COLLEGE ATHLETES' PERCEPTIONS ON THE EFFECTIVENESS OF
COACHING FEEDBACK FOR LEADERSHIP DEVELOPMENT AND
CULTURE BUILDING

by

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ABSTRACT

One of the main functions of college athletics is to develop leadership skills within student athletes and foster a strong team culture that is conducive to growing those leadership skills. The leaders on collegiate athletic teams are the coaches who have been hired to produce successful student athletes, both on and off the field or court. At the very heart of college coaching is the art of communication, of which feedback is a natural byproduct. This study, which gathered 32 complete responses, looked to determine whether student athletes at the college level received effective feedback that led to leadership development and a strong team culture. As a result of the research, it is suggested that the frequency of meaningful coaching feedback has a direct relationship with leadership development in collegiate student athletes and culture building on college athletics teams.

TABLE OF CONTENTS

LIST OF FIGURES

CHAPTER I: INTRODUCTION

As leadership expert and consultant Tim Kight of Focus 3 says, "Average leaders create average culture, which drives average behavior, which produces average results. *Exceptional* leaders produce exceptional culture, which drives exceptional behavior, which produces the best results" (Focus 3, n.d.). In order for a team or organization of any kind to get the best results, the process starts at the top — with leaders.

Intercollegiate sports were born in the second half of the 19th Century when students from various universities, mainly in the Northeast at that time, gathered up an informal group to engage in competition with a similarly structured group at a different university. In 1852, Harvard took on Yale in a crew race in the first recorded intercollegiate competition, followed by the first baseball game in 1859 and the first ice hockey game in 1895 ("College Sports", 2002). Not long after students began forming groups to compete in various sports, supported in a large way by alumni, faculty members from the elite institutions began to take on the role of faculty athletics representative to attempt to regain control over the student sports groups. Before faculty, alumni, and students from several colleges could formally meet in 1898, an NCAA report states that colleges had begun hiring professional coaches (Barr, 1999).

Throughout the 1800s as college coaching began to evolve, so did the need for specific coaching techniques, specifically that of giving feedback. In every weight room session, film session, practice, or competition, feedback takes place. Martin Lee said "In coaching, feedback is the means of eliciting change" (2011). Lee also provided a copy of Dan Bishop's Coaching Feedback Cycle (Figure 1).

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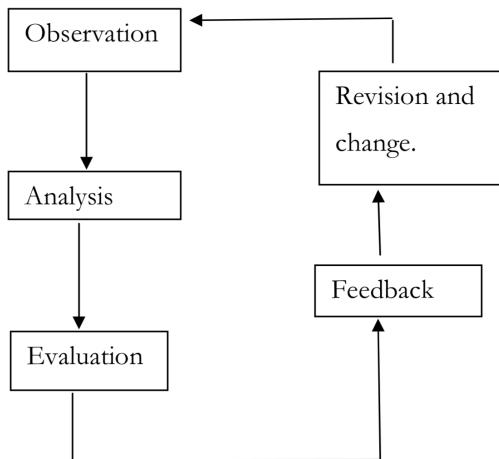
Figure 1: The Coaching Feedback Model (Bishop (2008) in Lee, 2011)

Lee noted that observation begins the cycle. After the coach has observed an action taken by one of his or her players, that coach then analyzes and evaluates the action. If the action is deemed to be unproductive or not ideal, the coach provides the necessary feedback in order for the player to revise and change the action for the next occurrence of the situation. Then, the cycle begins anew with a new observation from the coach. While there are many frameworks for providing effective feedback, all feedback results in one of two outcomes: the player takes the feedback positively, which builds the relationship, or the player takes the feedback negatively, which damages the relationship. If the goal is to build strong relationships with every member of the team, the coach should do his or her part to provide feedback that can be taken positively and productively.

As a coach — specifically of a college team — one of the primary jobs is to develop leaders. Urban Meyer wrote, "The defining characteristic of every team is leadership. Leadership isn't *a* difference maker, it is *the* difference maker. Talent will get

you about seven or eight wins. Discipline pushes it to nine wins, maybe. But when you add leadership, that's when the magic happens" (2017). However, the job of leadership development is not restricted to teaching student athletes to be leaders on the field or court. Nearly all college athletes will not make it to the major professional ranks in the sports they play. Even for those that do make it and have successful, lengthy careers at the highest level of sport in the world, there is a life after sports: a life in which they must work for or lead an organization or company. For those former student athletes to have the best opportunity to succeed in a different arena — the boardroom — it is imperative that they learn leadership skills from their coaches in their formative years on a college campus.

Currently, there are 62 NCAA Division I athletic programs that offer information about a university-sponsored leadership development initiative on their athletics website (Voight & Hickey, 2016). Those initiatives, in the form of structured programs or academies, serve different purposes based on the desires and mission of the athletics department. For some programs, the objective is to provide student athletes with a way to connect with the job market once their playing days are done. For other programs, the idea is more focused on being a leader on campus or in the community. While it is important to develop young men and women that will lead the charge in practice or in competitions, what the researcher believes to be more important is developing leaders off the field or court.

As Kight suggested, leaders create the culture in an organization or on a team. As former Fortune 500 CEO and *New York Times* Bestselling Author Douglas Conant says,

"To win in the marketplace, you must first win in the workplace." In athletics, that means leaders need to win in the locker room first before winning in competition. Leadership author and consultant Jon Gordon partnered with former NFL head coach Mike Smith to write a book titled *You Win in the Locker Room First*, in which they uncovered the seven C's to building a winning team, including: creating the culture, being contagiously positive, being consistent, communicating, connecting, committing, and caring (2015).

One of Gordon's foundational concepts is that "Culture drives expectations and beliefs. Expectations and beliefs drive behavior, behavior drives habits and habits create the future" (Gordon & Smith, 2015). In a similar framework for culture, Tim and Brian Kight of Focus 3 say "Culture is the beliefs that drive behavior and the experiences it creates in your organization" (Kight & Kight, 2017). For the same reason why student athletes should have their leadership skills improved in college, coaches should also teach and model culture building skills that will translate to life as a business professional.

Problem Statement

According to the NCAA's 2018 statistics, only two percent of college athletes go on to play major professional sports when their days on a college campus are done (NCAA, 2018). That means 98 percent of former college athletes will "go pro in something other than sports," as stated in the ever-popular NCAA commercial. Most fans are of the belief that participating in college athletics is a great way for our young people to gain leadership skills and learn what the components of a strong team culture is. However, the presence of countless recent scandals in college athletics proves that not

every program succeeds at creating the next generation of leaders and modeling a strong team culture. If the ideal state is that college athletes on every campus in the country take leadership and culture building skills into their companies after their experience as a college athlete, then college coaches and administrators must create policy within their athletic departments that puts an emphasis on leadership development by giving effective feedback and building a strong team culture.

Research Question

- Do college athletes experience feedback that is effective in leadership development and culture building?

Hypothesis

- The effectiveness of coaching feedback is directly related to student athlete perception of leadership development and culture building.

Definition of Terms

- Feedback – "is conceptualized as information provided by an agent (e.g., teacher, book, parent, self, experience) regarding aspects of one's performance or understanding" (Hattie & Timperley, 2007).
- Coaching – "the act of training a person or team of people in a particular sport" ("Coaching", n.d.).

- Leadership – "Interpersonal influence over others that is aimed at achieving organizational goals, objectives, and strategies" (Hurd, Barcelona & Meldrum, 2008).

- Management – "The process of coordinating and integrating resources in order to effectively and efficiently achieve organizational goals and objectives" (Hurd, Barcelona & Meldrum, 2008).

- Student athlete – "an individual who engages in, is eligible to engage in, or may be eligible in the future to engage in, any intercollegiate sport. An individual who is permanently ineligible to participate in a particular intercollegiate sport is not a student athlete for purposes of that sport" (15 USC Ch. 104: Sports Agent Responsibility and Trust).

- Team (organizational) culture – "Shared norms, values, beliefs, and expectations that bin employees together and distinguish the agency from others" (Hurd, Barcelona & Meldrum, 2008).

Significance of Study

This study is significant in that it will either provide information that ineffective coaching feedback exists in the studied athletic department or suggest that the existing feedback process works for developing leaders and creating culture. If the hypothesis is correct in that the effectiveness of coaching feedback is connected with the leadership development and culture building aspects of coaching, then this study will serve as a guide for future athletic departments and teams to build a program that fosters leadership development

and builds a strong culture in order for the student athletes to receive effective coaching feedback. If the hypothesis is incorrect, and the variables are not connected, then more research would be needed to determine what the framework of effective coaching feedback, as well as effective leadership development and culture building in a college athletic program. Overall, this study provides greater clarity on the effectiveness of coaching feedback for leadership development and team culture, which could lead to more effective people and teams.

CHAPTER II: LITERATURE REVIEW

Coaching

To coach is to go beyond the basic aspects of management and leadership. It requires intense attention to detail on resources such as time, technology, and tools, among other aspects. It also requires a deeper understanding of how to influence the surrounding assistant coaches and staff, much less the players themselves. Without managing time properly, the players would not arrive to practice or a competition on time. Without technology, aspects of preparation such as film study on opponents would likely hinder the ability of the coach to give his or her team the best chance to win. Without the proper practice tools, the players would not participate as much in practice and would be ill-prepared to face their opponents in competition. Likewise, without the proper relationship-building skills needed for influence, the team would likely tune out its coach, and the team's results would suffer the consequences.

Regarding coaching and its impact, there is "a considerable gap between cutting-edge research and real world application, particularly in the sport coaching environment" (Farrow, Baker & MacMahon, 2013). The researchers offer three suggestions as to why the effort given in research fails to be applied: A) coaches claim they already knew the results of the research; B) the results of the research include too many conditions for coaches to follow; or C) the results and significance of the research is lost in the jargon of the academic publication. This study aims to combat this gap between research and application by offering new findings on leadership and culture as a result of coaching feedback, offering simple suggestions for improving the leadership and culture aspects of

coaching a team, and reporting the results of the study in such a way that is easy for the reader to understand and implement.

A different group of researchers maintained that there were three other reasons for the gap between research and application of findings in sport coaching research: A) the coach's attitude approaching the findings; B) the coach's approach to the evidence itself; and C) only accepting what reinforces the coach's current beliefs and approaches (Lilienfield, et al., 2013). This set of suggestions cannot be influenced by the researcher. The researchers who give these suggestions are correct in their belief that coaches will accept or deny the results of the current research based on their attitude toward the research, attitude toward the evidence, and confirmation bias that may exist.

However, the goal of closing that gap between research of sport coaching and application of the findings within that research still remains. Findings that provide immense impact, relatability to the job, providing practical action plans, and scalability are listed as four suggestions for closing that gap and allowing coaches to implement the findings with ease (Williams and Kilgour, 2014). The aforementioned quote by Urban Meyer on leadership improving a team, followed by the findings of the research in this study, should alert the reader - coaches - that the results of the study should not be dismissed, no matter the outcome. Most coaches desire to improve themselves and their teams. They also do not want to waste time determining how to interpret a set of data and uncover how it applies to them. Therefore, this study will aim at successfully executing the third suggestion - providing practical plans - to make understanding the research more attainable for the coach.

Coaching in the college athletics field has changed drastically over the roughly 125 years since the profession began. Early coaches took on the role of expert and enforcer, first showing technique then promoting guidelines for players to follow. Over the years, coaches determined that raising one's voice and carrying oneself with animated body language does not often command the respect of the coach. Now, most coaches have learned to build trust and a strong relationship with their players in order to generate the respect needed to be a positive influencer and motivator.

The newness in approaching the duty of coaching does not end with "soft skills." It extends to the practice field or court, where coaches have developed a new tactic for preparing players for competition, called the Game-Based Approach, or GBA. In a GBA, the coach moves from the role of disciplinarian to psychologist, allowing players on the team to reflect on their activity and its effectiveness (Cushion, 2013; Light & Evans, 2010; Roberts, 2011). The first feature of GBAs is the restructuring of practice to include modified competitions instead of focusing solely on technique (Kinnerk, et al., 2018). Feature two of GBAs is the coach asking questions of the players regarding their activity, and it couples with the third feature of GBAs, which is where the players test various approaches to the task (Kinnerk, et al., 2018). Finally, the last feature of GBAs is for the coach to encourage an active and creative environment (Light, 2013).

Feedback

Arguably the most fundamental aspect of coaching is providing feedback. Feedback can come in various forms and be met with varying degrees of success.

Different coaches employee different techniques for providing feedback, but I believe most would agree that the best coaches provide the best feedback on a consistent basis. Over the course of a season, different types of feedback occur. For instance, prior to the competition schedule beginning, coaches take the time to teach their athletes physical techniques, playbooks, and other bits of information necessary for winning on the field or court. Even before practices take place, the athletes are taught the correct way to condition their bodies with the use of weight training and nutrition. Finally, when the season is underway, corrective feedback is offered at the conclusion of every competition and practice, in hopes that the athletes will hone the skills that were taught prior to the competition taking place.

While we know that feedback is an integral part of teaching and coaching, "we need to know much more about [student/athlete] learning, indeed how their very sense of professional identity, is shaped by the nature of the feedback they receive. We need more feedback on feedback" (Eraut, 2006). As founder and chairman of The Oxford School of Coaching and Mentoring Eric Parsloe said, "Feedback is the fuel that drives improved performance" (Hardavella, et al., 2017). While improved performance is a potential by-product of feedback, this study aims to uncover if feedback is directly tied to producing more leaders and building strong cultures.

Feedback is necessary in virtually every setting to help individuals move from the current state to the desired state. The space between the current state and the desired state is typically referred to as a "gap." Those gaps can be bridged or "reduced through a number of different cognitive processes, including restructuring understandings,

confirming to students that they are correct or incorrect, indicating that more information is available or needed, pointing to directions students could pursue, and/or indicating alternative strategies to understand particular information" (Hattie & Timperley, 2007). When providing feedback, the best place to start is by determining the desired direction or outcome of the feedback.

Once a coach or individual has determined the desired direction of the feedback, they are then able to choose between the four types of feedback: informal, formal, formative, and summative (Hardavella, et al., 2017). In athletics, formative and summative feedback take place most often. Formative feedback in sports provides confirmation that the athlete has learned or is progressing towards correctly implementing a new skill. This is seen daily in practices, especially at the beginning of a season or before a season begins. Summative feedback "measures performance, often against a standard, and comes with a mark/grade and feedback to explain your mark" (Hardavella, et al., 2017). This type of feedback occurs during and after every competition. The scoreboard gives the initial mark to measure performance, noting which team is the better team in that particular moment. The feedback to explain the mark is often the topic of discussion in the locker room after the competition between the coaches and players as they debrief what went right and what went wrong during the competition.

No matter the type of feedback or the desired outcome of the feedback, it is vital to enter the conversation with a planned approach. Three models of feedback that could be used are: the feedback sandwich, chronological fashion feedback, and the Pendleton model (Hardavella, et al., 2017). The feedback sandwich is the most familiar and most

widely used model of feedback, and it entails beginning the conversation with positivity, giving the most critical feedback in the middle, and ending the conversation with more positivity. Everyone wants to hear more positivity than negativity, but using this model constantly will cause the learner to tune out the positivity more and more. Chronological fashion feedback is most widely used in athletics currently. In athletics, the chronological fashion feedback model is used in the locker room after practices and competitions, when the coach is going through the events and details of the practice and competition to share with the players what he or she saw and what can be corrected for the next practice or competition. The Pendleton model is a more learner-centered approach that involves asking the learner what he or she saw or experienced and what can be done to improve next time. This model opens up more of a two-way dialogue, which could lead to greater levels of understanding and trust for both parties.

Along the same philosophy of the Pendleton model, asking questions to gain greater levels of understanding, researchers from the University of Aukland determined their own model for providing feedback in which the learners ask themselves questions before, during, and after an event. The model, provided in Figure 2, begins by acknowledging the discrepancies that could exist between coaches (teachers) and athletes (students) and how those discrepancies can be overcome. Whether the teacher/coach provides feedback for the student/athlete or the student/athlete asks the questions of themselves, the researchers found that effective feedback answers the following questions: Where am I going? How am I going? Where to next? (Hattie & Timperley, 2007). The first question — Where am I going? — provides the student/athlete with the

desired direction or outcome. The next question — How am I going? — suggests that

"feedback is effective when it consists of information about progress and/or about how to

proceed" (Hattie & Timperley, 2007). Finally, by asking the final question — Where to

next? — the student/athlete reflects on any changes that need to be made before engaging

in the event again.

Purpose
To reduce discrepancies between current understandings/performance and a desired goal

The discrepancy can be reduced by:
Students
- Increased effort and employment of more effective strategies *OR*
- Abandoning, blurring, or lowering the goals

Teachers
- Providing appropriate challenging and specific goals
- Assisting students to reach them through effective learning strategies and feedback

Effective feedback answers three questions

Where am I going? (the goals)	Feed Up
How am I going?	Feed Back
Where to next?	Feed Forward

Each feedback question works at four levels:

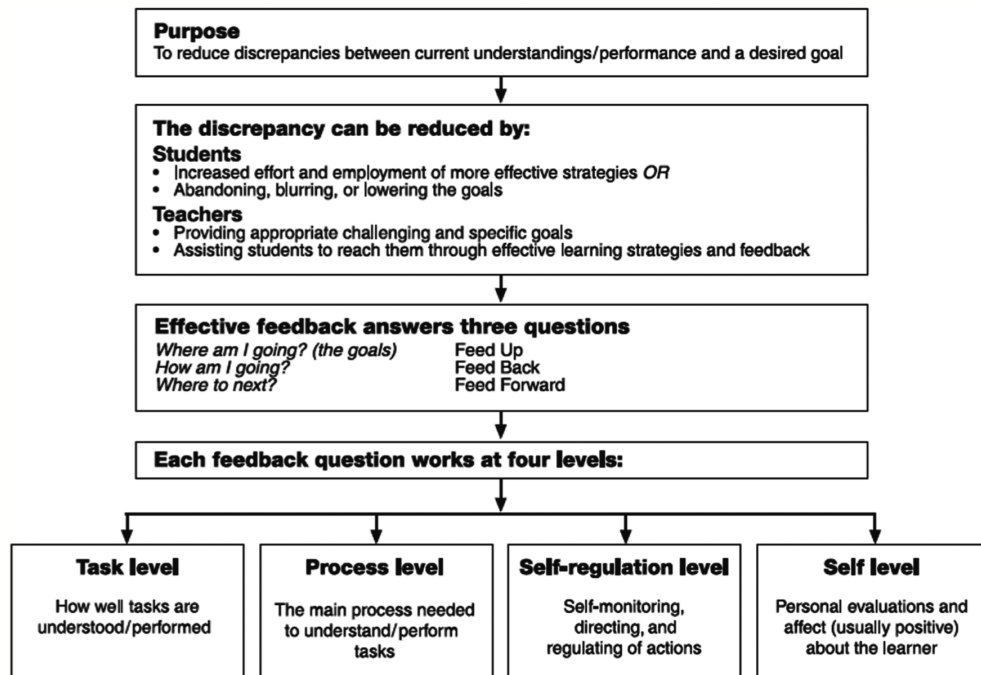| **Task level** | **Process level** | **Self-regulation level** | **Self level** |
| How well tasks are understood/performed | The main process needed to understand/perform tasks | Self-monitoring, directing, and regulating of actions | Personal evaluations and affect (usually positive) about the learner |

Figure 2: Model for Effective Feedback (Hattie & Timperley, 2007)

As for tips to providing effective feedback to college students, a researcher from

the University of Nevada, Las Vegas gave five suggestions: "feedback should be specific,

providing a clear diagnosis of what went wrong and why"; "we should frame the

feedback comments themselves in the affirmative, focusing on what the student *should*

do, rather than what she *shouldn't* do"; "in helping the student improve, we should

provide feedback that uses the student's talents as a jumping-off point"; "we should give

feedback in manageable chunks"; and "we should give frequent feedback" (Carr, 2011). According to 74 meta-analyses on feedback, "the most effective forms of feedback provide cues or reinforcement to learners; are in the form of video-, audio-, or computer-assisted instructional feedback; and/or relate to goals" (Hattie & Timperley, 2007). Likewise, other studies on feedback have noted the following as qualities of effective feedback: specific, focused on behaviors, timely, honest, balanced, linked to learner's goals, nonjudgmental, and identified as "feedback" (Kritek, 2015).

As for negative forms of feedback, "programmed instruction, praise, punishment, and extrinsic rewards were the least effective for enhancing performance" according to the meta-analysis on feedback (Hattie & Timperley, 2007). Some coaches still employ those forms of feedback in aiming to get the best out of their athletes. However, in order to provide feedback that enhances performance, it is vital for coaches to remember the three main areas of concern for students: fairness, transparency and consistency (Robinson, Pope, and Holyoak, 2013; Sopina & McNeill, 2015).

Leadership

In his 2001 book *Good to Great*, Jim Collins refers to leadership as having five levels: capable individual, contributing team member, competent manager, effective leader, and executive. As opposed to management—execution and value creation—and administration—process and tasks—leadership is simply defined as vision and planning (Boomer, 2014).

Two approaches to understanding leadership in organizations are to examine leader's traits and a leader's style. Study of trait theories of leadership began in the 1940s, with Stogdill's (1948) five factors that predict effective leadership, including capacity, achievement, responsibility, participation, and status. Those five factors of effective leadership were then turned into five major leadership traits by Northouse (2016), which include intelligence, self-confidence, determination, integrity, and sociability. Starting in 1945, studies at Ohio State University determined there were two dimensions of the behavior of leaders, including initiating structure and consideration. In the 1950s, a similar study at the University of Michigan insisted there was a range of behaviors regarding leadership with two major ends of the spectrum: employee orientation, or relationship building with employees, and production orientation, or focusing on tasks (Borland, Burton, & Kane, 2014).

As for a leader's style, much research can be found to assist with this study's evaluation of the high school athletic departments. Kurt Lewin (1939) listed three main leadership styles, including authoritarian, democratic and laissez-faire. Authoritarian-led organizations are based on the leader making decisions, generally on his or her own. The democratic leadership style is also called the participative leadership style, since democratic leaders rely on the members of the group to come up with creative ideas in order to make decisions. Laissez-faire leaders are the exact opposite of authoritarian leaders in that they are completely hands-off when it comes to making decisions. Lewin's study found that the most productive style was authoritarian, followed by democratic and

laissez-faire, in that order, even though the quality of work was higher with democratic leaders.

Tannenbaum and Schmidt (1973) take that study into leadership styles even further by discovering seven different styles that leaders use, including: "tells," or communicating directly to the team; "sells," or providing a justification of the decision; "suggests," or recommending several different options to the team; "consults," or discusses and suggests a certain path; "joins," or working together to solve the problem; "delegates," or letting the team decide; and "abdicates," or helping the team fully understand better before making a decision.

Robert Blake and Jane Mouton (1964) defined various leadership styles on a grid format, with the X axis standing for "concern for results" and the Y axis standing for "concern for people." Impoverished leadership is defined as a leader having very little concern for results or people. Authority-compliance leadership is when a leader is very concerned with results but not about the people in the organization. Country club leadership is when the organization is a comfortable environment for employees and the leader cares very little about results. Middle of the road leadership is when the leader maintains an average amount of concern for results and people. Team management is the desired leadership style, which is where the leader is aware of emotional needs of the team and knows how to best motivate the team to get the best results.

Other studies have been done that look at the relationship and interaction between a supervisor and subordinates, such as the transformational leadership theory by Bass (1985). Transformational leaders inspire others to see the vision of the organization and

strive to achieve goals. Four characteristics of transformational leadership include: intellectual stimulation, individualized consideration, inspirational motivation and idealized influence. This is often contrasted with the transactional leadership model, which says that the relationship between a manager and an employee is based on some sort of exchange (Bass 1985).

A widely growing style of leadership is servant leadership. According to Spears (2010), the ten characteristics of a servant leader include listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of others, and building community. Some claim servant leadership is weak, but some believe servant leadership leads to more collaboration and production in the organization.

A leadership framework specific to 360-degree assessment in business is called the RSDQ model, in which RSDQ stands for roles, styles, delegation, and qualities (Rao & Chawla, 2008). According to Rao and Chawla, roles are referred to as the leadership and management responsibilities each leader has, styles are referred to as the way in which the individual in a leadership position conducts the leadership duties, delegation is referred to as the necessary act of leaders delegating tasks to their employees, and qualities are referred to as the traits that leaders should possess (Rao & Chawla, 2008).

Leadership Development

While concepts and theories about leadership are the foundation for understanding what the term means and what its impact is, leaders rise and fall on the basis of the

behaviors they practice: the decisions they make and the way they solve problems. In an athletic department, the first leader is the athletic director. Then, each sport is assigned a head coach to run the day-to-day operations of the specific sport within the athletic department. Depending on the sport, the head coach hires on anywhere between one and around 20 people on the coaching and support staff in order to ensure the details of the day-to-day operations are tended to. As Urban Meyer implied in the quote mentioned in the introduction, all those levels of leadership can only take a team so far. In order for a team to reach success, there must be student athletes that step into leadership roles in the locker room and on the field or court. The challenge then becomes: How do teams achieve that leadership development?

Before answering that question, it is important to note that in the business world, "85 percent of the respondents agree that there is an urgent need to accelerate the development of their leaders" (Phillips, Ray & Phillips, 2016). Among the 347 NCAA Division I athletic departments and thousands of NCAA Division I athletic teams, it is believed that the percentage of administrators and coaches that see leadership development as an urgent need on their teams would be similar.

Simply knowing that leadership development is an urgent issue would be enough to encourage some administrators and coaches to act towards building that into their athletic departments and teams. However, those administrators and coaches should be mindful of where leadership development on their teams begin: with the leaders themselves. Again in the business world, "Leadership development is a responsibility shared by many, not something that is simply delegated to human resources. CEO

presence is critical" (Clardy, 2016). In athletics, that means it is the administrator's and coach's job to ensure leadership development is taking place on their teams. While it is progress that there are currently 62 Division I athletic departments with some sort of program dedicated to leadership development, it is vital that the administrators and coaches of the teams within those athletic departments remember that they are to be an active participant in fostering that leadership development in their own locker rooms and on their own court or field, not just in the additional programming.

"Development of future leaders must be a priority," said leadership and management professor and consultant Robert Allio (2018). His three suggestions include select the right candidate, allow for new leadership challenges, and provide continuous feedback on performance (Allio, 2018). Oftentimes in athletic teams at the college level, those selected to formal leadership positions, such as captain, are upperclassmen. However, regardless of the academic status of the individual, Allio suggests that those selected to be developed and groomed as leaders on the team should have values that align with the team's. In every season, a team is bound to face adversity of some kind, such as a loss, legal trouble of a teammate, academic issues that arise, and other setbacks. It is through those times of adversity when a coach could use that as a time to ask the team leader to make a decision or help the coach make a decision in order to impact the team. Finally, as mentioned previously, feedback is at the foundation of coaching, and it is also key to developing leaders in athletic departments and teams. Without continuous feedback on the progression of a leader on the team, that individual will not know if he or she is leading the correct way or if there are things that need to be adjusted.

When the business cycle ends, companies and their leaders are judged on results. Likewise, when the season ends, teams and their coaches are judged on the wins and losses that occurred during the season. Leadership development is a hot topic in athletics today, but if administrators or coaches do not see those leadership development efforts translate into wins on the field or court, they will not be interested. "The challenge is to show this connection [of leadership development to success] with credible business results using the science of human capital analytics and ROI" (Phillips, et al., 2016). In athletics, it is easier to show the direct result of teams that have strong leadership development practices in place, such as Urban Meyer's successes at Ohio State, resulting in a National Championship in 2014.

Organizational Culture

Clifford Geertz and Michael Pacanowsky are often regarded as experts in regards to understanding organizational culture. This study will follow Geertz's suggestion of providing thick description of the interview data in order to "discover who people think they are, what they think they are doing, and to what end they think they are doing it," (Geertz 1999). Pacanowsky's approach breaks down three types of stories that summarize organizational life: corporate stories that enforce company policy, personal stories that are told by employees to put themselves in a favorable light, and collegial stories that are positive or negative anecdotes about others in the organization (Pacanowsky & O'Donnell-Trujillo 123).

Edgar Schein (1992) takes this idea of organizational culture and breaks it down into three levels: artifacts, norms and values. Artifacts are the most visible of the three, and they include the physical makeup of the workplace, language and symbols that are existent. Less visible but still very existent are the norms of the organization, including the words employees are taught to use with clients or customers and how to dress at work, among other things. Finally, values are less visible and potentially tough to pin down with language from the perspective of the organizational member. However, by asking questions about artifacts and discovering norms, the values of the organization will become more evident.

Contrary to Geertz's belief that culture emerges from the organization and cannot be replicated, R. E. Quinn and M. R. McGrath (1985) developed the Competing Values Approach (CVA), which names four cultural archetypes: consensual culture, developmental culture, hierarchical culture, and rational culture. A consensual culture is a place where the workers feel free to share a lot about themselves and look up to the leaders as mentors. A developmental culture encourages employees to take risks and be creative. A hierarchical culture is based on a system of regulations that direct the workers. Finally, a rational culture focuses on winning and results. Quinn and McGrath say that most organizations reflect all four cultural types to some extent, but this material gives the current study a framework with which to potentially categorize the culture of the athletics programs.

Again, in *Good to Great*, Collins (2001) and his team of researchers looked at 11 companies that made the move from good-to-great thanks to the culture created by the

leadership in those companies. Collins details six key factors in his "flywheel" that cause

the breakthrough, including: level five leadership, first worrying about "who," then

"what," confronting the brutal facts, using the Hedgehog Concept, having a culture of

discipline, and technology accelerators (Collins, 2001). Collins refers to level five

leadership as being compellingly modest and having unwavering resolve. He then says

that it is imperative to get the right people in the organization and the wrong people out

of the organization to create cohesion before tackling the organization's problems. On the

topic of confronting the brutal facts, Collins says to engage in dialogue and debate, not

coercion, as well as leading with questions and not answers in order to lead with the best

possible insights. The Hedgehog Concept is described as a chart with three dimensions:

what you are deeply passionate about, what you can be the best in the world at, and what

drives your economic engine; he says that the "great" leaders find themselves in the

middle of the three circles. He argues for building an organization teeming with self-

disciplined people.

It is imperative for a leader to understand the things that can cause his or her

organization to stumble. In his book, *The Five Dysfunctions of a Team*, Patrick Lencioni

describes his idea that any group of people can fail if this pyramid of shortcomings is

present. The dysfunctions start with an absence of trust, and the foundation of trust is

vulnerability. Members of dysfunctional teams tend to mask their weaknesses and not

participate in teamwork, while members of functional teams work in an environment that

encourages vulnerability at every turn, allowing for the open admittance of mistakes and

better teamwork. The second dysfunction of a team is fear of conflict. Identifying and

supporting healthy conflict in the workplace ensures that the best idea wins, helping the entire organization.

Third on the list of dysfunctions is lack of commitment. Here, Lencioni is describing the "buy-in" from team members, even if their idea was not the direction the organization was moving towards. Avoidance of accountability is the fourth dysfunction of a team. Avoidance of accountability starts with a lack of clear direction, and it is not enough to just hold team members accountable based on results; they must also be held accountable based on behavior as well. Finally, inattention to results is the fifth dysfunction. In this phase of the dysfunction pyramid, team members are only looking for personal gain and personal success, not the success and growth of the organization as a whole. By acknowledging these potential five dysfunctions of a team, a leader can navigate his or her organization in a clear path away from the dysfunctions and into greater levels of trust, healthy conflict, commitment, accountability, and results (Lencioni, 2002).

CHAPTER III: METHODOLOGY

This study received approval from the Middle Tennessee State University Institutional Review Board. The researcher has developed a survey based on a study done by Talam V. Rao, Ph.D. and Nandini Chawla that was disseminated to all student athletes at a public higher education institution in the state of Tennessee. Out of 308 student athletes that received the survey, the researcher received responses from 32 student athletes that completed most of the survey. Fourteen more student athletes consented to participate in the study but did not answer a question. The independent variable in this study is the feedback that student athletes receive from their coaches, and the dependent variables are the leadership development and culture building aspects of a coach's program.

Procedure

Upon IRB approval, the researcher delivered the online survey to the prospective participants via email. The prospective participants were first asked to agree to the terms set by the IRB approval. If they agreed to participate, they also were to confirm they were not a minor. If they did not agree to the terms of the survey set by IRB approval, they were under no obligation to take the survey and closed the webpage. If they initially agreed to the terms set by IRB approval but decided to not complete the survey, they could have closed the webpage at any time, and the responses would not have counted towards the study.

The survey that was utilized in this study is a modified version of Rao and Chawla's survey used in their research article titled *Impact of 360 Degree Feedback: A Follow-up Study of Four Organizations* published in 2008, and the questions have been tailored specifically to the purpose of this study. The survey — found in Appendix A — asked the participants to gauge whether the feedback from their coach has led to "leadership development," "impact on personal and professional life," and the "biggest hurdles related to receiving feedback from the coach" derived from their experiences as a student athlete. A question was added to the survey at the beginning so that the student athletes can identify what sport they play.

Once the data was collected, it was transferred over to IBM's Statistical Package for Social Sciences (SPSS), and a correlation was run for six items. The researcher chose a correlation as the selected test due to its ability to determine whether a relationship exists between the two variables being tested.

In addition to the questions that were used for quantitative analysis, the survey was designed to provide supplemental attitudes through the use of a few short answer questions. Those short answer questions were arranged in tables to display the answers provided by the participants, and those tables were used to assist in providing an explanation for the results found in the quantitative analysis. The researcher concludes the thesis by discussing some suggestions for future research, which are formed based on the outcome of the quantitative analysis.

Limitations

As for the pieces of this study that limit the researcher, only student athletes from one public higher education institution were surveyed. This limits the study in relation to NCAA classification, public or private orientation, location, and size. Stronger studies in the future would survey multiple institutions in various locations and of various sizes and classifications. Despite the fact that only one institution is being surveyed, a delimitation for this study is the average results of the athletics program as a whole, as the institution was ranked in the 47th percentile in the Learfield Directors' Cup in the 2017-18 academic year (NACDA, 2018). It is possible that student athletes that attend institutions on different levels of the Learfield Directors' Cup standings would provide different answers for the survey, so distributing the survey to student athletes that attend other universities higher and lower on the Learfield Directors' Cup list would provide for a more balanced study.

CHAPTER IV: DATA ANALYSIS

The student athletes polled were asked to share which sport they participate in. Out of 13 options, 29 of them designated which sport they participate in. Fourteen more consented to participate in the study but did not answer any survey questions. One opened the survey link but did not consent to participate or answer any of the survey questions. Three respondents consented and answered the survey questions but did not distinguish which sport they participate in. Out of those that did signify which sport they play, that list is broken down in Appendix B.

To take quantitative measures, six correlations were conducted in SPSS to determine whether or not there was a statistical significance between the frequency of meaningful coaching feedback received and the six other variables tested. These examinations will assist in answering the research question: Do college athletes experience feedback that is effective in leadership development and culture building? In addition to the two main variables mentioned directly in the research question, this study also provides insight into the importance of leadership development and culture building, as well as the impact the coaching feedback has on an athlete's athletic career and personal life, if any.

The first test run in SPSS looked to determine if the frequency of meaningful coaching feedback correlated with leadership skills being developed. As frequency of meaningful feedback received is a variable in each of the SPSS tests that were run, this information will only be given once: most student athletes felt as though they received a good amount of meaningful coaching feedback ($M = 3.78$, $SD = 1.16$). As for the other

variable in the first correlation, student athletes reported an average amount of the development of leadership skills ($M = 3.19$, $SD = .78$). Appendix C displays the results of the correlation.

The findings show a statistically significant difference ($p < .05$) between the frequency of meaningful coaching feedback received and the development of leadership skills. A positive correlation between the two variables is also shown by the table ($r(30) = .37$). This suggests that as the frequency of coaching feedback increases, so does the development of leadership skills.

In the second correlation, the researcher aimed to look deeper into the coach's approach to leadership development itself. The two variables involved in this correlation test the relationship of meaningful coaching feedback with the level of priority a coach places in the interactions with his or her team. Much like the actual leadership development that student athletes reported, the priority level their coach places on leadership development is at a slightly above average mark ($M = 3.31$, $SD = 1.18$). Appendix D details the results of the correlation.

The results indicate a positive correlation and a statistically significant relationship between the frequency of coaching feedback and the priority a coach places on leadership development ($r(30) = .55$, $p < .01$). These findings suggest that student athletes who believe their coach places a high priority on leadership development also receive a high level of meaningful feedback from their coach.

The third item studied was to determine if a relationship existed between the frequency of meaningful coaching feedback received and the improvement of the team

culture as a result of the coach's efforts. Student athletes reported a slightly below average mark on the improvement of the team culture based on their coach's efforts ($M =$ 2.91, $SD = 1.06$). Appendix E provides the results of the correlation studied.

There is a statistically significant relationship between the frequency of meaningful coaching feedback and the amount of culture building a team experiences as a result of the coach's efforts ($p < .05$). In addition to that fact, there is a positive correlation between the two variables ($r(30) = .40$), meaning the greater the frequency of meaningful coaching feedback, the more a team's culture builds.

Just as the researcher examined the priority of leadership development a coach places for his or her student athletes, the correlation studied with question five studies whether there is a relationship between the frequency of meaningful coaching feedback and the priority a coach seems to place on building a strong culture. Student athletes were asked: "To what extent is building a strong team culture a priority for your coach?" Their response was the second-highest average, which means that they believe their coach places a high priority on building culture ($M = 3.44$, $SD = 1.29$). Appendix F shows the results of the fourth correlation.

The results indicate there is a statistically significant ($p < .05$) relationship between the two variables. While that relationship is positive, it is not as strong as others that have been tested in this study ($r(30) = .37$). The findings suggest that student athletes who receive more meaningful coaching feedback believe their coach places a high priority on building team culture.

In addition to leadership development and culture building items, this study aimed at determining what impact, if any, the coaching feedback had on a player's athletic life and personal life. The student athletes were asked if the coaching feedback had 1) no impact, 2) a negative impact, or 3) a positive impact on their athletic life. The student athletes reported the second-lowest standard deviation of all correlations run ($M = 2.16$, $SD = .88$). Appendix G displays the findings on this correlation.

The results note a significant relationship ($p < .05$) between the two variables. This relationship is somewhat strong ($r(30) = .45$), meaning that the student athletes who received more frequent meaningful coaching feedback thought that the impact of that feedback was positive on their athletic life. The strength of the relationship due to the number of significance indicates that those who receive the most frequent meaningful coaching feedback also make the biggest jumps in athletic performance.

Finally, the last SPSS test dealt with the relationship of frequency of meaningful coaching feedback and the impact coaching feedback had on the student athletes' personal lives. Similar to the previous question regarding the impact coaching feedback had on the athletic portion of a student athlete's life, this question asked participants to rank the impact it had on their personal lives on the following scale: 1) no impact, 2) a negative impact, or 3) a positive impact on their personal life. The average answer for this question was lower than the previous question, meaning the student athletes felt either a negative impact or no impact at all on the coaching feedback in their personal lives ($M = 1.94$, $SD = .98$). Appendix H displays the results on the final correlation test that was run.

This is the only test out of the six that were run that was not statistically significant ($p > .05$). This indicates that there is no relationship between the frequency of meaningful coaching feedback and the impact coaching feedback has on the student athlete's personal life. This means that another variable is responsible for impacting personal lives as a coach.

In addition to the quantitative data gathered, six qualitative questions were asked of the participants, with varying responses. The questions asked for positive and negative examples of coaching feedback, along with suggestions to improve feedback and changes experienced as a result of coaching feedback. The purpose of these questions in relation to the quantitative data was to provide coaches with an organized list of the things their student athletes believe to be the most important. In these tables, the researcher has altered the responses to correct typos and eliminate answers such as "N/A" and "None."

Question nine on the survey asked: "What are some of the top three changes you have observed in yourself after receiving feedback from your coach?" The results have been grouped into "Positive outcomes," "Negative outcomes," and "Other outcomes." Multiple responses that mean the same thing will result in a number in parenthesis to distinguish the amount of times that response was given. Appendix I displays the results of survey question nine.

Only one individual responded they did not change as a result of the feedback given to them by their coach. Most student athletes mentioned positive outcomes, though some reported negative outcomes as a result of coaching feedback. Out of the multiple responses, four student athletes said they worked harder as a result of the feedback, while

three said their confidence improved, they gained a more positive attitude, and became more self-reliant.

Question 10 on the survey asked: "What are the biggest hurdles you face in receiving feedback from your coach?" In this question, the student athletes reflected on the most difficult parts of receiving coaching feedback. Most of the respondents were introspective, although some of the respondents chose to mention specific aspects of the feedback given by their coach that causes the hurdle. The two types of responses are designated in Appendix J, and the number in parenthesis denotes the amount of multiple responses.

Once again, only one individual claimed to not have any hurdles in receiving coaching feedback. As for the introspective responses, three items were mentioned multiple times: acknowledging the message, not the tone; not taking it personal; and accepting the feedback/seeing it as positive. The student athletes were clear that the toughest thing about accepting feedback is taking it personally and seeing the feedback as necessary and positively. As for the aspects regarding the coach that cause hurdles for the student athletes, the two issues that came up most often were being able to trust that the coach's feedback is genuine, and not being able to have a dialogue with the coach about the feedback.

Item 11 on the survey said: "Please share an example and/or instance of when you implemented a change in what you do based on feedback from your coach." The responses to this question is broken into three sections: Technical changes, Interpersonal changes, and Negative responses. Appendix K displays the results of survey question 11.

The respondents gave examples of 12 different technical changes, which were all sport-specific. It ranged from general answers such as "I performed better on the field," to more specific answers such as "Faster at closing on the ball on defense." As for interpersonal changes, two responses were mentioned multiple times: not letting emotions change rapidly, and being more direct in conversation. There were also two negative responses that were given that were not related to technical or interpersonal changes.

Question 12 of the survey asked: "What did you like about the way you receive feedback from your coach?" The responses on this list were all positive except a few negative answers. Those responses have been designated as positive or negative and can be found in Appendix L.

Along with the other questions asked, a couple of respondents could not give a positive aspect of the coaching feedback they have received as student athletes. However, the vast majority gave an example of a positive experience they have had in receiving coaching feedback. There were four multiple responses: face-to-face/individual interaction, calm (not loud), straightforward approach, and always positive. In survey question 10, one response mentioned their coach did not allow them to share their opinions on the feedback received, but another respondent reported on survey question 12 that being able to have a dialogue about the feedback and the issue at hand itself. It seems as though that issue of being able to converse with a coach about feedback is not consistent across the athletic department, meaning different coaches within the athletic department treat this issue differently.

Question 13 of the survey asked: "Any areas for improvement in the way you receive feedback from your coach?" This question received the least amount of responses out of all qualitative survey questions. However, many respondents made suggestions regarding specific tactics their coach should employ or approaches their coach could take that would better motivate them to play harder and achieve more. Appendix M shows the results of survey question 13.

Once again, four items were mentioned multiple times. The most repeated answer revolved around the need for the student athletes to be given the chance to slow down and process the feedback given in order to first take in the information and not focus on *how* the information is being shared, and also to understand the technical aspect of exactly what is being requested of the student athlete. In addition to needing time to process the feedback, three other responses were recorded multiple times: if there was an open line of communication/dialogue, don't push as hard/be more compassionate, and give me more feedback. The first two items listed refer to the coach's ability to relate to the player's point of view. Based on the results of this survey question, the players would like the coach to see their side of a situation more often.

Finally, question 14 of the survey asked: "Your suggestions to make getting feedback from your coach a more impactful process?" This question is similar to question 13, and the results reflected that. While the findings were similar to the previous question, they also went more in depth on how their coach could improve the feedback process. Appendix N displays the results of survey question 14.

Based on the results, it is clear that the student athletes would like their coach to communicate with them more often. Another popular response dealt with the coach presenting the feedback in a more positive light. While the results of survey question 12 indicate some of the student athletes polled do experience positively-framed feedback, the amount of student athletes still clamoring for more positive feedback makes it clear that there is still a lack of positively-framed feedback within the athletic department. Several student athletes also noted that they would prefer to receive feedback that is more detailed or more tailored specifically to the task they are working towards getting better at. Multiple individuals also noted that being able to have an open dialogue about the topic at hand is important to them, which is an issue that was repeated in other survey questions as well.

CHAPTER V: DISCUSSION

The purpose of this study was to determine if coaches of intercollegiate athletic teams provide feedback that is conducive to leadership development and culture building. As coaches past and present have suggested, an environment that builds leadership skills and has a strong team culture leads to greater success on and off the field or court. From informal life lessons from coaches to formal training in preparation for entering and succeeding in the workplace after college sports, the ways in which athletic departments can solve the problem of leadership development and culture building are numerous. This study aims at taking one aspect of that equation - coaching feedback - and determines its impact on the growth of the student athlete in terms of leadership skills and culture building.

Methods

All student athletes at a large public institution were sent a link to a questionnaire that employed both quantitative and qualitative measures. After the student athletes designated which sport they play at their university, they were asked questions in the form of a Likert scale in order to supply quantitative data. The participants were also asked to provide short answers for a series of questions that formed the qualitative tables.

Major Findings

The survey itself was taken by student athletes from a variety of sports. No one sport dominated the results. Men's tennis athletes were the most-represented team with

six respondents. Women's soccer was second with five respondents, followed by women's tennis and volleyball, which had four each. Only three sports were not represented. By having the results come from a variety of sport backgrounds, the results were more balanced.

Five of the six correlations ran were deemed statistically significant. The results indicated a relationship between the frequency of meaningful coaching feedback and the student athlete's leadership development. A relationship was also suggested between the frequency of meaningful coaching feedback and the culture building that took place on a team. As for the amount of importance or priority the coach places on leadership development and culture building, a relationship was found between both of those variables and the frequency of meaningful coaching feedback.

A relationship was also found in the frequency of meaningful coaching feedback and the impact of feedback on the student athlete's athletic life. The only correlation in this study that was not deemed statistically significant was the question of whether there was a relationship between the frequency of meaningful coaching feedback and the impact of feedback on the student athlete's personal life.

In addition to the quantitative results, qualitative data were placed in tables to be used as supporting information for current or prospective coaches or athletic administrators to see the perspective the student athletes brought. The qualitative data spoke to the challenges student athletes face in receiving the feedback, what they liked about the way feedback was given, and what they would change about the way feedback

was given. Multiple responses in each table were recorded to show the amount of student athletes who responded with the same perspective.

Discussion

  This study's aim was to answer the following research question: Do college athletes experience feedback that is effective in leadership development and culture building? Tables two and four help to further answer that question, with tables three and five providing more detail on the environment the student athlete experiences as a result of the head coach's direction. The researcher hypothesized the following: The effectiveness of coaching feedback is directly related to student athlete perception of leadership development and culture building.

  The phrase "effectiveness of coaching feedback" is substituted by "the frequency of meaningful coaching feedback" in the survey and in chapters four and five of this thesis. However, the sentiment remains the same: meaningful coaching feedback is assumed to be effective for changing and correcting the student athlete in practice and on the field or court. Leadership development is thought of as the coach's ability to foster the growth of leadership skills in his or her players. Culture building, in terms of this study, refers to the coach's ability to foster an environment conducive to the growth of the team as a whole, encouraging the team's players to work together for a shared goal.

  To answer the leadership development portion of the research question, the student athletes polled reported a slightly above average mark on their own leadership development as a result of their coach's efforts ($M = 3.19$, $SD = .78$). In addition to this

mark, the correlation test indicated a slightly below average, positive trend ($r(30) = .37$).

All data considered, the researcher suggests that the hypothesis would be correct in

stating that the effectiveness of coaching feedback is directly related to the student

athlete's perceptions of their own leadership development.

As for culture building as a result of the coach's efforts, the student athletes

reported a slightly below average mark on the ability of their coach to build culture ($M =$

2.91, $SD = 1.06$). The correlation also indicated a stronger, more positive relationship

between the frequency of coaching feedback with culture building as a result of the

coach's efforts ($r(30) = .40$). The hypothesis was again correct in suggesting that the

effectiveness of coaching feedback has a direct relation to the student athlete's

perceptions of building culture, according to the results of the study.

Conclusion

Based on the results of this study, student athletes are exposed to effective or

meaningful coaching feedback at an average to slightly above average rate. It is also clear

that the student athletes reported that their leadership skills were being developed and the

culture of their team had improved due to the coach's efforts. They also reported that the

coach placed a high priority on leadership development and having a strong team culture.

Regarding the stated significance of this study, the research has concluded that

student athletes do receive meaningful or effective coaching feedback. This study also

helped to gain clarity about the positive and negative aspects of receiving coaching

feedback for student athletes (see tables 8-13). Current and prospective coaches and

athletic administrators at the college level should study these tables to determine how they can better impact the lives of their student athletes both on the field or court and off of it. For example, student athletes reported that they need help seeing the feedback as positive and not taking it personally. They also reported that an open line of communication to talk about the issue at hand is important to them.

Collegiate student athletes can only have that open dialogue about an issue if they are invited to talk about it. Those same student athletes will be more apt to take the feedback as positive and will be less likely to take the feedback personally if there is an open line of communication available to them. Another issue that was mentioned multiple times in the qualitative data was trust. While the quote has been attributed to many different individuals, it still rings true: "People do not care how much you know until they know how much you care."

When collegiate student athletes say they desire an open invitation to communicate in order to better receive and implement feedback, they are simply referring to the coach's ability to build a positive relationship. A cornerstone of every relationship is trust, which is another topic the student athletes mentioned multiple times in the data. Trust is a mainstream word meaning connection, and vulnerability fuels connection (Brown, 2011). While vulnerability is often seen as a weakness or a negative thing, the researcher suggests that vulnerability with student athletes would result in deeper levels of trust, which would lead to clearer levels of communication. Communication is at the heart of feedback, and giving effective feedback is a key component to coaching student athletes to success on and off the field or court. If that is true and leadership development

and culture building is a top priority for college teams and coaches, then vulnerability and building strong relationships with student athletes should be the first mission of every college coach.

Recommendations for Further Research

As mentioned previously, the athletic department from which these student athletes were surveyed is considered to be average in terms of the Learfield Directors' Cup standings. Future research would compare the results of an athletic department towards the top of the Learfield standings with the current results to determine if the frequency of meaningful coaching feedback increases. Likewise, other future research would compare the results of an athletic department towards the bottom of the Learfield standings with the current results to determine if the frequency of meaningful coaching feedback decreases. From there, future researchers would have the data to determine exactly how imperative meaningful coaching feedback is for athletic departments that are looking to build leadership skills and a strong culture.

Future research could also be focused on the secondary schools level. Athletics at the high school level is continually increasing in popularity. From a student athlete perspective, the demands of high school athletics can seem to be on par with the demands of playing in college in certain areas and at certain schools. Allowing student athletes at the high school level to respond to this same set of questions to determine if they experience meaningful coaching feedback the same way would be a unique study to add to the current research. In order to produce the most accurate data, high school athletic

departments would need to be considered to participate based on the location of the school, size of the school, and success of the school's athletics programs.

Another area for future research on the same topic of meaningful coaching feedback would be to survey professional athletes in all major professional leagues in the U.S. and at all levels of the professional sport. In high school and college, the student athletes currently do not experience any sort of legal compensation for their efforts on the field or court. However, by adding the dimension that professional athletics brings - payment for playing - a study along the lines of the current topic but dedicated to studying professional athletes would suggest whether or not payment for playing causes an athlete to look at meaningful coaching feedback in a different way. As with the other suggestions for future research, in order to study coaching feedback in professional sports properly, one would need to survey various teams in the various major professional leagues in the U.S. to ensure a fair sample.

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APPENDICES

APPENDIX A: SURVEY

The following survey questions are numbered, with the available answers lettered below the questions. Questions 1-8 will be the source of the SPSS results provided through the various examinations conducted within the software. Questions 9-14 allow the participant to provide short answers, which will be compiled into a database when reporting the results on the thesis.

1. What sport do you play? (Please distinguish gender of the sport; i.e. women's tennis, men's basketball)

2. To what extent do you think leadership development through feedback and your relationship with your coach has been achieved?

   a. Not achieved at all

   b. To a very less extent

   c. To some extent

   d. To a large extent

   e. Fully achieved

3. To what extent is leadership development a priority for your coach?

   a. Not a priority at all

   b. Not a top priority, though important

   c. Important

   d. Important, though secondary

   e. Focused on daily

4. To what extent do you think the culture on your team has improved based on your coach?

   a. Not improved at all

   b. To a very less extent

   c. To some extent

   d. To a large extent

   e. Improved greatly

5. To what extent is building a strong team culture a priority for your coach?

   a. Not a priority at all

   b. Not a top priority, though important

   c. Important

   d. Important, though secondary

   e. Focused on daily

6. How often do you receive meaningful feedback from your coach?

   a. Never

   b. Once a season

   c. Once a month

   d. Once a week

   e. Once a day

7. What has been the overall impact of your coach's feedback in your athletic life?

   a. No impact/no visible change at all

b. Deteriorated, i.e. negative impact

c. Impacted in a positive way

8. What has been the overall impact of your coach's feedback in your personal life?

a. No impact/no visible change at all

b. Deteriorated, i.e. negative impact

c. Impacted in a positive way

9. What are the top three changes that you have observed in yourself after receiving feedback from your coach?

10. What are the biggest hurdles you face in receiving feedback from your coach?

11. Please share an example and/or instance of when you implemented a change in what you do based on feedback from your coach.

12. What did you like about the way you receive feedback from your coach?

13. Any areas for improvement in the way you receive feedback from your coach?

14. Your suggestions to make getting feedback from your coach a more powerful process?

APPENDIX B: SURVEY QUESTION ONE RESULTS

1. Baseball (2)
2. Men's Basketball (0)
3. Women's Basketball (1)
4. Football (2)
5. Men's Golf (1)
6. Women's Golf (2)
7. Soccer (5)
8. Softball (2)
9. Men's Tennis (6)
10. Women's Tennis (4)
11. Men's Track and Field/Cross Country (0)
12. Women's Track and Field/Cross Country (0)
13. Volleyball (4)

APPENDIX C: CORRELATION WITH SURVEY QUESTION TWO

	Frequency of Feedback	LD Improved
Frequency of Feedback	1	.038*
LD Improved	.038*	1
** Correlation is significant at the 0.05 level (2-tailed).		

APPENDIX D: CORRELATION WITH SURVEY QUESTION

THREE

	Frequency of Feedback	LD as Priority
Frequency of Feedback	1	.001**
LD as Priority	.001**	1
** Correlation is significant at the 0.01 level (2-tailed).		

APPENDIX E: CORRELATION WITH SURVEY QUESTION FOUR

	Frequency of Feedback	Culture Improved
Frequency of Feedback	1	.022*
Culture Improved	.022*	1
* Correlation is significant at the 0.05 level (2-tailed).		

APPENDIX F: CORRELATION WITH SURVEY QUESTION FIVE

	Frequency of Feedback	Culture as a Priority
Frequency of Feedback	1	.038*
Culture as a Priority	.038*	1
* Correlation is significant at the 0.05 level (2-tailed).		

APPENDIX G: CORRELATION WITH SURVEY QUESTION

SEVEN

	Frequency of Feedback	Impact on Athletic Life
Frequency of Feedback	1	.011*
Impact on Athletic Life	.011*	1
* Correlation is significant at the 0.05 level (2-tailed).		

APPENDIX H: CORRELATION WITH SURVEY QUESTION EIGHT

	Frequency of Feedback	Impact on Personal Life
Frequency of Feedback	1	.307
Impact on Personal Life	.307	1

APPENDIX I: SURVEY QUESTION NINE RESULTS

- Positive outcomes
    - Work harder (4)
    - Improved confidence (3)
    - More positive reaction/attitude (3)
    - Self-reliance/Independence (3)
    - More coachable (2)
    - Leadership (2)
    - Better knowledge of how to deal with difficult people
    - How to better diffuse high-tension situations
    - More honest
    - Organized
    - Began having a team mindset
    - More motivated to improve
    - Lets me know he actually cares
    - Not as quick to anger when I mess up in practice
    - More focused
- Negative outcomes
    - Less confidence
    - Less effort
    - Less motivation
    - Became depressed
    - Became less confident
    - Not motivated at all - just going through the motions
    - Loss of passion
    - Not motivated to go out and practice
    - Half-assing it - just getting by
- Other outcomes
    - Internalizing the feedback
    - Learning to put on a good face through disagreement
    - I don't feel as though I've changed

APPENDIX J: SURVEY QUESTION 10 RESULTS

- Introspective responses
  - Not taking it personal (6)
  - Accepting the feedback/seeing it as positive (6)
  - Acknowledging the message, not the tone (3)
  - Staying focused on goals
  - Motivating myself to put in maximum effort
  - Realizing I'm not as good as I thought I was
  - Trying to apply the feedback in practice
  - Making sure I'm listening to receive it
- Aspects about the coach
  - Can't tell if he's genuine/trust (2)
  - Not being able to reply to the coach (2)
  - Feedback isn't easy to learn from
  - Feedback is on a situation that doesn't apply
  - Rarely available to talk
  - Feedback on mistake isn't specific enough
  - Too much information
- Other responses
  - I don't really feel any hurdles

APPENDIX K: SURVEY QUESTION 11 RESULTS

- Technical changes
    - Gave me a visual on hip placement
    - Complete change in the way I change defense
    - Pushed myself harder in the gym when he told me he thought that was more important for me
    - Coach gave me a new tactic to use when losing a match
    - Coach reminds me of my strength and how to use it
    - Faster at closing on the ball on defense
    - Pointed out mistakes I had not seen
    - Able to recognize momentum and how to use it
    - Changed my grip to improve my game
    - I practice my chipping a lot more
    - Getting in the gym more to be a better shooter
    - I performed better on the field
- Interpersonal changes
    - Not letting emotions be up-and-down (2)
    - Stopped being passive/being more direct (2)
    - Letting others share their side of a situation before interjecting
    - Being more outspoken in huddles and in practice
    - Being a better leader
    - More confidence in my game
    - Flushing mistakes so they don't affect future performance
- Negative responses
    - If you win, you're the best; if you lose or are injured, you're the worst
    - I was told I wouldn't play if I didn't step up and hit the ball

APPENDIX L: SURVEY QUESTION 12 RESULTS

- Positive responses
    - Straightforward in approach (4)
    - Always positive (4)
    - Not loud; calm (3)
    - Face-to-face/individual interaction (2)
    - He's knowledgeable
    - Clear and simple
    - I was able to share my opinions as well
    - Always constructive/feedback with examples
    - Learned to communicate well with each other
    - Helped me to choose the right game plan
    - Easy to understand
    - Feedback is consistent no matter my performance
    - I know he cares
- Negative responses
    - Coach did not provide meaningful feedback
    - I wish I could receive more feedback

APPENDIX M: SURVEY QUESTION 13 RESULTS

- Given the chance to slow down and process the feedback (3)
- If there was an open line of communication/dialogue (2)
- Don't push us as hard/be more compassionate (2)
- Give me more feedback (2)
- Don't make it personal
- Not being present when he needs to be
- Needs to be consistent
- Coach needs to slow down and think before he speaks
- Give me feedback right after the game, not hours or days later
- Focus on the technical areas I need to improve
- Help me apply new information in my game
- Don't sugarcoat the feedback

APPENDIX N: SURVEY QUESTION 14 RESULTS

- Communicate with the team more (4)
- Make feedback more positive (3)
- Be more detailed in feedback (3)
- Allow for open conversation/dialogue (2)
- Don't make the coaching feedback personal
- Care about making your players better people first
- Be an active observer at practice
- Be more consistent
- Write down feedback and set goals for the future based on it
- Trust your players

IRB

INSTITUTIONAL REVIEW BOARD
Office of Research Compliance,
010A Sam Ingram Building,
2269 Middle Tennessee Blvd
Murfreesboro, TN 37129

MIDDLE TENNESSEE STATE UNIVERSITY

IRBN007 – EXEMPTION DETERMINATION NOTICE

Friday, January 25, 2019

Principal Investigator	**Matthew D. Posey** (Student)
Faculty Advisor	Colby B. Jubenville
Co-Investigators	NONE
Investigator Email(s)	*mdp4x@mtmail.mtsu.edu; colby.jubenville@mtsu.edu*
Department	Leisure and Sport Management & College of Behavioral and Health Sciences
Protocol Title	***College athletes' perceptions on the effectiveness of coaching feedback for leadership development and culture building***
Protocol ID	**19-1149**

Dear Investigator(s),

The above identified research proposal has been reviewed by the MTSU Institutional Review Board (IRB) through the **EXEMPT** review mechanism under 45 CFR 46.101(b)(2) within the research category *(2) Educational Tests* A summary of the IRB action and other particulars in regard to this protocol application is tabulated as shown below:

IRB Action	**EXEMPT from furhter IRB review***	Date	**2/25/19**
Date of Expiration	NOT APPLICABLE		
Sample Size	100 (ONE HUNDRED)		
Participant Pool	**Healthy Adults (18 or older) - participant of NCAA-regulated sport**		
Exceptions	Online consent and online data collection		
Mandatory Restrictions	1. Participants must be 18 years or older 2. Informed consent must be obtained from the participants 3. Identifying information must not be collected		
Restrictions	**1. All restrictions for exemption apply.** **2. Mandatory disclosure of the exclusion criteria.** **3. Mandatory disclosure on compensation requirements.**		
Comments	NONE		

***This exemption determination only allows above defined protocol from further IRB review such as continuing review. However, the following post-approval requirements still apply:
- Addition/removal of subject population should not be implemented without IRB approval
- Change in investigators must be notified and approved
- Modifications to procedures must be clearly articulated in an addendum request and the proposed changes must not be incorporated without an approval
- Be advised that the proposed change must comply within the requirements for exemption
- Changes to the research location must be approved – appropriate permission letter(s) from external institutions must accompany the addendum request form
- Changes to funding source must be notified via email (irb_submissions@mtsu.edu)

Institutional Review Board   Office of Compliance   Middle Tennessee State University

- The exemption does not expire as long as the protocol is in good standing
- Project completion must be reported via email (irb_submissions@mtsu.edu)
- Research-related injuries to the participants and other events must be reported within 48 hours of such events to compliance@mtsu.edu

Post-approval Protocol Amendments:

The current MTSU IRB policies allow the investigators to make the following types of changes to this protocol without the need to report to the Office of Compliance, as long as the proposed changes do not result in the cancellation of the protocols eligibility for exemption:

- Editorial and minor administrative revisions to the consent form or other study documents
- Increasing/decreasing the participant size

Only THREE procedural amendment requests will be entertained per year. This amendment restriction does not apply to minor changes such as language usage and addition/removal of research personnel.

Date	Amendment(s)	IRB Comments
NONE	NONE.	NONE

The investigator(s) indicated in this notification should read and abide by all applicable post-approval conditions imposed with this approval. Refer to the post-approval guidelines posted in the MTSU IRB's website. Any unanticipated harms to participants or adverse events must be reported to the Office of Compliance at (615) 494-8918 within 48 hours of the incident.

All of the research-related records, which include signed consent forms, current & past investigator information, training certificates, survey instruments and other documents related to the study, must be retained by the PI or the faculty advisor (if the PI is a student) at the sacure location mentioned in the protocol application. The data storage must be maintained for at least three (3) years after study completion. Subsequently, the researcher may destroy the data in a manner that maintains confidentiality and anonymity. IRB reserves the right to modify, change or cancel the terms of this letter without prior notice. Be advised that IRB also reserves the right to inspect or audit your records if needed.

Sincerely,

Institutional Review Board
Middle Tennessee State University

Quick Links:
        Click here for a detailed list of the post-approval responsibilities.
        More information on exmpt procedures can be found here.