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Leadership, gender, and division I athletics, a study of athletes' needs based on gender

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Introduction

Athletics is a significant area where leadership can be observed and studied. Through my experience in athletics up to the college level, I have noticed that coaches coach differently depending on if they are coaching male or female athletes. For example, I have noticed that coaches of male sports teams sometimes yell, scream, and directly insult their players in order to motivate them. This technique seems to work for the men but generally might not be as successful for female athletes. This is simply an observation that is not backed up by research. Some research has been done on different issues about gender and athletics. This research is discussed in the Literature Review section. However, there has not been a significant amount of research conducted on the needs male and female athletes have of their coaches, and what coaching styles are effective for each particular gender. Many coaches are always looking for ways in which they can improve at their job. Discovering certain coaching styles which are effective for athletes based on their gender is one way a coach can improve. If the coach is more in tune with the needs of his/her athletes, the athletes are more likely to receive a coaching style that they prefer. For this reason, I decided to conduct research to identify the needs that athletes have of their coaches based on the athletes' gender. Furthermore, I conducted a survey that was designed to measure some of the components in Chelladurai's Multidimesional Model of Sport Leadership. The results allowed me to evaluate the usefullness of the model.

In order to review the literature, I first look at and evaluate the empirical research and the prescriptive research related to gender, coaching and leadership. Then I review the one piece of literature that is the most closely related to the topic at hand. Finally, I discuss leadership theories that relate to the literature on gender and athletics.

Literature Review

In the contemporary study of leadership, there are many accepted definitions of leadership. One popular definition by Roach and Behling (1984) states that leadership is "the process of influencing an organized group toward accomplishing its goals".[1] Leadership can be observed in many different situations, from the work place, to the classroom, to the athletic field. Within these situations, there is always a leader/follower relationship. The leader/follower, or coach/athlete relationship in athletics is unique to any other situation of leadership. If a student fails in the classroom the teacher can simply give him or her an "F" and eliminate further contact with him or her. However, in athletics, the coach is continually in contact with players who fail in many ways everyday. In athletics there is always a winner and a loser; there is always a player who fails to score, fails to make the hit, or fails to make the free throw. However, the coach needs to work with the athlete through these failures and help guide the athlete to a more successful level. Until the athlete reaches the high level of skill, the coach must work through and live with the mistakes being made by the athlete.[2]

The relationship between a coach and an athlete is a lot like the parent/child relationship. Coach Jake Gaither, from Florida A&M College, described the player-coach relationship as follows:

> The coaching profession is right up there with ministers for the concern and influence they have on others. Coaches try to do what a lot of mamas and papas haven't done or won't do (32, p.37)

Dr. Arnold Beisser, in his book The Madness in Sports, points out that the father and the coach play similar roles in our society, although the father generally has failed

[1] Richard L. Hughes, Robert C. Ginnett, and Gordon J. Curphy, Leadership. Enhancing the Lessons of Experience (Burr Ridge: Library of Congress Cataloging, 1993.
[2] Patsy E. Neal and Thomas A. Tutko, Coaching Girls and Women. Psychological Perspectives (Boston: Allyn and Bacon, 1975) 143

to maintain a strict patriarchal structure, leaving the coach as the last stronghold "of the archaic family structure." [3]

Furthermore, in high level athletics, such as the NCAA Division I level, athletes are required to spend copious amounts of time with their coach, probably more time than they have with any other leader in their life at that time. College athletes spend time together, not only on the field, but at meals, traveling to away games, running clinics for young children, and many other things. In order for the athlete to be able to participate in college athletics, he or she must be successful academically. Furthermore, the athlete may have trouble preforming to his or her potential if he or she is having a problem in his or her personal life. Because of these outside forces, the coach may have to take on further roles such as Counselor, Organizer, Friend, Planner, Supporter, Teacher and Tourist. All of these roles make the relationship between a coach and an athlete unique to any other leader/follower relationship in Western culture.

Many studies have been conducted on the issues of gender and athletics. None of these studies are exactly like the one associated with this project; however, they are all directly related to and give a general understanding of the subject.

In 1984, Weinberg, Reveles, and Jackson preformed a study to gather data concerning the attitudes of male and female athletes towards male and female coaches. The results showed that "males displayed more negative attitudes toward female coaches than did females while males and females did not differ in their view of male coaches." The authors suggest this finding may be due to the fact that the background of males in competitive sports emphasizes that competitiveness and masculinity are compatible whereas femininity and competitiveness are not compatible. Essentially, at the time it was not considered appropriate for women to be

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[3] Neal & Tutko, 144.

competing, coaching, and performing in a man's domain.[4]

A 1989 study by Eitzen and Pratt showed that there is little difference in coaching philosophy between male and female coaches. The only difference found was that female coaches were sometimes on the more "traditional" side. One explanation given for this occurance is that male coaches of female teams may be less demanding of their female athletes than are female coaches because they do not take women's sports seriously, thereby reinforcing the societal stereotype that male activities are more important than female activities. Women coaches, on the other hand, may be more likely to take their coaching much more seriously because it is one of the few areas where women can prove their worth in competitive situations.[5]

In a 1985 study, Officer and Rosenfeld found that male and female athletes would disclose different information to their coaches based on their gender. Topics of disclosure to female coaches were concerned primarily with self-concept development and role clarification, whereas topics of disclosure to male coaches were concerned primarily with school matters and interaction with significant males. In addition, the researchers found that although amount of disclosure to the female coach was positively correlated with the athlete's disclosure to strangers, disclosure to the male coach was positively correlated with her disclosure to friends.[6]

In 1995,Weinberg & Gould wrote that practice and research have identified some consistent themes and concerns that motivate female athletes. Coaches should understand these themes when trying to facilitate an optimal environment for females to achieve excellence both on and off the playing field. They urge coaches to

[4] Weinberg, R. Reveles, M.m and Jackson, A., "Attitudes of Male and Female Athletes Toward Male and Female Coaches," Journal of Sport Psychology 6 (1984): 448-452.

[5] D. Eitzen and S. Pratt, "Gender Differences In Coaching Philosophy: The Case of Female Basketball Teams," Research Wuarterly for Exercise and Sport 60 (1989) 152-158.

[6] S.A. Officer and L.B. Rosenfeld, "Self-Disclosure to Male and Female Coaches by Female High School Athletes," Journal of Sport Psychology 7 (1985) 360.

recognize that female athletes:

     -value friendship and camaraderie,

     -cooperate with and support each other, and focus on team unity,

     -value personal improvement over winning,

     -have realistic views of their capabilities,

     -tend to be sensitive to teammates' feelings and willing to share feelings,

     -respond best to a democratic coach,

     -work hard to achieve personal and team goals,

     -need to have their self-confidence nurtured, not attacked,

     -like to establish personal relationships with coaches,

     -prefer coaches who are empathic and communicate openly, and

     -respond better to positive feedback rather than criticism.[7]

This prescriptive literature added to the knowledge of effective coaching techniques for female athletes because it gave coaches guidelines as to what female athletes value. However, this topic has still not been studied to a great length.

     The chapter entitled "Leading Women Athletes", by Anson Dorrance, in his book Building Soccer Champions , is the piece of literature that relates best to the topic at hand. This chapter presents one man's observations about coaching female verses male athletes and what leadership styles are the most effective with each group. He writes that men's style of leadership is a hierarchical style, a very top-to-bottom command structure. A woman's style is more like a network. Women lead by connecting with everyone in the organization, rather than simply those around them in the hierarchical structure. This is very important when coaching a female team. All the players on the team have to feel like they have a unique personal connection with the coach. It seems like a male leadership style is enacted through status, memorandum

[7] Robert Weinberg & Daniel Gould, Foundations of Sport and Exercise Psychology, Champaign: Human Kinetics, 1995) 221.

and intimidation. The great leaders and consistently successful coaches of men, are strong personalities who lead with a powerful presence and will. Their effectiveness comes through their resolve. Yet with women, a coach's effectiveness is established through his/her ability to relate. Female athletes have to feel that you care about them personally or have some kind of connection with them beyond the game. Women want to experience a coach's humanity. To motivate men you usually have to demand things from them. To be an effective leader of a men's team you do not need to have a personal rapport with the players as long as you have their respect. However, with a women's team, the coach needs to have both respect and a personal rapport with the athletes. Dorrance suggests that women need to feel as though their coach cares about them beyond their athletic capabilities.[8]

Furthermore, Dorrance claims that women listen more to the tone of the coach, than to what he or she is saying. If the tone or body language is negative, the athlete will see the message as negative, no matter the content of the verbal message. Therefore, when coaching female athletes, it is important for a coach to have a positive approach, even if s/he is being critical.[9]

According to Dorrance, another aspect that is different between male and female athletes is the use of videotape to help athletes learn. When male athletes are watching their performance on tape, they think that everyone else made mistakes except them. However, female athletes will take full responsibility for any problems revealed on the tape, which does not help build their self-confidence. When using video tape to improve the performance of female athletes, you need to balance the negative with the positive. With male athletes, you have to show the video, and convince each person that he was the one who made a mistake.[10]

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[8] Dorrance, Anson. Building Soccer Champions. 64,65
[9] Dorrance, Anson. 66
[10] Dorrance, Anson. 67

In summary, the author's discussion in this chapter suggests distinct differences between the way males and females coach and between the needs of male and female athletes. Unfortunately, however, no empirical support is offered for the recommendations he presents.

There are many leadership models that give a framework for understanding leadership, eg., the Trait Approach, the Behavioral Approach, the Interactional Approach, the Contingency Model and the Path-Goal Theory. These theories are helpful in understanding leadership in non-sport settings such as business and the military. However, they are not specific to athletics. Chelladurai developed the Multidimensional Model of Leadership specifically for athletic situations. (See Appendix 1) This model explains leadership as an interactional process. Chelladurai argues that the effectiveness of the leader in sport is dependant upon situational characteristics of both the leader and the group members. Therefore, effective leadership can and will vary depending on the characteristics of the athletes and constraints of the situation. According to Chelladurai, athlete satisfaction and performance (box 7 in the figure) depend on three types of leader behavior: required (box 4), preferred (box 6) and actual (box 5). The situation (box 1), leader (box 2), and members (box 3) lead to these three kinds of behavior, so they are termed antecedents.[11]

To explain this model in interactional terms, leader characteristics are the personal factors, whereas characteristics of the situation and members are the situation factors. Chelladurai hypothesizes that a positive outcome-that is optimal performance and group satisfaction-occurs if the three aspects of leader behavior agree. If the leader behaves appropriately for the particular situation and these behaviors match the preferences of the group members, they will achieve the best

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[11] Weinberg & Gould, 221

performance and feel satisfied.[12]

Required leader behavior consists of the behavior expected of the leader in certain situations. For example, social norms determine how a coach should act around other coaches, reporters and spectators. Preferred leader behavior consists of those behaviors that members want from the leader. Age, gender, skill, and experience influence what kind of guidance, social support, and feedback they prefer. For example, a senior captain of a sports team probably expects less guidance than an incoming freshman. Actual leader behavior is simply the behaviors that the leader exhibits, for example being considerate, or being democratic in decision making. According to Chelladurai, the leader's characteristics, such as personality, ability, and experience affect these behaviors directly. Characteristics of both the situation and group members would influence the coaches.[13]

Researchers have applied Chelladurai's model in interesting ways to test its accuracy and usefulness. The Leadership Scale for Sports (LSS) was developed to measure leadership behaviors, including the athletes' preference for specific behaviors, athletes' perceptions of their coaches' behaviors, and coaches' perceptions of their own behavior. The LSS has five dimensions. It measures, 1.Training (instructional behaviors), 2.Democratic behavior (decision-making style), 3.Autocratic behavior (decision-making style), 4.Social support (motivational tendencies), and 5.Positive feedback (motivational tendencies).[14]

Some studies have focused on the antecedents that affect leader behavior. These studies have produced many insights, including the following:

-As people get older and mature athletically, they increasingly prefer an

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[12] Weinberg & Gould, 211.

[13] Weinberg & Gould, 212.

[14] Weinberg & Gould, 213,214.

autocratic coaching style. Thus, coaches of college athletes should adopt a more autocratic style than high school coaches.

-Males prefer training and instruction behaviors and an autocratic coaching style more than females do. Hence, coaches should be more directive with males and provide plenty of instructional feedback.

-Females prefer a democratic and participatory coaching style allowing them to help make the decisions. Coaches and other group leaders should allow females opportunities for input.

-Athletes preference for training and instruction progressively decreases throughout high school but increases again in college.[15]

Other studies have focused on the consequences of leader behavior. According to Chelladurai, when a coach leads in a style that matches group member preferences, optimal performance and satisfaction result. Using Chelladurai's model to study the consequences of how a sport leader behaves, researchers have found the following:

-Athletes not receiving the coaching style they prefer clearly affects their satisfaction. Especially with training and instruction and positive behaviors, the greater the discrepancy, the less the satisfaction.

-The relationship between athlete satisfaction and leadership discrepancy varies

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[15] Weinberg & Gould, 214.

by sport. Leadership that could produce satisfaction among basketball players, for example, would not predict satisfaction among wrestlers and track-and-field athletes. Clearly, if you value athlete satisfaction, you need to identify the players' preferences for leadership style for the specific activity.

-High frequencies of rewarding behavior, social support, and democratic decision-making are generally associated with high satisfaction among athletes.

-High frequencies of social support are related to poorer team performance (i.e., win-loss record). However, it is unrelated that increased social support causes a team to lost more. More likely, losing teams need more social support from leaders to sustain motivation.

-When a coach reports developing the same decision style that his or her athletes prefer and perceive, coaching effectiveness is rated highly.[16]

There has not been a significant amount of research conducted on the relationship between gender, coaching styles and needs of athletes. Some research has been done on gender in athletics, but very study looks at a different aspect of gender, none of which directly related to this study. For example, one study looks at gender differences in coaching philosophy while another looks at self-disclosure of female athletes. Studying gender in athletics can be very beneficial to coaches. If it can be determined what styles and characteristics male and female athletes want from their coaches, then coaches can have a strong framework to guide them in their

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[16] Weinberg & Gould, 214,215.

coaching. It is the goal of this study to find out the needs of female athletes, regardless of the coachs' gender.

Methods

This study sought to determine what needs female athletes have of their coaches. This is a naturally occurring and contemporary phenomenon which I seeked to describe. I used two research strategies to collect data: (1) a qualitative survey with the athletes, and (2) in-depth interviews with the coaches. My goal was to design a survey that had high informational adequacy and efficiency. It was also important that I considered ethical issues when I designed the survey. For example, I did not want to design a survey that would violate the subject's human rights or put the subject at risk.[17]

As a focus of study, I collected data from athletic programs in the Colonial Athletic Association (CAA). Among the schools in this group, four sports had the highest gender diversity among coaches and therefore were picked to be the four sports examined in this research. Since there were nine schools in the CAA, my goal was to study a total of thirty six teams. As I was researching the teams in the CAA, I discovered that there was no gender diversity among head coaches of men's teams. All of the head coaches were males. This discovery led me to refocus my study specifically on female sports teams. I chose the teams that had the highest gender diversity of head coaches. The four sports that I studied were women's basketball, women's cross county, women's soccer and women's tennis.

In order to collect data from the coaches, I used in-depth interviewing. Eleven phone interviews were conducted, however, they were only included for analysis if the respective team sent back their surveys. Therefore, eight interviews were included in the research. Since I planned on interviewing about thirty six coaches, my interviews required some degree of systematization. Appendix A presents the "Coaching Questionnaire" that was the guide for my interviews. However, given the exploratory

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[17] Marshall, C.,& Rossman, G. (1989). Designing Qualitative Research. Newbury Park, CA: Sage.:101

nature of this study, and the need for flexibility, as the study progressed, I reserved the right to identify additional relevant themes to explore with respondents. Each question in the phone interview was designed to relate to different parts of Chelladurai's Multidimensional Model of Sport Leadership. When the interview was constructed, I was not exactly sure how I would use the answers in my study. I knew I would use questions 11 and 12, however I was not sure how the other questions would fit into the study. I thought that I should ask questions that deal with every past of Chelladurai's model to make sure that all of the areas were covered. It turned out that the only relevant questions were 8 and 11-16. These questions measured what coaches though differences were between male and female athletes and different coaching styles they would use for both genders. The answers were listed in the Results section along with the number of years respondents reported coaching and playing their sport, the number of years they have coached maand female athletes, and the satisfaction ratings given to them by members of their specific team. This information was given to illustrate the level of experience each coach has. For example, more weight could be put on an answer from a coach that was rated by his team as being satisfied "to a large extent" and had coached male and female athletes for 15 years than a coach who was rated by his team as being satisfied "to some extent" and had coached only women for 5 years.

To collect data from the athletes, I administered a self-report survey. I chose my sample from the Colonial Athletic Association (CAA). From this conference I chose the 4 women's teams that had variability in the gender of the coach. These teams are women's basketball, soccer, cross country and tennis. One hundred and twenty eight surveys were sent out to athletes on twenty teams in the CAA. Some teams could not participate for various reasons, and some teams failed to return their surveys. Sixty-nine surveys were returned for a 54% response rate. They represented eight teams.

In this case, a survey was the best method because of its generalizability. The CAA was only a small sample, but could be generalized to the entire institution of Division I athletics (within the known limits of error, for example, specific to the four sports used in this study). Appendix B presents the survey that was administered to the athletes.

One goal of this study was to fill in two of the pieces of the puzzle in Chelladurai's Multidimensional Model of Sport Leadership. Two of the sections in his model are member characteristics and preferred leader behavior. Gender is a member characteristic. I wanted to figure out if the gender of the athlete would automatically dictate what some of the preferred leader behavior would be. Therefore, if a coach wished to use Chelladurai's model, they could already know what leader characteristics are favored simply by knowing the gender of their athletes.

Another purpose of this study was to test Chelladurai's hypothesis about his model that "a positive outcome-that is, optimal performance and group satisfaction-occurs if the three aspects of a leader behavior agree."[18] Testing of the hypothesis was done through the written surveys. Every question in the survey was designed for a certain reason. Each question asked the athletes about the extent to which their coach actually exhibited certain behaviors, and the extent to which they would prefer their coach to exhibit certain behaviors. These behaviors were picked based on Chelladurai's Leadership Scale for Sports (LSS) as discussed in the literature review. Question 1 dealt with Training. Questions 2 and 3 dealt with Democratic and Autocratic Behavior. Questions 4,7, and 8 dealt with Social Support, and Question 6 dealt with Positive Feedback. Question 5 dealt with Required Characteristics of Leader Behavior. This survey measured the three types of Leader Behavior in Chelladurai's model. After these data were collected, I compared the differences between Preferred and Actual behavior and their association with the level of

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[18] Weinberg & Gould, 221

performance and satisfaction.

Questions 11 and 12 were asked in order to discover what qualities athletes like about their current coaches and what qualities they desire from any coach. These questions were open-ended. Once the answers were collected, they were categorized based on commonalities in the responses. Then they were organized into a table based on the frequency each answer was given.

Results

      The main goal of this project was to discover the needs that female athletes have of their coaches. Questions 11(In your opinion, what are the best qualities of your current head coach?) and 12(Please list at least five of the most important qualities you desire from any Division I coach) were asked in the survey in order to discover these needs. In order to organize the answers, I looked for commonalities in the responses and classified them into specific categories. The following is a list of every category, (in no particular order) along with an operational definition and examples of responses that fit into each category.

1)**Positive**- stresses the good in a situation.

      ex.positive, optimistic, positive feedback, positive attitude, positive outlook, positive reinforcement.

2)**Fair**- treats everyone equally and follows the rules.

      ex.fairness, equal treatment, un-bias.

3)**Motivational**-pushes you to want to work your hardest.

      ex.motivating, encouraging, inspiring.

4)**Determined**-focused on achieving one's goals.

      ex.determined.

5)**Hard Working**-works hard at the task at hand.

      ex.hard working, works hard.

6)**Knowledge**-understands aspects of the sport, such as strategies and techniques.

      ex.knowledge, insightful in sport, knowledge of game, intelligent in the game.

7)**Improve players**-works to improve the performance of players.

      ex. helps players improve, pushes players to improve, tries to make us better.

8)**Trust**- having a firm belief in the honesty, integrity, reliability, etc. of the coach.

      ex. trust, trusting, trustworthy

9)**Caring**-to show care, concern, and interest in others.

   ex.caring, compassionate, concern, supportive, sensitive, sincere.

10)**Sense of humor**-finds things funny, is not always serious.

   ex. sense of humor, humorous.

11)**Enthusiastic**-energetic and arouses the interests of others.

   ex.enthusiastic, enthusiasm for the game, excited.

12)**Intense**-serious and focused.

   ex.intense

13)**Good Listener**-has and applies good listening skills.

   ex.good listener, listens, gets feedback from the team, ability to listen.

14)**Good Communicator**-has and applies good communication skills.

   ex.good communicator, excellent communication skills, communicates,

communicates effectively with team, easy to communicate with.

15)**Patient**-waits calmly for athlete to grow.

   ex.patient, has patience.

16)**Understanding**-has a sympathetic awareness of athletes.

   ex.understanding, understands psyche of team, understanding of problems

outside sport.

17)**Dedicated**-willing to devote time and effort.

   ex.dedicated, dedication to team.

18)**Competitive**-likes to compete against others.

   ex.competitive.

19)**Honest**-tells the truth.

   ex.honest, honesty.

20)**Respect**-to show consideration for others.

   ex.respect, respectful.

33)**Approachable**-easy to talk to.

    ex.approachable, easy to talk to.

34)**Flexible**-can easily adjust to change and different situations.

    ex.flexible.

35)**Laid back**-relaxed, not easily disturbed.

    ex.laid back.

36)**Serious**-very focused, does not joke.

    ex.serious

Once these categories were established, I was able to develop lists of the top ten qualities given for answers 11 and 12. The lists for Top Ten Qualities of Current Head Coach were analyzed for: all athletes, athletes with male coaches, athletes with female coaches, male athletes, female athletes, and the four individual sports used in this study. Qualities were only listed if they had a frequency of at least two. Therefore, in some cases 10 qualities were not available to be listed. The results of this analysis are reported in Table 1. In turn, Table 2 reports the lists for Top Ten Desired Qualities of any Division I coach tabulated to all athletes, male athletes, female athletes, and the fou specific sports.

Table 1

Top Ten Qualities of Current Head Coach

All Athletes

Quality	Frequency
1.Knowledge	24
2.Caring	17
3.Motivational	12
4.Improves Players	11
5.Positive	9
6.Organized	7
7.Builds Relationships with players	6
8.Understanding	5
9.Intense	5
10.Good Listener	4

Athletes with Male coaches

Quality	Frequency
1.Knowledge	16
2.Caring	11
3.Motivational	9
4.Improves Players	8
5.Positive	5
6.Understanding	4
7.Hard Working	3
8.Good Listener	3
9.Focuses on Success	3
10.Builds Relationships with players	3

Athletes with Female Coaches

Quality	Frequency
1.Knowledge	8
2.Organized	7
3.Caring	6
4.Positive	4
5.Motivational	3
6.Intense	3
7.Builds Relationships with players	3
8.Improves Players	3
9.Good Communicator	2
10.Fun	2

Male Athletes

Quality	Frequency
1. Caring	2
2. Knowledge	2

Female Athletes

Quality	Frequency
1. Knowledge	22
2. Caring	15
3. Motivational	12
4. Improves Players	11
5. Positive	8
6. Organized	7
7. Builds Relationships with Players	6
8. Understanding	5
9. Intense	5
10. Good Listener	4

Tennis Teams

Quality	Frequency
1. Organized	4
2. Positive	3
3. Knowledge	3
4. Good Listener	3
5. Understanding	3
6. Builds Relationships with Players	3
7. Approachable	2
8. Laid Back	2
9. Caring	2

Basketball Teams

Quality	Frequency
1. Knowledge	5
2. Fair	3
3. Improves Players	2
4. Focuses on Success	2

Cross Country Teams

Quality	Frequency
1.Caring	7
2.Knowledge	5
3.Positive	3
4.Organized	3
5.Good Communicator	2
6.Teamwork	2
7.Good Personality	2

Soccer Teams

Quality	Frequency
1.Knowledge	11
2.Motivational	10
3.Improves Players	8
4.Caring	5
5.Intense	4
6.Positive	3
7.Hard Working	3
8.Demanding	3

Table 2
Top Ten Desired Qualities of any Division I Coach

All Athletes

Quality	Frequency
1.Motivational	24
2.Caring	22
3.Positive	19
4.Knowledge	19
5.Improves Players	14
6.Patience	13
7.Good Communicator	10
8.Fair	9
9.Good Listener	8
10.Builds Relationships with Players	8

Male Athletes

Quality	Frequency
1.Caring	2
2.Patient	2
3.Competitive	2
4.Experience	2

Female Athletes

Quality	Frequency
1.Motivational	24
2.Caring	20
3.Positive	19
4.Knowledge	19
5.Improves Players	14
6.Patience	11
7.Good Communicator	10
8.Fair	9
9.Good Listener	8
10.Builds Relationships with Players	8

Tennis Teams

Quality	Frequency
1. Motivational	6
2. Improves Players	6
3. Positive	5
4. Fair	5
5. Knowledge	4
6. Good Listener	4
7. Builds Relationships with Players	4
8. Enthusiastic	3
9. Understanding	3
10. Honest	3

Basketball Teams

Quality	Frequency
1. Caring	7
2. Knowledge	2
3. Improves Players	2
4. Good Communicator	2
5. Discipline	2
6. Focuses on Success	2

Cross Country Teams

Quality	Frequency
1. Caring	7
2. Motivational	7
3. Patient	5
4. Knowledge	3
5. Good Communicator	3
6. Competitive	3
7. Teamwork	3
8. Leadership	3
9. Good Personality	3

Soccer Teams

Quality	Frequency
1.Positive	11
2.Motivational	10
3.Knowledge	10
4.Patient	8
5.Improves Players	5
6.Caring	5
7.Focuses on Success	4
8.Fun	4
9.Good Personality	4
10.Good Communicator	3

Phone Interviews with Coaches

The questions in the phone interviews that turned out to be of the greatest importance were questions 8, and 11-16 (refer to Appendix II). They were the most important because they supplied information about the needs of female athletes. The results are as follows:

Coach #1

Gender: Female

Degree to which team is satisfied with coach: **Some Extent**

8) 4.2

11) " Male and female athletes would be physically treated the same. Their emotional needs are different. Women are more personal, they need their coach to be their friend. That is not as important with the guys. I won't recruit an athlete, if the people on the team don't like her. This is not an issue with guys."

12) "I would train the athletes the same. However, I would relate to guys in a different way. You have to learn how to talk differently."

13) 4

14) 22

15) 0

16) 22

Coach #2

Gender: Male

Degree to which team is satisfied with coach: **Great Extent**

8) 5 with room for improvement

11) "I would treat them the same."

12) "I would treat them the same."

13) 9

14) 13

15) 13

16) 13

Coach #3

Gender: Female

Degree to which team is satisfied with coach: **Great Extent**

8) 4

11) "I'm not sure if they have different needs. Division I male and female athletes have the same pressure. Males and females have different learning styles. Females want more discussion while males just want to be told what to do."

12) "I would not change anything."

13) 11

14) 4

15) 3

16) 10

Coach #4

Gender: Male

Degree to which team is satisfied with coach: **Great Extent**

8) 3.5

11) "I think all of the needs are the same. The way you go about achieving the needs is where it becomes different. There is a need for more compassion in the women's end. However, at the same time, they're the group that I've observed that does not like

to sit back. They're the ones who would rather be pushed harder compared to men. think the females seem to constantly look at things as a way to do better many more times than a guy would. I think the overall mental approach is different. We keep it fun and teach players to compete when dealing with women. It's innate in men to compete, but with two girls you have to teach them to compete. The girls are just as competitive if not more than the guys, you just have to get women past the social barriers that exist between females on the same team. They don't want their teammate not to like them if they beat them. They have to learn that it's ok on the field, and it's over when you're off the field. I teach that by trying to put the team in competitive environments at all times. We keep statistics and make sure that they realize the importance of competitiveness. I think the differences are subtle in the collegiate athlete."

12) Dealing with conflict - "The guys, you just call them in, stare each other down and say "Knock it off". You take a different approach with the women. I would approach the females individually and put it back on them to deal with. Then their maturity kicks in and they work it out."

13) 13

14) 3

15) 3

16) 3

Coach #5

Gender: Male

Degree to which team is satisfied with coach: **Some Extent**

8) 3

11) "With women you have to be more aware of their feelings. With men, you can

Motivate- "With men you can be more confrontational and tougher. Men would take an insult as a challenge. You can use more negative comments and be more straight forward. With women you have to tell them that you believe in them."

Teach- "With men, I would give more structure and talk more openly about their weaknesses. With women, I would focus on positives. I would be hesitant to throw in any negative comments. I would be just as tough with the females because I put more responsibility on them."

13) 30+

14) 15

15) 5

16) 20

Table 3
Overall Data from Written Surveys

Variable	Preferred Mean	SD	Actual Mean	SD	Difference Mean	SD
Item 1	4.73	0.45	4.20	0.87	0.68	0.88
Item 2	4.03	0.83	3.34	1.10	0.69	0.90
Item 3	4.00	0.78	3.58	0.98	0.41	0.84
Item 4	4.49	0.59	4.00	0.91	0.46	0.75
Item 5a	4.29	0.70	3.99	0.95	0.27	0.69
Item 5b	4.19	0.73	3.59	1.15	0.58	1.02
Item 5c	4.55	0.53	4.14	0.92	0.39	0.89
Item 5d	4.27	0.72	4.13		0.27	0.69
Item 6	4.38	0.60	3.67	0.97	0.71	0.96
Item 7	3.96	0.71	3.68	0.90	0.27	0.85
Item 8	4.26	0.87	3.72	1.11	0.55	0.92
Item 9	4.77	0.42	4.01	0.90	0.76	0.86
Item 10	4.72	0.55	3.07	0.74	1.68	0.88

Variable	Mean	SD
Age	19.5	2.23
Gender	1.07	0.26
Year in sch.	2.12	1.12
Team #	2.01	1.05
Yrs. Played	10.3	3.65
Captain	1.83	0.38
Skill	2.29	0.55
Starter	1.10	0.30
Coach Gen.	1.65	0.48

Differences between Preferred and Actual Responses and their Association with Satisfaction with Coach and Satisfaction with Self.

Table 4
All Surveys

Variable	Cases	Mean	Std.Dev.	Satisfaction w/ coach		Satisfaction w/ self	
				r-value	p-value	r-value	p-value
Diff.It.1	66	1.68	.880	-.07	p<.57	-.82	p<.001
Diff.It.2	65	0.69	.990	-.54	p<.001	-.11	p<.38
Diff.It.3	66	0.41	.841	-.40	p<.001	.08	p<.51
Diff.It.4	65	0.46	.752	-.36	p<.003	-.12	p<.40
Diff.It.5a	66	0.27	.692	-.28	p<.02	-.15	p<.24
Diff.It.5b	64	0.58	1.021	-.30	p<.02	.00	p<.99
Diff.It.5c	62	0.39	.894	-.64	p<.001	-.02	p<.90
Diff.It.5d	66	0.27	.692	-.28	p<.02	-.15	p<.24
Diff.It.6	66	0.71	.957	-.63	p<.001	-.15	p<.23
Diff.It.7	67	0.27	.845	-.21	p<.10	-.22	p<.07
Diff.It.8	65	0.55	.919	-.66	p<.001	-.13	p<.30

Table 5
Female Coaches

Variable	Cases	Mean	Std. Dev.	Satisfaction w/coach		Satisfaction w/self	
				r-value	p-value	r-value	p-value
Diff.It.1	23	1.74	.915	-.25	p<.26	-.87	p<.001
Diff.It.2	23	0.65	.832	-.69	p<.001	-.15	p<.51
Diff.It.3	24	0.17	.868	-.32	p<.13	-.07	p<.75
Diff.It.4	23	0.43	.896	-.65	p<.001	-.28	p<.21
Diff.It.5a	23	0.09	.596	-.31	p<.15	-.11	p<.63
Diff.It.5b	23	0.00	.522	-.08	p<.71	-.24	p<.29
Diff.It.5c	20	0.35	.988	-.79	p<.001	-.12	p<.63
Diff.It.5d	23	0.09	.596	-.31	p<.15	-.11	p<.63
Diff.It.6	24	0.50	1.063	-.82	p<.001	-.40	p<.06
Diff.It.7	24	0.63	.924	-.70	p<.001	-.40	p<.06
Diff.It.8	24	0.63	1.135	-.71	p<.001	-.05	p<.81

Table 6
Male Coaches

Variable	Cases	Mean	Std.Dev.	Satisfaction w/coach		Satisfaction w/self	
				r-value	p-value	r-value	p-value
Diff.It.1	43	1.65	.870	.04	p<.78	-.79	p<.001
Diff.It.2	42	0.71	.945	-.46	p<.002	-.10	p<.54
Diff.It.3	42	0.55	.803	-.44	p<.004	.15	p<.34
Diff.It.4	42	0.48	.671	-.09	p<.57	.01	p<.98
Diff.It.5a	43	0.37	.725	-.25	p<.10	-.20	p<.21
Diff.It.5b	41	0.90	1.091	-.39	p<.01	-.01	p<.93
Diff.It.5c	42	0.40	.857	-.52	p<.001	-.04	p<.81
Diff.It.5d	43	0.37	.725	-.25	p<.10	-.20	p<.21
Diff.It.6	42	0.83	.881	-.45	p<.003	-.01	p<.94
Diff.It.7	43	0.07	.737	-.12	p<.43	.10	p<.53
Diff.It.8	41	0.51	.779	-.64	p<.001	-.19	p<.24

Table 7
Male Athletes

Variable	Cases	Mean	Std.Dev.	Satisfaction w/coach		Satisfaction w/self	
				r-value	p-value	r-value	p-value
Diff.It.1	5	1.40	1.342	.41	p<.5	-.67	p<.22
Diff.It.2	5	-0.40	1.517	-.66	p<.22	-.52	p<.37
Diff.It.3	5	0.00	.000	---	---	---	---
Diff.It.4	5	0.00	.000	---	---	---	---
Diff.It.5a	5	0.40	.894	-.41	p<.5	-.10	p<.001
Diff.It.5b	5	0.00	.000	---	---	---	---
Diff.It.5c	5	0.00	.000	---	---	---	---
Diff.It.5d	5	0.40	.894	-.41	p<.5	-.10	p<.001
Diff.It.6	5	0.40	.548	.17	p<.79	-.61	p<.27
Diff.It.7	5	0.00	.000	---	---	---	---
Diff.It.8	5	0.00	.000	---	---	---	---

Table 8
Female Athletes

Variable	Cases	Mean	Std.Dev.	Satisfaction w/coach		Satisfaction w/self	
				r-value	p-value	r-value	p-value
Diff.It.1	61	1.70	.844	-.09	p<.48	-.87	p<.001
Diff.It.2	60	0.78	.783	-.55	p<.001	-.14	p<.28
Diff.It.3	61	0.44	.867	-.39	p<.002	-.07	p<.60
Diff.It.4	60	0.50	.770	-.35	p<.006	-.13	p<.32
Diff.It.5a	61	0.26	.681	-.29	p<.03	-.10	p<.45
Diff.It.5b	59	0.63	1.049	-.29	p<.03	-.02	p<.89
Diff.It.5c	57	0.42	.925	-.64	p<.001	-.03	p<.82
Diff.It.5d	61	0.26	.681	-.29	p<.03	-.10	p<.45
Diff.It.6	61	0.74	.982	-.64	p<.001	-.15	p<.25
Diff.It.7	62	0.29	.876	-.20	p<.11	-.24	p<.07
Diff.It.8	60	0.60	.942	-.66	p<.001	-.16	p<.23

Table 9
Athletes with Average skill

Variable	Cases	Mean	Std.Dev.	Satisfaction w/coach		Satisfaction w/self	
				r-value	p-value	r-value	p-value
Diff.It.1	41	1.73	.975	-.00	p<.99	-.81	p<.001
Diff.It.2	39	0.67	.927	-.48	p<.002	-.02	p<.89
Diff.It.3	40	0.38	.740	-.07	p<.67	.25	p<.11
Diff.It.4	40	0.50	.751	-.28	p<.09	.04	p<.79
Diff.It.5a	40	0.35	.662	-.43	p<.006	.00	p<.10
Diff.It.5b	38	0.53	.951	-.30	p<.08	.06	p<.74
Diff.It.5c	38	0.34	.781	-.46	p<.003	.08	p<.65
Diff.It.5d	40	0.35	.662	-.43	p<.006	.00	p<.1
Diff.It.6	40	0.70	.912	-.48	p<.002	.01	p<.93
Diff.It.7	41	0.15	.760	-.16	p<.316	-.24	p<.13
Diff.It.8	39	0.54	.790	-.56	p<.001	.00	p<1.0

Table 10
Athletes with Above Average Skill

Variable	Cases	Mean	Std.Dev.	Satisfaction w/coach		Satisfaction w/self	
				r-value	p-value	r-value	p-value
Diff.It.1	22	1.64	.727	-.22	p<.32	-.88	p<.001
Diff.It.2	22	0.77	.022	-.69	p<.002	-.37	p<.09
Diff.It.3	22	0.45	1.057	-.69	p<.001	-.22	p<.34
Diff.It.4	22	0.45	.800	-.48	p<.03	-.37	p<.09
Diff.It.5a	22	0.14	.774	-.23	p<.30	-.33	p<.13
Diff.It.5b	22	0.73	1.203	-.29	p<.19	-.10	p<.68
Diff.It.5c	21	0.57	1.076	-.76	p<.001	-.03	p<.91
Diff.It.5d	22	0.14	.774	-.23	p<.30	.09	p<.68
Diff.It.6	22	0.82	1.097	-.78	p<.001	.27	p<.22
Diff.It.7	22	0.55	.546	-.21	p<.35	.35	p<.11
Diff.It.8	22	0.59	1.182	-.74	p<.001	.10	p<.67

Discussion

Once again, the main goal of this project was to determine the qualities that female athletes desire from their coaches. This list of qualities would hopefully be useful to coaches of female athletes. Furthermore, this list would help fill in box 3 and 6 of Chelladurai's Multidimentional Model of Leadership. If you know that the athletes are females, then you know the behavior they prefer from their coach. This goal was easily obtained through the written surveys. The results showed that the top ten qualities female athletes prefer of their coaches are:

1. Knowledge
2. Caring
3. Motivational
4. Improves Players
5. Positive
6. Organized
7. Builds Relationships with Players
8. Understanding
9. Intense
10. Good Listener

Therefore, the question was answered. If a coach has female athletes, it is suggested that s/he practice these ten behaviors. Fortunately, the study also showed that athletes reported that their coaches already exhibit 7 out of 10 (or 70%) of the top 10 qualities, which says the coaches are on target to a large degree.

Since this data was collected from both male and female athletes with both male and female coaches, and from four different sports, the top ten qualities desired from a coach can be found for all of these different categories and compared with teh top ten qualities already exhibited by coaches.

The data collected in the phone interviews with the coaches tells us a lot about

what the coaches think male and female athletes need in terms of coaching style. There were no significant differences in the answers based on the gender of the coaches. The overall differences explained by the coaches were that female athletes need positive feedback in order to be motivated and improve, while male athletes respond to harsh statements about their play, and take it as a challenge to improve. Furthermore, women deal with conflict by discussing it with each other and can tend to hold grudges. Sometimes coaches need to get involved to help solve the conflict. However, with males the coach can just tell them to deal with it, and they yell at each other and then forget about it. These differences are interesting and can help a coach when dealing with both male and female athletes.

The first ten questions in the written surveys uncovered a large amount of information about how a coach's behavior is related to an athlete's satisfaction with his or her own performance, and satisfaction with her or her coach.

One very interesting finding is apparent in all of the surveys except the one by male athletes. The finding is that the extend to which a coach works to improve an athlete's performance to the desired degree of the athlete, is directly related to the athlete's satisfaction with him/herself. The magnitude of this relationship is very large and is statistically significant. The interesting finding is that this is the only behavior of the coach which is related to an athlete's satisfaction with him/herself. This tells coaches that there is not a whole lot they can do to make athletes feel better about themselves unless they can make the athletes improve.

The athletes' satisfaction with their coach, on the other hand, is related to almost all of the factors. For all the surveys combined, the factors that stand out the most are questions 2, 5c, 6 and 8. Question 2 dealt with involving athletes in the decision making process on the field. The magnitude of the relationship is large and statistically significant. This means that the level to which a coach involves athletes in

the decision making process on the field, to a degree they desire, is greatly related to the athletes' satisfaction with their coach. Since the preferred mean was 4.03, it is recommended that coaches give athletes a great extent of involvement in the decesion making process on the field. Question 5c tells us that the extent to which a coach maintains a positive rapport with his/her assistant coach(es), to the degree desired by the athletes, is highly related to the athletes' satisfaction with their coach. Most athletes desire that coaches maintain a positive rapport with assistant coach(es) to a very large extent. Thirdly, the extent to which coaches give athletes positive feedback, to the degree desired by the athletes, is highly related to the athletes' satisfaction with the coach. Most athletes desire a large amount of positive feedback. Finally, the extent to which coaches place value on the experience of participating, to the degree desired by the athletes, is highly related to the athletes' satisfaction with the coach. Most athletes desire that coaches place a great of value on the experience of participating.

The results from the surveys taken by athletes with female coaches were similar to the results of the overall data. However, there were two other highly related and statistically significant areas. One area is the degree to which your coach shows concern for your personal welfare outside of your sport. The degree to which the coach acts in a way the athletes desire, is highly related to the athletes' satisfaction with the coach.

The results of the surveys taken by male athletes were are difficult to generalize about. Only five male athletes took the survey, and they results did not show any strong relationships.

The results of this survey tell us a lot about Chelladurai's Multidimensional Model of Leadership. Chelladurai's hypothesis was that, "a positive outcome - that is, optimal performance and group satisfaction - occurs if the three aspects of leader

behavior agree. If the leader behaves appropriately for the particular situation and these behaviors match the preferences of the group members, they will achieve their best performance and feel satisfied."[19] The biggest problem with this model is that Chelladurai does not clearly define the term "performance satisfaction". This could mean the athletes' satisfaction with their own performance, or with the performance of the coach. If Chelladurai means with the performance of the athlete, then according to my project, Chelladurai's model is very weak. According to my study, even if a coach exhibits the correct Required, Actual, and Preferred behavior, the only factor that the coach can influence in raising the satisfaction of an athlete, is in improving the athletes' performance.

A weakness in Chelladurai's model is that he does not seperate Performance satisfaction into two categories: (1)Satisfaction with self, and (2)Satisfaction with coach.
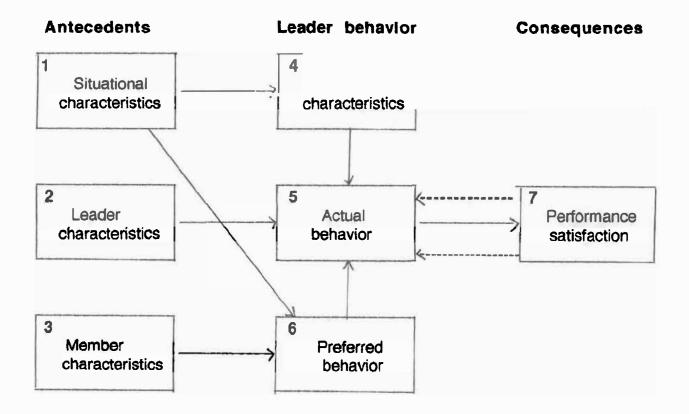
This study was held back by some limitations. The sample size was limited to four teams within one conference of the NCAA. There were only different ratios of male and female coaches in four female sports. There were no female coaches of male athletes. For this reason, the study was limited to just studying female athletes.

There are many possibilities for future research that can be conducted on this subject of gender in athletics. This same survey could be redistributed to a larger sample size including male athletes. Then the results could be determined for what needs male athletes have of their coaches. Then we would know what the different needs are based on gender, or if there are any differences at all.

[19] Weinberg & Gould, 211.

Appendix I

The multidimsional model of leadership for sport. Chellandural

Antecedents   **Leader behavior**   **Consequences**

1 Situational characteristics	4 characteristics	
2 Leader characteristics	5 Actual behavior	7 Performance satisfaction
3 Member characteristics	6 Preferred behavior	

Appendix II

<u>Interview Questions for the coaches</u>

1)What are your best qualities as a coach?

2)What is your coaching style?

3)What strategies do you use to improve the performance of your players?

4)To what extent do you allow your players to participate in decision making?

> on the field such as strategies, and off the field such as where the team will eat dinner.

5)What do you feel are the preferences of your players in terms of what coaching styles they prefer?

Do you adapt any part of your coaching to fit their preferences?

6)How would you describe your relationship with your players off the field? What sorts of things do you like to know about your players on and off the field?

7)What do you think are the five most important qualities to have when coaching your specific athletes?

8)To what degree are you satisfied with your coaching performance? 1-5 5 is highest

9)In what areas would you like to improve as a coach?

10)To what degree are you satisfied with your athletes performance? 1-5

11)What types of needs do you think female athletes have that male athletes don't?

12)What do you do as a coach that might be different, if at all, when coaching female verses male athletes?

> in the specific situations of:
>
> 1.Decision Making
>
> 2.Dealing with Conflict
>
> 3.Motivating you athletes
>
> 4.Teaching your athletes

13)How many years have you participated as an athlete in your sport?

14)How many years have you been a division I coach in your sport?

15)How many years have you coached male athletes?

16)How many years have you coached female athletes?

Appendix III

This study is designed to discover attitudes and perception of college athletes about their coaches, and the needs athletes have of their coaches. Please take your time to fill out this survey to the best of your ability. There are no right or wrong answers. The only thing that matters is what you think and feel. All of your answers will be anonymous. Please answer every question. Your participation is greatly appreciated. Thank You.

Instructions
Please respond to the questions and statements listed below by checking one of the following categories:

Answer Categories:
VLE -to a very little extent
LE -to a little extent
SE -to some extent
GE -to a great extent
VGE -to a very great extent

For each survey item you are asked to respond in two ways. The first category is labeled "ACTUAL" and measures how your coach actually behaves. The second category is "PREFERRED" and measures how you wish your coach would behave. Please only mark one answer for each category.

For example, if you felt that your coach placed winning over everything else, but you wish your coach placed more of an emphasis on playing well then on winning, you might respond as follows:

	ACTUAL						PREFERRED				
	VLE	LE	SE	GE	VGE	I	VLE	LE	SE	GE	VGE
ex. 1. To what extent does your coach value winning?					X			X			

	ACTUAL					PREFERRED				
	VLE	LE	SE	GE	VGE	VLE	LE	SE	GE	VGE

Please use the following stem to answer questions 1-8:
To what extent does your coach....

1) ...work to improve your performance?

2) ...involve you in the decision making process on the field (ex.strategies, practice format)?

3) ...involve you in the decision making process off the field (ex.team meals, team activities)?

4) ...show concern for your personal welfare outside of your sport?

5) ...maintain a positive rapport with:
- -Parents
- -Officials
- -his/her Assistant Coach(es)
- -Coaches of other teams

6) ...give you positive feedback?

7) ...place value on winning?

8) ...place value on the experience of participating?

Please evaluate the following statements.
9) I am satisfied with my coach's performance.

10) I am satisfied with my own performance.

Please answer questions 11 & 12 in the spaces provided.
11. In your opinion, what are the best qualities of your current head coach?

2. Please list at least five of the most important qualities you desire from any Division I coach.

---

ease fill out the following.

Age: _____

2)Gender (circle one): Female   Male

3)What Division 1 sport do you participate in? _____

4)What year are you in school?(circle one) First   Second   Third   Fourth   Fifth

5)How many years have you played on this college team? _____

6)Approximately how many years have you played this sport in your entire life? _____

7)Are you a team captain?(circle one)   Yes   No

8)How would you compare your skill level to your teammates'? (circle one)

               Below average Average   Above average

9)Are you chosen to start or at least compete in half or more of your team's competitions? (circle one) Yes   No

10)What is the gender of your head coach?(circle one)   Female   Male

Please return this survey directly to the large envelope.

Thank you very much for your help.

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