

SPORTS AND ATHLETICS PREPARATION,
PERFORMANCE, AND PSYCHOLOGY

COACHING AND MANAGEMENT TECHNIQUES IN ATHLETICS



Jason A. Morelli
Oscar D. Velez
Editors

NOVA

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JASON A. MORELLE

AND

OSCAR D. LEZ

EDITORS



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PREFACE

The process of coaching has been conceptualized, studied, and analyzed in a wide variety of ways. The most common theoretical perspective used by researchers has been to view coaching as a decision-making process. Successful coaching has been described as the practice of making correct decisions within the constraints of a highly complex social and dynamic environment. In a general sense, coaches articulate a purpose and establish unique mechanisms for achieving success. This book examines the role of a coach or manager in sports and athletics.

Chapter 1 – The purpose of this study was to: (1) describe the duties and responsibilities of NCAA Division II head football and baseball coaches. The data were collected via a survey.

Instrument returned by 41 of 122 head baseball coaches and 38 of 122 football coaches surveyed. Demographic data indicated the following: the majority of NCAA Division II head baseball and football coaches are Caucasian between the ages of 25 and 64 and have a master's degree, the majority of head baseball coaches are responsible for coordinating their programs fund-raising efforts while fewer head football coaches have this responsibility, the role responsibilities of the head coaches outside of coaching varies from teaching, coaching, admissions, residence life and financial aid.

The data also revealed that head baseball coaches have more responsibilities outside of coaching than football coaches.

Chapter 2 – The purpose of this study was to: (1) describe the fundraising responsibilities and expectations of NCAA Division II head baseball and football coaches. The data were collected via a survey instrument returned by 41 of 122 head baseball coaches and 38 of 122 football coaches surveyed. Demographic data indicated the following: the majority of NCAA Division II

head baseball and football coaches are Caucasian between the ages of 25 and 64 and have a master's degree. Data indicated that a majority of head baseball coaches are responsible for coordinating their programs fund-raising efforts while fewer head football coaches have this responsibility, the most successful fund-raising activities for baseball programs are fund-raising events, while football programs raise a higher percentage through solicitation of alumni and individuals with athletic interest. Money raised by these programs was used in somewhat different manners with baseball programs using a majority of the money raised for travel and equipment, while football programs used these funds for equipment, capital improvements and recruiting. Data analysis also revealed that head baseball coaches are expected as part of their contract to raise a higher percentage of operating costs than are football coaches.

Chapter 3 – As demands on today's coach escalates, the role and presence of job satisfaction increases in significance, as well. Past research has analyzed job satisfaction in both sport and business literature (e.g. Wright, 2006); and linked with diversity (Pastore, 1993; Sagas et al., 2005) and supervisor satisfaction (Chelladurai, 2003). This investigation examined the relationship of supervisor satisfaction with career satisfaction for the coaching sample, a relationship presented in previous research (e.g. Sagas and Cunningham, 2004). Results indicated significant correlations between supervisor, career, and job satisfaction levels ($p < .01$). An initial regression analysis displayed a significant presence of supervisor satisfaction in predicting coaches' career satisfaction ($\beta = .31$, $p < .001$). A further regression analysis revealed significant predictability of job satisfaction when added to the model ($\beta = .50$, $p < .05$). This presence signified the mediating potential of job satisfaction on the relationship between supervisor satisfaction and career satisfaction.

Chapter 4 – The coaching profession is most appropriately characterized by the profound uniqueness of its nature. A coach is at once a teacher, a psychologist, a father/mother figure and other roles which he or she finds it expedient or necessary to assume at a given time.

Clearly, the college athletic coach labors in a distinctly stressful environment. It is a volatile and often unpredictable profession involving numerous and concurrent pressures. These include the need to continuously interact personally and effectively with his or her student athletes regarding myriads of training, competitive, academic and personal issues. There is also the continuous pressure to recruit and develop a winning team and the need for the coach and players to handle defeat. Add to this relational element with student athletes the human relations which must be maintained with his or her sports supervisor (athletic director, assistant athletic director or associate

athletic director), the parents of student athletes, individuals in the media, high school coaches, boosters/fans, assistant coaches, athletic department support staff, and myriads of others, then it is seen that the compelling matrix of human relations which must be attended to by the coach (not to mention the personal and family relations which are often challenging to maintain because of the considerable demands and pressure of the profession).

Chapter 5 – In this study, NCAA Division I (FBS) recruiting violations were collected from the NCAA Legislative Services Database for the Internet (LSDBi) and analyzed based upon the type of sport, the gender of the student-athletes participating in the sport, and the gender of the head coach from 1987-2007. The theory of planned behavior (Ajzen, 1991) was used to guide the findings that major recruiting violations are more prevalent among male coaches within revenue sports, which may lead to a higher standard of athletics compliance for female sports and coaches.

Chapter 6 – Successful coaching has been described as the practice of making correct decisions within the constraints of a highly complex social and dynamic environment (Abraham and Collins, 1998). Coaches articulate a purpose and establish unique mechanisms for achieving success. However, the specific function a coach's belief system plays in the overall coaching process has received limited and fragmented theoretical treatment. Therefore, this paper presents a conceptual framework that coaching professionals can use as a tool to analyze the process of coaching. The framework consists of two key elements: a) a general model of the coaching process, describing coaching as an integrated and dynamic whole and specifying major factors coaches must consider in order to maintain an effective alignment within their sport context; and b) a coaching typology, which describes different patterns of philosophical beliefs used by coaches. This typology, referred to as a Coaching Belief Triad, is introduced to elaborate on the elements of a coaching philosophy.

Chapter 7 – Attributes related to burnout potential in high school varsity basketball coaches were investigated using Reversal Theory as a theoretical base (e.g., Apter, 2001). Four hundred coaches, controlled for school size and gender, were randomly selected and mailed a questionnaire which included the Apter Motivational Style Profile (AMSP) (Apter, 1999), Maslach Burnout Inventory (MBI) (Maslach, Jackson, and Leiter, 1996), and a demographic information sheet. Coaches (N= 126) returned usable questionnaires that showed no significant gender or school size differences. It was hypothesized that coaches exhibiting dominances high in telic and conformist dominances would have greater susceptibility to burnout than coaches who are more paratelic and negativistic dominant. This hypothesis was not supported. In

total, fifteen percent of coaches demonstrated high potential for burnout. Autic sympathy (a transactional pair) had the strongest association with burnout accounting for almost 30% of the total variance. Coaches who exhibited autic sympathy dominance had increased feelings of depersonalization and emotional exhaustion and reduced feelings of personal accomplishment.

Chapter 8 – Of all the managerial responsibilities, leadership, which is inextricably intertwined with all the functions a head coach performs, is considered by Chelladurai and Saleh (1980) to be the most significant task executed by a coach. Studies in the area of sports leadership behavior have shown individual athlete effectiveness is largely attributed to the leadership behavior exercised by a coach (Amorose and Horn, 2000; Beam, Serwatka, and Wilson, 2004; Sherman, Fuller, and Speed, 2000; Zhang, Jensen, and Mann, 1997). Using the Leadership Scale for Sports (Chelladurai and Saleh, 1980) the present study revealed certain preferences for coaching behaviors between rookie and veteran athletes competing at the intercollegiate level. Implications drawn from the study suggest college coaches to emphasize certain dimensions of leadership according to the preferences existing amongst rookie and veteran players on a team.

Chapter 9 – Over the past 25-30 years, sport management has been among the fastest growing academic disciplines in higher education within the United States. However, the few universities producing sport management doctoral graduates have seemingly been unable to meet the demands for qualified individuals to teach at the university level.

This study analyzed each of the 124 professorial advertisements for sport management/administration placed by U.S. universities over a one-year period, encompassing the 2005-06 academic year. The majority of the openings were in the Southeast, Northeast, and Midwest, with few listings in the Southwest or West. Nearly half of all listings were at institutions offering sport management only at the undergraduate level.

A phone survey revealed only 69% of advertised positions were filled, with 53% of schools with failed searches citing a lack of desired applicants. A majority of schools that did not hire planned to re-post their positions the following academic year.

Chapter 10 – This article attempts to offer some insights relative into: (1) the ratio of minority coaches to minority players within 40 teams of the AAA, AA, and A levels within professional baseball (2) whether minority coaches would be relegated to the less prestigious coaching positions receiving token status within the hierarchical structure of minor league baseball. The data was analyzed using the Chi Square test, the results indicate there are more black

coaches and fewer Latino coaches than expected based on the number of players within the hierarchical structure of professional baseball.

Versions of these chapters were also published in *Journal of Contemporary Athletics*, Volume 3, Numbers 1, 2, and 4, and Volume 4, Number 1, 2, and 3, edited by Dan Drane, published by Nova Science Publishers, Inc. They were submitted for appropriate modifications in an effort to encourage wider dissemination of research.

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Chapter 1

A DESCRIPTION AND COMPARISON OF DUTIES AND RESPONSIBILITIES OF NCAA DIVISION II HEAD BASEBALL AND FOOTBALL COACHES

Randy Nichols

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ABSTRACT

The purpose of this study was to: (1) describe the duties and responsibilities of NCAA Division II head football and baseball coaches. The data were collected via a survey.

Instrument returned by 41 of 122 head baseball coaches and 38 of 122 football coaches surveyed. Demographic data indicated the following: the majority of NCAA Division II head baseball and football coaches are Caucasian between the ages of 25 and 64 and have a master's degree, the majority of head baseball coaches are responsible for coordinating their programs fund-raising efforts while fewer head football coaches have this responsibility, the role responsibilities of the head coaches outside of coaching varies from teaching, coaching, admissions, residence life and financial aid.

The data also revealed that head baseball coaches have more responsibilities outside of coaching than football coaches.

Today's coaches are under many pressures (Lyle, 1999). They try to win games, recruit and retain athletes, prepare facilities, raise money, travel to contests

and perform a variety of other duties assigned by the athletic director (Judd, Kelley, and Pastore, 1993). Many Division II coaches are asked to perform other duties or functions at their institutions, including teaching, student affairs and admissions duties (NCAA, 2003b). As the number of programs expand along with the level of competition, so does the amount of administrative duties performed by the athletic director required for each program. To this end, responsibilities that often were handled by an athletic administrator have now been shifted to head coaches (Jones, 2001). In making this shift, the head coach must accept greater responsibility and accountability for his or her program (Swank, 1995). With little or no administrative, or management experience, the head coach is now expected to complete administrative duties (Protrac, Brewer, Jones, and Hoff, 2000). The role of the coach becomes even more complex when you add teaching or other administrative type activities to his or her coaching assignment.

Division II coaches are responsible for teaching, class preparation, advising students, committee work, scholarly activities and all other duties associated with faculty positions and the tenure process as well as all of the administrative duties that go along with coaching. Dual role positions can cause stress because of role ambiguity due to the lack of clear job descriptions and the expectations that go along with both teaching and coaching, along with carrying out policy and raising money (Chu, Segrave, and Becker, 1985).

PROCEDURES

Selection of the Participants

All of the institutions ($n=122$) that offer both baseball and football at the NCAA Division II level were asked by letter to participate in the study.

Selection of the Instrument

The questionnaire was designed to assess the demographic framework, including institutional standing, institutional size, and the number of sponsored intercollegiate athletic programs. This information provided the researcher with a brief, yet informative, profile of the participants and the institution. The primary areas examined included the current role responsibilities of the head baseball and football coaches at these institutions. The questionnaire was developed with the help of a panel of coaches from Slippery Rock University. Their comments and

recommendations were solicited in order that the questionnaire could be refined and develop content validity. The panel received the list of research questions developed by the researcher, and sample survey questions. The panel was asked to develop what they judged to be relevant questions.

The questionnaire was then examined for face validity by faculty members of the Slippery Rock University Sport Management Department. Questionnaires were sent to these individuals and they were asked to rate the questions within the instrument using a four point rating system. A four on the rating system indicated that a question was excellent and that it should be retained on the survey. A rating of three indicated a good question and that it could be retained on the survey. A rating of two indicated an average question that could possibly be retained if revised. A rating of one indicated a poor question that should be completely revised or removed from the questionnaire. The samples were returned and examined and the questionnaire was revised according to their comments. The questionnaire is comprised of 40 questions related to demographic information, and the role responsibilities of the head coaches in these programs. Content validity was established by conducting a pilot study using one coach from each of the eight NCAA Division II regions. The coaches who were selected for the pilot study were asked to complete the survey and return it to the researcher within two weeks.

Data Collection

A cover letter requesting completion of the survey was sent to the head baseball and football coaches of the NCAA Division II institutions. A thorough explanation of the nature and purpose of the study was provided in the letter along with a self-addressed, stamped envelope. Respondents were assured that all responses would be kept confidential. A two-week deadline was established from the date of the initial mailing and a second letter, along with an additional questionnaire, was sent as a reminder to all participants following the two-week deadline. The data were collected and analyzed by the researcher. In turn, the participants were asked to answer each question thoroughly and accurately, and when necessary, talk about the specific fundraising practices utilized by the baseball and football programs. All respondents were given the opportunity to receive results.

RESULTS

Survey Return Rate

The participants for this study were head coaches of NCAA Division II baseball and football programs. One hundred and twenty two institutions sponsor baseball and football at the NCAA Division II level. Of the 122 that were mailed to both head baseball and head football coaches, 41 were returned by head baseball coaches for a return rate of 33.6% and a total of 38 were returned by head football coaches for a return rate of 31.1%.

Head Baseball and Football Coaches Demographics

Survey questions 1 through 4 provided information regarding head coaches' demographics. These items included questions pertaining to the sport coached, ethnic background, age and level of education. Among the coaches who responded, the sport coached distribution was nearly equal with 51.9% (n= 41) head baseball coaches and 48.1% (n=38) head football coaches. Table 1 depicts the sport coached of the head coaches who responded to the survey.

Table 1. Sports Coached by Respondents

	Frequency	Percent
Baseball	41	51.9%
Football	38	48.1%
Total	79	100%

Survey responses to ethnic background revealed that the most prevalent ethnicity was Caucasian with 79.7% (n=63). African American was next with 11% (n=11). Table 2 shows the overall composition of the ethnic background among the respondents.

Table 3 shows the age ranges of the head coaches who responded to the survey. Results showed that the responses fell into mostly two categories with 49.3% (n=39) in the 25 to 44 age range and 41.7% (n=33) in the 45 to 64 age range.

Table 2. Ethnic Backgrounds of Respondents

	Frequency	Percent
Asian	2	2.5%
African American	11	13.9%
Caucasian	63	79.8%
Hispanic	2	2.5%
Other	1	1.3%
Total	79	100%

Table 3. Age of Respondents

	Frequency	Percent
18 to 24	1	1.3%
25 to 44	39	49.4%
45 to 64	33	41.8%
64 or older	6	7.5%
Total	79	100%

Results about the level of education revealed that 72.2% (n=57) of the coaches who responded had earned a master’s degree as their highest level of education, while 20.3 % (n=16) had earned a bachelors degree. Table 4 displays the level of education.

Table 4. Level of Education of Respondents

	Frequency	Percent
Some College	1	1.3%
Undergraduate Degree	16	20.3%
Master’s Degree	57	72.2%
Doctorate	5	6.2%
Total	79	100%

The last demographic item dealt with the winning percentage of respondents. Results from the baseball coaches showed that 53.6% (n=22) had a winning percent of .500 or better, while the results from the football coaches showed a percent of 47.4% (n=18) had a winning percent of .500 or better.

Table 5 represents the winning percentage of coaches who responded.