6-2020

Preferred Leadership Styles of Coaches: Collegiate Athletes' Perception of Quality Coaches

Paul Preston
ppreston11@winona.edu

Preferred Leadership Styles of Coaches:

Collegiate Athletes' Perception of Quality Coaches

Paul Preston Jr.

Winona State University

Abstract

The purpose of this study was to determine the most effective leadership styles judged by collegiate football athletes. Six participants were recruited from the team spanning over three grade levels. Data collection involved conducting semi-structured interviews. Data analysis revealed three main themes: (1) Leadership qualities (2) leadership styles and (3) and motivation. Results of the study support previous literature and participants preferred supportive style leadership as well as the qualities of accountability, leading by example and confidence. The implementation of these qualities and style of leadership may benefit a leader looking to improve relationships and trust with their followers.

TABLE OF CONTENTS

Chapter 1

Introduction

A majority of people participate in sport in some stage of their life (Datz & Blair, 2015). Through this participation, the coach-athlete relationship will begin to develop (Jowett & Poczwardowski, 2007). This relationship plays a critical role in how an athlete develops and performs (Jowett & Poczwardowski, 2007). A coach is usually judged by the wins or losses of the team or an individual (Woods, 2016) However, there are many other factors that go into being a quality coach (Côté, Young, Duffy, & North, 2007). A coach has to balance managing individual player relationships, while building the culture and environment to help those athletes reach their highest potential (Gels, 2017). This can be a very difficult task and coaches have the responsibility to adapt their leadership and coaching styles to relate to and motivate their athletes (Gels, 2017).

Statement of the Problem

The leadership style a coach adapts will have a significant impact on the athlete's being coached (Jowett & Poczwardowski, 2007). The different coaching styles produce specific benefits and disadvantages and will often be interpreted or perceived differently by each individual athlete (Becker 2009). There has been some research done on the different coaching behaviors and how it impacts an athlete, (Becker 2009); however, little research has been conducted on how collegiate football athletes perceive different leadership styles and coaching techniques.

Background of the Problem

Coach-Athlete Relationship

The coach-athlete relationship is important to the athletic success and identity development of an athlete. A great coach will support an athlete in a variety of ways through physical, mental and technical development so the athlete can achieve their full potential (Becker, 2009). A coach has the ability to create a positive culture with their athletes through emotional alliance and focus on a shared common goal (Gould, Guinan, Greenleaf, & Chung, 2002). In order for coaches to establish a positive relationship with their athletes they have to establish a mutual understanding with each other (Becker, 2009). In addition, to create positive coach-athlete relationships, a coach must gain a deeper understanding of each individual athlete and how this athlete is both similar and different to others (Kluckhohn & Murray, 1953). The coach-athlete relationship is often viewed by athletes as personal but professional and is built on trust, confidence and respect (Becker, 2009).

Different Coaching Styles

There are a variety of different coaching styles and characteristics an individual coach can adopt to relate with an athlete or team, particularly two of those being autonomy supportive and controlling styles (Isoard-Gautheur, Guillet-Descas, & Lemyre, (2012). Isoard-Gautheur et.al, defines coaching styles as, a method adopted by coaches to enhance the performance of their players. Both autonomy supportive and controlling styles are used by coaches depending on the different situations and athletes being coached (Isoard-Gautheur, S., Guillet-Descas, E., & Lemyre, P., 2012). Coaches who adopt the *autonomy supportive style* provide choices and rationale for specific tasks to their athletes (Mageau, Vallerand 2003). These coaches acknowledge the feelings of their athletes and will avoid controlling behaviors in order to make athletes feel more comfortable and provide opportunities to take initiative (Mageau, Vallerand

2003). In contrast, coaches who adopt the *controlling style*, take a more authoritarian approach (Goleman, 2000) Instead, of allowing athletes to have autonomy over decisions the coach will have control over all decisions made (Goleman, 2000). This style is used when an athlete's free choice could have a detriment to their own or the teams' development (Wang & Guan, 2018). A controlling coach will often use assertive techniques and punishments if athletes do not comply with certain standards that are set (Mageau & Vallerand, 2003).

Purpose of the Study

Given the leadership style of coaches differ on how they interact with athletes, information regarding athletic relationships seems warranted. The purpose of this study is to identify how collegiate football athletes perceive different coaching styles and what leadership styles and attributes the athletes believe make a quality leader and coach.

Theoretical Framework

A theoretical framework serves as the foundation of the research study. It provides an explanation to the audience about the relationships and interactions in the study. The framework provides the reader with a way to understand how the researcher approached the study (Lochmiller & Lester, 2017). This study will explore how collegiate football athletes perceive different coaching styles and what leadership styles and attributes the athletes believe make a quality leader and coach. Both the Self-Motivation Theory and the Path-Goal theory of leadership will be used as a philosophical base for analyzing the data.

Self-Motivation Theory

The theoretical framework that is continuously linked to athlete motivation is self-determination theory (Ryan & Deci, 2000; Marcone, 2017). The self-determination theory has

been used to find the importance of motivation in cognitive, behavioral and affective patterns (Murcia et. al., 2008). According to Murcia et. al. the idea behind self-determination theory is that human behavior is motivated by three primary needs which include: autonomy, competence and relatedness. Autonomy refers to the feeling that one can determine their own behavior and includes the desire to feel an internal locus of casualty (Murcia et. al.). Murcia et. al. states competence consists of controlling the result and experiencing efficiency while relatedness is the effort to relate and be accepted by others.

Path-Goal Theory

The Path-Goal theory of leadership is based on how leaders motivate their followers to accomplish designated goals (House, 1971) Path-goal theory emphasizes the relationship between the leader's style and the characteristic of the followers and the organizational setting (House, 1971) This theory is designed to explain how leaders can help followers along the path to their goals by selecting specific behaviors that are best suited to follower's needs and the situation in which followers are working (Northouse, 2015). In order to better understand the path-goal theory it can be broken down into a couple different leadership behaviors which include: autonomy supportive and controlling (Northouse, 2015).

A controlling style leader takes an authoritarian approach and is described as a telling style of leadership (Northouse, 2015). Northouse describes this type of leader as someone who gives followers instructions about the task, including what is expected from them and how the task should be done. This type of leader sets clear standards of performance and will reward or punish contingent on the performance of the task (Northouse, 2015).

In contrast, the autonomy supportive style consists of being friendly and approachable as a leader (Northouse, 2015). This type of leader puts an emphasis on the well-being of their followers and will go out of their way to treat followers with respect (Northouse, 2015).

Research Design

Qualitative research focuses on human experience as it occurs in social life and looks to make sense of social practices (Lochmiller & Lester, 2017). This phenomenological qualitative research design will explore the impact of different coaching leadership styles on an athlete. Specifically, this study will investigate how collegiate football athletes perceive different styles of leadership. Using a phenomenological qualitative research design, will allow the researcher to explore how athletes who have had encounters with different leadership styles perceive their various experiences.

Research Questions

The following research sub-questions are addressed to help answer the main question:

RQ 1: How do different leadership styles impact the coach-athlete relationship?

RQ 2: What leadership styles are most effective as perceived by college football athletes?

Definition of Terms

Coach: Someone who mentors or trains and develops athletes in order to improve their performance (Gillet, Vallerand, Amoura, & Baldes, 2010). The purpose of the coach is to change behavior in a positive way that allows for growth and change (Ives, 2008).

Coaching styles: The way in which a coach conducts themselves during the training, advising and instructing of their athletes (Marcone 2017; Mageau & Vallerand, 2003).

Autonomy supportive style: A coach using this style allows for athletes to make their own decisions while providing feedback and positive reinforcement in order to create opportunities for athletes to take initiative. This style acknowledges an athlete's feelings and avoids controlling behaviors (Marcone 2017; Mageau & Vallerand, 2003).

Controlling style: This style takes an authoritarian approach that uses rewards and punishments to shape an individual's behavior. This method imposes a preconceived way of thinking and behaving upon the athletes (Bartholomew 2010; Ramis 2017).

Limitations of the Study

This study was designed to avoid as many limitations as possible, however all research has a set of limitations (Leedy & Omrod 2005). The limitations of a study are the characteristics of design that impact or influence the interpretation of the findings from research (Price & Murnan 2004). These limitations can include the dishonesty of participants, as well as the capability of the researcher to analyze and portray the data (Price & Murnan 2004). Participants of this study will be asked to answer as with as much honesty and truthfulness as possible. The participants of this

study will also be guaranteed the confidentiality of their identity and will be able to withdraw from the study at any time.

Delimitations of the Study

This study is delimited to Winona State University. Participation in this study was also delimited to current collegiate football athletes with at Winona State University with at least two years of experience in the football program. The study was also delimited to only males as the current Winona State football roster is 100% male.

Significance of the Study

The results of this study may be significant to collegiate and high school football coaches. The outcomes of this study may help create awareness for effective leadership and coaching strategies amongst football coaches. This study may provide coaches, experiences and examples of how different techniques and styles may be perceived by their athletes.

Summary

Chapter one introduced the research being studied and the information necessary to explore the need to study how the experiences of collegiate football athletes at Winona State University have impacted their perception of different leadership styles. Chapter one provided the basis of the study and outlined the background of the problem, purpose of the study, significance of the study, limitations, delimitations, definitions and theoretical framework. Chapter two will contain the literature review and will look to explore relevant research related to the study. Chapter three will explore the methodology, research design and selection of participants for the study. Chapter four will discuss the findings of the study. Lastly, chapter five

explores the results of the study, while providing conclusions and recommendations for future research.

Literature Review

CHAPTER II

This study explores how college athletes perceive different coaching styles and which they prefer. The literature review provides the opportunity to explore previous research findings, link findings to existing scholarly discussion and serves as a resource for which to frame an analysis (Lochmiller & Lester, 2018) Chapter two includes five sections related to collegiate athletes' perceptions of various coaching styles. First section explores the historical perspectives of sports coaching. Second section discusses the role of a coach. Section three looks into the different coaching styles. Section four provides relevant research about coaching styles and the relationship with motivation and performance. Lastly section five discusses self-determination theory.

Historical Perspective of Sports' Coaching

Coaching has been around for thousands of years and can be dated back to many of the first civilizations around the world (Blanchard & Cheska, 1985). Before the ancient Greeks there is little known about coaching origins in sport (Kiosoglous, 2013). The ancient Greeks referred to coaches as "gymnasts", which to them, was a retired athlete who used their athletic experience to provide knowledge to impact performance (Kiosoglous, 2013). The ancient Olympians were the first to understand the importance of physical activity, optimal training regimens and sports psychology that lead to increased athletic performance (Swaddling, 2000). Jump forward to the 1800's and coaching knowledge about training and strategy were still developing with no widely

accepted standards for best practices (Bourne, 2008). Since, sports' coaching has continued to grow into a rapidly developing and accepted profession (Woodman, 1989). The emergence of the profession began to develop in the 1960's as knowledge, publications, education programs, professional associations and collegiate positions became available (Green & Benjamin, 2009; Kiosoglous). Kiosoglous states that historically in the United States, often the best coaches can be found in the collegiate system as it has the resources to provide better financial security, lifestyle, and obtainable performance expectations.

Role of a Coach

A coach is responsible for empowering athletes to achieve goals and levels of performance that otherwise could not have been accomplished (Short, 2005). The coach takes responsibility for teaching skills, motivating and supporting a group of athletes (Hyun-Duck & Cruz, 2016). In order to do this a coach will try to develop the physical, mental, and technical abilities of their athletes (Becker, 2009). Coaches takes on many responsibilities which include: planning, organizing, budgeting, scheduling, recruiting, public relations, leadership, etc. (Chelladurai & Saleh, 1980). Of these responsibilities, the leadership role is the most significant as it has a direct impact on the team's motivational state and performance (House, 1971). According to (Case & Boucher, 1980) the leadership style of the coach plays a major role in effective coaching.

Coaching Styles

Coaches have a major influence on their team and a coach's leadership style can have a big impact on the athletes and success of the team (Ardua & Marquez, 2007; Heil, 2018). It is important coaches understand which leadership styles their athletes prefer and what style they are using (Heil). The coaching style a coach adopts can have a major effect on their athletes, and

it is crucial for coaches to understand the impact their demeanor, personality and coaching style have on the team (Marcone, 2017). In understanding what coaching styles athletes prefer, coaches can be much more effective when it comes to managing the team (Heil). There are a number of different leadership and coaching styles, however the two main styles of coaching are autonomy supportive and controlling style (Mageau & Vallerand, 2003).

Autonomy Supportive Style

Coaches who adopt the autonomy-supportive style give athletes as much choice as possible within specific limits, provide rationale for tasks, show interest in an athlete's feelings, provide feedback and allow for the athletes to take initiative in opportunities, avoid controlling behaviors (Mageau & Vallerand, 2003). A coach who adopts an autonomy supportive style develops a healthy coach-athlete relationship which satisfies an athlete's psychological needs and produces positive consequences (Ahlberg, Mallet, & Tinning, 2008). According to research (Deci & Ryan, 2000) autonomy supportive coaching enhances intrinsic motivation and self-determined extrinsic motivation amongst athletes. When an autonomy supportive coach provides rationale and expresses interest in an athlete's feelings, athletes are more likely to complete the task and will have better motivation to do so (Freedman & Phillips, 1985). Coaches who are perceived by their athletes as autonomy supportive are described as social and approachable (Marcone, 2017). In a study done by (Rieke, Hammermeister & Chase, 2008) athletes who were coached by autonomy supportive coaches were found to be more task oriented, satisfied and have higher levels of motivation. According to Horn, Bloom, Berglund and Packard (2011) athletes were found to have higher motivation when working with a coach who displays a supportive leadership style, positive feedback and training. On the other end of the spectrum is

the controlling style, which takes a more directive, authoritarian style of approach (Bartholomew, Ntoumanis, & Thøgersen-Ntoumani, 2010).

Controlling Style

Coaches who utilize the controlling style push their perspective and beliefs on their athletes, rely on external rewards, outside motivation and use their authority to get tasks done (Reeve, 2009). By asserting their authoritative power and techniques a controlling coach will pressure their athletes to comply to certain standards they have set (Marcone, 2017). According to Bartholomew et. al. (2010) controlling coaches use extrinsic rewards such as rewards and praise to raise engagement and consistency in certain behaviors to ensure athlete compliance. Another tactic controlling coaches use is negative conditional regard which refers to withholding attention or affection by coaches when desired tasks are not accomplished (Assor, Roth & Deci, 2004). The idea in using this tool is that athletes will see their own beliefs or thoughts as a threat to the bond with their coach or team and release their autonomy to maintain a quality relationship with their coach (Bartholomew et. al.). The controlling style of leadership can be effective because it sets specific standards and goals and provides a singular mission in which all involved can focus on their responsibilities (Wang & Guan, 2018) In addition, followers who are led by a controlling style leader often have a better sense of identity amongst a group which leads to higher performance (Schaubroeck, Shen, & Chong, 2017). According to (Huang et. al, 2015, p. 180) controlling coaches "who emphasize discipline, obedience and unity are more likely to achieve operational performance by fostering a highly centralized decision-making structure".

Coaching Style Impact on Motivation & Performance

According to Mageuau and Vallerand (2003) the coach-athlete relationship is one of the major contributors in an athlete's motivation and performance. Motivation is the reason why an athlete performs or completes an action (Marcone, 2017). The leadership style a coach adopts will have a direct impact on the team's motivation (Vallerand & Rousseau, 2001). There are a number of studies and research exploring the relationship between coaching styles and the affect it has on motivation and performance.

In research done by Horn et. al. (2011) athletes at a division III school completed questionnaires on their motivation and perception of their coach's behaviors. The study concluded that athletes who were high in self-determined motivation preferred their coach to have a democratic leadership style while providing positive feedback (Marcone, 2017).

In another study performed by Amoura, Baldes, Gillet and Vallerand (2012) they researched how a coach's autonomy support of their athletes would impact their motivation. They found that autonomy support was positively related with self- determined motivation. The athlete's in this study had higher levels of motivation for their sport with an autonomy supportive coach (Amoura et al. 2010). In their research Amoura et. Al (2010) found a positive correlation between athletes self-determined motivation and the success of the athlete.

In support of this research is a study done by Rieke, Hammermeister and Chase(2008) who explored how coaches who were autonomy supportive were related to their athletes' motivation. The study consisted of over 150 high school basketball players in the United States. They found that athletes who perceived their coach as autonomy supportive were more task oriented and satisfied than athletes who perceived their coach as controlling (Marcone, 2017). In addition, Rieke et. al. found the higher levels of motivation led to more wins for the athletes who perceived their coaches as autonomy supportive.

Self-Determination Theory

The self-determination theory explores the reasons why individuals participate and give effort to engage in activities (Deci & Ryan, 2000) Individuals engage in activities for various reasons, these include both intrinsic and extrinsic motives (Deci & Ryan, 2000). In sport, the behavior of the coach can play an important role on an athlete's motivation (Hollembeak & Ambrose, 2005). Athlete's may prefer different coaching and leadership styles based on their own motivation levels (Hollembeak & Ambrose, 2005).

Intrinsic Motivation

The intrinsic motivation of an athlete is defined as "the tendency to seek out challenges and exercise the capacity to explore and learn" (Deci & Ryan, 2000, p. 70). Athletes who show intrinsic motivation have a passion for the sport they and are self-motivated to challenge themselves to achieve their goals (Marcone, 2017). Intrinsically motivated athletes would likely support an autonomy supportive coach who allows the athlete to explore and learn freely (Deci & Ryan, 2000). In contrast, an intrinsically motivated athlete may dislike the idea of a controlling style coach as they are self-motivated and may not need outside pressures (Deci & Ryan, 2000).

Extrinsic Motivation

In contrast, an athlete who is extrinsically motivated is pursuing an activity due to outside pressures (Marcone, 2017). Extrinsically motivated athletes seek to gain rewards or avoid punishment for their actions (Deci & Ryan, 2000). According to Deci & Ryan (2000) there are four types of extrinsic motivation which include: external regulation, introjected regulation, identified regulation and integrated regulation. Athletes who are externally regulated which is the

least self-determined form of extrinsic motivation engage in sport to receive rewards or avoid punishment (Marcone). Athlete's that are involved in sport to avoid guilt or shame are an example of introjected regulation (Marcone). Next is introjected regulation, this would be when an athlete working out despite not enjoying the task. This type of athlete will work out to receive the benefits in order to excel in the sport (Marcone). The last example which is the most self-determined is extrinsic motivation (Marcone). The athlete with this type of extrinsic motivation will engage in activities out of choice, because of their own values or beliefs (Marcone). Athletes who consider themselves to be highly extrinsically motivated can benefit from a controlling style leader (Deci & Ryan). This type of leader can provide the outside pressure an extrinsically motivated athlete is looking for and therefore the athlete may prefer a controlling style coach (Deci & Ryan).

Path-Goal Theory

The Path-Goal theory focuses on a leader's adaptiveness to their followers needs and desires (Chelladurai, 1980). The theory is based on the idea that a leader will behave or act in a certain way that best fits the employee and work environment to obtain a common goal (House, 1974). This theory generally follows three basic steps which include: determining the followers characteristics and preferences, selecting a leadership style and focusing on motivational factors that will help the followers succeed (Northouse, 2013). Two of the leadership styles in path-goal theory include: directive and supportive (House, 1974). A directive leader (controlling style) informs followers what is expected of them by telling them exactly what to do and how to perform a task (House, 1974). This is most effective when there is uncertainty within the work environment or a follower is unclear on a task (House, 1974). In contrast, the supportive leader (autonomy supportive) shows support for employees by being approachable and friendly. This

type of leadership is most effective when tasks and relationships are physically or physiologically challenging (House, 1974).

Summary

Chapter two reviewed the literature that is pertinent to this study. Section one explored the historical perspective of sports coaching. Section two discussed role of a coach. Section three explored the different coaching styles. Section four looked into the relationship between coaching style and its impact on motivation and performance. Lastly, section five discussed self-determination theory which is the theoretical framework for this research study. The next chapter provides a detailed outline of the methodology that was used for this study.

Chapter III

Methodology

This qualitative study explored how collegiate football athletes perceive different coaching styles and gain perspective on what the athletes believe make a quality leader and coach. Chapter three will present the research procedure including: research design, rationale for research design, research questions, setting, sampling, selection of participants, role of the researcher, instrumentation, data collection, data analysis, and ethical considerations.

Research Design

Qualitative research focuses on human experience as it occurs in social life and looks to make sense of social practices (Lochmiller & Lester, 2017). Qualitative research can help researchers access to the thoughts of participants, which can give the researcher a better understanding of how people react to their experiences (Sutton & Austin, 2015).

Phenomenology is a type of qualitative research that focuses on an individual's experiences within the world (Neubauer, Witkop, Varpio, 2019). This phenomenological qualitative research design will explore the impact of different coaching leadership styles on an athlete. Specifically, this study will investigate how collegiate football athletes perceive different styles of leadership and the impact it has on their development. Using a phenomenological qualitative research design, will allow the researcher to explore how athletes perceive different leadership styles and attributes of coaches. This will give better insight into what athletes believe make a quality leader and coach. The researcher will do this through individual interviews, document review and data analysis.

Rationale for the method

Creswell (2014) states that qualitative research is used when exploring a participants' perspectives through lived experiences in order to better understand a problem or phenomenon. Using a phenomenological qualitative research design, will allow the researcher to explore how athletes who have had encounters with different leadership styles perceive their different experiences. Through the phenomenological qualitative research, the researcher will look to explore the lived experiences of the athletes and how they attribute certain feelings to this experience. Qualitative research is beneficial when a specific phenomenon or problem has not been explored by providing a better understanding through various experiences of several people (Creswell, 2014).

The purpose of this research was to explore both the shared and different experiences collegiate football players have had in dealing with various coaches' leadership styles. Qualitative research was determined to be a good tool in order to gauge the different perceptions of the several athletes. The phenomenon of different coaching leadership styles and how they are

perceived by their athletes has not been fully explored and thus it is beneficial to research further.

Research Questions

The Primary research question being explored in this study is, how collegiate football athletes perceive different coaching styles and what leadership styles and attributes the athletes believe make a quality leader and coach. The following research sub-questions are addressed to help answer the main question:

RQ 1: How do different leadership styles impact the coach-athlete relationship?

RQ 2: What leadership styles are most effective as perceived by college football athletes?

Setting

Winona State University is the study setting. Winona State University is a public university located in Winona, Minnesota. The school was originally founded in 1858 and it is the oldest member of the Minnesota State Colleges and Universities System. Winona State University has an average enrollment of around nine thousand students including both undergraduate and graduate students. There are 14 sports teams at Winona State who compete as the Winona State Warriors in the NCAA Division II athletic level. This study will explore the division II Winona State football program which belongs to the Northern Sun Intercollegiate Conference. The Northern Sun Intercollegiate Conference operates in Midwestern United states and currently has 16-member institutions. Individual interviews will be held in a private office on the 3rd floor of the Winona State football stadium to ensure confidentiality.

Sample

The sample for this study will consist of current collegiate football players at Winona State University. Through informed consent, the researcher will ask current football position

coaches to ask for volunteers amongst their position groups. Because a qualitative study provides in-depth knowledge, the researcher will select four to eight participants because a large sample size will not be necessary (Patton, 2014). The researcher will select participants by purposeful sampling. Purposeful sampling is used to select various participants with an in-depth knowledge or experiences within the area of study (Patton, 2014). Through purposeful sampling of the volunteers, the researcher will first look to select current starters on the team. The researcher will then select participants giving preference to time in program and current position played. The researcher will do this to keep an equal number of offensive and defensive players in the study. The participants involved will all be male collegiate football players with at least 2 years of experience within the Winona State University football program.

Selection of Participants

In this study, it will be important to select participants based on different levels of experience within the football program and on both sides of the ball, offense and defense. Four to eight collegiate football athletes will be asked to participate in the study. The study will involve an equal number of players on the offensive side and defensive side of the game. The researcher will ask the football position coaches to first ask for volunteers to participate in the study. Purposeful sampling will then be by the researcher with a preference to select players who are starters on the team, followed by years of experience on the team. This will allow for the study to explore players in different position groups who have been in the program for at least two years and have experienced different position coaches in the program. The Winona State football program currently consists of only male players, for this reason 100% of the participants will be male.

Role of the Researcher

A researcher using qualitative research is required to collect all information and data through interviews with participants and observations, thus, the researcher is the primary component of data collection (Creswell, 2014). A qualitative researcher may have biases, it is an important duty of the researcher to reflect on these biases in order to present the reader a lens through which the study was conducted (Sutton & Austin, 2015). Because the researcher may have relationships with participants, the researcher must be methodical in reporting the data to reduce bias (Patton, 1999).

It is important for the researcher to disclose all biases or personal information that can impact the results of the study (Patton, 1999). In this study, the researcher is a current graduate assistant working with the football team at Winona State. The researcher may have athletic playing experience with some of the participants and the researcher has been employed by the organization, thus might have relationships with participants involved. The researcher is looking to better understand how collegiate football athletes perceive different styles of leadership. Confidentiality and proper interview etiquette will be implemented to ensure minimal researcher bias.

Instrumentation

The main ways the researcher collects information in qualitative research is through interviews, observations and by analyzing documents (Patton, 2014). Phenomenology requires a researcher to use open-ended questions to obtain various in-depth information regarding the area of inquiry (Chenail, 2009). The researcher in a qualitative study is a primary instrument, therefore, must use effective interviewing techniques including: listening, probing, and follow up

questions (Xu & Storr, 2012). In this study the researcher will use individual interviews to collect data using the semi-structured open-ended interview guide presented next.

Semi-Structured Open-Ended Interview Guide (SOIG).

Question 1: How have different leadership styles impacted your motivation?

Question 2: In your experience, what techniques have coaches used to motivate you?

Question 3: What techniques do you feel have been most effective in motivating you?

Question 4: How have different leadership styles shaped your experience?

Question 5: In your opinion, what skills are most important for a leader to have?

Question 6: What traits do you associate with a controlling style leader?

Question 7: What traits do you associate with an autonomy supportive style leader?

Question 8. What leadership styles have you experienced in your time at Winona State University?

Question 9: What type of leadership style do you prefer to be coached by and why?

Question 10: Please add any additional comments or thoughts regarding the topic of this research.

Thank you for volunteering to participate in this study.

Limitations

This study was designed to avoid as many limitations as possible, however all research has a set of limitations (Leedy & Omrod, 2005). The limitations of a study are the characteristics of design that impact or influence the interpretation of the findings from research (Price & Murnan, 2004). The qualitative design of this study will be used to gather information about the different experiences each participant has had. However, the researcher cannot control the amount of detail or depth that each participant is willing to share. Because this study will involve current players

at Winona State University, the participants may feel uncomfortable in answering truthfully and might withhold information. Participants of this study will be asked to answer with as much honesty and truthfulness as possible. The participants of this study will also be guaranteed the confidentiality of their identity and will be able to withdraw from the study at any time.

Institutional Review Board (IRB) Process

The approval for data collection in this study will need to be obtained from the Winona State University IRB. In order to obtain approval, the researcher will complete a human subject's education module, determine the specific review type necessary, complete the assigned protocol package and lastly submit the package. The researcher will also follow any suggestions made by the human protections administrator (Institutional Review Board). The informed consent forms used in this study will include identification of the researcher and sponsoring institution, years of experience required to participate and will list any adverse effects the study may have on participants.

Data Collection

This study will use a phenomenological qualitative research approach; therefore, the researcher will use interviews and audio recordings to explore the experiences of the participants involved. Triangulation will be used by the researcher to confirm the data through analysis of in person interviews, audio recordings and coding of transcribed interviews.

Individual Interviews

Padilla-Diaz (2015) says interviewing is the most appropriate way to collect data in a phenomenological study. The researcher will schedule in-person interviews with each

participant. These interviews will be audio recorded and will last at least 15 minutes. Open-ended questions will be used to give participants the opportunity to explain experiences in-depth and allow the researcher to study the responses in detail (Padilla-Diaz, 2015). The researcher will develop an interview protocol to follow to maintain consistency in the interview process (Creswell, 2014).

Triangulation

Triangulation in research is the use of more than one approach to increase confidence in the findings of a study (Heale & Forbes, 2013). This study will consist of both in-person interviews and audio recordings to ensure soundness of data collection. The researcher will then transcribe and code the text of audio recordings in order to find related themes amongst participants lived experiences (Creswell, 2014).

Data Analysis

Data analysis in phenomenological qualitative research looks to explore all data collected in interviews in order to find patterns among the participants' responses (Green et al., 2007). The researcher in this study will analyze the data by transcribing, organizing and coding the data to find any patterns that exist. The researcher will include transcript review and organizing the data by text in in order to code and related themes. It is the researcher's responsibility to analyze all data collected equally to accurately represent the participants' experiences (Creswell, 2014).

Summary

The research procedure and methodology were presented in chapter three. This chapter included the research design, rationale for the research design and research questions. The sample,

selection of participants and setting of the study were explored. The role of the researcher, instrumentation, method of data collection & analysis, and IRB process were followed. Chapter four will present the findings of the study. Lastly, chapter five will contain, the interpretation of the results, implications for collegiate coaches and athletes, literature comparisons and suggestions for further research in this area of study. Chapter 5 will be used by the researcher to provide a discussion of the finding and implications for future research.

CHAPTER IV

Results/Findings

This qualitative study explored how Division II football athletes at Winona State University perceive different coaching styles. The research methodology was described in chapter three. Chapter four will review the problem statement, research design, interview questions, participant demographics and present the findings from individual interviews with student athletes at Winona State University. The key themes from this research are identified, and the interview data is included.

Review of the Problem Statement

The leadership style a coach adapts will have a significant impact on the athlete's being coached (Jowett & Poczwardowski, 2007). The different coaching styles produce specific benefits and disadvantages and will often be interpreted or perceived differently by each individual athlete (Becker 2009). There has been some research done on the different coaching behaviors and how it impacts an athlete, (Becker 2009); however, little research has been

conducted on how collegiate football athletes perceive different leadership styles and coaching techniques.

Review of the Research Design

This qualitative study explored how collegiate football athletes perceive different coaching styles and gain perspective on what the athletes believe make a quality leader and coach. Chapter three presented research procedures: research design, rationale for research design, research questions, setting, sampling, selection of participants, role of the researcher, instrumentation, data collection, data analysis, and ethical considerations.

Qualitative research focuses on human experience as it occurs in social life and looks to make sense of social practices (Lochmiller & Lester, 2017). Qualitative research can help researchers access to the thoughts of participants, which can give the researcher a better understanding of how people react to their experiences (Sutton & Austin, 2015). Phenomenology is a type of qualitative research that focuses on an individual's experiences within the world (Neubauer, Witkop, Varpio, 2019). The purpose of this research was to explore both the shared and different experiences collegiate football players have had in dealing with various coaches' leadership styles. Qualitative research was determined to be a good tool in order to gauge the different perceptions of the several athletes.

The interview protocol included an introduction to the study, purpose of the study, confidentiality, any potential risks for the participants, benefits that may come from the study results, and an explanation of the participants' right to withdraw from the study at any time. Six student athletes from the Winona State football team responded to the survey questions individually. Two research questions were answered using the interview data:

RQ 1: How do different leadership styles impact the coach-athlete relationship?

RQ 2: What leadership styles are most effective as perceived by college football athletes?

There was only one data source available to answer the research questions. The survey consisted of twenty-one questions with demographic, open-ended, multiple choice, and close-ended questions being utilized.

Participant Demographics

Six student athletes from the Winona State University football team participated in the survey. A total of three classes were represented including redshirt sophomores, juniors and seniors. All participants have been at Winona State throughout their collegiate career as well as having in-game experience.

Findings

The research findings were derived from the twenty-one survey questions sent to student athletes. Data analysis revealed three main themes, each with several subcomponents related to leadership styles and their influence on student athletes. The three themes were: (1)leadership qualities, (2) leadership styles, (3) and motivation.

Leadership Qualities

When asked about different leadership styles and qualities they admire most in leaders they have experienced, the majority of the athletes agreed that a leader to them is someone who holds themselves and others accountable, leads by example, and is confident. The interview questions that led to this emergent theme were:

Interview Question 1: What do you consider to be a leader?

Interview Question 1A: How has someone been a leader to you?

Interview Question 1B: What actions did someone take in order for you to perceive them as a leader?

Interview Question 1C: What do you feel are the most important qualities of a leader?

Interview Question 1D: Why do you feel these qualities are important?

The Importance of Accountability

Majority of the athletes agreed that a leader needs to be able to hold themselves and others accountable. They stressed that they expected this from their coaches and leaders they have experienced and have tried to emulate themselves. One of the athletes in the study (Luke) said the following when asked if he could think of a time when someone displayed leadership to him:

"The person always made sure that everyone was one the same page, He was able to communicate with everyone including myself, He held everyone accountable and he wasn't afraid to confront somebody if it made the team better."

Ryan also spoke to the importance of accountability in leadership:

"Someone who practices what they preach to the team. I feel in order to be a leader you must earn respect and by holding themselves along with others accountable they will earn respect. The best teams I have been on have been when the coach lets players hold each other accountable "

Julian spoke of his experience as a leader and how he has modeled that off of what he has seen from others:

"Some of the best leaders I have been around have been people who aren't afraid to go against the crowd and will stick up for what is right no matter how hard it is. These leaders have all been accountable and been willing to communicate how they feel in order to hold others accountable. I do my best to be courageous, vocal and supportive and first holding myself accountable before trying to judge others."

Accountability was a primary factor in determining a good leader. The athletes agreed that

coaches who held themselves and the team to a high standard of accountability would be more

successful than other coaches they experienced who did not.

The Role of Leading by Example

Setting and leading by example was a quality that each athlete considered critical to be

a good leader. The athletes felt strongly about this action of leadership and some felt it was the

most important thing to look for in a leader. Jack discussed how one of his football coaches

lead by example:

 "He was just very consistent on always doing the right thing. He would always show up early to meetings and practice and was the last to leave. He preached to us the importance always being available and ready when our opportunity came and demonstrated this by doing it himself every day."

Cam shared how a coach in high school demonstrated this to him and his teammates in

other off the field ways:

"Coach always preached treating others the right way and taking care of others, he would always say "take care of those who take care of you". Coach would always talk to everyone's parents and siblings after practice and play with the younger kids. Every time you would see him in school he would be helping someone or trying to make somebody's day better and it rubbed off on our whole team."

Collin mentioned how he experienced teammates leading by example and how some

teammates did this better than others because of their position coaches:

"When I came in as a freshman, I noticed a specific position group always was at weights earlier than everyone else and putting in extra work. Then, when everyone would see how much film was being watched after each week these guys were all at the top of the list. I made it a point to follow their lead and ask them questions about what they were doing. All the guys mentioned that it was their position coach who demonstrated the importance of being early and putting in the extra work in everything they do by doing it himself. I realized he was leading by example and it was rubbing off on all of them "

The players all agreed that leading by example has been a huge indicator of someone they consider a great leader. According to the participants these leaders get others to do the right thing by first demonstrating the right way to do things themselves and being consistent.

A Good Leader is a Confident Leader

The third quality identified the most when discussing influential leaders amongst the participants confidence. The participants mentioned confidence has been a constant in the coaches they have had. Julian discussed how a previous coach of his was confident:

"I think something that all the best coaches I have had is a lot of confidence. The best coaches have been great at speaking their minds in front of our team and others and made us believe in the end goal of winning a championship. It didn't matter if we lost a game they always had confidence and emphasized we would get back on track."

Luke also spoke to the confidence of a coach he considered a great leader:

" Before he was our coach, we always struggled to have a winning season and our team didn't believe we could make it to the playoffs. When he became our new coach, he made us believe. He constantly was preaching confidence to us and having no doubt that we could make it to the playoffs. We believed him because it seemed like he believed it too, whenever he would talk to others he would mention how he believed we were a playoff team."

Jack brought up a coach he never had personally but who he believes in and looks up to.

" I have been a fan of them for this team as long as I can remember. We were never able to get good recruits or consistently be a winning team before he got here. In every interview he has it just seems he truly believes that he can make this team a national champion. He has rebuilt other teams before, and he seems confident he can continue doing that going forward. I remember an interview he had saying our fan base needs to rise to the new standard and believe that good things are going to happen. I think him being so confident has the whole state believing."

The participants believed that these three qualities of accountability, leading by example, and confidence were of the most essential in the leaders and coaches they have experienced in the past. The next emerging theme was the style of leadership.

Leadership Styles

Leadership styles is the second emergent theme that became prevalent amongst the participants interviewed. Coaches have a major influence on their team and a coach's leadership style can have a big impact on the athletes and success of the team (Ardua & Marquez, 2007; Heil, 2018). It is important coaches understand which leadership styles their athletes prefer and what style they are using (Heil). The participants in this interview brought up numerous examples of the style of leader they prefer in a great coach. The interview questions that led to this emergent theme were:

Interview Question 2: Are you familiar with different leadership styles?

Interview Question 2A: What type of leadership style do you prefer and why?

Interview Question 2B: How have coaches in the past used different styles and what was effective?

Interview Question 2C: What were the actions of the coach to make you realize what type of style they were using?

Autonomy Supportive Style Leader

All the participants being interviewed preferred a supportive style leader. They believed that this type of leader was able to get the most out of them and the team through developing relationships and caring for the athletes.

Cam explained the leadership style he has preferred in coaches he has had:

"I think to me the best coaches have tried to be supportive leaders bring out the best in others while leading them, helping people be their best selves. They explain to you how and why things are done and how you can improve rather than just yelling at you because you messed up."

Ryan added the importance of a coach being supportive to him:

"Supporting me through tough times and good times, never letting me get to down or to up because then it could affect my mentality or work ethic. Simply put I want to be the best at whatever I do in life. the best coaches I've had have known that and continue to push me every day to be that."

Collin explained why he believe leaders should take on a specific style:

"I think that by supporting players, they will have confidence to excel on the field. However, I believe that a leader should still be stern even if he is supportive. An example was a coach I had who saw potential in me and helped me reach it, by talking to me about the actions to take to get where I want to be."

Luke agreed that he prefers a supportive style leader and gave an example in how a

coach has done that for him in the past:

"A leader in my eyes is supposed to create more leaders, and I feel like a supportive leader helps others develop more as a person in all areas of life. In high school I was having a terrible start at the beginning of a football game. I was so upset I went an sat on the bench away from all my teammates, Coach came up to me and told me that I had to make a decision to feel sorry for myself or be the man and player that he knows I am as well as everyone in attendance at the game did. He also told me that he wasn't going to let me make the wrong decision."

Controlling Style Leader

The participants being interviewed agreed they favored a supportive leader or coach,

however, some believed that there were certain times a leader should use a controlling style of

leadership.

Julian gave an example of how a coach used the controlling style in order to get the team

back on track:

"We had some guys who were missing weights and weren't showing up for class. Coach made an example of them and decided to punish the whole team through conditioning and making us show up for lifting an hour earlier than usual. He said if we continued to have the problem we would show up for lifting an hour early for the rest of the year and run during that time. Nobody missed another class for the rest of the year."

Jack also provided context into how a coach used the controlling style to get the most out of their position group.

"Coach made us watch a at least two hours of film each week and would check at the end of every week. He would give us tests every Friday before the game to make sure we have been watching the film and have a good idea of the opponent we are playing. One of the weeks he decided not to start a teammate because he didn't watch enough film and failed the test on Friday. Coach said the player didn't care enough about the team to have the opportunity to start the game."

Ryan gave an example of a way a coach made him better and how he appreciated it:

"Every day after practice coach would always make us do conditioning and sprints across the field. We were the only position group that had to do this every day. In the beginning I was mad because I didn't understand why we were the only group doing this and didn't think it made us any better. A couple of games into the season I realized I was never tired during games and I think it's because of all the conditioning our coach has us doing after practice. Then I realized the reason we were the only group doing extra conditioning is because my position is known for running more than any others in the games. After the season I thanked my coach for making us better despite me complaining about it to start"

The different qualities and styles of coaches the participants experienced have played a big role in determining how good of a leader they were. The last emerging theme was how these leaders were all great motivators.

Motivation

According to Horn, Bloom, Berglund and Packard (2011) athletes were found to have higher motivation when working with a coach who displays a supportive leadership style, positive feedback and training. The participants in this study also mentioned how being able to motivate is a major factor in a quality leader and coach. There were numerous examples brought up by the players on how coaches have motivated them and why that is so key in the sport of football. The questions that led to these emergent themes were:

Interview Question 4: What techniques have coaches used to motivate you?

Interview Question 4A: Why was this style successful/unsuccessful in motivating you?

Interview Question 4B: Did you feel motivated by their leadership style and why?

Interview Question 4C: Did their leadership style have a positive or negative effect on your motivation?

Interview Question 4D: What would you change about their leadership style that would help in motivating you?

Julian explained how a coach used a number of different ways to motivate him:

"Coach to motivate me has yelled, cursed, pulled me to the side, showed me motivation videos, and has showed me people that have been in my shoes at one point in time that have pulled through. I feel like he is always able to judge the type of motivation I need in the moment and find the best way to do it. "

When asked about coaches who have used controlling style to motivate Julian added:

"It had a Positive effect until they started to go overboard on yelling and cursing. It gets to a point that they are just yelling to do it rather than to teach a lesson. I would say that if you're going to yell and use profanity as a coach than after your done explain or give some sort of reasoning on why you put so much emphasis on a certain thing or situation."

Ryan provided an example about how a coach motivated his team and why it was so important:

" We were the favorites to win conference and we all knew it and I think it led to our team not working as hard as we should. Coach brought it up multiple times how we have a target on our back, and everyone was coming for our spot. Then we lost the third game of the season. Instead of yelling and screaming at us coach used this as motivation and made us think of ourselves as underdogs for the rest of the season. We came together and worked harder than we every had for the rest of the season and ended up winning conference. "

When asked about what sets coaches apart in terms of motivation Jack explained:

"The best leaders and coaches I have experienced always know when and the exact type of motivation individuals and a team needs. They don't overdo it and they know what to save for when the time is right. Sometimes I think the best motivating a coach can do is by showing us he truly believes we can win and then the team will follow his lead."

These examples provide a glimpse into how essential motivation is and how the best leaders and coaches use motivational tools to enhance their player's performance. The

participants all mentioned that the best teams they have been a part of have often been the teams most motivated.

Summary

Chapter four has presented in detail the research questions asked through the interview. The emergent themes discussed gave the reader a better understanding as to how each question was structured and how each question fit into an overarching theme. Through the data collection process and coding of data, information was distinguished through the three emergent themes and through sub themes that most frequently appeared amongst the participants. Chapter four reported the findings of the research study. Chapter five includes an interpretation of the findings, literature comparisons, conclusions, implications and recommendations for future research.

CHAPTER V

Conclusions, Implications, Complications and Recommendations

Conclusions

This phenomenological qualitative study explored how Division II football players at Winona State University perceive different coaching styles and leadership styles. Previous chapters covered a review of literature, different leadership styles and qualities, how coaching styles can affect an athlete and an insight into an athlete's perspective. This study used a phenomenological approach to gain an understanding of the participants lived experiences as

student athletes at Winona State University. Six student athletes from the Winona State football program responded to the survey questions individually. All participants offered unique insights into their respective coaches' leadership style. Three research questions were answered using the interview data:

There was only one data source available to answer the research questions. The survey consisted of twelve questions with demographic, open-ended, multiple choice, and close-ended questions being utilized. Data analysis was conducted using thematic coding. Three themes emerged from the study: excessive demands of athletes, surplus demands on athletes and coaching style. Two research questions were answered using the interview data:

RQ 1: How do different leadership styles impact the coach-athlete relationship?

RQ 2: What leadership styles are most effective as perceived by college football athletes?

There was only one data source available to answer the research questions. The survey consisted of twenty-one questions with demographic, open-ended, multiple choice, and close-ended questions being utilized.

Leadership Qualities

Through data analysis the researcher noticed the athletes express the importance of certain leadership qualities. The three leadership qualities that were the most prevalent included: accountability, leading by example and confidence. Therefore, the researcher recommends to anyone in a leadership role or coaching position to improve and utilize these qualities. A leader needs to be consistent in their accountability by holding themselves and their followers to a certain standard. According to the participants a leader can do this by leading by example and demonstrating confidence to a team or followers. These three qualities are essential to have as a leader. The next theme looked into contrasting leadership styles.

Leadership Styles

Throughout the interview the participants mentioned two leadership styles over the rest. The supportive style of leadership was preferred as the most beneficial leadership style. The participants preferred this style of leadership because it focuses on building relationships, providing positive feedback and maintaining respect. The controlling style of leadership was also mentioned by the participants. This participant thought this style can be effective if used correctly. For example, if a situation requires a more direct response such as an athlete not following team rules, etc. a coach may use the controlling style to get the most out of the team. The researcher recommends someone in a leadership role mainly uses a supportive style of leadership and rely on controlling style only in certain situations that require it.

Motivation

The athletes also expressed the importance of how a leader motivates an individual or team. A great leader is able to find different ways to motivate depending on the situation and individual needing motivation. The participants mentioned that the best leaders they have had knew how to motivate using different strategies and were able to get the best out of the team. The researcher recommends a leader to figure out how each individual responds to different motivation tools. A leader who adapts their motivation techniques to specific situations and individuals will stand above the rest.

Implications

After student athlete participation in surveys and data analysis of the surveys, the researcher draws the following conclusions from this study:

1. Football players at Winona State University prefer a supportive leadership style and a coach who provides positive feedback, respect and develops relationships with their players.

2. The participants believe that accountability, leading by example and displaying consistent confidence are the three qualities most essential to a great leader.

3. Motivation is a key factor in leadership and the ability to motivate your followers was deemed as an essential skill by the athletes on the Winona State football team.

More research can be done with other sports athletes and their preference for coaching and leadership styles to gain a better understanding of what type of style is preferred. Findings from this study are consistent with other literature on the subject. In a study by Rieke, Hammermeister & Chase (2008) athletes who were coached by autonomy supportive coaches were found to be more task oriented, satisfied and have higher levels of motivation. According to Horn, Bloom, Berglund and Packard (2011) athletes were found to have higher motivation when working with a coach who displays a supportive leadership style, positive feedback and training. The coaching style a coach adopts can have a major effect on their athletes, and it is crucial for coaches to understand the impact their demeanor, personality and coaching style have on the team (Marcone, 2017). In understanding what coaching styles athletes prefer, coaches can be much more effective when it comes to managing the team (Heil).

In support of this research, a study by Rieke, Hammermeister and Chase (2008) who explored how coaches who were autonomy supportive were related to their athletes' motivation. The study consisted of over 150 high school basketball players in the United States.

They found that athletes who perceived their coach as autonomy supportive were more task oriented and satisfied than athletes who perceived their coach as controlling (Marcone, 2017). In addition, Rieke et. al. (2008) found that higher levels of motivation led to more wins for the athletes who perceived their coaches as autonomy supportive.

This investigation's findings have the potential to inform current coaches how their players perceive them. Student athletes, professors, and coaches may find the results valuable in developing a leadership style that best suits their followers.

Recommendations for Future Research

This study examined the leadership styles that athletes prefer from their coaches. Future research should work to accommodate to other sports athletes and how they perceive different styles of leadership. Additional research is necessary to better understand motivation and how different leadership styles impact it. Most importantly, coaches need to develop relationships and trust with their players to become a positive leader. Coaches need to continue to find new ways to lead and motivate their players in order to adapt to new generations of players and different mindsets.

References

Ahlberg M, Mallett CJ & Tinning R. (2008). Developing autonomy supportive coaching behaviors: An action research approach to coach development in press. Int J Coaching Sci.

Amoura, S., Gillet, N., Berjot, S., Vallerand, R., (2012): The Role of Autonomy Support and Motivation in the Prediction of Interest and Dropout Intentions in Sport and Education Settings, Basic and Applied Social Psychology, 34:3, 278-286

Ardua CM, Márquez S. (2007) Relation between coaches leadership style and performance in synchronous swimming. Fit Perf J.

Assor, A., Roth, G., & Deci, E.L. (2004). The emotional costs of parents' conditional regard: A self-determination theory analysis. Journal of Personality,

Bartholomew K. J., Ntoumanis N., Thøgersen-Ntoumani C. (2010). The controlling interpersonal style in a coaching context: development and initial validation of a psychometric scale. J. Sport Exerc. Psychol. 32 193–216. 10.1123/jsep.32.2.193

Becker, A. J. (2009). It's Not What They Do, It's How They Do It: Athlete Experiences of Great Coaching. International Journal of Sports Science & Coaching, 4(1), 93–119.

Blanchard, K., & Cheska, A. (1985). The anthropology of sport: An introduction. Hardley, MA: Bergin & Garvey Publisher, Inc

Bourne, N. D. (2008). Fast science: A history of training theory and methods for elite runners through 1975 (Unpublished doctoral dissertation). University of Texas, Austin, TX.

Case, Robert W. , and R. L. Boucher. (1980) "Participant Violence in Sport: An Essay Review," Physical Education Review, Vol. 3, No. 1, Spring , pp. 8-13.

Chelladurai, P., & Saleh, S. D. (1980). Dimensions of leader behavior in sports: Development of a leadership scale. Journal of Sport Psychology, 2(1), .

Chenail, R. J. (2009). Interviewing the investigator: Strategies for addressing instrumentation and researcher bias concerns in qualitative research. The Qualitative Report, 13(4), 14-21. Retrieved from http://nsuworks.nova.edu/tqr/vol13/iss4/14

Côté, J., Young, B.W., Duffy, P., & North, J. (2007). Towards a definition of excellence in sport coaching. International Journal of Coaching Science, 1, 3-18

Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage. English Language Teaching. 12. 40. 10.5539/elt.v12n5p40.

Deci E. L. Ryan R. M., (1980). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. Am. Psychol. 55, 68–78. 10.1037/0003-066x.55.1.68

Freedman, S.M. and Phillips, J.S. (1985). The effects of situational performance constraints on intrinsic motivation and satisfaction: the role of perceived competence and self-determination. Organizational Behavior and Human Decision Processes

Gels, J. (2017) The Importance of a Strong Coach-Athlete Relationship

Gillet, N., Vallerand, R. J., Amoura, S., & Baldes, B. (2010). Influence of coaches' autonomy support on athletes' motivation and sport performance: A test of the hierarchical model of intrinsic and extrinsic motivation. Psychology of Sport & Exercise, 11(2), 155-161.

Goleman, D. (2000). Leadership that gets results. Harvard Business Review.

Gould, D., Greenleaf, C., Guinan, D., & Chung, Y. (2002). A survey of U.S. Olympic coaches: Variables perceived to have influenced athlete performances and coach effectiveness. The Sport Psychologist, 16(3), 229-250.

Green, C. D., & Benjamin, L. T. (2009). Psychology gets in the game: Sport, mind and behavior. 1880–1960. Lincoln: Nebraska University Press.

Green, J., Willis, K., Hughes, E., Small, R., Welch, N., Gibbs, L., & Daly, J. (2007). Generating best evidence from qualitative research: The role of

Heale R, Forbes. (2013) Understanding triangulation in research Evidence-Based Nursing 16:98.

Heil, Sean. (2018) "What are Preferred Leadership Styles of Athletes from Their Coaches" Kinesiology, Sport Studies, and Physical Education Synthesis Projects. 50.

Horn, T. S., Bloom, P., Berglund, K. M., & Packard, S. (2011). Relationship Between Collegiate Athletes' Psychological Characteristics and Their Preferences for Different Types of Coaching Behavior. Sport Psychologist, 25(2), 190-211

House, R.J. (1971) A path-goal theory of leader effectiveness. Administrative Science Quarterly,16,321-38.

House, R.J., Mitchell, T.R. (1974). Path-goal theory of leadership. Journal of Contemporary Business. 3: l–9

Huang X., Xu E., Chiu W., Lam C., Farh J. L. (2015). When authoritarian leaders outperform transformational leaders: firm performance in a harsh economic environment. *Acad. Manage. Discov.* 1 180–200. 10.5465/amd.2014.0132

Hyun-Duck, K., & Cruz, A. B. (2016). The influence of coaches' leadership styles on athletes' satisfaction and team cohesion: A meta-analytic approach. International Journal of Sports Science & Coaching, 11(6), 900-909.

Institutional Review Board. Retrieved from https://www.winona.edu/grants/irb.asp.

Isoard-Gautheur, S., Guillet-Descas, E., & Lemyre, P. (2012). A prospective study of the influence of perceived coaching style on burnout propensity in high level your athletes: using a self-determination theory perspective. The Sport Psychologist, 26, 282-298.

Ives, Y. (2008) What Is "Coaching"? An Exploration of Conflicting Paradigms. International Journal of Evidence Based Coaching and Mentoring, 6, 100-113

Jowett, Sophia & Poczwardowski, Artur. (2007). Understanding the Coach-Athlete Relationship.. Social Psychology in Sport.

Kiosoglous, C. (2013) Sports Coaching Through the Ages with an Empirical Study of Predictors of Rowing Coaching Effectiveness

Kluckhohn, C., & Murray, H.A. (1953). Personality formation: The determinants. In C. Kluckhohn, H.A. Murray, & D. Schneider (Eds.), Personality in nature, society, and culture (pp. 53–67). New York: Knopf.

Leedy, P.D. and Ormrod, J.E. (2005) Practical Research: Planning and Design. Prentice Hall, Upper Saddle River, NJ.
http://www.worldcat.org/title/practical-research-planning-and-design/oclc/53831701

Lochmiller, C. R., & Lester, J. N. (2017). An introduction to educational research: connecting methods to practice. Los Angeles: SAGE.

Mageau G. A., Vallerand R. J. (2003). The coach–athlete relationship: a motivational model. *J. Sport Sci.* 21 883–904. 10.1080/0264041031000140374

Marcone, Mike. (2017) "The Impact of Coaching Styles on the Motivation and Performance of Athletes". Kinesiology, Sport Studies, and Physical Education Synthesis Projects. 21.
https://digitalcommons.brockport.edu/pes_synthesis/21

Murcia, J. A., Román, M. L., Galindo, C. M., Alonso, N., & González-Cutre, D. (2008). Peers' influence on exercise enjoyment: a self-determination theory approach. *Journal of sports science & medicine*, *7*(1), 23–31.

Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. Perspectives on medical education, 8(2), 90–97. doi:10.1007/s40037-019-0509-2

Northouse, P. (2013). Leadership Theory and Practice. Thousand Oaks: Sage Publications, Inc.

Northouse, P. G. (2015). Leadership: theory and practice. Seventh edition. Los Angeles: SAGE Publications, Inc.

Padilla-Diaz, M. (2015). Phenomenology in educational qualitative research: Philosophy as science or philosophical science? International Journal of Educational Excellence, 1(2), 101-110. Retrieved from http://www.suagm.edu/umet/ijee/pdf/1_2/padilla_diaz_ijee_1_2_101-110.pdf

Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. Health Services Research, 34(5 part 2), 1189.

Patton, M. Q. (2014). Qualitative research & evaluation methods: Integrating theory and Practice (4th ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Price, James H. and Judy Murnan, (2004). "Research Limitations and the Necessity of Reporting Them." American Journal of Health Education 35: 66-67.

Ramis Y., Torregrosa M., Viladrich C., Cruz J.(2017). The effect of coaches' controlling style on the competitive anxiety of young athletes. Front. Psychol;8:1–8. doi: 10.3389/fpsyg.2017.00572

Reeve, J. (2009). Why teachers adopt a controlling motivating style toward students and how they can become more autonomy supportive. Educational Psychologist, 44, 159–175. doi 10.1080/00461520903028990

Rieke, M., Hammermeister, J., & Chase, M. (2008). Servant Leadership in Sport: A New Paradigm for Effective Coach Behavior. International Journal of Sports Science & Coaching, 3(2), 227-239.

Schaubroeck J. M., Shen Y., Chong S. (2017). A dual-stage moderated mediation model linking authoritarian leadership to follower outcomes. *J. Appl. Psychol.* 102 203–214. 10.1037/apl0000165

Short, S. (2005) Role of the Coach in the Coach-Athlete Relationship

Sutton, J. & Austin, Z. (2015). Qualitative research: Data collection, analysis, and management. Canadian Journal of Hospital Pharmacy, 68(3), 226-231.

Swaddling, J. (2000). The ancient Olympic Games. Austin, TX: The University of Texas Press

Vallerand, R.J. and Rousseau, F.L. (2001). Intrinsic and extrinsic motivation in sport and exercise: a review using the Hierarchical Model of Intrinsic and Extrinsic Motivation. In Handbook of Sport Psychology, 2nd ed (edited by R.N. Singer, H.A. Hausenblas and C.M. Janelle), pp. 389–416. New York: Wiley

Wang, H., & Guan, B. (2018). The positive effect of authoritarian leadership on employee performance: The moderating role of power distance. *Frontiers in Psychology, 9,* 357.

Woodman, L. (1989). The development of coach education. Australian Sporting Traditions, 5(2), 204–224. Woodman, L.

Woods, R. (2016). *Social issues in sport*. Champaign, IL: Human Kinetics. 158

Xu, M. A., & Storr, G. B. (2012). Learning the concept of researcher as instrument in qualitative research. *The Qualitative Report*, *17*(21), 1-18. Retrieved from http://nsuworks.nova.edu/tqr/vol17/iss21/2