

THE ORGANIZATIONAL ROLES AND TASKS OF A WOMEN'S BASKETBALL
COACHING STAFF

by

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(Under the Direction of Bryan A. McCullick)

ABSTRACT

The Coaching Model, as developed by Côté, Salmela, Trudel, Baria, and Russell (1995a), characterizes the job of a coach and has as the goal, athlete development. Three of the components of the Coaching Model--training, competition, and organization--directly affect this goal and consequentially described the coaching process. The training and competition components detailed the actions of coaching in practice and games, respectively. While the organization component involved creating the ideal conditions for the other two components. Much of the available literature neglects the organization component, despite its importance to the coaching process. Therefore, the purpose of this study was to investigate the organizational roles, responsibilities, and tasks of a National Collegiate Athletic Association (NCAA) Division I women's basketball coaching staff, using as a theoretical framework, Role Theory.

The study employed a qualitative case study approach, with the case for study, the University of South Carolina Women's Basketball Coaching Staff (SC Coaching Staff). The members of the SC Coaching Staff were the Head Coach, Associate Head

Coach, First and Second Assistant Coaches, and the Director of Basketball Operations (DOBO). Also, a former player was an additional source of data.

The study utilized interviews, observations, and artifacts as sources of data. The data were analyzed inductively by creating tags and categories from text with similar meanings. This analysis identified the (a) organizational structure, (b) organizational roles, (c) organizational responsibilities, and (d) organizational tasks. Environmental factors and hierarchal positions comprised the organizational structure. The organizational roles of the SC Coaching Staff were "Delegator," "Recruiter," "Promoter," and "Coordinator." "Monitoring the Academic Progress of Players," "Analyzing Opposing Teams," "Evaluating the Capabilities of Players," and "Promoting and Selling the Program" depicted the organizational responsibilities. The organizational tasks were "Preparing Scouting Reports," "Pursuing Potential Players," "Reinforcing Programmatic Tenets," and "Responding to the Variability in the Coaching Environment." The organizational structure, roles, responsibilities, and tasks resembled the synthesized definition of Role Theory in Biddle (1986).

INDEX WORDS: coaching, coaching model, NCAA, organization, responsibilities, roles, role theory, tasks, University of South Carolina, women's basketball

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DEDICATION

To my grandparents, Chatfield, Lillie, Freddie, Elizabeth, Beatrice, whom never had this opportunity and to my parents for their unconditional love, encouragement, and support.

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	v
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER	
1 INTRODUCTION	1
Coaching Models	1
Existing Literature on Coaching	6
Theoretical Framework	9
Purpose of the Study	10
Glossary of Terms	12
2 REVIEW OF LITERATURE	14
Coach Behaviors	15
Coach Thoughts	20
Coach Characteristics and Career Development	24
Conceptual Models	28
Theoretical Framework	34
Summary	37
3 METHODS	39
Study Design	40

Subjectivity Statement	41
Participant and Case Selection.....	42
Data Collection	46
Pilot Test.....	49
Data Analysis	53
Trustworthiness.....	54
Summary.....	57
4 ORGANIZATIONAL STRUCTURE	58
Environmental Factors of the Organizational Structure	59
Hierarchal Positions of the Organizational Structure	67
Summary.....	72
5 ORGANIZATIONAL ROLES	74
Delegator.....	74
Recruiter.....	77
Promoter.....	79
Coordinator	81
Summary.....	84
6 ORGANIZATIONAL RESPONSIBILITIES.....	85
Factors Influencing Organizational Responsibilities	85
SC Coaching Staff Organizational Responsibilities	90
Summary.....	99
7 ORGANIZATIONAL TASKS	100
Affiliation Tasks	100

Program Specific Organizational Tasks.....	103
Summary	114
8 DISCUSSION.....	115
Summary of Findings.....	116
Organizational Component of the Coaching Model	119
The Coaching Model.....	130
Contributions to the Literature.....	132
REFERENCES	136
APPENDICES	
A INFORMED CONSENT	145
B INTERVIEW GUIDES.....	152

LIST OF TABLES

	Page
Table 1: Comparison of Organizational Factors with an Architectural Firm	66
Table 2: Comparison of Hierarchal Positions with an Architectural Firm	72
Table 3: Comparison of Organizational Roles with an Architectural Firm	83
Table 4: Comparison of Organizational Responsibilities with an Architectural Firm	99
Table 5: Comparison of Organizational Tasks with an Architectural Firm.....	114

LIST OF FIGURES

	Page
Figure 1: Côté's Coaching Model that illustrates the components involved in the coaching process.....	4
Figure 2: Tweets from the First Assistant Coach.....	107
Figure 3: Tweets from the DOBO	108
Figure 4: Organizational Tasks, Responsibilities, and Roles	117

CHAPTER 1

INTRODUCTION

Sport coaching is a complex and dynamic process (Jones & Turner, 2006) due to the social contexts in which coaching occurs (Jones, Armour, & Potrac, 2004). Coaches are tasked with not only instructing, but leading, and managing individuals. The social context of coaching requires a coach to manipulate a variety of variables in order to achieve the goal of coaching--athlete development and improvement. Some of these variables include coach-athlete interaction (d'Arripe-Longueville, Fournier, & Dubois, 1998), coach characteristics (Young, Jemczyk, Brophy, & Côté, 2009), coaching ethics and philosophy (Jones et al., 2004), and the coaching environment (Allen & Hodge, 2006). Legendary college football coach, Bobby Bowden illustrated this proposition when he said, "The problem with being a coach is that you must be a teacher, a father, a mother, a psychologist, a counselor, a disciplinarian, and Lord-knows-what-else..." (Smith, 2004, p. 31). Coach Bowden's quote characterizes the numerous roles that a coach assumes, which suggests that he acquires multiple responsibilities within these positions. In other words, the inherent nature of coaching involves fulfilling roles and performing tasks, as defined by these roles, to fulfill the goal of coaching.

Coaching Models

The complex and dynamic nature of coaching presents challenges in trying to demarcate this field, which therefore makes it difficult to conduct research that produces transferable findings to other coaching environments. Cushion, Armour, and Jones

(2006) attributed much of this difficulty to the absence of a general agreement concerning the concepts and principles that comprise the work of coaching. This discord has resulted in a nearly unbridgeable gap between generators of knowledge, purveyors of the knowledge, and practitioners, who are the researchers, coach educators, and coaches, respectively. Côté, Salmela, Trudel, Baria, and Russell (1995a) echoed this sentiment when they wrote that, "... without a general model on coaching, the knowledge accumulated through research remains disconnected information related to how and why coaches work as they do" (p. 2). Other researchers indirectly acknowledged this statement by positing that there was an absence of a comprehensive framework that accurately represented coaching in its complex environment (Lyle, 2002; Woodman, 1993).

The value of a framework or model to contextualize coaching, as a means of understanding the coaching process appeared in Lyle (2002) and Cushion et al. (2006). Both works delineated two categories of models, those '*for* coaching' and '*of* coaching.' Models '*for* coaching' incorporated theoretical assumptions about coaching into abstract representations. Three models '*for* coaching' posited by John Lyle, Ian Franks, and J. R. Fairs described holistic coaching, coach effectiveness, and characteristics of the coaching process, respectively. All of these models were derived from suppositions that described coaching through series of systematic and definitive steps.

Conversely, models '*of* coaching' originated from field-tested methods. Two such models were MacLean and Chelladurai (1995)'s model of coaching performance and d'Arripe-Longueville et al. (1998)'s model of coach-athlete interaction. While both were models '*of* coaching,' both fell short of illustrating coaching in its totality. The most

known model 'of coaching' was posited by Côté et al. (1995a). These researchers proposed the *Coaching Model* as a framework of coaching produced from a study on expert gymnastic coaches. Their experientially derived findings resulted in a seven-component model that highlighted the integral factors of the coaching process.

Whether it was a model 'for coaching' or a model 'of coaching,' useful and pertinent information concerning the coaching process arise in both. Models 'for coaching' offer introductory and foundational knowledge about the coaching process. While models 'of coaching' expound on the scaffolding afforded by models 'for coaching' by presenting a more comprehensive analysis of the process. Both models promote a simplistic design to understanding the complexity in the coaching process.

On the other hand, both types of models have limitations. Cushion et al. (2006) posited that to use the model approach as a method of defining the coaching process is to hold the supposition that coaching has a quantitative scope. Specifically, they describe the model approach to coaching as, "a matter of simply measuring and comparing" (p. 90). Another drawback of using the model approach is the reduction of a complex process to one of simplicity, which is both advantageous and not. More specifically, models 'of coaching' have evolved, typically, from qualitative studies using interviews and observations as data collection methods, with only a few participants, which limits the transferability of the findings. The models 'for coaching,' conversely, are idealistic and based on assumptions about the coaching process, which means that their application is uncertain.

Côté's Coaching Model

Nevertheless, Cushion et al. (2006) regarded empirical research, especially that emanating from qualitative studies, and therefore models 'of coaching,' as critical resources in dismantling the complexity involved in the coaching process. The *Coaching Model* is one of these resources. The composition of the model includes three peripheral factors and four central components (see Figure 1).

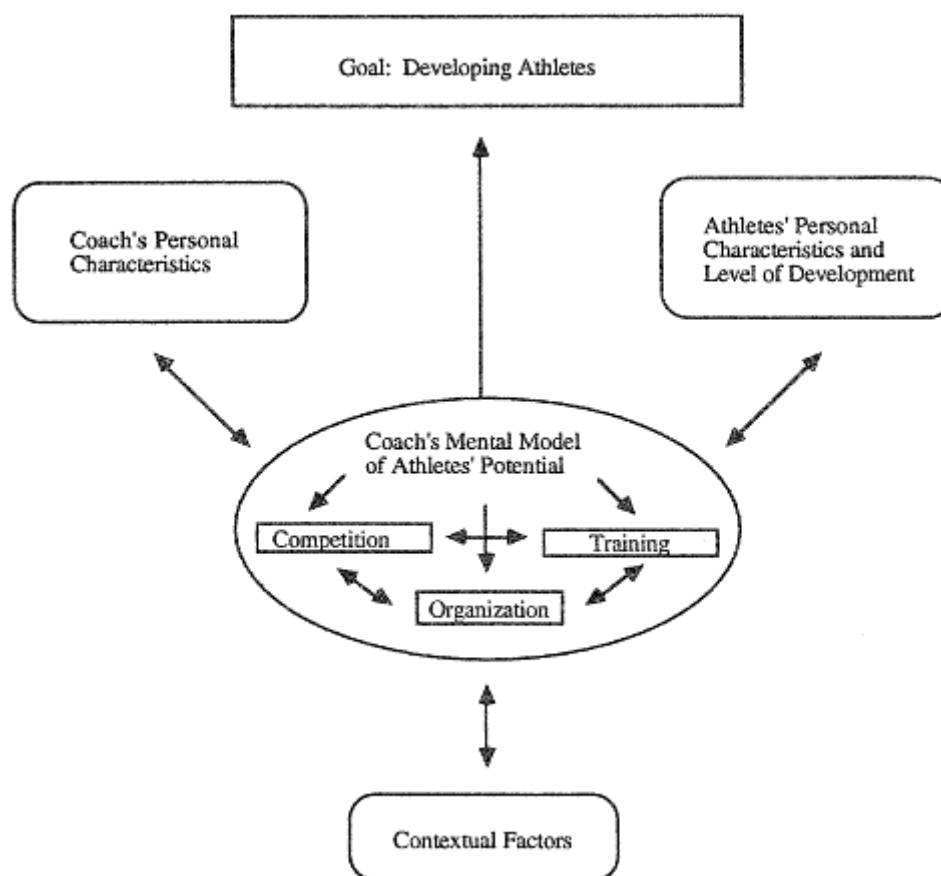


Figure 1. Côté's Coaching Model that illustrates the components involved in the coaching process. Adapted from "The Coaching Model: A grounded Assessment of Expert Gymnastic Coaches' Knowledge," by J. Côté, J. Salmela, P. Baria, and S. Russell, 1995, *Journal of Sport and Exercise Psychology*, 17, p. 10.

The peripheral components--*coach's personal characteristics*, *athletes' personal characteristics and level of development*, and *contextual factors*--affected the coaching

process by its impact on the central components. The peripheral component, *coach's personal characteristics* included a coach's beliefs, personal life, philosophy, or perceptions (Côté et al., 1995a). Similarly, the component, athletes' personal characteristics and level of development described the athlete's personal learning process, abilities, and other personal characteristics. Lastly, the contextual factors included the unstable factors of the coaching environment, such as the score of a performance in gymnastics.

Central Components. The central components of Côté's Coaching Model directly impacted the goal--athlete development (Côté et al., 1995a) or athlete improvement (Gilbert & Trudel, 2000). The central components were (a) the coach's mental model of athletes' potential, (b) competition, (c) training, and (d) organization.

A coach's mental model of athletes' potential was the knowledge of what actions need to occur to reach the goal. It directly influenced the other three central components because it represents the coach's assessment of players' potential. The remaining components of competition, training, and organization define the coaching process.

The competition component involved knowledge and activity to help athletes perform in a contest. The participants in the study cited controlling distractions, providing technical information, and keeping gymnasts ready to perform as categories in this component. However, the activities that categorized this component were limited interventions on the competition floor and presented gymnastic coaches as onlookers (Côté, Salmela, and Russell, 1995b).

The training component of the *Coaching Model* comprised of coaching activities that prepared athletes for skill performance. Technical progressions, developing

motivation, safety/manual assistance, and gymnasts' physical readiness were examples that the expert gymnasts coaches reported that described the training component. Côté et al. (1995b) found that the time the coaches spent in training varied based on the competition schedule.

Lastly, the organization component complemented the other two components in the coaching process. This component constitutes all of the actions that contribute to an ideal environment for competition and training. Specifically, the organization component, structured and coordinated activities that helped to reach the goal of developing athletes. The organizing occurred before, during, and after competition and training for the gymnastic coaches. The researchers identified planning training, working with assistants, and helping gymnasts with personal concerns as categories in the organization component.

Existing Literature on Coaching

Gilbert and Trudel (2004a) provided an analysis of existing coaching science spanning from 1970 to 2001. The same researchers expounded these analysis in Trudel and Gilbert (2006). Both works presented foundational information that exposed a gap in coaching literature. Through their analysis, they determined that the literature arranged itself into four categories: coach behaviors, coach characteristics, coach thoughts, and career development. In relating this back to the *Coaching Model*, deductions can be made that the competition and training components received considerable attention in research with little to no attention given to the organization component. Other areas of research in the analysis, such as coach characteristics and coach thoughts coincided with the coach's personal characteristics and coach's mental model of athletes' potential

components of *Coaching Model*, respectively. Also, these researchers found that most of the multiple-participant research included athletes, which corresponds to the athletes' personal characteristics and level of development component.

Furthermore, Trudel and Gilbert (2006) distinguished between three contexts in which coaching occurred. The coaching contexts were based on competition level, athlete selection, and level of coach and athlete commitment. Recreational sport coaching was the least competitive level. It accentuated leisure over competition, as in youth sport leagues and adult recreation teams and clubs. In this context, athlete selections were not the result of a skill tryout. However, there is limited research available on coaches in this context.

High school varsity athletics and local or regional sport clubs are examples of the developmental sport coaching context. Trudel and Gilbert (2006) reported that coaches and athletes in this context, cultivate a commitment and relationship in a formal and competitive environment. Typically, skill tryouts formed the basis of athlete selection.

The most competitive level of coaching classification in Trudel and Gilbert (2006) was the elite sport level. The elite level included collegiate athletics, national teams, Olympic teams, and professional teams. This level involved intense preparation with a highly selective criteria for athlete participation. The structured and formalized nature of sport on this level usually required full-time coaches.

The elite level represents an ideal context to examine the components of *Coaching Model*. In this environment, the activities involved in the coaching process can be isolated because of the level of coach commitment. The studies done by Côté et al. (1995a, 1995b), which defined the *Coaching Model*, Gilbert and Trudel (2000), that

validated the *Coaching Model*, and Côté and Sedgwick (2003), which verified the applicability of the *Coaching Model*, all used participants that coached on the elite level.

While differences exist in the competition level, athlete selection, and athlete and coach commitment between the contexts, they share a similar structure. In the current structure and on all levels, coaching rarely takes place in isolation, as a staff typically performs all of the responsibilities involved in the coaching process, in particular the organization component. Côté et al. (1995b) identified working with assistants as an activity that described the organization component. Côté et al. (1995a), Gilbert and Trudel (2000), and Côté and Sedgwick (2003) addressed the organization component by specifying that head coaches worked with their assistant coaches. Participants in these studies represented the coaches on the elite level. Trudel and Gilbert (2006) reported that coaches on the developmental level spend an appreciable amount of time as assistant coaches before assuming the role of head coach. From this, one assumes that assistant coaches are a constant in the coaching structure on this level, as well. While the research on recreational coaches is limited, from personal coaching experience on this level, the coaching structure resembles that of the other two levels. Parents and other volunteers usually take on the responsibilities of a staff.

Although Côté et al. (1995a) provided its holistic illustration of the coaching process in the *Coaching Model*, much of the available research fails to present the same balanced concern for all of the components involved in coaching. Gilbert and Trudel's (2004a) analysis actualized Cushion et al.'s (2006) view that the coaching literature emphasized specific aspects of coaching as superior to others, instead of a holistic view. One of these seemingly neglected aspects of the coaching process, as determined by the

available literature, was the organizational facet. The organization component was a crucial part of the *Coaching Model* because it complemented the activities in the competition and training components, and together the three components define the coaching process. Yet, the organization component remains understudied.

Theoretical Framework

Role Theory provided the framework for this study. Role Theory is "concerned with the study of behaviors that are characteristic of persons within contexts and with various processes that presumably produce, explain, or are affected by those behaviors" (Biddle, 1979, p. 4). Role Theory emerged from what Thomas and Biddle (1966) referred to as role perspective. The philosophers that contributed to role perspective included George Herbert Mead, Jacob Moreno, and Ralph Linton. The thrust of their influence came during the dawn of the theory through their writings about interactions, positions, roles, and socialization (Thomas & Biddle, 1966).

The different viewpoints from the early contributors evolved into disparate perspectives that included Cognitive, Functional, Organizational, Structural, and Symbolic Interactionist Role Theories. However, Biddle (1986) offered a synthesis of these Role Theory perspectives in order to dispel some of the confusion associated in its defining concepts. He said,

[R]ole [T]heory may be said to concern itself with a triad of concepts: patterned and characteristic social behaviors, parts or identities that are assumed by social participants, and scripts or expectations for behavior that are understood by all and adhered to by performers. (Biddle, 1986, p. 68)

In this study, Role Theory helped to identify, describe and analyze the organizational roles, responsibilities and tasks of a women's basketball coaching staff.

The terms used in the studies on the *Coaching Model* present a relationship to the concepts used to describe Role Theory. Côté et al. (1995a) referred to the activities that coaches perform as tasks, while Côté and Sedgwick (2003) ascribed the term behaviors to these same activities. Thus, making the words, tasks and behaviors interchangeable, when concerning the activities of the *Coaching Model*. Using athletes' perceptions in determining the behaviors of the expert rowing coaches extended the understanding of the *Coaching Model* (Côté & Sedgwick, 2003). The athletes afforded insight into the expectations they had for their coaches, highlighting the term, expectations.

Additionally, in their validation of the *Coaching Model*, Gilbert and Trudel (2000) described the goal of the *Coaching Model* in terms of roles that their participant adopted, such as educator. Therefore, a basis to use Role Theory to frame this study surfaced when the terms--behaviors, tasks, roles, and expectations--form an association. It was through Role Theory that the purpose and research questions for this study to investigate the understudied organization component of the *Coaching Model* emerged.

Purpose of the Study

Given the dearth of studies focused on the essential component of the *Coaching Model*, the purpose of this study was to investigate the organizational roles, responsibilities, and tasks of a National College Athletic Association (NCAA) Division I women's basketball coaching staff. This study had empirical and practical implications. Empirically, the findings from the study increased the limited amount of research currently available in this area of the coaching process. The increase supplemented a

more complete understanding of coaching from an experiential perspective. From a practical standpoint, the findings from the proposed study have the ability to better prepare coaches for the profession by offering them relevant application and informing the purveyors of empirical data in coach education programs. The acumen gained from the proposed study on the organization component of the *Coaching Model* responded to the challenge posed by Cassidy, Jones, and Potrac (2004) to connect theory to practice.

Lastly, these research questions guided this study:

1. What are the organizational roles of an elite level coaching staff?
2. How are the organizational roles fulfilled by an elite level coaching staff?
3. What are the organizational responsibilities of an elite level coaching staff?
4. How are these organizational responsibilities met by an elite level coaching staff?
5. What are the organizational tasks of an elite level coaching staff?
6. How are the organizational tasks performed by an elite level coaching staff?

Glossary of Terms

Coaching Process. The central elements of the *Coaching Model* that include the competition, training, and organization components.

Coaching Staff. A coaching staff includes the head coach, all assistant coaches, and the Director of Basketball Operations.

Elite Level Sport Coaching. The most competitive level of Trudel and Gilbert's (2006) coaching classification. This level includes collegiate athletics, national teams, Olympic teams, and professional teams. Most of the coaches on this level are full-time coaches and the selection of athletes is based on highly selective criteria.

Developmental Level Sport Coaching. The level of sport coaching that happens in high school varsity athletics and local or regional sport clubs. Athletes and coaches on this level cultivate a commitment and relationship in a formal competitive environment, where athlete selection is based on skill tryouts.

Organization Component. Element of the coaching process in the *Coaching Model* that creates the optimal conditions for games and practice. Examples of this component includes working with assistants and planning practices.

Recreational Level Sport Coaching. This level of sport coaching is the least competitive and accentuates leisure over competition, as in youth sport leagues and adult recreation teams and clubs. On this context, athletes are not selected to participate as the result of a skill tryout.

Role. The identity assumed by individuals on the coaching staff in order to carry out the coaching process.

Task. The behaviors and actions that the individuals on the coaching staff perform to carry out the coaching process.

CHAPTER 2

REVIEW OF LITERATURE

The purpose of this study was to investigate the organizational roles, responsibilities, and tasks of a National Collegiate Athletic Association (NCAA) Division I women's basketball coaching staff. In order to achieve this purpose, it was essential to review the relevant literature on coaching as a profession, the coaching environment, and Role Theory. This review of literature will reveal a gap in the existing body of knowledge on coaching and further justify a need to examine the organizational roles, responsibilities, and tasks of a coaching staff. The review of literature will provide a framework to situate the study within a specific context. The critique will include literature on Role Theory which helped to further structure and define the study.

The term "coaching" transcends into several disciplines, such as business, psychology, and sociology. However, coaching most typically positions itself within the sports context and involved increasing physical skills in athletes, in order to improve performance (Lyle, 2002). The individual who directs the process of performance enhancement in athletes is the coach. So much of the exiting literature on coaching, such as behaviors, thoughts, characteristics, and career development, depicted that of the coach (Trudel & Gilbert, 2006; Gilbert & Trudel, 2004). These factors will function as an outline for this review of literature.

Coach Behaviors

Coach behaviors describe what coaches do. One method of determining this is through systematic observation, a data collection technique used to analyze and study coaching. Using systematic observation, Bloom, Crumpton, and Anderson (1999) used the Revised Coaching Behavior Recording Form to observe the behaviors of Fresno State University Men's Basketball Head Coach, Jerry Tarkanian. Coach Tarkanian accumulated 667 wins and 145 losses over 26 years, at the time of the study. The purpose of the study was to observe and record the behaviors of Coach Tarkanian during practice, over the course of the 1995-1996 regular season.

The Revised Coaching Behavior Recording Form incorporated 12 behavioral categories. Three of the categories involved technical, tactical, and general instruction. Technical instruction characterized behaviors that corrected individual skills, while tactical instruction concerned strategizing against opponents (Bloom et al., 1999). Injury stoppages, instructions to assistants, player substitutions, repeating drills, and water breaks were examples of general instruction, in which verbal statements did not describe technical or tactical instructions. Other verbal statements were hustles, which were energizing commands, praise or positive assertions about athletes' effort and performance, scolds were comments of displeasure, criticism categorized corrective explanation, and humor included remarks used to make athletes and smile.

The last four categories represented nonverbal behaviors. The first of these nonverbal behaviors was nonverbal punishment, which depicted a coach's expression of dislike (Bloom et al., 1999). Conversely, nonverbal rewards were complimentary gestures. Modeling was the third category and it described performance demonstrations

by the coach. The final category, un-coded, delineated behaviors that were unclear or not easily detected.

Bloom et al. (1999) determined that over the 1996-1997 season, the most observable behavior category for Coach Tarkanian was tactical instruction (29%). This category was followed by hustles (16%), technical instructions (13.9%), praise (13.6%) and general instructions (12%), respectively. The investigators found that about 60% of the observable behaviors were characterized in the tactical, technical, and general instruction. From this study, it can be deducted that one task of a coach is to instruct.

Bloom et al. (1999) reiterated the findings of the pioneering study of legendary basketball coach, John Wooden conducted by Ronald Gallimore and Roland Tharp in 1976. Simply, the researchers found that most of Coach Wooden's behaviors were instructional. Gallimore and Tharp (2004) reexamined those findings on the coaching behaviors of Coach Wooden and included the use of qualitative data to more completely understand these behaviors. They found "that exquisite and diligent planning lay behind the heavy information load, economy of talk, and practice organization" (Gallimore & Tharp, 2004, p. 119).

Côté and Sedgwick (2003) also moved away from a quantitative approach of collecting data and employed qualitative methods to determine the most effective behaviors of elite rowing coaches. The researcher interviewed 10 rowing coaches, each of whom had a minimum of 10 years of coaching experience, obtained national recognition as one of the best coaches, and participated in the development of several international athletes. They labeled the participating coaches as "elite" based on this criteria. Six athletes participated in the study also, all of whom had international

experience. All of the participants were active members of the Canadian National Team at the time of the study.

Using an interview guide, with question concerning coaches' influencing behaviors of athlete development, the researchers completed in-depth interviews with all the participants. The coaches and two athletes provided data through individual interviews, while the researchers conducted a focus group with four of the athletes. From the data analysis, seven categories of coach behaviors emerged: (a) build athlete's confidence, (b) create a positive training environment, (c) establish a positive rapport with each athlete, (d) facilitate goal setting, (e) plan proactively, (f) recognize individual differences, and (g) teach skills effectively (Côté & Sedgwick, 2003). The category "build athlete's confidence" described behaviors such as acting as a role model, maintaining consistent attitudes, and introducing mental preparation strategies to athletes. Behaviors that constructed an atmosphere that stimulated enthusiasm and prompted competitive ambitions portrayed the category, "create a positive training environment." The development and maintenance of a personal relationship with athletes by the coaches depicted the category, "establish positive rapport with each athlete." The behaviors that assisted athletes with their short and long term goals defined, "facilitate goal setting." Preparing athletes for competition and the creation of training programs for athletes were behaviors interpreted as "plan productively." The category, "recognize individual differences" expressed coaching behaviors that respected and appreciated the individuality of athletes, which included athletes' role on the team. The final category represented behaviors that intended to cultivate physical and technical skills in athletes was labeled, "teach skills effectively."

These categories of behaviors emerged from 705 meaning units taken from the interview transcripts of the participants (Côté & Sedgewick, 2003). Since the categories were behaviors, they chronicled the actions of elite rowing coaches. In other words, the categories represented the tasks that these coaches performed.

Baker, Yardley, and Côté (2003) extended the literature on coaching behaviors by examining their effects on athlete satisfaction in team and individual sports. More specifically, the researchers studied how coaching behaviors influenced the satisfaction on individual and team sport athletes. The study used 110 team sport athletes from basketball, hockey, rugby, soccer, and volleyball and 88 individual sport athletes from badminton, gymnastics, equestrian, golf, squash, swimming, and track and field. All of the athletes competed at the university and club levels.

To accomplish the purpose of the study, Baker et al. (2003) used the Coaching Behavior Scale for Sport (CBS-S). The CBS-S was a frequency reporting scale used to tally seven coaching behaviors--competition strategies, goal setting, mental preparation, negative personal rapport, personal rapport, physical training and planning, and technical skills--indicative of high-performance coaching (Mallett & Côté, 2006). Competition strategies focused on the interactions between athletes and coaches during a game. The identification, development, and monitoring of athletes' goals by the coach cataloged goal setting behavior. Providing help to athletes to invoke confidence, focus, and play under pressure described the mental preparation category. Personal rapport evaluated the coach's approachability, availability, and understanding, while negative personal rapport assessed how a coach used fear and yelling. The category of physical training and planning involved the coach's involvement in physical training and planning for training

and competition. The last category was technical skills. It described a coach's use of skill cues, demonstrations, and feedback.

Using the CBS-S, the results revealed a significant relationship between coaching satisfaction and the behaviors of technical skills, goals setting, mental preparation, physical training, competition strategies, and personal rapport (Baker et al., 2003). Therefore, coaching satisfaction increased with an increase in the frequency of these behaviors.. This relationship was more pronounced with team sports as compared to individual sports.

Using the Arizona State University Observation Instrument (ASUOI), Becker and Wrisberg (2008) examined the behaviors of Pat Summitt, University of Tennessee Women's Basketball Coach, during practice. At the time of the study, Coach Summitt was the winningest coach in NCAA Division I basketball history, accumulating 852 wins, with a winning percentage of over 80%, and completing 30 years as a collegiate head coach. Her accomplishments were comparable to that of Coach Wooden, previously mentioned in Gallimore and Tharp (2004). The researchers, Becker and Wrisberg (2008) concluded that no other study had systematically examined Coach Summitt's coaching behaviors. With this in mind the purpose of the study was two-fold: (a) analyze the verbal and nonverbal coaching behaviors of Coach Summitt, and (b) examine whether Coach Summitt offered differential treatment to players, based on player abilities.

The ASUOI was a systematic observation instrument, specifically designed to assess coaching behaviors in practice. The instrument had 13 behavioral categories, divided into three general categories--instructional, non-instructional, and dual codes (Becker & Wrisberg, 2008). Pre-instruction, concurrent instruction, post-instruction,

questioning, manual manipulation, positive modeling, and negative modeling comprised the instructional category. The non-instructional category described hustle, praise, scold, management, and other behaviors. The final general category, dual codes represented statements that included the player's name.

The researchers found that most of Coach Summitt's behaviors were instructional (pre-instruction, concurrent instruction, post-instruction), followed by the non-instructional behaviors categorized as praise and hustles, respectively (Becker & Wrisberg, 2008). Of the 3,296 observed behaviors, Coach Summitt directed over half of them to the team, as compared to an individual player. Finally, the data failed to show that Coach Summitt gave preferential treatment to players based on their physical skills.

Coach Thoughts

Whereas coach behaviors focused on the actions that coaches undertook, coach thoughts concentrated on their attitudes, beliefs, decision-making, knowledge, and perceptions (Trudel & Gilbert, 2006). One method of identifying the thoughts of coaches was to compare more experienced coaches with less experienced coaches. Jones, Housner, and Kornspan (1997) utilized this approach in examining the decision-making of experienced and inexperienced basketball coaches during practice. The experienced coaches, in this study had at least eight years of high school varsity level coaching, a consistent winning record, peer recognition, professional involvement conducting camps and clinics, and a teaching certification. Inexperienced coaches in this study were either first-year or second-year coaches with a record below .500, first-year coaches with a record over .500, and second-year coaches with a winning record. The inexperienced

coaches were junior varsity or middle school basketball coaches. The study employed a total of 20 participants--10 experienced coaches and 10 inexperienced coaches.

Each participant planned a practice session on the traditional give-and-go play in basketball. They had to rate their level of anxiety with their plan on a six-point Likert scale. After the planning phase, the participants enacted their practice plan with four male middle school physical education students with limited basketball experience (Jones et al., 1997). There was a debriefing phase where the investigators asked each of the participants their thought processes using their videotaped practice session.

Jones et al. (1997) found that experienced coaches reported 80 decisions, while inexperienced coaches reported 10 less decisions. The results indicated that both groups made decisions to coach as planned, over 50% of the time. Also, both groups made decisions to adjust the plan during the practice session and initiated a new routine during the session about the same amount of time. However, when problems arose during the practice, experienced coaches were less likely to make decisions to change the practice plan. The experience coaches recognized that the players' behaviors were problematic, but did not demand immediate modifications. Therefore, this study showed a difference between the participants in recognizing and deciding when to abort the practice plan.

Bloom, Durand-Bush, Schinke, and Salmela (1998) examined the involvement that mentoring had in gaining knowledge and insight about coaching. The study employed 21 coaches from field hockey, ice hockey, basketball, and volleyball. The researchers tagged these coaches as experts based on the following criteria: (a) recognized by their respective national sport organizations, (b) had a minimum of 10

years or 10,000 hours of high level coaching experience, (c) coached elite athletes, and (d) a favorable win/loss percentage.

One of the researchers conducted individual interviews with each of the participants, where they discussed their histories, philosophies, organizational skills, training and competition routines, and suggestions for the education of aspiring coaches (Bloom et al., 1998). The questions were open-ended and semi-structured. The data were analyzed inductively by creating tags and categories of similar ideas. The data revealed that the coaches were mentored by more experienced coaches during both their athletic and early coaching careers, but once they achieved a certain level of expertise in the field, they committed to mentoring athletes and younger coaches. The researchers presented these mentoring stages as themes. These themes were being mentored as athletes, being mentored as developing coaches, mentoring athletes, and mentoring coaches. From these themes the researchers concluded that mentoring was a continuing process that provided the coaches with knowledge and insight.

In order to comprehend coach thoughts, Werthner and Trudel (2006) investigated how coaches learned to coach. They believed that understanding how coaches learn, through a coach's perspective, will aid in the development of other coaches. Therefore, the researchers conducted a case study on an elite coach in order to develop his learning profile. The participant was a current full-time Olympic level coach, whom coached at least 10 years on the international or national level, and produced at least one athlete with a top-ten result in the world within the last two years.

The researchers conducted an in-depth interview with the participant. The primary question guiding the interview was: "What do you feel has helped you develop

as a skilled coach?" (Werthner & Trudel, 2006, p. 205). Other questions included learning situations, the process of self-reflection, reflection with other coaches and athletes, and the use of mentors.

The study showed that for this coach, his experiences as an athlete, his college degree, interactions with other coaches and athletes, and openness to multiple ways of doing things were important factors in his learning profile (Werthner & Trudel, 2006). In other words, the participating coach learned through mediated learning situations (e.g., coaching conferences), unmediated learning situations (e.g., meeting with athletes), and internal learning situations (e.g., reflections).

The previous investigation used a case study approach to determine the learning profile of an elite coach. This method provided foundational information about coaching knowledge but overarching generalizations about this factor could not be deduced. Instead of using a case study approach, Erikson, Bruner, MacDonald, and Côté (2008) conducted interviews with coaches, in order to compare their actual and preferred sources of coaching knowledge. They solicited 44 coaches on the developmental level from a variety of individual and team sports. About 40% of the coaches had graduate degrees, over half possessed undergraduate degrees, and all of the participants had a high school diploma.

The researchers conducted two interviews with all 44 coaches to obtain the following: (a) demographic information, (b) actual sources of coaching knowledge, and (c) preferred sources of coaching knowledge (Erikson et al., 2008). The top three actual sources of knowledge were by doing, interaction with other coaches and peers, and through the national coaching certification program. The participants identified the

national coaching certification and mentors as the top ideal sources of knowledge. Thus, this study suggested that a possible discrepancy exists between the actual and preferred sources of coaching knowledge with coaches on the developmental level.

Coach Characteristics and Career Development

The findings from Erikson et al. (2008) prefaced the last two categories that were prevalent in the existing literature as detailed in Trudel and Gilbert (2006). These two categories were coach characteristics and the career development. The literature on coach characteristics included demographic information and coach qualifications. The career development category comprised literature on coach education and training, career opportunities, stress and burnout, and interventions.

Further organization by Trudel and Gilbert (2006) illustrated the various classifications of coaches' demographics and coach education. The first classification was coaching context. This context described the coaching level, as determined by the following factors: (a) athlete selection, (b) athlete and coach commitment, and (c) competitiveness. The three levels of coaching context were recreational, developmental, and elite, listed here from least to greatest in the determining factors. Therefore, in recreational coaching, athletes were not selected based on skill tryout, there was minimal commitment from athletes and coaches, and the focus was on leisure, rather than competition.

In the developmental coaching context, athletes and coaches fostered a formal commitment to the sport. This context represented a higher level of competition than in the recreational coaching context. The elite coaching context represented the highest level of competition and coach and athlete commitment. Many coaches on the elite level

were employed full-time. Athlete choice, on the elite level, was highly selective and based on skill tryouts.

The coaching context structured the frame under which Trudel and Gilbert (2006) presented the remaining classifications that described coaching characteristics and the career development of coaches. These included coach gender, coach age and experience, athletic experience, reasons for coaching, education, and stress and burnout. The last two classifications--education and stress and burnout--referenced career development. The classifications originated from an analysis of 600 coaching science articles used to accomplish the purpose of Gilbert and Trudel (2004a), which was to evaluate published literature on coaching.

Recreational Coaching Context

On the recreational level, Trudel and Gilbert (2006) concluded that the majority of coaches were males, whom possessed an average of six years of coaching experience (Weiss & Sisley, 1984). Most of the coaches, on this level were in their mid-30's and were former sport participants (Barber, Sukhi, & White, 1999). Few coaches had formalized coach education (Weiss & Sisley, 1984). Nevertheless, coaches in the developmental context indicated that they coached for enjoyment of the sport, to help young people, to remain associated with the sport, and to serve as a leader (Sisley, Weiss, Barber, and Ebbeck, 1990). Youth sport leagues and adult recreation teams enlisted coaches on the recreational level. Limited research concerning this coaching context prevented reporting on the stress and burnout of recreational coaches.

Developmental Coaching Context

Coaches in the developmental context averaged about nine years of coaching experience and had a mean age of 36 (Trudel & Gilbert, 2006). Most of the coaches were male and had extensive playing experience in the sport they coached. Developmental coaches cited similar reasons for coaching, as coaches in the recreational context. These included enjoyment, maintain involvement in sport, teach sport skills, and for community service (Dodds, Placek, Doolittle, Pinkham, Ratliffe, & Portman, 1991). Three-fourths of the coaches in the developmental context had some type of formal coach education through coaching clinics, college courses, or coaching programs (DePauw & Gavron, 1991). Increased levels of stress and burnout seem plausible due to the increase in coach commitment and competition, but evidence presented by Trudel and Gilbert (2006) failed to draw this conclusion. The developmental coaching context included coaches of high school varsity athletics and regional sport clubs.

Elite Coaching Context

Most coaches in the elite context were former athletes in the respective sport they coached (Schinke, Bloom, & Salmela, 1995). Similar to the previous levels, most of the coaches were male (Cunningham & Sagas, 2002). These coaches had an average age of 40, with about 13 years of coaching experience. Elite level coaches attributed maintaining involvement in sport, working with elite athletes, and serving as role models as reasons for coaching in this context. In the United States, almost all of the coaches on this level had college degrees (Culluen, Latessa, & Byrne, 1990) and attended coach clinics or workshops (Bloom & Salmela, 2000). Elite coaches, as determined by Kelley, Eklund, and Ritter-Taylor (1999), experienced moderate levels of burnout. However,

over half of the coaches reported high levels of stress and anxiety with their job (as cited in Trudel & Gilbert, 2006). Elite coaching contexts included coaches of professional, Olympic, and college sports.

In extending the research on coach characteristics, Vallée and Bloom (2005) studied expert coaches of successful collegiate programs, with the purpose of determining how they built successful programs. The participants included five coaches of basketball and volleyball. The researchers considered the coaches expert based on the following criteria: (a) accumulation of 10 years experience at the collegiate level or higher, (b) current Canadian university head coach, (c) developed at least one player who participated in international competition, (d) won one national or five conference titles, and (e) identified as knowledgeable and respected by an expert panel. The participants were interviewed individually using an interview guide containing questions about how they built successful programs. The analysis was inductive and divided the information into meaning units, tags, and categories. The data revealed four elements that were keys to building a successful program. These were vision, coaches' attributes, individual growth, and organizational skills.

The central element was vision, which included goals, direction for their programs, and coaching philosophy. Coaches' attributes comprised of acquiring knowledge, experience, open-mindedness, caring, and genuine interest in their players. Equipping players with confidence and motivation and other skills to succeed on and off the court characterized the element individual growth. The last element, organizational skills involved creating plans, preparing for practice and games, management, and administration.

Conceptual Models

The previous sections detailed the existing literature on coaching as outlined by Trudel and Gilbert (2006) and Gilbert and Trudel (2004a). The articles reduced the literature into four categories: (a) coach behaviors, (b) coach thoughts, (c) coach characteristics, and (d) career development and distinguished the recreational, developmental, and elite coaching contexts. These categories indirectly introduced the variability in the coaching profession. In an effort to illustrate this variability, researchers produced several conceptual models. Cushion et al. (2006) labeled these representations models *'for coaching'* and models *'of coaching.'*

Models For Coaching

Models *'for coaching'* represented theoretical assumptions about coaching. Cushion et al. (2006) called these models "idealistic representations of the [coaching] process" (p. 84). Examples of models *'for coaching'* included interpretations by Ian Franks, John Fairs, C. Sherman, and John Lyle (as cited in Cushion et al., 2006; as cited in Lyle, 2002). Franks and his colleagues proposed that coaching was a teaching episode. Their model reflected an instructional analysis that used quantitative elements to determine performance in training and competition. Fairs posited his model *'for coaching,'* under the premise that coaching was a series of orderly and interrelated steps. The steps were data collection, diagnosis, action planning, plan implementation, and evaluation. Sherman's model suggested a view similar to that of Franks and his colleagues. He proposed that coaching involved the instruction of motor skills. He presented an instructional model that included six key steps: (a) achievement, (b) aptitude, (c) learning, (d) instruction, (e) achievement evaluation, and (f) instructional

evaluation. The fourth model proffered by Lyle (2002) also included six steps--initiation, goal setting, strategic planning, regulation, preparation, and competition. These steps showed coaching as a "holistic, interrelated, and interdependent enterprise" (Cushion et al., 2006, p. 87).

Models Of Coaching

Whereas models *'for coaching'* were theoretical assumptions about coaching, models *'of coaching'* derived from field-tested methods. Many of these models originated from inquiries done using qualitative methods on expert coaches (Cushion et al., 2006). McClean and Chelladurai (1995), Côté et al. (1995a), and d'Arrippe-Longueville, all posited models *'of coaching.'* McClean and Chelladurai's (1995) model focused on coaching performance as described through six dimensions of behaviors. The dimensions were (a) team products, (b) personal products, (c) direct task behaviors, (d) indirect task behaviors, (e) administrative maintenance behaviors, and (f) public relations behaviors. The second model, offered by Côté et al. (1995a) resulted from identification of the knowledge of expert gymnastic coaches. From the data, seven components--competition, training, organization, coach's mental model of athletes' potential, coach's personal characteristics, athletes' personal characteristics and level of development, and contextual factors--emerged. These components comprised the *Coaching Model*. Lastly, d'Arrippe-Longueville et al. (1998) examined coach-athlete interactions and the compatibility of their interaction styles. The findings indicated that the main interaction styles were authoritarian and autonomy for the coaches and athletes, respectively. The findings from this study produced another model *'of coaching.'*

Both models '*for coaching*' and '*of coaching*' supplied valuable information about the coaching process. These models advocated a simplistic design to understanding the complex process of coaching. However, the simplistic presentation was also a criticism of the models. Cushion et al. (2006) said that modeling of the coaching process was "limited" and ignored the "social dimensions of coaching" (p. 84). Nevertheless, Lyle (2002) labeled Côté's *Coaching Model*, "a valuable exemplar" (p. 89) and "a great potential for explaining coaching practice" (p. 90).

Côté's Coaching Model. This model consisted of seven components, three peripheral components and four central components, all of which were interrelated. The peripheral components were coach's personal characteristics, athletes' personal characteristics and level of development, and contextual factors (Côté et al., 1995a). Coach's personal characteristics included a coach's beliefs, personal life, philosophy, and perceptions. The personal learning process, abilities, and other personal characteristics of athletes described athletes' personal characteristics and level of development. Contextual factors were the unstable factors of the coaching environment.

The central components directly impacted the goal of the *Coaching Model*, which was athlete development (Côté et al., 1995a). The coach's mental model of athletes' potential, competition, training, and organization made up the central components of the *Coaching Model*. The coach's mental model of athletes' potential was the knowledge of what actions need to occur to reach the goal. The knowledge and activity to help athletes perform in a contest described the competition component. The training component characterized the coaching activities that prepared athletes for skill performance. The last component, organization, complemented the training and competition components. The

organization component helped to reach the goal by structuring and coordinating activities to prepare the coaching environment for training and competition. The competition, training, and organization components described the coaching process.

Furthermore, the *Coaching Model* illustrated the essence of the existing coach science literature. Meaning that, the components of the *Coaching Model* portrayed the coaching factors posited by the analysis of literature presented in Trudel and Gilbert (2006) and Gilbert and Trudel (2004a). These two articles concluded that the literature primarily concerned topics on coach behaviors, thoughts, characteristics, and career development. The literature on coach behaviors related closely to the competition and training components. The factors of coach thoughts and characteristics interchange with the components, coach's mental model of athletes' potential, coach personal characteristics, and career development. The component, athletes' personal characteristics and level of development referred to the coaching contexts--recreational, developmental, elite--highlighted in Trudel and Gilbert (2006).

Using the *Coaching Model* to represent available research uncovers a gap in the literature. Of the six controllable components that comprise the *Coaching Model*, which excludes contextual factors, the organizational component fails to garner comparable empirical attention to that of its counterparts. Côté et al. (1995a) designated the competition, training, and organization components as complementary elements that depicted the coaching process. Therefore, much of the available research neglects a crucial part of the coaching process, the organization component.

Côté and Salmela (1996) concluded, "Despite the perceived importance of the organization variable for coaching effectiveness, no studies have yet examined in-depth

the organizational knowledge and strategies that expert coaches draw upon in order to make optimal use of training and competition settings" (p. 248). This manuscript extracted the organization aspect of coaching from a larger study done by Côté et al. (1995a). The participants were 17 elite Canadian gymnastics coaches, classified as expert based on the following criteria: (a) minimum of 10 years of coaching experience, (b) developed at least one international and two national-level gymnasts, (c) recognized by Canada's national coach as among the best in Canada for developing elite gymnasts.

Data collection consisted of in-depth interviews containing open-ended contrast, descriptive, and structural questions. Data analysis revealed 271 meaning units that represented the organization component of the *Coaching Model*. All of these units defined the knowledge used by the participants to create an optimal environment for training and competition (Côté & Salmela, 1996). Examples of this component included, "helping gymnasts with personal concerns," "monitoring weight and esthetics," "planning training," "working with assistants," and "working with parents."

Validation of the Coaching Model. The findings from Côté and Salmela (1996) focused on the organization component of the *Coaching Model*, from which the researchers collected data on elite coaches from an individual sport, gymnastics. The *Coaching Model's* applicability in a team sport context was uncertain until Gilbert and Trudel (2000) validated it in this setting. In this study, they investigated a university ice hockey coach, from which data were collected using interviews and observations. The data supported all of the components of the *Coaching Model*. The only difference that existed between the two studies rested in the goal of the *Model*. The goal in the seminal

work by Côté et al. (1995a) was to develop athletes, while the goal was to make the playoffs in Gilbert and Trudel (2000).

Côté and Sedgwick (2003) extended the applicability of the *Coaching Model*. They sought to create an outline of the most effective coaching behaviors and strategies, using as a framework the *Coaching Model*. A distinct facet of this study was that the participants included 10 athletes, which provided an additional perspective to the congruence of the *Coaching Model* to the coaching profession. The participants also included 10 elite coaches of these athletes. The coaches had a minimum of 10 years coaching experience, had developed several international athletes, and was recognized by their national association as one of the best coaches. The athletes had international competition experience, were an active part of their country's national team, and at the peak of their career at the time of the investigations.

The researchers conducted in-depth interviews on all 20 participants. The questions during the interviews involved coach's behavior in the training, competition, organization components of the *Coaching Model* (Côté & Sedgwick, 2003). The analysis of the data substantiated the significance of the organization component. Of the seven themes that emerged from the data, four related to the organization component. These included "plan proactively," "create a positive training environment," "recognize individual differences," and "establish a positive rapport with each athlete."

Côté and Salmela (1996) and Côté and Sedgwick (2003) validated the *Coaching Model* and indirectly drew attention to the organization component. Yet, both articles failed to isolate and investigate the organization component. Other researchers of

coaching science presented a similar indifference to this component, despite its documented importance.

Theoretical Framework

Therefore, this study set out to make a contribution to the available literature on coaching science by investigating the organization component of the *Coaching Model*. The theory that helped structure this study was Role Theory. Role Theory involved the study of characteristic behaviors of people within specific contexts. This simplified definition resulted from an evolution of input from various disciplines and scholars. Role Theory derived from what Thomas and Biddle (1966) termed role perspective, which examined the distinguishing factors of human behavior. The contributors to role perspective were known as precursors because their work did not use the term role. George Herbert Mead, Jacob Moreno, and Ralph Linton were three of the first philosophers to use the term role to describe human behavior.

Thomas and Biddle (1966) summarized the contributions to Role Theory by Mead, Moreno, and Linton. Mead described socialization, or the process of acquiring an identity and learning the norms, values, and behaviors of that social position, as a result of the interaction between self and society in his 1934 text, *Mind, Self, Society*. In the same year, Moreno wrote, *Who Shall Survive?*, in which he presented three concepts related to the term role. The concepts were psychosomatic, which related role to the mind and body, psychodramatic, related the mind with the performance of a role, and social role, which described a person's function in society. In the book, *The Status of Man*, Linton differentiated between positions and roles.

The efforts of these philosophers, although vital in the promotion of Role Theory, indirectly ushered confusion in the applicability of Role Theory due to the difference in how they applied the term role. For instance, the term role described characteristic behaviors (Biddle, 1979), social parts played (as cited in Biddle, 1986), and scripts for social conduct (Zurcher, 1983). This confusion paved the way for five perspectives of Role Theory to develop. The perspectives were Functional, Structural, Symbolic Interactionist, Organizational, and Cognitive Role Theories.

Functional Role Theory focused on the characteristic behaviors of people who occupy social positions within a stable social system (Biddle, 1986). This perspective developed from the work of Linton, as did Structural Role Theory. Structural Role Theory focused more on the social environment and less on the individual. Structural Role Theory findings are expressed through mathematical symbols. Symbolic Interactionist Role Theory examined the roles individuals portray, the evolution of those roles through social interaction, and the understanding and interpretation of those roles. Mead became the impetus behind Symbolic Interactionist Role Theory. Cognitive Role Theory, influenced by the work of Moreno, concentrated on the relationship between behaviors and expectations and the perceptions of these behaviors. Lastly, Organizational Role Theory, although not linked directly to the early contributors of Role Theory, represented the perspective from which the majority of empirical research originated. Organizational Role Theory examined pre-planned, task-oriented, and hierarchal roles in formal organizations.

Despite the various perspectives of Role Theory, Biddle (1986) suggested that general agreement existed with the parameters of this theory, as described by the terms

conformity, role conflict, consensus, and role taking. Conformity denoted the compliant behavior of a person. Conversely, role conflict referred to the incompatible expectations of behavior. The agreement of expectations and roles described consensus. The phrase role taking defined the acquisition of the role of another.

In her unpublished dissertation, Landry-Meyer (1999) utilized the terms of Role Theory to frame her investigation on the roles and support of grandparents raising grandchildren. This theory offered understanding into the complexity of the role of grandparent as caregiver. The researcher conducted interviews on 26 participants, whom were grandparents primarily responsible for raising a grandchild. Other participant criterion was having the grandchild co-reside or live with the grandparents, while the grandchild's parent resided in a different household.

The data revealed that in the role of caregiver, the participants experienced a lack of consensus, meaning that the expectations of this role disagreed with the performance of the role (Landry-Meyer, 1999). Another finding showed that role conflict existed between the traditional role of grandparent and their current role as caregiver. Finally, the participants experienced problems in role taking, in which they explained that there were no scripts for their new role, grandparent as caregiver.

This study illustrated the use of Role Theory to structure an investigation in a sociological context. Landry-Meyer (1999) made use of Role Theory's descriptive terms to explain the roles and support of grandparents raising grandchildren. Similarly, Grayson (2007) applied Role Theory to frame a study comparing marketing relationships in business. Specifically, Grayson examined the conflict between friendships and business in marketing relationships. Data collection occurred through the use of a

survey, completed by 685 direct selling agents, whom sold goods to private consumers. The researcher mailed the survey to 2,850 agents from four network marketing organizations that were members of the Direct Selling Association. The response rate of the agents was 24%. Even though this study used a quantitative approach, the investigator used Role Theory to analyze the results. The analysis of data showed that role conflict existed between friendships and business relationships, which can have an effect on the business outcomes that friendships might otherwise foster. Also, it concluded that role conflict was more severe for friendships that became business relationships than for business relationships that became friendships.

The perspectives and terms used to define the context of Role Theory make it a unique utility as a framework for an investigation on the organization component of an elite coaching staff. Nevertheless, a synthesis of these perspectives and terms, as offered by Biddle (1986) best served this study. The synthesis reduced Role Theory to three main components: (a) patterned or characteristic social behaviors, (b) parts or identities assumed by participants, and (c) scripts or expectations for social behavior. These components helped to frame this study.

Summary

This chapter chronicled the existing literature on coaching science. Trudel and Gilbert (2006) and Gilbert and Trudel (2004a) reviewed 600 coaching science articles and created a analysis of their findings, which doubled as an outline of the research in this area. They determined that much of the literature focused on coaches' behaviors, thoughts, characteristics, and their career development. These categories introduced the variability that existed in the coaching profession. Yet, several researchers posited

illustrations of the parameters that comprised coaching through models '*for coaching*' and '*of coaching*.' One of these models '*of coaching*' was developed by Côté et al. (1995a) and designated as an beneficial exemplar (Lyle, 2002). The composition of this model, the *Coaching Model*, included seven components, three of which depicted the coaching process. The training, competition, and organization components explained the coaching process and directly influenced the goal, which was athlete development. Also, the *Coaching Model* revealed a gap in the literature, showing an indifference toward the organization component as compared to its counterparts in the coaching process. Despite the lack of empirical attention, a few researchers indirectly acknowledged the importance of this component to coaching. Therefore, the purpose of this study was to investigate the organizational roles, responsibilities, and tasks of a NCAA Division I women's basketball coaching staff as framed by Biddle (1986)'s synthesized definition of Role Theory. The next chapter will describe the methods used to accomplish the purpose of this study.

CHAPTER 3

METHODS

The purpose of this study was to analyze the organizational roles, tasks, and expectations of a National College Athletic Association (NCAA) Division I women's basketball coaching staff, the University of South Carolina Women's Basketball Coaching Staff (SC Coaching Staff). The following research questions guided this study:

1. What are the organizational roles of an elite level coaching staff?
2. How are the organizational roles fulfilled by an elite level coaching staff?
3. What are the organizational responsibilities of an elite level coaching staff?
4. How are these organizational responsibilities met by an elite level coaching staff?
5. What are the organizational tasks of an elite level coaching staff?
6. How are the organizational tasks performed by an elite level coaching staff?

Biddle's (1986) explanation of the relevant aspects of Role Theory framed the research questions. Given that Role Theory was a derivative of multiple perspectives, Biddle's summation provided the most complete viewpoint in which to frame this study. This chapter describes the methods used to conduct the investigation. The following topics are detailed here: (a) study design, (b) researcher's subjectivity statement, (c) participant and case selection, (d) data collection techniques, (e) data analysis procedures and (f) establishment of data trustworthiness.

Study Design

The research questions guiding this study dictated that a research design comprised of qualitative methods best garnered a rich understanding of the organizational roles, tasks, and expectations of the SC Coaching Staff. Given that the roles, tasks, and expectations of the SC Coaching Staff were occurrences that were fluid in nature, that is, phenomenal, a design using qualitative methods was most appropriate. Patton (2002) stated that depth and detail in understanding phenomena can be promoted through qualitative methods. Glesne (2006) extended this perspective, having noted that, "Qualitative research methods are used to understand some social phenomena from the perspectives of those involved, to contextualized issues in their particular socio-cultural-political milieu..." (p. 4).

Resolving to utilize qualitative methods required the researcher to further delineate the mode of inquiry for this study. This study employed a case study approach. The case study approach contextualized phenomenon in its natural setting, in order to facilitate greater insights into the specifics of the phenomenon (Glesne, 2006). Within the scope of this project, the case study approach proffered understanding into the analysis of the organizational roles, tasks, and expectations of the SC Coaching Staff.

The case study approach offered distinct advantages to answering the research questions of this study. One advantage was that this approach aligned the research purpose and research questions with the evidence of the investigation, by promoting the analysis of the organizational responsibilities of the SC Coaching Staff within its natural setting. This was important in answering the research questions because they examined the roles and tasks of the SC Coaching Staff and how they were assigned and performed

in a specific, rather than general, environment. Additionally, case study research captured the phenomena in its context and its situation (Stake, 2006), where the uniqueness of the case can be uncovered (Hays, 2004). The social setting in which the interactions between the members of the SC Coaching Staff occurred were unique and vital to examining their roles and tasks. In this study, the case study approach allowed the researcher to more thoroughly examine the organization component of the coaching process.

Subjectivity Statement

For as long as I can remember, sports have been a part of my life. Our family gatherings usually resulted in an assemblage around the television to watch a sporting event. A large part of my emotional, physical, and social development came as a result of sports.

As I grew older, my sports focus centered on basketball. The basketball court became a haven for me, so much so that I knew it would forever be a part of my life, in one way or another. The fruition of this declaration resulted in discovering a niche within the realm of basketball--women's college basketball. My inaugural experiences in this niche included that of a student-athlete. Later, I accepted a position as a collegiate assistant women's basketball coach. It is in these capacities that my passion for this sport at the college level left a perpetual imprint.

I am a former women's basketball coach and familiar with many of the responsibilities that coaches perform for their sports programs. This familiarity offers several advantages for this study. One advantage is that I am familiar with the culture of women's basketball and, specifically, intercollegiate women's basketball. This includes

its vernacular, dress, customs, traditions, shared values, overall goal, and rules. Having insider's knowledge of the women's basketball culture enabled me to understand the actions of the participants, while still relying on them to provide meaning to actions. The emic information aided in the analysis of the organizational roles, tasks, and expectations of the SC Coaching Staff.

However, Spradley (1980) warned, "The more you know about a situation as an ordinary participant, the more difficult it is to study it..." (p. 61). My familiarity and enthusiasm for women's college basketball brought subjectivities and potential biases to the study. In other words, since I have been intimately acquainted in the culture of women's basketball, there was greater potential for tacit expression while conducting the study. Nevertheless, acknowledging these subjectivities and potential biases contributed to the researcher's reflexivity, which self-consciously situated herself in the research process (Roulston, 2010).

Participant and Case Selection

This investigation examined the case of the SC Coaching Staff. The composition of the staff included the Head Coach, Associate Head Coach, First Assistant Coach, Second Assistant Coach, and the Director of Women's Basketball Operations (DOBO). The NCAA defined a basketball coach as any individual who participates in instructional activities during games, practices, or other activities directly related to basketball (NCAA, 2011). According to the NCAA, the limit on the number of individuals who can be classified as coach on a basketball staff is four. However, an allowance was made for additional staff members who participated in non-instructional activities related to basketball, such as attending coaches' meetings, analyzing game films, or tracking

statistics during games or practices. In this study, that individual was the DOBO. She was not classified as a coach but served a vital function to the coaching process. Also, the study used specific criteria to select the case. The criteria were that the coaching staff must: (a) coach women's basketball, (b) coach a team that competes on the NCAA Division I level, and (c) be led by a head coach with at least one season as the head coach of the current program.

Participants

The Head Coach was in her fourth year in this position at the University of South Carolina at the time of this study. She had over 10 years of coaching experience, beginning at Temple University in Philadelphia, Pennsylvania. She amassed over 200 wins during her coaching career, reached the NCAA Division I Women's Basketball Tournament six times, won the Women's Basketball Coaching Association (WBCA) Region I Coach of the Year in 2005, and the Atlantic-10 Conference Coach of the Year in 2004 and 2005 (Koval, 2011). The Head Coach's success on the sideline came after a storied playing career earning numerous awards as a collegiate and professional player, and winning three Olympic medals.

The Associate Head Coach was a member of the SC Coaching Staff for four years at the time of this study. She had over 30 years of coaching experience on the collegiate and professional levels and followed the Head Coach from Temple University, where she served as an assistant coach. She helped the Temple University Owls Women's Basketball Team win three Atlantic 10 Tournament titles and post an undefeated conference play record during the 2004-2005 season (Koval, 2011). The Associate Head

Coach was the first woman to serve on a National Basketball Association coaching staff with the Cleveland Cavaliers.

At the time of the current study, the First Assistant Coach was also in her fourth year at the University of South Carolina. She was a former assistant coach at Western Kentucky before her stint in Columbia, South Carolina. She helped her former quad post a 49-17 win-loss record and a conference title (Koval, 2011). The First Assistant Coach enjoyed a successful playing career beginning at the University of Tennessee, playing for legendary coach, Pat Summitt and ending with an 11-year professional playing career. She was also a two-time Olympic gold medal winner in 1996 and 2000.

After working with the NBA Developmental League (NBADL) for two years, the Second Assistant Coach joined the SC Coaching Staff and was in his second year at the time of the study (Koval, 2011). He was a member of the coaching tandem at Temple University that included the Head Coach and Associate Head Coach. While at Temple University, he served a vital role in the development of the Atlantic 10 Player of the Year, whom was also an Associated Press All-American.

The DOBO was in her fourth year at the University of South Carolina, but in her first year in her current position. She spent her first three years as the Video Coordinator for the University of South Carolina Women's Basketball Program (Program). She was a former letter-winner at Temple University, where she played under the direction of the Head Coach, Associate Head Coach, and Second Assistant Coach (Koval, 2011). She served as a graduate assistant for the Temple University Women's Basketball Program.

The study solicited one Former Player of the SC Coaching Staff. The Former Player provided her perspective on the organizational roles, tasks, and expectations of the

SC Coaching Staff, which addressed Cote and Sedgwick (2003)'s recommendation to collect data from multiple sources, in order to triangulate the data. It was important to get the Former Player's perspective of the roles and tasks of the staff, since the goal of coaching was athlete development. The Former Player played for three years under the tutelage of the SC Coaching Staff. She was not recruited by the SC Coaching Staff, but was an active participant in the transition from the previous coaching staff. She completed her playing eligibility after the SC Coaching Staff's third year at the University of South Carolina. Currently, the Former Player was a graduate assistant in the University of South Carolina Athletic Department and maintained a connection to the South Carolina Women's Basketball Program. The DOBO suggested the Former Player as a participant for this study

A gatekeeper made initial contact with the SC Coaching Staff. The gatekeeper assisted in gaining access to the SC Coaching Staff and acted as an intermediary between the researcher and participants (Glesne, 2006). In this study, the gatekeeper was a current high school coach, whom has personal and professional relationships with the researcher and the participants. The gatekeeper made initial contact with the Head Coach by providing her with general information about the study. The gatekeeper gave the researcher the contact information to approach the Head Coach. After contact with the head coach was achieved, the researcher emailed the Head Coach, sending her an electronic document detailing the research purpose and petitions to the other members of the SC Coaching Staff and the Former Player. The researcher secured signatures from the participants on the Institutional Review Board (IRB) approved Consent Forms on site, but prior to data collection. Due to the high-profile nature of the sport and participants,

the confidentiality of the SC Coaching Staff was not guaranteed. Nevertheless, the researcher maintained the integrity of the data by keeping data on a password protected computer.

Data Collection

A qualitative case study requires a comprehensive engagement with its unit of analysis, which in this study was the SC Coaching Staff. This study employed data collection techniques that facilitated the necessary engagement and included interviews, participant observation, and document analysis. The prolonged engagement in the field occurred during the month of March. This part of the season allowed time for rich data collection because of the length of this phase of the season, which increased the likelihood that the researcher answered the research questions guiding the study. Furthermore, as an ethnographic study, three kinds of questions--descriptive, structural, and contrast--dominated the data collection procedure. Descriptive questions provided general information about the situation and typically originated from the senses (Spradley, 1980). Whereas structural and contrast questions involved detail information and opposing perspectives, respectively (d'Arripe-Longueville et al., 1998).

Semi-Structured Interviews

Interviews provided a means of gathering in-depth information about participant experiences (deMarrais, 2004). In this ethnographic study, the researcher interviewed coaches, the DOBO, and the Former Player in order to collect data as it related to the SC Coaching Staff's organizational roles, tasks, and expectations. The researcher conducted individual interviews with the Head Coach, Associate Head Coach, First and Second Assistant Coaches, and the DOBO in the conference room of the Head Coach's office.

The individual interview with the Former Player, on the other hand, took place over the phone. The researcher conducted a group interview with the Director of Player Personnel and the Video Coordinator, whom were members of the support staff for the Program. These individuals provided supplemental information into the organizational roles, tasks, and expectations of the SC Coaching Staff.

All the interviews were semi-structured (Roulston, 2010) and used an interview guide with open-ended questions. The questions on the interview guide were similar, but catered to the participant being interviewed. While the researcher was in the field, additional questions were asked of the participants for clarification. Rubin and Rubin (1995) referred to the questions on the interview guide as main questions. The main questions required probes or follow-up questions, which the researcher used to urge the participants complete or explain answers, further. While follow-up questions permitted exploration into the implications of an interviewee's answer.

The interview questions derived from the theoretical framework of Role Theory. This theory aided in the identification, description, and analysis of the organizational roles of the SC Coaching Staff. The topics addressed in the interviews included the duties and responsibilities of the SC Coaching Staff, their individual roles in the Program, the time dedicated to each of the duties, and their contribution to the goal of athlete development.

The researcher conducted all the interviews with the participants. Each interview lasted about one hour and was audio recorded and then transferred as a Windows Media File, to a password protected computer. The interviews were transcribed into an electronic document using Microsoft Word. The researcher transferred each interview

onto a compact disc and sent the compact disc along with the interview transcript to each respective participant. The participants used the compact disc and interview to check for accuracy

Observation and Fieldnotes

The second data collection technique used was observation. Spradley (1980) used the term passive participant observation to more accurately represent this data collection method. In this study, the researcher used observation to "work on making the familiar strange" (Glesne, 2006, p. 53) by being attentive to the setting, participants, events, acts, and gestures. The observations took place during practice, in the Program's office suite, in the locker room, during games, and Program event. The researcher sat in close proximity to view and hear the participants' interaction at all of these sites.

While engaging in observation, the researcher created a comprehensive written record or fieldnotes, of the experiences in the field (Emerson, Fretz, & Shaw, 1995). These fieldnotes included what was learned and observed from and about the SC Coaching Staff in the natural setting. Spradley (1980) noted that fieldnotes should include three types of observations--descriptive, focused, and selective. For the purposes of this study, descriptive observations provided the general overview of the setting, participants, and situations. This included a general description of the participants, their job titles and responsibilities, the location of the interviews and observations, and an explanation of the coaching environment.

Focused observations narrowed the fieldnotes to particulars in the field, after repeated observations, by chronicling the activities involved in the organization component of the *Coaching Model*. Selective observations confined the fieldnotes into

further distinguishing details about the organization component by portraying how these activities created the ideal environment for competition and practice. Fieldnotes from selective observations developed after an extended period in the field. These three types of observations recorded as fieldnotes, also address Spradley's (1980) descriptive, structural, and contrast questions that were important to this ethnographic research.

Document Retrieval

The third data collection technique used was document retrieval. Document retrieval involved gathering media guides, schedules, the NCAA Division I Manual, and any other artifact from the SC Coaching Staff. The artifacts served multiple functions for this study. The artifacts provided lines of inquiry during interviews, supplied information prior to conducting research, and served to substantiate data collected from observations and interviews.

All three techniques--interviews, observations, and document retrieval--ensured the means to collect data in order to analyze the organizational roles, tasks, and expectations of the SC Coaching Staff. Interviews allowed the researcher to learn more about the participants' experiences, perspectives, and thoughts. While observations revealed how the participants operated in their natural settings. Document retrieval provided a tertiary source of information that addressed the research questions. All of the data sources were transcribed or transferred into a text format for analysis.

Pilot Test

Glesne (2006) posited that a pilot study assisted the researcher in learning about the research process, in particular, data collection techniques. In effect, the pilot study prepared the researcher to gather data in the form of interviews and observations.

Furthermore, the researcher learned how she situated herself within the research study. The researcher utilized a pilot study in the same regard--to hone data collection techniques. The data collection techniques that underwent pilot testing were the interviews and passive participant observations.

A pilot test of the interview protocol was conducted in order to ensure the clarity and substance of the questions, to determine the approximate length of the interviews, and to gain greater insight into what should be asked of the participants. This pilot test involved participants, whom adhered to the same criteria as the actual research participants in the study. The participants were a head coach, two assistant coaches, and a Director of Basketball Operations. All of the participants coached on the NCAA Division I women's basketball level. The head coach was in his ninth year in that position at Hope University. The two assistant coaches were members of the staff at the same institution as the head coach. The Director of Basketball Operations was a member of a different staff at another institution. Three athletes, a captain, a player in her second year with the team, and a player in her first year with the team served as the athlete population. These athletes were from Hope University, the same institution as the head coach and assistant coaches. The researcher assigned pseudonyms to the coaches and the athletes in order to promote confidentiality.

The researcher had a personal relationship, as a former teammate of one of the assistant coaches, Coach Williams. The researcher contacted Coach Williams via telephone to explain her dissertation and the pilot test. During the conversation, Coach Williams expressed her willingness to participate in the pilot test and presented the opportunity to her colleagues. The researcher sent a detailed description of the request to

her via email. Coach Williams responded that she, her colleagues, and athletes would participate in the pilot study. The researcher sent a tentative itinerary to Coach Williams that outlined the introductory meeting, interview, and observation schedule.

The pilot test at Coach Williams' institution--Hope University--was conducted over the course of three days during the third week in December. On the first day, the researcher met the head coach, Coach Planter and the other assistant, Coach York. Coach York was the first to be interviewed. Her interview lasted about 45 minutes and involved prepared questions on the interview guide, probing and follow-up questions (Rubin & Rubin, 1995). The group interview occurred on the next day. This interview, with the three athletes lasted 30 minutes and used an interview guide, in addition to probing and follow-up questions. Coach Williams' and Coach Planter's interview lasted 40 minutes and 45 minutes, respectively. Coach Williams' interview happened on the second day, after practice, while Coach Planter's interview was done on the third day, before the game. These interviews had a similar format to the other two interviews with an interview guide, probing and follow-up questions. All interviews took place in the coaches' respective offices. The group interview with the athletes took place in Coach Williams' office.

Hope University did not employ a DOBO to work with women's basketball. Therefore, the researcher contacted an individual via email, who served in this position at another institution, Blue University and solicited her assistance with the interview pilot test. The researcher had a professional relationship with the individual, who was also a former intercollegiate women's basketball assistant coach. The DOBO, Coach Short agreed to an interview that was scheduled for the fourth week in January. The researcher

conducted a semi-structured interview with Coach Short and used probes and follow-up questions as needed. The interview lasted about 20 minutes

The pilot test for the passive participant observation involved examining the obvious and intricate details of the environment. This familiarized the researcher with the possibilities and potential challenges that she may confront while in the field. Glesne (2006) suggested that during the pilot observation, the researcher should watch for the reactions, responses, and expectations of those in the field, and the ability of the researcher to take fieldnotes.

The pilot test at Hope University involved observations. The researcher gained access to observe and listen to the coaches during locker room meetings with players, interactions with the press, meetings, casual conversations, practice preparation, film session with athletes, two practices, one game, and while analyzing game film. During these observations, the researcher took fieldnotes about the specific activities that transpired and the length of each activity. The observations occurred over all three days of the pilot test at Hope University.

At Blue University, the researcher observed Coach Short while she was in her office and prior to the interview. The researcher, on previous occasions has observed Coach Short's activities during a game, in her office, and preparing for meetings, in her current position as DOBO. The NCAA prohibited the DOBO from directly interacting with coaches or athletes during practice.

Ultimately, the overall aim of this phase was to make connections between the research questions and data collection techniques. This enabled the researcher to enhance

the study on the organizational roles, tasks, and expectation of the SC Coaching Staff. Therefore, the pilot test was a vital preparatory phase of this study.

Data Analysis

To determine the organizational roles, tasks, and expectations of the SC Coaching Staff, collected data was inductively analyzed under the scaffolding of the theoretical framework, Role Theory. The researcher used Biddle's (1986) summative description of Role Theory. This description presented Role Theory as comprising of three concepts: (a) roles, (b) tasks, and (c) expectations.

The next steps in analyzing the data gathered took a more traditional approach to qualitative research and will be situated in the symbolic interactionism perspective, which took an interpretivist's approach. In qualitative research, data collection and analysis occur simultaneously, although presented here in separate phases. Miles and Huberman (1994) referred to the analysis that occurs during data collection as "early analysis" (p. 50). They encouraged early analysis as a way to remain in the data by thinking about existing data and tactics for collecting new data.

After data collection concludes, the in-depth analysis of the interviews, fieldnotes, and artifacts began. This study used interpretational qualitative analysis. Interpretational qualitative analysis involved the emergence of categories, elements, patterns, and relationships from the data and were not predetermined (Côté, Salmela, Baria, & Russell, 1993). This analysis was accomplished in two phases.

The first phase, data organization included dividing the text of the data into segments, or meaning units that share a similar concept or idea. This phase used open coding to create in vivo tags that characterize the definition of each meaning unit. The

tags for each meaning unit were modified through further analysis to more accurately represent the text. These initial tags derived Biddle's (1986) three-concept synthesis of Role Theory, using the terms role, responsibility, and task.

The second phase in interpretational analysis involved creating categories and was known as data interpretation (Côté et al., 1993). In this phase, the tags created in the first phase of data organization were listed and compared. The tags with similar meanings were grouped together and a category was created that better represented the cluster of meaning units. Fieldnotes recorded from the passive participation observations and documents collected from the participants were analyzed using the categories created in the second phase of the interpretational analysis.

The two phases of data analysis entailed removing the data from the larger context through meaning units in the first phase and re-contextualizing based on categories in the second phase. In other words, the two phases illustrated external heterogeneity between the categories and internal homogeneity within the categories (as cited in Côté et al., 1993), where Role Theory provided the inclusionary parameters for the categories of the analysis of the data.

Trustworthiness

Qualitative research uses the term trustworthiness to assess rigor and quality of this type of inquiry (Shenton, 2004; Miles & Huberman, 1994). Included in the rigor and quality assessment are credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1986). This section describes how these concepts will be accounted for in this study.

Credibility

Credibility determines the "truth value" (Miles & Huberman, 1994, p. 278) of a study, by determining consistency of the findings with the natural environment. Shenton (2004) suggested several techniques that help to establish credibility. For this study, the researcher used persistent observation, triangulation of data, and member checks.

Persistent observation of the SC Coaching Staff in their various settings allowed the researcher the opportunity to witness the significant factors of the environment.

Triangulation of data involves the use of multiple data sources to collect data.

Interviews, passive participant observation, document retrieval were the three sources of data used for triangulation in this study. Member checks invited the participants to check the accuracy of their words on the interview transcripts, so that they can ensure consistent representations of their realities (Lincoln & Guba, 1985). Therefore, the SC Coaching Staff reviewed the interview transcripts to ensure authenticity and accuracy.

Transferability

The next concept to consider for rigor and quality of this qualitative research study was transferability. Transferability seeks to make connections in other contexts (Miles & Huberman, 1994) such as the unstudied facets of the case or similar cases by explaining "what may be" and what could be" (p. 279). This helped to describe how other women's basketball coaching staffs manage the organization component of the coaching process and provided an understanding of this component for coaches on other competition levels to adapt to their contexts. Shenton (2004) posited that providing thick descriptive data will lend transferability to the study and Glesne (2006) described further

that well-articulated narratives let a reader enter the context of the research as "rich, thick description" (p. 38).

Dependability

Dependability, another qualitative research concept in rigor and quality, refers to the ability to replicate the study and produce similar results. In this study, dependability was accomplished by employing field-tested methods of data collection and data analysis. This study made use of an external audit (Glesne, 2006; Lincoln & Guba, 1986) to address dependability. The external audit involved an outside person examining the research process. For this study, Dr. Bryan McCullick, the researcher's advisor for this study served as the peer-debriefer (Shenton, 2004), and handle the external auditing. The researcher conferred with the peer-debriefer throughout the data collection and data analysis phases of the study.

Confirmability

The last concept of rigor and quality is confirmability, which strives for neutrality in a qualitative research study (Shenton, 2004). Confirmability promotes the acknowledgement of potential researcher biases, in order to lessen the researcher's influence on the research process. Roulston (2010) concluded that research journals and subjectivity statements bring a researcher's biases to the forefront of a study by causing her to assay personal assumptions and perspectives. The researcher wrote a subjectivity statement to promote confirmability and expose potential biases. The researcher submitted a subjectivity statement in the early part of this section.

Summary

This chapter detailed the methods employed in the investigation of the organizational roles, tasks, and expectations of the SC Coaching Staff. The participant selection criteria and data collection techniques promoted the production of rich data for the investigation. The data analysis procedures and the assurance of trustworthiness led to findings about how the SC Coaching Staff addressed the organization component of the *Coaching Model* through the framework of Role Theory.

CHAPTER 4

ORGANIZATIONAL STRUCTURE

Côté et al. (1995a) posited that all of the actions in coaching that contributed to an ideal environment for competition and training comprised the organization component of the *Coaching Model*. The authors determined that representative behaviors for this component included working with assistants, helping athletes with personal concerns, and planning training. These behaviors coordinated the activities to help develop athletes. Concurrently, Role Theory dictates that roles and responsibilities guide behaviors. This study sought to analyze the organizational roles, responsibilities, and tasks of a NCAA Division I women's basketball coaching staff, the University of South Carolina Women's Basketball Coaching Staff (SC Coaching Staff).

The findings of this study indicated that the SC Coaching Staff had defined roles, responsibilities, and tasks that characterized the organization component. Subsequent chapters will present those findings in detail. Also, the findings revealed a distinct hierarchy among the members of the SC Coaching Staff when it came to the assignment and execution of the organizational roles, responsibilities, and tasks. Therefore, it is imperative to understand the hierarchical structure of this coaching staff and the environment that framed the structure before identifying the organizational roles, responsibilities, and tasks therein.

Throughout the data gathering phase, the members of the staff collectively, spoke a common language and regularly used terms such as, "blueprint," "building," and

"development" when referring to their organizational roles, responsibilities, and tasks. For example, one member of the SC Coaching Staff said,

Then from October 15, there's another six weeks before we actually start practice and during that time, we're basically blueprinting our season. And then once we start games, we are just filling in the blueprint.

Furthermore, the SC Coaching Staff carried out the operations of the program by interacting as partners and the partnerships between the members worked to reach the established goal of the program, which was to prepare their players for life after basketball. Due to its organizational structure, the SC Coaching Staff was comparable to that of an architectural firm. The SC Coaching Staff sought to build a program that established itself as a national powerhouse in women's college basketball. Likewise, an architectural firm constructs a structure so that an organization can optimally function. In a fundamental sense, an architectural firm accepts the charge of erecting an edifice by planning, designing, staffing, and supervising all aspects of the project. The SC Coaching Staff performed these same duties in an effort to reach its overall goal. More specifically, the SC Coaching Staff disclosed the analogous relationship with an architectural firm through a common language, its environment, and its hierarchical structure. This chapter will outline the structure of the SC Coaching Staff, by describing the environment and the positions of each member as they compare to an architectural firm.

Environmental Factors of the Organizational Structure

The SC Coaching Staff presented a unique set of circumstances that facilitated a comparison with an architectural firm. As previously mentioned, the SC Coaching Staff

used words and phrases that carried architectural overtones such as, "blueprint for success," "building relationships," and "player development" that described their mission and purpose. In architecture, the words "blueprint," "building," and "development" embody the field. They refer to the plan, construction, and product of an architectural firm's endeavors and those of the SC Coaching Staff.

Furthermore, the tenure at the university for the SC Coaching Staff and the areas of the organization component facilitated the resemblance to an architectural firm. The tenure of the SC Coaching Staff began in 2008, replacing a coaching staff that perpetuated an atmosphere of mediocrity. The former staff stagnated the growth and development of the Program and its athletes and failed to meet the minimal expectation of winning basketball games. The former staff posted a 33% winning percentage in 11 seasons at the helm of the SC Women's Basketball Program. During those 11 years, the team won 51 out of 154 conference games and failed to qualify for the NCAA Division I Women's Basketball Tournament nine times (Koval, 2011). This production paved the way and created an optimal situation for a new regime to establish their ideals, philosophies, and vision for the University of South Carolina Women's Basketball Program. The Former Player was a member of the team with the previous staff and the SC Coaching Staff. She compared the two in this quote.

I don't know if it was because the coach had been under fire for a few years at that point and maybe she didn't think she was coming back, but practice was just not as intense, it wasn't as hard...but from what I've seen from Coach [Staley] from day one, from the time you step on the court in the summertime its business,

and you know that immediately. So with the other team, we...weren't expected to do as much.

Over the course of four years, the current SC Coaching Staff established a disposition of excellence and recreated the identity of the Program to that of eminence. One member of the SC Coaching Staff explained the transition in this quote:

And really [the University of] South Carolina's done nothing compared to like at [the University of] Tennessee or [the University of] Georgia or a LSU [Louisiana State University], where they have established programs. So we're not only trying to change, you're not only trying to change the initial team, you're trying to change the dynamics. You're trying to change the attitude. You're trying to change the tradition. [Associate Head Coach]

Although the scenario of dismissing and replacing one staff with another represented a common occurrence in coaching, regardless of the sport or the gender of the athletes, the level of success the SC Coaching Staff procured was unique in that it depended on the methods and individuals employing the methods. Vallée and Bloom (2005) found four elements that were pivotal in building a successful university program which included (a) appropriate leadership behaviors, (b) desire for the individual growth of players, (c) thorough organizational skills, and (d) player buy-in to the vision. These four elements described both the methods and characteristics of the individuals employing the methods. However, the significance of the findings of Vallée and Bloom (2005) and this current study were in the organization component of the *Coaching Model*. For the SC Coaching Staff, the factors--Planning and Preparation, Recruiting, Player Development, and Logistics--comprised the organization component of the Program.

These factors extended the comparison between the SC Coaching Staff and an architectural firm, considering these factors involved similar rudimentary concepts in constructing an operative project.

Planning and Preparation Factor

The "Planning and Preparation Factor" described the general blueprint and schemes the SC Coaching Staff generated to achieve the short-term and long-term goals of the program. This factor included a range of efforts from planning individual workouts for players to preparing the team for an entire season. These efforts occurred throughout all phases of the season.

During the first phase of the season, the preseason, the SC Coaching Staff determined the assignment of various operations, such as team selection for scouting purposes. The second part of the season was the regular season. Many of the efforts in this phase of the season concerned the upcoming opponent. For example, preparing for the next opponent involved generating a game plan or scouting report to defeat that opponent. The post-season was the third phase and designated the pinnacle of the season, where the team competed in two, single-elimination tournaments, leading to a championship. All of the planning and preparation undertakings unique to this phase of the season entailed concerted efforts to get the team to the next game. The final phase of the season was the off-season. In this phase, planning and preparation endeavors were paramount, since there were no games during this phase. This phase denoted a shift in which factor took precedence for the SC Coaching Staff. Two members of the SC Coaching Staff explained this factor through the following quotes:

That's what we did last spring, we met as a staff. We talked about each individual kid [player] and then we came up [with their individual workout program] and Darius [Second Assistant Coach] did the post [players] and Nikki [First Assistant Coach] and I did the guards and then we had to go past Dawn [Head Coach] with that and then we got together and made sure we were all on the same page.

[Associate Head Coach]

We split up scouts and everybody has scouts that they do. If it's your scout you normally meet with Coach Staley and you talk about it, make sure we are on the same page and how we are going to get our team prepared.

[First Assistant Coach]

The "Planning and Preparation Factor" detailed the goals and objectives for each phase of the season and the Program. An architectural firm invests similar efforts into creating a blueprint that delineates the specifics in constructing an edifice. For an architectural firm this is the Design Division. Apart from the difference in title, the "Planning and Preparation Factor" and the Design Division, both generate a blueprint to plan and prepare for the construction of a project.

Recruiting Factor

The off-season was the peak period for recruiting, the next factor of the organization component for the SC Coaching Staff. The "Recruiting Factor" involved actively seeking and pursuing athletes from high school and junior colleges to become players in the Program. Although recruiting was the primary focus during the off-season, it was an unrestricted factor that traversed across all seasons. In fact, the "Recruiting

Factor" was the eminent factor of the organization component for the SC Coaching Staff.

They commented about this factor in the following quotes:

We all have the responsibility of recruiting. [Second Assistant Coach]

Recruiting is a year-round thing...there are periods in which you are not on-campus, but you know, you are always thinking recruiting. [Head Coach]

But a big part of what I do is recruiting. As you know it's what we do. It is a 24/7 job and you have to get the horses in here, especially in this league, to be able to compete. [First Assistant Coach]

The "Recruiting Factor" was significant in fulfilling the goals of the Program. In this factor, the SC Coaching Staff pursued certain athletes from an available pool to implement the specifics of its blueprint. This related to the Business Development Division of an architectural firm. The Business Development Division identified and secured the human capital to execute a blueprint, which further established the similarities between the SC Coaching Staff and an architectural firm.

Player Development Factor

Once the SC Coaching Staff reached its recruiting targets, as evidenced by coveted athletes joining the Program, the process of player development ensued. The "Player Development Factor" embodied the area of the organization component that applied the convictions, expertise, and tenets of the SC Coaching Staff in order to accomplish the goals of the Program. This factor did not include the demands placed on players by coaches in order to increase their physical ability and skills, which addressed a different component of the *Coaching Model*. Rather this factor dealt with the social maturity of players.

Without question, the overall goal of the Program was to win. However, the SC Coaching Staff had an expanded definition of what it meant to win. On one hand, winning took on a traditional meaning of scoring more points than the opponent to win games and championships. On the other hand, winning also dealt with the individual accomplishments of each of the players in the academic, personal, and social realms. Three members of the SC Coaching Staff simplified the goal of winning by saying:

The ultimate goal is to win and I think you're winning when you see a kid [player] graduate and be successful. That's part of winning too. [Second Assistant Coach]

To win a national championship....to make sure that we are graduating young women and really preparing them for life. [First Assistant Coach]

Most importantly to graduate our student-athletes and to prepare them for life after basketball, whether that's, immediately after their four years or five years with us or whether they go and have a professional career, just for them to be able to function in society, provide for their family, just being able to properly represent their family name. But also to win. We want to win championships.

[Director of Basketball Operations]

Therefore, winning was the overall goal of the Program, but winning denoted the development of players athletically, intellectually, and socially.

Whereas the "Recruiting Factor" pursued athletes and secured the human capital to accomplish the goals of the Program, the "Player Development Factor" invested into the players brought into the Program through the application of tenets. The corresponding division in an architectural firm was Production. This division utilized

certain principles, protocols, and standards as an investment into the secured human capital that will be used to construct the project.

Logistics Factor

The final factor of the organization component for the SC Coaching Staff was the "Logistics Factor." This factor depicted the implementation and coordination of details for each of the other factors. The "Logistics Factor" integrated all of the available resources to reach the goals of the Program. For example, the Director of Basketball Operations explained how she forged relationships with local businesses in the Columbia community to facilitate all the details of official recruiting visits. Another example of this factor appeared when the Second Assistant Coach garnered resources to compare business programs for a player. The comparison implemented the SC Coaching Staff's plan for scholarly success, which helped to actualize academic goals of the Program.

In an architectural firm, the Construction Management Division integrates all the efforts at the micro-level to complete the project. For the SC Coaching Staff, this factor was the "Logistics Factor." Each member of the SC Coaching Staff managed different facets of the Program, which contributed to achieving the goals of the Program.

Table 1

Comparison of Organizational Factors with an Architectural Firm

Organizational Factors	Architectural Firm
Planning and Preparation	Design
Recruiting	Business Development
Player Development	Production
Logistics	Construction Management

Hierarchal Positions of the Organizational Structure

While the factors of the environment exposed strong similarities to an architectural firm, the hierarchy of the members of the SC Coaching Staff fortified the comparison. The members of the SC Coaching Staff included the Head Coach, Associate Head Coach, First Assistant Coach, Second Assistant Coach, and Director of Basketball Operations. The members of the SC Coaching Staff were partners in the Women's Basketball Program at the University of South Carolina, akin to the partnerships in an architectural firm.

Head Coach

Unmistakably, the Head Coach was the authority of the Program. She provided leadership and oversight into every facet of the enterprise. She represented the face of the Program. Her reign as the Head Coach began four years ago, after completing an eight-year stint in the same capacity at Temple University in Philadelphia, Pennsylvania. While at Temple, Coach Staley amassed over 200 wins, four Atlantic-10 Conference Tournament Championships, and six NCAA Tournament Appearances (Koval, 2011)

She hoped to continue her success at the University of South Carolina. Her fourth year, the 2011-2012 season, in Columbia, South Carolina brought about some of her desired results. Coach Staley led her team to a 25-win season and posted 10 conference wins in the SEC. Her team earned a NCAA Tournament appearance, making it to the Sweet 16 Round (Koval, 2011).

Coach Staley's coaching career began after a storied college career and a decorated professional career. She has become an icon in women's basketball and a role-model for female athletes. Timothy Greenfield-Sanders and Elvis Mitchell memorialized

Coach Staley's notoriety in between the former chairman and chief executive officer of Time Warner and the 65th United States Secretary of State, in their book, *The Black List*. This book featured 25 celebrated African-Americans in various professions (Greenfield-Sanders & Mitchell, 2008).

As the leader of the Program, the Head Coach issued assignments to other members of the SC Coaching Staff, developed the vision of the Program, and was the final authority in all decisions. Her former player described the Head Coach's position in this manner:

Coach Staley, she's the leader...She leads by example...She's just like the authority...So she brings it all together and she calls the shots. [Former Player]

In relation to an architectural firm, the Head Coach was the Principal Partner, which meant that she was ultimately responsible for the entire Program. As the Principal Partner, the Head Coach assigned specific areas that the other coaches supervised on a daily basis. In other words, the Head Coach was not involved directly in the daily operations of the Program, but she entrusted certain aspects of the Program to the other members of the SC Coaching Staff. The Head Coach explained how she designated the supervision of aspects of the Program in this quote:

I've worked with them [Associate Head and Assistant Coaches] for quite some time before I took the job here [at the University of South Carolina]... So I knew, you know what their backgrounds were. I know Lisa [Associate Head Coach] has been a head coach. So I give her more of the administrative things, things that require a lot of paperwork...I think she's one that can kind of see the big picture. With Nikki [First Assistant Coach], I think Nikki is a task-master in that she likes

to see starts and finishes...And I think that Darius [Second Assistant Coach], you know Darius was valedictorian of his class, so I know he's pretty high on the academic piece, so I gave him the academic piece. So it was more of, what they are good at and try to bring out, and have them do what they're good at and then for some of the stuff that they are not good, just bring them along. [Head Coach]

Associate Head Coach

Even though the Head Coach served as the final authority for the Program, she made decisions based on input from other members of the SC Coaching Staff. One of those members was the Associate Head Coach, who also doubled as the Senior Partner, as it related to the comparison with an architectural firm. As the Senior Partner of the Program, the Associate Head Coach facilitated the daily operation of the Program and oversaw the critical area of Recruiting. Similar to an architectural firm where the Principal Partner has more ownership than the Senior Partner, the Head Coach had more responsibility to the Program than the Associate Head Coach. However, the Associate Head Coach was more involved in the micro-management of the Program.

The Associate Head Coach had extensive coaching experience on the college and professional levels, spanning over three decades. She was the first woman on a National Basketball Association (NBA) Coaching Staff, serving in the Cleveland Cavalier Organization during the 2001-2002 season (Koval, 2011). Before her time at the University of South Carolina, she was an assistant coach at Temple University and helped the Head Coach recruit two eventual Women's National Basketball Association (WNBA) First Round Draft Picks. The best description of the professional relationship between the Associate Head Coach and the Head Coach was in this quote on the team's website. It

said, "Having both coached Staley as a player and coached with her, Boyer enjoys a symbiotic relationship with her head coach where her perspective and experience propel both forward in their shared goal of team success." ("Lisa Boyer," n.d., para. 8).

First Assistant Coach

Another informant was the First Assistant Coach, who had the position equivalent in an architectural firm as a Junior Partner. The Junior Partner has a narrower scope of focus, in an architectural firm, supervising a particular facet of the organization. In the same way, the First Assistant Coach controlled a microcosm of the Program. She took the lead on communications in the "Recruiting Factor."

The First Assistant Coach did not present a vast coaching resume. Nevertheless, her expansive and celebrated playing career in the college and professional ranks converted into valuable experience for her position and duties. She earned SEC Player of the Year honors in her last two seasons at the University of Tennessee (Koval, 2011). Additionally, she merited the distinctions as an All-American, two-time Olympic Gold Medal Winner, and a three-time WNBA All-Star. She along with the Head Coach were members of the Women's Basketball Hall of Fame Class of 2012. The First Assistant Coach possessed a "never-settle-for-less" mentality that undoubtedly she honed as a player at the University of Tennessee, playing for coaching legend Pat Summitt.

Second Assistant Coach

The third informer on the SC Coaching Staff was the Second Assistant Coach. His position mimicked that of the First Assistant, except the Second Assistant Coach monitored all aspects of academics. He too was a Junior Partner, in that his supervisory

scope in the Program, imitated the centralized responsibility possessed by a Junior Partner in an architectural firm.

After working as the Manager of Community and Player Programs with the National Basketball Association Developmental League (NBADL) for two years, he reunited with the Head and Associate Head Coaches, at the University of South Carolina. Previously, he spent four years as an assistant coach at Temple University. He was an intricate part of the development of the sixth pick in the 2006 WNBA Draft (Koval, 2011). The Second Assistant Coach was a four-year letter-winner in basketball at the University of Michigan and attained recognition as a Big-Ten Conference Academic All-American.

Director of Basketball Operations

The last member of the SC Coaching Staff was the Director of Basketball Operations (DOBO). She coordinated several of the central operations such as travel, equipment, and community service for the Program. Her position and duties matched a Managing Partner of an architectural firm. The Managing Partner at an architectural firm links multiple levels of the organization with each other by directing its day-to-day functions. The DOBO held a similar position on the SC Coaching Staff by coordinating daily operations and serving as the administrative liaison between the Program and its memberships with the institution, SEC, and the NCAA.

Prior to her appointment in her current position, Jordan spent three years as the video coordinator. She also traveled from Philadelphia, Pennsylvania and Temple University, where she was a graduate assistant and former player. Jordan was a four-year letter-winner and an essential member of the aforementioned success for the Women's

Basketball Program at Temple University (Koval, 2011). Also, she accumulated professional playing experience after her college career.

Table 2

Comparison of Hierarchal Positions with an Architectural Firm

Hierarchal Positions	Architectural Firm
Head Coach	Principal Partner
Associate Head Coach	Senior Partner
First Assistant Coach	Junior Partner
Second Assistant Coach	Junior Partner
Director of Basketball Operations	Managing Partner

The hierarchical structure of the SC Coaching Staff was homogeneous to the partnerships found in an architectural firm. However, the structure determined the chain of command, rather than a ranking system of importance to the Program. All of the individuals on the SC Coaching Staff were significant to its success. Furthermore, four other associates contributed to the functioning of the Program and its advancement, but were not classified as members of the SC Coaching Staff. They were the Director of Player Development, the Video Coordinator, the Administrative Assistant, and the Campus Director for the Fellowship of Christian Athletes (FCA).

Summary

To present a clear portrait of the organizational roles, responsibilities, and tasks of the SC Coaching Staff, it was essential to present its organizational structure, as described by the environmental factors and hierarchal positions. The environment

included the "Planning and Preparation Factor," "Recruiting Factor," "Player Development Factor," and "Logistics Factor." These factors paralleled the Design, Business Development, Production, and Construction Management Divisions of an architectural firm, respectively. This chapter also described the hierarchical structure of the SC Coaching Staff, which included the Head, Associate Head, Assistants, and Director of Basketball Operations. In these positions, the SC Coaching Staff operated like the Principal, Senior, Junior and Managing Partners found in an architectural firm. The next three chapters will explicate the roles, responsibilities, and tasks of the SC Coaching Staff.

CHAPTER 5

ORGANIZATIONAL ROLES

The previous chapter presented a finding and supporting data illustrating the similarities between the organization component of the University of South Carolina Women's Basketball Coaching Staff (SC Coaching Staff) and that of an architectural firm. This chapter will describe and analyze the various *organizational roles* the SC Coaching Staff fulfilled in order to carry out the organization component. These roles unified and strengthened the analogy that the SC Coaching Staff was akin to an architectural firm. In his depiction of Role Theory, Biddle (1986) defined roles as "parts or identities that are assumed by social participants" (p. 68). The data revealed that the SC Coaching Staff predominantly assumed four identities or roles that contributed to the undertakings of the organization component for the Program: (a) Delegator, (b) Recruiter, (c) Promoter, and (d) Coordinator.

Delegator

One of the *organizational roles* of the SC Coaching Staff was that of "Delegator." For the University of South Carolina Women's Basketball Program (Program), in its entirety, only one member of the SC Coaching Staff assumed this role, the Head Coach. The role of "Delegator" aligned with the Head Coach's position, as detailed in the previous chapter. The preceding chapter indicated that the Head Coach was the authority for the Program. Moreover, the individual whom assigned and appointed responsibilities and tasks to other members in the Program fulfilled the role of "Delegator."

Relating this role to an architectural firm, the "Delegator" took on the guise of an Architect. An Architect engineers the blueprint for a project. Then the Architect assigns and appoints individuals to carry out the design on the blueprint. The SC Coaching Staff fulfilled the role of "Delegator," similar to how an Architect functions in an architectural firm, by developing the blueprint for a project and assigning and appointing individuals to complete the plan.

Therefore, the role of "Delegator" issued authorization within the Program, in order to address its organizational needs. The Head Coach explained her embodiment of this role in the following words:

Well I mean when I was a younger head coach, when I first got into the business, I wanted to do it all, I mean I felt like I had to do it all...Now I feel comfortable because I have people around me who I feel can do these things and I don't have to do every single thing.

Although the Head Coach was the "Delegator" for the Program, other members of the SC Coaching Staff fulfilled the role of "Delegator," also. The Associate Head Coach and the First and Second Assistant Coaches fulfilled the "Delegator" role, in their respective domains of the Program. Therefore, they issued authorization within their respective domains of the Program. For example, the Associate Head Coach authorized organizational responsibilities and tasks in the "Recruiting Factor." She talked about her fulfillment of the "Delegator" role through the following quote:

Well mostly it is just making sure that we're doing things that we need to do with...each individual [recruiting] class...I would be in charge of doing the traveling, making sure the hotels are right. Anytime we have a [potential] player

come in for an official visit...I would coordinate it...But mostly, to make sure we are where we need to be...So I would be someone who oversees that.

The First Assistant Coach was the authority in designing the communications for potential athletes. However, she delegated some responsibilities and tasks to current players. Current players carry out an important role in recruiting potential players by hosting potential players on recruiting trips and being a source of information about the Program. The First Assistant Coach utilized the current players' influence and assigned them the duty to produce the Program's newsletter. The following quote described her role of "Delegator" when she talked about the Program newsletter.

I come up with the theme and then they [current players] put the stories together...I usually sit down with one of our players and talk about [what direction] to go in and get [their thoughts] and it usually works out.

The "Delegator" role extended into the academic realm, where the Second Assistant Coach fulfilled it. He assigned partial responsibility to the Director of Basketball Operations and the Director of Player Personnel. The following quote explains the "Delegator" role in the academic realm.

Overall, I'm responsible for the whole team. But the way we've done it the last two years is that we've broken the team off into three parts, where our Director of Basketball Operations and our Director of Player Personnel take some kids. So I'll have more of the incoming and at-risk kids [players] to keep a closer eye on them. And then they'll have some of the better students [players]. So Freddy [Director of Player Personnel] will have the upperclassmen, the seniors, and CJ [Director of Basketball Operations] will have some of the upperclassmen that are

good students. So it's split up in that way and we keep track of the points. It's a low points system I came up with of how we encourage them.

The members of the SC Coaching Staff fulfilled the *organizational role* of "Delegator" in various capacities. The respective areas of responsibility dictated how the members of the SC Coaching Staff fulfilled this role. The communication between the members of the SC Coaching Staff and an understanding of their individual responsibilities prevented duplication and overlap of the role of "Delegator" within the Program. This was also true of the other *organizational roles* presented in this chapter. Organizational responsibilities will be discussed in the next chapter.

Recruiter

The second *organizational role* revealed by the data was that of "Recruiter." In this role, members of the SC Coaching Staff pursued athletes from high school and junior colleges to become members of the team. The "Recruiter" role was critically important for the Program. In this role, they identified the players that could help reach the goals of the Program. This role helped to propel the SC Coaching Staff from the "Planning and Preparation Factor" into the "Player Development" and "Logistics Factors." In essence, the role of "Recruiter" was a major facet in the organization component because it identified the players that would help carry out the blueprint, which outlined the vision and goals of the Program. Consequently, all of the members of the SC Coaching Staff fulfilled this role, further emphasizing its importance.

In the role of "Recruiter," although expressed in different ways, the SC Coaching Staff paralleled the role of a Human Resources Officer for an architectural firm. A Human Resources Officer garners the appropriate human capital in order to erect a

project according to the blueprint. Likewise, in the role of "Recruiter," the Head, Associate Head, and Assistant Coaches sought after potential athletes in order to reach the goals of the Program. Ultimately, the role of "Recruiter" entailed pursuing the most suitable players to facilitate the plan of the SC Coaching Staff and the Program.

Even though all the members of the SC Coaching Staff fulfilled the role of "Recruiter," each fulfilled the role, as delegated by the Head Coach. For example, the Associate Head Coach coordinated all of the recruiting efforts in her role. She operated, in this role, by scheduling visits to see potential athletes. She described her endeavors in this way:

We try to look at everybody's [potential athletes] schedule and then we place it over our schedule. And then I have to look and see like okay, Nikki [First Assistant Coach] can't go out here because she has her scouting report due. So Darius [Second Assistant Coach] and I might need to go out. Or if Darius is on the back end of that, then it should probably be me that goes out. But most importantly it is trying to get her [Head Coach] out. Because having us there is one thing, but you know that's the piper right there [pointing to the Head Coach]. And that's really what I'm trying to figure out, how I can get her certain places and get her back because we don't want her to miss practice.

The First Assistant Coach actualized her "Recruiter" role by spearheading the production of communications about the Program, especially through social media outlets. The Second Assistant Coach took a more individualized approach in his role as "Recruiter." In his pursuit of a potential athlete, the Second Assistant Coach compared the Darla Moore School of Business at the University of South Carolina to other business

schools at competing universities in the region. Lastly, the Head Coach attended regular season and tournament games to watch potential athletes in her performance as "Recruiter," in which her attendance confirmed the SC Coaching Staff's interest in a particular athlete.

Promoter

The role of "Recruiter" extended the obligations of the SC Coaching Staff from that of pursuer to the role of "Promoter," another *organizational role*. As "Promoter," members of the SC Coaching Staff supported the maturation of current players by facilitating their personal and social development. The facilitation of this development took place after the players became members of the Program and submitted to the Program's ideologies. The fulfillment of this role included applying the tenets of the Program to prepare current players for their futures, through a process of internal transformation.

In an architectural firm, the role of "Promoter" expresses itself as an Interior Decorator. An Interior Decorator is entrusted with the duty of transforming the inside of a project into an appealing and functional edifice. In order to accomplish this, an Interior Decorator must use her expertise and understand the needs of a client. Similarly, the role of "Promoter" for the SC Coaching Staff had similar parameters, in that each player was a project that went through a process, in order to become a productive individual.

All of the members of the SC Coaching Staff took a proactive approach to fulfill the role of "Promoter." They presented and executed a unified and consistent scheme that defined the Program's tenets. These tenets included communication, discipline, perseverance, and responsibility. Each member of the SC Coaching Staff participated in

the presentation and application of the tenets. The following quotes displayed the characterization of the role, as described by the SC Coaching Staff as a "process," through which the players had to "buy-in."

You know the process is, it is coming in probably not very confident, second-guessing yourself. Working through those times, in which you feel like you can't go on...So that is the process and it will happen from an academic standpoint. It will happen from an athletic standpoint...Some of the process is maturing off the floor...It is learning how to communicate with people, learning how to navigate through life. [Head Coach]

Once you have them here, you are trying to get them to buy-in. Makes it a little bit easier on them if they buy-in. I mean they've got to buy-in to your vision. They've got to trust your vision. They've got to trust the process and it is a process. [Associate Head Coach]

It is discipline. It's about getting kids [players] to really understand your philosophy. And again that's through teaching, that's through discipline and really trying to get kids [players] to buy-in to what you are doing. [First Assistant Coach]

The *organizational role* of "Promoter" focused on the internal development of current players. The players' internal development was a process that involved the tenets of the Program. The SC Coaching Staff used these tenets to accomplish the goals of the Program, one of which was to "graduate student-athletes and to prepare them for life after basketball."

Coordinator

The final *organizational role* of the SC Coaching Staff was "Coordinator." In this role, the SC Coaching Staff ensured the meeting of the goals of the Program by managing the micro-level obligations of the environmental factors. The role required the SC Coaching Staff to implement plans designed to help meet objectives established for the environmental factors of "Planning and Preparation," "Recruiting," "Player Development," and "Logistics" mentioned in the previous chapter.

The role of "Coordinator" likened itself to a Project Manager in an architectural firm. The Project Manager is on the site of the project and assures the execution of the blueprint. A Project Manager is concerned with all the details of a project, according to the blueprint. Similarly, the role of "Coordinator" for the Coaching Staff logistically implemented the plan for the Program as dictated by the goals.

Since implementation was area-dependent, the members of the SC Coaching Staff managed certain operations within those areas, as indicated through their respective positions. The role of "Coordinator," fulfilled by the Head Coach provided general surveillance over the Program, other members of the Coaching Staff and Auxiliary Staff, and the players. Whereas, the Associate Head Coach had a more focused obligation that she managed, presiding over the "Recruiting Factor." Her role managed the operation of the factor, and she accepted the tag of "Recruiting Coordinator," as dubbed by the Head Coach.

The Second Assistant Coach had a focused depiction of the role of "Coordinator," taking the helm in scheduling games, also. She engineered a competitive schedule that contributed to the team receiving a coveted at-large-bid to play in the 2012 NCAA

Women's Basketball Tournament, where only 65 out of over 300 teams get invited to participate (Zgonc, 2010). The at-large-bid meant that the team got into the tournament on its merit as partially indicated by competing against certain teams, as arranged by the First Assistant Coach on the schedule. She talked about scheduling in these words:

The other thing that I do is I handle scheduling. You know I think that is a huge part of being able to compete, especially in the SEC, which is one of the premier conferences...throughout the off-season I try to get a good non-conference schedule that can help prepare us for the SEC schedule and obviously for post-season and for the last four seasons, we have been successful. We played top-ranked teams every year.

The "Coordinator" role for the Second Assistant Coach was in the academic realm. He oversaw the scholastic affairs for the Program. He devised an academic points system to monitor this division of the Program. He explained it in this quote:

It's a low points system I came up with of how we encourage them to do things and not procrastinate and do things on time or early and staying on top of it...It helps them just think about academics in a different way and they're competitive. So having them compete off-the-floor too is good because it motivates them.

The monitoring of the academic realm for the Program was a vital duty for the Program. Since the players, recognized by the NCAA, the SEC, and the University of South Carolina as student-athletes, must meet and maintain certain academic standards in order to participate on the team, the Second Assistant Coach, as "Coordinator" proved to be an essential role for the Program.

The DOBO's role as Coordinator embodied the organization component of the *Coaching Model*. The DOBO handled all facets of community service initiatives, equipment, marketing, meals, and travel. The Former Player described the DOBO's areas of management in the following quote:

CJ [Director of Basketball Operations] runs everything. CJ orders gear. She orders shoes. She purchases uniforms. She does inventory. She books flights. She books buses and all that stuff....She just has to coordinate all that stuff. She goes to meetings every week. It's just a lot of stuff. She's just everything, all things behind the scenes. She in charge of all the managers, getting everything ready for practice. She does the travel itineraries, weekly schedule, everything.

The fulfillment of the *organizational role* of "Coordinator" linked the other roles. When the members of the SC Coaching Staff fulfilled this role, they managed the micro-level obligations of the organizational factors of the Program. The role of "Coordinator" assisted the SC Coaching Staff in meeting the goals of the Program.

Table 3

Comparison of Organizational Roles with an Architectural Firm

Organizational Roles	Architectural Firm
Delegator	Architect
Recruiter	Human Resources Officer
Promoter	Interior Decorator
Coordinator	Project Manager

Summary

The SC Women's Basketball Coaching Staff fulfilled four *organizational roles* in order to achieve the goals of the Program. These were "Delegator," "Recruiter," "Promoter," and "Coordinator." The *organizational roles* aligned themselves with the positions of Architect, Human Resources Officer, Interior Decorator, and Project Manager in an architectural firm, respectively. This chapter described how the SC Coaching Staff actualized each role as a unit and individually. The next chapter will delineate the organizational responsibilities of the SC Coaching Staff, which as Biddle (1986) described foretell the expectations understood and adhered to by the members of the SC Coaching Staff.

CHAPTER 6

ORGANIZATIONAL RESPONSIBILITIES

The preceding chapters substantiated the organizational structure and roles of the University of South Carolina Women's Basketball Coaching Staff (SC Coaching Staff). The current chapter will detail the *organizational responsibilities* of the SC Coaching Staff as dictated by its affiliations, the South Carolina Women's Basketball Program (Program), and organizational roles. The *organizational responsibilities* were: (a) Monitoring the Academic Progress of Players, (b) Analyzing Opposing Teams, (c) Evaluating the Capabilities of Players, and (d) Promoting and Selling the Program. These represented the expectations of the members of the SC Coaching Staff as depicted by Biddle (1986), and they expressed the understood and adhered to scripts for behavior by those involved in the environment.

Factors Influencing Organizational Responsibilities

Before delineating the *organizational responsibilities* of the SC Coaching Staff, it is important to briefly discuss how the affiliations of the Program influenced these responsibilities. These affiliations included a tri-level governance structure at the national, regional, and local levels. The structure featured three organizations that worked in tandem to establish guidelines, procedures, and rules that regulated the Program and the SC Coaching Staff, which heavily influenced how the members of the SC Coaching Staff assigned and met their *organizational responsibilities*. Therefore, the tri-level governance structure represented an interdependent regulatory unit, which

comprised the National Collegiate Athletic Association (NCAA), the Southeastern Conference (SEC), and the University of South Carolina.

The NCAA is a membership-based organization that governs the sport programs, such as the University of South Carolina Women's Basketball Program, of its member institutions that compete under its structure. It is a national organization and therefore issues general legislation for all of the sport programs in its member conferences and institutions. In a like manner, the SEC regionally regulates the sport programs at institutions that are members of this athletic conference through its *Constitution*. This document more specifically states the legislation that governs member institutions' sport programs. Lastly, the University of South Carolina had the obligation to monitor the legislation disseminated by the NCAA and SEC. Yet, the University of South Carolina sets policies at the institutional level that reinforced the instituted mandates of the NCAA and policies of the SEC. The governance of these entities coincided with each other and established the tri-level structure that influenced the *organizational responsibilities* of the Program and SC Coaching Staff by setting the parameters of these expectations.

Not surprisingly, the analogy of an architectural firm still seems to fit, as the operation of architectural firms are regulated by outside agencies, such as the National Council of Architectural Registration Boards (NCARB), the National Architectural Accrediting Board (NAAB) and the American Institute of Architects (AIA). These organizations establish the requirements and monitor the functions of an architectural firm. The requirements translate into responsibilities for employees to meet. This structure resembles that which governed the Program and the SC Coaching Staff because both structures assigned responsibilities to its members and individuals within its scope.

Responsibilities Mandated from the National Collegiate Athletic Association (NCAA)

At the national level, the NCAA influenced the *organizational responsibilities* of the Program and SC Coaching Staff. The Program was a member of the NCAA, which is a national association that oversees the operation of collegiate athletics. The NCAA issued general mandates to its members. These mandates, expressed through the constitution, operating and administrative bylaws, influenced the organizational responsibilities of the SC Coaching Staff. The *National Collegiate Athletic Association Division I Manual* listed these mandates and defined principles for conduct, membership, recruiting, academic requirements, student-athlete (player) awards and benefits, and certification for its members. For example, concerning honesty and sportsmanship, the manual stated:

Individuals employed by (or associated with) a member institution to administer, conduct or coach intercollegiate athletics and all participating student-athletes shall act with honesty and sportsmanship at all times so that intercollegiate athletics as a whole, their institutions and they, as individuals shall represent the honor and dignity of fair play and the generally recognized high standards associated with wholesome competitive sports.

The mandates of the NCAA had a wide scope of influence that extended to the SEC, to the University of South Carolina, and to the Program. Therefore, the NCAA had tremendous effect on the identification of the *organizational responsibilities* of SC Coaching Staff. The expression of these mandates from the NCAA, to the SEC, to the University of South Carolina, and to the Program, cascaded from general to more specific

based on how these entities interpreted the mandates. The next sections will address the influence of the NCAA on these entities.

Responsibilities mandated from the Southeastern Conference (SEC)

The next level of governance was at the regional level. Typically, athletic programs that are members of the NCAA are also members of a conference that legislates at the regional level. This was the case with the Program. The Program was a member-institution of the SEC, which was a member-conference of the NCAA. As a member-institution of the SEC, the Program adhered to the *Constitution and Bylaws of the Southeastern Conference*. This document listed the ethical conduct and guidelines for recruiting, player eligibility, practices, games and tournaments, coaches meetings, and media relations for all member-institutions of this athletic conference. Also, the document defined the purpose of the conference, which translated into organizational responsibilities for the members of the SC Coaching Staff. Examples of these organizational responsibilities decreed from the SEC included: "To encourage sound academic practices for student-athletes; to stimulate good sportsmanship; to provide leadership and a voice in the development of public attitudes toward intercollegiate sports generally..."

The conference evidenced more organizational responsibilities in the *Commissioner's Regulations for Women's Basketball*. This eight-page document provided details of regulations, specific to women's basketball teams in the SEC. In the document, it described the guidelines for regular season and competition schedules, scouting and film exchange, equipment, ticket disbursement, among other regulatory protocols.

Responsibilities from the University of South Carolina

For the Program, the University of South Carolina was the local regulatory entity. This institution was the employer for the members of the SC Coaching Staff. The employee-employer relationship ascribed to the SC Coaching Staff certain responsibilities as they related to the University of South Carolina. More specifically, the University of South Carolina's Department of Athletics mandated the responsibilities in a document entitled, *University of South Carolina's Policies and Procedures*. In this document, the University of South Carolina's Department of Athletics charged the SC Coaching Staff with two mandates. These were: "To produce athletes with a high level of intellectual competency and moral character" and "To produce athletic teams which reflect favorably upon the University, including championship teams whenever possible." These mandates were not exclusive to the SC Coaching Staff. Instead, they were general responsibilities given to the entire Department of Athletics at the University of South Carolina. The Director of Player Development summed up the relationship between the governing bodies of the SEC and the University of South Carolina. He said:

Well if it's a SEC rule, then it's an University [of South Carolina] rule.

The SC Coaching Staff held affiliations with the NCAA, the SEC, and the University of South Carolina at the national, regional, local levels. These affiliations established a tri-level governance structure that relegated certain *organizational responsibilities* to the SC Coaching Staff. These included attendance at press conferences and coaches meetings, ticket disbursement, recruiting, and academic requirements. However, the *organizational responsibilities* noted above gave general

regulatory standards for all affiliates of those entities. The next section will address more specific organizational responsibilities to the Program.

SC Coaching Staff Organizational Responsibilities

The tri-level governance structure from the NCAA, SEC, and the University of South Carolina assigned *organizational responsibilities* to the SC Coaching Staff. These entities issued them in the form of guidelines, mandates, policies, principles, and procedures, explained in bylaws, constitutions, and manuals. Ultimately, the three entities provided general liability to the Program that was intended for more than one sport. However, the data revealed additional *organizational responsibilities* that derived from the entities but were more specific to the Program. These responsibilities consisted of (a) Monitoring the Academic Progress of Players, (b) Analyzing Opposing Teams, (c) Evaluating the Capabilities of Players, and (d) Promoting and Selling the Program.

Monitoring the Academic Progress of Players

The SC Coaching Staff acquired the *organizational responsibility* of "Monitoring the Academic Progress of Players, as dictated by the NCAA, the SEC, and the University of South Carolina. These entities established the academic requirements for players to participate in competitions. The Second Assistant took the lead on this duty of monitoring player's progress. This meant that he developed a method to periodically audit the scholastic standings of the players, and ensure they made progress toward graduation. The Second Assistant described the *organizational responsibility* in this quote:

I guess the biggest responsibility I have is off-the-court with the overseeing of academics. So that's a huge responsibility, making sure that people [players] are

eligible and making sure people [players] get in with majors that they're looking for and it's a big piece of what we do. Since I've been with Coach Staley, probably all the kids [players] that have stayed four years went on to graduate.

"Monitoring the Academic Progress of Players" was an *organizational responsibility* tied to three organizational roles mentioned in the previous chapter. The organizational roles of "Delegator," "Promoter," and "Coordinator" met the *organizational responsibility* of monitoring players' academic progress, according to the parameters described in the prior chapter. With this *organizational responsibility*, the Second Assistant Coach was the "Delegator," while the Director Basketball Operations was the "Coordinator." All of the members of the SC Coaching Staff served as "Promoter" with this responsibility.

The semblance of the SC Coaching Staff and the Program with an architectural firm is still relevant when addressing the more specific *organizational responsibilities* uncovered in the data. For example, "Monitoring the Academic Progress of Players" aligns closely with the responsibility that an architectural firm has in overseeing that employees and contractors maintain the requirements needed to participate on the project. Both, the SC Coaching Staff and an architectural firm, ensure the availability of human capital needed to construct an edifice through this responsibility.

Analyzing Opposing Teams

A shared *organizational responsibility* among members of the SC Coaching Staff was "Analyzing Opposing Teams." This assignment entailed breaking down the opposing team's game film into offensive and defensive components and then producing a game plan to defeat the opponent. The Associate Head Coach and the First and Second

Assistant Coaches had the duty of producing the report to analyze the opponent.

However, the Video Coordinator helped to fulfill this responsibility, too. He furnished edited versions of the opponents' game films from other competitions. He explained his contributions in the following quote:

A lot of times they [coaches] get a DVD and I give them the breakdown that separates offense and defense and the coach would get the game with timeouts and/or commercials cut out. Coach [Head Coach] will get it on her iPad to watch and she can take it with her.

Furthermore, the analysis of opposing teams occurred during the game. The coaches had specific parts that they observed during a game. The Second Assistant Coach collected information concerning offense, while the First Assistant Coach concentrated on defense. The Associate Head Coach documented pivotal moments of the game. They commented about the in-game analysis in these quotes:

In a game, I keep track of our offense. So I keep track of the plays we run or what plays are successful, what plays we're getting fouled on and I also keep track if we have so many turnovers in a row, just keeping her [Head Coach] aware of that. [Second Assistant Coach]

Well in games...I really focus on the defense. I keep up with all of our defenses. I have a defensive sheet and it has all of our defenses, so every possession I'm writing down what we do. I think another coach keeps up with all the offensive possessions and then the other coach keeps up with the momentum of the game and how the game is changing and turnovers and things like that. But I really focus a lot on defense. [First Assistant Coach]

Yeah she's [First Assistant Coach] tracking defense and Darius [Second Assistant Coach] is tracking offense. And I'm tracking everything....I'm trying to see beyond just the ball. [Associate Head Coach]

The *organizational responsibility* of "Analyzing Opposing Teams" connected to the organizational role of "Coordinator." This role managed the micro-level organizational needs of the Program, one of which was analyzing opponents. The Associated Head Coach and the First and Second Assistant Coaches acquired this responsibility through the organizational role of "Coordinator."

Although an architectural firm does not participate in a scheduled and structured contest, it does have the duty of examining competitors in their field. The examination allows the architectural firm to maintain relevance, compete, and prevail in its discipline. Likewise, the SC Coaching Staff had the responsibility of analyzing opponents in order to achieve those same results in its realm.

Evaluating the Capabilities of Players

Another shared *organizational responsibility* among the SC Coaching Staff was "Evaluating the Capabilities of Players." This included current and potential players. All of the coaches conducted evaluations, both informal and formal, of players in the Program and those looking to be added to it. The evaluation of current players in the program had more of a psychological proclivity, not to insinuate the neglect of players' physical capabilities. However, during data collection, the SC Coaching Staff seemed to put more emphasis into knowing players' mental capacities as compared to their physical skills. The coaches commented about their responsibility of awareness to the current players' psyche in these quotes.

So each one of them is kind of different individually and the kind of backgrounds that they come from. Some of them are emotional. Some of them are really fragile. Some of them are really selfish. So trying to manage all those different personalities, it's hard; it's almost a full-time job, as well. I mean knowing what button to push, what not to push. Trying to get them to come together and think as one, as a team, especially during the season. [Second Assistant Coach]

They are coming from the fact that they might have gotten out the bed the wrong way...it's always about trying to get them to focus, like leaving the test behind, leaving the boyfriend problem behind, leaving what's happening 300 miles away at home behind for those two hours. It's hard. It's hard. But if we don't get that focus from them, then they are not producing. [Associate Head Coach]

The SC Coaching Staff performed similar evaluations of potential players. Once again, the weight of the evaluation was on players' mental capacities. The evaluation turned into an *organizational responsibility* to understand the backgrounds of potential players the SC Coaching Staff observed and how to reach those players. The Associate Head Coach described this segment of the responsibility in these words:

You've got a generation of kids that don't know how to communicate or can't spell because of their ability to text. And so you've got to find a different way, you've got to stay up with the technology and you've got to stay up with how they are thinking. And I think that is a challenge.

She commented more about evaluating potential players by understanding their mental compasses during her recruiting trips. The Associate Head Coach stated:

Well, I think part of the equation is that we want to know that we can coach them. And if we don't think we can coach them, we're not going to bring another problem in here. So you try to get to know them. Try to find out what their value system is.

The organizational roles of "Recruiter" and "Promoter" attached to the *organizational responsibility* of "Evaluating the Capabilities of Players." This responsibility involved current and potential players, and therefore the fulfillment of it required these roles, characterized in the proceeding chapter. All of the members of the SC Coaching Staff met this *organizational responsibility* by fulfilling the organizational roles of "Recruiter" and "Promoter."

The SC Coaching Staff had the responsibility of "Evaluating the Capabilities of Players." This included current players and the potential athletes that might become members of the Program. An architectural firm, in congruence with the SC Coaching Staff, possessed the responsibility of conducting performance reviews on its current and potential employees. Both assessed the productivity of human capital.

Promoting and Selling the Program

Another organizational responsibility that the SC Coaching Staff had was "Promoting and Selling the Program." This organizational responsibility involved propositioning the Program's philosophy and tenets and the acceptance of them to potential players. In other words, once the members of SC Coaching Staff identified potential players to add to the Program, they had to appeal to those players and get each one to buy-in to their philosophy. The Former Player gave her perspective on this responsibility.

From what I've seen from Coach [Head Coach] from day one, from the time you step on the court in the summertime it's like business. And you know that immediately, so it just sets the culture for the team and everybody follows suit.... We did have meetings when she [Head Coach] first came in. She was just like this is what I'm all about. This is what I believe in. Right is right, wrong is wrong. She is consistent in her ways, but really flexible in how to deliver the message, depending on what the team needs.

The Former Player's impression of the *organizational responsibility* of "Promoting and Selling the Program" echoed that of the Head Coach. The Head Coach said:

I mean you do have to have your principles. Some things they just don't change. They don't change. If you change what your principles are you're sacrificing the core of who you are as a coach... You can change your delivery. You can change your approach. You can change those things.

The SC Coaching Staff ushered in a new regime at the University of South Carolina that began four years ago. Thus, its responsibility of promoting and selling was more pronounced during data collection. The Associate Head Coach especially conveyed this duty. She said:

You sell her [Head Coach]. You sell her. I mean until you get to the point where you sell the Program. I mean we had to sell her at Temple [University] and we certainly had to sell her here [University of South Carolina]. She was successful at Temple, so you have to sell that success and how she is and what she's all about.

The Associate Head Coach also shared how she met the this *organizational responsibility* when she discussed the charge of getting players to "buy-in" to the philosophy and tenets of the Program. She detailed what she meant by the term "buy-in."

You can only do it one way. You can't have 12 different ways to do it. You know it can't be, well I don't want to do it that way. I mean it's always got to be one way. I know it has to be that way here, let me put it that way because that's how we coach. And they are playing for an elite athlete who has gotten every accolade she could in a sport. So you are going to have a hard time telling her that it's not right. And so I think that's part of their [players] challenge is to buy-in that this is really the way we need to do things.

Meeting the *organizational responsibility* of "Promoting and Selling the Program" by the SC Coaching Staff was evident while in the field observing. On one occasion, the SC Coaching Staff hosted a NCAA Women's Basketball Tournament Selection Show Event, where people joined the team when it found out whom and where it competed. This event was well-attended by fans and supporters, with some waiting over an hour to enter the facility, where the event took place. Many of these same fans and supporters traveled to West Lafayette, Indiana and Fresno, California to watch the team play in this tournament.

Observational data communicated meeting of this responsibility in practice, as well. Different groups of individuals attended practice on two separate days. Some of these individuals were families of the players and others were just supporters of the Program. The members of the SC Coaching Staff acknowledge them during practice and conversed with them afterwards.

An additional method of meeting the *organizational responsibility* of "Promoting and Selling the Program" came during the summer when the SC Coaching Staff conducted camps. Collectively, the SC Coaching Staff labeled the camps, the *Dawn Staley Basketball Academy*. These camps provided opportunities to present the Program's philosophy and tenets to younger athletes and potential players. The camps allowed them to simulate playing for the SC Coaching Staff, while drawing in more fans and supporters for the Program. The Second Assistant Coach mentioned the importance of camps. He said:

We all have duties with camp, elite camp, individual camp, Little Gamecock Camp, I think that's actually my camp...but we're all out there scouting, just keeping everybody happy and watching all of the games. Some of the kids could be future Gamecocks, so yeah the camp part is a big part of what we do.

All of the members of the SC Coaching Staff meet the *organizational responsibility* of "Promoting and Selling the Program." This duty focused on current and potential players and enlisted the organizational roles of "Recruiter" and "Promoter." The prior chapter characterized these organizational roles.

The SC Coaching Staff's ability to meet the previously mentioned *organizational responsibilities* hinged on mastery of "Promoting and Selling the Program." An architectural firm shares a comparable weight. In order for an architectural firm to operate, it must publicize its accomplishments, principles, and standards in a manner that attracts consumers. The end result, in both instances, is a completed project that favorably perpetuates the two-fold responsibility.

Table 4

Comparison of Organizational Responsibilities with an Architectural Firm

Organizational Responsibilities	Architectural Firm
Monitoring Academic Progress	Oversee Employees Qualifications
Analyzing Opposing Teams	Examining Competitors
Evaluating Capabilities of Players	Conducting Performance Reviews
Promoting and Selling Program	Publicize Accomplishments and Principles

Summary

This chapter presented the *organizational responsibilities* of the SC Coaching Staff. The SC Coaching Staff had responsibilities bestowed upon it by the tri-level governing structure with the NCAA, the SEC, and the University of South Carolina. These entities provided the parameters for the *organizational responsibilities* inherent to the Program that included (a) Monitoring the Academic Progress of Players, (b) Analyzing Opposing Teams, (c) Evaluating the Capabilities of Players, and (d) Promoting and Selling the Program. Collectively, the responsibilities shared a kinship with those of an architectural firm with its national, regional, and local affiliations and specific obligations to a particular company. The next chapter will continue to use the architectural firm analogy to explain the organizational tasks that the SC Coaching Staff performed.

CHAPTER 7

ORGANIZATIONAL TASKS

The preceding chapters presented the organizational structure, roles, and responsibilities of the University of South Carolina Women's Basketball Coaching Staff (SC Coaching Staff). Since the members SC Coaching Staff saw themselves as developers and architects for their players and the University of South Carolina Women's Basketball Program (Program), the analogy of an architectural firm helped to describe the structure of the SC Coaching Staff, how they fulfilled roles, and met responsibilities. This chapter will focus on the specific *organizational tasks* that the SC Coaching Staff performed that enabled them to fulfill their roles and meet their responsibilities. The *organizational tasks* explained in this chapter represented the social behaviors or characteristic actions that helped to defined Role Theory as proposed by Biddle (1986).

Affiliation Tasks

Similar to its organizational responsibilities, the Program's affiliation with the NCAA determined the *organizational tasks* that the SC Coaching Staff, in particular the Director of Basketball Operations (DOBO), performed. The DOBO managed many of the facets of the Program that typify the organization component of the *Coaching Model*, through the role of "Coordinator." The previous chapter described the role of "Coordinator" as one whom ensured the fulfillment of the goals of the Program by managing the micro-level obligations of the organizational factors. The affiliation tasks involved all four of the organizational responsibilities given to the SC Coaching Staff, as

described in the previous chapter. These responsibilities included (a) Monitoring the Academic Progress of Players, (b) Analyzing Opposing Teams, (c) Evaluating the Capabilities of Players, and (d) Promoting and Selling the Program.

Nonetheless, the DOBO performed many of the affiliation tasks mandated by the NCAA. This association designated the position of DOBO as a "non-coaching staff member with sport-specific duties" and established the parameters for this position. The designation of the DOBO as a "non-coaching staff member", as described by the NCAA,

...prohibited [her] from participating in instructional activities with student-athletes and any on-court or on-field activities (e.g., assist with drills, throw batting practice), and [she] is prohibited from participating with or observing student-athletes in the staff member's sport who are engaged in non-organized voluntary athletically related activities (e.g., pick-up games) (NCAA, 2011, p. 64).

As a result, the NCAA generated a list of "permissible" activities that a non-coaching staff member, such as the DOBO, may perform. This list became an index of *organizational tasks* completed by the DOBO. Her particular tasks managed the Program's summer camps, coordinated community service activities, tracked student-athletes' academic progress, contributed to on-campus recruiting events, and participated in coaches only meetings. Data from the field notes confirmed other tasks that the DOBO carried out. The field notes indicated some of these tasks through the following words:

...talked with DOBO during most of practice. She said that she was in charge of the managers and over the clothing (the contract with *Under Armour*). We talked

more about her responsibilities with the Selection Show Event that occurred later that day. She spoke about her tasks with the Event, which were to get a food sponsor for the Selection Show Event, to work with the Athletic Department's marketing people for the Event, and to meet the caterers to set up the food for the Event.

The above section of field notes described the tasks that the DOBO completed for the Selection Show Event. This Event hosted fans, family, and other supporters to watch the live televised NCAA Women's Basketball Tournament Selection Show Event with the players and coaches of the SC Women's Basketball Program, when it found out whom and where it competed.

Also, observational data confirmed that the DOBO coordinated complimentary admissions to the two tournament games in West Lafayette, Indiana for family and friends of the players and coaches, arranged accommodations for the team to travel to games, assigned and managed game equipment for players, ordered post-game meals for members of the SC Coaching Staff and its players, observed practices, and participated in the team huddle during timeouts in games. For the last two tasks, the DOBO refrained from providing instruction, as dictated by the NCAA. Furthermore, she described the tasks involved in booking travel arrangements to West Lafayette, Indiana for a four-day road trip to the NCAA Women's Division I Basketball Tournament.

I spoke with the...group that you have to go through to book flights....It's called Shorts Travel and basically what they do is, you supply all the manifest, the names, weights, and all of that, anything that you would give to an airline, whether it is commercial or charter....So they bid it out and they contact you back,

so you give them your preference time, when you would like to leave...I've spoken with the Go Grounds Transportation and told them what we would like to do, in terms of that.

The NCAA sponsored this tournament and regulated all aspects of it, which meant they dictated the companies that the DOBO dealt with to make the travel arrangements. The NCAA sent the DOBO a manual that described all of the regulations and protocols for the Tournament.

The actions of a Project Manager of an architectural firm relate closely to those of the DOBO of the SC Coaching Staff. A Project Manager's tasks create the optimal environment to construct a project. Likewise, the *organizational tasks*, which epitomized the organization component, completed by the DOBO produced the ideal atmosphere to fulfill the goals of the Program. Thus, furthering the similarities between the SC Coaching Staff and an architectural firm.

Program Specific Organizational Tasks

Although the DOBO completed many of the tasks indicative of the *organization component*, the other members of the SC Coaching Staff performed *organizational tasks*, also. The SC Coaching Staff (a) Prepared Scouting Reports, (b) Pursued Potential Players, (c) Reinforced Programmatic Tenets, and (d) Responded to the Variability in the Coaching Environment. Data analysis revealed that these *organization tasks* could be classified as the macro-tasks of the Program, with each being comprised of micro-tasks within them that detailed a sequence of actions that the SC Coaching Staff executed in order to complete the *organizational task*. All of these tasks allowed the SC Coaching Staff to fulfill its roles and meet the responsibilities to the Program.

Preparing Scouting Reports

The *organizational task* of "Preparing Scouting Reports" meant that the members of the SC Coaching Staff produced a comprehensive plan for defeating an opponent. This task fell under the organizational responsibilities of "Analyzing Opposing Teams" and "Evaluating the Capabilities of Players." The preceding chapter detailed this responsibility and the sequence involved in meeting it. The Associate Head Coach and both Assistant Coaches completed this responsibility and task through the organizational roles of "Coordinator" and "Promoter."

In order to perform the *organizational task* of "Preparing Scouting Reports," there was a course of action or micro-tasks that the Associate Head Coach and both Assistant Coaches followed. The Second Assistant Coach chronicled all these of steps in the following quote:

So watching the film, breaking down the film on our computer that we're going to show the players. So I'll break down...offense and defense and put the clips up, the offensive sets they [opposing team] like to run the most. The BOBS [baseline-out-of-bounds plays] that they run the most, defensively, what they like to do, in a half-court, if they play zone, if they full-court press, their ball-screen defense, their post defense and again always looking for things that I think the opponent is weak in....The information you type up with programs called Fast Draw and Fast Scout. So in the Fast Scout you type up all the personnel for the [opposing] team, offensively what they like to do and then your defensive suggestions. Then defensively what they like to do and then my offensive suggestions. You also put in there, the plays they like to run the most. If you have play calls, what the play

calls are. And then the Fast Draw is where you draw up their plays...and you put all that together in a report and you give her [Head Coach] one copy and you give the other coaches a copy.

The Second Assistant Coach's narrative recounted the course of action involved in performing the *organizational task* the SC Coaching Staff had to "Prepare Scouting Reports." The Associate Head and First Assistant Coaches took similar steps to perform this *organizational task*.

The *organizational task* of "Preparing Scouting Reports" extends the comparison of the SC Coaching Staff with an architectural firm. "Preparing Scouting Reports" involved a process for conducting performance evaluations on players through data collection and analysis in order to assess their contributions to games. Similarly, an architectural firm produces performance measurement reports on employees in order to gather and inspect individual output. Both tasks involved phases of data acquisition and assessment with an end result of documenting performance contributions.

Pursuing Potential Players

Another *organizational task* that the members of the SC Coaching Staff performed was to "Pursue Potential Players"--in the language of college basketball, recruiting. This task included a series of micro-tasks that the members of the SC Coaching Staff executed in order to recruit potential players to join the Program. All of the members of the SC Coaching Staff pursued potential players, by way of the organizational roles of "Coordinator," "Promoter," and Recruiter." The *organizational task* of "Pursuing Potential Players" was an integral aspect of the Program. This task was one act of a series comprising of the organizational responsibilities of "Evaluating the

Capabilities of Players," "Promoting and Selling the Program," and "Monitoring the Academic Progress of Players," as described in the previous chapter.

For the Program, the *organizational task* to "Pursue Potential Players" was a decisive assignment. This task played an instrumental function in achieving the goals of the Program. Each member of the SC Coaching Staff participated in performing this task, as arranged by the recruiting coordinator, the Associate Head Coach.

The Associate Head Coach, as detailed in previous chapters, had the organizational responsibility to "Promote and Sell the Program." She talked about meeting this organizational responsibility through the micro-tasks involved in completing the *organizational task* to "Pursue Potential Players," in the following quote:

Well, I think part of the equation is that we want to know that we can coach them...I'm always watching them if they get taken out, what their interactions with the coach are, their interactions with their teammates, what they're doing, what kind of player they are out there. I mean scoring points and being fast is one thing but if you're an idiot, we don't have any room for that. So...you try to get to know them, try to find out what their value system is.

This quote referred to the process that the Associate Head Coach went through in order to accomplish the *organizational task* of "Pursuing Potential Players."

The First Assistant Coach completed the *organizational task* of "Pursuing Potential Players" by executing the micro-task of maintaining communication with these athletes. She accomplished this task through various actions. She explained these in this quote:

We are always recruiting; making phone calls to high school coaches...The other thing that I do is that I send out mail to our recruits. I have to make sure that they are getting something every week in the mail whether it is hard mail or emails...We do a newsletter, a monthly newsletter, so making sure that our South Carolina coaches are getting that and all of our AAU (Amateur Athletic Union) coaches. We are able to send questionnaires to the young kids. So we do send them a questionnaire...so we have the information on them.

The SC Coaching Staff further maintained communication with potential players through social media outlets, such as *Twitter* and *Facebook*. All of the members of the SC Coaching Staff had *Twitter* accounts. They posted "tweets" to their accounts to announced upcoming University of South Carolina Women's Basketball Events, the outcome of games, player accomplishments, and general information about the Program. "Tweets" from the First Assistant Coach and the DOBO, shown in the figures below.



Figure 2. Tweets from the First Assistant Coach. This figure shows two examples of "tweets" from *Twitter* that she used to perform the organizational task of pursuing potential players.



Figure 3. Tweets from the DOBO. This figure shows two examples of "tweets" from *Twitter* that she used to perform the organizational task of pursuing potential players.

The SC Coaching Staff utilized *Facebook* to maintain communication with potential players. They maintained this page with similar information found on their individual *Twitter* accounts. The page featured the Head Coach and many of the visitors of this page directed posts to her.

Members of an architectural firm also completed the tasks to recruit, or pursue potential players. However, their recruits are potential employees rather than potential players. The SC Coaching Staff attended games of potential players and took advantage of social media outlets. Individuals in an architectural firm make use of similar outlets, such as job fairs and job posting websites. All of these help to accomplish the task of pursuing potential players or employees.

Reinforcing Programmatic Tenets

The next *organizational task* of the SC Coaching Staff was to "Reinforce the Tenets" of the Program. This meant that the SC Coaching Staff continually fostered the

created beliefs and principles of the Program through the players. The Programmatic tenets were communication, discipline, and responsibility.

An earlier finding detailed the organizational responsibilities of "Promoting and Selling the Program," "Evaluating the Capabilities of Players," and "Monitoring the Academic Progress of Players." These responsibilities included the organizational task of "Reinforcing the Programmatic Tenets." The performance of this *organizational task* and meeting the responsibilities listed above materialized through the roles of "Delegator," "Recruiter," and "Promoter."

The Head Coach referred to many of the tenets and the micro-tasks involved in reinforcing them throughout her interview. The quote below is an example:

With our players, we draw a line. We draw a line in the sand as to the things they can do and the things they can't do....You're not going to be late...you're not going to wear do-rags and hats and headphones in public...You are going to communicate with your professors...if you are going to be late, or if you are going to miss an appointment with any of our coaches, you're going to communicate with us, not through texting, through a phone call. I'm a true believer that you have to practice certain behaviors. If we talk about being a champion, there are behaviors that champions have. It's from one champion to the next. There are certain things that you do and it all goes back to being disciplined.

The Associate Head Coach described the *organizational task* of "Reinforcing Programmatic Tenets." She talked about the SC Coaching Staff's consistency and the focus on discipline. She said:

You need to be consistent...you need to be discipline...there cannot be grey area. And kids [players] once they realize, once they trust you, they might not like it, but if you are consistent, then they get to understand, well this is really the way it's going to have to be....But if you don't, if we aren't consistent with them, then you've got a problem.

The sequence taken to complete the *organizational task* of "Reinforcing Programmatic Tenets" with players emerged from the personal convictions of the members of the SC Coaching Staff. For example, the Head Coach expressed her convictions by saying that her "passion" was for young people, and being able to positively affect their lives. Also, the Second Assistant Coach talked about passion. In offering advice to aspiring college coaches, he said that if coaching is a passion, it will not feel like work, but just sharing a passion. Equally, the First Assistant Coach thought of herself as a servant to the players in the Program.

An architectural firm completed the task to "Reinforce Programmatic Tenets," rather individuals in the firm applied company values to their work. The values of an architectural firm act as a catalyst to direct the construction of a project. When the members of the SC Coaching Staff reinforced programmatic tenets, they had a similar result, development of a player.

Responding to the Variability in the Coaching Environment

The personal convictions of the members of the SC Coaching Staff directed the final *organizational task* of "Responding to the Variability in the Coaching Environment." The variability originated from the uncertainty in how the factors that make up the environment interacted with each other. Therefore, this task described how

the SC Coaching Staff adapted and overcame the irregularities prevalent in the coaching context.

The *organizational task* of "Responding to the Variability in the Coaching Environment" incorporated the organizational responsibilities of "Promoting and Selling the Program" and "Evaluating the Capabilities of Players," and "Analyzing Opposing Teams." In order to meet these organizational responsibilities, all of the members of the SC Coaching Staff had to participate in managing the variables of the coaching environment. The SC Coaching Staff performed this *organizational task* and met the organizational responsibility through the roles of "Promoter," "Recruiter," and "Coordinator."

One of introductory chapters that reviewed the relevant literature addressed the factors that had contributed to the variability in the coaching context. Some of these factors included characteristics of coaches and players, coach thoughts, and coach beliefs. A micro-task to interact with members of the SC Coaching Staff emerged as a means of responding to the variability. The Head Coach had previous experience with each member of the SC Coaching Staff. However, over the past four years, all of the members developed camaraderie and respect for what each brought to the coaching environment. The Second Assistant describe his contributions in this quote:

Me, I bring the testosterone. I'm more even-keel, low-key. I'm not the one who will get my blood pressure up that quickly. I'm more of the calmer voice and just give them [players] the information in a different way. Coach Staley [Head Coach] is fiery. Coach Boyer [Associate Head Coach] is very similar, although she can change sides. Nikki [First Assistant Coach] is the same way. She can be

both....and again I'm more of a talker....So that when we sit down and meet as a staff and the emotions are going, I'm trying to get people to see both sides.

The Former Player characterized the interactions of the SC Coaching Staff, also. Her depiction provided additional confirmation into how the SC Coaching Staff connected with each other and a player's perception of this synergy. She said:

Coach McCray [First Assistant Coach] is...very good at recruiting. She's the one who is knocking everybody in because she spends a lot of time and puts a lot of effort into the stuff that gets sent out to them. They'll do the hand-written letters and everything to the big recruits and she's on the phone with people constantly, texting, Facebooking. She is the one who stays hip or down to reach the young people....Coach Taylor [Second Assistant Coach] is the testosterone that everybody needs. He has to calm it down every now and then, but then he's just the relaxed type. He complements everybody else because we're all so wired. Boyer [Associate Head Coach] is like the head...among the assistants, but she's the brains of the whole operation. And I say that because Coach Boyer during the game, she's keeping stats, she knows about every foul, she's the one who comes up with these, I don't know how many plays she has in her head or how they can stay there, but she just knows everything....But Boyer, she like a brain....Coach Staley [Head Coach] she's just the leader of course. She leads by example....She's the authority. So she brings it all together and she calls all the shots.

Another micro-task for the SC Coaching Staff involved in "Responding to the Variability of the Environment" was understanding the characteristics and level of

development of the players. The Associate Head Coach and Head Coach discussed this in the following quotes:

I think for these guys [players] it's such an interesting age because they're really starting to become adults....some of them are the best and brightest when they get here and all of a sudden now they are with somebody else that was the best and the brightest...that's hard for kids. [Associate Head Coach]

Young people nowadays seem like they need a lot more because they have a lot of things competing for their time....They're not very disciplined when they come into [this] system. They're a lot different nowadays than they were 20 years ago. [Head Coach]

The members of the SC Coaching Staff responded to the variability in the coaching context through collegial interactions and by recognizing the characteristics of their players. This macro-task evolved from the personal convictions of the individuals on the SC Coaching Staff. Undoubtedly, variability in the architectural domain exists, as in the coaching context. More than likely, the employees of an architectural firm react to the instability of the environment in similar ways, as the SC Coaching Staff, through interactions with colleagues and understanding of the characteristics of individuals.

Table 5

Comparison of Organizational Tasks with an Architectural Firm

Organizational Tasks	Architectural Firm
Prepare Scouting Reports	Produce Performance Reports
Pursue Potential Players	Recruit Potential Employees
Reinforce Programmatic Tenets	Apply Company Values
Respond to Coaching Variability	React to Environmental Instability

Summary

The *organizational tasks* were the last finding to the presentation of the organization component of the *Coaching Model*, as applied to the SC Coaching Staff. The four macro-tasks were (a) Preparing Scouting Reports, (b) Pursuing Potential Players, (c) Reinforcing Programmatic Tenets, and (d) Responding to Variability of the Coaching Environment, each had micro-tasks that ensured the SC Coaching Staff performed them. All of these *organizational tasks* had architectural counterparts of producing performance measurement reports, recruiting potential employees, applying company values, and reacting to the instability of the environment. As with the organizational responsibilities, the Program's governing affiliations influenced *organizational tasks*, especially those of the DOBO. All of the *organizational tasks*, regardless of their derivation fulfilled the third facet of the definition of Role Theory offered by Biddle (1986) in which he referred to the tasks as behaviors.

CHAPTER 8

DISCUSSION

Given the dearth of studies investigating the organization component of the *Coaching Model* (Côté et al., 1995), the purpose of this study was to investigate the organizational roles, responsibilities, and tasks of a National Collegiate Athletic Association (NCAA) Division I women's basketball coaching staff. Specifically, the research questions guiding this study were:

1. What are the organizational roles of an elite level coaching staff?
2. How are the organizational roles fulfilled by an elite level coaching staff?
3. What are the organizational responsibilities of an elite level coaching staff?
4. How are these organizational responsibilities met by an elite level coaching staff?
5. What are the organizational tasks of an elite level coaching staff?
6. How are the organizational tasks performed by an elite level coaching staff?

Since Biddle's (1986) synthesis of Role Theory framed the study, the data collection techniques sought to find the "characteristic behaviors," "parts assumed," and "expectations for behaviors" (p. 68) of the University of South Carolina Women's Basketball Coaching Staff (SC Coaching Staff) regarding the organization component of the *Coaching Model*. These were expressed through the organizational structure, roles, responsibilities, and tasks.

Summary of Findings

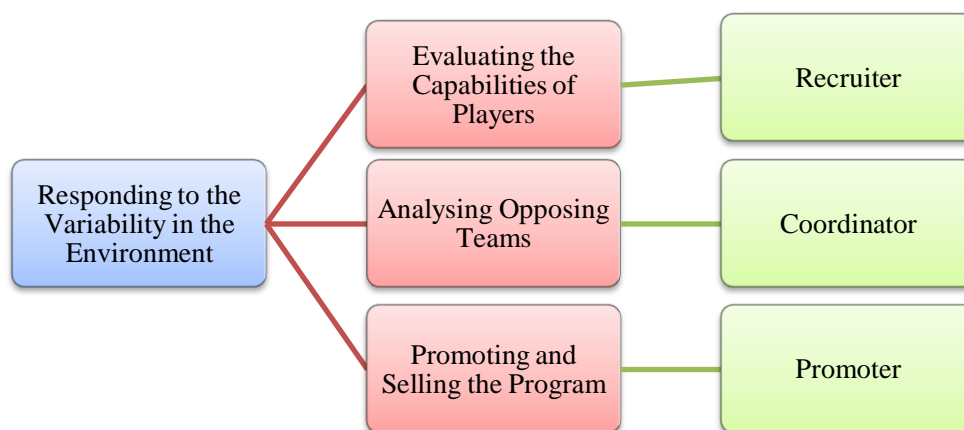
The findings revealed a distinct organizational structure among the members of the SC Coaching Staff that facilitated how they fulfilled organizational roles, met organizational responsibilities, and performed organizational tasks. The structure consisted of the organizational environment and the hierarchal positions of the SC Coaching Staff. Four factors influenced the organizational environment--"Planning and Preparation," "Recruiting," "Player Development," and "Logistics." All of which helped to establish the organizational structure for the SC Coaching Staff.

Additionally, the hierarchal positions of the members of the SC Coaching Staff explained further the organizational structure. The positions were Head Coach, Associate Head Coach, First Assistant Coach, Second Assistant Coach, and the Director of Basketball Operations (DOBO). The hierarchy of these positions represented a chain of command, rather than a ranking system of importance for the University of South Carolina Women's Basketball Program (Program). The interaction between the environment and the positions generated the comparison of the SC Coaching Staff and the Program with an architectural firm that persisted throughout the findings chapters. Identifying the organizational structure, which comprised of the environmental factors and hierarchal positions, ushered a better understanding of the organizational roles, responsibilities, and tasks of the SC Coaching Staff.

The organizational roles, responsibilities, and tasks were interdependent upon each other. Thus, each role determined the responsibilities for that role, which in turn, dictated the tasks performed. The organizational roles emerging from the data were that of (a) Delegator, (b) Recruiter, (c) Promoter and (d) Coordinator. These roles determined

the parts or identities adopted by the members of the SC Coaching Staff. These organizational roles incorporated certain expectations that translated into the organizational responsibilities of (a) Monitoring the Academic Progress of Players, (b) Analyzing Opposing Teams, (c) Evaluating the Capabilities of Players, and (d) Promoting and Selling the Program. Finally, meeting these responsibilities required the performance of organizational tasks. For the SC Coaching Staff, these organizational tasks included (a) Preparing Scouting Reports, (b) Pursuing Potential Players, (c) Reinforcing Programmatic Tenets, and (d) Responding to the Variability in the Coaching Environment.

The findings from this study revealed the organizational structure, roles, responsibilities, and tasks of organization component for the SC Coaching Staff and the Program. Therefore, the organizational structure, roles, responsibilities, and tasks described how they created the ideal environment for practice and games. The following sections will discuss how these findings can be situated in the current research on coaching. The figure below shows the interrelatedness of the organizational tasks, responsibilities, and roles of the SC Coaching Staff.



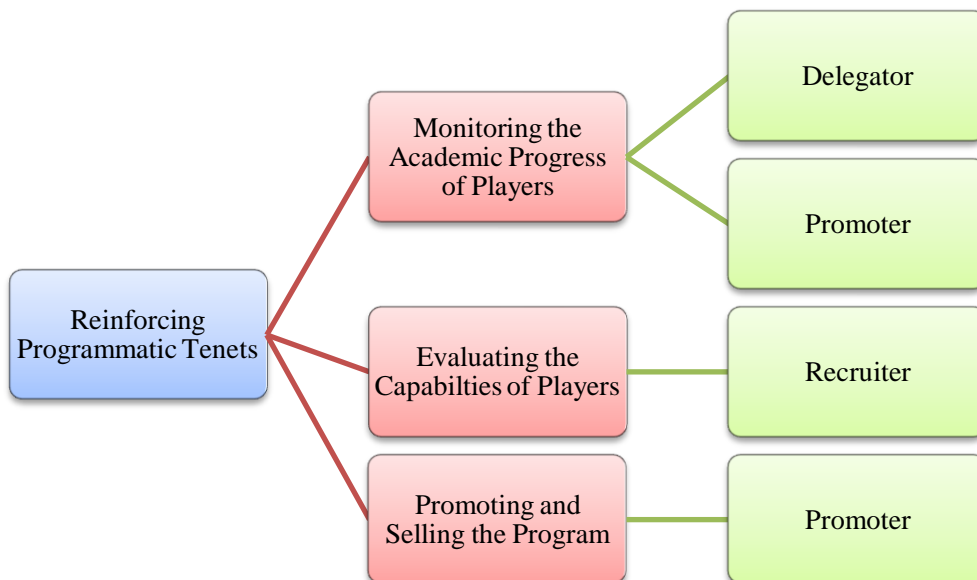
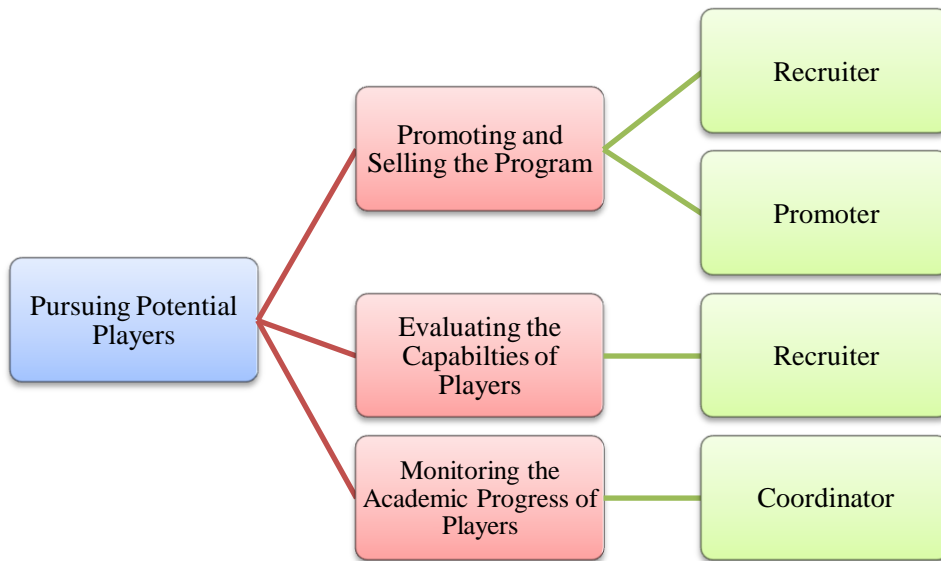
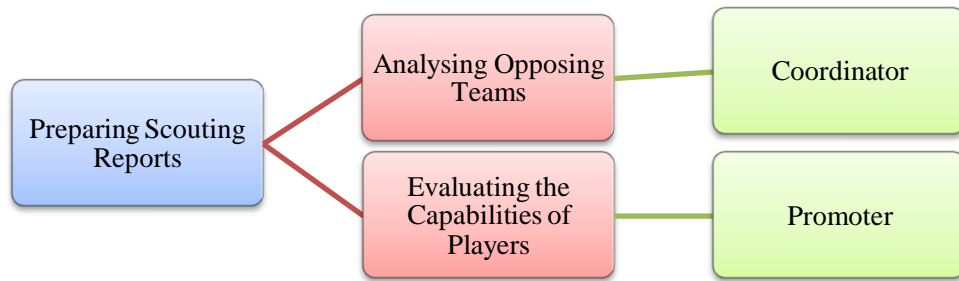


Figure 4. Organizational Tasks, Responsibilities, and Roles. This figure shows the interrelatedness of the organizational tasks, responsibilities, and roles by listing the organizational tasks, the organizational responsibilities needed to perform the tasks, and the organizational role required to meet the responsibilities.

Organizational Component of the Coaching Model

The findings of the current study indicated that the organization component of the *Coaching Model* was extremely significant to the operation of the SC Coaching Staff and the function of the Program. Côté et al. (1995a) alluded to the significance of the organization component in describing the job of a coach through the *Coaching Model*. Specifically, the *Coaching Model* posited that the competition, organization, and training components described the coaching process because they directly affected the goal of athlete development. The *Coaching Model* generated two other studies that focused on the job of a coach, as described by these three components. The first study focused on the competition and training components of the *Coaching Model* (Côté et al., 1995b). These components referred to the knowledge coaches used during games and practice, respectively. The second study conducted by Côté and Salmela (1996) concentrated on the organization component of the *Coaching Model*. This component focused on the knowledge that coaches used to create the ideal environment for games and practices.

The findings from the current study were comparable to those from the seminal studies conducted by Côté et al. (1995b) and Côté and Salmela (1996). In comparing the segregated findings from these two studies, with the current study, it was apparent that the organization component was vital to the coaching process. The comparison became evident in the volume of meaning units referencing the individual components in the

seminal studies and the quantity of time dedicated to the organization component during the workweek for the SC Coaching Staff. In the seminal studies, the number of meaning units that referenced the organization component was greater than those that referenced the competition and training components. Therefore, the greater number of references to the organization component suggests that it is a crucial aspect to the goal of coaching and to the job of a coach.

Likewise, the findings of this study indicated that the SC Coaching Staff had similar allocations of time in the components of the coaching process. During data collection, it was evident that the SC Coaching Staff logged hours above that of a typical 40-hour workweek. The Former Player expressed her assessment of the SC Coaching Staff's workweek in this quote:

I feel like they [members of the SC Coaching Staff] work 80, 90 hours a week, every week, through the whole season. They're always there, always, always, always at the office; any time you drive by the office you see their cars.

The competition and training components, for the SC Coaching Staff had predetermined time limits, as set by the game schedule and the NCAA. The competition component (games) received about six hours per week, while the training component (practice) received about 20 hours per week. The remaining hours for the SC Coaching Staff's workweek involved obligations comprising the organization component. To put it simply, the findings unveiled similar conclusions to Côté et al. (1995b) and Côté and Salmela (1996) in the quantity of time spent in the organization, training, and competition components that described the coaching process, although the current study did not

investigate the last two components. The significance of this lies in the lack of attention given to the organization component, despite its proven importance to coaching.

Furthermore, the findings from the current study extended those from Côté and Salmela (1996). Both studies acknowledged the significance of the organization component in describing the job of a coach. However, the current study defined the parameters of the organization component as dictated by the organizational structure, roles, responsibilities, and tasks of the SC Coaching Staff. Essentially, this study supported previous literature that recognized the significance of the organization component as dictated in the quantity of time dedicated to this component and extended the literature on coaching by defining the parameters of the organizational component. The findings from the current study, as a result, helped to better understand the job of a coach.

Organizational Structure

The organizational structure, as described by the environment and hierarchal positions, assisted in identifying the organizational roles, responsibilities, and tasks of the SC Coaching Staff. Biddle (1986) posited that the characteristic behaviors, parts or identities of the participants, and the scripts or expectations for behavior that described Role Theory were dependent on the situation and social identities of people. Likewise, for the SC Coaching Staff the environment or situation and the positions or identities determined their organizational roles, responsibilities, and tasks. In the current study, the organizational structure described the environment and positions of the Program. The recognition of the organizational structure in the current study seemed to actualize the recommendation in Jones and Wallace (2005) to "orchestrate" coaching. Their

recommendation was a method of managing the complexity in coaching that developed from the environment and the people in the environment, in order to accomplish the goals of coaching. The researchers defined orchestration as: "a coordinated activity within set parameters expressed by coaches to instigate, plan, organize, monitor, and respond to evolving circumstances in order to bring about improvement in the individual and collective performance of those being coached" (p. 128). In the current study, the charge to "instigate, plan, organize, monitor, and respond to circumstances" reflected the environmental factors found in the coaching environment of the Program.

The "Planning and Preparation Factor" described the generation of the blueprint, which included the goals of the Program. The "Recruiting Factor" involved pursuing athletes to become players with the Program. The SC Coaching Staff applied programmatic tenets to players under the guise of the "Player Development Factor." Lastly, the "Logistics Factor" detailed the implementation and coordination of details from the other environmental factors.

In the analysis of coaching literature, Gilbert and Trudel (2004) found that the majority of the coaching literature used only head coaches as participants, even though this fails to portray an accurate illustration of coaching. A coaching staff, as seen in the current study, typically performs the activities involved in the coaching process, especially those in the organization component. Several studies acquiesced this point by positing that working with assistants was an aspect in the job of a coach (Trudel & Gilbert, 2006; Côté & Sedgwick, 2003; Gilbert & Trudel, 2000; Côté et al., 1995a). In the current study, the members of the SC Coaching Staff were the Head Coach, Associate Head Coach, First Assistant Coach, Second Assistant Coach, and the DOBO. These

members worked in tandem to achieve the goal of the Program. Specifically, the Head Coach was the authority. She provided leadership and oversight to the Program. The Associate Head Coach facilitated the daily operation of the Program. While the First and Second Assistant Coaches each controlled microcosms of the Program. The DOBO coordinated the central operations of the Program. The members of the SC Coaching Staff served in these hierarchal positions by interacting in the four factors in the environment. The environmental factors and hierarchical positions formed the organizational structure of the SC Coaching Staff and the Program.

Roles in the Organizational Component

The current study identified the organizational roles of the SC Coaching Staff. They fulfilled the roles of (a) Delegator, (b) Promoter, (c) Recruiter, and (d) Coordinator. The role of "Delegator" was the individual whom assigned and appointed responsibilities and tasks to other members in the Program. The second role, "Recruiter" involved pursuing athletes from high school and junior colleges to become members of the team. The "Recruiter" role led to the "Promoter" role. In the role of "Promoter," the members of the SC Coaching Staff supported the maturation of current players by applying the tenets of the Program to facilitate personal and social development. The fulfillment of the last role involved managing the micro-level obligations of the environmental factors. This role was that of "Coordinator."

The organizational roles of the SC Coaching Staff supported the findings from Vallée and Bloom (2005) that determined leadership, desire for players' maturation, planning and preparing for the season, and player buy-in to the coaches' vision, goals and philosophy helped build a successful university athletic program. Although, Vallée and

Bloom (2005) did not specify the organizational roles of "Delegator," "Recruiter," "Promoter," or "Coordinator," the researchers referred to these roles in their findings when describing their participants' behaviors. The participants' display of leadership behaviors described the role of "Delegator" from the current study. The desire for players' maturation depicted the role of "Promoter." The role, "Coordinator" supported the planning and preparation done by the members of the SC Coaching Staff. Finally, player buy-in to coaches' vision, goals, and philosophy detailed the "Recruiter" role.

The finding of organizational roles from the current study and the identification of the elements that contributed to a successful university athletic program (Vallée & Bloom, 2005) suggest that the traditional perception about the job of a coach as only a teacher (Lindholm, 1979) should be extended. Smith (2004) reiterated this idea in his study on legendary football coach, Bobby Bowden. In that study, Coach Bowden said, "The problem with being a coach is that you must be a teacher, a father, a mother, a psychologist, a counselor, a disciplinarian, and Lord-knows-what-else..." (Smith, 2004, p. 31). Even further, in the current study, the Head Coach challenged the traditional understanding of the job of a coach in this quote:

I mean coaching embodies a lot of different things. I mean you have to be a psychiatrist. You have to be a mentor. You have to be a mom sometimes. Coach Taylor [Second Assistant Coach] has to be a dad. You have to be a friend. You have to be superwoman, to be quite honest. You have to know what hat to put on. The good coaches know when it's time to take the coaching hat off and put on the momma hat. You have to be able to balance all of those things, because of you are just a [traditional] coach; you're missing the majority of your job. Being just

a [traditional] coach is a small percentage; I'm talking just [teaching] the basketball. It's very small.

Therefore, the findings of this study support those of Vallée and Bloom (2005) and Smith (2004), which maintained the idea that coaching involved fulfilling additional roles aside from that of the traditional role of teacher. Also, the current study extends the literature by identifying the additional organizational roles that coaches fulfill. Thereby, the findings of this study revised the traditional perception of the job of a coach to one that encompasses the organization component.

Still, other coaching literature fails to reflect this expanded idea of the job of a coach. The current landscape of coaching research provides an overwhelming number of studies that only examined what coaches do in the competition and training components of their jobs, concluding that they instructed and fulfilled the role of teacher (Becker & Wrisberg, 2008; Trudel & Gilbert, 2006; Gallimore & Tharp, 2004; Gilbert & Trudel, 2004; Bloom et al., 1999; Jones et al., 1997). In fact, Gallimore and Tharp (2004) reanalyzed celebrated coach, John Wooden. This time, using a qualitative approach, the researchers concluded, "It is now clear that Coach Wooden's economical teaching that we observed was the product of extensive, detailed, and daily planning based on continuous evaluation of individual and team development and performance" (p. 124). The conclusion augmented the researchers' initial analysis from 30 years ago, which narrowly viewed coaching as teaching. The augmented conclusions reflect a more complete view of coaching; one that the current study promoted, which was a focus on the importance of the organization component to the job of a coach. Yet, research on coaching, even decades later, narrowly examines coaching from a pedagogical viewpoint, which limits

the complete the understanding of the job of a coach. This limiting research focus could retard the advancement of the coaching profession.

Responsibilities of the Organization Component

The findings of this study revealed four organizational responsibilities of the SC Coaching Staff. These organizational responsibilities defined the expectations of the members of the SC Coaching Staff and derived from the role or identities assumed by the members. One responsibility was "Monitoring the Academic Progress of Players." Meeting this responsibility involved the organizational roles of "Delegator," "Promoter," and "Coordinator." Another organizational responsibility was "Analyzing Opposing Teams," which was tied to the organizational role of "Coordinator." The organizational responsibility of "Evaluating the Capabilities of Players" attached to the organizational roles of "Recruiter" and "Promoter." The last responsibility, "Promoting and Selling the Program" involved the organizational roles of "Recruiter" and "Promoter."

The organizational responsibilities described the expectations for the members of the SC Coaching Staff in the organization component. This finding, from the current study supported the job expectations for university sport coaches determined in Gorney and Ness (2000). The job expectations of complying with NCAA, conference, and institutional rules, making student welfare a high priority, recruiting qualified players, being consistent in disciplinary actions, and preparing strategies to win games described the job of a coach in the organization component. These expectations related to all four of the organizational responsibilities of the SC Coaching Staff identified in the current study. Ultimately, the organizational responsibilities identified in the current study are significant in describing the job of a coach

Tasks of the Organizational Component

The current study found that the four organizational tasks of the SC Coaching Staff could be classified on a macro- and micro-level. The macro-level organizational task of "Preparing Scouting Reports" was performed through the organizational role of "Coordinator" and the organizational responsibility of analyzing opponents. "Pursuing Potential Athletes," another macro-level task involved the organizational roles of "Recruiter" and "Promoter" and met the organizational responsibilities of "Evaluating the Capabilities of Players." The macro-level organizational task of "Reinforcing Programmatic Tenets" met the responsibility of "Promoting and Selling the Program" and fulfilled the organizational roles of "Recruiter and Promoter." Finally, the macro-level organizational tasks of "Responding to the Variability in the Environment" was performed through the organizational role of "Promoter" and the organizational responsibility of "Promoting and Selling" the Program. Within the macro-tasks it was apparent that there were micro-tasks that the members of the SC Coaching performed in order to meet the organizational responsibilities and fulfill each organizational role. These micro-tasks detailed a sequence of actions that the SC Coaching Staff executed in order to perform each of the macro-level organizational tasks.

The expression of the association between the organizational responsibilities and tasks presented itself in the findings of Gorney and Ness (2000), also. That study, not only identified the job expectations for university coaches, but it cataloged the tasks that comprised each of the expectations. The tasks emanating from the job expectations for university coaches that related to the organizational tasks of the SC Coaching Staff were knowing opponents strengths and weaknesses, selling the institution and program to

potential players, making phone calls to potential players, communicating and cooperating with other members of the coaching staff, and cooperating and responding to the advice and instructions of the athletic and institution administrators.

Admittedly, the study completed by Gorney and Ness (2000) examined the evaluation criteria of full-time head coaches that competed on the NCAA Division II level. This was not the same division on which the Program competed. It competed on the NCAA Division I level. The main difference between the two divisions was in the financial support afforded to the players at institutions that competed on the Division I and Division II levels. Specifically, Division I programs offer players the most financial aid to cover costs associated with post-secondary education, while Division II programs offer limited aid for the same expenses. This difference did not affect, directly, the applicability of the criteria to a NCAA Division I sports program like the University of South Carolina Women's Basketball Program. The basis of the previous statement lies in the previous literature on this topic, as described below.

Trudel and Gilbert (2006) provided a profile of the typical coach in three sport-coaching contexts. One of the contexts was elite sport coaching. This context represented the highest level of commitment from athletes and coaches, restrictive athlete selection criteria, and full-time coaches. Other shared characteristics were educational experiences, coaching experience, and reasons for coaching. The researchers determined that intercollegiate athletics were examples of elite sport coaching, irrespective of the division level. This suggested that definitive commonalities existed between the coaches in the elite coaching context, which allowed for the findings from Gorney and Ness (2000) to be compared with the findings of the current study on the SC Coaching Staff.

Furthermore, the *University of Minnesota Report of the Task Force on Intercollegiate Athletics* (1986) corroborated the findings from Gorney and Ness (2000) to the Program and the SC Coaching Staff. This report posited six measures that should be included on an evaluation for coaches: (1) goals and objectives explicitly relating to the academic progress of the student-athlete [players], (2) academic goals, (3) opportunities for personal development, (4) win-loss record, (5) graduation rates, and (6) compliance with NCAA rules and regulations (University of Minnesota, 1986). As presented, the measures do not have specific counterparts in the findings of the current study. Nevertheless, the report showed an infusion of the organizational roles, responsibilities, and tasks from the current study. For example, the measure, "compliance with NCAA rules and regulations" took shape in the organizational roles of "Recruiter," "Delegator," and "Coordinator" and the organizational responsibilities of "Monitoring the Academic Progress of Players," and "Analyzing Opposing Teams" in the current study. Furthermore, the University of Minnesota is a member-institution of the NCAA and competes on the Division I level, like the Program, thereby adding credibility to the support of the findings from the current study with those of the report offered by the University of Minnesota.

Moreover, the *National Standards for Sport Coaches (NSSC)* chronicled the fundamental actions, skills, and knowledge all coaches should possess (National Association of Sport and Physical Education [NASPE], 2006). This document updated a previous edition (NASPE, 1995), which identified the core body of knowledge for coaching expertise. The latest edition, the *NSSC*, designated eight domains, "used to categorize the standards that reflect the scope of coaching responsibilities" (p. 5). The

domains were: (a) Philosophy and Ethics, (b) Safety and Injury Prevention, (c) Physical Conditioning, (d) Growth and Development, (e) Teaching and Communication, (f) Sports Skills and Tactics, (g) Organization and Administration, and (h) Evaluation. These domains coincided with the job expectations for a coach identified in Gorney and Ness (2000) and the evaluation measures for university coaches recommended by *University of Minnesota Report of the Task Force on Intercollegiate Athletics* (1986). The findings from the current study, the organizational structure, roles, responsibilities, and tasks of the SC Coaching Staff, incorporate the eight domains of the *NSSC*, as well.

The Coaching Model

The findings of the current study suggests that although the SC Coaching Staff did not refer to the *Coaching Model* by name, an awareness of a framework for operation of the Program existed. This refuted the viewpoints of Gilbert (2007) and Cushion (2007). Gilbert (2007) stated: "I have worked with hundreds of coaches across all types of sports and all levels of competition and I have yet to meet a coach who has ever referenced a coaching model when describing what they do" (p. 417). However, in the confines of this study, the quote above failed to draw support. Indirectly, a participant in the pilot study and members of the SC Coaching Staff promoted the *Coaching Model's* usefulness in understanding the job of a coach.

During the piloting phase of the current study, one of the participants, whom was a coach, saw the illustration of the *Coaching Model*. She asked what each of the components represented. The coach was receptive and agreed with the *Coaching Model's* representation of coaching. She requested a copy and immediately posted it on her board. This coach's receptivity to the *Coaching Model* seemingly challenged Cushion's (2007)

sentiments that posited, "To the practitioner though, these representations of the coaching process often seem disconnected from the coaching context and frozen into a text that does not capture the richness of lived experience" (p. 398). This statement was in direct contrast to the coach's sentiments in the piloting phase of this study.

Furthermore, references to all of the components of the *Coaching Model* radiated throughout this study. For example, the SC Coaching Staff had an agreed upon goal that was to develop players. This same goal directed the *Coaching Model*. The organizational task of "Responding to the Variability of the Coaching Environment" indirectly acknowledged the contextual factors, coach's personal characteristics, and athletes' personal characteristics and level of development, all of which are components of the *Coaching Model*. The coach's mental assessment of athletes' potential was another component, yet, the organizational responsibility of "Evaluating the Capabilities of Players" takes this component into consideration. "Analyzing Opposing Teams," an organizational responsibility and the "Preparation of Scouting Reports," an organizational task, consider the competition and training components of the *Coaching Model*. As previously stated, all of the findings from the current study on the SC Coaching Staff comprised the organization component. Therefore, the findings from this study refute the criticisms of Gilbert (2007) and Cushion (2007) in the usefulness of the *Coaching Model*. This claim stems from the notion that even though explicit endorsement of the *Coaching Model* fails to exist, the SC Coaching Staff operated the Program under a framework that closely resembles the *Coaching Model*.

Another critique of modeling the coaching process was its lack of empirical evidence, which created a disconnect between theory and practice (Cushion, 2007). The

Coaching Model, however, derived from empirical evidence. In fact, Lyle (2002) labeled it as a "valuable exemplar" (p. 89) for understanding the job of a coach.

Contributions to the Literature

This study provides a unique contribution to the understanding of the job of a coach in two specific ways. The first is that the current study provides greater depth into an understudied part of the coaching process, the organization component. The current study isolated this component and found the organizational structure, roles, responsibilities, and tasks that comprised it. These findings were interdependent and created the ideal environment for the other two components of the coaching process. The second way is that this study submitted a different approach to understanding and developing the *Coaching Model*. The approach segregated the organization component from other components in order to examine it in its entirety, and establish a complete understanding of its importance to the coaching process. Simply, this approach suggests the examination of the individual components of the *Coaching Model*, first, in an effort to reduce the complexity involved in coaching. Then, the findings from each of those studies can be combined to better inform the *Coaching Model* and ultimately coaching.

The need for more empirical evidence is essential. Cushion and Lyle (2010) framed the content of potential investigations in this quote: "There is a need to ensure that research questions arise from practice, are seen to be relevant to the problems and challenges of the day-to-day work of the coach..." (p. 9). The current study took this approach; a fact that the Head Coach affirmed in this quote when asked how to revolutionize the traditional perception of what coaching is. She responded:

Well people won't know until you actually do studies like you're doing...you don't know until you actually live it and until you actually have a conversation with a coach.

The participants in the current study seemed to promote the insight that research can have on the coaching process. They conveyed the impression that if aware of empirical evidence on coaching, it would inform their coaching practices. This was one of the goals of the current study.

Implications for Future Study and Practice

The current study can help better prepare coaches through the efforts of coach educators and coach education programs. The findings suggest that the purveyors of empirical and practical data may need to reevaluate the content of their programs to ensure that it aligns with the contemporary trends of the profession. Thereby responding to the proposition in McCullick, Schempp, Mason, Foo, Vickers, and Connolly (2009) to provide "a dependable body of information upon which to rely when making decisions about and crafting CEP's [coaching education program]" (p. 332).

This study revealed a need to examine the specific components of the coaching process, as opposed to taking a global approach. Examining the individual components can offer greater insight because it concentrates the research into one area and reduces the complexity of coaching (Jones et al., 2004). After which, the findings can be compiled to better inform coaching as an entire process. Hopefully, this study will spurn future investigations that will respond to the research agenda proffered by Cushion and Lyle (2010) that suggested future studies originate from practice. This will contribute to the

creation of acyclic process that provides a constant stream of questions, answers, and application between coach researchers, coach educators, and coaches.

It is important to note that the findings of the study are not exclusive to a NCAA Division I women's basketball coaching staff, meaning that the data has transferability in the recreational and developmental context, also. The study employed participants at the elite level in order to isolate the organization component in one of the highest levels of coaching. The transferability to other environments is context-dependent and assumes the position that the elements are fixtures in the coaching environment. The only difference between the coaching contexts is how they express or actualize the organizational elements--structure, roles, responsibilities, and tasks. For example, Gilbert and Trudel (2004b) found that coaches in the recreational context promoted the personal growth and development of players through non-sport specific skills, such as discipline and hard work. This resembled the organizational task of the SC Coaching Staff of "Reinforcing Programmatic Tenets." Gould, Collins, Lauer, Chung (2007) examined award winning high school football coaches, of the developmental coaching context and found these coaches emphasized and reinforced the importance of academics. This related to the organizational responsibility of the SC Coaching Staff of "Monitoring the Academic Progress of Players."

Other factors that need to be considered in the current study were the type of sport and the gender of the players. Concerning the type of sport, the current study employed participants of a team sport, basketball. Nevertheless, Côté and Sedgwick (2003) conducted a study using participants in a team sport, rowing, in order to examine the most effective behaviors of rowing coaches. The findings of that study resembled those

of the current study, in that the data revealed similar content and convincing evidence to the importance of the organization component. Seven categories of effective coach behaviors emerged, six of which referenced the organization component. These included: (a) build athlete's confidence, (b) create a positive training environment, (c) establish a positive rapport with each athlete, (d) facilitate goal setting, (e) plan proactively, and (f) recognize individual differences. Additionally, the participants in this study were male and female players, which neutralized the likelihood that gender swayed the findings. Thus, the study completed by Côté and Sedgwick (2003) negated the possibility that the type of sport or gender influenced the findings of the current study.

The findings from this study can inform practitioners about the significance of the organization component to coaching. By examining the organizational structure, roles, responsibilities, and tasks, this study highlighted the quantity of time the participants spent producing the ideal environment for games and practices and the importance of this component in reaching the goals of the Program. The findings can help present coaches examine their current time allotments in the organization, competition, and training components and assess whether this allowance is adequate to reach the goals of their programs. Since the time dedicated to games and practices are preset, it would greatly benefit coaches in all coaching contexts to invest their time in attending to the organizational structure, roles, responsibilities, and tasks that define the organization component for their programs.

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APPENDIX A
INFORMED CONSENT

CONSENT FORM
(coaching staff)

I, _____, agree to participate in a research study titled "THE ORGANIZATIONAL TASKS AND ROLES OF A WOMEN'S BASKETBALL STAFF" conducted by Tiffany Isaac from the Department of Kinesiology at the University of Georgia (542-4210) under the direction of Dr. Bryan McCullick, Department of Kinesiology, University of Georgia (542-3621). I understand that my participation is voluntary. I understand that my participation in the study is anticipated to be two to four weeks. If I decide to stop or withdraw from the study, or if the investigator decides to terminate my participation without regard to my consent, the information/data collected from or about me up to the point of my withdrawal will be kept as part of the study and may continue to be analyzed.

The reason for this study is to investigate the organizational roles and tasks of a women's basketball coaching staff. I will be asked to do the following things:

- 1) Answer questions that will be audio-recorded during two interviews, each lasting about an hour about my working environment; my interactions with other members of the coaching staff, administration, players, supporters, recruits, coaches, and the media; my responsibilities to the program and how I perform them.
- 2) Be observed in my work environment and have my interactions recorded by hand through fieldnotes for approximately two weeks.
- 3) Provide copies of relevant schedules, job descriptions, or written communication between myself and others in my working environment.

The benefits for me are that my participation may facilitate a greater understanding between the individuals of the program about the scope of my responsibilities and expectations involved in this component of coaching. The researcher also hopes to learn more about the organizational tasks and roles of a women's basketball staff in order to better understand the coaching process.

No risk is expected but I may reveal thoughts, beliefs, or perceptions concerning my professional responsibilities, about colleagues and players, and working environment that (if released) could have implications after the completion of the study. I understand that while anonymity and complete confidentiality cannot be guaranteed, any potential risk from participation in the study will be reduced through the use of pseudonyms about me, my program, and institution. Also, I understand that the audio recorded files will be transferred to the researcher's personal password protected computer. No individually-identifiable information about me will be shared with others without my written permission unless required by law. I understand that at the completion of this study, all data files will be stripped of individually-identifiable information.

The investigator will answer any further questions about the research, now or during the course of the project.

I understand that I am agreeing by my signature on this form to take part in this research project and understand that I will receive a signed copy of this consent form for my records.

Name of Researcher
Date
Telephone: 706-691-4703
Email: tisaac@uga.edu

Signature

Name of Participant
Date

Signature

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail Address: IRB@uga.edu

CONSENT FORM
(player)

I, _____, agree to participate in a research study titled "THE ORGANIZATIONAL TASKS AND ROLES OF A WOMEN'S BASKETBALL STAFF" conducted by Tiffany Isaac from the Department of Kinesiology at the University of Georgia (542-4210) under the direction of Dr. Bryan McCullick, Department of Kinesiology, University of Georgia (542-3621). I understand that my participation is voluntary. I understand that my participation in the study is anticipated to be two to four weeks. If I decide to stop or withdraw from the study, or if the investigator decides to terminate my participation without regard to my consent, the information/data collected from or about me up to the point of my withdrawal will be kept as part of the study and may continue to be analyzed.

The reason for this study is to investigate the organizational roles and tasks of a women's basketball coaching staff. I will be asked to do the following things:

- 1) Answer questions that will be audio-recorded during an interview that will last approximately one hour about my intercollegiate playing experience; my interactions with members of the coaching staff, administration, other players, supporters, recruits, and the media; my responsibilities to the program and how I perform them.
- 2) Be observed for about two weeks at practices, during games, during interactions with coaches, fans, media, and other players and have my interactions recorded by hand through fieldnotes.
- 3) Provide copies of relevant communication between myself and coaches

The benefits for me are that my participation may facilitate a greater understanding between the individuals of the program about the scope of my responsibilities and expectations involved in this component of coaching. The researcher also hopes to learn more about the organizational tasks and roles of a women's basketball staff in order to better understand the coaching process.

No risk is expected but I may reveal thoughts, beliefs, or perceptions concerning my responsibilities, about players, and my playing environment that (if released) could have implications after the completion of the study. I understand that while anonymity and complete confidentiality cannot be guaranteed, any potential risk from participation in the study will be reduced through the use of pseudonyms about me, my program, and institution. Also, I understand that the audio recorded files will be transferred to the researcher's personal password protected computer. No individually-identifiable information about me will be shared with others without my written permission unless required by law. I understand that at the completion of this study, all data files will be stripped of individually-identifiable information.

The investigator will answer any further questions about the research, now or during the course of the project.

I understand that I am agreeing by my signature on this form to take part in this research project and understand that I will receive a signed copy of this consent form for my records.

Name of Researcher
Date
Telephone: 706-691-4703
Email: tisaac@uga.edu

Signature

Name of Participant
Date

Signature

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail Address: IRB@uga.edu

CONSENT FORM
(administrative personnel)

I, _____, agree to participate in a research study titled "THE ORGANIZATIONAL TASKS AND ROLES OF A WOMEN'S BASKETBALL STAFF" conducted by Tiffany Isaac from the Department of Kinesiology at the University of Georgia (542-4210) under the direction of Dr. Bryan McCullick, Department of Kinesiology, University of Georgia (542-3621). I understand that my participation is voluntary. I understand that my participation in the study is anticipated to be two to four weeks. If I decide to stop or withdraw from the study, or if the investigator decides to terminate my participation without regard to my consent, the information/data collected from or about me up to the point of my withdrawal will be kept as part of the study and may continue to be analyzed.

The reason for this study is to investigate the organizational roles and tasks of a women's basketball coaching staff. I will be asked to do the following things:

- 1) Answer questions that will be audio-recorded during informal interviews about my working environment; my interactions with other members of the coaching staff, administration, players, supporters, recruits, coaches, and the media; my responsibilities to the program and how I perform them.
- 2) Be observed in my work environment and have my interactions recorded by hand through fieldnotes for approximately two weeks.
- 3) Provide copies of relevant schedules, job descriptions, or written communication between myself and others in my working environment.

The benefits for me are that my participation may facilitate a greater understanding between the individuals of the program about the scope of my responsibilities and expectations involved in this component of coaching. The researcher also hopes to learn more about the organizational tasks and roles of a women's basketball staff in order to better understand the coaching process.

No risk is expected but I may reveal thoughts, beliefs, or perceptions concerning my professional responsibilities, about colleagues and players, and working environment that (if released) could have implications after the completion of the study. I understand that while anonymity and complete confidentiality cannot be guaranteed, any potential risk from participation in the study will be reduced through the use of pseudonyms about me, my program, and institution. Also, I understand that the audio recorded files will be transferred to the researcher's personal password protected computer. No individually-identifiable information about me will be shared with others without my written permission unless required by law. I understand that at the completion of this study, all data files will be stripped of individually-identifiable information.

The investigator will answer any further questions about the research, now or during the course of the project.

I understand that I am agreeing by my signature on this form to take part in this research project and understand that I will receive a signed copy of this consent form for my records.

Name of Researcher

Date

Telephone: 706-691-4703

Email: tisaac@uga.edu

Signature

Name of Participant

Date

Signature

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail Address: IRB@uga.edu

APPENDIX B
INTERVIEW GUIDES

INTERVIEW GUIDE
(Director of Basketball Operations)

1. Tell me about the position of Director of Basketball Operations.
2. Describe your duties in practice. In a game.
3. Take me through a typical day in the office. On a road trip. Home game.
4. There's typically four seasons: preseason, regular season, tournament, and postseason. Describe your responsibilities during these seasons and the time devoted to each.
5. Tell me how this position differs from that of an assistant coach?
6. What is the goal of this program? Will you describe how these responsibilities contribute to the goal of the program?
7. What is coaching?
8. What advice would you give someone pursuing a career in coaching on the collegiate level? How would this advice differ if I wanted to coach youth in a recreational league, middle school or high school?

INTERVIEW GUIDE

(Head Coach)

1. Describe your position as head coach.
2. Tell me about the responsibilities of the members of your coaching staff.
3. How were the responsibilities assigned to each individual?
4. Describe what you do in practice. In a game.
5. Take me through a typical day in the office. On a road trip. During a home game.
6. There's typically four seasons: preseason, regular season, tournament, and postseason. Describe your responsibilities during these seasons and the time devoted to each.
7. What is coaching?
8. You have experience on all competition levels from youth to the Olympics, describe the similarities in coaching on these levels. Differences.
9. What advice would you give someone pursuing a career in coaching on the collegiate level? How would this advice differ if I wanted to coach youth in a recreational league, middle school or high school?
10. What is the goal of this program? Will you describe how these organizational roles and tasks contribute to the goal?

INTERVIEW GUIDE
(Assistant Coaches)

1. Describe your position as assistant coach.
2. Describe your duties in practice. In a game.
3. Take me through a typical day in the office. On a road trip. Home game.
4. There's typically four seasons: preseason, regular season, tournament, and postseason. Describe your responsibilities during these seasons and the time devoted to each.
5. What is coaching?
6. What advice would you give someone pursuing a career in coaching on the collegiate level? How would this advice differ if I wanted to coach youth in a recreational league, middle school or high school?
7. What is the goal of this program? Will you describe how these organizational roles and tasks contribute to the goal?

INTERVIEW GUIDE
(Former Player)

1. Will you describe your playing experiences at the University of South Carolina? What was it like to play for Coach Staley?
2. Explain how these experiences prepared you for where you are in your professional and personal career?

3. Describe one of your most memorable experiences while being a member of the SC Women's Basketball Team?
4. Let's go back, will you take me through a typical day during the season for you. How does this differ in the offseason?
5. Since you were around these coaches for an extended period of time especially during the season, will you tell me what their responsibilities are?
6. If you could simplify these responsibilities into roles, what would those roles be? Why did you assign these each of these roles?
7. In these roles, what did you see the coaches doing? How does the time given to these activities change with the four seasons: preseason, regular season, tournament, postseason.
8. Let's role play. You to pick one of the coaches and pretend like you are that coach. Tell me what you do during practice. During the game.
9. That same coach, what would a typical day in the office be for him or her. At a home game. On a road trip. On a recruiting trip.
10. What is coaching?
11. As a product of the program what do you think the overall goal of this program was? How do the coaches help reach that goal?
12. Describe how valuable the roles your coaches played and the responsibilities that they fulfilled are to you.

INFORMAL INTERVIEW TOPICS
(Administrative Personnel)

- Amount of time the basketball coaching staff spends on specific organizational duties
- Importance of organizational tasks to the program
- Identification of organizational roles of the basketball coaching staff
- Description of work-related responsibilities of the basketball coaching staff