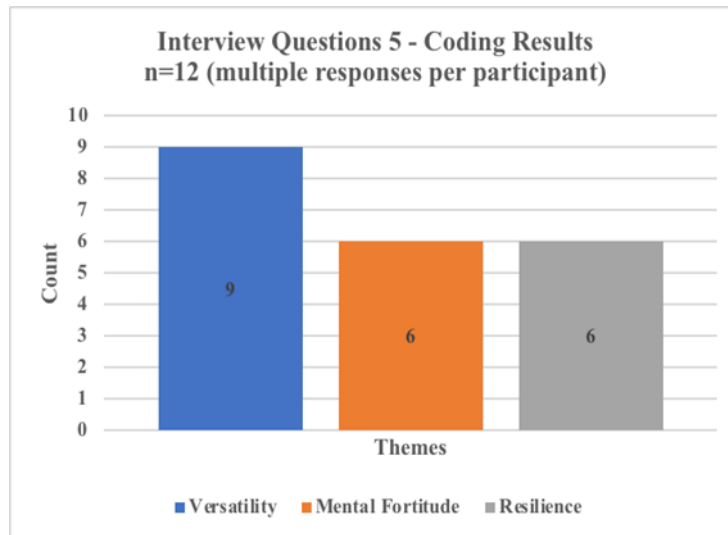
Versatility. Versatility emerged as a method of handling challenging circumstances and

become a successful coach, leader, and mentor. Nine of 12 African American Division I men's

head basketball coaches (75%) believed versatility is essential in overcoming challenges to

become a successful coach, leader, and mentor. C1, C4, C5, C9, and C10 shared versatility allows coaches to adjust and adapt to communicate better and build a solid foundation with their student-athletes. C4 and C9 shared that versatility is a powerful tool for improving and maximizing student-athletes and coaching staff performance. C9 also shared that being versatile will teach the student-athletes and coaching staff how to adjust and adapt to most situations.

Mental Fortitude. Mental fortitude emerged as a strategy to overcome challenges and become a successful coach, leader, and mentor. Six of 12 African American Division I men's head basketball coaches (50%) believed that mental fortitude is essential in overcoming challenges to become a successful coach, leader and mentor. C3, C6, C7 and C11 shared that mental fortitude will assist coaches in overcoming challenges and will set the example for their student-athletes and staff. C6 and C7 shared that mental fortitude could possibly be the key difference between successful and unsuccessful head coaches. C7 also shared that mental fortitude is contagious and will positively benefit your student athlete and coaching staff.

Resilience. Resilience has emerged as a strategy to overcome challenges and become a successful coach, leader, and mentor. Six of 12 African American Division I men's head basketball coaches (50%) believed that resilience is critical in overcoming challenges to become a successful coach, leader, and mentor. C2, C8, C9, and C10 shared that resiliency enables coaches and student-athletes to rebound from setbacks more effectively. C9 and C10 shared that a resilient, optimistic mindset provides coaches and student-athletes a competitive edge when competing.

Research Question 2 Summary

RQ2 asked, "What challenges do African American Division I head basketball coaches encounter in becoming effective leaders and mentors?" The two Interview Questions were:

IQ4 asked, "As an African American male, what are the most significant coaching hurdles you have encountered in the course of putting your effective coaching techniques and practices into action?"

IQ5 asked, "What strategies did you use to overcome these challenges?" In analyzing the data two best practices emerged: (a) the best practice of proficiency, and (b) the best practice of versatility.

Research Question 3

RQ3 asked, "How do African American Division One head basketball coaches define, measure, and track success?" The purpose of this question was to learn about the current approaches and methods used by African American Division I head basketball coaches to measure and track success. Participants were given the following three interview questions to assist in answering the research question:

- IQ6: As an African American male, what have you found to be the most fulfilling aspects of coaching when it comes to teaching?

- IQ7: Could you tell me about your most successful sporting season and what made this particular season successful?

- IQ8: What additional metric(s) do you use to evaluate the performance of a sporting season? Also, how do you know you are succeeding as a coach?

These interview questions prompted the respondent to provide detailed about their approach to measure and track success within their programs and within themselves.

Interview Question 6

Figure 6 displays the frequency of consistent responses from the 12 participants to IQ6 on what an African American Division I head basketball coach has found to be the most fulfilling

aspects of coaching with it comes to teaching. The data displayed three significant themes:

(a) mentoring, (b) generational influence, (c) coaching manifestation.

Figure 6

Interview Question 6 Results

Interview Questions 6 - Coding Results
n=12 (multiple responses per participant)
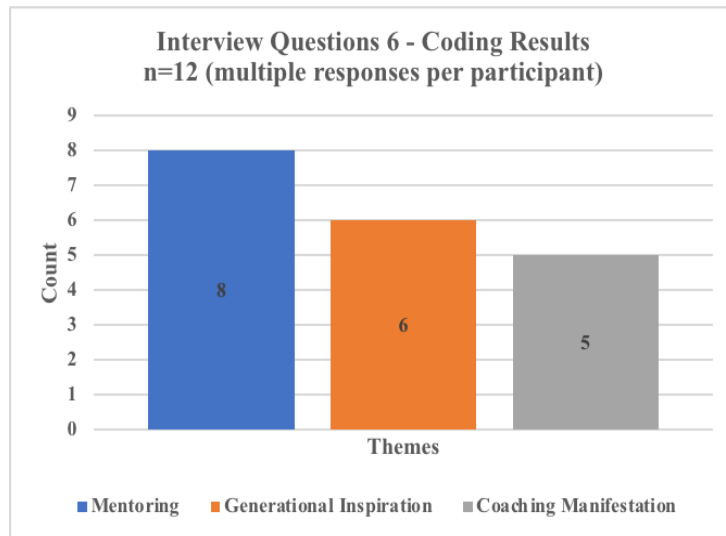
Mentoring. Mentoring emerged as one of the most fulfilling aspects of coaching regarding being a successful leader and mentor. Eight of the 12 African American Division I men's head basketball coaches (67%) believed that mentoring is one of the most fulfilling aspects of coaching and is essential in measuring coaching success. C3, C4, C9, and C12 shared that witnessing a student-athlete or a coach on staff thriving and succeeding using what was learned from received mentoring is one of the most fulfilling aspects of coaching. C9 and C12 shared that witnessing mentoring becoming a reality is a great measuring stick and very satisfying as a coach and mentor.

Generational Inspiration. Generational inspiration emerged as one of the most fulfilling aspects of coaching regarding being a successful leader and mentor. Six of the twelve African American division I men's head basketball coaches (67%) believed that being a generational

inspiration is one of the most fulfilling aspects of coaching and is essential in measuring coaching success. C1, C2, C3, and C5 shared that being able to inspire generations of student-athletes and the generations that come after is rewarding and fulfilling. C3 and C5 shared that there is no better feeling than to know that the next generation speaks highly of what was accomplished as a coach, leader, and mentor.

Coaching Manifestation. Coaching manifestation emerged as one of the most fulfilling aspects of coaching regarding being a successful leader and mentor. Five of the 12 African American Division I men's head basketball coaches (50%) believed that coaching manifestation is one of the most fulfilling aspects of coaching and is vital in measuring coaching success. C2, C4, and C8 shared that watching the coaching plan manifest itself on the practice court and then in the game and succeed is one of the most gratifying feelings a coach can have. C4 shared that coaching manifestation becomes even more fulfilling when the foundational fundamentals of the game plan no longer need to be coached and become a game habit.

Interview Question 7

Figure 7 displays the frequency of consistent responses from the 12 participants to IQ7 on what an African American division I head basketball coach has found to be their most successful sporting season regarding measuring and tracking success. The data displayed three important themes: (a) achieve full potential, (b) over-deliver, (c) accomplish goals.

Figure 7

Interview Question 7 Results
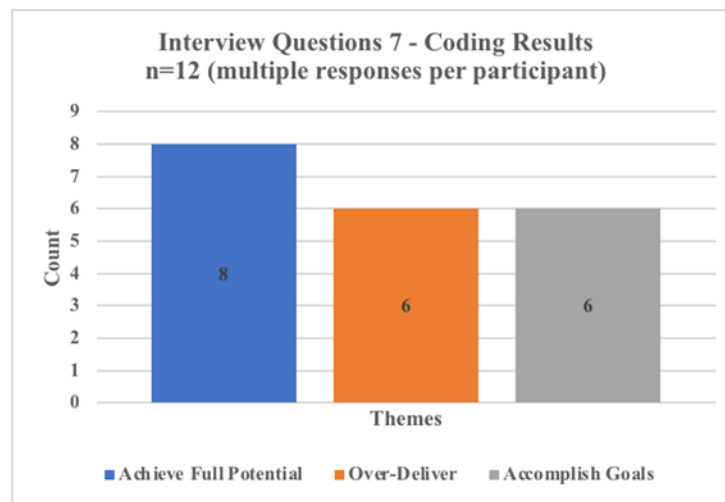
Achieving Full Potential. Achieving full potential emerged as a desirable outcome in the measuring and tracking of a successful sporting season regarding measuring and tracking success. Eight of the 12 African American Division I men's head basketball coaches (67%) believed that achieving full potential is one of the most desirable outcomes at the end of a successful season. C1, C3, C4, C9, and C11 shared that coaches assist student-athletes and coaching staff to achieve their mission and vision on and off the court for any particular season and that mission and vision are achieved then, that season is deemed to be a successful one. C9 and C11 shared that the more student-athletes or members of the coaching staff achieve their mission and vision for the season, the more successful that season becomes.

Over-Deliver. Being able to over-deliver emerged as a desirable outcome in the measuring and tracking of a successful sporting season regarding measuring and tracking success. Six of the 12 African American Division I men's head basketball coaches (67%) believed that being able to over-deliver is one of the most desirable outcomes at the end of a successful season. C2, C3, C5, and C7 shared that when a student-athlete, coach, or coaching

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staff over delivers on the expected outcomes of a season, then that season would be considered successful. C2 and C5 shared that student-athletes, coaches, and the coaching staff feel successful when they all over-deliver on a shared mission or goal.

Accomplish Goals. Being able to accomplish goals emerged as a desirable outcome in the measuring and tracking of a successful sporting season regarding measuring and tracking success. Six of the twelve African American division I men's head basketball coaches (67%) believed that accomplishing goals is one of the most desirable outcomes at the end of a successful season. C4, C5, C6, and C10 shared that goals allow a coach and a student-athlete to transform a shared and unified vision into reality. C5 and C10 shared that coaches are responsible for providing direction for physical and mental development. C10 shared that a good coach is responsible for turning that direction into a vision and making that vision a goal for the student-athlete. C10 also shared that a successful coach inspires the student-athlete to accomplish that goal, and in turn, the coach will accomplish his vision.

Interview Question 8

Figure 8 displays the frequency of consistent responses from the 12 participants to IQ8 on what additional metrics do African American Division I head basketball coaches use to evaluate the performance of a sporting season and how to know if a coach is succeeding. The data displayed three important themes: (a) return on expectation, (b) performance level, (c) wins and losses.

Return on Expectation. Return on expectation emerged as an additional metric to evaluate a sporting season's success and ascertain a coach's and student-athletes performance for a particular season. Seven of 12 African American Division I men's head basketball coaches (58%) believed that return on expectation is a good additional metric to evaluate performance.

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C4, C6, C9, and C12 shared that return on expectation is a process of transforming sometimes unclear expectations into visible, quantifiable results that can be measured and evaluated by a coach, student-athlete, and coaching staff. C9 and C12 shared that setting clear exceptions and aligning them with goals will assist the coach and coaching staff with student-athlete development. C12 shared that after the season, a coach can get a precise measure of a season when the expected goals are compared to the actual goals.

Figure 8

Interview Question 8 Results
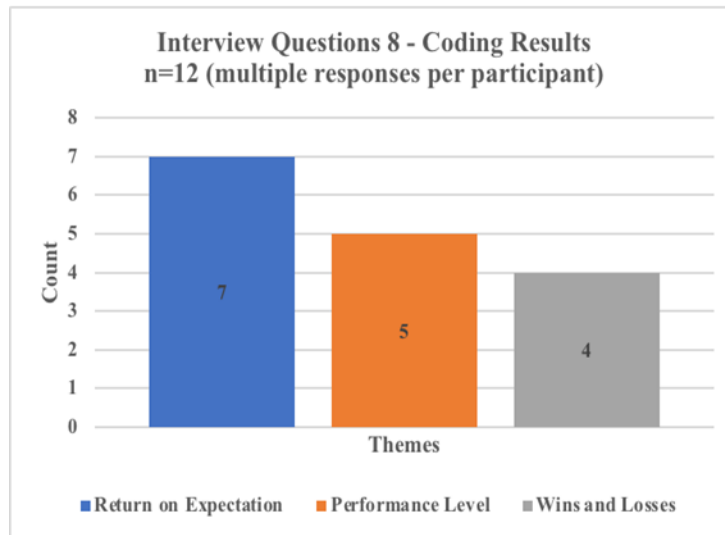
Performance Level. Performance level emerged as an additional metric to evaluate a sporting season's performance and ascertain a coach's success for that particular season. Five of 12 African American Division I men's head basketball coaches (42%) believed that measuring performance levels is a good additional metric to evaluate performance. C1, C2, C4, and C8 shared that measuring performance levels in statistical production, effort, and other analytical data is critical in evaluating a sports season. C2 and C4 shared that statistical production and

analytics are relied on at their universities to measure performance levels, strategize, and game plan.

Wins and Losses. Wins and losses emerged as an additional metric to evaluate a sporting season's performance and ascertain a coach's success for that particular season. Four of 12 African American Division I men's head basketball coaches (33%) believed that evaluating wins and losses is a good additional metric to evaluate performance. C5, C10, and C12 shard that evaluating aspects of each win and loss assist coaches and student-athletes in evaluating the sports season. C10 shared that evaluating wins and losses early on in a season also allows a coach and student-athletes to uncover strengths and weaknesses sooner to improve the possibility of a successful season. C10 also shared that analytics are important when evaluating wins vs. losses because the evaluations become more reliable and efficient.

Research Question 3 Summary

RQ3 asked, "How do African American Division I head basketball coaches define, measure, and track success?" The three interview questions associated with this research question are:

IQ6 asked, "As an African American male, what have you found to be the most fulfilling aspects of coaching when it comes to teaching?"

IQ7asked, "Could you tell me about your most successful sporting season and what made this particular season successful?"

IQ8 asked, "What additional metric(s) do you use to evaluate the performance of a sporting season? Also, how do you know you are succeeding as a coach?"

In analyzing the data three additional metrics to evaluate a sporting season emerged: (a) mentoring, (b) achieve full potential, and (c) return on expectation.

Research Question 4

RQ4 asked, "What recommendations or advice do African American Division I head basketball coaches have for aspiring African American coaches?" The purpose of this question was to learn what advice would be given by African American Division I head basketball coaches to aspiring African American coaches. Participants were given the following two interview questions to assist in answering the research question:

- IQ9: Given what you know now, explain a circumstance in the past that, if you had the chance to do it again, you would have handled differently?

- IQ10: As an African American male, what cautionary tale(s) would you share with a potential coach who is just starting?

These interview questions empowered the participant to fully explain their circumstances, cautionary tales, and freely share personal experiences.

Interview Question 9

Figure 9 displays the frequency of consistent responses from the 12 participants to IQ9 on given past circumstances and what is known now, how would an African American Division I head basketball coach handle circumstances differently. The data displayed three important themes: (a) Mindful Coaching Decisions, (b) Emotional Intelligence, (c) Consistent Education .

Mindful Coaching Decisions. Making more mindful coaching decisions emerged as something that a coach would do in order to change or handle situations differently in the past. Eight of 12 African American division I men's head basketball coaches (67%) believe that making more mindful coaching decisions is essential advice to pass on to an aspiring coach. C1, C3, C5, and C9 shared that making more mindful coaching decisions could have changed past outcomes and would be great advice to pass on to aspiring coaches. C5 and C9 shared that being

more mindful would have allowed them to actively listen and pay attention more to what was going on with their student-athletes so more sound decisions could have been made on their behalf.

Figure 9

Interview Question 9 Results

Interview Questions 9 - Coding Results
n=12 (multiple responses per participant)

■ Mindful Coaching Decisions ■ Emotional Intelligence ■ Constant Education
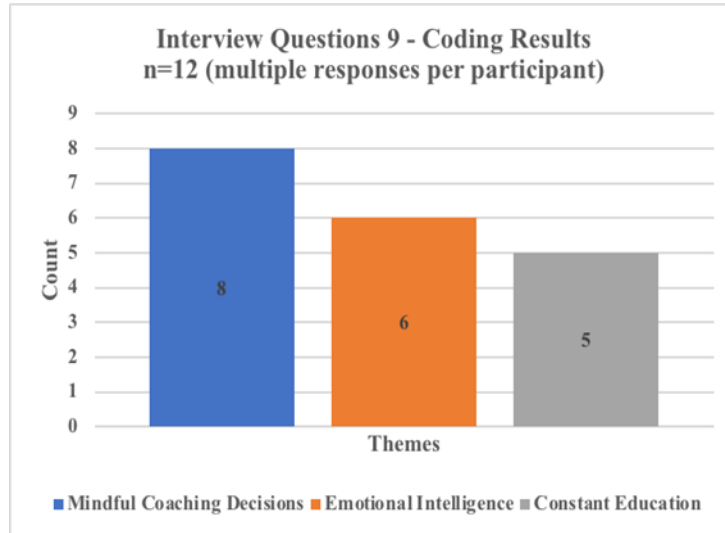
Emotional Intelligence. Coaching with emotional intelligence emerged as something that a coach would do to change or handle situations differently in the past. Six of 12 African American Division I men's head basketball coaches (50%) believe that coaching with emotional intelligence is crucial advice to pass on to an aspiring coach. C2, C4, C10, and C12 shared that coaching with emotional intelligence instead of too much emotion could have changed past outcomes and would be great advice to pass on to aspiring coaches. C4 and C10 shared that a coach with emotional intelligence will remain calmer under pressure than a coach without emotional intelligence. C12 shared that a coach lacking emotional intelligence will make more unforced mistakes due to emotional decision-making.

Constant Education. A coach who is engaging in constant education emerged as something that a coach would do in order to change or handle situations differently in the past.

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Five of 12 African American Division I men's head basketball coaches (33%) believe that a coach who is engaged in constant education is critical advice to pass on to an aspiring coach. C6, C7, C8, and C11 shared that a coached engaged in constant education is always learning and evolving and will learn from their past mistakes. C7 and C11 shared that a coach engaged in constant learning will also make a consistent effort not to make the same mistake twice.

Interview Question 10

Figure 10 displays the frequency of consistent responses from the 12 participants to IQ10 as an African American Division I head basketball coach what cautionary tales should be shared with a potential coach who is just starting. The data displayed 3 important themes:

   (a) adaptability, (b) selective memory, (c) enthusiasm.

Figure 10

Interview Question 10 Results
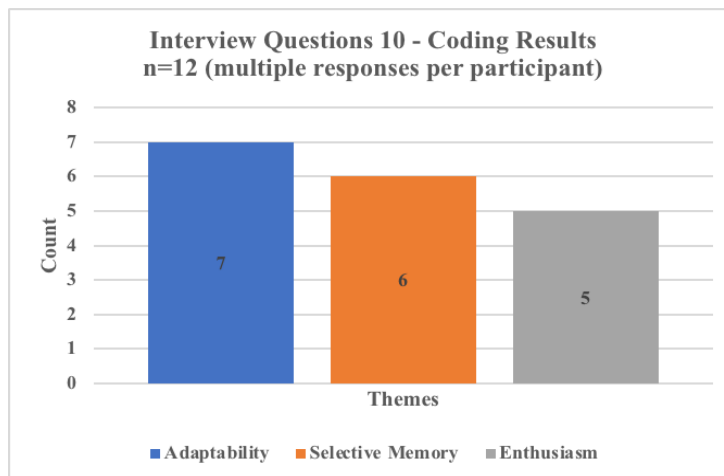
Adaptability. No adaptability emerged as an example of a cautionary tale and something to be shared with a potential coach who is just starting. Seven of 12 African American Division I men's head basketball coaches (58%) believe that being willing to adapt in many situations is critical and is advice that should be shared with potential coaches. C1, C4, C9, and C11 shared

that being adaptable allows a coach to adjust quickly to meet the needs of their student-athletes and coaching staff while all are driving towards a unified goal. C4 and C9 shared that they wished they would have learned how to be adaptable earlier in their careers, allowing them to shift their energy into a more positive direction sooner instead of wasting energy on bad situations.

Selective Memory. No selective memory emerged as an example of a cautionary tale and something to be shared with a potential coach who is just starting. Six of 12 African American Division I men's head basketball coaches (50%) believe that having selective memory is crucial and is advice that should be shared with potential coaches. C2, C5, C10, and C12 shared that selective memory is the ability to choose not to remember negativity and certain negative stereotypes that seem to hinder African American coaches. C2 and C10 shared that as great shooters have selective memory, so should good coaches. C10 shared that a good coach uses selective memory to discard negativity in order to cultivate team chemistry and a positive environment.

Enthusiasm. No enthusiasm emerged as an example of a cautionary tale and something to be shared with a potential coach who is just starting. Five of 12 African American Division I men's head basketball coaches (42%) believe that having enthusiasm and energy is critical and is advise that should be shared with potential coaches. C1, C6, and C7 shared that enthusiasm and energy is contagious and can spread throughout a positive team environment. C1 and C7 shared that a coach showing enthusiasm and passion help student-athletes understand that the coach and student athlete share the same goals and expectations. C1 shared that when a coach seems distracted or not showing interest, players pick up on that and play the same way.

Research Question 4 Summary

RQ4 asked, "What recommendations or advice do African American Division I head basketball coaches have for aspiring African American coaches?" The two interview questions were asked of the participants:

IQ9 asked, "Given what you know now, explain a circumstance in the past that, if you had the chance to do it again, you would have handled differently?"

IQ10 asked, "As an African American male, what cautionary tale(s) would you share with a potential coach who is just starting?"

In analyzing the data two additional metrics to discover what advice would be given by African American Division I head basketball coaches to aspiring African American coaches emerged: (a) make mindful coaching decisions, and (b) adaptability.

Chapter Summary

RQ1 asked, "What strategies or best practices are employed by African American Division I head basketball coaches to become effective leaders and mentors?" Three frequent best practices emerged from the dataset: (a) the best practice of developing trust, (b) the best practice of clarity of communication, and (c) the best practice of development in regards to student-athlete and coaching staff development.

RQ2 asked, "What challenges do African American Division I head basketball coaches encounter in becoming effective leaders and mentors?" Two frequent challenges emerged from the dataset: (a) the challenge of proficiency in regards to coaching, leading and mentoring, and (b) the challenge of versatility in regards to coaching, leading, and mentoring.

RQ3 asked, "How do African American Division I head basketball coaches define, measure, and track success?" Three frequent ways to define, measure and track success emerged

from the dataset: (a)defining, measuring, and tracking mentoring success for the student-athlete, coach, coaching staff; (b) defining, measuring, and tracking achieving full potential for the student-athlete, coach, and coaching staff; and (c) defining, measuring and tracking the return on expectation from the student-athlete, coach, and coaching staff.

RQ4 asked, "What recommendations or advice do African American Division I Head Basketball Coaches have for aspiring African American coaches?" Two frequent ways to recommend or advice future African American head basketball coaches emerged from the dataset: (a)coaches need to make mindful coaching decision, and (b) coaches need to develop adaptability.

Table 3 summarizes the themes for the research questions. In Chapter 5, the findings of the research will be summarized, suggestions for further study will be made, and general conclusions will be provided about the research.

Table 3

Summary of Themes for Four Research Questions

RQ1. Best Practices	RQ2. Challenges and Barriers	RQ3. Measurements of Success	RQ4. Recommendations
Developing Trust	Proficiency	Mentoring	Mindful Coaching Decisions
Integrity	Change the Narrative	Generational Inspiration	Emotional Intelligence
Constructive Feedback	Recruiting	Coaching Manifestation	Constant Education
Listening	Versatility	Achieving Full Potential	Adaptability
Clarity	Fortitude	Over-Deliver	Selective Memory

RQ1. Best Practices	RQ2. Challenges and Barriers	RQ3. Measurements of Success	RQ4. Recommendations
Consistency	Resilience	Accomplish Goals	Enthusiasm
Structure		Return on Investment	
Accountability		Performance Level	
Development		Wins and Losses	
Motivation			
Manage Expectations			

Note. The themes discovered in the data analysis are summarized in this table.

Chapter 5: Summary, Discussion, Implications, Conclusions, and Recommendations

Introduction

An essential advantage of research gathered from experts is their ability to grasp macro concepts and distinguish between important and unimportant data (Bjorklund & Eloranta, 2008). This research and dissertation are significant because as hiring increases, overall tenure for African American NCAA Division I basketball head basketball coaches continue to decrease. Because of this, it is essential to comprehend the best practices of these African American head coaches. Current first had knowledge and data on the significant success criteria of successful African American NCAA Division I men's head basketball coaches will ultimately contribute to and expand the coaching pool and hopefully increase the tenure of current and future African American coaches.

The study aimed to identify critical success factors utilized by African American Division I men's head basketball coaches and the challenges encountered while implementing these best practices. The study also identified how African American NCAA Division I head basketball coaches identify, measure, and track success and what advice they would have for prospective or current African American college basketball coaches. The study also intended to understand better how successful African American Division I men's head basketball coaches maintain high-performance levels. This study aimed to add to the current body of information, to assist current coaches, and assist prospective coaches to improve their best practices in order to improve student-athletes academic and athletic careers. This chapter will discuss the results of the study, future recommendations, and conclusions about the research.

Research Questions

  This research aimed to identify and depict the enabling and inhibiting factors that have influenced the careers of African American NCAA Division I head basketball coaches.

- RQ1: What strategies or best practices are employed by African American Division I head basketball coaches to become effective leaders and mentors?

- RQ2: What challenges do African American Division I head basketball coaches encounter in becoming effective leaders and mentors?

- RQ3: How do African American Division I head basketball coaches define, measure, and track success?

- RQ4: What Recommendations or Advice do African American Division I head basketball coaches have for aspiring African American coaches?

Summary of Study

  All 12 participants were African American NCAA Division I head basketball coaches at the time of the interviews. Also, all 12 participants were considered successful NCAA Division I basketball coaches. Information was obtained via conversational, one-on-one interviews. Inter-rater reliability as well as validity were determined using a three-stage process. The primary investigator separately categorized each data element. The table's row titles were determined through content analysis based on the primary topics uncovered in the Excel table. In each column, adjacent to its individual row's title, were the keywords used to determine the themes. To improve external validity and create reliable and consistent ratings of the findings, two external assessors assessed the outcomes of the coding procedure. The evaluators were given the procedure code and the resultant classification themes for verification. The validity of the coding findings was maintained when both assessors and the researcher agreed to the process. The

researcher and two external reviewers reviewed correction suggestions for the resultant codes and categories. Disputed issues were referred to the dissertation committee for final evaluation and determination when the group debate failed to produce unanimity.

This study found 10 best practices that were identified by 12 African American NCAA Division I head basketball coaches:

- The best practice of developing trust: Developing trust is a technique/strategy that assists African American coaches in building team and coaching staff bonds and cohesiveness through honesty and transparency.

- The best practice of clarity: Clarity is a technique/strategy that assists African American coaches in being clear and precise in the communication of intentions, targets, and criteria, vision, and purpose to the student-athletes and coaching staff, not only with words but with actions.

- The best practice of development: Development is a strength/skill that assists African American coaches in the development of the student-athlete, and coaching staff based on the student athletes and coaching staff's goals and expectations.

- The best practice of proficiency: Proficiency is a skill set that African American coaches need to prove to be over competent in to be considered by future student-athlete recruits and accepted by peers in the coaching industry.

- The best practice of versatility: Versatility is a strength/skill that assists African American coaches in adjusting and adapting to communicate better and build a solid foundation with their student-athletes and coaching staff.

- The best practice of mentoring: Mentoring is a strength/skill that is most fulfilling for African American coaches. Mentoring allows a coach to witness their student-athlete

or their coach on staff thrive and succeed using what was taught to them by the coach while still guiding them along their journey.

- The best practice of Achieving Full Potential: Guiding student-athletes and the coaching staff to achieve their full potential is a strength/skill that successful African American coaches possess.

- The best practice of return on expectation: A way that African American coaches track and measure the success of a particular season.

- The best practice of mindful coaching decisions: Making more mindful coaching decisions is an explanation of what African American coaches would do in order to change or handle past situations differently.

- The best practice of Adaptability: Adaptability is a strength/skill that assists African American coaches to adjust quickly and meet the needs of student-athletes and coaching staff. Being adaptable is also a recommendation for future coaches.

Discussion of Findings

The information in the next section is a comprehensive evaluation and analysis of research questions and themes formed by the research. The following findings represent best practices, challenges, successes, and recommendations from African American NCAA Division I head basketball coaches.

Results for RQ1

Research Question One (RQ1) asked, "What strategies or best practices are employed by African American Division I head basketball coaches to become effective leaders and mentors?" There were 11 themes associated with RQ1 that stemmed from interview questions IQ1, IQ2, and IQ3. The strategies and best practices that developed from RQ1 are as follows:

- African American NCAA Division I men's head basketball coaches succeed when trust is developed between them, their student-athletes, and the coaching staff.

- African American NCAA Division I men's head basketball coaches succeed when clear and precise communication of intentions, targets, and criteria, vision, and purpose to their student-athletes and coaching staff are achieved.

- African American NCAA Division I men's head basketball coaches succeed when the development of the student-athlete and coaching staff, based on the student-athletes and coaching staff's goals and expectations, come to fruition.

Discussion of RQ1

The first empirical dataset discussion from RQ1 shared by the participants suggests that African American NCAA Division I men's head basketball coaches have a greater chance of becoming successful leaders and mentors when trust is developed between the student-athlete, the coach, and the coaching staff. The majority of participants shared that developing trust is a best practice and is critical for coaching success. The empirical data also suggested that integrity, constructive feedback, and listening form an essential foundation when a coach attempts to develop trust. Those three themes are very affective and also play a vital role in the success of an African American division I men's head basketball coach. It is challenging to develop the level of trust required to be successful if a coach does not listen, provides constructive feedback, and coach with integrity and honesty (Holman, 2019).

The second empirical dataset discussion from RQ1 shared by the participants suggests that African American Division I men's head basketball coaches have a greater chance of becoming successful leaders and mentors when clear and precise communication of expectations, objectives, standards, vision, and purpose to their student-athletes and coaching staff is achieved.

The empirical data also suggested that consistency, structure, and accountability are also traits that a successful African American division I men's head basketball coach would posses (Janssen & Dale, 2002).

The third empirical dataset discussion from RQ1 shared by the participants suggests that African American Division I men's head basketball coaches have a greater chance of becoming successful leaders and mentors when the development of the student-athlete and coaching staff, based on the student-athletes and coaching staff's goals and expectations, come to fruition. The empirical data also suggest that the motivation of the student-athlete and coaching staff while also managing expectations is a strength of a successful African American Division I men's head basketball coach.

Results for RQ2

Research Question Two (RQ2) asked, "What challenges do African American Division I head basketball coaches encounter in becoming effective leaders and mentors?" There were six themes associated with RQ2 that stemmed from interview questions IQ4, and IQ5. Challenges and strategies to overcome those challenges that developed from RQ2 are as follows:

- A challenge that African American NCAA Division I men's head basketball coaches face is that they are assumed to be non-proficiency at coaching and strategizing.
- A strategy to overcome the challenges that African American NCAA Division I men's head basketball coaches face is versatility.

Discussion of RQ2

The first empirical dataset discussion from RQ2 shared by the participants suggests that African American NCAA Division I men's head basketball coaches have specific challenges in becoming effective leaders and mentors (Bloom, 1985). The majority of participants shared that

they assumed non-proficiency continues to be a challenge to becoming a successful coach. The participants shared that there is still a stereotypical stigma regarding African American coaches and their coaching skill sets and that African American coaches are considered more successful recruiters than strategists, leaders, and mentors. Other challenges mentioned by participants included challenging and changing assumed and already established false negative narratives about African American coaches. These false narratives can also impact how a university or institution will initially view and treat a coach, which will impact staffing decisions, day-to-day operations, and, ultimately, the student-athlete (Balyi et al., 2002). Some participants also mentioned that they could change these negative narratives if they achieved a high winning percentage. Another challenge mentioned by participants is recruiting, which has been challenging for several reasons, including COVID-19 and ever-changing NCAA recruiting rules. Participants also shared that negative recruiting happens when coaches and others speak poorly about the skill sets of other coaches and schools attempting to recruit a student-athlete in front of that student-athlete or their parents and associates. A competent coach's contributions may contribute to effective learning in an organized setting (Abraham & Collins, 2006; Baker et al., 2003). Overall, these challenges highlight the importance of coaches going through a developmental process comparable with sportsmen in order to acquire a high degree of competency. Schmader (2012) discovered that coaches' performance and conduct might be severely impacted by implicit bias, or the suspicion of supporting unfavorable preconceptions about a group. Sailes (2017) investigated the occurrences of African American coaches in intercollegiate athletics and discovered that participants frequently faced discrimination and negative stereotypes during the hiring process and on the job.

The second empirical dataset discussion from RQ2 shared by the participants suggests that African American NCAA Division I men's head basketball coaches have strategies to overcome challenges and become successful coaches, leaders, and mentors. The majority of participants shared that versatility is essential in overcoming challenges to become a successful coach, leader, and mentor. The participants shared that versatility helps coaches react and adapt to engage with their student-athletes more effectively and establish a firm foundation with them. The participants also shared that versatility would educate the student-athletes and coaching staff on how to react and adapt to various situations. Participants also identified having mental fortitude as a helpful strategy. Participants shared that mental fortitude aids coaches in overcoming obstacles and sets an example for student-athletes and the coaching staff to exhibit similar qualities. Participants also shared that mental fortitude is one of the primary distinctions between successful and unsuccessful coaches and that mental fortitude is infectious and beneficial to both student-athletes and coaching staff. Participants also shared that resilience is a strategy for overcoming challenges to become a successful coach, leader, and mentor. Participants shared that resiliency enables coaches and student-athletes to rebound from setbacks more effectively and provides a competitive advantage.

Results for RQ3

Research Question Three (RQ3) asked, "How do African American Division I head basketball coaches define, measure, and track success?" There were nine themes associated with RQ3 that stemmed from interview questions IQ6, IQ7, and IQ8. The strategies and best practices to define measure and track success from RQ3are as follows:

- African American NCAA Division I men's head basketball coaches define, measure, and track success by doing what is fulfilling as a coach, which is mentoring their student-athletes, coaching staff, and those who need mentoring.

- African American NCAA Division I men's head basketball coaches define, measure, and track success by assisting student-athletes and coaching staff to achieve their full potential, which is the desirable outcome for a successful season.

- African American NCAA Division I men's head basketball coaches define, measure, and track success by using a return on expectation metric to evaluate a sporting season's success and ascertain the coach's and student-athletes performance for a particular season.

Discussion of RQ3

The first empirical dataset discussion from RQ3 shared by the participants suggests that African American NCAA Division I men's head basketball coaches define measure and track success by doing what is fulfilling as a coach. Participants shared that one of the most enjoyable and rewarding aspects of coaching is being able to act as a mentor to both student-athletes and other coaches. Participants shared that one of the most satisfying elements of coaching is being able to see a student-athlete or a coach on staff flourishing and achieving as a result of applying what was learned through receiving mentorship. Participants also discussed how seeing mentoring become a reality is an excellent measure and track success and very fulfilling for someone in a coaching or mentoring role. Participants shared that generational inspiration is one of the most rewarding aspects of coaching in terms of being a good leader and mentor, as well as a method for measuring and tracking success. Participants also expressed that it is exciting and fulfilling to be able to inspire generations of student-athletes and subsequent generations.

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Participants shared that there is no more incredible feeling than knowing that the following generation speaks well of what one has achieved as a coach, leader, and mentor. Participants disclosed that this is also how they define, measure, and monitor success. Participants said that coaching manifestation emerged as one of the most rewarding parts of coaching and an additional tool to define, assess, and monitor progress. Observing the coaching plan succeed on the practice court and in the game is one of the most pleasant experiences a coach can have, as well as an excellent method to define and assess success, according to the participants. According to Wooden and Yaeger (2011), mentorship and leadership play an important part in the growth of both head basketball coaches and student-athletes under their tutelage. They also discussed how acting as a mentor to student-athletes and other coaches could improve their performance and the satisfaction and fulfillment experienced by the coach. In addition, Wooden and Yaeger (2011) shared that successful coaches will inspire generations of student-athletes and possibly generations after them through mentorship.

The second empirical dataset discussion from RQ3 shared by the participants suggests that African American NCAA Division I men's head basketball coaches define measure and track success by assisting student-athletes and coaching staff to achieve their full potential, which is the desirable outcome for a successful season. Participants shared that coaches assist student-athletes and coaching staff to achieve their mission and vision on and off the court for any particular season and that if mission and vision are achieved, then that season is deemed successful. Participants also shared that the more student-athletes or members of the coaching staff achieve their mission and vision for the season, the more successful that season becomes. Secondly, participants shared that being able to over-deliver emerged as a desirable outcome in the measuring and tracking of a successful sporting season regarding measuring and tracking

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success. Participants also shared that when a student-athlete, coach, or coaching staff over delivers on the expected outcomes of a season, then that season would be considered successful. Lastly, participants shared that being able to accomplish goals emerged as a desirable outcome in the measuring and tracking of a successful sporting season regarding measuring and tracking success. Participants shared that goals allow a coach and a student-athlete to transform a shared and unified vision into reality. Participants also shared that coaches are responsible for providing direction for physical and mental development and a successful coach inspires the student-athlete to accomplish that goal, and in turn, the coach will accomplish his vision. According to the research conducted by Jowett and Ntoumanis (2004), the leadership behaviors exhibited by coaches, such as pointing athletes in the right direction and serving as a source of inspiration, are important in reference to the motivation and achievement of athletic goals. According to Rooney (2021), the ability of coaches to create a positive team culture and foster a sense of belonging among team members is a factor that contributes to the motivation and success of athletes. Jowett and Ntoumanis (2004) also investigated how coaches' feedback influences athletes' perceptions of success and enjoyment in sports and how coaches communicate with athletes. According to the findings of the research, athletes' perceptions of their success and enjoyment of their sport were positively related to coaches' feedback that was specific, task-oriented, and given in a constructive manner.

The third empirical dataset discussion from RQ3 shared by the participants suggests that African American NCAA Division I men's head basketball coaches define measure and track success by using a return on expectation metric to evaluate a sporting season's success and ascertain the coach's and student-athletes performance for a particular season. Participants shared that return on expectation is a process of transforming sometimes unclear expectations

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into visible, quantifiable expectation and results that can be measured and evaluated by a coach, student-athlete, and coaching staff. Participants also shared that setting apparent exceptions and aligning them with goals will assist the coach and coaching staff with student-athlete development and that after the season, a coach can get a precise measure of a season when the expected goals are compared to the actual goals. Secondly, performance level emerged as an additional metric to define, measure, and track success. Participants shared that measuring performance levels in statistical production, effort, and other analytical data is critical in the total and complete evaluation of a sports season. Participants also shared that statistical production and analytics are relied on at their universities to measure performance levels, strategize, and game plan. Lastly, wins and losses emerged as an additional metric to define, measure, and track success. Participants shared that evaluating aspects of each win and loss assists coaches and student-athletes in evaluating the sports season. For example, analyzing tape of a particular game or season can greatly increase a coaches perception and valuation of a particular season. Participants also shared that evaluating wins and losses early in a season allows a coach and student-athletes to uncover strengths and weaknesses sooner to improve the possibility of a successful season. Good coaches use this technique to their advantage. According to research, setting clear expectations and objectives can lead to enhanced athletic performance. According to Weinberg et al. (1993), setting goals improved the performance of collegiate athletes. In addition, Locke and Latham (2003) found that setting specific and challenging goals led to higher performance levels than setting easy or broad goals. Additionally, studies have proven the significance of employing several different performance evaluation metrics in sports. Oliver (2004) found that using multiple performance indicators, including objective and subjective measurements, provided a complete understanding of basketball players' performance.

Results for RQ4

Research Question Four (RQ4) asked, "What recommendations or advice do African American Division I head basketball coaches have for aspiring African American coaches?" There were six themes associated with RQ4 that stemmed from interview questions IQ9, and IQ10. Recommendations and advice to give to present and future coaches that developed from RQ4 are as follows:

- Recommendations and advice that African American NCAA Division I men's head basketball coaches would give is to make more mindful coaching decisions.

- Recommendations and advice that African American NCAA Division I men's head basketball coaches would give is to willing to be adaptable.

Discussion of RQ4

The first empirical dataset discussion from RQ4 shared by the participants suggests that the advice that African American NCAA Division I men's head basketball coaches would give to present and future coaches would be to make mindful coaching decisions. Participants shared that making more mindful coaching decisions could have changed past outcomes and would be great advice to pass on to aspiring coaches. Participants also shared that being more mindful would have allowed them to actively listen and pay attention more to what was going on with their student-athletes so more sound decisions could have been made on their behalf. Secondly, participants shared that coaching with emotional intelligence is crucial advice to pass on to an aspiring coach. Participants shared that a coach with emotional intelligence will remain calmer under pressure than a coach without emotional intelligence and that a coach lacking emotional intelligence will make more unforced mistakes due to emotional decision-making. Lastly, participants shared that a coach engaged in constant education is critical advice to pass on to an

aspiring coach. Participants also shared that a coach engaged in constant education is constantly learning and evolving and will learn from their past mistakes, and a coach engaged in constant learning will also make a consistent effort not to make the same mistake twice. Neale et al. (2011) found that emotional intelligence is positively related to effective leadership in coaching and that emotional intelligence is positively related to transformational leadership. Resende and Gomes (2021) found that constant learning is positively related to coaching success in NCAA Division I head football coaches.

The second empirical dataset discussion from RQ4 shared by the participants suggests that the advice that African American NCAA Division I men's head basketball coaches would give to present and future coaches would be to be willing to be adaptable. Participants shared that being adaptable allows a coach to adjust quickly accommodate for their student-athletes and coaching staff while all are driving towards a unified goal. Secondly, participants shared that having selective memory is advice that should be shared with potential coaches. Participants also shared that selective memory is the ability to choose not to remember negativity and certain negative stereotypes that seem to hinder African American coaches. A good coach will use selective memory to cultivate team chemistry and a positive environment. Lastly, participants shared that having enthusiasm and energy is critical and is advise that should be shared with potential coaches. Participants also shared that enthusiasm and energy are contagious and can spread throughout a positive team environment and that a coach showing enthusiasm and passion helps student-athletes understand that the coach and student-athlete are in agreement.

Elliott and McCullick (2018) found that adaptability is a crucial skill for coaches as it allows them to manage the ever-changing coaching environment effectively. In addition, they also found that coaches who adapt to their team's needs and changing circumstances are more

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likely to succeed. Next, Jones (2019) found that coaches can use selective memory as a powerful tool. Jones (2019) also found that by selectively choosing to remember specific experiences and attitudes, coaches can create and shape a more positive and cohesive team environment. Lastly, Turnnidge and Côté (2020) found that enthusiasm can be contagious and positively impact overall performance and morale. Turnnidge and Côté (2020) also found that coaches who exhibit enthusiasm and passion can inspire and motivate, leading to improved team dynamics and better results.

Implications of the Study

This study intended to contribute to a better understanding of what enabling and inhibiting factors have influenced the success and careers of African American NCAA Division I men's head basketball coaches. It became evident after the study's conclusion that the results had profound implications.

Implications for Current African American NCAA Division I Men's Head Basketball Coaches

Implications of this study suggest that African American NCAA Division I men's basketball head coaches have a greater chance of becoming successful coaches, leaders, and mentors when trust is established among the student-athlete, coach, and coaching staff. Coaches can build this trust with constructive comments and attentiveness, which are crucial building blocks. If a coach does not listen, offer constructive comments, and coach with integrity and honesty, it is challenging to create the amount of trust essential for success (Holman, 2019). Establishing trust is an essential coaching best practice and is necessary for a coach to reach their full potential. For trust to be established, clear communication of expectations, objectives, standards, vision, and purpose must be shared with the student-athlete and coaching staff. Establishing trust and clear communication is vital in developing the student-athlete and the

coaching staff. Without these two essential skill sets, student-athletes development will not likely

happen. A coach will not be able to develop the student-athlete based on goals and expectations

if the student-athlete and coaching staff does not trust the coach. Coaches are more likely to

become effective leaders and mentors when the student-athletes and coaching staff' goals and

expectations are achieved.

Implications for Future African American NCAA Division I Men's Basketball Coaches

Implications of this study are not only crucial for current African American NCAA

Division I men's basketball coaches, but are crucial for future coaches as well. Implications of

this study suggest that it is essential for African American NCAA Division I men's basketball

coaches to make mindful coaching decisions. Coaches that are making more mindful coaching

decisions could have changed past outcomes and would be great advice to pass on to aspiring

coaches. More mindful coaches would actively listen and pay attention more to what was going

on with their student-athletes so more sound decisions could have been made on their behalf.

Next, coaching with emotional intelligence is critical advice to share with aspiring coaches. A

coach with emotional intelligence will remain calmer under pressure than a coach without

emotional intelligence, and a coach lacking emotional intelligence will make more unforced

mistakes due to emotional decision-making. Also, coaches engaged in constant education are

critical advice to pass on to an aspiring coach. A coach engaged in constant education is

constantly learning and evolving and will learn from their past mistakes, and a coach engaged in

constant learning will also make a consistent effort not to make the same mistake twice. Also,

being an adaptable coach is critical advice for aspiring coaches. Adaptability allows a coach to

adjust quickly accommodate for their student-athletes and coaching staff, all driving towards a

unified goal. Lastly, having enthusiasm and energy is critical and is advice that should be shared

with aspiring coaches. Enthusiasm and energy are contagious and can spread throughout a positive team environment, and a coach showing enthusiasm and passion helps student-athletes understand that the coach and student-athlete are both goal-oriented.

Implications for Policy Change at the Institution or Organization Level

Implications of this study could have a significant impact on potential policy changes. When analyzing the factors that influence the success and careers of African American NCAA Division I men's head basketball coaches, these policy changes could target various aspects of the coaching profession, such as hiring and retention, professional development, and workplace culture. Past research has found that NCAA African American head basketball coaches have faced biases or discrimination during the hiring process. Policy changes could be implemented to increase transparency and fairness in the hiring process. Some policy changes could include establishing a more diverse pool of candidates, implementing blind resume reviews, or conducting structured interviews.

Additionally, past research has also found that in some cases, NCAA African American head basketball coaches lack access to resources and support that should be able to be attained by all. Policy changes could be put in place to address this issue. Some policy changes could involve providing funding for professional development, offering mentorship programs, or establishing a network of support for coaches. The NCAA has established a network for current coaches to get together and assist one another if they choose to do so.

Finally, past research has found that the workplace culture is not as supportive of diversity and inclusion as it should be. Policy changes could be implemented to promote a more inclusive environment. Some policy changes could involve developing and enforcing anti-discrimination policies, promoting diversity and inclusion training, and creating a culture of

respect and understanding. It is important to note that these are just a few examples of policy changes that could be implemented to improve the hiring and retention of NCAA African American head basketball coaches. Not to say that these policy changes will be the complete answer to the issue because there is always more that can be done.

Study Conclusions

The researcher was disturbed to discover that most of the premier NCAA men's head basketball coaches are considered to be of non-minority decent and the gate keepers are also of non-minority decent. Those and other factors results in less opportunities for African American head coaches. The intent of the research was to identify and depict the enabling and inhibiting factors that have influenced the careers of African American division one basketball coaches. The research also aimed to address challenges encountered while implementing best practices and defining and measuring success . Finally, the research is intended to contribute to existing knowledge, assist current coaches and prospective coaches to improve their best practices in order to improve current and future hiring practices.

The researcher used *bracketing* to ensure that their own biases did not influence their observations of participants' behaviors and accounts of their own experiences in order to carry out successful research of African American NCAA Division I men's head basketball coaches. The study included: (a) interviewing 15 African American NCAA Division I men's head basketball coaches who possessed winning records and provided background and insight on successes, challenges, advice; and (b) classifying and analyzing the research results from the 10 interview questions which were associated with the intent of the study. The study's results, which focused on strategies, challenges, measures of success, and suggestions, provided evidence in

support of the responses to the research questions from African American NCAA Division I

men's head basketball coaches.

Application

       This study aimed to identify and depict the enabling and inhibiting factors that have

impacted the careers of African American NCAA Division one men's basketball coaches. The

study also sought to pinpoint challenges encountered while implementing best practices and the

criteria for and evaluation of success. Lastly, the study aims to contribute to the knowledge base

and aid present and aspiring coaches in improving their best practices to enhance current and

future hiring methods. As a result of the study, the *Lawrence Ladder of Coaching Success* was

created (see Figure 11). The *Lawrence Ladder of Coaching Success* was created from this study

which is why it draws definite parallels to the information provided by the participants in this

study**.**

Figure 11

Lawrence Ladder of Coaching Success

The *Lawrence Ladder of Coaching Success* is a structure for achieving success. Hopefully, it will be utilized to coach and build successful team dynamics, in any sport or team dynamic, that will drive success in the future for any team. The *Lawrence Ladder of Coaching Success* consists of nine principles of success, working together, that are placed into three specific steps. The explanation of the *Lawrence Ladder of Coaching Success* is as follows:

Effective Leader Step

- Effective Leader: This is the first and foundation step in the *Lawrence Ladder of Coaching Success* and is critical in order to achieve coaching success. This step consists of three principles of success in order to become an effective leader. The three principles are as follows:

    o Develop Trust: Developing trust is the foundation principle in the ladder and an essential principle in this first step. Developing trust results in solid team cohesiveness and improves a coach's ability to grow their student athletes and team to their best potential through honesty and transparency.

    o Display Integrity: Displaying integrity emerged as a key principle in this first step and is also a link to the other principles in this step. When coaches educate and coach with integrity, they impart life lessons to their athletes. Still impressionable, these elite athletes rely on their coaches for encouragement, guidance, and feedback.

    o Decide to Listen: Deciding to listen is a key principle in this first step and is one of the hardest principles to accomplish in the step. It is important to practice listening especially active listening in order to become an effective leader.

Effective Mentor Step

- Effective Mentor: This is the second step and all-important transition step in the

    Lawrence Ladder of Coaching Success which is a key step to achieve coaching

    success. This step consists of 3 principles of success in order to become an effective

    mentor. The three principles are as follows:

    o Promote Clarity: Promoting clarity is the primary principle in this second step.

       Promote Clarity by displaying clear communication, (vision, purpose, and

       expectation) and providing positive feedback and constructive criticism in

       ways that can genuinely improve performance and motivation. Doing so will

       lead to becoming an effective mentor.

    o Practice Consistency: Practicing consistency is a key principle in this second

       step and is also the second principle in this step. Practicing consistency is a

       commitment to an objective and maintaining attention to the items and actions

       vital to attain that objective. **Practicing** consistency also entails exerting

       constant effort to complete activities repeatedly until the objectives are

       accomplished, which usually requires a long-term investment.

    o Provide Structure: Providing structure is a key principle in this second step

       and is the third principle in the step. Clarity and consistency are foundational

       principles in providing structure. Providing structure assists in developing

       strategies that are useful in various settings and environments. Providing

       structure also assists in leading teams throughout competition and practices,

       team meetings, and other various activities.

Effective Coach Step

- Effective Coach: This is the third step and top step in the *Lawrence Ladder of Coaching Success* which is the final step to achieve coaching success. This step consists of three principles of success in order to become an effective coach. The three principles are as follows:

    o Teach Development: Teaching development is the primary principle in this third and final step. Teaching development is based around goals and expectations. An effective coach will shape the student-athletes development, (both on and off the court) in an attempt to provide the best chance of growth and success. Teaching development takes both time and patience with all parties involved.

    o Talk Motivation: Talking to motivate is a key principle in this third step and final step and is the second principle in this step. Talking to motivate will encourage players to embrace their self-confidence and feel empowered. Talking to motivate will also show passion; passion can inspire, and inspiration will drive motivation. Talking to motivate will turn into positive enthusiasm and energy that will spread quickly in a positive environment and improve overall motivation.

    o Temper Expectations: Tempering expectations is a key principle in this third and final step and is the final principle in this step. Tempering expectations is key in becoming an effective coach. Tempering expectations is often difficult and is one of the most demanding responsibilities to have. An effective coach

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must be capable of tempering expectations, manage communication, and

attach responsibility to both.

In order to achieve success, it is advised to start at the bottom of the Ladder and work

upwards towards the top. Success begins to be built on the foundation (first step in the Ladder)

but without balance between the steps, success will be very difficult to achieve. The first step

builds momentum towards the second-step, then the second step builds momentum towards the

last step. The fundamental elements of the Ladder, which fortify each step, constitute the

principles of the ladder and are the principles to achieving success.

Recommendations for Future Research

This research aimed to identify and depict the enabling and inhibiting factors that have

affected the careers of African American men's basketball coaches in NCAA Division I. The

research also looked at the definition and assessment of success and challenges encountered

when putting best practices into reality. The research also hopes to advance the corpus of

information and assist current and prospective coaches in developing best practices to improve

present and future hiring procedures. In reviewing the data there are areas where additional

research is needed:

- A comprehensive study of all minority NCAA Division I men's head basketball
  coaches using this study as a guide.

- A comprehensive study of African American NCAA men's head basketball coaches
  in all college divisions using this study as a guide.

- A comprehensive study of all minority NCAA men's head basketball coaches in all
  college divisions using this study as a guide.

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- A comprehensive study of African American NCAA Division I men's assistant basketball coaches using this study as a guide

- A comprehensive study of African American NCAA men's assistant basketball coaches in all divisions using this study as a guide.

- A comprehensive study of all minority NCAA Division I men's assistant basketball coaches using this study as a guide

- A comprehensive study of all minority NCAA men's assistant basketball coaches in all divisions using this study as a guide.

Final Thoughts

African American NCAA Division I men's head basketball coaches are essential to the NCAA and the game of basketball. This study suggests a consistent undertone of mentorship among African American head coaches currently coaching in Division I men's college basketball. Current statistics have shown that there has been a slight surge in offseason hiring due to the recognition that more leadership and mentorship are needed in college basketball from African American head coaches who have been significantly underrepresented.

The findings of this research emphasize relevant life experiences, best practices, obstacles addressed, and recommendations from African American men's head basketball coaches in NCAA Division I. We can only hope that these findings contribute to the minimal research that has been done to date on the role of African Americans as head coaches in college basketball. Although there is still a great deal to learn about the influence of African American coaches in college basketball, hopefully, this study has contributed to the research gained from knowledgeable African American coaches. It will inspire further research that will contribute to the overall body of knowledge. It is the hope that the knowledge base will continue to expand,

becoming a valuable addition to active and prospective African American coaches and coaches of other minority groups, and also aid in the development of student-athletes and provide them with more leadership and mentoring.

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APPENDIX A

Pepperdine IRB Approval Notice

Pepperdine University

24255 Pacific Coast Highway

Malibu, CA 90263

TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH   ⌄

Date: May 09, 2022

Protocol Investigator Name: Lamar Lawrence

Protocol #: 20-11-1471

Project Title: ENABLING AND INHIBITING FACTORS IMPACTING LEADERSHIP SUCCESS

School: Graduate School of Education and Psychology

Dear Lamar Lawrence:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

cc: Mrs. Katy Carr, Assistant Provost for Research

APPENDIX B

Collaborative Institutional Training Certificate

CITI PROGRAM

Completion Date 14-Apr-2022
Expiration Date 13-Apr-2027
Record ID 48463582

This is to certify that:

Lamar Lawrence

Has completed the following CITI Program course:

Not valid for renewal of certification through CME.

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

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w06b03d6f-27d2-45a4-ba1d-559188603380-48463582

APPENDIX C

Recruitment Script

Dear [Name],

My Name is Lamar Lawrence. I am a doctoral candidate in the Graduate School of Education and Psychology at Pepperdine University. I am conducting interviews as part of a research study to increase the understanding of how the leadership of African American Coaches impacts leadership and mentorship success at the highest level. As a successful head coach, you are the ideal person to provide firsthand knowledge, insight, and perspective based on your personal experiences. Your expertise will benefit the research and possibly the future of coaches that coach, lead, and mentor after you.

I invite you to participate in the interview process. If you are willing and agree to participate, the interview will be between 35 and 40 minutes. The interview will either be conducted thru Zoom, which will be password protected, or over the phone. You can choose whichever method you prefer. The interviews will be recorded either thru zoom or audio recorded, depending on the preferred method of interview.

Participation in this study is voluntary. Your identity as a participant will remain confidential during and after the research study. Each interview and all data collected during the interview process will be assigned a pseudonym which will be used to analyze the data and keep your identity and data confidential. The interview, recording, and all data, including informed consent, will be stored on an encrypted and password-protected computer. If are interested in participating and have any questions, please contact me at lamar.lawrence@pepperdine.edu.

Thank you for your participation,

Lamar Lawrence
Pepperdine University
Graduate School of Education and Psychology
Status: Doctoral Student

Informed Consent for Participation in Research

PEPPERDINE
— UNIVERSITY —

IRB TEMPLATE SOCIAL- BEHAVIORAL ADULT PARTICIPANT INFORMED CONSENT

IRB #: 20-11-1471

Formal Study Title:

AFRICAN AMERICAN COACHES IN ATHLETICS: A STUDY OF
ENABLING AND INHIBITING FACTORS IMPACTING LEADERSHIP
SUCCESS

Authorized Study Personnel

Principal Investigator: Lamar Lawrence   Mobile: (310) 343-8758

Key Information:

*The 2018 changes to the Common Rule (45 CFR 46) require that consent forms "must
begin with a concise and focused presentation of the key information that is most likely
to assist a prospective subject or legally authorized representative in understanding the
reasons why one might or might not want to participate in the research." This key
information is only required to be included for non-exempt research (i.e., Expedited or
Full Board review).*

If you agree to participate in this study, the project will involve:

- ☐ (African American Male NCAA Division I Head Basketball Coaches between the ages of (18 to 80)
- ☐ Procedures will include (Contacting participants using the recruitment script, informed consent, data collection via structured interview, transcription of data, analysis of data, documentation of findings)
- ☐ (1) Virtual visit is required
- ☐ These visits will take (60) minutes total
- ☐ There is minimal risk associated with this study
- ☐ You will not be paid any amount of money for your participation
- ☐ You will be provided a copy of this consent form

Page - 1 - of 5

Invitation

You are invited to take part in this research study. The information in this form is meant to help you decide whether or not to participate. If you have any questions, please ask.

Why are you being asked to be in this research study?

You are being asked to be in this study because you are the Head Coach and leader of your basketball team. You must be 18 years of age or older to participate.

What is the reason for doing this research study?

The purpose of this research is to identify and depict the enabling and inhibiting factors that have influenced the careers of African American Division I basketball coaches. Compared to their counterpart coaches in Division I basketball, fewer African American male basketball coaches are in the top position. When compared to the total population of head basketball coaches, African American head coaches are the minority representation. The findings of this study, it is hoped, will contribute to a shift in the culture of the NCAA's hiring procedures regarding the hiring of African-American head coaches and improving the coaching pipeline.

What will be done during this research study?

You will be asked to complete a 60 minute semi-structured virtual interview. The PI will ask you a series of questions aimed at figuring out what strategies are used by leaders in your field. The research will take between 10 to 30 weeks.

How will my data be used?

The Interview responses will be transcribed, analyzed and aggregated in order to understand the data and explain it within the established research question.

What are the possible risks of being in this research study?

There is minimal risk of loss of confidentiality, emotional and/or psychological distress because the interview involve sensitive questions about leadership practices. During the interview process you may experience fatigue and anxiety.

What are the possible benefits to you?

You are not expected to get any benefit from being in this study.

What are the possible benefits to other people?

The benefits to the NCAA coaching community and the entire coaching community would have a better understanding of African American coaches' leadership strategies and best practices. Other emerging or future coaches might also benefit from the shared knowledge throughout this process.

What are the alternatives to being in this research study?

Participation in this study is voluntary. There are no alternatives to participating in this research study.

What will begin in this research study cost you?

There is no cost to you for being a participant in this research study

Will you be compensated for being in this research study

There will be no compensation for participation in this study.

What should you do if you have a problem during this research study?

Your welfare is the major concern of every member of the research team. If you have a problem as a direct result of being in this study, you should immediately contact one of the people listed at the beginning of this consent form.

How will information about you be protected?

Reasonable steps will be taken to protect your privacy and the confidentiality of your study data. The data will be identified and stored electronically through a secure server and will only be seen by the research team during the study and until the study is complete.
The only persons who will have access to your research records are the study personnel, the Institutional Review Board (IRB) of Pepperdine University, and any other person, agency, or sponsor as required by law. The information from this study may be published in scientific journals or presented at scientific meetings but the data will be reported as group or summarized data and your identity will be kept strictly confidential.

What are your rights as a research subject?

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study.
For study related questions, please contact the investigator(s) listed at the beginning of this form.

For questions concerning your rights or complaints about the research contact the Institutional Review Board (IRB):

Phone: 1(310)568-2305
Email: gpsirb@pepperdine.edu

What will happen if you decide not to be in this research study or decide to stop participating once you start?

You can decide not to be in this research study, or you can stop being in this research study ("withdraw") at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with Pepperdine University.
You will not lose any benefits to which you are entitled.

Documentation of informed consent

You are voluntarily making a decision whether or not to be in this research study. Signing this form means that (1) you have read and understood this consent form, (2) you have had the consent form explained to you, (3) you have had your questions answered and (4) you have decided to be in the research study. You will be given a copy of this consent form to keep.

Participant Name:

_____

Name of Participant: Please Print

Participant Signature:

_____   _____

Signature of Research Participant   Date