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ISSUES, CHALLENGES, AND LEADERSHIP QUALITIES OF PARTICIPATING
NJAC HEAD SOCCER COACHES AT THE DIVISION III LEVEL

by
Thomas E. Eichhorn

A Thesis

Submitted in partial fulfillment of the requirements of the
Masters of Arts in Higher Education Administration
of
The Graduate School
at
Rowan University
June 14, 2006

Approved by _____
Dr. Burton Sisco

Date Approved June 14, 2006

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ABSTRACT

Thomas E. Eichhorn
ISSUES, CHALLENGES, AND LEADERSHIP QUALITIES OF SELECTED
DIVISION III HEAD SOCCER COACHES

2005/2006

Dr. Burton Sisco
Master of Arts in Higher Education Administration

The purpose of this study was to identify the issues, challenges, and leadership qualities of NCAA Division III head soccer coaches in a highly competitive and diverse area of the United States. Fifteen head soccer coaches from the New Jersey Athletic Conference completed the Leadership Assessment Instrument and the Issues and Challenges survey to identify similarities amongst state institutions of higher education in New Jersey and to compare similarities between head coaches of male and female soccer programs. Findings suggest there are no distinct differences amongst these institutions or between head coaches of male and female soccer programs. The leadership competencies and skills also reveal no distinct differences between the head coaches for male soccer programs when compared to female soccer programs.

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CHAPTER ONE

INTRODUCTION

College athletic programs have long played an integral role in the culture of college life for the campus community. Major sports, such as football and basketball, generate much notoriety for programs nationally, which promotes better financial bottom lines for the athletic programs and also for the university. Other athletic programs that receive less notoriety, such as soccer, still compete at a high level and attract high quality students as required by university admission standards.

Division III institutions of the National Collegiate Athletic Association (NCAA) are not permitted to grant scholarships based on athletic ability, as compared to Division I institutions. This requires Division III institutions to recruit predominantly local student-athletes who are able to compete at the collegiate level. While the methods of recruiting are different due to the financial limitations, the top level Division III schools are capable of playing to the same level that the Division I schools play. The common misconception is that Division I institutions play at an entirely differently skill level than Division III schools in part because of the availability of scholarships.

According to Masur (2003), college soccer has grown into a profession over the past 25 years with head coaches and assistant coaches learning the same specialized knowledge, common procedures, and methods. College soccer head coaches are often leaders who demonstrate a high level of initiating structure and consideration for the athletes. Coaches are drawn to different positions by the prestige associated with certain markets and positions. Many coaches will take a head coaching position in Division III

soccer as a stepping stone to a bigger, higher profile job at the Division I level, whether they serve as top assistants on staffs at large Division I institutions or as head coaches at small Division I schools.

Sabcock (1979) accurately depicts the tasks that comprise the job of the athletic coach with everyday professional positions. An athletic coach acts as a teacher, a guidance counselor, a psychologist, a dictator, and a leader all at the same time. Combining these professions, plus a host of others, begin to describe the general outline of the professional side of the coaching profession. In addition, in larger schools with nationally renowned sports programs, the coach also serves as an important link between the academic institution and the alumni, the media, and the general public.

A leader must truly inspire, guide, and reward his or her team continuously. During any given day, leaders call upon different skills and qualities to handle the wide variety of situations that arise. Adding to the challenge, as a team evolves and grows, different capabilities from the coach are required. Whether a coach is managing a team, a leadership council, or a group of players, he or she must realign the leadership style frequently to get the desired results.

According to Lii (2002), a leader is any person who influences individuals and groups within an organization, helps in the establishment of goals, and provides guidance that leads to achieving the goals, thereby enabling success. A leader is effective when his or her followers achieve personal goals, functions well together, and can adapt to changing demand from external forces.

Statement of the Problem

Recent studies have focused on the numerous athletic issues associated at the Division I level. Division III athletics are often over-looked in terms of research. With the current lack of available research about Division III athletics, this study sought to add to the knowledge base by examining the issues and challenges facing Division III head soccer coaches in a conference comprised of state institutions while further exploring the leadership qualities possessed by the coaches.

Purpose of the Study

This study was designed to determine the attitudes of head soccer coaches of the NJAC on issues and challenges faced in their profession, along with analyzing the reported leadership skills and competencies. The study explored if there were different leadership qualities reported based upon the team gender coached. Further, the study looked at the differences between Division I soccer and Division III soccer and the benefits of coaching Division III soccer.

Rationale for the Study

Soccer is a sport that does not receive the notoriety that other sports receive at the college or professional level in the United States, despite the involvement by a majority of the population at the youth soccer level. As a former collegiate soccer player and as a current assistant soccer coach for both men and women's teams at the collegiate level with aspirations of becoming a head soccer coach, it became clear that an understanding of the current issues and challenges facing college soccer coaches is a worthy study to conduct. There are 343 college soccer programs at the Division III level for men's soccer alone nationwide. With such a large number of institutions participating in the sport, it

was necessary to see if issues are centralized at institutions or are more widely shared at many institutions. A review of the literature revealed no study had been done in this area.

There is minimal research on coaching about or on the possible differences between assistant and head coaches at the Division I, Division II, and Division III on attitudes for and expectations of the head soccer coaches' leadership behavior (Masur, 2003). Certainly researchers in situational theory would seem to lend support to the expectations that coaches and assistant coaches in different situations might express different expectations and attitudes for the extent of head coach leadership behaviors (Hershey & Blanchard, 1977).

Operational Definitions

1. Assistant College Soccer Coach: The person or persons who support the head coach in supervising the operations of a college soccer program. Assistant coaches may take on a variety of roles within the realm of supporting the head coach.
2. At-Large Bid: Teams that do not win an automatic qualification are considered "at-large" and must be selected by the NCAA Selection committee, where regional rankings, regional record, conference standings, and out-of-region record are all used in order to select the remaining teams of the national tournament field.
3. Automatic Qualifier (AQ): Upon winning the conference tournament, the champion of the tournament receives an automatic qualification to the national tournament in order to compete for a conference championship.
4. Head College Soccer Coach: The person who oversees the complete operations of a college soccer program, including, but not limited to, training/teacher/mentoring team members, recruiting prospective student-athletes, caring for the welfare of current team

members, practice schedules, game day preparation, travel plans, team spokesperson, and university/athletic department liaison.

5. Leader: Any person who influences individuals and groups within an organization, helps them in the establishment of goals, and guides them toward achievement of those goals, thereby enabling them to be effective (Lii, 2002).
6. NCAA: National Collegiate Athletic Association (NCAA) is the governing body for college athletics throughout the United States.
7. NCAA Division I: Division I is the highest profile level of intercollegiate competition between schools that have the ability to grant scholarships for athletic ability as well as academic excellence. They sponsor at least seven sports each for men & women with two team sports for each gender, totaling at least 16 teams. It is experience as well as spectator driven, with attendance minimums placed on football games and by home venue sizes.
8. NCAA Division III: Must sponsor at least five sports for men & women with two team sports for each gender, totaling at least eight teams. Student-athletes receive no financial aid based on athletic ability and athletic departments are staffed and funded like any other department in the university. It is sports driven, as opposed to spectator drive, with the experience the major concern.
9. New Jersey Athletic Conference (NJAC): Division III athletic conference comprised of the 10 state institutions in New Jersey. These institutions are Kean University, Montclair State University, New Jersey City University, Rowan University, Ramapo College of New Jersey, Rutgers University – Camden Campus, Rutgers University – Newark

Campus, Richard Stockton College of New Jersey, The College of New Jersey, and William Patterson University.

10. Pool A: Consists of institutions that are members of conferences that meet the requirements for automatic qualification.
11. Pool B: Consists of independent institutions, and institutions that are members of conferences that do not meet the requirements for automatic qualification.
12. Pool C: Consists of all institutions that do not meet the qualifications of Pool A or Pool B, and are considered “at-large” teams.
13. Student-Athlete: A college student that is a member of the varsity soccer team at an NJAC institution at the NCAA Division III level.
14. Title IX: “No person in the United States shall, on basis of sex, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education or activity receiving Federal financial assistance” (Title IX of the Educational Amendments of 1972).

Research Questions

The following research questions guided the study:

1. What leadership qualities are reported present in participating NJAC Division III head soccer coaches?
2. Are there common leadership qualities amongst participating NJAC head women’s soccer coaches and head men’s soccer coaches?
3. Are issues and challenges facing head soccer coaches similar for the participating head soccer coaches in the NJAC?

4. What qualities and expectations does NJAC Division III head soccer coaches have for assistant coaches and student-athletes?

Organization of the Study

Chapter two presents a review of relevant literature on the current issues and challenges facing college coaches, regardless of NCAA division or sport to gain an overall knowledge of the college coaching profession. Chapter three provides a description of the research study setting, an overview of the subjects used for the study, a description of the research design, data collection procedures and instruments used, as well as a brief summary of how the data were analyzed. The findings of the study are discussed in chapter four. This includes an analysis of the data collected and how the data relates to the research questions. A summary of the study and interpretation of the findings is presented in chapter five. Also presented in chapter five are conclusions and recommendations for further research.

CHAPTER TWO

LITERATURE REVIEW

Intercollegiate athletics are a staple of college life in America. The student-athletes that chose to participate are chosen by the head coaches and their staffs after months of recruiting and preseason practicing, in order to create a roster that fit the needs and style of the head coach. Coaches employ different methods which they feel will psychologically and physically give a team an advantage over opponents. Dependent upon departmental budgets and rules, along with NCAA rules and bylaws, some teams may embark on overseas preseason trips or in-season trips out of the local region for multiple days.

Overview of Development of Soccer Programs in America

Soccer is the most popular sport in the world. In many countries, soccer is considered to be the national sport. In the United States, soccer does not enjoy the same prominence as it receives on the world stage. Since the mid-1970s, soccer has grown in popularity in the United States, especially at the youth, high school, and college levels. In international competition, U.S. national programs in both men's and women's divisions have emerged as world powers in the sport according to the American Soccer History Archives (ASHA, 2005).

In 1869, Princeton University and Rutgers University engaged in the first officially sanctioned college soccer match, which Rutgers won 6-4. In 1904, the Olympic Games held in St. Louis, Missouri included soccer as an official sport. In that same year, the international soccer governing body, the Federation Internationale de Football

Association (FIFA), was founded in France. By 1914, the U.S. Football Association, which is now known as the U.S. Soccer Federation (USSF) was granted full membership in FIFA. Membership insured a national and international standardization of soccer rules (ASHA, 2005).

In 1941, the National Soccer Coaches Association of America (NSCAA) was founded in New York City. The association has become the largest sports association in the United States, currently holding annual meetings during January of each year (NSCAA, 2005). The NCAA included soccer as a participant program starting in 1959. In that year, the first college championships were held. Although college championships were awarded prior to 1959, the NCAA did not recognize nor sanction collegiate results prior to 1959 (NCAA Soccer, 2005).

Today, nearly 18.2 million Americans participate in soccer. Almost 8.5 million Americans play in organized leagues at various levels, according to the Soccer Industry Council of America (ASHA, 2005). It is in this environment of rapid growth, fanatical competitiveness, increased exposure at collegiate level, increased opportunities for professional soccer careers, and increased prominence of U.S. soccer in the international arena that a typical college coach finds himself or herself (Masur, 2003).

History of NJAC Soccer

The New Jersey Athletic Conference (NJAC) is an NCAA Division III athletic conference comprised of New Jersey's state colleges. The NJAC was formed in 1985 when the New Jersey State Athletic Conference, a men's conference, merged with the Jersey Athletic Conference, a women's conference. The 10 founding members at the time were Kean College (now Kean University), Montclair State College (now Montclair

State University), Jersey City State College (now New Jersey City University), Glassboro State College (now Rowan University), Ramapo College of New Jersey, Rutgers University – Camden Campus, Rutgers University – Newark Campus, Stockton State College (now The Richard Stockton College of New Jersey), Trenton State College (now The College of New Jersey), and William Patterson College (now William Patterson University) (NJAC History, 2005). Originally, the conference held 12 championships, but has now added five more for a total of 17 championships. The NJAC ranks as one of the strongest conferences nationally, with member schools claiming 41 national championships in 18 years and annual finalists in the Sears Directors Cup final standings for outstanding athletic programs throughout the academic year, along with numerous national finalists and semi-finalists. More than 550 student-athletes have claimed All-American honors (NJAC History, 2005).

Men and women's soccer programs at these institutions have been extremely successful on the national scene. In women's soccer, The College of New Jersey (TCNJ) program has the most final four appearances nationally in the National Semifinals with seven. Of those seven appearances, TCNJ has finished as national champions three times (1993, 1994 & 2000), as national runners-up twice (1996 & 1998) and as third-place twice (2002 & 2003). The Richard Stockton College (RSC) is the only other NJAC women's soccer team to reach the final four, finishing in third place in 1995 (NCAA Record Books, 2005). The NJAC holds a 34-22-6 record in NCAA tournament play with appearances by TCNJ (14), Kean University (KU) (five), The Richard Stockton College (RSC) (four), Rowan University (RU) (two), William Patterson University (WPU) (two), and Montclair State College (MSU) (one).

In men's soccer, the NJAC owns a 79-60-9 record, winning five national titles, finishing second four times and third six times, with Rowan University (RU) setting the bar with seven National Semifinal appearances, which is most in the nation. In those seven appearances, RU finished as national champions two times (1981 & 1990), national runners-up twice (1979 & 2000), and in third place three times (1980, 1985, & 1998). TCNJ has appeared in the National Semifinals four times, winning the national title in 1996, finishing second twice (1991 & 1994) and finishing third in 1997. KU won a national title in 1992 and finished third in 1984. RSC was the most recent national champion in men's soccer for the NJAC in 2001 and finished in third place in 1998. Over all, RU has appeared 24 times, TCNJ and KU have made 14 appearances, RSC has qualified nine times, and MSU has made six appearances, while WPU, New Jersey City University (NJCU), and Ramapo College (RCNJ) have each made a single appearance in the national tournament (NCAA Record Book, 2005)

Within the NJAC, TCNJ has been a dominant force in both men's and women's soccer. In women's soccer, awarding a conference title began in 1994 and since that time TCNJ has captured nine of the possible 11 titles, with WPU winning a title in 1998 and MSU capturing a title in 2004 (NJAC Women's Soccer, 2005). In men's soccer, champions in the sport date back to 1959, with co-champions being awarded until 1982. TCNJ totals 16 men's soccer titles, which is the most amongst the schools. RU has the second most with 14 titles to their credit. KU has obtained eight titles, MSU owns six conference championships, RSC has a total of five conference titles, NJCU has two titles and WPU had part in one conference title. On six separate occasions between 1959 and 1982, there were ties for the conference championship. In 1999, the NJAC instituted a

conference tournament in order to declare a winner of the conference title as well as the winner of the automatic qualifying bid to the NCAA tournament (NJAC Men's Soccer, 2005). Most recently, TCNJ captured both men's and women's NJAC Conference titles in 2005.

The Title IX Influence

NCAA Division III is a collection of small colleges, big state institutions, and private research universities. Suggs (2004) looked at percentages of total athletic budgets spent by small colleges on women's teams, along with proportions of female students and athletes in an article appearing in the *Chronicle of Higher Education*. Reasons for these schools to be Division III institutions vary between ways of saving money to moral reasoning since it considered a "purer" way of doing college athletics (Suggs, 2004). In 2003, the proportion of female students was 58%, while less than 41% of athletes were women. In all, colleges spent only about 41% of their total athletic budgets on women's teams. Of those teams, 35.2% of Division III coaches were women (Suggs, 2004).

Most Division III institutions are small, liberal-arts colleges with less than 4,000 full-time undergraduates. Athletes represented nearly 10% of students at Division III institutions. For example, in the New England Small College Athletic Conference (NESCAC), more than 20% of students were athletes. Meanwhile at the Wisconsin state universities, which are all Division III members with exception to the flagship university located in Madison, which is a Division I member, athletes were only five percent of students (Suggs, 2004).

Schuld (2000) argues that the problem with Title IX is that it reflects a lack of consideration for the nature of sport and for the inherent difference between men's and

women's sports. The primary concern is that Title IX has implemented a gender quota, and many sports have been threatened in order to comply with the quota. Coaches and advocates for men's teams have long grumbled that Title IX imposes unfair caps on the number of men allowed on athletic teams (Suggs, 2004). But an unanswered question arises about hiring a coach that is the same gender as the team because of Title IX or hiring the best person for the job.

Assistants to Athletic Programs

Assistant coaches at smaller institutions are not usually employed in full-time positions. Usually these people are part-time coaches that have another job, such as a school teacher or physical education professor. Federal labor laws now qualify assistant coaches to receive overtime pay (Wills, 2005). Now employees who earn less than \$455 per week must receive overtime pay if they work more than 40 hours in a week. The old threshold was \$155 per week. Younger assistant coaches worry about not being able to gain the experience necessary to further personal careers, since long hours are considered common place in the job of an assistant coach (Wills, 2005). Division II and III school have been hardest hit since Division I institutions usually have the funds to create a full-time assistant coaching position. This creates the options of either limiting the amount of work an assistant coach can do or eliminating the position, both of which hurts young coaches trying to break into the job market. Young coaches typically break into coaching this way, while the addition of older assistants creates consistency for a program to build upon.

Elements of Coaching

Expert coaches have certain attributes which help them to be more successful than an average coach. Bloom and Vallee (2005) interviewed five expert Canadian female university coaches to further explore this concept. Four elements were discovered. The first was that coaches possessed a variety of personal attributes that enabled them to display appropriate leadership behaviors depending on the situation they faced. Secondly, coaches had a personal desire to foster players' individual growth. Third, coaches possessed strong organizational skills from which to plan the season and prepare the team for games. Finally, these elements linked together by the coaches' vision, which involves, the athletes buying into the coaches' goals, philosophy and personality in order to achieve success (Bloom & Vallee, 2005). While the application of such elements is different from each coach, the desired results are the same, which are traditionally strong and successful university programs.

Myers, Wolfe, and Feltz (2005), sought to extend the validity of the evidence for the *Coaching Efficacy Scale* (CES) by providing an evaluation of psychometric properties of the instrument from previously collected data on high school and college coaches from the United States. The results offered some supporting evidence concerning validity based on the fit of a multidimensional conceptualization of coaching efficacy. Examples of coaching efficacy are motivation, game strategy, technique, and character building. This is compared against unidimensional conceptualization of coaching efficacy, the fit of the majority items to the measurement model, the internal consistency of coaching efficacy estimates, and the precision of total coaching efficacy estimates (Myers et al., 2005).

Leadership Studies

The foundation of effective leadership is thinking through an organization's mission, then defining and establishing a clear statement that is visible. The leader sets the goals, sets the priorities, and sets and maintains the standards (Drucker, 1992). According to Lii (2002), researchers have come up with three key points that underlie most leadership trait theories: (a) the notion that leaders are different from others because of certain well-defined traits such as physical energy, greater intelligence, self-confidence, the ability to adjust to social situations, the desire to achieve, and leader motivation; (b) these traits have the ability to fit in with the situation a leader faces; (c) leadership traits come to the fore more in situations where individual dispositions can be expressed. From analyzing these traits, it would seem that, overall, leaders are born rather than made.

Fiedler's Contingency Theory looks at how personality and behavior combine with situational conditions to create leadership effectiveness (Fielder, 1967). Fielder's theory looks at environmental factors that affect leadership effectiveness. These factors include types of job, group norms, time constraints, organizational culture, and so on. Fielder (1967) considers how such "contingencies" could be evaluated and then used in leadership situations. This model also uses two basic traits and tests them with three criteria. In Fiedler's model (1967), a person's "leadership-style" is shown by how he or she describes and reacts to others, not by how they see themselves. Fielder was careful to differentiate between leadership style and leader behavior. Leader behavior refers to specific acts that a leader uses to motivate a group. Leadership style is more like a personality characteristic; it does not refer to consistent leader behavior (Fielder, 1967).

For any leader, leadership style remains fairly constant while leader behavior changes from situation to situation.

Researchers are distinguishing between transactional and transformational leadership. Transactional leadership assumes that goals and priorities are the right ones, and the leader motivates the group to begin to reach them. Transformational leadership is based on the idea that change and a new vision is needed (Lii, 2002). Yukl and Van Fleet (1992) suggest that transformational leadership involves “influencing major changes in the attitudes and assumptions of organization members and building commitment for major changes in the organization’s objectives and strategies” (p. 178).

Examples of transformational leadership in many types of organizations include Lee Iacocca and his turnaround of Chrysler Corporation, Mahatma Gandhi and Nelson Mandela in politics, NBA commissioner David Stern, Dona Lopiano of the Women’s Sport Federation and Juan Antonio Samaranch of the Olympic Federation (Lii, 2002). Transformational leadership is not merely linked to leaders of large organizations. The most prevalent example on a small scale is a coach of an athletic team. Most notably, the coach who transforms his or her team from a “perennial doormat” into a winning team is the most widely recognized example of a transformational leader. Such a coach begins with articulating a discontent with the current image of the team, incorporating a vision for the team so it can perform in a winning fashion and convince the members that the goals and vision is attainable. Creating the belief that a team can change from unsuccessful to successful is an example of a transformational leader at work (Chelladurai, 1999).

Chelladurai (1999) concludes that leadership style depends on the group, the type of problem and the organization. While a leader may be better off to allow the members

to participate in decision making, the extent of that participation is dependant upon the characteristics of the group and its members. A leader needs to evaluate the situation to make the best possible decision in any given situation.

College Coaching Leadership

Although there is abundant research about leadership in general, there is a paucity of research about the leadership of coaching, especially at the college level. Smoll, Smith, and Hunt (1977) were the first researchers to seriously study coaching behavior. They developed a *College Behavior Assessment System* that measured and analyzed interactions between athletes and coaches. The study was comprised of direct observations of athlete-coach interactions. The researchers demonstrated the study to be a useful exercise in showcasing the college coach as an education leader. The findings supported the concept that coaches react differently in different situations.

Martin (1979) examined the leadership behaviors of Division I, II, and III soccer coaches. Martin (1979) hypothesized that there would be no significant difference between coaches and assistant coaches, nor between head coaches among the three divisions. However, the researcher found that there were significant differences about perceptions and expectations of leader behavior between head coach and assistant coach among all divisions. Based on the results of the research, Martin concluded that significant differences existed between these groups.

Masur reexamined Martin's study 24 years later. Masur (2003) discovered that college coaching has evolved into a profession with much less difference across divisions, unlike what Martin had found. Also, Masur found much more similarity amongst head coaches and their assistant coaches. He credits this to the development of

highly qualified college soccer coaches over the past 24 years and the recruitment of quality student athletes over that period. Masur also hypothesized that many assistant coaches are products of the program which they are an assistant, but are not career assistant coaches. According to Masur (2003), assistant coaches average a five apprenticeship before assuming head coaching responsibilities for their own program. During this time is when the assistant coach melds the leadership qualities of the head coach into their own personality.

Bortoli, Robazzo, and Giabardo (1995) administered questionnaires to 240 youth athletes, ranging between ages 10 and 17 to determine the athletes' perception of their coaches' behavior. The results of the study determined that a coach's behavior, attitude, and communications abilities significantly influence athletes. This is important research because the authors utilized several leadership theories to create a combined theory of leadership. The researchers concluded that coaches must use a combination of traits, behaviors, and attitudes in response to different situations to be effective leaders.

Leadership Assessment

According to Bennis (1999), leaders with this competency have an ability to draw others to them because of an incredible focus on dedication to vision. For example, an effective leader with management of attention is someone who knows exactly what he or she wants, and does not waste the time of others (Hendricks, 2004). Research at Harvard University indicates that 85% of a leader's performance depends on personal character (Bennis, 1999). Simply stated, character is a key to leadership. Effective leaders bring passion, perspective, and significance to the process of defining organizational purpose. There are many definitions of character, but for exemplary leaders character goes beyond

ethical behavior. For executive leaders, character is framed by drive, competence, and integrity. Most senior executives have the drive and competence necessary to lead. But too often organizations elevate people who lack the moral compass (Bennis, 1999).

The Leadership Assessment Instrument (LAI) was researched and developed by Linkage, Inc. in partnership with Warren Bennis to determine leadership competency. According to Linkage, Inc. (n.d.), the LAI measures five competencies of effective leadership: (a) focused drive; (b) emotional intelligence; (c) building trust and enabling others; (d) conceptual thinking; and (e) systems thinking. According to Linkage, Inc. (n.d.), this self-managed assessment focuses on a leader's strengths and/or weaknesses within the five competencies. This assessment is then used as a guide for personal development.

Focused Drive

Focused drive is the capability of focusing on a goal and harnessing a person's energy in order to meet that goal – a balance between focus and drive. Focus is the ability to identify an important goal or vision and to channel efforts at specific targets that support that goal/vision, while drive is the ability to persevere, sacrifice (when necessary), and expend high degrees of energy to reach high levels of performance (Linkage, n.d.).

Emotional Intelligence

Emotional intelligence is the capability of understanding and mastering a person's emotions (and those of others) in a way that instills confidence – a balance between perception and emotional maturity. Perception is the ability to read the emotions and thoughts of others through the use of insight and analytical skills. Emotional maturity is

defined as the ability to master emotions and cope with stress in a way that instills confidence, motivates, and enhances group effectiveness (Linkage, n.d.).

Trusted Influence

Trusted influence is the capability of evoking trust from others and placing trust in others to enable them to succeed – a balance between commitment and empowerment. Commitment is the ability to evoke trust from others by keeping commitments, adhering to high ethical standards and principles, and building shared goals/values. Empowerment is the ability to help others reach higher levels of performance through trust, delegation, participation, and coaching (Linkage, n.d.).

Conceptual Thinking

Conceptual thinking is the capability of conceiving and selecting innovative strategies and ideas for an organization – a balance between innovation and big picture thinking. Innovation is the ability to create/enhance ideas, products, and services that lead to bottom line success. Big picture thinking is the ability to see all of the forces, events, entities, and people involved in the situation at hand (Linkage, n.d.).

Systems Thinking

Systems thinking is defined as the capability of connecting processes, events, and structures – a balance between process orientation and mental discipline. Process orientation is the ability to increase overall learning and performance by designing, implementing, and/or connecting processes, while mental discipline is the ability to sort through ambiguity and alternatives in a way that crystallizes and puts ideas into action (Linkage, n.d.).

Leadership Assessment at Rowan

Hendricks (2004) investigated the relationship between selected administrator's learning patterns and attendant leadership competencies. Thirty-nine upper-level administrators at Rowan University completed the Leadership Assessment Instrument (LAI) and Learning Combination Inventory to evaluate this relationship. Results showed a statistically significant relationship between a confluent learning pattern and conceptual thinking leadership components. Administrators demonstrated a wide variability in leadership competencies and learning patterns on descriptive tests. Findings suggest administrators at Rowan University use flexibility in their learning patterns and leadership skills.

Summary of Literature Review

The growth of college soccer at the Division III level over the past 30 years has resulted in the college soccer coach becoming both a professional and a visible leader. There is a multitude of leadership theories along with studies of leadership in areas such as education or corporate leadership. Soccer has been growing in participation greatly over the past 30 years with the success of the U.S. National Teams and through the development of professional soccer leagues in America. This growth has led to the development of a soccer coaching profession, aided by the creation of the NSCAA.

The leadership traits developed by college soccer coaches is similar to that of leaders of college institutions and private corporations. A gap exists in regards to coaching a specific gender. There is no mention whether these studies involve women's soccer team head coaches. Also, studies do not focus on the Division III level

specifically, but instead group Division III with Division II. This study analyzed a selected state school conference Division III to fill the current knowledge gap.

CHAPTER THREE

METHODOLOGY

Context of the Study

This study involved the 10 member institutions of the New Jersey Athletic Conference (NJAC). These 10 Division III institutions are the state institutions of New Jersey, aside from Rutgers University – New Brunswick campus. The NJAC embraces the philosophy of NCAA Division III athletics and the principles which protect the student-athletes. All sponsor men's and women's soccer. The average size of men's soccer teams is 28 student-athletes, while women's teams average 23 student-athletes per team. The 10 head men's soccer coaches average 11 years experience in the NJAC, with two coaches each with 30 years experience. The 10 women's head soccer coaches average 6 years of experience within the NJAC.

The NJAC originally held championships for 12 sports: men's and women's basketball, baseball, softball, women's volleyball, men's golf, men's and women's tennis, men's and women's swimming and diving, wrestling, and football. Today, the NJAC holds 17 championships, divided into 10 for women's sports (cross country, basketball, field hockey, soccer, softball, swimming and diving, tennis, indoor and outdoor track and field, volleyball) and seven for men's sports (cross country, baseball, basketball, football, soccer, indoor and outdoor track and field).

The NCAA Division III Women's Soccer Selection Committee awarded 37 automatic qualifying bids, four Pool B bids, and 19 Pool C bids for the 2005 NCAA Division III Women's Soccer Championship, totaling 60 teams to compete. The NCAA

Division III Men's Soccer Selection Committee awarded 36 automatic qualifying bids, four Pool B bids, and 17 Pool C births for the 2005 NCAA Division III Men's Soccer Championship, totaling 57 competing institutions. In 2005, NJAC Champion The College of New Jersey (TCNJ) and regular season runner-up Rowan University (RU) were selected for the Women's Soccer Championship and NJAC Champion TCNJ and nationally-ranked New Jersey City University (NJCU) were selected for the Men's Soccer Championship (NCAA Tournament Selection, 2005).

Population and Sample Selection

A total population of 20 head soccer coaches were asked to participate in this study, with a purposeful sample of 15 agreeing to take part. All 10 current head men's soccer coaches and all 10 current head women's soccer coaches from the NJAC (KU, MSU, NJCU, RU, RC, RUC, RUN, RSC, TCNJ, and WPU) were chosen for this study. The two-affiliate members (Cortland State University & Western Connecticut State University) were not chosen since they are associated with the NJAC only in football and in no other sports. Initial contact to the coaches was made through e-mail and followed up with a phone call to schedule a date and time to meet for data collection. The instrument was submitted to the Institutional Review Board (IRB) through the application process on February 22, 2006, in order to insure the rights of each subject (Appendix A). The application included a cover letter (Appendix B), an informed consent letter (Appendix C), and the three parts to the instrument. Approval was granted from IRB on March 16, 2006.

Instrumentation

There were three research instruments used for this study. To analyze leadership qualities, the Leadership Assessment Instrument (LAI) was used (Appendix D). The LAI is a comprehensive, current, and behavioral instrument intended to identify strengths in specific leadership behaviors. According to Linkage, Inc. (n.d.), the LAI is a self-managed, 75 item assessment used to address personal competencies that have been identified through “extensive research on what leaders need to succeed in today’s environment” (p. 2). According the Linkage, Inc, the LAI is intended for people to understand themselves as leaders through identifying strengths and weaknesses in their self-reported competencies. The scale describes specific leadership behaviors ranging from 1- Rarely Demonstrate, 2 - Sometimes Demonstrate, 3 - Often Demonstrate, 4 - Very Often Demonstrate, 5 - Almost Always Demonstrate.

Linkage, Inc. asserts that the LAI is both valid and reliable. To determine scale reliability, item-to-scale correlations, inter-item correlations, and Cronbach's Alpha were utilized. Cronbach's Alpha scores were computed for each of the LAI scales based on an average of 2200 cases from the GILD database. According to Linkage Inc. (n.d.), all of the competencies show alphas between .80 and .89, with a mean of .86. Item-to-scale correlations showed a mean score that was developed by averaging all of the inter-correlations on each scales' correlation matrix. The mean inter-item correlations were in the .40 to .50 range. Linkage Inc. asserts that these moderately strong scores provide a practical degree of significance for the reliability of scales and the scale structure.

Factorial validity was established using principle components analysis. Utilizing the 2243 cases from the GILD database, scale reliability results were substantiated and

clarified. According to Linkage Inc. (n.d.), a five-factor solution was found to be the most representative of the data, accounting for 49.5% of the data variance. These factors are consistent with the item scores and predicted scales, suggesting a solid degree of construct validity.

To survey the issues and challenges facing head coaches, a 30 item survey detailing different coaching issues was developed by the researcher based upon the literature review (Appendix E). The survey was divided into two parts. The first section contained demographic information about the subjects including gender, level of education, number of years at present institution, and the gender of the team currently coaching. Section two of the survey included 30 statements that focused on the issues and challenges in coaching Division III soccer. The subjects were asked to respond to statements concerning the everyday challenges of the position. Four different categories were identified as current issues and challenges to the position: recruiting, assistant coaches, coach-player communication, and athletic administration. A fifth category dealt with miscellaneous topics currently being debated for Division III soccer. The items were arranged on a Likert scale, designed to determine the degree to which each subject agreed with the statement. The scale provided choices which included Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, and Not Applicable. The statements were designed to gauge the attitudes of the subjects toward the issues and challenges that NJAC head soccer coaches face throughout the year.

Finally, an interview protocol (Appendix F) was developed consisting of four probing questions designed to better define a head soccer coach's role on the Division III level. These questions were developed from a review of the literature and based on the

research of Martin (1979) and Masur (2003). The first question asked subjects to state whether their position was full-time or part-time. The second question asked the subjects to define the difference between Division I soccer programs and Division III soccer programs. The third question asked subjects to elaborate on the benefits of being associated with a Division III soccer program. The fourth question asked subjects about the improvements that could be made to Division III soccer within the NJAC, the region and on a national level.

The survey and interview instruments were pilot tested with the 10 head coaches in the Rowan University Athletic Department in an effort to confirm face and calculate validity and to determine reliability. The results of the pilot indicated that the survey and interview protocol were both valid and reliable.

Procedure of Gathering Data

Following approval from the Institutional Review Board of Rowan University, e-mails were sent to all head soccer coaches in the NJAC. The e-mails contained the cover letter (Appendix B) and ways to contact the researcher to schedule an appointment. Follow up telephone calls were made with the subjects to check on the receipt of the e-mail, confirm availability, and a willingness to participate in the study. Individual meetings were then scheduled with each subject to administer the survey and conduct the interview

At the meeting, the researcher presented the subject with a packet containing the consent form (Appendix C), the issues and challenges survey (Appendix E), and the LAI (Appendix D). Upon completing the packet, the researcher then asked each subject the

four interview questions (Appendix F). Confidentiality was stressed throughout the meeting. Subjects were also reminded that the research was for a master's thesis project.

Several subjects did not return phone calls or e-mails, resulting in the lower response rate from the small sample. Data collection was completed by April 17, 2006 and the researcher thanked all the subjects for participating in the project. Fifteen of the 20 head soccer coaches participated in the project for a 75% response rate.

Data Analysis for Quantitative Data

The quantitative data in this study were analyzed using the Statistical Package for the Social Sciences (SPSS) statistical program. Data were broken down into comparisons between men's head coaches, women's head coaches, and a general comparison amongst head coaches in order to analyze similarities and differences in attitudes between men's and women's programs and for programs in general. Using the SPSS, the researcher calculated the descriptive statistics of frequency counts, percentages, means and standard deviations.

Data Analysis for Qualitative Data

The qualitative data obtained from the four interview questions were analyzed through document analysis. The researcher examined the attitudes of head soccer coaches in the New Jersey Athletic Conference (NJAC) on the topic of Division III soccer. The researcher closely looked at the differences between Division I soccer and Division III soccer, the benefits of being associated with a Division III soccer program, and the improvements that are needed at the Division III level at the conference, regional, and/or national level. The qualitative data obtained from the questions were analyzed looking for common themes.

CHAPTER FOUR

FINDINGS

Profile of the Sample

The subjects in this study consisted of 15 head soccer coaches in the New Jersey Athletic Conference (NJAC). The researcher selected the total population of head male and female soccer coaches within the NJAC. In a total population study, all subject and members of the sample are selected as the total population. For the purposes of this study, all 20 coaches head coaches were contacted with 15 agreeing to participate in the study, resulting in 75% response rate.

Table 4.1 represents the selected demographics of the sample. The table shows the distribution of gender for the subjects in the study. There were no females subjects that participated, resulting in 100% of the sample being male. Also presented is the highest level of education that each subject had attained. A majority of the subjects received a Bachelor's degree (71.4%) and just over a quarter of the subjects reported earning a Master's degree (28.6%). Finally, the gender of the team coached is represented in the table. Overall, 57% of respondents indicated coaching male soccer teams and 43% of respondents indicated coaching female soccer teams.

Table 4.1

Selected Demographics

Variable	n=15 Frequency	%
Gender		
Male	15	100
Female	0	0
Education Level		
Bachelors	11	73.3
Masters	4	26.7
Team Gender		
Male	9	60.0
Female	6	40.0
Coaching Term		
Full-Time	13	86.7
Part-Time	2	13.3

Table 4.2 represents the number of years coaching experience at the current NJAC institution. Nearly three-quarters of all respondents have been at their present institution over five years (73.3%), with the remaining 26.7% have less than five years experience as a head soccer coach in the NJAC. The mean is 10.87 years, with a minimum of two years experience and a maximum of 30 years experience.

Table 4.2

Years of Coaching Experience at Current NJAC Institution

Years	n=15 Frequency	%
2	1	6.6
3	2	13.4
4	1	6.6
8	4	26.7
9	1	6.6
10	2	13.4
14	1	6.7
16	1	6.6
30	2	13.4

Research Questions

Research Question 1: What leadership qualities are reported present in participating NJAC Division III head soccer coaches?

Table 4.3 provides data on the leadership competencies reported in the Leadership Assessment Instrument (LAI) by participating NJAC Division III head soccer coaches. The Focus-Drive competency had a mean of 42.07 (SD 5.41). The Emotional Intelligence competency had a mean of 40.53 (SD 4.90). The Trusted Influence competency had a mean of 41.60 (SD 4.70). The Conceptual Thinking competency had a mean of 37.67 (SD 5.34). Finally, the Systems Thinking competency had a mean of 39.67 (SD 4.45).

Table 4.3

Leadership Competencies of Participating NJAC Division III Head Soccer Coaches

Competencies	Components	N	Minimum	Maximum	Mean	Std. Deviation
Focused-Drive		15	31	49	42.07	5.41
	Focus	15	14	24	20.20	3.03
	Drive	15	16	25	21.87	2.67
Emotional Intelligence		15	32	50	40.53	4.90
	Perception	15	16	25	19.93	2.37
	Emotional Maturity	15	15	25	20.60	2.77
Trusted Influence		15	33	50	41.60	4.70
	Commitment	15	16	25	21.47	3.09
	Empowerment	15	15	25	20.13	2.85
Conceptual Thinking		15	27	47	37.67	5.34
	Innovation	15	14	24	18.93	2.76
	Big Picture Thinking	15	13	23	18.73	2.82
Systems Thinking		15	32	48	39.67	4.45
	Process Orientation	15	14	24	19.07	2.69
	Mental Discipline	15	18	24	20.60	2.06

Table 4.4 provides data on the primary leadership skills used by participating NJAC Division III head soccer coaches. The Change Management skill had a mean of 20.47 (SD 2.30). The Coaching/Mentoring skills had a mean of 20.67 (SD 2.87). The Communication skill had a mean of 19.73 (SD 3.08). The Negotiation skill had a mean of 19.33 (SD 2.72). Finally, the Problem Solving skill had a mean of 20.40 (SD 2.77).

Table 4.4

Leadership Skills of Participating NJAC Division III Head Soccer Coaches

Skills	N	Minimum	Maximum	Mean	Std. Deviation
Change Management	15	17	25	20.47	2.30
Coaching/Mentoring	15	14	25	20.67	2.87
Communication	15	13	25	19.73	3.08
Negotiation	15	14	24	19.33	2.72
Problem Solving	15	14	25	20.40	2.77

Research Question 2: Are there common leadership qualities amongst participating NJAC head women's soccer coaches and head men's soccer coaches?

Table 4.5 provides data on the leadership competencies reported in the LAI by participating NJAC head men's soccer coaches. The Focus-Drive competency had a mean of 41.11 (SD 4.99). The Emotional Intelligence competency had a mean of 39.00 (SD 3.94). The Trusted Influence competency had a mean of 40.67 (SD 5.05). The Conceptual Thinking competency had a mean of 37.11 (SD 4.14). Finally, the Systems Thinking competency had a mean of 39.00 (SD 3.67).

Table 4.5

Leadership Competencies of Participating NJAC Head Men's Soccer Coaches

Competencies	Components	N	Mean	Std. Deviation
Focused-Drive		9	41.11	4.99
	Focus	9	19.44	3.05
	Drive	9	21.33	2.24
Emotional Intelligence		9	39.00	3.94
	Perception	9	19.33	1.80
	Emotional Maturity	9	19.67	2.55
Trusted Influence		9	40.67	5.05
	Commitment	9	21.11	3.22
	Empowerment	9	19.65	3.17
Conceptual Thinking		9	37.11	4.14
	Innovation	9	18.67	2.12
	Big Picture Thinking	9	18.44	2.30
Systems Thinking		9	39.00	3.67
	Process Orientation	9	18.56	1.88
	Mental Discipline	9	20.44	2.07

Table 4.6 provides data on the leadership competencies reported in the LAI by participating NJAC head women's soccer coaches. The Focus-Drive competency had a mean of 43.50 (SD 6.16). The Emotional Intelligence competency had a mean of 42.83 (SD 5.64). The Trusted Influence competency had a mean of 43.00 (SD 4.15). The

Conceptual Thinking competency had a mean of 38.50 (SD 7.15). Finally, the Systems Thinking competency had a mean of 40.67 (SD 5.65).

Table 4.6

Leadership Competencies of Participating NJAC Head Women's Soccer Coaches

Competencies	Components	N	Mean	Std. Deviation
Focused-Drive		6	43.50	6.16
	Focus	6	21.33	2.88
	Drive	6	22.17	3.43
Emotional Intelligence		6	42.83	5.64
	Perception	6	20.83	2.99
	Emotional Maturity	6	22.00	2.68
Trusted Influence		6	43.00	4.15
	Commitment	6	22.00	3.10
	Empowerment	6	21.00	2.28
Conceptual Thinking		6	38.50	7.15
	Innovation	6	19.33	3.72
	Big Picture Thinking	6	19.17	3.66
Systems Thinking		6	40.67	5.65
	Process Orientation	6	19.83	3.66
	Mental Discipline	6	20.83	2.23

Table 4.7 provides data on the primary leadership skills reported by participating NJAC head men's soccer coaches. The Change Management skill had a mean of 19.78 (SD 1.20). The Coaching/Mentoring skills had a mean of 20.11 (SD 2.67). The Communication skill had a mean of 18.89 (SD 3.10). The Negotiation skill had a mean of 19.44 (SD 2.70). Finally, the Problem Solving skill had a mean of 20.22 (SD 1.92).

Table 4.7

Leadership Skills of Participating NJAC Head Men's Soccer Coaches

Skills	N	Mean	Std. Deviation
Change Management	9	19.78	1.20
Coaching/Mentoring	9	20.11	2.67
Communication	9	18.89	3.10
Negotiation	9	19.44	2.70
Problem Solving	9	20.22	1.92

Table 4.8 provides data on the primary leadership skills reported by participating NJAC head women's soccer coaches. The Change Management skill had a mean of 21.50 (SD 3.21). The Coaching/Mentoring skills had a mean of 21.50 (SD 3.21). The Communication skill had a mean of 21.00 (SD 2.83). The Negotiation skill had a mean of 19.17 (SD 2.99). Finally, the Problem Solving skill had a mean of 20.67 (SD 3.93).

Table 4.8

Leadership Skills of Participating NJAC Head Women's Soccer Coaches

Skills	N	Mean	Std. Deviation
Change Management	6	21.50	3.21
Coaching/Mentoring	6	21.50	3.21
Communication	6	21.00	2.83
Negotiation	6	19.17	2.99
Problem Solving	6	20.67	3.93

Research Question 3: Are issues and challenges facing head soccer coaches similar for the participating head soccer coaches in the NJAC?

Table 4.9 provides information detailing the issues facing participating head soccer coaches in the NJAC with the athletic administrations of their institutions. This table illustrates how committed head soccer coaches believe the athletic administration is

to the soccer program. Eleven or 73.3% of the subjects strongly agreed or agreed that their athletic administration is committed to the soccer program. Table 4.9 also depicts attitudes of head coaches toward the athletic administration being receptive to the needs of the soccer program. Seventy-three percent strongly agreed or agreed that their administration is receptive to the needs of the soccer program.

The table describes the difficulty head soccer coaches have recruiting high-quality student athletes with tougher admission standards. All 15 subjects strongly agreed or agreed (100%) that admission standards are much more difficult.

Also illustrated are the attitudes of participating head soccer coaches towards the athletic administrations' dedication toward helping student-athletes of the soccer team to excel academically as well as athletically. Thirteen of the 15 subjects strongly agreed or agreed that the athletic administration is dedicated to helping student-athletes excel academically as well as athletically.

Table 4.9 deals with the NCAA and the length of time that teams can play during the season and during the off-season. It describes attitudes toward the NCAA allotted time to complete a soccer season during the fall semester. One-hundred percent of all subjects strongly disagreed or disagreed with the NCAA. Also, described are subjects' attitudes toward the amount of time the NCAA allows for out-of-season practice during the spring semester. All 15 subjects either disagreed or strongly disagreed (100%) with the time allotted by the NCAA for out-of-season practice.

Table 4.9

Head Soccer Coaches Attitudes Regarding Current Issues and Challenges in Division III Soccer

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Athletic Administration's Commitment to the Soccer Program n=15, SD=0.884, M=2.07	4	26.7	7	46.7	3	20.0	1	6.7	0	0
Athletic Administration's Receptiveness to the Soccer Program Needs n=15, SD=0.884, M=1.73	5	33.3	6	40.0	3	20.0	1	6.7	0	0
Admissions Standards Make it Difficult to Recruit Student-Athletes n=15, SD=0.507, M=1.40	9	60.0	6	40.0	0	0	0	0	0	0
Athletic Administration is Dedicated to Student-Athlete Academics n=15, SD=0.862, M=1.80	6	40.0	7	46.7	1	6.7	1	6.7	0	0
NCAA Fall Season is an Acceptable Amount of Time n=15, SD=0.516, M=4.53	0	0	0	0	0	0	7	46.7	8	53.3
NCAA Spring Season is an Acceptable Amount of Time n=15, SD=0.507, M=4.60	0	0	0	0	0	0	6	40.0	9	60.0

Tables 4.10 and 4.11 analyze the responses from the interview data that were collected. Table 4.10 describes the differences between Division I soccer programs versus Division III programs. The largest and most glaring difference reported by subjects was the resources available to Division III programs. All 15 subjects referred to different aspects that relate to funding issues. Also mentioned was the difference in student-athletes and the lack of full-time assistant coaches at the Division III level.

Table 4.10

Differences Between Division I and Division III Soccer Programs

Theme	Frequency	%
Funding/Resources	15	100
Talent Level of Student-Athletes	2	13.3
Commitment Level of Student-Athletes	2	13.3
Assistant Coaches	2	13.3

Table 4.11 describes the benefits of being a part of a Division III program.

Answers dealt primarily with the control of the soccer program and a better balance between academics and athletics. Only one subject stated there are less expectations placed on their program.

Table 4.11

Benefits of a Division III Soccer Program

Value	Frequency	%
Personal Control of the Program	7	46.7
Balance of Academics and Athletics	7	46.7
Less Expectations of the Program	1	6.6

Research Question 4: What qualities and expectations does NJAC Division III head soccer coaches have for assistant coaches and student-athletes?

Table 4.12 deals with the roles and expectations of assistant coaches and student-athletes. The aspirations of an assistant coach through the eyes of the head coach were analyzed. The subjects' attitudes were evenly split between wanting to be surrounded by an assistant that aspires to become ahead coach or not. Also analyzed was whether assistant coaches must possess prior coaching experience. Nine, or 59%, of the 15

subjects strongly agreed or agreed that an assistant coach must possess prior coaching experience.

Table 4.12 describes the relationship head coaches would like their assistants to have with student-athletes in the soccer program. Eighty percent of the subjects strongly agreed or agreed that an assistant coach should act as a buffer between team members and the head coach.

Also examined is the relationship between the head coach and the student-athlete. The table describes the attitudes the head coaches expect from their student-athletes. Of the 15 subjects, 93.3% strongly agreed or agreed that student-athletes should be aware of the expectations placed on them by the head coach.

The table finally describes the attitudes of head coaches toward the expectations student-athletes within the soccer program place upon a head coach. Again, 93.4% of subjects strongly agreed or agreed that student-athletes should be aware of what to expect from the head coach.

Table 4.12

Head Soccer Coaches Common Qualities

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Assistant Coaches Need Aspirations of Becoming a Head Coach n=15, SD=1.100, M=2.93	1	6.7	5	33.3	4	26.7	4	26.7	1	6.6
Assistant Coaches Must Possess Prior Coaching Experience n=15, SD=1.033, M=2.27	4	25.7	5	33.3	4	25.7	2	13.3	0	0
Assistant Coaches Need to Act as a Buffer for the Head Coach n=15, SD=0.743, M=1.87	5	33.3	7	46.7	3	20.0	0	0	0	0
Student-Athletes are Aware of Expectations n=15, SD=0.640, M=1.47	9	60.0	5	33.3	1	6.7	0	0	0	0
Expectations Placed Upon Head Coach from Student-Athletes n=15, SD=0.632, M=1.60	7	46.7	7	46.7	1	6.7	0	0	0	0

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

College athletic programs have long played an integral role in the culture of college life for the campus community. Other athletic programs that receive less notoriety than their counterparts, such as soccer, still compete at a high level and attract high quality students as required by institutional admission standards. According to Masur (2003), college soccer has grown into a profession over the past 25 years with head coaches and assistant coaches learning the same specialized knowledge, common procedures, and methods. College soccer head coaches view themselves and are viewed by their assistant coaches as leaders who demonstrate a high level of initiating structure and consideration for the athletes. In this study, New Jersey Athletic Conference (NJAC) head men's and women's soccer coaches were surveyed to determine their attitudes on issues and challenges faced in their profession, along with analyzing the leadership skills and competencies as reported by the coaches.

Purpose of the Study

This study was designed to determine the attitudes of head soccer coaches of the NJAC on issues and challenges faced in their profession, along with analyzing the reported leadership skills and competencies. The study sought to explore if there were different leadership qualities reported based upon the team gender coached. Further, the study looked at the differences between Division I soccer and Division III soccer and the benefits of coaching Division III soccer.

Methodology

The researcher initially contacted all NJAC head men's and women's soccer coaches through e-mail. Two weeks later, the researcher followed up with a telephone call to confirm that the coach received the e-mail, confirm availability and a willingness to participate in the study. Individual meetings were then scheduled with each subject. A total of 15 out of the 20 coaches agreed to participate in the study. In order to ensure that the rights of the subject were protected, the study was submitted for review to the Institutional Review Board (IRB) through the application process on February 22, 2006 (Appendix A). The application included a cover letter (Appendix B), an informed consent letter (Appendix C), and the three instruments (Appendix D & E). The application was approved on March 16, 2006.

There were three research instruments used in the study. To analyze leadership qualities, the Leadership Assessment Instrument (LAI) was used (Appendix D). The LAI is a comprehensive, current, and behavioral instrument intended to identify strengths in specific leadership behaviors. According to Linkage, Inc. (n.d.), the LAI is a self-managed, 75 item assessment used to address personal competencies that have been identified through "extensive research on what leaders need to succeed in today's environment" (p. 2). According the Linkage, Inc, the LAI is intended for people to understand themselves as leaders through identifying strengths and weaknesses in their self-reported competencies.

To survey the issues and challenges facing head coaches, a 30 item survey detailing different coaching issues was developed by the research based upon the literature review. A Likert scale was used ranging from strongly agree to strongly

disagree. The issues and challenges survey had two parts. The first section contained demographic information about the subjects including gender, level of education, number of years at present institution, and the gender of the team currently coaching. Section two of the survey included 30 statements that focused on the issues and challenges in coaching Division III soccer. The subjects were asked to respond to statements concerning the everyday challenges of the position. Four different categories were identified as current issues and challenges to the position: recruiting, assistant coaches, coach-player communication, and athletic administration. A fifth category dealt with miscellaneous topics currently being debated for Division III soccer. Finally, an interview protocol was developed consisting of four probing questions designed to better define a head soccer coach's role on the Division III level.

Between March 17, 2006 and April 17, 2006, 15 subjects replied and completed the necessary instruments for the researcher. The researcher was present during data collection to answer any questions and to gauge responses that could not be obtained through each instrument. This allowed the researcher to obtain a response rate of 75 %.

Discussion of the Findings

Research Question 1: What leadership qualities are reported present in participating NJAC Division III head soccer coaches?

The LAI was used to assess the leadership qualities and competencies of all participating NJAC head soccer coaches. Overall, the Focus-Drive competency had a mean of 42.36 (SD 5.49). The Emotional Intelligence competency had a mean of 40.43 (SD 3.01). The Trusted Influence competency had a mean of 41.29 (SD 4.71). The

Conceptual Thinking competency had a mean of 37.57 (SD 5.53). Finally, the Systems Thinking competency had a mean of 39.79 (SD 4.59).

Martin (1979) found that there were significant differences about perceptions and expectations of leader behavior between head coach and assistant coach among all divisions. Masur (2003) discovered that college coaching has evolved into a profession with much less difference across divisions, unlike what Martin had found. Also, Masur found much more similarity amongst head coaches and their assistant coaches.

Research Question 2: Are there common leadership qualities amongst participating NJAC head women's soccer coaches and head men's soccer coaches?

The LAI reports that the leadership competencies and skills that apply to head men's soccer coaches are Focus-Drive, Trusted-Influence, Problem Solving and Coaching/Mentoring. The Focus-Drive competency had a mean of 41.11 (SD 4.99). The Emotional Intelligence competency had a mean of 39.00 (SD 3.94). The Trusted Influence competency had a mean of 40.67 (SD 5.05). The Conceptual Thinking competency had a mean of 37.11 (SD 4.14). The Systems Thinking competency had a mean of 39.00 (SD 3.67). The Change Management skill had a mean of 19.78 (SD 1.20). The Coaching/Mentoring skills had a mean of 20.11 (SD 2.67). The Communication skill had a mean of 18.89 (SD 3.10). The Negotiation skill had a mean of 19.44 (SD 2.70). Finally, the Problem Solving skill had a mean of 20.22 (SD 1.92).

The LAI reports that all leadership competencies and skills apply to at least one head women's soccer coach except Conceptual Thinking and Negotiation. The Focus-Drive competency had a mean of 43.50 (SD 6.16). The Emotional Intelligence competency had a mean of 42.83 (SD 5.64). The Trusted Influence competency had a

mean of 43.00 (SD 4.15). The Conceptual Thinking competency had a mean of 38.50 (SD 7.15). The Systems Thinking competency had a mean of 40.67 (SD 5.65). The Change Management skill had a mean of 21.50 (SD 3.21). The Coaching/Mentoring skills had a mean of 21.50 (SD 3.21). The Communication skill had a mean of 21.00 (SD 2.83). The Negotiation skill had a mean of 19.17 (SD 2.99). Finally, the Problem Solving skill had a mean of 20.67 (SD 3.93).

Bortoli, Robazzo, and Giabardo (1995) determined that a coach's behavior, attitude, and communication abilities significantly influence athletes. This is important research because the authors utilized several leadership theories to create a combined theory of leadership. Leadership style is more like a personality characteristic: it does not refer to consistent leader behavior (Fielder, 1967). For any leader, leadership style remains fairly constant while leader behavior changes from situation to situation.

Research Question 3: Are issues and challenges facing head soccer coaches similar for the participating head soccer coaches in the NJAC?

Athletic administrations play a vital role in the development of a Division III soccer program. The response and support given by the athletic administration is a universal positive from all respondents. Difficulties arise for all subjects with the admissions process for highly qualified student-athletes. Standards have risen, making it more difficult to recruit student-athletes into programs, along with rising costs for public higher education. Subjects were in total agreement that the NCAA does not provide enough time in or out-of-season to practice and participate in games for student-athletes. The limited amount of time for Division III soccer makes it more difficult for student-athletes to commit to the soccer team, resulting in student-athletes leaving the program

for academics. Resources available to Division III soccer programs pale in comparison to the Division I counterparts. Most notably scholarship money, which lessens the cost to attend a college, which directly affects the student-athlete pool available to Division III head coaches to recruit. These issues all have an impact on the Division III head soccer coach, regardless of team gender.

Bloom and Vallee (2005) interviewed five expert Canadian female university coaches to examine certain attributes which help them to be more successful than an average coach. While the application of such elements is different from each coach, the desired results are the same, which are traditionally strong and successful university programs. These elements range from exhibiting desired leadership abilities and recruiting certain student-athletes to fostering these student-athletes abilities and incorporating a vision and philosophy for the program that all members buy into.

Research Question 4: What qualities and expectations does NJAC Division III head soccer coaches have for assistant coaches and student-athletes?

Subjects reported that assistant coaches need prior coaching experience (59%), but were as not concerned with an assistant coach's aspirations. Also, 80% of respondents stated that assistant coaches need to act as a buffer between student-athletes and the head coach. According to the respondents, student-athletes are aware of the expectations of the coach, as well as coaches being aware of expectations from their players. Subjects stated that there is more independence and control at the Division III level for coaches, which are seen as benefits for programs.

According to Willis (2005) younger assistant coaches worry about not being able to gain the experience necessary to further personal careers, since long hours are

considered common place in the job of an assistant coach. Many times these people are part-time coaches that have another job, such as a school teacher or physical education professor.

Conclusions

The findings suggest that head coaches in the New Jersey Athletic Conference (NJAC) face similar issues and challenges, as well as represent similar leadership qualities in their programs. The NJAC head soccer coaches act in a similar fashion when faced with leadership problems and relate well with their leadership skills and competencies. According to the LAI, NJAC head soccer coaches most related to three leadership competencies: Focused Drive, Trusted Influence, and Strategic Thinking. Bennis (1999) claims that effective leaders must be able to use various leadership skills in a variety of different circumstances to be successful. Not surprisingly, what NJAC head coaches most identified with was the coaching/mentoring leadership skill from the LAI. Coaching and mentoring is defined by Linkage (n.d.) as the skill of mastering a comfortable coaching style and using it strategically to improve. By definition, this does not mean that these head coaches implement a similar coaching style, but instead, are comfortable with the style that they utilize for their program.

Head soccer coaches in the NJAC attempt to surround themselves with assistant coaches that hold prior coaching experience and that can relate to players, so that the head coach can more easily implement his/her vision and philosophy. Also, head coaches recruit top quality student-athletes to their programs because of the increasing admissions standards. The findings suggest that head soccer coaches, regardless of team gender, face issues and challenges that are apart of the head soccer coaching profession.

While athletic administrations are committed to the success of the soccer programs at their institutions, the NCAA makes fielding a highly competitive program at the Division III level very difficult. Findings suggest that the NCAA does more to prevent head coaches contact with student-athletes than it does to help the teams. Findings also suggest that head soccer coaches also face difficulties acquiring enough funds and resources to have their soccer program compete at a high level against quality opponents. Travel becomes more difficult when there is less money available within the athletic departments. These findings represent the biggest difficulties in Division III, which are not present at Division I institutions.

Recommendations for Future Research

The following recommendations are made for further research:

1. A larger study, at either a regional or national level, should be done. The New Jersey Athletic Conference (NJAC) population of 20 head soccer coaches is a limited sample. An expanded study looking at a large population would be most beneficial.
2. A study comparing state institutions and private institutions could be completed. The NJAC is comprised solely of public institutions, while Division III is comprised of both public and private institutions. The comparison could reveal an interesting dynamic that distinguishes public and private institutions.
3. A study needs to be completed to examine the attitudes of the assistant soccer coaches of the NJAC to see if the issues and challenges they face are similar to those of head coaches.

4. A conference-wide study examining all sports head coaches' leadership abilities, as well as the issues and challenges that they face. The current study could be expanded to gauge attitudes of all head coaches about the institutional and conference commitment to athletics, as well as what type of leadership attributes the coaches demonstrate.

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APPENDIX A

**Institutional Review Board (IRB) Application and
Rowan University IRB Approval**

Rowan University
INSTITUTIONAL REVIEW BOARD
HUMAN RESEARCH REVIEW APPLICATION

INSTRUCTIONS: Check all appropriate boxes, answer all questions completely, include attachments, and obtain appropriate signatures. Submit an **original and two copies** of the completed application to the Office of the Associate Provost.

NOTE: **Applications must be typed.**
Be sure to make a copy for your files.

FOR IRB USE ONLY:

Protocol Number: IRB-_____

Received: _____ Reviewed: _____

Exemption: Yes No

Category(ies): _____

Approved _____ (date)

Step 1: Is the proposed research subject to IRB review?

All research involving human participants conducted by Rowan University faculty and staff is subject to IRB review. Some, but not all, student-conducted studies that involve human participants are considered research and are subject to IRB review. Check the accompanying instructions for more information. Then check with your class instructor for guidance as to whether you must submit your research protocol for IRB review. If you determine that your research meets the above criteria and is not subject to IRB review, **STOP**. You do not need to apply. If you or your instructor have any doubts, apply for an IRB review.

Step 2: If you have determined that the proposed research is subject to IRB review, complete the identifying information below.

Project Title:

Issues, Challenges, and Leadership Qualities of Selected Division III Head Soccer Coaches

Researcher: Thomas Eichhorn

Department: Educational Leadership

Location: Education Hall

Mailing Address: 116 Green Ave

(Street)

Glassboro, New Jersey 08028

(Town/State/Zip)

E-Mail: eichho26@students.rowan.edu

Telephone: (856) 307-0360

Co-Investigator/s:

Faculty Sponsor (if student)* Dr. Burton Sisco

Department Educational Leadership

Location: Education Hall 3018

E-Mail: sisco@rowan.edu

Telephone: 256-4500 ext. 3717

Approved For Use by Rowan IRB: 7/04

Step 3: Determine whether the proposed research eligible for an *exemption* from a full IRB review.

Federal regulations (45 CFR 46) permit the exemption of some types of research from a full IRB review. If your research can be described by one or more of the categories listed below, check the appropriate category(ies), complete questions 1-5, and complete the Assurances on the last page of the application.

If your research cannot be described by any of these categories, your research is not exempt, and you must complete the entire "Human Research Review Application."

- Category 1** - Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as: (a) research on regular and special education instructional strategies; or (b) research on the effectiveness of, or the comparison among, instructional techniques, curricula, or classroom management methods.
- Category 2** - Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, unless: (a) information obtained is recorded in such a manner that the human participants can be identified, directly or through identifiers linked to the participants; and (b) any disclosure of the human participants' responses outside the research could reasonably place the participants at risk of criminal or civil liability or be damaging to the participants' financial standing, employability, or reputation.
(Note: Exemption for survey and interview procedures does not apply to research involving children. Exemption for observation of public behavior does not apply to research involving children except when the investigator does not participate in the activities being observed.)
- Category 3** - Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under Category 2 above if: (a) the human participants are elected or appointed public officials or candidates for public office; or (b) federal statute requires without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
- Category 4** - Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that participants cannot be identified, directly or through identifiers linked to the participants.
- Category 5** - Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to these programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.
- Category 6** - Taste and food quality evaluation and consumer acceptance studies: (a) if wholesome foods without additives are consumed; or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.
(Note: Exemption categories cannot be applied to research involving fetuses, pregnant women, human in vitro fertilization, or prisoners.)

IF YOU CANNOT CLAIM ONE OF THE EXEMPTIONS LISTED ABOVE, COMPLETE ALL OF THE ABOVE AS WELL AS THE FOLLOWING ADDITIONAL QUESTIONS FOR A FULL IRB REVIEW.

Does your research involve a special population?

- Socioeconomically, educationally, or linguistically disadvantaged racial/ethnic group
- Pregnancy/fetus
- Cognitively impaired
- Elderly
- Terminally ill
- Incarcerated
- No special population

At what level of risk will the participants in the proposed research be placed?

(Note: "Minimal risk" means that the risks of harm anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during performance of routine physical or psychological examinations or tests. The concept of risk goes beyond physical risk and includes risks to the participant's dignity and self-respect as well as psychological, emotional, or behavioral risk.)

Minimal Risk More than Minimal Risk Uncertain

1. HOW WILL SUBJECTS BE RECRUITED? IF STUDENTS, WILL THEY BE SOLICITED FROM CLASS?

2. WHAT RISKS TO SUBJECTS (PHYSIOLOGICAL AND/OR PSYCHOLOGICAL) ARE INVOLVED IN THE RESEARCH?

3. IS DECEPTION INVOLVED IN THE RESEARCH? IF SO, WHAT IS IT AND WHY WILL IT BE USED?

4. WHAT INFORMATION WILL BE GIVEN TO THE SUBJECTS AFTER THEIR PARTICIPATION? IF DECEPTION IS USED, IT MUST BE DISCLOSED AFTER PARTICIPATION.

5. HOW WILL CONFIDENTIALITY BE MAINTAINED? WHO WILL KNOW THE IDENTITY OF THE SUBJECTS? IF A PRE-AND POSTTEST DESIGN IS USED, HOW WILL THE SUBJECTS BE IDENTIFIED?

6. HOW WILL THE DATA BE RECORDED AND STORED? WHO WILL HAVE ACCESS TO THE DATA? ALL DATA MUST BE KEPT BY THE PRINCIPAL INVESTIGATOR FOR A MINIMUM OF THREE YEARS.

CERTIFICATIONS:

Rowan University maintains a Federalwide Assurance (FWA) with the Office of Human Research Protection (OHRP), U.S. Department of Health & Human Services. This Assurance includes a requirement for all research staff working with human participants to receive training in ethical guidelines and regulations. "Research staff" is defined as persons who have direct and substantive involvement in proposing, performing, reviewing, or reporting research and includes students fulfilling these roles as well as their faculty advisors.

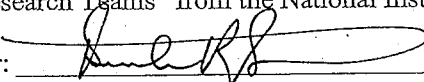
Please attach a copy of your "Completion Certificate for Human Participant Protections Education for Research Teams" from the National Institutes of Health.

If you need to complete that training, go to the Web Tutorial at <http://cme.nci.nih.gov/>

Responsible Researcher: I certify that I am familiar with the ethical guidelines and regulations regarding the protection of human participants from research risks and will adhere to the policies and procedures of the Rowan University Institutional Review Board. I will ensure that all research staff working on the proposed project who will have direct and substantive involvement in proposing, performing, reviewing, or reporting this research (including students fulfilling these roles) will complete IRB approved training. I will not initiate this research project until I receive written approval from the IRB. I agree to obtain informed consent of participants in this project if required by the IRB; to report to the IRB any unanticipated effects on participants which become apparent during the course or as a result of experimentation and the actions taken as a result; to cooperate with the IRB in the continuing review of this project; to obtain prior approval from the IRB before amending or altering the scope of the project or implementing changes in the approved consent form; and to maintain documentation of consent forms and progress reports for a minimum of three years after completion of the final report or longer if required by the sponsor or the institution. I further certify that I have completed training regarding human participant research ethics within the last three years as indicated below my signature.

Signature of Responsible Researcher:  Date: 2/21/06

Faculty Advisor (if Responsible Researcher is a student): I certify that I am familiar with the ethical guidelines and regulations regarding the protection of human participants from research risks. I further certify that I have completed training regarding human participant research ethics within the last three years as indicated below my signature (attach copy of your "Completion Certificate for Human Participant Protections Education for Research Teams" from the National Institutes of Health).

Signature of Faculty Advisor:  Date: 2/21/06

APPENDIX B

Letter to Participants

February 8, 2006

Dear NJAC Soccer Coach,

For the past year and a half, I have been a full-time graduate student at Rowan University, working towards a master's degree in Higher Education Administration. I am currently a research assistant for the Department of Educational Leadership and the assistant soccer coach for both men's and women's programs at Rowan.

Presently, under the direction of Dr. Burton Sisco, I have been working on a research project, "Issues, Challenges, and Leadership Qualities of Selected Division III Head Soccer Coaches." I am asking for your assistance in collecting data for my research project. I would appreciate it if we could meet to complete a survey and answer some questions.

The entire process should take no more than one hour to complete. All responses will be kept confidential. It is my hope that the information collected here will provide insight as to the difficulties Division III soccer coaches from a highly competitive soccer conference face in the most diverse and heavily populated area of the United States since Division III athletics are so often overlooked.

If you have any questions regarding this research project, please feel free to contact Dr. Burton Sisco, my faculty advisor by phone at (856) 256-4500 ext. 3717 or by e-mail at sisco@rowan.edu. You may also contact me directly at (201) 259-6646 or via e-mail at eichho26@students.rowan.edu.

Your help is invaluable for this research project to be successful. Thank you in advance for your time and consideration.

Sincerely,

Thomas Eichhorn
Rowan University Graduate School
M.A. Higher Education Administration
eichho26@students.rowan.edu

APPENDIX C

Informed Consent Form

Consent Form

By signing this form I agree to participate in a student entitled “Issues, Challenges and Leadership Qualities of Selected Division III Head Soccer Coaches” which is being conducted by Thomas Eichhorn, a graduate student in the Higher Education – Administration program at Rowan University. The purpose of this study is to determine the difficulties Division III soccer coaches in the most diverse and heavily populated area of the United States have to deal with in a highly competitive soccer conference. The data collected in this study will be used as part of his Master’s Thesis.

I understand that I will be required to truthfully answer all questions in the Leadership Assessment Instrument, the Issues and Challenges survey, and during the brief interview period. My participation in this study will no exceed one hour.

I understand that my responses will remain anonymous and that all the data collect in the study will be confidential. I agree that any information obtained from this study may be used in any way thought best for the research project provided that I am not identified and my name is not used.

I understand that there are no physiological or psychological risks involved in this study and that I am free to withdraw from the study at any time.

If I have any questions regarding this research project, I may contact Dr. Burton Sisco at (856) 256-4500 ext. 3717 or via e-mail at sisco@rowan.edu or Thomas Eichhorn at (201) 259-6646 or via e-mail at eichho26@students.rowan.edu.

(Signature of Participant)

(Date)

(Signature of Investigator)

(Date)

APPENDIX D

Leadership Assessment Instrument (LAI)

LINKAGE
INCORPORATED

Leadership

360

Instrument™

Self-Managed Assessment

Completing the LAI

DIRECTIONS

- On pages 6-10 of the LAI Self-Managed Assessment are 75 items, each describing a specific leadership behavior. Using the scale below, rate how often you demonstrate each behavior. Write the score in the corresponding numbered box on this page (working from top to bottom).

- 1 = Rarely Demonstrate
- 2 = Sometimes Demonstrate
- 3 = Often Demonstrate
- 4 = Very Often Demonstrate
- 5 = Almost Always Demonstrate

- After completing the 75 items, tear the top sheet from the page. The scores you entered will have been copied to the worksheet underneath, "Calculating Your Results."

Example: If you believe you "often" demonstrate the behavior described by item 1, write a "3" in box 1 below.

1	16	31	46	61
3				

1	16	31	46	61
2	17	32	47	62
3	18	33	48	63
4	19	34	49	64
5	20	35	50	65
6	21	36	51	66
7	22	37	52	67
8	23	38	53	68
9	24	39	54	69
10	25	40	55	70
11	26	41	56	71
12	27	42	57	72
13	28	43	58	73
14	29	44	59	74
15	30	45	60	75

Leadership Assessment Questionnaire

In my day-to-day work as a leader, I...

1. Maintain focus when disruptions might detract attention from key issues and objectives.

2. Act decisively to make things happen.

3. Exhibit consideration of the feelings of others when or before taking action.

4. Create a positive environment through the use of sincerity and optimism.

5. Create a view of the future that motivates others.

6. Display trust in others by giving them additional responsibilities.

7. Ask "What if?" questions to test assumptions and challenge the status quo.

8. Search for and conceptualize the underlying or systemic causes that drive a problem.

9. Take steps to make sure that new ideas are integrated with established procedures or processes.

10. Display rigor and discipline in my thinking in difficult situations.

11. Successfully provide a visible anchor for others in times of great change, e.g., by reaffirming key goals or values.

12. Use a variety of methods (reason, inspiration, etc.) to help individuals attain higher levels of performance.

13. Represent and articulate viewpoints in a way that positively influences the dialogue.

14. Use fact and argument to create a meeting of the minds among stakeholders with differing viewpoints.

15. Fashion solutions by synthesizing and applying relevant information or data.

RATING SCALE

1	2	3	4	5
Rarely Demonstrate behavior	Sometimes Demonstrate behavior	Often Demonstrate behavior	Very Often Demonstrate behavior	Almost Always Demonstrate behavior

- 16 Am able to pick out and target the projects or initiatives that require special attention.
- 17 Strive to set and achieve ambitious goals rather than settling for the safety of achievable results.
- 18 Treat each person differently according to his or her own unique makeup.
- 19 Demonstrate maturity in reassuring teams and/or individuals in the face of setbacks.
- 20 Gain the trust and loyalty of others by fulfilling the commitments I make to them.
- 21 Display confidence in individuals by delegating key tasks or functions.
- 22 Seek better solutions to problems instead of falling back on obvious ones.
- 23 Intuitively form ideas that clarify the many possibilities in a complex situation.
- 24 Adhere to processes to make sure that the right people are involved in a project.
- 25 Thoughtfully reach decisions by reviewing ideas and assumptions with key individuals within the organization.
- 26 Help detect or resolve team breakdowns resulting from change.
- 27 Help others recognize their areas of weakness in a constructive, beneficial manner.
- 28 Communicate effectively with individuals up, down, and across the organization.
- 29 Balance the interests of different constituencies to reach "win-win" solutions.
- 30 Employ thorough analysis and pragmatism to sort through options and reach timely decisions.

RATING SCALE

1	2	3	4	5
Rarely Demonstrate behavior	Sometimes Demonstrate behavior	Often Demonstrate behavior	Very Often Demonstrate behavior	Almost Always Demonstrate behavior

31. Display single-mindedness in directing energy at key targets.
32. Overcome potential stumbling blocks to achieve an objective.
33. Take into account the impact of emotions and feelings on a situation.
34. Demonstrate an ability to control and filter emotions in a constructive way.
35. Stimulate strong commitment to collective efforts through praise and recognition of individual contributions.
36. Display a strong commitment to the success of others by providing clear feedback on issues or behavior.
37. Demonstrate an ability to create new business ideas by thinking out of the box.
38. Make connections between and among information, events, etc. that reveal key issues or opportunities.
39. Talk about and perceive the organization in terms of critical and highly interrelated work processes.
40. Crystallize thoughts by deliberately and systematically steering through ambiguity and information clutter.
41. Am able to convince others of the need for change due to critical organizational objectives.
42. Identify and confront critical developmental issues or barriers with respect to peers, reports, etc.
43. Distill ideas into focused messages that inspire support or action from others.
44. Find common ground to accommodate the conflicting needs and wants of different stakeholders.
45. Spot what is at the root of a problem; i.e., distinguish its symptoms from its causes.

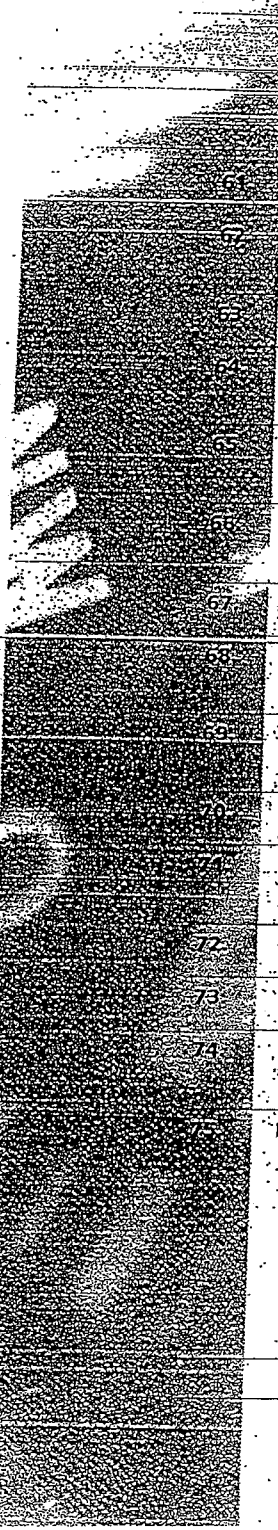
RATING SCALE

1	2	3	4	5
Rarely Demonstrate behavior	Sometimes Demonstrate behavior	Often Demonstrate behavior	Very Often Demonstrate behavior	Almost Always Demonstrate behavior

- 46. Focus on key tasks when faced with limited time and/or resources.
- 47. Display a willingness to do whatever it takes to get it done.
- 48. Understand the various psychological and emotional needs of people.
- 49. Model how to handle failure by accepting setbacks with grace and renewed determination.
- 50. Set a clear example for others by following through on important commitments.
- 51. Give others the power to participate in decision making and to share in the responsibility.
- 52. Demonstrate creativity in developing and/or improving ideas and concepts better.
- 53. Come up with new concepts or distinctions that better organize the interpretation of ambiguous data, information, or events.
- 54. Ensure successful implementation by building and connecting processes within the organization.
- 55. Critically and thoroughly analyze the data available on alternatives when seeking the best solution to a problem.
- 56. Learn and develop new skills or behaviors to adapt to constant, sometimes turbulent change.
- 57. Instill a sense of confidence in others—even those who are convinced that “they can’t do it.”
- 58. Present opinions accurately and persuasively—both one-on-one and to a group.
- 59. Persuasively use relevant data or information to gain the needed sponsorship or buy-in from others.
- 60. Break down a problem or a situation into discrete parts that are easier to manage.

RATING SCALE

①	②	③	④	⑤
Rarely Demonstrate behavior	Sometimes Demonstrate behavior	Often Demonstrate behavior	Very Often Demonstrate behavior	Almost Always Demonstrate behavior



- 63 Devote at least 80 percent of my time to the top 20 percent of my priority list.
- 64 Display stamina and energy over the long term in achieving high standards of performance.
- 65 Consider the impact of my own behavior or decisions on other people.
- 66 Consistently express myself in moods that invite participation and open up communication.
- 67 Inspire dedication to the organization's shared goals and values through my own visible actions.
- 68 Provide whatever is needed to help others take charge of their work and successfully produce results.
- 69 Create innovative concepts that have growth or profit potential.
- 70 Ask questions to try to form a complete picture of seemingly unrelated information, events, etc.
- 71 Demonstrate a commitment to build processes by documenting critical action steps and organizational learnings.
- 72 Think through problems in a logical and well-organized fashion.
- 73 Recognize and help remedy individual or collective barriers to the implementation of change.
- 74 Help others work their way through problems or crises.
- 75 Effectively communicate to all those who need to be informed.
- 76 Reach agreements with individuals (internal and external) for the benefit of the organization.
- 77 Figure out how to solve problems, even those that appear hopeless.

**Go on to
Step Three**

RATING SCALE

1	2	3	4	5
Rarely Demonstrate behavior	Sometimes Demonstrate behavior	Often Demonstrate behavior	Very Often Demonstrate behavior	Almost Always Demonstrate behavior

Calculating Your Results

DIRECTIONS

- Total each of the ten rows of five **Competencies Item Scores**, writing each total in the box indicated by the arrow in the **Component Scores** column. (Each score should be between 5 and 25.)
- Calculate the total of each pair of component scores, writing the result in the box in the **Competencies Scores** column. (Each score should be between 10 and 50.)
- Total each of the five rows of five **Skills Item Scores**, writing each total in the box indicated by the arrow in the **Skills Scores** column. (Each score should be between 5 and 25.)
- If you wish to transfer your numeric results to a visual display, turn to page 11 in your Self-Managed Assessment booklet. Otherwise, continue with "Step Three: Understand the Leadership Assessment Instrument" on page 12.

Example:

1	16	31	46	61	Focus	Drive	
<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="12"/>	<input type="text" value="19"/>	<input type="text" value="31"/> Focused Drive
2	17	32	47	62			
<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="4"/>			

Competencies Item Scores					Component Scores		Competencies Scores
1	16	31	46	61	Focus	Drive	<input type="text"/> Focused Drive
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
2	17	32	47	62			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>			

3	18	33	48	63	Perception	Emotional Maturity	<input type="text"/> Emotional Intelligence
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
4	19	34	49	64			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>			

5	20	35	50	65	Commitment	Empowerment	<input type="text"/> Trusted Influence
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
6	21	36	51	66			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>			

7	22	37	52	67	Innovation	Big-Picture Thinking	<input type="text"/> Conceptual Thinking
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
8	23	38	53	68			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>			

9	24	39	54	69	Process Orientation	Mental Discipline	<input type="text"/> Systems Thinking
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
10	25	40	55	70			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>			

Skills Item Scores					Skills Scores
11	26	41	56	71	<input type="text"/> Change Management
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
12	27	42	57	72	<input type="text"/> Coaching/Mentoring
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
13	28	43	58	73	<input type="text"/> Communication
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
14	29	44	59	74	<input type="text"/> Negotiation
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
15	30	45	60	75	<input type="text"/> Problem Solving
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

APPENDIX E

Issues and Challenges Survey



Dear Coach:

Please fill out the following survey and return it to me. Your feedback is completely anonymous. I appreciate your participation!

Gender: Male Female

Highest Level of Education Attained:

Gender of Team Currently Coaching:

Number of Years at Present Institution:

Area of Interest	QUALITY RATING					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
RECRUITING						
I primarily recruit in the state of New Jersey.						
There is a large out of state student-athlete population interested in my institution.						
Admission standards at my institution have increased making it harder to recruit the student-athletes I have traditionally recruited.						
Transfer student-athletes often compete for my program.						
I tend to recruit foreign student-athletes.						
My assistant coaches recruit most of the student-athletes and I finalize the recruiting.						
Many recruited student-athletes traditionally come from the same area.						
I target student-athletes that are interested in certain majors.						
ASSISTANT COACHES						
It is important that assistant coaches are recent alumni of the program.						
Assistant coaches must possess interests in becoming a head coach.						
Assistant coaches must possess prior coaching experience.						
Assistant coaches must want to further their soccer education by gaining coaching diplomas/certifications.						
It is important for assistant coaches to act as a buffer between the players and myself.						

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
COACH-PLAYER COMMUNICATION						
Players constantly meet with me to understand where they stand on the team.						
Players feel comfortable coming to me when they encounter problems.						
Players are fully aware of what to expect from me at all times.						
Players are fully aware of what I expect from them at all times.						
It is important that I keep in touch with players even after they leave the program/graduate.						
Players understand the importance of an education while they are in college.						
My players graduate on-time.						
ATHLETIC ADMINISTRATION						
The administration is committed to the soccer program.						
The administration allows for me to travel outside the region during the season.						
The administration is receptive to the needs of my program.						
The administration makes sure my players excel academically as well as athletically.						
MISCELLANEOUS						
The NCAA needs to reinstate the "red shirting" policy.						
It is difficult to schedule regional opponents annually.						
The NSCAA regional and national rankings are an accurate gauge of performance during the season.						
The NCAA Tournament Selections are fairly awarded to deserving teams.						
The NCAA provides enough time for the soccer season to be completed.						
The NCAA provides enough time for spring training for soccer.						

APPENDIX F

Interview Protocol

Interview Questions

1. Is your position full-time or part-time?
2. What are the differences you see between the “spectator driven” Division I soccer and the “experience driven” Division III soccer?
3. What are the benefits of being involved in a Division III soccer program?
4. What improvements are needed at the Division III level conference wide, regionally, and/or nationally?