AN ABSTRACT OF THE THESIS OF

SUSAN DIANE DECKER for the degree of MASTER OF SCIENCE in Physical

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AN EXAMINATION OF THE PERCEPTION AND PREFERENCE OF

WOMEN'S BASKETBALL COACHES AND ATHLETES ON WINNING AND

LOSING TEAMS.

Abstract Approved:

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The purpose of this study was to determine the perception and preferences of

leadership styles among successful and unsuccessful collegiate women's basketball

coaches and their athletes in the Mid-Intercollegiate Athletic Association (MIAA) and

Kansas Collegiate Conference (KCAC) Conferences. Specifically this study was done

to determine if successful coaches differ from unsuccessful coaches on their self-

perception of leadership behavior. In addition, this study attempted to determine if an

athlete's preference and perception of leadership behavior differ between successful

and unsuccessful teams. The participants in this study were head coaches and players

from the top three and bottom three teams in the MIAA and KCAC Conferences (N =

106). All participants were current college basketball players (N = 95) and coaches (N

= 11) who competed in the 1995-96 season. All data were analyzed at the $p < .05$

level of significance through the use of one-way analysis of variance. Based on the

results of the study, it appears that there was no significant difference between coaches

of winning and losing teams on perceived leadership styles. There was also no significant difference between athletes of winning and losing teams on preferences for leadership styles of coaches. However, this study did find there was a significant difference between athletes of winning and losing teams on the perception of the respective coaches leadership styles.

AN EXAMINATION OF THE PERCEPTION AND PREFERENCE OF WOMEN'S

BASKETBALL COACHES AND ATHLETES ON WINNING AND LOSING TEAMS

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A THESIS

PRESENTED TO THE DIVISION OF HEALTH,

PHYSICAL EDUCATION, AND RECREATION

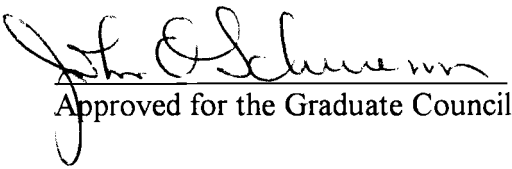EMPORIA STATE UNIVERSITY

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In Partial Fulfillment

of the Requirements for the Degree

MASTER OF SCIENCE

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by

Susan Diane Decker

August, 1996

Approved for the Major Division

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CHAPTER I

INTRODUCTION

The "win at all cost mentality" is more prevalent than ever in athletics. Coaches are required to produce successful teams and provide the leadership necessary to produce winning teams. This pressure to win is compounded by the fact that a coach's employment status is often closely linked to the winning and losing record of his/her team.

Collegiate women's basketball continues to gain national attention. This attention is due, in part, to the 1995 undefeated national women's basketball champions from the University of Connecticut. The national attention this team received from the media affected all aspects of women's basketball; e.g., spectators are more excited about watching college women's basketball, more women are seeking basketball scholarships, and college women's basketball coaches are in a position of national visibility and are setting their goals on guiding their team to national championships. Coaches have begun to sense an increased amount of pressure to produce winning teams.

In the field of athletics it is a general consensus that the success or failure of a team depends on the leadership ability of the head coach (Scholten, 1978). Since the coach is in a position of leadership, he/she has much to do with the success or failure of the team. A team that remains successful year after year is, in all probability, the team that has outstanding leadership from the head coach.

Statement of Problem

Effective coaching leadership has been a subject of discussion among coaches, players, and sports fans. Although this concept has been frequently discussed, there has been a lack of consistency in the study of leadership (Loy, McPherson, & Kenyon, 1978). There seems to be a gap between the importance assigned to athletic leadership and the efforts to understand it. While leadership is a trait associated with successful coaches, little research has been done in the area of leadership and athletic performance.

Statement of the Purpose

The purpose of this study was to determine the perception and preferences of leadership styles among successful and unsuccessful collegiate women's basketball coaches and their athletes in the Mid-Intercollegiate Athletic Association (MIAA) and Kansas Collegiate Athletic Conference (KCAC). Specifically this study was done to determine if successful coaches differ from unsuccessful coaches on their self-perception of leadership behavior. In addition, this study will attempt to determine if athlete's preference and perception of leadership behavior differ between successful and unsuccessful teams.

Hypotheses

The following hypotheses serve as a basis for this study:

1. There is no significant difference between coaches of winning and losing teams on perceived leadership styles.

2. There is no significant difference between athletes of winning and losing teams on perceived leadership styles of coaches.

3. There is no significant difference between athletes of winning and losing teams on preferences for leadership styles of coaches.

<u>Definitions</u>

The following definitions are provided in order to clarify the terms used throughout this study:

Leadership - the behavioral process of influencing individuals and groups toward set goals (Barrow, 1977).

Satisfaction - a pleasurable or positive emotional state resulting from the appraisal of one's sport experiences (McMillin, 1990).

Coach's Perception - specific leader behaviors as viewed by the coach.

Athlete's Perception - specific leader behaviors an athlete perceives about the coach.

Athlete's Preference - specific leader behaviors an athlete prefers from the coach.

Successful Teams - the top three teams in both the MIAA and KCAC Conferences during the 1995-1996 basketball season.

Unsuccessful Teams -the bottom three teams in both the MIAA and KCAC Conferences during the 1995-1996 basketball season.

<u>Statement of Significance</u>

Leadership is perhaps one of the most extensively studied topics in psychology but the study of leadership in an athletic context has been sparse and sporadic (Reimer & Chelladurai, 1995). It is surprising that more research has not been done on the

effects of leadership on athletic performance, especially since athletic teams provide a natural, yet manageable, setting for research (Chelladurai, 1984). It is the aim of this study to help those in leadership positions become more familiar with the effects leadership has on winning and losing.

The relationship between a coach and an athlete is a significant factor in the success of a team. Fiedler (1971) stated leadership is a relationship. Since the coach is in a leadership role and leadership consists of relationships between coaches and athletes, this study will benefit both the coach and athlete. They will both benefit from this study by realizing the importance of the leadership role of the head coach and realizing the perceptions of both the coach and the athlete can be instrumental in the success or failure of a team.

Delimitations

The participants in this study were head coaches and players from the top three and bottom three teams in the MIAA and KCAC Conferences (N = 106). All participants were current college basketball players and coaches who competed in the 1995-96 season.

Limitations

The results and conclusions of this study were limited by the following:

1. The participants for the study were all volunteers.

2. The number of coaches used in the study was limited.

3. The assistant coaches from each team were responsible for administering the survey.

Assumptions

For the purpose of this study, the following assumptions were made:

1. The survey was filled out in an accurate and honest manner by all participants.

2. None of the head coaches were involved in distributing or collecting the survey

   from the athletes.

Summary

The leadership ability of a coach can be a factor in a team's success or failure

during the season. A coach who understands the significance of leadership and how it

affects a team may have greater success when it comes to winning and losing. In

addition, a coach who understands leadership dynamics may establish better

interpersonal relationships with his/her athletes.

The purpose of this study was to determine the perception and preferences of

leadership styles among successful and unsuccessful collegiate women's basketball

coaches and their athletes in the MIAA and the KCAC Conferences. Since the win-

loss record has become a major issue over the past several years, coaches are

becoming more concerned about their leadership abilities and the effect leadership has

on winning and losing.

Chapter II, Review of Literature, reviews the relevant research in the field of

leadership behaviors and sport. Chapter III, Methodology, is an overview of the

participants and the sampling procedures used in this study. The research design and

analysis of data will also be discussed in this chapter. Chapter IV, Results, discusses

the results of the statistical analysis in order to determine if there is a difference in

leadership perception among coaches and athletes. Chapter V, Discussion and

Recommendations, offers an interpretation of the results and makes recommendations for future studies in the areas of leadership in sport. The appendices include copies of the Leadership Scale for Sport, informed consent form and permission from the Human Subjects Committee to implement this study.

CHAPTER II

REVIEW OF LITERATURE

The review of literature is an examination of the research related to the leadership behaviors of collegiate coaches and the perception and preferences of college athletes toward leadership behaviors. This chapter is divided into three sections: leadership, theories of leadership, and factors associated with leadership in sport.

<u>Leadership</u>

Psychologists have studied leadership for many years, but there is still no consensus on what constitutes leadership. Barrow (1977) defined leadership as "the behavioral process of influencing individuals and groups toward set goals" (p. 232). This definition is useful in that it involves many different aspects of leadership. These aspects include the decision-making process, motivational techniques, feedback, interpersonal relationships, and directing the group or team (Weinberg & Gould, 1995). A coach who is a good leader provides a goal and mission for the team and gives the support needed in order for that goal or mission to be met.

A coach brings a leadership style to the court or playing field which is congruent with his/her own personality and experience. Since coaches have different personalities and experiences, they develop different types of leadership styles that can influence teams in either a positive or negative way.

Theories of Leadership

Trait Theory

Early research in leadership focused on identifying traits of successful leaders. This trait theory of leadership can be summarized in the phrase, leaders are born, not made (LeUnes & Nation, 1996). According to this theory great leaders have specific personality traits or characteristics that make them ideal leaders in any situation or environment. For example, since Michael Jordan is a great leader on the basketball court, he would also be a great leader in any other environment.

This theory was the predominate leadership theory in the early part of the twentieth century. However, later research, particularly by Stogdill (1948), discredited this approach to leadership. Stogdill noted that the relationship between certain personality traits and leadership was weak. With the decline of this theory, researchers turned from examining personality traits to examining the behavioral characteristics of leaders.

Behavior Theory

The behavior approach to leadership is similar to the trait theory in that both theories focus on the leader, but the behavior theory focuses on what the leader actually does as opposed to focusing on the personality traits of a leader. The behavior theory suggests that leaders can learn how to become effective leaders and are made, not born. Theorists using the behavioral approach attempt to identify the behaviors which leaders display, as well as the effects of these behaviors on group performance and satisfaction (LeUnes & Nation, 1996).

The Ohio State University conducted research in the area of behavioral leadership in the early 1950s. This research provided two major contributions to the study of leadership. The first contribution was the development of scales to assess the leadership abilities. These scales consisted of the Leader Behavior Description Questionnaire (LBDQ) and the Leader Opinion Questionnaire (LOQ). The LBDQ is a scale used by subordinates to describe the way leaders behave in a variety of situations. The LOQ is a scale used by supervisory personnel to describe methods of supervision. Both scales were used as valid instruments of research, but more support was found for the LBDQ and, as a result, thus has been used in several sport-related leadership studies. Second, the research team found important factors underlying leadership. These factors included consideration and structure. Consideration refers to leadership qualities of trust, rapport, concern, and interest in maintaining good communication. Structure includes leadership behaviors that relate to planning, production, role assignment, and the relationship of the leader to the group (LeUnes & Nation, 1996).

Fiedler's Contingency Model

Fiedler's Contingency Model (as cited in LeUnes & Nation, 1996) suggested that the effectiveness of leadership behavior is situation specific; i.e., behaviors that would be effective in one situation would not be effective in another type of situation. However, he did identify two stable personality characteristics of effective leaders. He believed leaders possess either a task or an interpersonal approach to leadership. A task-oriented leader is influential when the task structure is loose and unfavorable or

when task structure is rigid and favorable. The interpersonal oriented leader is most effective in situations that are neither too loose nor too rigid (LeUnes & Nation, 1996).

Fiedler (1978) suggested a permissive, more lenient style is best when the situation is moderately favorable or moderately unfavorable. For example, if a coach were moderately liked and possessed some power and the tasks for the athletes were vague, the leadership style needed to achieve the best results would be interpersonal. On the other hand, if the situation is highly favorable or highly unfavorable, a task oriented approach generally produces the desired performance.

Path-Goal Theory

The path-goal theory is a situation-specific leadership model developed by House (1971) and elaborated upon by House and Dessler (1974). In this theory, a successful leader is the person who can help others achieve their own goals. "The motivational function of the leader consists of increasing personal pay-offs to subordinates for work-goal attainment, and making the path to these easier to travel by clarifying it, reducing road blocks and pitfalls, and increasing the opportunities for personal satisfaction en route" (House & Dessler, 1974, p. 31). The path-goal theory has had very little empirical support, either inside or outside of sport (Chelladurai & Saleh, 1978).

Life Cycle Theory

The life cycle theory is unique because it emphasizes subordinate behavior as opposed to leader behavior. This theory posits an interaction among three factors:

maturity of the group, task behavior, and relationship behavior (LeUnes & Nation, 1996). The maturity level of the group will vary with the situational demands of the task at hand. Therefore, there is no such thing as total maturity or total immaturity. Task behavior refers to the extent to which a leader engages in one-way communication by explaining what each athlete is to do, when they are supposed to do it, and how it is supposed to be done. The extent to which the leader engages in two-way communication is referred to as relationship behavior. This process is done through social support, enhancing the psychological aspect or other behaviors that build communication skills.

The Functional Model

Behling and Schriesheim's study (as cited in LeUnes & Nation, 1996) proposed a functional model which states a group's survival is dependent upon the satisfaction of two functions: expressive and instrumental. The expressive function deals with social and emotional aspects of the group. A leader who is concerned with the expressive function of the group focuses on how the subordinates interact, the cohesion of the group, and the morale factors. The instrumental function focuses on the task or goal of the group. The instrumental leader is concerned with the achievement of the goal and not how the subordinates interact with others (LeUnes & Nation, 1996).

Behling and Schriesheim did not believe both functions could be adequately satisfied by one person. Cox's study (as cited in LeUnes & Nation, 1996) suggested that a coach could not serve both functions and should therefore, hire an assistant

coach who has a strength in the opposite function. For example, a task-oriented head coach might hire an assistant who is expressive in order to compliment the head coach.

The Multidimensional Model

Chelladurai and Carron (1978) proposed a sport-specific model of leadership; the multidimensional model. This model provides an interactional approach to leadership. Chelladurai and Carron suggested leader effectiveness in sport is dependent upon the interaction among three components of leadership: actual leader behavior, preferred leader behavior, and required leader behavior.

Actual leader behavior refers to the characteristics that the leader possesses. According to Chelladurai (1984) the leader's characteristics, such as personality, ability, and experience affect these leader behaviors directly. Preferred leader behaviors are the behaviors that athletes would like to see in the coach. Each athlete has a preference for specific leader behaviors that are affected by age, gender, skill, and experience (Weinberg & Gould, 1995). Required leader behaviors are behaviors that conform to the established norm of the environment in which a person finds him/herself. For example, if a certain university demands that a coach behave in a certain way, the leader is expected to agree to those demands when coaching for that university.

Understanding the theories of leadership is an initial step in examining leadership and the effect of leadership on athletic performance. Based on the reviewed theories, effective leadership in sport depends on four factors: characteristics of the leader, situational factors, behaviors of the leaders and characteristics of the follower.

Despite the many theories of leadership, very little is known about the effect leadership has on sport performance.

Leadership and Sport Performance

The factors associated with leadership in sport are satisfaction among coaches and athletes, perception and preference of coach and athlete, and win/lose record of the team. Leadership congruence and member satisfaction are factors associated with leadership and may have a significant effect on sport performance. The main idea of the multidimensional model of leadership discussed previously, is that the congruence of perceived and preferred leadership enhances member satisfaction (Riemer & Chelladurai, 1995).

Satisfaction

Satisfaction as defined by McMillin (1990), is a pleasurable or positive emotional state resulting from the appraisal of one's sport experiences. This positive or emotional state an athlete experiences has an effect on his/her own performance, as well as the performance of the entire team. Research indicates coaches who engage in more frequent rewarding behavior, training and instruction, social support behavior, and a democratic style of decision-making produce more satisfied athletes (Weiss & Friedrichs, 1986).

Weiss and Friedrichs (1986) examined the relationship of leader behaviors, coach attributes, and institutional variables to team performance and athlete satisfaction. Collegiate basketball players from 23 National Association of Intercollegiate Athletics (NAIA) teams assessed their respective coach's leader

behaviors and also indicated their satisfaction with various realms of their athletic experiences. The results of this study indicated leader behaviors were found to be significantly related to team outcomes and leader behaviors were predictive of athlete satisfaction.

Another study that examined performance and athlete satisfaction was done by Riemer and Chelladurai (1995). They surveyed 201 male National Collegiate Athletic Association (NCAA) Division 1-AA football player from three universities. The athletes were both offensive and defensive players. The instrument used in this study was the Leadership Scale for Sport (LSS). The findings of this study showed perceptions were significantly correlated with leadership satisfaction only in the dimensions of training and instruction and positive feedback. The researchers suggested coaches may be more effective when they emphasize training and instruction, as well as positive feedback behavior, more in relation with task demands and member performance than with member preferences.

Horne and Carron (1985) assessed the compatibility and satisfaction of athletes with the coach's leadership. The participants were athletes and coaches from volleyball, basketball, track and field, and swimming teams in Ontario, Canada. The instruments used in this study were an adapted version of Schultz's (1966) Fundamental Interpersonal Relations Orientation (FIRO-B) Questionnaire and Chelladurai and Saleh's (1980) Leadership Scale for Sport (LSS). The results of this study supported the findings done by Scholten (1978) and Chelladurai (1984). They found the dimensions of training and instruction to have the highest association with

satisfaction. Horne and Carron also found the best predictor of the athlete's satisfaction with the coach's leadership to be the discrepancy between the athlete's perceptions of and preference for training. They also found a high correlation between social support and satisfaction. Horne and Carron suggested this relationship may be due to the change in the environment that university athletes experience; i.e., athletes at the university level are living on their own and have moved to a higher caliber of competition. This freedom and level of competition make the athletes feel as though they can take responsibility for themselves and are thus more satisfied with themselves and the environment around them.

Summers (1983) administered a study using only three of the dimensions of the LSS, (training and instruction, social support, and positive feedback), to 128 lacrosse players. His results indicated athlete satisfaction was positively correlated with perceived behavior in all three dimensions of leader behavior. He also found as perceived leadership ability of the coach increased two things occurred; the association between social support and players' satisfaction increased and the relationship between training and instruction and performance decreased.

Perception/Preference

Perception of the coach as a leader refers to the specific leader behaviors as viewed by either the coach or the athlete. Preference, on the other hand, is defined as leader behaviors of the coach which are most preferred by an athlete. Both perception and preference of leadership styles have been researched over the years (Chelladurai, 1984; Chelladurai & Arnott, 1985; Chelladurai & Carron, 1983; Chelladurai & Saleh,

1978; Garland & Barry, 1987; Laughlin & Laughlin, 1994; Terry & Howe, 1984).

The results of the research on perception indicated players who perceived their coach as offering more training and instruction, having a democratic decision-style, being more socially supportive, and offering more positive feedback were likely to perform more effectively. On the other hand, players who perceive their coach as having an autocratic decision-style were not likely to perform as effectively (Garland & Barry, 1987).

A study done by Horne and Carron (1985) assessed the differences between coaches' and athletes' perceptions of the coaches' behavior. The results of this study found mean discrepancies were significant for training and instruction, democratic, social support, and reward dimensions. Overall, the coaches perceived themselves as exhibiting more of each of these four behaviors than the athletes perceived the coaches to possess.

The relationship between the perception of a coach's own leadership behavior and the athlete's perception of the coach's leadership behavior are worth reviewing in order to better understand the significance that coach and athlete's perception can have on winning and losing. This perception of both coach and athlete may, in some cases, make the difference between a championship season and an unsuccessful season depending upon the way in which both coach and athlete perceive the leadership behavior.

Laughlin and Laughlin (1994) attempted to determine if athletes whose perceptions of leader behavior were similar to their coaches would evaluate them more

favorably than athletes whose perceptions were less similar. Participants were 11 coaches and 125 athletes from two colleges in Northern California. The LSS was used to measure perceptions of leader behaviors. The results found athletes whose perceptions were similar to their coaches in four dimensions of leader behavior (training and instruction, democratic behavior, autocratic behavior, and positive feedback) evaluated the coach more favorably than athletes whose perceptions were less similar.

A study by Chelladurai and Arnott (1985) investigated basketball players' preferences for different styles of decision making under varying situational conditions. The participants included 144 varsity basketball players, both male and female, from seven Canadian Universities. They expressed their preferences for one of the four decision styles: autocratic, consultative, participative, and delegative in each situation. The situations were described as quality requirement, coach's information, problem complexity, and group integration. There were 16 problem types the researchers developed in order to assess the study. For all 16 problem types there was a case and a chart to describe the problem. Participants were to answer yes or no to each case. For example, one case described a university coach who was dealing with making final cuts for the basketball team. The chart then asked four questions dealing with the four situations listed above and the participants were to answer either yes or no to the questions. The results showed females preferred a greater degree of participation than males. The delegative style, unexpectedly, was rejected by both sexes but preferences were more influenced by quality requirements and problem complexity.

Terry and Howe (1984) examined the coaching preferences of both male and female athletes from the University of Victoria. The LSS was used to assess leadership preferences. This study also examined the applicability of the life cycle and path goal theories of leadership in sport. The results indicate as a whole group, the athletes preferred their coach to display the five leadership behaviors in this order: training and instruction, rewarding behavior, democratic behavior, social support, and autocratic behavior.

Winning and Losing

As the sport world continues to gain popularity and national attention, winning and losing become significant priorities for those individuals associated with sport teams. However, it is difficult to find the exact reason or formula for a winning or losing team. The research completed in this area has focused on identifying the dimensions of leadership both the successful and unsuccessful teams possess.

Gordon (1986) studied university soccer players using the LSS. He found soccer players from more successful teams perceived more training and instruction, autocratic behavior, social support, and positive feedback behaviors in their coaches than did players from less successful teams. The results of this study indicated athletes perceive themselves to be more successful when the coach aims at improving their skills while making his/her own decisions yet, providing a comfortable atmosphere where the athletes can succeed and receive positive feedback.

Other research done on winning and losing have incorporated athlete satisfaction as a determinate of successful and unsuccessful teams. Collegiate

basketball players from 23 National Association of Intercollegiate Athletics (NAIA) teams were tested by Weiss and Friedrichs (1986). This study examined the leader behavior dimensions to team performance (win/lose record) and athlete satisfaction. The multidimensional model was used to examine the participants. The results of this study showed coaches who engage in more frequent rewarding behavior, social support behavior, and democratic style of decision making produce more satisfied athletes. They also found younger coaches and coaches with a better previous win/lose record had higher levels of athlete satisfaction than older coaches and coaches with a poorer win/lose record.

Winning and losing, satisfaction, and perception and preference are all important aspects of sport. Having all five aspects working for the best of the team can produce successful outcomes and provide the team with an overall satisfaction of the sport in which they are involved. Chelladurai (1984) examined the discrepancy between preferred and perceived leadership and athletes' satisfaction. This study involved both interdependent sports, such as basketball, football, hockey and volleyball, and independent sports such as swimming, track and field, and golf. He found successful coaches of interdependent sports were perceived to be higher on coordinating, exercising their leadership roles, and emphasizing production than the coaches of losing teams. Within the independent sports, successful coaches were perceived to be more concerned with maintaining a closely knit group and resolving conflicts than were the unsuccessful coaches. Successful coaches in interdependent sports were perceived as displaying more role clarification, integrating group function,

exercising the leadership role, and placing greater emphasis on production. These coaches also showed less tolerance for athletes' freedom and less concern for their comfort and well-being.

Summary

This literature review contained a broad overview of leadership. It also examined the different theories of leadership along with the factors associated with leadership in sport. The theories of leadership included the trait theory that states a leader in one situation will be a leader in any situation. The behavior theory focuses on what the leader actually does as opposed to the characteristics of the leader. In Fiedler's Contingency Model, leaders are seen as either task oriented and autocratic or interpersonally oriented and democratic. The path-goal model of leadership places emphasis on the leader as a catalyst for or facilitator of follower success. In the life-cycle model emphasis is placed on subordinate behavior rather than on the leader behavior. Another model of leadership discussed was the functional model. This model states a group's survival is based on the satisfaction of two functions: an expressive function and an instrumental function. The final model is the multidimensional model, which is a sport-specific leadership model. It focuses on three types of leader behavior: actual leader behavior, preferred leader behavior, and required leader behavior.

The factors associated with leadership in sport are satisfaction of the athletes, perception and preferences of a coach's leadership behavior by both the coach and athlete, and winning and losing percentages of the team. It is important for coaches of team sports to realize a team is essentially a group of "I's". The task of meeting the

individuals' needs and achieving group goals represents a challenging task for coaches. Leadership is a critical area of concern for both coaches and athletes. The way the coach and the athlete perceive the leadership ability of the coach is a significant factor in the athletes' satisfaction and outcome of the athletic contest.

CHAPTER III

METHODOLOGY

This chapter describes the participants and procedures used to evaluate the leadership behaviors of coaches and the way in which the coach and players perceive these leadership behaviors. In addition, this chapter includes a description of the way in which data were analyzed.

Participants

The participants in this study were head coaches and players from the top three and bottom three teams in the Mid-Intercollegiate Athletic Association (MIAA) and Kansas Collegiate Athletic Conference (KCAC) (N = 106). All participants were current college basketball players (N = 95) and coaches (N = 11) who competed in the 1995-96 season.

Procedures

Permission to conduct this study was obtained from the Institutional Review Board for Treatment of Human Subjects of Emporia State University (see Appendix A). Six women's basketball teams from the MIAA and six women's basketball teams from the KCAC Conferences were selected to participate in this study. The 12 teams were selected based on their final conference placement at the end of the regular conference basketball season. The top three and bottom three teams of each conference were used in the study. The researcher contacted the head coach from each of the selected schools. At this time, the researcher briefly explained the purpose of the study and asked each coach for permission to use his/her team in this study. Once permission to use this team was given, the researcher sent the LSS, and a letter

detailing the administration of this questionnaire (Appendix B) and a self-addressed

stamped envelope to the assistant coach. The assistant coach was directed to

administer the surveys to both the athletes and the head coach. When the

questionnaire was completed, the athletes and the coach placed the completed

questionnaire into a manila envelope. The manila envelope was sealed and mailed

back to the researcher. One of the losing teams in the MIAA Conference could not be

reached and were dropped from the study.

Instrumentation

Written permission to utilize the LSS was obtained from Chelladurai

(Appendix C). The instrument used to conduct this study was Chelladurai and Saleh's

(1980) Leadership Scale for Sport (LSS) (Appendix D). The LSS measures the

preferences of athletes for specific leader behavior from the coach, the perception of

athletes regarding the actual behavior of their coach, and a coach's perception of

his/her own leader behavior. The LSS has been used to examine the leadership

behavior in a variety of sports - varsity basketball (Chelladurai, 1984; Horne & Carron,

1985; Weiss & Friedrichs, 1986), varsity hockey (Erle, 1981), varsity track and field

(Chelladurai, 1984, Horne & Carron, 1985, Schliesman, 1987), and varsity volleyball

and swimming (Horne & Carron, 1985).

The LSS consists of five different dimensions of leadership. The dimensions

include Training and Instruction (13 items), Democratic Behavior (9 items),

Autocratic Behavior (5 items), Social Support (8 items), and Positive Feedback (5

items). The five dimensions make up a 40 item questionnaire. Each of the 40 items are on a Likert-like five point scale (1 = never, 5 = always).

The reported internal consistency estimates (Cronbach's alpha) for the five dimensions ranged from .45 (autocratic behavior) to .83 (training and instruction) for a mean of .75 in the preference version, and from .79 (autocratic behavior) to .93 (training and instruction) for a mean of .87 in the perceived version (Chelladurai & Saleh, 1980). The test-retest reliability estimates with 53 physical education students ranged from .71 (social support) to .82 (democratic behavior), with a mean of .76 (Chelladurai & Saleh, 1980).

Analysis of Data

Data were analyzed through the use of a one-way analysis of variance. This analysis compared the differences between coaches of winning and losing teams on perceived leadership styles (Hypothesis 1), the difference between athletes of winning and losing teams on perceived leadership styles of coaches (Hypothesis 2), and the difference between athletes of winning and losing teams on preferences for leadership styles of coaches (Hypothesis 3). All data were analyzed at the $p < .05$ level of significance.

Summary

The purpose of this study was to determine the perception and preferences of leadership styles among successful and unsuccessful collegiate women's basketball coaches and their athletes in the MIAA and KCAC Conferences. The participants in this study were head coaches and players from the top three and bottom three teams in the MIAA and KCAC Conferences (N = 106) for the 1995-96 season. All participants

were current college basketball players (N = 95) and coaches (N = 11) who competed

in the 1995-96 season. Data were analyzed using a one-way analysis of variance.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to determine the perception and preferences of leadership styles among successful and unsuccessful collegiate women's basketball coaches and their athletes in the Mid-Intercollegiate Athletic Association (MIAA) and Kansas Collegiate Athletic Conference (KCAC) Conferences. Participants completed the Leadership Scale for Sport (LSS) (Chelladurai and Saleh,1980) at the end of the regular basketball season.

This chapter presents an analysis of the data obtained from the surveys given to the 11 women's basketball teams and coaches. A one-way analysis of variance was used to test the differences between coaches of winning and losing teams on perceived leadership styles, the difference between athletes of winning and losing teams on perceived leadership styles of coaches, and the difference between athletes of winning and losing teams on preferences for leadership styles of coaches. All data were analyzed at the $p < .05$ level of significance.

Hypothesis one stated there was no significant difference between coaches of winning and losing teams on perceived leadership styles. A one-way analysis of variance was perfomed on winning/losing coaches and all dimensions of the LSS. The independent variable was performance record of the coaches (1 = winning, 2 = losing) and the dependent variable was the participants perception of the coach's leadership style. Results of the analysis of data indicated there was no difference between coaches on winning and

losing teams' perception of leadership styles (See Tables 1 - 5). This hypothesis was not

rejected at the $\underline{p} < .05$ level of significance.

Table 1

Analysis of Variance

Coaches Perception (Winning or Losing) By Training and Instruction Score

Source of Variation	df	Sum of Squares	Mean Squares	F Value	P Value
Between Groups	1	.1295	.1295	.5714	.4690
Within Groups	9	2.0405	.2267		
Total	10	2.1701			

p < .05

Table 2

Analysis of Variance

Coaches Perception (Winning or Losing) By Democratic Behavior Score

Source of Variation	df	Sum of Squares	Mean Squares	F Value	P Value
Between Groups	1	.1730	.1730	.3935	.5461
Within Groups	9	3.9571	.4397		
Total	10	4.1301			

$p < .05$

Table 3

Analysis of Variance

Coaches Perception (Winning or Losing) By Autocratic Behavior

Source of Variation	df	Sum of Squares	Mean Squares	F Value	P Value
Between Groups	1	.1659	.1659	.3456	.5711
Within Groups	9	4.3213	.4801		
Total	10	4.4873			

p < .05

Table 4

Analysis of Variance

Coaches Perception (Winning or Losing) By Social Support Score

Source of Variation	df	Sum of Squares	Mean Squares	F Value	P Value
Between Groups	1	.5939	.5939	1.3336	.2779
Within Groups	9	4.0083	.4454		
Total	10	4.6023			

p < .05

Table 5

Analysis of Variance

Coaches Perception (Winning or Losing) By Positive Feedback Score

Source of Variation	df	Sum of Squares	Mean Squares	F Value	P Value
Between Groups	1	.2038	.2038	.2908	.6028
Within Groups	9	6.3053	.7006		
Total	10	6.5091			

$p < .05$

Hypothesis two stated there was no significant difference between athletes of winning and losing teams on perceived leadership styles of coaches. A one-way analysis of variance was performed on winning and losing athletes on all dimensions of the LSS. The independent variable was the performance record of the athletic team (1 = winning, 2 = losing) and the dependent variable was the athletes' perception of the coaches leadership style. Results of the analysis of data indicated there was a significant difference between athletes on winning and losing teams on all dimensions of the LSS except the dimension of autocratic behavior (See Tables 6 - 10). Hypothesis two was rejected for all dimensions of the LSS except autocratic behavior.

Hypothesis three stated there was no significant difference between athletes of winning and losing teams on preferences for leadership styles of coaches. A one-way analysis of variance was performed on winning and losing athletes on all dimensions of the LSS. The independent variable was the performance record of the athletic team (1 = winning, 2 = losing) and the dependent variable was the athletes' preferences for leadership styles of the coach. Results of the analysis of data indicated there was no significant difference between athletes of winning and losing teams on preferences from leadership styles of the coach (See Tables 11 - 15). Hypothesis three was not rejected at the $p < .05$ level of significance.

Table 6

Analysis of Variance

Athletes Perception (Winning or Losing) By Training and Instruction Score

Source of Variation	df	Sum of Squares	Mean Squares	F Value	P Value
Between Groups	1	7.0137	7.0137	17.3202	.0001*
Within Groups	93	37.6597	.4049		
Total	94	44.6734			

*p < .05

Table 7

Analysis of Variance

Athletes Perception (Winning or Losing) By Democratic Behavior Score

Source of Variation	df	Sum of Squares	Mean Squares	F Value	P Value
Between Groups	1	2.7380	2.7380	7.3589	.0080*
Within Groups	93	34.6018	.3721		
Total	94	37.3398			

*p < .05

Table 8

Analysis of Variance

Athletes Perception (Winning or Losing) By Autocratic Behavior Score

Source of Variation	df	Sum of Squares	Mean Squares	F Value	P Value
Between Groups	1	.7189	.7189	1.5511	.2161
Within Groups	93	43.1026	.4635		
Total	94	43.8215			

$p < .05$

Table 9

<u>Analysis of Variance</u>

<u>Athletes Perception (Winning or Losing) By Social Support Score</u>

Source of Variation	<u>df</u>	Sum of <u>Squares</u>	Mean <u>Squares</u>	F <u>Value</u>	P <u>Value</u>
Between Groups	1	1.9050	1.9050	4.9175	.0290*
Within Groups	93	36.0285	.3874		
Total	94	37.9336			

*$p < .05$

Table 10

Analysis of Variance

Athletes Perception (Winning or Losing) By Positive Feedback Score

Source of Variation	df	Sum of Squares	Mean Squares	F Value	P Value
Between Groups	1	4.8293	4.8293	8.5303	.0044*
Within Groups	93	52.6503	.5661		
Total	94	57.4796			

*$p < .05$

Table 11

Analysis of Variance

Athletes Preference (Winning or Losing) By Training and Instruction Score

Source of Variation	df	Sum of Squares	Mean Squares	F Value	P Value
Between Groups	1	.0088	.0088	.0464	.8299
Within Groups	93	17.6847	.1902		
Total	94	17.6935			

p < .05

Table 13

Analysis of Variance

Athletes Preference (Winning or Losing) By Autocratic Behavior Score

Source of Variation	df	Sum of Squares	Mean Squares	F Value	P Value
Between Groups	1	.4731	.4731	1.1555	.2852
Within Groups	93	38.0768	.4094		
Total	94	38.5499			

p < .05

Table 14

Analysis of Variance

Athletes Preference (Winning or Losing) By Social Support Score

Source of Variation	df	Sum of Squares	Mean Squares	F Value	P Value
Between Groups	1	1.4191	1.4191	2.8589	.0942
Within Groups	93	46.1621	.4964		
Total	94	47.5811			

p < .05

Table 15

Analysis of Variance

Athletes Preference (Winning or Losing) By Positive Feedback Score

Source of Variation	df	Sum of Squares	Mean Squares	F Value	P Value
Between Groups	1	.0006	.0006	.0018	.9660
Within Groups	93	28.8836	.3106		
Total	94	28.8842			

$p < .05$

Summary

Hypotheses one, two, and three were tested using a one-way analysis of variance. Hypothesis one focused on the difference between coaches of winning and losing teams on perceived leadership styles. The results of this study indicate no significant difference existed between winning and losing coaches on perception of leadership. Hypothesis two focused on the difference between athletes of winning and losing teams on perceived leadership styles of coaches. The results indicate there is a significant difference between athletes on winning and losing teams and the perceived leadership styles of coaches in the dimensions of training and instruction, democratic behavior, social support, and positive feedback but not on the autocratic behavior dimension. Hypothesis three focused on the difference between athletes of winning and losing teams on preferences for leadership styles of coaches. The results indicate that no significant difference existed between athletes of winning and losing teams on preferences for leadership styles of coaches.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

The purpose of this study was to determine the perception and preferences of

leadership styles among successful and unsuccessful collegiate women's basketball

coaches and their athletes in the Mid-Intercollegiate Athletic Association (MIAA) and

Kansas Collegiate Athletic Conference (KCAC) Conferences. Specifically this study

was done to determine if successful coaches differ from unsuccessful coaches on their

self-perception of leadership behavior. In addition, this study attempted to determine

if an athlete's preference and perception of leadership behavior differ between

successful and unsuccessful teams.

Based on the results of the study, it appears there was no significant difference

between coaches of winning and losing teams on perceived leadership styles. There

was also no significant difference between athletes of winning and losing teams on

preferences for leadership styles of coaches. However, this study did find a significant

difference between athletes of winning and losing teams on their perception of coach's

leadership styles. The following chapter will discuss these results and offer

recommendation for future research.

Discussion

The findings in this study correlate very closely with similar research done over

the years. This study found a significant difference between athletes on winning and

losing teams and their perception of leadership styles. There was a significant

difference in four of the five dimensions of the LSS with only autocratic behavior

showing no significant difference. This finding is similar to the research done by

several other authors. All authors found players who perceive their coach to offer more training and instruction, democratic behavior, social support, and positive feedback were likely to perform more effectively (Garland & Barry, 1987; Horne & Carron, 1985).

A study done by Terry and Howe (1984) found athletes expressed a preference for a coach who displayed training and instruction behavior the majority of the time. The order of preference for coaching leadership styles was training and instruction, rewarding behavior, democratic behavior, social support, and finally autocratic behavior. In the present study, the findings on the difference between athletes on winning and losing teams on preferences for leadership styles of coaches was not significant. The reason the findings were not significant may be due to the fact the researcher did not receive a response from one of the unsuccessful teams, thus causing the number of losing teams to be one less than the winning teams.

Through all the research, it is worth noting coaches may be more effective if they emphasize training and instruction and positive feedback behavior. It is also important for coaches to be aware of team member preferences in the case of democratic behaviors, autocratic behavior, and social support in order to better understand the athletes and the type of coaching style they prefer.

Recommendations for Future Research

The following are recommendations for future study:

1. The testing of an increased number of coaches and athletes of both successful and unsuccessful women's basketball teams.

2. The testing of coaches and athletes from a variety of different sports (football, volleyball, track & field, softball, baseball).

3. The testing of the coaches and athletes at the beginning of the season, as well as at the end of the season.

4. The assessment of coach and athlete satisfaction and the way satisfaction relates to perception and preference of leadership behavior.

5. The testing of different conferences and divisions (NCAA Division I, II, III; NAIA Division I, II, III).

6. The testing of both male and female athletes to determine if there is a gender difference in perception and preference of leadership behaviors.

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APPENDIX A

**Emporia State University Institutional
Review Board for Treatment of
Human Subjects Approval**

EMPORIA STATE UNIVERSITY

January 26, 1996

Susan Decker
HPER
Campus Box 4020

Dear Ms. Decker:

The Institutional Review Board for Treatment of Human Subjects has evaluated your application for approval of human subject research entitled, "An Examination of the Perception and Preference of Women's Basketball Coaches and Athletes on Winning and Losing Teams." The review board approved your application which will allow you to begin your research with subjects as outlined in your application materials.

Best-of luck in your proposed research project. If the review board can help you in any other way, don't hesitate to contact us.

Sincerely,

John Schwenn, Dean
Graduate Studies and Research

pf

cc: Kathy Ermler

APPENDIX B

Letter of Explanation of the Leadership Scale for Sport

Dear Coach ,   March 14, 1996

Thank you for agreeing to assist me with my study. Without the help of you and your
team my project would not be possible. The following information is to let you know how
I would like the survey to be administered.

The packet should contain enough surveys for the players and the head coach. The
players and coach need to be reassured of the confidentiality of the study. They do not
need to put their name anywhere on the survey. The information that I receive from the
players and coach will only be evaluated by myself. Please note that the athletes fill out
the 80 question survey and the coach fills out the 40 question survey. The athlete's
surveys are marked with a number and a letter "A" and the coach's survey is marked with
a number and a letter "C."

The survey should be given out to the players and the coaches as soon as possible. Please
have them fill it out in an honest an concise manner. Instruct the athletes to place an "X"
under the appropriate column.

Please have all the surveys completed at the same time and placed back in the self-
addressed, stamped envelope and returned by **April 15, 1996**.

Thank you for your help in administering the survey to all the players and the head coach.
I really appreciate your help. I will be sending out the results to the participating teams
when the results are completed.

Thank you for you time.

Sincerely,

Susan Decker
Graduate Assistant Coach
Emporia State University

APPENDIX C

**Written Permission from Chelladurai to use
the Leadership Scale for Sport**

THE OHIO STATE UNIVERSITY

School of Health, Physical
Education, and Recreation

337 West 17th Avenue
Columbus, OH 43210-1284

FAX   614-292-7229

OCT 4, 95

Dear Susan:

Thanks for the call. Please keep me posted of your research.

All the best.

P. CHELLADURAI

APPENDIX D

MANUAL FOR THE LEADERSHIP SCALE FOR SPORT

MANUAL

FOR THE

LEADERSHIP SCALE FOR SPORTS

P. Chelladurai, Ph.D.

Faculty of Sport Management
School of Health, Physical Education, and Recreation
The Ohio State University
453 Larkins Hall
337 W. Seventeenth Ave.
Columbus, Ohio 43210-1284
U.S.A.

April, 1994

Dimension	Description
Training and Instruction	Coaching behavior aimed at improving the athletes' performance by emphasizing and facilitating hard and strenuous training; instructing them in the skills, techniques and tactics of the sport; clarifying the relationship among the members; and by structuring and coordinating the members' activities.
Democratic Behavior	Coaching behavior which allows greater participation by the athletes in decisions pertaining to group goals, practice methods, and game tactics and strategies.
Autocratic Behavior	Coaching behavior which involves independent decision making and stresses personal authority.
Social Support Behavior	Coaching behavior characterized by a concern for the welfare of individual athletes, positive group atmosphere, and warm interpersonal relations with members
Positive Feedback (Rewarding Behavior)	Coaching behavior which reinforces an athlete by recognizing and rewarding good performance.

*The development of the Leadership Scale for Sports (LSS) and its psychometric properties have been fully elaborated in Chelladurai, P., & Saleh, S.D. (1980). Dimensions of leader behavior in sports: Development of a leadership scale. Journal of Sport Psychology, 2 (1), 34-45

The items under each dimension of leader behavior are as follows:

Training and Instruction	Democratic Behavior	Autocratic Behavior	Social Support	Positive Feedback (Rewarding Behavior)
1	2	6	3	4
5	9	12	7	10
8	15	27	13	16
11	18	34	19	28
14	21	40	22	37
17	24		25	
20	30		31	
23	33		36	
26	39			
29				
32				
35				
38				

The scoring of each of the items is as follows: Always = 5; Often = 4, Occasionally = 3, Seldom = 2; Never = 1. The sum of the score on the items in a dimension is divided by the number of items in that dimension to derive the dimension score for a subject. It is advisable to carry these scores to at least four decimals in statistical analyses.

Versions of the LSS

The LSS has so far been used to measure 1) the preferences of athletes for specific leader behavior from the coach, and 2) the perception of athletes regarding the actual leader behavior of their coach. It can also be used to measure a coach's perception of his/her own leader behavior or to measure "Ideal" Leader Behavior.

Of course, the introductory statements would vary according to the purpose of a study. Also, relevant grammatical changes need to be made in the items themselves. This manual presents the Preference version.

Leadership Scale for Sports
(Preference Version)

Each of the following statements describe a specific behaviour that a coach may exhibit. For each statement, there are five alternatives:

1. ALWAYS; 2. OFTEN (about 75% of the time); 3. OCCASIONALLY (50% of the time; 4. SELDOM (about 25% of the time; 5. NEVER

Please indicate your preference by placing an "X" in the appropriate space. Answer all items even if you are unsure of any. Please note that this is not an evaluation of your present coach or any other coach. It is your own personal preference that is required. There are no right or wrong answers. Your spontaneous and honest response is important for the success of the study.

I prefer my coach to:

ALWAYS OFTEN OCCASIONALLY SELDOM NEVER

1. See to it that athletes work to capacity. — — — — — 1

2. Ask for the opinion of the athletes on strategies for specific competitions. — — — — — 2

3. Help athletes with their personal problems. — — — — — 3

4. Compliment an athlete for good performance in front of others. — — — — — 4

5. Explain to each athlete the techniques and tactics of the sport. — — — — — 5

6. Plan relatively independent of the athletes. — — — — — 6

7. Help members of the group settle their conflicts. — — — — — 7

8. Pay special attention to correcting athletes' mistakes. — — — — — 8

9. Get group approval on important matters before going ahead. — — — — — 9

10. Tell an athlete when the athlete does a particularly good job. — — — — — 10

11. Make sure that the coach's function in the team is understood by all athletes. — — — — — 11

12. Not explain his/her actions. — — — — — 12

13. Look out for the personal welfare of the athletes — — —

14. Instruct every athlete individually in the skills of the sport — — —

15. Let the athletes share in decision making — — —

16. See that an athlete is rewarded for a good performance — — —

17. Figure ahead of what should be done. — — —

18. Encourage athletes to make suggestions for ways to conduct practices — — —

19. Do personal favours for the athletes. — — —

20. Explain to every athlete what should be done and what should not be done. — — —

21. Let the athletes set their own goals. — — —

22. Express any affection felt for the athletes — — —

23. Expect every athlete to carry out one's assignment to the last detail — — —

24. Let the athletes try their own way even if they make mistakes — —

25. Encourage the athlete to confide in the coach. — —

26. Point out each athlete's strengths and weaknesses. —

27. Refuse to compromise on a point. —

28. Express appreciation when an athlete performs well — —

29. Give specific instructions to each athlete on what should be done in every situation. — —

30. Ask for the opinion of the athletes on important coaching matters —

31. Encourage close and informal relations with athletes — —

32. See to it that the athletes' efforts are coordinated —

33. Let the athletes work at their own speed. — —

34. Keep aloof from the athletes. — —

35. Explain how each athlete's contribution fits into the total picture — —

36. Invite the athletes home. — —

37. Give credit when it is due. —

38. Specify in detail what is expected of athletes — —

39. Let the athletes decide on plays to be used in a game —

40. Speak in a manner which discourages questions

(Athlete's Perception of Coach's Behavior)

Each of the following statements describe a specific behaviour that a coach may exhibit. For each statement, there are five alternatives:

1. ALWAYS; 2. OFTEN (about 75% of the time); 3. OCCASIONALLY (50% of the time; 4. SELDOM (about 25% of the time; 5. NEVER

Please indicate your coach's actual behavior by placing an "X" in the appropriate space. Answer all items even if you are unsure of any. Please note that you are rating your present conach.

My conach:

	ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER	
1. Sees to it that athletes work to capacity.	—	—	—	—	—	1
2. Asks for the opinion of the athletes on strategies for specific competitions.	—	—	—	—	—	2
3. Helps athletes with their personal problems.	—	—	—	—	—	3
4. Compliments an athlete for good performance in front of others.	—	—	—	—	—	4
5. Explains to each athlete the techniques and tactics of the sport.	—	—	—	—	—	5
6. Plans relatively independent of the athletes.	—	—	—	—	—	6
7. Helps members of the group settle their conflicts.	—	—	—	—	—	7
8. Pays special attention to correcting athletes' mistakes.	—	—	—	—	—	8
9. Gets group approval on important matters before going ahead.	—	—	—	—	—	9
10. Tells an athlete when the athlete does a particularly good job.	—	—	—	—	—	10
11. Makes sure that the coach's function in the team is understood by all athletes.	—	—	—	—	—	11
12. Does not explain his/her actions.	—	—	—	—	—	12
13. Looks out for the personal welfare of the athletes.	—	—	—	—	—	13
14. Instructs every athlete individually in the skills of the sport.	—	—	—	—	—	14
15. Lets the athletes share in decision making.	—	—	—	—	—	15
16. Sees that an athlete is rewarded for a good performance.	—	—	—	—	—	16
17. Figures ahead of what should be done.	—	—	—	—	—	17
18. Encourages athletes to make suggestions for ways to conduct practices.	—	—	—	—	—	18

My conach:

	ALWAYS	OFTEN	OCCASIONALLY	SELDOM
19. Does personal favours for the athletes.				
20. Explains to every athlete what should be done and what should not be done.				
21. Lets the athletes set their own goals				
22. Expresses any affection felt for the athletes.				
23. Expects every athlete to carry out one's assignment to the last detail				
24. Lets the athletes try their own way even if they make mistakes				
25. Encourages the athlete to confide in the coach				
26. Points out each athlete's strengths and weaknesses				
27. Refuses to compromise on a point.				
28. Expresses appreciation when an athlete performs well				
29. Gives specific instructions to each athlete on what should be done in every situation.				
30. Asks for the opinion of the athletes on important coaching matters				
31. Encourages close and informal relations with athletes				
32. Sees to it that the athletes' efforts are coordinated				
33. Lets the athletes work at their own speed				
34. Keeps aloof from the athletes.				
35. Explains how each athlete's contribution fits into the total picture				
36. Invites the athletes home.				
37. Gives credit when it is due.				
38. Specifies in detail what is expected of athletes.				
39. Lets the athletes decide on plays to be used in a game				
40. Speaks in a manner which discourages questions				

Each of the following statements describe a specific behaviour that a coach may exhibit. For each statement, there are five alternatives:

1. ALWAYS; 2. OFTEN (about 75% of the time); 3. OCCASIONALLY (50% of the time; 4. SELDOM (about 25% of the time; 5. NEVER

Please indicate your preference by placing an "X" in the appropriate space. There are no right or wrong answers. Your spontaneous and honest response is important for the success of the study.

(Typical mode of behavior)

In coaching I:

	ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER	
1. See to it that athletes work to capacity.	—	—	—	—	—	1
2. Ask for the opinion of the athletes on strategies for specific competitions.	—	—	—	—	—	2
3. Help athletes with their personal problems.	—	—	—	—	—	3
4. Compliment an athlete for good performance in front of others.	—	—	—	—	—	4
5. Explain to each athlete the techniques and tactics of the sport.	—	—	—	—	—	5
6. Plan relatively independent of the athletes.	—	—	—	—	—	6
7. Help members of the group settle their conflicts.	—	—	—	—	—	7
8. Pay special attention to correcting athletes' mistakes.	—	—	—	—	—	8
9. Get group approval on important matters before going ahead.	—	—	—	—	—	9
10. Tell an athlete when the athlete does a particularly good job.	—	—	—	—	—	10
11. Make sure that the coach's function in the team is understood by all athletes.	—	—	—	—	—	11
12. Not explain his/her actions.	—	—	—	—	—	12
13. Look out for the personal welfare of the athletes.	—	—	—	—	—	13
14. Instruct every athlete individually in the skills of the sport.	—	—	—	—	—	14
15. Let the athletes share in decision making.	—	—	—	—	—	15
16. See that an athlete is rewarded for a good performance.	—	—	—	—	—	16
17. Figure ahead of what should be done.	—	—	—	—	—	17
18. Encourage athletes to make suggestions for ways to conduct practices.	—	—	—	—	—	18

In coaching I:

	ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER	
19. Do personal favours for the athletes.	—	—	—	—	—	
20. Explain to every athlete what should be done and what should not be done.	—	—	—	—	—	
21. Let the athletes set their own goals.	—	—	—	—	—	
22. Express any affection felt for the athletes.	—	—	—	—	—	
23. Expect every athlete to carry out one's assignment to the last detail.	—	—	—	—	—	
24. Let the athletes try their own way even if they make mistakes.	—	—	—	—	—	
25. Encourage the athlete to confide in the coach.	—	—	—	—	—	
26. Point out each athlete's strengths and weaknesses.	—	—	—	—	—	
27. Refuse to compromise on a point.	—	—	—	—	—	
28. Express appreciation when an athlete performs well.	—	—	—	—	—	
29. Give specific instructions to each athlete on what should be done in every situation.	—	—	—	—	—	
30. Ask for the opinion of the athletes on important coaching matters.	—	—	—	—	—	
31. Encourage close and informal relations with athletes.	—	—	—	—	—	
32. See to it that the athletes' efforts are coordinated.	—	—	—	—	—	
33. Let the athletes work at their own speed.	—	—	—	—	—	
34. Keep aloof from the athletes.	—	—	—	—	—	
35. Explain how each athlete's contribution fits into the total picture.	—	—	—	—	—	
36. Invite the athletes home.	—	—	—	—	—	
37. Give credit when it is due.	—	—	—	—	—	
38. Specify in detail what is expected of athletes.	—	—	—	—	—	
39. Let the athletes decide on plays to be used in a game.	—	—	—	—	—	
40. Speak in a manner which discourages questions.	—	—	—	—	—	