

Spring 2008

Preferred Coaching Qualities in NCAA Division I College Athletes: A Qualitative Analysis of Basketball Players from the Millennial Generation

Edward Carl Hoffman

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/etd>



Part of the [Education Commons](#)

Recommended Citation

Hoffman, Edward Carl, "Preferred Coaching Qualities in NCAA Division I College Athletes: A Qualitative Analysis of Basketball Players from the Millennial Generation" (2008).

Electronic Theses and Dissertations. 70.

<https://digitalcommons.georgiasouthern.edu/etd/70>

This thesis (open access) is brought to you for free and open access by the Graduate Studies, Jack N. Averitt College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

Preferred Coaching Qualities in NCAA Division I College Athletes: A Qualitative
Analysis of Basketball Players from the Millennial Generation

by

Edward C. Hoffman

(Under the direction of Daniel R. Czech)

ABSTRACT

The millennial generation, otherwise known as the Echo Boomers, is a generation with characteristics that few previous generations have possessed. In the world of sport, this generation is currently dominating the ranks of collegiate athletics. Moreover, the coaching ranks are just beginning to experience the characteristics of this exceptional group of people.

Thus, the purpose of the study was to examine the preferred coaching styles of athletes from the millennial generation at the NCAA Division I level from a semi-structured qualitative perspective. A secondary purpose was to examine these characteristics from a gender perspective. After analyzing the data, five themes emerged: clear communication, multiple roles, mindfulness of the entire team's interests, maximize production and caring, forgiving, helpful and understanding. Differences among genders were present; some of which are visible in past research. Coaches may be able to utilize this research while adjusting their techniques to match the inclinations of athletes from this generation.

INDEX WORDS: Millennial Generation, Echo Boomer, Coaching, Ideal

Preferred Coaching Qualities in NCAA Division I College Athletes: A Qualitative
Analysis of Basketball Players from the Millennial Generation

by

EDWARD C. HOFFMAN

B.A. Loyola College in Maryland, 2006

A Thesis Submitted to the Graduate Faculty of Georgia Southern University in Partial

Fulfillment of the Requirements for the Degree

MASTER OF SCIENCE

STATESBORO, GEORGIA

2008

© 2008

Edward Hoffman

All Rights Reserved

Preferred Coaching Qualities in NCAA Division I College Athletes: A Qualitative
Analysis of Basketball Players from the Millennial Generation

by

EDWARD C. HOFFMAN

Major Professor: Daniel R. Czech

Committee: A. Barry Joyner
Drew Zwald
Glenn Burdette III
Jonothan Metzler

Electronic Version Approved:

May 2008

DEDICATION

Happy Mothers' Day Mom.

ACKNOWLEDGEMENTS

I want to express my appreciation for my advisor, Dr. Czech. I have never had a professor quite like you and probably never will. Your constant optimism has been a great motivator. Thank you for challenging me to improve every aspect of my life and for being a living example of work ethic. Without you, I would be defending over the summer.

I want to thank my committee members as well. Dr. Zwald, Dr. Joyner, Dr. Metzler, and soon to be Dr. Burdette; thank you for the constructive criticism and for always keeping your doors open. I cannot express how much that meant to me during this process.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	6
LIST OF TABLES.....	8
CHAPTER	
1 INTRODUCTION.....	10
2 METHOD.....	15
Existential Phenomology.....	15
The Researcher as an Instrument.....	15
Bias Exploration, Bracketing, and Pilot Study.....	16
Pilot Study.....	17
Participants.....	17
Procedure.....	18
Interview Protocol.....	18
Data Analysis.....	19
Approaching the Interviews.....	20
Focusing the Data.....	21
Reduction.....	21
Releasing Meanings.....	21
Research Team.....	22
Reliability.....	23
Validity.....	23
3 RESULTS.....	24
Theme #1 Multiple Roles.....	25

Theme #2 Clear Communication.....	28
Theme #3 Maximizes Athlete Production.....	31
Theme #4 Caring, Helpful, Understanding & Forgiving.....	34
Theme #5 Mindful of the Entire Team's Interest.....	35
4 DISCUSSION.....	37
REFERENCES.....	49
APPENDICES	
A RESEARCH QUESTION, LIMITATIONS, DELIMITATIONS, ASSUMPTIONS & DEFINITIONS.....	54
B REVIEW OF LITERATURE.....	56
C INSTRUMENTATION.....	66
D RESEARCH COMPLIANCE & INFORMED CONSENT.....	67
E IRB APPROVAL.....	75

LIST OF TABLES AND FIGURES

Table 1 Description of Sample (at end of 2006-07 Season).....	47
Figure 1 The Interrelatedness of themes.....	24

CHAPTER 1

INTRODUCTION

The millennial generation, otherwise known as the Echo Boomers, is a generation with characteristics that few previous generations have possessed. In the world of sport, this generation is currently dominating the ranks of collegiate athletics. Moreover, the coaching ranks have yet to experience the characteristics of this exceptional group of people. This generation is considered by social psychologists to be unique as they demand more understanding from people in authority positions, demand quickness in decision making, desire a large variety of choices, and demand more affirmations. (Tellabs, 2005). Are coaches aware of this?

Research presents us with multiple theories of ideal coaching styles. Bennis and Nanus (1985) proposed that an effective leader must communicate well, focus on achieving results, possess an optimistic and high positive self-regard, and be trustworthy. Moreover, Burke (1964) advocates that leadership is dependent on three factors: the leader and their attributes, the follower and their problems, and the group situation. Chelladurai (1978) indicated that an equivalence among leader behaviors, the preferences of athletes, and the requirements of the situation would have a positive effect on group performance and member satisfaction. More recently, Hackman and Wageman (2005) devised a new three part model of sport leadership. This model focuses on the functions that coaching serves for a team. It also identifies the specific times in the task performance process when coaching interventions are most effective. Lastly, it explicates the conditions under which team-focused coaching is likely to facilitate performance.

Chelladurai (1980) developed a multidimensional model of sport leadership. This model suggests that situational characteristics, leader characteristics, and member characteristics are antecedents of preferred leadership; with situational and member characteristics predominately leading to preferential leadership. This model suggests that leadership antecedents point to leader behaviors, which then correlate to performance and satisfaction.

In an effort to achieve better performance, coaches may need to adjust their coaching style to their athletes. Athletes are more receptive to some coaching styles compared to others. In a study conducted by Sherman, Fuller, & Speed (2000), researchers found that both male and female athletes desired positive feedback, training and instruction, and democratic behavior. However, as stated above, females were more strongly associated with democratic preferences, while males tended to prefer autocratic methods slightly more than females. Neither gender had any desire for social support from their coach. More recently, Fry, Czech, Kent and Johnson (2006) examined female athlete perceptions of having a male and female head coach. Semi-structured interviews revealed four major themes of the participants. These were: discipline and structure, personal relationships, passivity and aggressiveness, and coach preference. Specifically, eight of the participants stated a preference for male coaches because of their discipline and structure, as well as their aggressiveness, yet differences were found when comparing various coaching qualities.

Interest blossoms from satisfaction. Echo Boomers need to be interested in what they are doing or “they’re outta here.” (ASTD, 2005). Donna Ellis, a diversity project manager, proclaims the need for managers to adapt to their employees in the workplace.

Managers need to learn how to accommodate new family concepts of younger generations, among other issues (ASTD, 2005). When comparing the workplace to the team atmosphere, outsiders can observe a direct analogous relationship, with managers being coaches and employees being the players.

Goodman would agree. He preaches that “organizations must learn to relate to each generation with messages it understands, and be creative in how they express those messages.” (ASTD, 2005). This proclamation further demonstrates the need for an understanding of the millennial athlete by its present coaches.

Stier and Schneider (2006) examined today’s NCAA Division I Men’s Basketball coaches and asked what types of characteristics they look for in their players. The majority of coaches responded in a way that was opposite in ideology from many Echo Boomers. For example, 80.4% of the coaches in the study said that long term sacrifices were essential and 90.5% of coaches stated that off-season conditioning was essential for their players (Stier & Schneider, 2006). Interestingly enough, long term focus is not a strong characteristic of echo boomers as their attention spans can be short (Tellabs, 2005). These potential player-coach incongruities can have unfortunate consequences, e.g., compatibility between players and coaches is a very good predictor of the way athletes will perceive and evaluate their coaches behavior (Kenow & Williams, 1999).

Studies involving adolescents and parents of the millennial generation allow us to see the gap in viewpoints between the Echo Boomers and the Baby Boomers. Martin et al (1999) found that the adolescents, or Echo Boomers, preferred a coach who provided social support and allowed them to have input into decision-making. Meanwhile, the parents, or Baby Boomers, preferred an autocratic coaching style where commands are

made and a dictatorship style of leading is prevalent. Despite these differences, parents and children have a similar point of view in that they want themselves (or their children) to be as good as or better than their peers (Martin et al, 2001). Simple findings like these may prove valuable because many of the millennial generation's coaches are Baby Boomers.

Taking the previous study one step further, research by Frederick and Morrison (1999) allows different coaching techniques to be incorporated in different environments. The researchers state that children's coaches should be warm and promote learning and growth by listening to players' ideas. However, for an elite environment, a dominant and energetic coaching style may be more appropriate. The lack of recent literature has facilitated the need for more in-depth research on this topic. Furthermore, the disparity between the extent of quantitative research and the extent of qualitative research suggests that a qualitative design may prove useful.

Because this study aims at gathering individual, rich descriptions, a humanistic approach will be used. Hill (2001) states that the humanistic model celebrates the individual. This source elaborates this point when it states that the model "reflects the importance of development of the whole person." Furthermore, respecting personal experiences as an integral part of the development of self is a key characteristic of this model; which emphasizes empathy, genuineness, and nonjudgmental caring. The humanistic model will enable the researcher to display respect and high regard to the participants while gaining an understanding of their experience. Humanistic psychology centers on the participant's experience of life (Hill, 2001). This will allow me to obtain

the best description of one's ideal coach. The author proceeds to state that reality shall be defined as a personal, internal phenomenon.

Thus, the purpose of the study is to examine the preferred coaching styles of basketball players from the millennial generation (MGA) at the NCAA Division I level from a semi-structured qualitative perspective. A secondary purpose will be to examine these characteristics from a gender perspective. Rich descriptions of athlete preferences will be obtained in this study. Coaches may be able to utilize this research while adjusting their techniques to match the inclinations of this generation of athletes

CHAPTER 2

METHOD

Existential Phenomenology

The existential phenomenological approach concerns itself with obtaining thick, rich descriptions of information through interviews, discussions or observations. Then, this information is represented from the perspective of each participant. Czech et al (2004) states:

“The existential phenomenological researcher, then, is concerned with description, experience, and intentionality; and these must be considered as the researcher seeks the structural essence of some event as experienced by some person”

The Researcher as an Instrument

When using qualitative methodology it is important to recognize the primary researcher as an integral part of the instrumentation. Consequently, it is just as important to understand my life experiences as they relate to the ideal coaching methodology for the millennial generation (Czech et al, 2004).

I have been playing basketball since I was too young to remember. I have also had a variety of coaches, each with their own unique style. From the days of youth recreational basketball, my coaches focused on positive reinforcement and fun. When I proceeded to the middle school level, my coach was not only a nun, but focused on discipline and “ruling with an iron fist.” High school showed me more coaches that focused on discipline, but now it seemed to be more about turning boys into men. Playing overseas brought two more coaching styles to my doorstep. First, there was the seasoned veteran coach who never smiled and who would not hesitate to leave you behind if you were not able to keep up with the team’s pace. Secondly, there was the clean-cut

professional. He had a fantastic knowledge for the sport, but seemed to be more concerned with league politics instead of winning games.

It is evident that I have experienced an assortment of coaching styles so far in my life. Some of these styles may have been designed to correlate with stages of development. This is visible in my youth coaches particularly. However, the later styles that I experienced seemed to be entirely basketball oriented. In my opinion, these methods were all equally effective. So, I pose the question: What are the ideal characteristics for a coach of the millennial generation?

Bias Exploration, Bracketing, and Pilot Study

Patton (2002) explains how all qualitative researchers should use epoche when preparing to conduct an interview. The author defines epoche as a refrain from judgment. This withdrawal of judgment is extremely important when it comes to collecting unbiased, valid data. Equally important to using epoche is the concept of bracketing.

Patton (2002) discusses how a researcher must “bracket out” any preconceived beliefs about the subject matter being researched. For this reason, a bracketing interview was conducted before the start of this study. A fellow graduate student with experience in qualitative research interviewed me about my preferred coaching characteristics. After viewing the transcription, I was able to identify any biases existent in my research mindset due to my encounters with coaches as an athlete. My interview revealed that I prefer a player-centered coach who earns a maximum amount of respect from his players. My ideal coach should also focus on team skills, rather than individual skills.

Pilot Study

Although there is a large body of research on preferred leadership characteristics, little research was found that examined the millennial generation as a population. Therefore, a pilot study was conducted involving two NCAA Division I Men' Basketball players from a southeastern university. The study exposed emerging themes about preferred coaching characteristics, and gave me an opportunity to refine my qualitative research skills. This study uncovered multiple themes, including the ideas that the coach needed to be a leader on and off the court, the need for an older coach, and the desire for a coach who is willing to sacrifice for his players. This pilot study is a main contributor to the validity of the present study.

Participants

The participants in this study were nine NCAA Division I Basketball players. Four participants were male and five were female basketball players. All participants were on teams that competed at the NCAA Division I level. The athletes were from various races and ages between 18 and 25. This is seen on Table 1.

Each participant was asked to participate via their coach, email, and/or telephone. All participants contributed to the study in a completely voluntary manner. Goodrich (1999) explains that the size of the sample is not important in qualitative research. It is rather the thick, rich description the researcher receives which makes this study powerful.

A purposeful sample was used in this investigation as the participants were able to provide the researcher with a rich and thick description of the experience of being a

collegiate athlete as a millennial or echo boomer (Patton, 2002). No compensation or academic extra credit was given for their participation.

Procedure

All face to face interviews were conducted at the Sport Psychology Laboratory at Georgia Southern University. The private consultation room was used in order to ensure privacy and confidentiality. A digital recording device was used to aid in the transcription process. All participants were informed of the limits of confidentiality. Participants granted informed consent and were educated about the procedure for withdrawal from the study. There was not any extrinsic motivation for participation in this study.

Interview Protocol

This study utilized a semi-structured interview to obtain its data. After reading an introductory statement, the questions were as follows:

This study will be investigating the characteristics of an ideal coach from the perspective of millennial generation athletes. I know that you are currently under direct supervision of a coach, but I would like you to step outside of your current mindset. The hypothetical coach that we will be discussing should not in any way be associated with your present coach. Please free yourself from the stress of being a collegiate athlete, have an open mind and answer the following questions to the best of your ability.

1. Describe the ideal coach from your perspective.
2. What are some specific qualities that you look for in an ideal coach?
3. Describe how an ideal coach interacts with his/her players.
4. Describe how an ideal coach would act in a stressful situation. What about a stress-free situation?

5. Describe an ideal coach's communication style from your perspective.
6. Describe how an ideal coach can motivate you to be the best that you can be.
7. Describe how an ideal coach would make important team-related decisions.

Other questions were used in effort to probe deeper into the answer given by each participant. These probing questions included:

“You mentioned _____. Can you elaborate on that for me?”

“Can you explain what you meant by _____?”

Data Analysis

Upon completion of the interviews, the digital recordings were transcribed by the primary researcher. All participants received a copy of their interview to ensure that the transcription was accurate. Those transcriptions were reviewed by myself, Nvivo, and a research team to ensure that an unbiased depiction of the data was gathered. After the transcripts were input into Nvivo, themes were identified according to the percentage of the transcript they occurred at.

The research team included other graduate students who were familiar with qualitative research and the confidentiality requirements of research. The team helped to identify themes that seemed evident across multiple interviews. The use of a research team contributed to the reliability and validity of the present study.

Qualitative analysis seeks to grasp the meaning, structure, and essence of a lived experience for a person or group of people (Patton, 2002). In this present study, various qualitative approaches were used for analyzing the data and are adapted from Czech et al (2004), Barrell (1989), Goodrich (1988), Hawthorne (1989), Henderson (1992), Patton (2002), and Ross (1987) as outlined below.

- A. Approaching the interviews
 - Transcribing the interview*
 - Obtaining a grasp of the interview*

- B. Focusing the data
 - Bracketing the data*

- C. Reduction
 - Eliminating irrelevant, repetitive, or overlapping data*
 - Verifying the elimination of the data*

- D. Releasing meanings
 - Forming categories*
 - Identifying the themes*
 - Describing the themes*

Approaching the Interviews

Transcribing. All interviews were audio taped and then transcribed verbatim. The transcripts were typed by the primary researcher. The participants were able to view and obtain a copy of the transcripts at the completion of the research process. The primary researcher was the only person with access to the digital recordings. Once transcription of the digital files was completed and verified it was erased. The consent form, transcriptions, and code sheet with the alias names will be kept in a locked box.

Patton (2002) points out that it is very important to obtain a verbatim transcript otherwise, the data may be distorted. Therefore, the transcripts were checked for errors by listening to the digital recording of the interview and reading the transcript.

Obtaining a Grasp of the Interview. Checking for errors also allows me to obtain what Kruger (1979) calls a holistic grasp of the data. As cited in Czech et al. (2004), this allows the researcher to obtain a sense of wholeness of the data even though in later

phases parts of the data were eliminated. Checking for errors also allowed me to disentangle the structure of the participant's experience.

Focusing the Data

Bracketing the data. Patton (2002) states that "The researcher "brackets out" the world and presuppositions to identify the data in pure form, uncontaminated by extraneous intrusions." In other words the researcher put aside any preconceptions and the data were analyzed directly to the phenomenon in question. Once this was completed, the data were treated with equal value and spread out for examination with all elements and perspectives having equal weight (Patton, 2002).

Reduction

Eliminating irrelevant, repetitive, or overlapping data. During the interviews the conversations involved information that was not relevant to the experience of the phenomenon being studied (Patton, 2002). Consequently, in the current study irrelevant, repetitive, and overlapping data was eliminated from the transcripts. Punctuation and enhancing readability was also added or taken out when needed.

Verifying the elimination of the data. The goal of this step is to have the participants verify that the edited version of the interview is correct and still has the thoughts and words that they wanted to express. Once the editing was completed the transcripts still remained a rich source of information and were easily read and placed into meaningful groups.

Releasing Meanings

Forming categories. The data were placed into meaningful clusters based on the similar themes that emerge (Patton, 2002). Both the research team and I placed the

phrases that were similar into clusters. We then compared the clusters and categories were formed.

Identifying the themes. Once the categories were formed themes were created. These themes were analyzed over and over again until a consistent and concise representation of each category was present and there were distinct differences between each separate category.

Describing the themes. Patton (2002) recommends that when presenting the results of qualitative data there must be: a) focusing and balancing and b) description and interpretation. Due to the large amount of information contained within the interview the data must be focused and balanced, meaning that some of it must be omitted in order to focus on the experience of music in sport. Patton (2002) also points out that when dealing with qualitative inquiry a thick, rich description of the experience is essential. Therefore, the data in the current study were presented in a clear and descriptive manner that captured the essence of the participants' mutual aspects of their experience of the ideal coach.

Research Team

This research included one expert in qualitative analysis as well as two students with a significant amount of experience in qualitative research. The primary researcher also used participants to enhance the reliability and validity of this research. The participants confirmed the accuracy of transcriptions after the omission of data that was deemed irrelevant. The purpose of the research team was to assist in the elimination of the primary researcher's biases.

Reliability

Patton (2002) states that in order for results to be reliable, they must be repeatable and consistent across time and participants. In qualitative research a main criterion for reliability is trustworthiness (Patton, 2002). Therefore, if the description of the experience can be shown to be true it shall be considered reliable.

Validity

Conclusions from qualitative research shall be labeled as valid if the reader is able to follow the process that has led to the results (Czech et al, 2004). To help eliminate biases, triangulation was used. In the present study, triangulation was gained through a bracketing interview, verification of transcriptions, Nvivo Software, and a research team.

CHAPTER 3

RESULTS

Table 1 shows each participant's experience playing Division I basketball. All participants currently play at the NCAA Division I level and have played competitively at least four years prior to college. It is important to note that two participants are siblings, thus they share many of the same experiences. However, their interpretations of these situations differ. Five major themes emerged from the interviews.

Figure 1 depicts a model which displays these themes and their subthemes. It shows each theme as a function of the experience of an ideal coach from the perspective of millennial generation athletes.

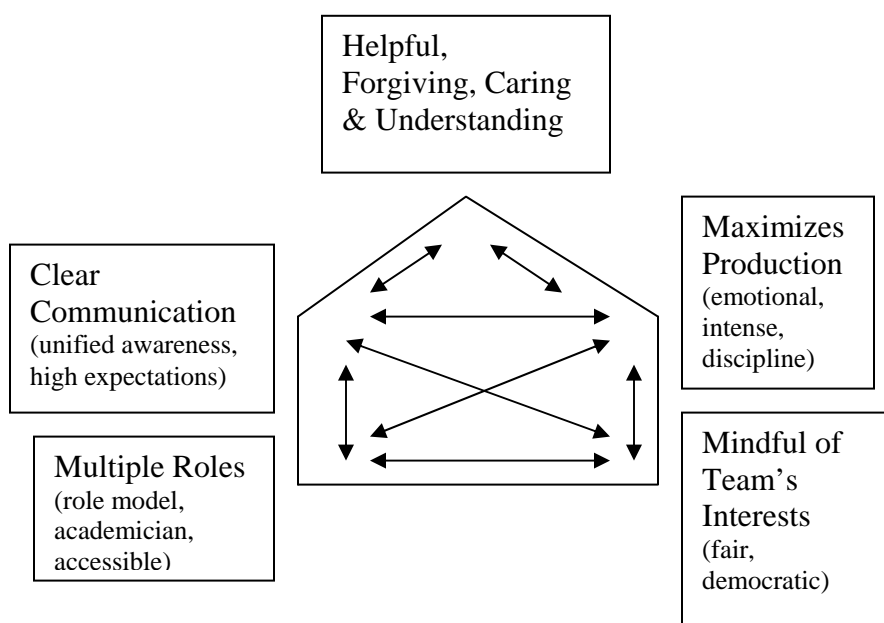


Figure 1. The interrelatedness of themes.

Multiple Roles

All nine participants from the sample agreed that a relationship which existed solely on the court was insufficient. The participants desired a relationship that was based on factors on the court as well as off of the court. The nature of a coach's position to these participants allows him or her opportunities to develop their players in many aspects of life. Participants from this study desire a coach that will accomplish this objective by fulfilling different roles in their lives. This is evident as April stated, "I would say a relationship on and off the court. Definitely business on the court and an outside relationship, getting to know that player and appreciating that player." She then went on to say, "Maybe calling the player up just to meet maybe once or twice a week...I just feel like the coach just needs to know what's going on, how each player's feeling, just really knowing their players. Otherwise, they can't have good communication."

Quotes from these themes also incorporate ideas from other themes and subthemes. For example, Travis said, "The ideal coach from my perspective would have a good relationship with the player on and off the court, not just x's and o's, but have a friend type relationship off the court so you can look up to your coach as a role model." He went further when he said, "...if the athlete has any problems, emotionally or academically...they should have the ability to talk to their coach about it...So I would say like a friend type interaction, open door, approachable." To stress this point, Travis said,

"I think that the coach should still be involved with his athletes. I think that's something that can build the athlete-coach relationship. On days where there's nothing going on athletically, just being involved, just for the coach to let them [players] know that he's there for them, besides the team point of view."

Tony agrees with this notion of being able to talk to his coach on more than just a basketball level. He states, "I think it's about the constant contact...If there's a problem going on and I need to talk to somebody, I should be able to call them [the coach] and talk to them." Julio sees the benefits of having a confidant whom he can vent to when he said, "...make sure everything's okay with their social life, sports life, or whatever it may be. There can be times that something can be bothering you from the sport or off the court...that can bring your performance down." The past few quotes allude to the first subtheme. The first subtheme coincides with the participants' desire for an accessible coach. The subsequent subthemes coincide with the participants' desire for a role model and an academician.

Accessible- Several subthemes emerged from this major theme. These subthemes include accessibility. Coaches need to be readily accessible for their players in order to permit these alternate relationships to blossom. Participants supported this when they described a coach that will be there on and off the court. Analysis of the transcripts revealed that the participants in this study want a coach whom they could contact or approach away from practices or games. They desire a coach that will take interest in their personal lives, not just their basketball lives. When comparing her ideal coach to her present coach, Tanya said, "Just trying to be active in our lives because our coach has us over his house and we all try to plan stuff together. It's a big family."

Julio's statement is congruent to this idea of accessibility, "Because you gotta be able to have a relationship off the court with your coaching staff instead of being on the court all the time. So basically just being able to go talk to him about personal things." Rebecca confirmed this by saying,

“On the court, it’s all business. But off the court, it’s okay to be a little bit personal... You’ve got to develop a relationship with your players and I think that’s where the trust comes in and if you can develop a relationship with your athletes, then I think the athletes; they’re willing to do the best they can for somebody they trust and somebody that completely trusts them. For instance, if I had a coach that was going above and beyond to help me out off the court or off the playing field, help me with academics or help me with personal problems. But then on the court, they would expect me to do everything possible to get better. If they’re gonna put their necks out for you, they would expect you in return to bust your butt and work hard.”

Travis elaborated on this type of relationship,

“I want to be able to call my coach and say, ‘Hey, what’s going on?’ Maybe he can call his players and see what they’re doing; no specific reason for getting in touch, just to chit chat. Just being able to talk about other things than just your sport. Like I said, just calling your athletes and seeing what they’re up to, you know this and that, not just telling them to do something.”

Role Model- Going away to college could possibly leave voids in one’s support systems. Participants in this study explained that one of these voids is their role model. Having a role model gives a person a framework of morality and actions. The term father figure implies these same values, so for this subtheme they will be interchangeable.

Tanya describes this situation,

“He has to be able to interact with you on a personal level, like a father figure and like a coach. Because we’re in college and we’re away from home, so he has to step in and fill that role too. Like if you have a problem, like home or with a class, [I’m] not saying that you have to go to him, but if you do choose to go to him, he’s going to be understanding and try to help you with your problem.”

Julio unknowingly elaborated on Tanya’s testimony when he said,

“The ideal coach from my perspective is basically almost like a father figure because when you’re away from home at college, you feel that you have to have somebody to look up to, who you can respect, whose going to be there for you if anything goes wrong; they’ll be there for you.”

Travis already concurred when he stated earlier, “...have a friend type relationship off the court so you can look up to your coach as a role model.” When discussing his ideal

coach's accessibility, Tony stated, "I think it's about the constant contact...being a friend and more like a role model at the same time." Role models encourage betterment of many aspects of life. In the next subtheme, the participants combine the need for satisfactory academics with the multiple roles of a coach.

Academician- Another role that participants described was the need for academic assistance. The participants felt that academics are a large part of a collegiate athlete's life. This is probably due to the fact that an athlete must perform in the classroom before they can perform on their respective playing field. Tony sees the importance of academics, "You can get involved with the players, you know, keep them on top of their school work." Previous quotes in the subthemes of role model and accessible from Julio, Tanya, Rebecca, and Travis all support this notion as well.

Clear Communication

The second major theme within this study was clear communication. Eight of the nine participants expressed the need for their coach to be able to communicate effectively. By doing this, players knew exactly what the coach was trying to tell them. This will allow for proper execution of different strategies, on and off the court. Johnny supported this notion when he said,

"I think he should be very clear...because nobody can read everybody's mind. He needs to be very clear and open about 'I want you to accomplish this and get this and this done'...He may need to call them in and show them on tape, on video-make them watch a video of something. So he should be very clear...He needs to work with me individually...He should explain to me the situation."

Rebecca supported Johnny's idea when she said, "I would want a coach that would be easy to understand...Not, 'what is he thinking? What is he wanting us to do?' I want it plain and simple to know what the coach wants from us." Tony followed suit when he

declared, “I think it should be more like explaining the basics...I think they should break it down; how they want their system to be run.” Travis had the same opinion, “If he takes you and sits you down, tells you what you did wrong, I think that could be motivational because he’s giving you a second chance.”

Cheyenne’s comments also support the need for clear communication, “If I want to know why I wasn’t playing, he would just tell me. He wouldn’t be like ‘well why do you think?’ He would just tell me what he thinks that I should do.” Furthermore, Cheyenne states, “If he wanted to get something out of us, he would tell us what he thinks is wrong. He should [say] ‘Well I think, maybe, we’re having issues because...’ and then he says it...That would make it easier for us to talk to him.

Referring to telephone conversations, April said, “I don’t like dragging out a conversation on the phone. I like to know what they’re calling for and dealing with it.” Being a clear communicator implies that those whom you are communicating with know exactly what you want from them. This is evident in the subthemes. For the major theme of clear communication, the subthemes were high expectations and unified awareness.

High Expectations- According to the participants, knowing exactly what a coach expects makes it much easier for players to perform the way the coach wants them to. Johnny explained how using emotions can display what the coach is looking for, “He should show that he is pissed or that he expects more, or he wants something else out of it.” Rebecca referred to a trait quality of expectations when she said, “I hope that they would have high enough standards for themselves that it would carry over to the team, you know high expectations...just expecting to have the best practice or the best game that you can possibly have.” She restated her opinion when she stated, “On the court, they

would expect me to do everything possible to get better. If they're [coaches] gonna put their necks out for you, they would expect you in return to bust your butt and work hard."

Tanya combined these high expectations with determination when she said, "He's gonna tell you that he knows your game and he knows what you can do and he expects you to get it done, no matter what."

Unified Awareness- The subthemes within the clear communication theme include unified awareness. From their responses, participants implied that a team must act as a unit in order for it to perform optimally. Thus, a coach needs to have the ability to communicate effectively enough that his or her players share the same goals. Furthermore, a coach must guide them to ensure that they are working together to accomplish those goals. Julio agreed when he said, "For the most part everything has to be equal with one another and everybody has to be on the same page." Travis also expressed the need for everybody to know what the coach was saying,

"On the court, I don't think an athlete should want to hesitate to as a question if they don't understand something. I know from past experiences if an athlete didn't fully understand a concept that the coach was trying to let everybody know, the athlete didn't want to ask him because he didn't want him [coach] to think he was stupid."

Travis' thought process here not only describes the need for an individual to keep pace with his team, but it also entails having an approachable coach. This idea is visible in previous sections. Goldfish discussed the method that a coach can use to make sure all of their players are on the same page. When comparing a coach who yells frequently with a coach who speaks softly and directly to the players she said, "I feel like either way he's gonna get through and make his point to them [the whole team]."

Maximizes Athlete Production

Eight out of nine participants reported that they desired a coach who would get the most out of their performance. Maximizing production encompasses multiple ideas. The subthemes, some of which overlap each other, describe these ideas.

Almost all of the participants in the study expressed a desire to work strenuously in an effort to win. This was evident when Goldfish said, “He would definitely work us to death in preseason, just to get in shape for conference and to win games.” Johnny’s opinion parallels that of Goldfish. He stated, “He should think about winning the games and accomplishing the most he can while at the same time he should be wanting to create the best athlete he can.” Cheyenne also discussed these ideas, “Yeah, he would want to win, like push us really hard during practice, never give up on anything. Just push us as hard as we can be pushed and know our limits also.”

Julio discussed one method that he would prefer a coach a use to maximize his production, “...when somebody rides you, that means they want you to be the best at what you do and if a coach is gonna ride you and be on your case, all he’s doin is preparing you to be the best player that you can, or [the best] at whatever you do.” Tanya also wanted to be pushed to the limit, “The ideal coach is someone who can be able to push you to your highest potential and get what he knows he can get out of you...someone who’s gonna push you and not let up.” April contributed by saying,

“The ideal coach from my perspective would be someone that demands the best from you and makes you work hard every time you go out there. And if you’re not producing, you’re not gonna play because that will make everyone better, the whole team better and if you don’t demand production, then you’re not gonna be a good team...if you demand production everyday, then it’s gonna make everyone play to their highest of their ability.”

Rebecca also acknowledged the need for a coach to get the most from their players when she said,

“But if it’s just not really trying, it’s not hustling, or working hard, I think that will turn from a stress free situation to a stressful situation because the coach isn’t getting the most out of their player...I think you have coaches there that help to push you to limits that you don’t know if you can reach.”

Johnny also acknowledged this need, “I think he should always be on me and always show me that he is willing to work with me because if I see that a coach is willing to give his time to work with me, I want to pay him back by working harder.”

There are multiple ways to receive maximum production from your players. These methods came out of the data analysis as subthemes. They consist of discipline, intensity and emotion.

Discipline- One subtheme that emerged from this major theme was discipline. Participants described the desire to have a coach who maintains and demands a good work ethic. The participants felt that that coach would be more likely to receive better production from their players because it takes hard work at practice to see results in a game. Goldfish recognized the need for hard work when she said, “If we don’t work hard, then we’re gonna have to run; so we all work hard.” Tanya described a disciplined lifestyle when she said, “Focus hard working...someone who’s going to push you and not let up.”

Two types of discipline emerged from this data. Above, we discussed a discipline that is related to work ethic. However, discipline also has a verbal undertone. This alternate meaning parallels its previous use because it concerns itself with the consequences of lowering one’s standards. Julio explained this, “If somebody step[s] out of line...discipline them from a starter’s standpoint. He gets the same type of pressure as

a player that's not of his caliber." When referring to a team policy on an away trip, Cheyenne said, "We had room checks one night and nobody was in their room... We got in trouble, but we won the next day, so it was alright. But if we had lost, then we would have gotten in a lot of trouble." Travis' answer coincided with Cheyenne's,

"I think that's when the coach needs to be able to put his foot down. If the coach just blows something off, who knows, it could happen again. If it's something really bad, maybe they'll be dismissed from the team. That's gonna let everybody else know that, 'hey that can lead to our dismissal.' I think that's where a coach needs to put his foot down and say, 'Hey I'm the boss and what I say goes.'"

Intensity- An intense coach can maximize production from their players by openly challenging them to increase their level of play. April said that teams need to have an intense coach, "I mean, always be really intense and into each game even if it's not stressful. Because if you're not intense, then your players aren't gonna play intense... I'm all for getting in your face and really just making that person wake up." Tanya agreed by saying, "I like a coach that's going to yell and scream at you because that's gonna make you push harder."

Goldfish said that she preferred a positive coach, however she understands when a coach must openly confront their players in an intense manner, "It's always nice to hear positive things, but I mean if you're doing bad, every once in a while, Coach _____ does get in my face and it makes you [me] respond."

Emotions- Sometimes, expressing emotions can show one's intensity. As discussed earlier, this added intensity can contribute to increased production. On some occasions, emotions can cause the athletes to act on intrinsic motivation; helping them to realize what they, themselves, want to accomplish. On other occasions, the motivation can be the emotions themselves. Johnny said,

“He should show his stress. I think that showing stress and showing emotions from the coaches is the best way to push athletes because if I know the coach is pissed at me, it means that I’m gonna work harder. If I see that the coach is mad, obviously I’m gonna work harder because I don’t want him to go off on me. So I want to satisfy him by working hard and pushing myself to the limits.”

He later stated, “And he should show his emotions, like that’s the main thing, like I said before, emotions are the main thing that players observe...emotions are very readable.”

Caring, Helpful, Forgiving & Understanding

Seven out of the nine participants stated that they wanted a coach who was “nice.” Upon interpreting the context of the word nice, it seemed as though the words caring and understanding also express niceness. Johnny said, “I think that off the court a coach should be very understanding and willing to help the players any way he can.” Rebecca concurred, “The ideal coach is someone who gets the most out of athletes but yet is still caring towards an athlete and understands that it is hard to be an athlete.” Tanya agreed also, “If you do choose to go to him, he’s going to be understanding and try to help you with your problem.” Julio combined these ideas when he said,

“He’s gotta just be there no matter what, help you get through the trials and tribulations that you’re going through and have an understanding...I mean, just help you, just get through it. I mean if you need help with something he’s there to help you. Or if he can get somebody else to help you with a certain thing so you can overcome it, so you can be alright.”

Participants felt that forgiveness was an integral part of being an effective coach. Cheyenne stated, “He shouldn’t overreact at all. If I make a mistake during a game, unless it costs us the game, it shouldn’t be that big of a deal because everybody’s gonna make a mistake.” Travis agreed by saying,

“Well on the court, coaches, you gotta understand that your athletes are going to mess up every now and then...But the coach has to understand that his athletes are not perfect and there’s gonna be times that they’re gonna bump heads with

each other and I think that's something that can make the relationship between the coach and the athlete stronger.”

Mindful of the Entire Team's Interest

Participants described the need for their coach to be mindful of the entire team's interests. Five out of the nine participants agreed that their ideal coach would take the entire team's interest into account before making decisions or changes that would affect any of the players. When asked about how a coach should react in a given situation, Johnny answered, “The best way, probably would be the way which would not hurt the team or would not hurt the performance of the team.”

In reference to the decision making process, Rebecca followed up with, “If he has to make a decision, it has to be best for the team...whatever decision is made, it has to benefit the team. It can't be detrimental to the team.” Also referring to decisions, Travis replied, “Take everybody on the team into account. Maybe not just the two or three superstars that you have on a team. Take everybody into account. If it's gonna affect one teammate in one way and another in another way, move on to a different decision.” That same question produced a similar answer from Cheyenne, “You do them [decisions] based on the team's wellbeing, not the coach's wellbeing. Just make it easier for us as students. Put us first. And put what's best for the team first.”

After analyzing this theme, it was evident that subthemes existed. These subthemes elaborated on the major theme. Participants stated that while maintaining mindfulness of the entire team's interest, the ideal coach would be fair and democratic.

Fair- As stated above, every player needs to receive fair treatment. As a reminder, Travis said, “Maybe not just the two or three superstars that you have on a team. Take everybody into account.” Julio supported this idea by saying,

“So everybody pretty much has the same type of rules; the team’s rules. There’s not no favoritism, or just because he’s the superstar of the team. So it’s not like, ‘Oh man, he gets off so much easier than someone else would.’”

Democratic- One way to make sure fairness is constant is to allow everyone on the team to have an equal voice. This will allow a coach to uphold a team’s interests. The participants that answered in this manner seemed to want to contribute to the decision making process; or at the very least, have their ideas heard. Goldfish reported, “If it’s a team related decision, he would ask us how we feel- he would tell us how he feels, then see how we feel.” Allowing a coach to hear their players’ opinions may permit new ideas to enter their thought processes. Johnny said,

“In a situation that affects the team, he should involve the team in the situation because I think that a coach knows almost everything that goes on with the team but he is just human, so he needs to hear other people’s opinions too. So it’s obvious that he hears the other coaches’ opinions. Sometimes it’s good to hear the players opinions too about the situation. So the seniors from the team are the people who are involved and know everything. He should inform the seniors of the best thing to do, sit down, and talk through the situation with everybody.”

Tanya agreed with Johnny’s idea when she stated, “He would sit the whole team down and put the idea out on the table. He would first address the seniors because they’ve been there the longest. He would see what they say or maybe take a whole team vote.” Travis finds the opinions of the players to be a valuable asset to a coach too, “Obviously, coach can bring a lot of things to the table, but players and other people can also bring their share, and I think those need to combine and work together.”

CHAPTER 4

DISCUSSION

The results from this study showed that a sample of basketball players from the millennial generation desire a coach who will sustain multiple roles in their lives, communicate clearly, maximize production, have compassion and be mindful of the entire team's interest. Hidden among these major themes were subthemes. These subthemes allow the audience to observe the uniqueness of this group of Division I basketball players.

With a variety of coaching styles for millennial generation athletes to choose from, it is important to ask which styles of coach they prefer most. The results from this study begin to uncover specific coaching characteristics that a group of millennial generation athletes prefer. They also describe similarities and differences between male and female athletes of this generation.

In an article about an interview with psychology professor Angela Provitera McGlynn, Tucker (2006) writes that members of the millennial generation grew up during uninterrupted economic prosperity. Furthermore, their strong bonds to their parents stem from being consulted in family decisions and from being the most protected generation in history in terms of government safety regulations. Shapiro (2002) states that the main aspect of serving the millennial cohort is dealing with their intrusive parents. Verhaagen (2005) argues that parents are overly involved because of the amount of graphic exposure this generation has experienced through various media sources. Coinciding with Verhaagen, DeBard (2004) states that these parents want to make their children feel special by sheltering them from harm's way. One way that parents

accomplish this is to organize their child's life to give it direction. Howe and Strauss (2000) argue that parents of this generation use day care options, after school programs, recreational centers and various types of lessons to occupy what was previous generations' free time. DeBard (2004) states that this has resulted in the trust and dependency of authority figures among the millennial cohort. These high levels of trust and dependency have led members of the millennial generation to expect more from authority figures.

Going away to college and leaving the shelter of home often leaves voids in one's support systems. Tinto (1993) describes how maintaining frequent contact with precollege relationships impedes integration to campus life. However, Nora and Cabrera (1996) argue that maintaining these precollege or off campus relationships may allow students to gain strength and confidence. All nine participants described their ideal coach as a person who could fill these voids. The participants desired a coach who would take on multiple roles in his or her players' lives.

One such void was a role model. Perrone et al (2002) examined the effects of role models on college students. Results from this study showed that role model supportiveness significantly contributed to career decidedness. One could imply that if a coach accepts this role, his players may significantly benefit from it. By fulfilling this role, a coach may allow his or her players to visualize a course of action for the time after their basketball careers. Betz (1989) supports this idea of the positive effects of role models. Being a role model will give a coach's players more direction in their lives. They may have a blueprint of how to live their lives and will subsequently benefit from this knowledge.

Due to NCAA regulations, collegiate athletes must perform in the classroom before they can perform on their respective fields. Participants from this study expressed a need for their coach to confirm that they are performing academically. This includes frequent checkups, organizing tutoring sessions and holding a study hall. These results support recent research. Research conducted at a nearby NCAA Division I university in the southeastern United States revealed that simply participating in intercollegiate athletics allowed the participants to enhance their time management, organization and problem solving skills (Pierce, 2007). These results were independent of the academic services provided by the athletic department. Rather, adhering to a strict schedule may benefit student athletes in the classroom because it forces them to manage their time properly.

Members of the millennial generation have always had everything right at their fingertips. Tucker (2006) describes how technology has allowed the millennial cohort to be in constant contact with their parents, and their peers. Furthermore, Tucker (2006) proposes that this technology has promoted the act of multitasking, which subsequently resulted in the inability to delay gratification. Technology has allowed nearly all things to be accessible. Stapleton et al (2007) explain how members of the millennial generation view the world as a nonstop entity and have a strong desire for immediacy. After reviewing the results, it appeared that the coaches of this group of millennial generation athletes need to be accessible at all times. Filling voids in an athlete's life can result in the transcendence of parental qualities. Guilamo-Ramos (2006) researched the effects of accessible parents. Findings showed that accessibility among parents allows for greater amounts of communication with their children, which then allows their children to make

better decisions. If a coach is taking on this “father figure” role, which multiple participants desired, it is important for that coach to be highly accessible to their players. Being highly accessible may potentially save a coach’s players from making poor decisions.

Opening the doors to communication may allow athletes to consult with their coach before making important decisions, thus making better decisions (Guilamo-Ramos, 2006). However, this is only possible if the coach is a good communicator. Eight of the nine participants in this study described a coach who communicates clearly on and off the court. Communicating clearly allows players to know exactly what their coach wants to accomplish. Coaches need appropriate knowledge of techniques, strategies and skills of the sport, but they must also have the ability to express them to their players (Athanasios, 2005).

According to Daft (2000) and Duck (1993), the main problems in the communication process are limited time, language barriers, perception, negative attitudes and other external factors. Coaches should be aware of these problems in order to effectively communicate. The participants from this study want a coach who will tell them exactly what to do and tell them in a way that is easy to understand. Therefore, coaches of millennial generation athletes may need to be aware of different methods of effective communication in order express their expectations.

Participants from this study articulated an interest in knowing exactly what their coach expects of them. Horn and Lox (1993) devised a model of the expectation-performance relationship which helped explain the self-fulfilling prophecy process. By applying this model, we learn that a coach’s perceptions of his or her athletes may help

form their expectations of those athletes. When a coach consistently and effectively communicates these perceptions to an athlete, they can impact the athlete's future performance and psychological growth. Therefore, as research conducted by Solomon (1998) states, it is not only important for a coach to effectively communicate their expectations, but they must understand the nature of their expectations as well.

Clear communication is also visible when the transcripts described unified awareness. Since basketball is a team sport, many strategies incorporate the interconnectedness of teammates' movements to optimize the result of that particular play. University of Miami coach Leonard Hamilton is quoted, "We've got to have the sum of all our parts working well to be successful (Decourcy, 2000)". In order for these strategies to be effective, every player must be thinking and reacting alike. Thus, it may be a coach's responsibility to facilitate this. Cohen (1994) and Lafont et al (2007) conducted research on verbal exchanges in cooperative situations. Their research supported the hypothesis that oral discussions about goals and strategies helped improve tactical skills in team games. By achieving this unified awareness, a coach can expect his or her team's tactical skills to improve, which would improve their team's overall production.

Production emerged as another major theme in this study. Participants said that they wanted a coach who would maximize their individual production. Combining this with a unified awareness, it is evident that a coach could potentially be highly successful. One of the ways that Hackman and Ruth (2005) measure team performance effectiveness is by evaluating the productive output of the team. In order to perform well, or effectively, the team must exceed its own, or its coach's standards. So, receiving

maximum production from its players will allow a team to perform effectively. Since the productive output is measured subjectively, this method may be unreliable.

There were multiple subthemes among the major theme of maximizing production. The first of which was discipline. Participants wanted a coach who will both demand and exercise discipline. Not only will this allow players to maintain an acceptable work ethic, but it will also allow players to be patient on the court and make good choices with the ball. Balsevich (1996) writes that coaches have certain nonnegotiable rules regarding conduct and discipline with their athletes. A participant in this study stated, "Discipline is not self-imposed. On the court, discipline is coach imposed. I discipline someone for some action or behavior depending on what I think it deserves, and what is best for the team and the person." Most coaches see the benefit of having an existing disciplinary system. These systems help modify behavior so that a coach can get the most from his or her players. The participants in this study acknowledge the need for discipline to perform optimally; therefore they want a coach who will exercise these disciplinary systems.

Another way a coach can optimize output from their players is through intensity. Most of the participants in this study wanted a coach who would be intense. Dictionary.com defines an intense person as someone who is susceptible to strong emotion. Therefore, being intense may add a lot to both body and verbal language. Whether it be shouting at players, or using emphatic body language, a coach can exaggerate a message when they communicate in an intense manner. This intensity allows athletes to observe the importance of what the coach is attempting to express, and

therefore will allow the athletes to execute in a way that the coach desires. Furthermore, an intense coach could have been a motivational tool for the athletes in this study.

Participants also described the desire to have an emotional coach. Showing emotions is similar to intensity, as seen in the previously given definition. Being aware of one's emotions or emotional intelligence (Salovey & Mayer, 1990) allows one to be aware of their emotions and the results of acting on them. Furthermore, Bachkirova and Cox (2007) state that emotions are a good sign of important developments in coaching processes and may be used for motivation. Authors also stated that the lack of emotions is more problematic than the emotions themselves. In the results section, we observed one participant expressing that it was okay for a coach to show their emotions, as long as it didn't hurt the team. This participant may have been describing emotional intelligence.

Another major theme that emerged was the desire for a caring, understanding coach. Coaches who possess this caring, understanding quality are more likely to form bonds with their players. Cramer and Prentice-Dunn (2007) suggest that listening to concerns and subsequently communicating that understanding can build feelings of understanding and a sense of connection. This sense of connection may improve team cohesion as well as provide athletes with a source of motivation.

Once this connection was established, it seemed as though participants in this study needed occasional forgiveness to maintain it. Participants from this study wanted a coach who is willing to forgive them if they make mistakes. Research from Lawler et al (2005) explains how forgiveness is associated with better physical and psychological health. However, Purlilo (2005) discusses difficulties with forgiveness. We must give up our self-assured standing in our relationship with the person who is associated with our

distress. Participants from this study desire a coach who can overcome these difficulties and is willing to forgive athletes who make mistakes.

The final major theme that emerged in the data was that a coach needs to be mindful of the entire team's interests. This helps to ensure equality among players and reduces the amount of situations where players dispute the evenhandedness of disciplinary actions. Furthermore, a coach who is constantly mindful of his entire team's interests is exercising care and is less likely to unduly treat a player. Two subthemes emerged from this major theme. Participants desired fairness and democracy from their coach.

Jordan et al (2004) describe the principle of fairness from a coach perspective. They state that a coach who implements organizational justice is more likely to experience positive attitudes and behaviors from the team members. Furthermore, these positive attitudes and behaviors will lead to increased performance, commitment, satisfaction, team unity and overall enjoyment of team membership. Participants from this study may desire fairness in an effort to obtain the best possible experience from their team membership. In addition, the lack of fairness could cause dissension among the team and decrease performance.

One way to guarantee fairness is by adopting a democratic coaching style. This is something that participants wanted. This desire for democracy supports past research findings. Beam et al (2004) conducted research that demonstrated a significantly higher preference for democratic leader behavior among student athletes. These results differ from those of older studies such as Chelladurai and Saleh (1978) which found no significant preferences for democratic leader behavior. Causes for this relationship may

refer back to the notion of fairness among the team. Transitively, one may infer that if a team is democratic, then it is also fair. As seen in Jordan et al (2004), teams that operate in environments that support fairness will have increased performance. Therefore, it may be important for coaches to be fair to all players and exercise a democratic coaching style.

Osborne (2002) discusses the differences between male and female preferences. Although athletes share many preferences, they need to be coached differently. Some differences that emerged between genders were not classified as major themes due to their low frequency. However, other differences between genders already exist as major themes. Four out of five females wanted a caring, helpful and understanding coach as well as one who is calm in stressful situations. All five female participants wanted a coach who maximized production from their players.

Some differences in preference between genders coincide with results found from Czech et al (2004). This study found that males are more interested in discipline. Their findings also showed that females need a more helpful, caring and understanding coach. Although it was not frequent enough to be a major difference, more females desired a democratic coach. Perhaps this more liberal coaching style would not emphasize discipline. Further, a more open team environment may facilitate interpersonal caring among coaches and teammates.

Major themes that emerged from the male participants differed. All four male participants desired a coach who treated each player in a unique yet fair manner. All male participants also wanted a coach who stressed the importance of discipline. Three out of

four wanted their coach to be a role model, a good communicator and offer academic support services.

Osborne (2002) describes the need to provide structure to females. Interestingly enough, the males from this study wanted more structure. This is evident in their desire for more academic support services. Czech et al (2004) also found that female athletes wanted their coaches to avoid showing favoritism. In this study, male participants focused on this objective more than females. This may be attributed to the differences in team structure of the respective mens and womens basketball teams.

Acknowledging the limitations of this study enables us to observe its shortcomings. Since all participants were NCAA Division I athletes, they have not experienced all styles of coaching. Thus, they may not know what works best for them, or which methods they prefer most. However, this may also benefit the study because it could have kept the participants blind which may have resulted in more honest and unique answers.

Although the small sample size is acceptable in qualitative research, having more participants would only make the results stronger. Nonetheless, the researcher obtained thick rich descriptions and these descriptions enabled the researcher to become knowledgeable of the essence of the participants' experiences.

Another problem that was experienced occurred when participants "just couldn't think of an answer." Since there was only one interview, participants only had that one chance to answer a question. I feel that if multiple interviews were conducted, the data that were collected would have been even more thick and rich than the current data.

Furthermore, multiple interviews would have allowed the researcher to validate the participants' responses to the questions.

Future research could venture in many directions. Obviously, one could expand on this study and test its reliability in different sports. Another direction could be to analyze the ideal athletes from coaches' perspectives. One could compare these results with the present study and other similar studies to observe the potential shortcomings of a team's dynamic. Another direction one could take is to analyze the differences between different positions on each respective team.

The major conclusion we can make from this study is coaches may need to be aware of exactly what their athlete's want. Being able to fulfill these desires will contribute to better performances. In the case of this sample, these characteristics seem fairly simple. However, current and future coaches might overlook these characteristics. Finally, this study gives evidence of the need for a coach to be flexible enough to accommodate to the wants and needs of their athletes.

NAME	GENDER	RACE	GAMES PLAYED (Division I)
Travis	Male	Caucasian	19
Johnny	Male	Caucasian	15
Tony	Male	African American	53
Julio	Male	African American	90
April	Female	Caucasian	18
Tanya	Female	African American	29
Cheyenne	Female	Caucasian	0
Rebecca	Female	Caucasian	13
Goldfish	Female	Caucasian	31

Table 1. Description of Sample (at end of 2006-2007 Season)

REFERENCES

- ASTD (2005). Boomer vs. echo boomer: The typical U.S. workplace now includes four separate generations of employees, each with its own unique mindset. Teaching managers and workers about their differences has become an important new priority for corporate trainers.
- Bachkirova, T. & Cox, E. (2007). Coaching with emotions in organizations: Investigation of personal theories. *Leadership and Organization Development Journal*, 28(7), 600-612.
- Balsevich, V.K. (1996). Identification and development of talent in sport. *Russian State Academy of Physical Culture*.
- Beam, J.W., Serwatka, T.S. & Wilson, W.J. (2004). Preferred leadership of NCAA Division I and II intercollegiate student-athletes. *Journal of Sport Behavior*, 27(1).
- Bennis, W. & Nanus, B. (1985). *Leaders: The strategies for taking charge*. New York: Harper & Row.
- Betz, N.E. (1989). The null environment and women's career development. *Counseling Psychologist*, 17, 136-144.
- Burke, W. (1964). Leadership behavior as a function of the leader, the follower, and the situation. *Journal of Personality*, 33.
- Chelladurai, P. (1978). A contingency model of leadership in athletics. Unpublished Doctoral Dissertation, University of Waterloo, Canada.
- Chelladurai, P. (1980). Leadership in sports organizations. *Canadian Journal of Applied Sport Science*, 5, 226-231.

- Cohen, E. G. (1994). Restructuring the classroom: conditions for productive small groups. *Review of Educational Research, 64*, 1–35.
- Cramer, R.J. & Prentice-Dunn, S. (2007). Caring for the whole person: Guidelines for advancing undergraduate mentorship. *College Student Journal, 41*(4) 1-7.
- Czech D.C., Wrisberg, C. A. & Fisher, L.A. (2004). The experience of Christian prayer in sport. *Journal of Psychology and Christianity, 1*(23) 3-11.
- DeBard, R. (2004). Millennials coming to college. *New Directions for Student Services, 33*(13).
- DeCourcy, M. (2000). Tournament success takes more than great guard play. *Sporting News, 224*(13), 35.
- Frederick, C.M. & Morrison, C.S. (1999). Collegiate coaches: An examination of motivational style and its relationship to decision making and personality [electronic version]. *Journal of Sport Behavior, 22*(2).
- Gorman, P., Nelson, T. & Glassman, A. (2004). The millennial generation: A strategic opportunity. *Organizational Analysis, 12*(3), 255-270.
- Guilamo-Ramos, V., Jaccard, J., Dittus, P. & Bouris, A.M. (2006). Parental expertise, trustworthiness and accessibility: Parent-adolescent communication and adolescent risk behavior. *Journal of Marriage and Family, 68*(5).
- Hackman, J.R. & Wageman, R. (2005). A theory of team coaching. *Academy of Management Review, 30*(2).
- Hill, K.L. (2001). Frameworks for sport psychologists: Enhancing sport performance. Human Kinetics. Champagne, Il.

- Horn, T.S. & Lox, C. (1993) The self-fulfilling prophecy theory: When coaches' expectations become reality. In J.M. Williams (Ed.) *Applied Sport Psychology: Personal growth to peak performance* (2nd Ed.) 68-81.
- Howe, N. & Strauss, W. (2000). *Millennials Rising: The Next Generation*. New York: Vintage Books.
- Jordan, J.S., Gillentine, J.A. & Hunt, B.P. (2004). The influence of fairness: The application of organizational justice in a team sport setting. *International Sports Journal*, 8(1), 139-149.
- Kenow, L. & Williams, J.M.(1999). Coach-athlete compatibility and athlete's perception of coaching behaviors. *Journal of Sport Behavior*, 22(2).
- Kroft, S. (2005). The echo boomers. *60 minutes*, September 4., 2005.
- Lafont, L., Proeres, M & Vallet, C. (2007). Cooperative group learning in a team game: Role of verbal exchanges among peers. *Psychology of Education*, 10(1), 93-113.
- Lawler, K.A., Younger, J.W. & Piferi, R.L. (2005). The unique effect of forgiveness on health: An exploration of pathways. *Journal of Behavioral Medicine*, 28(2), 157-167.
- Martin, S.B., Dale, G.A., & Jackson, A.W. (2001). Youth coaching preferences of adolescent athletes and their parents [electronic version]. *Journal of Sport Behavior*, 24(2).
- Martin, S.B., Jackson, A.W., Richardson, P.A., & Weiller, K. (1999). Coaching preferences of adolescent children and their parents [electronic version]. *Journal of Applied Sport Psychology*, 11, 247-262.

- Nora, A. & Cabrera, A.F. (1996). The role of perceptions of prejudice and discrimination on the adjustment of minority students to college. *Journal of Higher Education*, 67, 119-148.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. 3rd edition.
- Perrone, K.M., Zanardelli, G., Worthington, E.L. & Chartrand, J.M. (2002). Role model influence on the career decidedness of college students. *College Student Journal*, 36(1).
- Pierce, C.E. (2007). An academic survey of engineering student athletes at a division I university. *College Student Journal*, 41(4).
- Purtilo, R.B. (2005). Beyond disclosure: Seeking forgiveness. *Physical Therapy*, 85(11), 1124.
- Riemer, H.A. & Chelladurai, P. (1995). Leadership and satisfaction in athletics. *Journal of Sport and Exercise Psychology*, 17, 276-293.
- Salovey, P. & Mayer, J.D. (1990) Emotional intelligence. *Imagination, Cognition, and Personality*, 9, 185-211.
- Shapiro, J.R. (2002). Keeping parents off campus. *New York Times*, August 22, 2002; 23.
- Sherman, C.A., Fuller, R. & Speed, H.D. (2001). Gender comparisons of preferred coaching behaviors in Australian sports. *Journal of Sport Behavior*, 23(4).
- Solomon, G.B., DiMarco, A.M., Ohlson, C.J. & Shannon, D. (1998). Expectations and coaching experience: Is more better? *Journal of Sport Behavior*, 21(4).
- Stapelton, J., Wen, H.J., Starrett, D. & Kilburn, M. (2007). Generational differences in using online learning systems. *Human Systems Management*, 99(11).

- Stier, Jr., W.F. & Schneider, R.C. (2006). Preferred player characteristics and skills of Division I men's basketball coaches [electronic version]. *The Sport Journal*, 9(3).
- Tellabs (2005). 24-28 Easton St. High Wycombe Bucks, UK. HP11 1NT.
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: The University of Chicago Press.
- Tucker, P. (2006). Teaching the millennial generation. *Futurist*, 40(3) 7.
- Verhaagen, D. (2005). *Parenting the millennial generation: Guiding our children born between 1982 and 2000*. Praeger. Westport, CT.

APPENDIX A
RESEARCH QUESTION, LIMITATIONS, DELIMITATIONS, ASSUMPTIONS &
DEFINITIONS

Research Question

1. What are the preferred coaching styles of a group of athletes from the millennial generation (MGA) at the NCAA Division I level from a semi-structured qualitative perspective?
2. What are the preferred leadership styles of a group of male and a group of female MGA at the NCAA Division I level from a semi-structure qualitative perspective?

Limitations

1. All participants will be NCAA Division I athletes. Therefore, they have not experienced all styles of coaching.
2. The sample size will be small. However, qualitative research is not concerned with generalizing results to the population; but rather exploring a phenomena as it relates to each individual participant.
3. All data was collected from a single interview, which may lack potential triggering mechanisms for recalling specific characteristics of past coaches.
4. Participants may not have put forth 100 percent of their ability when answering questions.
5. The primary researcher has a biased view about the characteristics of an ideal coach.
6. Participants will be from one Division IA University in the southeast.

Delimitations

1. The participants' age will range from 18 to 25.
2. All participants (grouped by gender) will have the same head coach at the time of the interview.

Assumptions

1. All participants will totally understand the questions being asked.
2. All participants will answer questions to the best of their ability.

Definitions

1. Millennial Generation- a group with over 75 million members. This generation encompasses those born between 1977 and 1998 and its uniqueness had been attributed largely to technological forces (Gorman et al., 2004).
2. Semi-Structured Analysis- a qualitative research technique where the primary researcher asks questions that he/she has prepared along with probing questions. The purpose of this analysis is to gain a thick, rich description from the participants (Patton, 2002).
3. Bracketing Interview- an interview that the primary researcher participates in while attempting to expose their own personal biases so that they may remain outside of the research (Patton, 2002).
4. Echo Boomers- children of the Baby Boomer generation, i.e. typically members of the millennial generation

APPENDIX B
REVIEW OF LITERATURE

Preferred Leadership

Satisfaction with one's leader has been correlated with increases in performance (Weinberg and Gould, 2007). Therefore, preferred leadership is vital to the success of athletic organizations. Research has shown that preferences may differ across gender. Studies suggest that male athletes prefer a more autocratic coaching style (Lam et al, 2007; Turman, 2003). Other studies go on to suggest that female athletes prefer a more democratic coaching style (Sherman, Fuller, & Speed, 2000; Weinberg & Gould, 2007). This is consistent with Chelladurai's (1980) multidimensional model of sport leadership when it comes to different leader characteristics.

When approached with different needs and preferences from their athletes, a coach may decide to treat each athlete depending on their needs, or maintain a state of consistency across all members of the team in an effort not to favor certain athletes. However, Chelladurai and Carron (1978) state that if a coach adapts their behavior to meet athletes' needs, the athlete may be disposed to put forth more effort and in turn, perform to a higher standard.

Doboz et al. (1999) defines leadership as the capacity to guide others in the achievement of a common goal. The authors proceed to list attributes of a good leader which included decisiveness, determination, interpersonal and organizational aptitude, loyalty, self-efficacy, and self-discipline. Hogan (1978) suggested that leaders "can be found to be very social, intelligent, self-confident, and dominant." Meanwhile, Hohmann et al (1982) recognized sensitivity to others' needs, acceptance

and use of others' contributions, tolerance for personal differences, and confidence in skills and knowledge as characteristics of strong leaders. This research in particular supports the notion that coaches should adjust their techniques to each individual player.

Frank (1993) discusses the body of research on charisma, as it pertains to effective leadership. He states that scholars have delineated between the positive characteristics of charisma, those whose concerns for the welfare of others lead them to use their power for the benefit of others; and the negative characteristics, whose ego needs suffer from the excessive requirement to establish personal power and control over others. He goes on to say that the ultimate judgment of the effect of charisma on effective leadership is whether or not those being led actually benefitted from the leader. Frank (1993) goes further when he discusses the situational aspects of leadership, "By better understanding the situational aspects that require control, one can determine and instill through an analysis of the situation and the proper training the types of behavior necessary to effectively lead." This is another idea that supports the need for flexibility among coaches when applying techniques to an athletic population.

Team Cohesion

Carron (1982) proposed a multidimensional model of group cohesion. This model identifies leadership as a major contributor to group cohesion. Gardner et al (1996) emphasized the need to observe the relationship between performance, leader behavior, and group cohesion. Carron, Bray, and Eys (2002) suggested that there is a strong positive relationship between cohesion and team success. This study was

conducted on elite basketball and soccer teams. Westre and Weiss (1991) found that perceptions of team and individual success were correlated to coaching behavior and team cohesion. Despite the findings in the athletic realm, research in nonathletic environments does not seem to support the relationship between leadership behavior and group cohesion.

A study by Murray (2006) based three assumptions on theoretical and practical perspectives described in their research; 1: Leadership and cohesion are affected by situation differences and are related to performance. 2: Cohesion is a dynamic process and it changes throughout the season. Therefore it must be examined multiple times throughout the season. 3: Leadership is an antecedent to cohesion, and leadership behavior contributes to the development of cohesion. Using these assumptions, Murray (2006) was able to support his research hypothesis that higher scores on training and instruction, democratic behavior, positive feedback, and social support will be positively related to higher task and social cohesion.

The relationship between a coach and an athlete is considered to be at the forefront of sports training (Lyle, 1999). Thus, with its effect on training, this relationship can be directly related to performance. Jowett and Clark-Carter (2006) state that this relationship plays an important role in providing happiness and welfare. As stated above, satisfaction will most likely lead to improved performance. For a coach's sake, success is most often measured in wins and losses. Increasing satisfaction among their team's members will inevitably aid them in their journey for success.

As athletic success is commonly measured by a team's record, Evans (1980) found that high school basketball and wrestling teams displayed high levels of cohesion after a win. This was also seen prior to games (Ruder & Gill, 1982). However, Baltzer (1977) found that in female sports, the teams with the highest level of cohesion were those with a moderate amount of wins and losses. This leads the researcher to believe that for females, there is another factor involved when determining team cohesion. Matheson et al (1997) conducted research on females only and found that coactive teams displayed significantly higher levels of cohesion after a loss when compared to interactive teams.

The Millennial Generation

Gender is just one area where leadership preferences may differ. Age may be another. When looking at the millennial generation, researchers realize how important it is to study this age group. Tulgan and Martin (2001) discuss leadership as it relates to this generation. Here, the authors discuss the high divorce rate of millennials' parents. They suggest that this has led many echo boomers to become self-sufficient. A large amount (27%) of the millennial generation lives with only one parent. Thus, more of America's youth than ever before "have been left to their own devices and taught to take care of themselves."

Tulgan and Martin (2001) proceed to offer more suggestions about this exceptional generation. Despite the high divorce rate, the vast majority of millennials are living in two parent households. The researchers propose that unlike their parents, this generation as a whole has been over-supervised. This may lead outsiders to believe one of two things: the millennial generation needs extensive supervision to

operate to its full potential; or the millennial generation has grown weary of this type of supervision and is yearning for independence.

Many authors justify the fact that parents of this generation are overprotective. Elam et al (2007) discuss how both the millennial generation and its parents have watched potentially traumatic events unfold in real time. These events include Desert Storm, the Columbine shootings, and the impeachment of a president. Coupled with today's war against terror, the millennial generation has witnessed increases in security in all walks of life. The authors seem to understand the parents of this generation when they discuss the reasons for their over-involvement.

Tucker (2006) cites technology as a main reason for this level of involvement. He says that cellular phones, text messaging devices and email have allowed parents of millennials to stay in constant contact with their children. This amount of involvement can have positive and negative consequences. For example, Murray (1997) proposes that all aspects of a millennial child's life were planned in a way that emphasized the achievement of success. In contrast, O'Reilly and Vella-Zarb (2000) label these parents as "helicopter parents" and discuss how these parents may have taken their protectiveness too far as they hovered over their children as they prepared for college. This hovering may cause unwanted pressure for millennials and result in decisions based on the appeasement of their parents. Furthermore, Tucker (2006) underscores both sides of this debate. He states that technology and the constant presence of parents has aided in the millennials' ability to multitask, however he goes on to state that this level of involvement may debilitate a child's capacity to develop autonomy.

Another reason to study this generation is because “they will, in many ways, define 21st century America” (Rainer, 2006). This book cites very interesting research. Rainer states that two thirds of this generation considers themselves leaders. This can have a dramatic effect on a coach’s ability to lead a team. We have all heard the saying “Too many cooks can spoil the broth.”

When we look at defining 21st century America, some authors take a more positive outlook. Verhaagen (2005) epitomizes this when he says that this generation will rebel by cleaning up society and making a return to old-fashioned values. The author also writes about how this generation is more mature than previous generations at the same age because they have been exposed to adult material before they became adults. Sources of this material are the internet, magazines, and television.

Advances in technology seem to highlight this generation. Downing (2006) emphasizes this when she writes, “Antidepressants and other behavior-modification drugs, such as Ritalin, have been widely used by millennials, who are identified as one of the most medicated generations in human history.” This powerful statement cannot be proven wrong. What effect will this have on their coaches? It seems evident that coaches will need to adapt their behavior in order to meet the needs of this highly prescribed generation.

Rainer (2006) examines the millennial generation as it relates to their parents’ generation: the baby boomers. The author suggests that the radical 60’s, which define that generation, were a natural reaction to the JFK assassination. Therefore, I pose the question, “What will the effect of the September 11, 2001 attacks be on the millennial generation?” The answer will not be known until it is insignificant, however Rainer

(2006) and Downing (2006) suggest that it will in fact have a tremendous influence on this generation.

References

- Carron, A.V. & Chelladurai, P. (1978). Psychological factors and athletic success: An analysis of coach-athlete interpersonal behavior. *Canadian Journal of Applied Sport Sciences*, 3(1) 43-50.
- Chelladurai, P. (1978). A contingency model of leadership in athletics. Unpublished Doctoral Dissertation, University of Waterloo, Canada.
- Chelladurai, P. (1980). Leadership in sports organizations. *Canadian Journal of Applied Sport Science*, 5, 226-231.
- Dobosz, R.P. & Beaty, L.A. (1999). The relationship between athletic participation and high school students' leadership ability [electronic version]. *Adolescence*, 34 (133) 215-220.
- Downing, K. (2006). Next generation: What leaders need to know about the millennials. *Leadership in Action*, 26(3) 3-6.
- Elam, C., Stratton, T. & Gibson, D.D. (2007). Welcoming a new generation to college: The millennial students. *Journal of College Admission*, 195, 20-25.
- Frank, M.S. (1993). The essence of leadership. *Public Personnel Management*, 22(3) 381-389.
- Gardner, D.E., Shields, D.L.L. & Bredemeier, B.J.L. (1996). The relationship between perceived coaching behaviors and team cohesion among baseball and softball players. *The Sport Psychologist*, 10(4) 367-381.
- Hogan, J.C. (1978). Personological dynamics of leadership. *Journal of Research in Personality*, 12(4) 390-395.

- Hohmann, M., Hawker, D. & Hohmann, C. (1982). Group process and adolescent leadership development. *Adolescence*, 17(67) 613-620.
- Jowett, S. & Clark-Carter, D. (2006). Perceptions of empathetic accuracy and assumed similarity in the coach-athlete relationship. *British Journal of Social Psychology*, 45(3) 617-637.
- Matheson, H., Mathes, S. & Murray, M. (1997). The effect of winning and losing on female interactive and coactive team cohesion. *Journal of Sport Behavior*, 20(3) 284-298.
- Murray, N.D. (1997). Welcome to the future: The millennial generation. *Journal of Career Planning and Employment*, 57(3) 36-42
- Murray, N.P. (2006). The differential effect of team cohesion and leadership behaviors in high school sports. *Individual Differences Research*, 4(4) 216-225.
- O'Reilly, B. & Vella Zarb, K. (2000). Meet the future. *Fortune*, 142(3) 144-148.
- Rainer, T. (2006). The bridger generation. Broadman and Holman Publishers. Nashville, TN.
- Ruder, M.K. & Gill, D.L. (1982). Immediate effects of win-loss on perceptions of cohesion in intramural and intercollegiate volleyball teams. *Journal of Sport Psychology*, 4(3) 227-234.
- Verhaagen, D. (2005). Parenting the millennial generation: Guiding our children born between 1982 and 2000. Praeger. Westport, CT.

- Shields, D.L.L., Gardner, D.E., Bredemeier, D.J.L. & Bostro, A. (1997). The relationship between leadership behaviors and group cohesion in team sports. *Journal of Psychology: Interdisciplinary and Applied*, 131(2).
- Tucker, P. (2006). Teaching the millennial generation. *Futurist*, 40(3) 7.
- Tulgan, B. & Martin, C.A. (2001). Managing generation y: Global citizens born in the late seventies and early eighties. HRD Press. Amherst, MA.
- Westre, K.R. & Weiss, M.R. (1991). The relationship between perceived coaching behaviors and group cohesion in high school football teams. *The Sport Psychologist*, 5(1) 41-54.

APPENDIX C

INSTRUMENTATION

This study will be investigating the characteristics of an ideal coach from the perspective of millennial generation athletes. I know that you are currently under direct supervision of a coach, but I would like you to step outside of your current mindset. The hypothetical coach that we will be discussing should not in any way be associated with your present coach. Please free yourself from the stress of being a collegiate athlete, have an open mind and answer the following questions to the best of your ability.

1. Describe the ideal coach from your perspective.
2. What are some specific qualities that you look for in an ideal coach?
3. Describe how an ideal coach interacts with his/her players.
4. Describe how an ideal coach would act in a stressful situation. What about a stress-free situation?
5. Describe an ideal coach's communication style from your perspective.
6. Describe how an ideal coach can motivate you to be the best that you can be.
7. Describe how an ideal coach would make important team-related decisions.

Other questions were used in effort to probe deeper into the answer given by each participant. These probing questions included:

“You mentioned _____. Can you elaborate on that for me?”

“Can you explain what you meant by_____?”

APPENDIX D

RESEARCH COMPLIANCE & INFORMED CONSENT

Research Compliance Consolidated Cover Page

Georgia Southern University

For electronic submission: Your proposal narrative should already be completed and saved. Next complete cover page and “Save As” a word document to your computer or disk named “Coverpage_Year_Month_Date_lastname, First initial.doc”. Then open and complete Informed Consent Checklist. Email the entire package to ovrsight@georgiasouthern.edu. Original signature pages may follow by mail.

Application for Research Approval

<i>Investigator Information:</i>		
Name of Principal Investigator: Edward Hoffman	Email: Ehoffma1@georgiasouthern.edu	For Office Use Only: Protocol ID: _____ Date Received:
Phone: 732 232 6679	Address: 1400 Statesboro Pl Circle Statesboro, GA 30458	
Department: Health and Kinesiology		
Name(s) of Co-Investigators: Dan Czech, Barry Joyner, Jon Metzler, Drew Zwald, Glenn Burdette	Title of Co-Investigator(s):	
Personnel and/or Institutions Outside of Georgia Southern University involved in this research: n/a		
<i>Project Information:</i>		

<p>Title: Preferred Coaching Qualities in NCAA Division I College Basketball Players: A</p> <p>Qualitative Analysis of Basketball Players from the Millennial Generation</p>	
<p>Brief (less than 50 words) Project Summary: This study consists of a qualitative analysis of preferred coaching characteristics. It will use 5-6 men's and 5-6 women's GSU basketball players to gain a rich, thick description of millennial generation athletes' preferred experience of leadership</p>	
<p>Compliance Information:</p>	
<p><i>Please indicate which of the following will be used in your research:</i></p>	
<p><input checked="" type="checkbox"/> Human Subjects (Complete <i>Section A: Human Subjects</i> below)</p> <p><input type="checkbox"/> Care and Use of Vertebrate Animals (Complete <i>Section B: Care and Use of Vertebrate Animals</i> below)</p> <p><input type="checkbox"/> Biohazards (Complete <i>Section C: Biohazards</i> below)</p>	
<p>Section A: Human Subjects</p>	
<p>Number of Subjects: 10-12</p>	<p>Project Start Date: 1/1/08 Project End Date: 4/31/08 (no more than 1 year)</p>
<p>*Date of IRB education completion: 8/28/2006 (attach copy of completion certificate)</p>	
<p><i>Purpose of Research:</i></p>	<p><i>Please indicate if the following are included in the study:</i></p>

<p> <input checked="" type="checkbox"/> For use in thesis/dissertation <input type="checkbox"/> Completion of a class project <input checked="" type="checkbox"/> Publication (journal, book, etc.) <input checked="" type="checkbox"/> Poster/presentation to a scientific audience <input type="checkbox"/> Results will not be published <input type="checkbox"/> Other </p>	<p> <input checked="" type="checkbox"/> Informed Consent Document <input type="checkbox"/> Greater than minimal risk <input type="checkbox"/> Research Involving Minors <input type="checkbox"/> Deception <input checked="" type="checkbox"/> Generalizable knowledge (results are intended to be published) <input type="checkbox"/> Survey Research <input type="checkbox"/> At Risk Populations (prisoners, children, pregnant women, etc) <input checked="" type="checkbox"/> Video or Audio Tapes <input type="checkbox"/> Medical Procedures, including exercise, administering drugs/dietary supplements, and other procedures </p>
<p>Check one: <input checked="" type="checkbox"/> Student <input type="checkbox"/> Faculty/Staff <i>If student project please complete advisor's information below:</i></p>	
Advisor's Name:	Advisor's E-mail:
Advisor's Phone:	Advisor's Department: P.O. Box:
<p><i>Signature of Applicant:</i> _____ <i>Date:</i> _____</p> <p>X</p>	
<p><i>Signature of Advisor (if student):</i> _____ <i>Date:</i> _____</p> <p>X</p>	
<p>Section B: Care and Use of Vertebrate Animals</p>	
<p>Project Start Date: _____ Project End Date: _____ (no more than 1 year)</p>	
<p><i>Purpose of use/care of animals:</i></p>	<p><i>Please indicate if the following are included in the study:</i></p>

<input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Exhibition <input type="checkbox"/> Display	<input type="checkbox"/> Physical intervention with vertebrate animals <input type="checkbox"/> Housing of vertebrate animals <input type="checkbox"/> Euthanasia of vertebrate animals <input type="checkbox"/> Use of sedation, analgesia, or anesthesia <input type="checkbox"/> Surgery <input type="checkbox"/> Farm animals for biomedical research (e.g., diseases, organs, etc.) <input type="checkbox"/> Farm animals for agricultural research (e.g., food/fiber production, etc.) <input type="checkbox"/> Observation of vertebrate animals in their natural setting
Check one: <input type="checkbox"/> Student <input type="checkbox"/> Faculty/Staff <i>If student project please complete advisor's information below:</i>	
Advisor's Name:	Advisor's E-mail:
Advisor's Phone:	Advisor's Department: P.O. Box:
<i>Signature of Applicant:</i> _____ <i>Date:</i> _____ X	
<i>Signature of Advisor(if student)/Dept. Chair(if faculty):</i> _____ <i>Date:</i> _____ X	
Section C: Biohazards	
Project Start Date: _____ Project End Date: _____ (no more than 3 years)	
<i>Biosafety Level:</i>	<i>Please indicate if the following are included in the study:</i>

<input type="checkbox"/> Exempt <input type="checkbox"/> BSL 1 <input type="checkbox"/> BSL 2	<input type="checkbox"/> Use of rDNA
<i>Signature of Applicant (Faculty ONLY):</i>	
Date:	
X	

Please submit this protocol to the Georgia Southern University Compliance Office, c/o The Office of Research Services & Sponsored Programs, P.O. Box 8005. The application should contain all required documents specific to the committee to which you are applying. Questions or comments can be directed to (912)681-5465 or ovrsight@georgiasouthern.edu

COLLEGE OF GRADUATE STUDIES

DEPARTMENT OF HEALTH AND KINESIOLOGY

1. My name is Edward Hoffman. I am a Masters student at Georgia Southern University. I am attempting to complete research in the area of preferred coaching characteristics, specifically how it relates to millennial generation athletes.
2. . Upon conclusion of this study, I expect to have added to the body of current research regarding this population. I will also have obtained thick, rich descriptions of athlete preferences from their testimony; which will be useful when describing their preferred coach. Athletes and coaches will both benefit from this study. If the results are applied in the world of Division I athletics, then athletes will have the coach they desire, and coaches will experience more positive interactions with their athletes. It is hypothesized that a significant positive relationship will exist between scores on all scales. Furthermore, this study will investigate the possible differences between gender.
3. The researcher will administer his semi-structured interview to all participants.. Participants will volunteer until all criteria for the sample have been met. Informed consent will be given before participants are allowed to complete the interview. Upon completion of the interview, the researcher will retain all paperwork and ensure confidentiality as well as anonymity. Completed transcriptions will not include participants' names, and will be locked away in the Southern Performance Clinic at Georgia Southern University.
4. Since the study is utilizing a semi-structured interview, there are no foreseeable direct risks.
5. Benefits:
 - a. The benefits to participants include becoming more aware of themselves, as well as being able to identify likeable characteristics in their present coaches.
 - b. The benefits to society include a larger, better developed body of research on this topic.
6. Participants for this study will only be needed for about 30 minutes. Data will be analyzed and results will be analyzed shortly thereafter.
7. Participants shall remain anonymous by having their names omitted from any transcriptions completed. Data will be locked away at the Southern Performance Clinic at Georgia Southern University to ensure confidentiality.
8. Right to Ask Questions: Participants have the right to ask questions and have those questions answered. If you have questions about this study, please contact the researcher named above or the researcher's faculty advisor, whose contact information is located at the end of the informed consent. For questions concerning your rights as a research

participant, contact Georgia Southern University Office of Research Services and Sponsored Programs at 912-486-7758.

9. Participation in this research is completely voluntary. Subjects will partake in this study only if they desire to. Participants may discontinue the completion of the interview if they so desire.
10. There is no penalty for not participating in this study. Withdrawal from the research is an acceptable option if the participant so wishes.
11. You have your parent's consent to participate in this research study. If you, and your parent/ guardian, consent to participate in this research study and to the terms above, please sign your name and indicate the date below OR,
 - a. I am asking your permission for your child to participate in this study, and will provide him/her with a simplified "assent" letter/verbal description before enrolling them in this study
 - b. Provide assent letter or written documentation of the verbal briefing you will give the child (if he/she is too young to read)

You will be given a copy of this consent form to keep for your records.

Title of Project: Preferred Coaching Qualities in NCAA Division I College Basketball Players: A Qualitative Analysis of Athletes from the Millennial Generation

Principal Investigator: Edward Hoffman

238 Lake Ave.

Island Heights, NJ

08732

(732) 232-6679

Edward_c_hoffman@georgiasouther.edu

Faculty Advisor: Daniel R. Czech, PhD, CC-AAASP

Associate Professor

Graduate Program Director

Sport Psychology Graduate Program Co-Coordinator

Department of Health and Kinesiology

Georgia Southern University

PO Box 8076

Statesboro, GA 30460

(912) 681-5267

Participant Signature

Date

Parent/ Guardian Signature

Date

I, the undersigned, verify that the above informed consent procedure has been followed.

Investigator Signature

Date

APPENDIX E
IRB APPROVAL

Georgia Southern University
Office of Research Services & Sponsored Programs

Institutional Review Board (IRB)

Phone:	912-681-5465 Veazey Hall 2021 P.O. Box 8005
Fax:	912-681-0719 IRB@GeorgiaSouthern.edu Statesboro, GA 30460
To:	Edward Hoffman 1400 Statesboro Place Circle Statesboro, GA 30458 Daniel R. Czech P.O. Box 08076

CC: Charles E. Patterson
Associate Vice President for Research
From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees

(IACUC/IBC/IRB)

Date:	January 28, 2008
Subject:	Status of Application for Approval to Utilize Human Subjects in Research After a review of your proposed research project numbered: H08109 , and titled "Preferred Coaching"

Qualities in NCAA Division I College Athletes: A Qualitative Analysis of Athletes from the Millennial Generation", it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research.

This IRB approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the research protocol; you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, whether or not it is believed to be related to the study, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.**

Sincerely,
Eleanor Haynes
Compliance Officer