4-19-2012

Critical Success Factors: What Makes An Ivy League Football Champion?

Jacob Silverman
University of Pennsylvania, silverman.jake@gmail.com

Follow this and additional works at: http://repository.upenn.edu/od_theses_msod

Critical Success Factors: What Makes An Ivy League Football Champion?

Abstract

The purpose of this capstone is to examine the conditions of teamwork and success in an Ivy League Football context. This capstone utilizes the research along with the model of Shea and Guzzo (1987) to examine predictive elements of success in relation to three categories; potency, outcome interdependence and task interdependence.

The framework of this examination was developed through research and survey data as they relate to the enhanced conditions fostering team achievement. This capstone examines the results of the survey conducted across the Ivy League to find supporting data for predictors that positively impact the probability for success in athletic competition.

CRITICAL SUCCESS FACTORS:

WHAT MAKES AN IVY LEAGUE FOOTBALL CHAMPION?

by

Jacob B. Silverman

Submitted to the Program of Organizational Dynamics
In the Graduate Division of the School of Arts and Sciences
In Partial Fulfillment of the Requirements for the Degree of
Master of Science in Organizational Dynamics at the
University of Pennsylvania

Philadelphia, Pennsylvania

2012

CRITICAL SUCCESS FACTORS:

WHAT MAKES AN IVY LEAGUE FOOTBALL CHAMPION?

Approved by:

_____
John Eldred, M.S., Advisor

_____
Virginia Vanderslice, Ph.D., Reader

_____
Cliff Schwenke, M.S., Reader

ABSTRACT

 The purpose of this capstone is to examine the conditions of teamwork and success in an Ivy League Football context. This capstone utilizes the research along with the model of Shea and Guzzo (1987) to examine predictive elements of success in relation to three categories; potency, outcome interdependence and task interdependence.

 The framework of this examination was developed through research and survey data as they relate to the enhanced conditions fostering team achievement. This capstone examines the results of the survey conducted across the Ivy League to find supporting data for predictors that positively impact the probability for success in athletic competition.

ACKNOWLEDGEMENTS

LIST OF TABLES

LIST OF FIGURES

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

<u>Introduction</u>

The tradition of college football reaches back to the first known competition between institutions of higher education, Princeton University, a current Ivy League member and Rutgers University (Shulman & Bowen, 2001). From that initial competition, college football has been a leader of growth in college athletics. Today, the industry of college athletics has grown into a large business, generating revenues of $757 Million in 2011 (Comeaux & Harrison, 2011). The value of athletic success has also been credited to generate greater institutional camaraderie and community (Beyer and Hannah, 1997) adding to the university's exposure and attraction of new applicants (Adler & Adler, 1991, Covell, 2005) and overall university performance. Smart and Wolfe (2000) note the athletic department's value to the university to "build intangible resources such as reputation, loyalty, pride, and commitment from salient stakeholders," (p.137). This capstone will operate under the assumption that athletic departments are able to provide positive support toward the mission of their respective colleges and universities.

As legendary college and professional football coach Bill Walsh wrote "while winning is certainly important (given the fact that an individual can lose his job if his team doesn't win on a regular basis) it's certainly not the only criteria for success" (Walsh, Billick, & Peterson, 1997, p.15). The objective of a collegiate athletic program is two-fold. First, and most important, is fostering academic opportunity for student-athletes. Second is success in intercollegiate athletic competition, measured concretely in wins and losses. The focus of this study will be on a conference that has rejected the big business model of college athletics in

favor of a greater value on the education of student athletes, known as the Ivy League. This athletic conference, perhaps more than any other in the American collegiate athletic landscape, has prioritized academic success of its student athletes, at the expense of greater athletic exposure and success.

Through my experience in the Organizational Dynamics program at the University of Pennsylvania I have worked to integrate my professional background as an Ivy League athletic administrator with my academic curriculum. The purpose of this capstone is to examine critical success factors in collegiate athletics as they relate to Ivy League Football programs. While it is likely to be assumed that games won will prove the greatest indicator of success, this study will go beyond measuring wins and losses.

This thesis will first outline the history and organizational conditions of the Ivy League, outlining the measures of success that will comprise the study, both in the academic and athletic arenas. In addition, professional experience as an athletic administrator, targeted interviews and a league-wide survey of Ivy League coaches, staff members, and current student athletes will provide a systemic view of the climates in Ivy League Football programs. Additionally, the results stemming from this capstone will attempt to capture the essential factors of success for an Ivy League football program. This capstone will combine theory with empirical analysis of current organizational cultures to determine the core factors that must be present for success to be realized. Research will be discussed in sections focused on factors important in producing successful teams, academic success and the pre-existing metrics of success. Once relevant background has been appropriately covered, theories and models that underpin important success metrics in the Ivy League will be explored. The survey, its origins, and application to this context will be discussed and I believe that data

regarding successful Ivy League Football teams will be both reinforced and that my study will provide new insight into building and maintaining a successful team within this organizational context.

Many studies have been conducted before regarding the current landscape of collegiate athletics and its prioritization of on field successes at the expense of academics. Through the study of critical success factors of Ivy League football teams to achieve the ideal of concurrent academic and athletic success I hope to generate a blueprint. This blueprint will not only account for predictive elements of success of football programs in the Ivy League, but may also provide a balanced perspective for achieving success in college athletics both academically and athletically. Given the current climate of scandal and academic de-prioritization surrounding collegiate athletics, particularly at its highest levels of competition in Division I, the importance of refocusing priority on academic opportunity and achievement is at its most dire (Duderstadt, 2000, Gerdy, 1997).

Intended Audience

Understanding the predictive elements of success in college athletics has great financial benefits for athletic and university administrators. The intended audience, however, is not limited to these powerful figures at the top of the system. College athletics attracts a wide range of individuals as both participants and consumers; including coaches, student athletes, alumni, faculty, administrators as well as friends and fans of athletic programs. As administrators and coaches wield the greatest control of the system and direct the focus of policies surrounding student athletes, they are instrumental in perpetuating successes of collegiate athletics (Anderson & Birrer, 2011). The greater success achieved by the athletic department and its siloed programs, the greater benefit to the campus and surrounding

community of stakeholders. Knorr (2004) lists some of the claimed benefits of the existence

of successful programs:

1. Athletics are educational for participants: they build character and teach important values;
2. Athletics provide a source of entertainment and serve a unifying function for increasingly fragmented university communities and those groups such as alumni who identify with the university;
3. Athletics generate direct revenue from programs and also indirect revenue derived from visibility and prestige associated with athletics, including the enrollment incentive factor.

Beyond Knorr (2004)'s findings, the presence of successful intercollegiate athletic programs

is often cited as a boost for generating increased applications, (Toma, 2003, Grimes &

Chressanthis, 1994). Not only does the application pool for the institution grow, but studies

have also linked success of a college football program "positive and significant in determining

changes in average SAT scores at a college" (Tucker III & Amato, 1993). Studies of alumni

giving have also shown correlation with a positive program image associated with success and

increases in alumni giving (Anderson & Birrer, 2011, Turner, Meserve, & Bowen, 2001). It is

clear from the breadth of studies that positive results in athletics hold great value to an

academic institution at large.

From an external perspective, many managers and leaders across disciplines may find

value in this study as well. Businesses have long used the inspiration and camaraderie of

athletic team cultures to draw upon in their own organizations to improve performance (Katz

& Koenig, 2001). It is expected that the factors of success within a football program will be

applicable in other organizational settings as well.

Author Preconception and Bias

The value of athletics in academic settings is a global, overarching debate, permeating

all levels of collegiate competition. As an individual who has been involved in athletics at all

levels, as a participant in youth leagues, intramural, recreation, scholastic and high school athletics, I have developed an appreciation and affinity for the value athletics has held in my development. My interest in athletics as a career was fostered during my undergraduate career at Syracuse University, as I augmented coursework with extracurricular field work in sport event management, as well as field experiences including a range of support positions with a college football program, in addition to positions at a National Football League franchise training camp over two seasons.

The range of these experiences at different levels of competition, each with distinct culture and values provides a perspective which values the athletic experience, particularly in a collegiate setting. Most recently, my work as Director of Football Operations at an Ivy League institution, coupled with my graduate coursework in Organizational Dynamics, has added great breadth to my experience in athletics. All of these experiences are important to note. These experiences have shaped my biases toward a balanced system of athletics and academics, opinions on effective leadership in college football context, and interest in pursuing this capstone topic.

Football Staff Structure

To appropriately frame my capstone, background information including related terminology, history of Ivy League football, and the current landscape of athletic recruiting in the Ivy League will be discussed. This discussion is aimed primarily at readers outside of the Ivy League community and those with limited experience in collegiate athletics. First will be a discussion of the staff structure and framework of a football staff, and the constraints of its constantly revolving talent base.

Adler and Adler (1988) describe college athletic programs as "hierarchical organizations characterized by an extreme central-ization of authority" (p.405). In particular, the sport of football is compartmentalized even further. Football is designed as a "top-down, planning and control" model in which coaches develop the plan, teach to the players, and rely upon them to execute (Katz & Koenig, 2001, p.64). Any college football program can only exist in a given form of assembled student athletes for one academic year, competing in one athletic season before a subgroup of student athletes depart as graduates. In a four year cycle, the student athlete population is entirely renewed, mostly repopulated through recruitment efforts to be discussed later. This brief existence of a team places strong emphasis on its more permanent forms of leadership, most notably the principal leader, the Head Coach (Brown, Farrell, & Zorn, 2007) .

Working collaboratively and cooperatively under the direction of the Head Coach, a football coaching staff is most commonly comprised of one coordinator position for both the offense and defense subunits responsible for organizing and developing the vision for their respective position groups within the team. Within the offense and defense are several specialized position coaches, responsible for teaching and overseeing the subgroup of student athletes at their given position. Related positions, typically termed under the organizational category of support staff may include the titles of graduate assistant coaches, football operations, video coordinator, academic coordinators, player development directors. To represent this structure in a visual manner a sample organizational chart outlining the roles and structure of a collegiate football program (see Figure 1).

Figure 1. Sample Organizational Chart, Football Coaching Staff
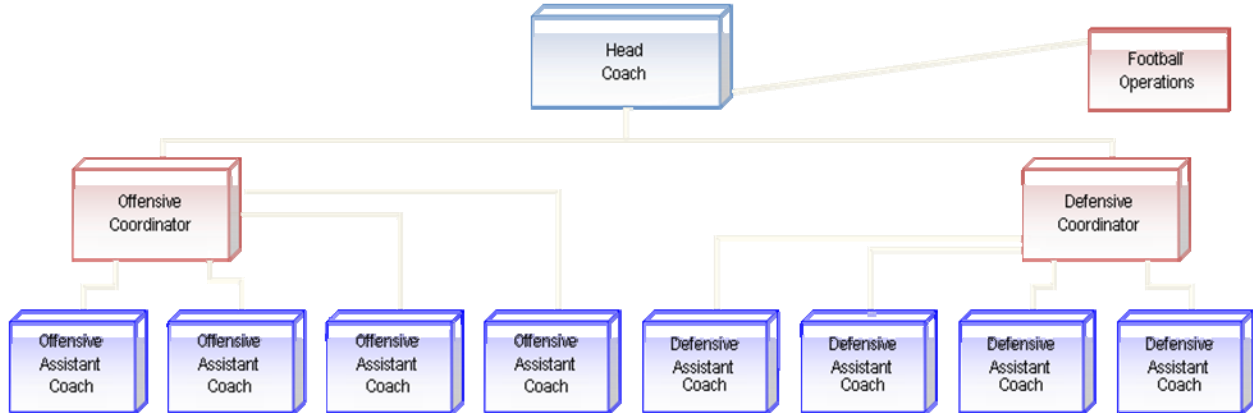
Conferences

Even prior to the establishment of the NCAA or governing bodies, the evolution of college athletics and college football led to a segmentation of competition known as conferences (Quarterman, 1994). These associations of teams, originated from a need for a standardization of rules and governance over student athlete eligibility (Quarterman, 1994). As conferences developed as regional entities, traditional rivalries were built through familiarity and proximity, while institutions and athletic departments enjoyed convenience of travel and game schedules. Over time, these orbits of competition (Levin, 2003) have grown in political influence and proven lucrative alliances for producing large revenue producing television and media contracts. Mullin et al. (2000) notes sports organizations, such as college athletic conferences, represent a unique enterprise of concurrent competitive rivalry and cooperation to produce the product. It is possible that through these alliances, institutions sharing similar athletic and academic interests can share a decreased political burden (Quarterman, 1994). The political strength of these entities in the landscape of college athletics is important to note, particularly in respect to policy reform. Thelin (1996) notes the power and influence of conferences as:

The crucial unit in shaping and regulating intercollegiate athletics because it can have more impact on shaping athletic policies than the NCAA… (And) is the locus where a small group of institutions in voluntary association agree to work together, to compete while showing some sign of mutual respect and comparable academic standards. (p. 129)

The Ivy League represents this strength in ideology of a conference. The emphasis of student athlete experience and academic rigor has been a driving force since the conferences' inception. This conference has departed from the commercialism of college athletics, opting for greater opportunity and maintaining traditional, regional rivalries. Developing such a system did not come through adoption of the status quo in the NCAA. As will be discussed in the sections to follow, this has led to a unique assembly of policy aimed at maintaining a consistently level financial, recruiting, and competitive playing field. When considering all interested constituencies involved in a collegiate athletic program, the conference mission and direction will be an important element to consider in the system. To be discussed later is the impact overarching missions and regulations have on the pursuit of effectiveness for a member organization. In the case of the Ivy League, bound by especially stringent recruiting regulation, competitive and financial regulations, the mission of the conference takes on greater influence to define the boundaries of the system.

The Ivy League

The Ivy League has continually exemplified the prioritization of academics for student athletes. Founded in 1954, the Ivy League is a member conference under the greater control of the national governing body of intercollegiate athletics, the National Collegiate Athletic Association (NCAA). Ivy League membership consists of Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton, and Yale Universities, respectively. These highly selective institutions have remained a static membership from the league's first year of

competition in 1956 (Timeline: The Ivy League, 2011). Unlike many other college athletic

conferences, all institutions can be said to have a similar academic selectivity, significant

history and national and international prestige (Abbott & Gooch, 1981). The Ivy League has

forged an opposite path from the trend of big business athletic departments and de-emphasis

of academics. Covell (2005) notes that the Ivy League has been credited as a solution to the

divisive relationship between athletics and academics among division one institutions; the

highest level of competition in collegiate athletics. Success achieved in the Ivy League in fact,

as the antithesis of big business athletic departments, may prove the most successful model for

a more symbiotic relationship of institutions and the athletic departments. Covell (2005) notes

the self-imposed challenge undertaken by the leaders and student athletes in Ivy League

programs as they collectively strive for the highest levels of concurrent academic eminence as

Ivy League institutions and athletic success within the scope of the league rivalries, and

division one athletic programs nationally.

According to a 2011 Report by US News and World Report, all eight Ivy League

institutions are recognized within the top fifteen American colleges and universities (US

News and World Report, 2011) (see Table 1). Geographically, all university campuses reside

in the Northeast United States. The location and prestige of all Ivy League institutions defines

their recruiting effort for attracting student athletes, as will be introduced in the next section.

Table 1. Ivy League Institutions National Ranking According to US News Report

School	2011 US News National Ranking	Location
Brown University	15 (tied)	Providence, RI
Columbia University	4	New York, NY
Cornell University	15 (tied)	Ithaca, NY
Dartmouth College	11	Hanover, NH
Harvard University	1 (tied)	Cambridge, MA
University of Pennsylvania	5	Philadelphia, PA
Princeton University	1 (tied)	Princeton, NJ
Yale University	3	New Haven, CT

In perhaps no other NCAA Division I collegiate athletic conference in the United States are successful levels of academic prestige and athletic viability as balanced as the Ivy League. It is because of this uncommon balance between academics and athletics that the Ivy League presents a strong example of the potential for concurrent success in these areas. Blackburn and Nyikos (1974) note the distinguishing characteristics of the Ivy League as a conference that has opted for a de-emphasis of athletics in the interest of the providing greater focus on the academic success of student athletes. Covell (2004) outlines that the focus of Ivy League athletic departments has "elected to eschew this course to focus instead on fostering intercollegiate athletics on a scale targeted neither toward public entertainment nor inextricably linked with overt commercialism," (p.17). The Ivy League has held steadfast in their values to encourage athletic competition at the highest possible level, while never sacrificing the collective value of academic eminence.

As a byproduct of the Ivy League's departure from commercial, big business collegiate athletics, the budgets are uniquely shaped from other Division 1 counterparts. In the

Ivy League intercollegiate expenses are a part of the university budget; sport is not a separate

and supposedly self-sustaining enterprise. As a result, the annual operating budgets continue

to decline, behind other expanding Division I conferences. Blackburn and Nyikos (1974) note

that the limited budgets have a negative effect on caliber of competition; however, the

rivalries between institutions remain intact. Relying a great deal on alumni fundraising efforts,

Ivy League football programs averaged operating expenses of $2,234,703 in 2009 (Education,

2011). In figures and data observed from the Federal Department of Education (see Table 2),

the financial patterns are distinct in the Ivy League, and help frame the similar financial scale

in which Ivy League teams operate.

Table 2. Federal Department of Education Data, Ivy League Institutions

Institution	Football Total Revenue	Men's Team Recruiting Expenses	Football Total Operating Expenses	Football Team Expenses	Total Men's Team Expenses
Brown	$1,538,414	$386,118	$364,911	$1,538,414	$5,515,090
Columbia	$2,745,817	$740,202	$500,618	$2,745,817	$6,955,696
Cornell	$2,015,525	$432,125	$243,858	$2,015,525	$7,915,586
Dartmouth	$2,533,091	$491,461	$336,799	$1,920,170	$6,757,945
Harvard	$2,142,235	$633,453	$257,039	$2,142,235	$8,008,144
Princeton	$2,929,356	$655,842	$359,781	$2,929,356	$8,882,967
Pennsylvania	$2,169,774	$428,806	$475,263	$2,079,036	$6,163,249
Yale	$2,526,973	$489,471	$539,679	$2,507,069	$8,289,801
Average	**$2,325,148**	**$532,185**	**$384,744**	**$2,234,703**	**$7,311,060**

Recruiting Dynamics

The strength of any successful college football program lies in its ability to attract and

recruit a talented group of student athletes. College athletic recruiting, particularly in major

men's sports football and basketball have skyrocketed in public visibility and popularity over

the past two decades. Recruiting has become an increasing component of a college coaches'

responsibility, requiring additional time and expertise to evaluate and attract potential student

athletes. As coaches spend increasing time identifying the physical traits and athletic exploits, Humara (2000) distinguishes that coaches "lack the skills necessary to assess the psychological factors that have been proven to have a significant impact on athletic performance" (p. 1). These factors may include motivation, concentration, task orientation, anxiety management, and coping skills (Spieler, Czech, Joyner, Munkasy, Gentner, & Long, 2007). This research also determined that age, high school size, and coping with adversity may predict athletic success in college football.

All NCAA member institutions agree to adhere to regulations corresponding to their sport and level of competition. Annually, a book is published by the NCAA reflecting the most up to date rules, and a calendar is released outlining dates and limitations on when recruiting contact with high school prospective student athletes may occur (NCAA, 2011). As an added level of compliance, the Ivy League produces an annual manual as well, although the current manual was not released on the official Ivy League website.

Contact with recruits is continually monitored internally in each athletic department through compliance staff. These internal offices are hired to monitor, provide guidance to administrators and coaches to ensure understanding and complicity with regard to recruiting and maintaining eligibility of student athletes. The recruiting process is dependent on the coaching staff to identify, recruit and yield commitments from high school senior student athletes. Humara (2000) outlines that demographic information must be relied on to narrow a potential recruit's viability due to the large pool of prospective student athletes and limited time. Some of these demographics may include a high school athlete's height, weight and physical strength, measured in weight lifting statistics or running times and academic test scores or grade point average. These demographics are essential to develop the directory of

viable recruiting prospects for an Ivy League football program. Spieler, et al. (2007) discuss two types errors in recruiting football student athletes. The first error is miscalculating a student athletes' ability to compete at a given level, leading to an underperforming individual who cannot contribute to the group. The second error is described as when a coach underestimates a potential student athlete's ability and does not pursue them as a viable recruiting candidate. The student athlete is rejected because the recruiter does not think they have the ability, but in actuality the athlete does have the ability to play.

In the Ivy League, two distinct differences are mandated, aimed at ensuring the academic viability of incoming student athletes, and a level playing field in financial aid. First, unlike many division one counterparts, Ivy League institutions are constrained by an internal process aimed at ensuring incoming student athletes are qualified academically. This process utilizes a formula known as the Academic Index (AI). The AI of a prospective student athlete must be computed using high school grade point average and SAT or ACT test scores. The computed number will place a prospective student athlete within one of four ranges within one standard deviation of the most recently admitted freshman class at a given institution. These ranges, known as bands, are determined internally, differing at each institution, and kept confidential. Each band will have a different number of slots, to ensure a Team AI which is also within one standard deviation of their respective campus admission pattern in a given year. Additionally, each Ivy League program is permitted to recruit only 120 student athletes over a four-year period. This rule in particular defines a limited opportunity to successfully assemble a team, with a tangible opportunity cost of each recruiting decision.

The academic index has dramatic implications on the recruiting process of an Ivy League athletic program, defining a distinct and highly coveted pool of potential student athletes. Within such a pool, there is great tendency for overlap and competition in recruiting amongst Ivy League schools. The overlap and concurrent missions have led to intense competition, magnifying even the slightest differences in brand recognition, coaching staff stability, financial aid packages and on field success, among other variables differentiating these institutions to prospective student athletes.

Unlike the majority of Division I football conferences, athletic scholarships are not offered in the Ivy League (Gullan, 2007). Instead, all need based financial aid is supported through the institution, for both athletes and non-athletes. Each institution is responsible for evaluating the financial resources of any student requesting financial assistance and meeting financial need wherever necessary. The financial aid practice removes a heavy burden in scholarships from athletic department budgets and is uniformly supported on an institutional level.

The profile of a student athlete at an Ivy League institution remains remarkably polarizing with a large percentage of student athletes matriculating from private high schools and post-graduate high schools (Ivy League Football Recruiting, 2009). In a recent study, examining the 2009 rosters of Ivy League football programs, nearly eighty percent of the students matriculated from private high schools or preparatory schools. This profile speaks to the limited economic diversity. Concurrently and conversely, the geographic diversity of Ivy League football student athletes remains high. As of 2009, Ivy League rosters include representation from 44 of 50 states, Washington DC and Canada. The recruiting process will

continue to be a battleground for these institutions to attract the rare breed of scholar athlete

necessary to compete both on and off the field of play.

Success in Academics: APR Report

The core value and mission behind college athletics is an academic opportunity.

In 2003, the NCAA developed The Academic Progress Rating to measure the academic

success of its member institutions. The Academic Progress Rating, henceforth referred to as

APR, is an annual report compiled by the NCAA, which calculates the measure of success

each athletic conference, member institution, and individual athletic program. Using the APR,

the score will range between the minimum score of .925 and maximum score 1.000,

indicating a 100 percent graduation rate (McCormick, 2010).

Prior to the implementation of the APR report, the graduation rate metrics in place

failed to provide a real time picture of the progress or struggles of an athletic program in the

classroom. This issue was one of the cornerstones in implementing the APR as part of the

academic reform program (LaForge & Hodge, 2011). While the APR is updated each year, it

is recalculated each semester, tracking retention and eligibility for student athletes in a given

program (LaForge & Hodge, 2011). 2005 marked the initial introduction of consequences as a

result of inadequate performance in the APR. In the words of Mark Emmert, NCAA

President, the APR provides "a common language and common expectation around

academics… To this end, the reform effort has been almost immeasurable in its impact,"

(NCAA, 2011).

Success is defined in the APR report through an institutions' ability to retain and

graduate student-athletes. Using this metric, it is appropriate to evaluate each institution and

athletic program's success at serving that mission. Lucas & Lovaglia (2003) note the APR's

regulatory impact, has linked academic success with athletic success. Dr. Nathan Tublitz, co-chairman of the Coalition on Intercollegiate Athletics commented on the APR as quoted in Yost (2008) "[the APR] are, potentially, very effective tools to improve academic standards and to allow student-athletes to achieve their educational goals. The key, of course, is in the implementation and enforcement of penalties that follow from schools that don't meet the standards" (Yost, 2008). It will be the responsibility of the NCAA, as well as institutional compliance staffs to engage the policy changes and responsibly enforce the penalties where necessary.

Accountability for success of this rating lies squarely with the athletic departments, most specifically the coaching staff. A minimum APR score of .925, implemented as the NCAA standard, places consequences for programs that cannot maintain this rate with a quantitative loss of scholarships or other direct competitive sanctions. In other words, teams that appear to be heading toward a Federal Graduation Rate of less than 50% could be subject to penalties (LaForge & Hodge, 2011). For the student athlete, balancing of rigorous athletic and academic demands is not an easy task. "Unlike other students, student–athletes as a nontraditional group are burdened with many demands resulting from the existing structure of intercollegiate athletics that pose challenges to their academic success and the overall quality of their college experience" (Comeaux & Harrison, 2011, p.236). In order to achieve success in this area, colleges must be cognizant of their student athletes and tailor their athletic experience to allow for success on the field, but not at the expense of academic progress. Previous studies regarding academic success of student athletes have utilized the APR as a predictive variable (Le Crom, et al., 2009, Lucas & Lovaglia, 2003, Christy, Seifried, & Pastore, 2008). Lucas and Lovaglia (2003) propose that APR results may provide prospective

student athletes with a new measurable in the recruiting process to be considered when choosing a school.

Academic culture at a given institution is important to note as well. According to LaForge and Hodge (2011), underclassmen may encounter early struggles with heavy coursework due to the academic structure of a school. "It may take additional time at these institutions for underclassmen to acclimate and succeed academically, as they adjust to the pressures of the institution's academic expectations. Curtis (2006) notes two important dynamics in the balance of athletics and academics in most collegiate athletic settings. First is the student athletes' priority scheduling of athletic activities around their academic requirements. Second, is the "Feeling that devotion to one's teammates is often far more important than devotion to one's studies," (p.1).

Christy, et al. (2008) note the duality of the APR. Some hail the new metric as a helpful tool to better quantify a program's academic success on an annual basis and a "step in the right direction" (p.8) for the balance of athletics and academics. Meanwhile, other Coaches and athletic directors also remain critical of the new metric, claiming it is a token or "PR Tool" or worry that it could reinforce existing concerns of "watered down curriclulum" aimed at pushing student athletes through minimally rigorous academic programs (p.8). Given the sample of Ivy League football programs, with such annually ranked among the top schools and individual athletic programs, it is clear that the league as a whole has placed academic emphasis at its highest observable priority in major college athletics. The penalties associated with the APR legislation pose a minimal concern for Ivy League institutions, who are far more likely to maintain their position at the top of the rankings than to be subjected to academic reprimand from the NCAA.

CHAPTER 2

LITERATURE REVIEW

Introduction

This chapter presents a literature from areas that are relevant contributors to the focus

of this capstone: Definitions of organization and team as they relate to a college football

program, effective team theories and models, related studies determining and measuring

success in collegiate athletics, recruiting and coaching turnover, the APR report, and alumni

support research. These factors appropriately frame the scope of critical success factors from

the perspective of an Ivy League football program.

Organization and Team

As the aim of this thesis is to determine critical success factors of an Ivy League

football team, it is first important to qualify these programs under established definitions of

team. A plethora of team definitions exist tha could be incorporated into this particular study.

Marschak (1955) defines team as "A group of persons each of whom makes decisions about

something different but who receive a common reward as a joint result of all those decisions"

(p. 128). Larson & LaFasto (1989) define a team as:

> Two or more people; it has a specific performance objective or recognizable goal to be
> attained; and coordination of activity among the members of the team is required for
> the attainment of team goal or objective. (p.19)

Larson and Lafasto's team definition is certainly broad enough to accurately define teams

across disciplines; as broad as the teams they have studied across industry and function. One

such team, the Notre Dame Fighting Irish football team, earned a national championship in

the year examined. As a result the definition is acutely tuned to the collaborative nature of a

football team, particularly in two areas, coordination of activity, and goal achievement.

Studies of Collegiate Athletic Success

Stewart and Latham (1980) propose that within the frame of an athletic team, winning remains a central, although not unanimous measurable. Anderson & Birrer (2011) described the competitive advantage of the Gonzaga University basketball program in terms of a resource based view (RBV), a theory based in strategic human resource management to maintain a competitive advantage in sport.

At the core of this issue is how effective teams are built and maintained. Many studies have attempted to produce targeted metrics and models of success in athletics, at all levels of compeititon (Shea & Guzzo, 1987, Guzzo & Shea, 1990, 1994, Marschak, 1955, Murrell & Gaertner, 1992, Mohrman, Cohen, & Mohrman, 1995, Anderson & Birrer, 2011, Cohen & Bailey, 1997, Abbott & Gooch, 1981). Abbott and Gooch (1981) determined the variables of recruitment, motivation, coaching and teamwork to define and measure the performance of a football team. Other studies have undertaken a variety of perspectives within the athletic team including leadership (Chelladurai, 1978, 1990), concurrent academic and athletic achievement (Lucas and Lovaglia, 2003), and resource based view (Anderson & Birrer, 2011) methodologies.

In a study conducted examining the success of Gonzaga University's basketball program, Anderson and Birrer (2011) identified three key variables found to develop a successful program; "1) retention of the coaching staff, 2) generation of financial support to improve facilities and to meet other increased program costs, and 3) promotion of television appearances, which implicitly required scheduling games against high profile teams," (p.18). This theory has also been applied to a college football context, examining the Pennsylvania State University football program (Smart & Wolfe, 2000). While no assumption will be made

to comparable conditions between a prominent Division 1 basketball programs, a nationally recognized state funded, public university, to success in Ivy League football, the work done by Anderson and Birrer (2011) and Smart and Wolfe (2000) identified factors that may contribute to achieving sustainable college athletic success.

A metric has been produced to measure the academic and athletic successes of a college football program. The Student Athlete Performance Rate, known as the SAPR, was constructed by Lucas and Lovaglia (2003) to equally measure academic and athletic successes achieved by a program at a given point in time. On a two thousand point scale, one thousand each contributing equally to the APR and the Athletic Success Rate, ASR, of football programs. Below, the calculated components and weights of the ASR are listed (see Table 3). The equal weight of academic and athletic variables is important to note, reflecting the recognized need to achieve concurrent success in both areas. Its creators credit the use of this success metric as a potential predictor of changes in a coaching staff, or in prospective student athletes selecting an institution (Lucas & Lovaglia, 2003).

Table 3. Factors in Athletic Success Rate (ASR) (and weightings)

All-Time Winning Percentage	10%
Conference Championships in last 5 years	10%
Average Attendance (2003)	15%
Bowl games in last 5 years	15%
National rankings in last 5 years	15%
Players in the National Football League	15%
Wins in the last 5 years	20%

The SAPR, while a helpful metric for determining success for FBS schools, does not contain enough relevant variables to determine success in Ivy League, or any collegiate program outside of FBS Division schools eligible to compete in bowl games. Additionally, the variables contained within show a limited scope of a programs success with no attribution to

the human dynamics or organizational factors that have contributed to a success or deficiency in a given area. The SAPR metric contains no reflection of the value of current leadership or culture, particularly key figures such as a Head Coach or Athletic Director. Moreover, the study minimizes the contributing and hindering factors surrounding the APR report statistic. The authors themselves note the uncertainty surrounding credit attributed to a coach, coaching staff or institutional culture as potential, yet unaccounted for, metrics to be considered in future studies.

The multidimensional model of leadership and leadership scale for sports (LSS), developed by Chelladurai (1978, 1990) and Chelladurai and Saleh (1980) differs from the SAPR as a behavioral model of leadership geared more broadly toward all sports, rather than a particular subunit of top tier collegiate football programs. The focus of Chelladurai (1978, 1990) was on the evaluation of leadership, through the levels of satisfaction and performance attained by the athletes. In this case, Chelladurai's models could be applied to a position coach or head coach to measure their perceived leadership value. Chelladurai and Saleh (1980) developed the leadership scale for sports. This scale includes one direct task factor (training and instruction), two decision-style factors (democratic and autocratic behavior) and two motivational factors (social support and positive feedback). Additionally, Chelladurai and Saleh (1980) note leadership should be structured in accordance with the needs of the individual and the given situation.

Chelladurai's (1978, 1980) models are limited when applied to determining success factors of an Ivy League football program. First, the model, by design, does not evaluate any component of the student athlete themselves, focusing solely on a singular leader. Given the interdependent nature of the football program's staff, and student athletes, this leadership

model would be unable to go beyond evaluating leadership ability from the perception of one or more student athletes.

Group Effectiveness Model

Developed through a three year study across many industries and disciplines, Carl E. Larson and Frank M. Lafasto (1989) identified eight essential factors of effective teams. These factors are listed in the table below. This model encapsulates eight essential components of the effective team, and describes the value of each (see Table 4) (Larson & Lafasto, 1989, p.26).

Table 4. Larson and LaFasto (1989) Factors of Effective Teams

1) a clear, elevating goal	5) a collaborative climate
2) a results-driven structure	6) standards of excellence
3) competant members	7) external support and recognition
4) unified commitment	8) principled leadership

First, a clear and elevating goal shapes the direction and has the ability to motivate individuals toward the organizational goal. Studies have noted that goals that are defined within the team's task "determines the workflow structure and coordination demands" (Kozlowski & Ilgen, 2006 p.80). A goal provides "individuals and teams with an opportunity to prove what they're capable of doing," (Larson & LaFasto, 1989, p.32). Effective teams possessing the belief that a defined goal is worthwhile develop a "sense of mission" (Larson & LaFasto, 1989, p.27). Applied to the context of a football program, Adler and Adler (1988) describe the organizational goal of a head football coach as building a winning program at the university. Internal political manuvering and indidivual agendas threaten a unifying elevating goal. Conversely, ineffectiveness often stems from uncertainty surrounding the goal.

The second factor of Larson and LaFasto's (1989) model is a results-driven structure. The structure of a team itself is a key factor separating the level of success achieved by teams (Larson & LaFasto, 1989). According to Larson and LaFasto (1989) core objectives shaping the necessary structure can be categorized in three areas (see Table 5, Larson & LaFasto, 1989, p. 43). In the case of Ivy League Football, and the surrounding context of direct competition most closely resembles a tactical objective among the broad objectives categorized by Larson and LaFasto (1989). The central objective of tactical teams is stated as "to execute a well-defined plan," (p.53). The clearly stated and understood roles of each member are an identifiable characteristic of the tactical team, a strong parallel to a successful football organization. Determinants of success of tactical teams, is dependent upon team responsiveness, role clarity, and performance standards. Effective communication system important, tailored to the given system.

Table 5. Basic Organizational Objective Structures

Broad Objective	Dominant Feature	Process Emphasis	Examples
1) Problem Resolution	Trust	Focus on Issues	• American Leadership Forum • Centers for Disease Control
2) Creative	Autonomy	Explore Possibilities and Alternatives	• IBM PC Team • McDonald's Chicken McNugget Team
3) Tactical	Clarity	Directive Highly Focused Tasks Role Clarity Well-Defined Operational Standards Accuracy	• Cardiac Surgery • USS Kitty Hawk Crew

The team's abilities to self-evaluate and make time for team debriefing activities are also important structural components of team success. "Teams have much to learn from both their failures and successes, and team are especially unlikely to reflect on their process when they succeed," (Katz & Koenig, 2001, p. 63). It is likely that the higher degree of this behavior will result in greater competitive successes, a higher degree of shared decision making, and higher degree of task interdependence.

Assembling and attracting competent team members is the basis of the third element of Larson and LaFasto's (1989) model of team effectiveness. The greatest strength of any organization, particularly in sport, is team members. Filling a given organization with people based on their ability to successfully contribute to the team's objective can separate a strong organization from a weak organization. This element can be evaluated in two areas, the recruitment and matriculation of talented student athletes, and the hiring of talented, motivated coaches. In any organization, significant priority must be placed on select the right people (Larson & LaFasto, 1989). Bill Walsh, a storied football coach at both the collegiate and professional levels frames the importance and football contextual values of selecting the right people, described in Rapaport (1993):

> It is always a combination of factors that add up to the right person. It's his level of natural ability. It's his competitive instincts. It's also the history of that athlete; his ability to learn, retain, and apply what he has learned; and his ability to work under stress with other people. Then you have to be able to project those qualities into the slot or role that athlete would play for your team. (p.119)

The degree to which an organization can successfully attract and develop competant team members, will be a strong indicator of their potential for success.

One particular subject of interest is legendary Notre Dame coach Ara Parseghian. While evaluating student athletes, coach Lou Holtz, who had succeeded Ara Parseghian as

head coach of Notre Dame football, studied the geographical tendencies surrounding his

student athletes with the help of Parseghian. From this study he was able to determine a

geographical strip providing valuable recruiting connections for his team, described in Larson

and LaFasto (1989):

> The Iron Belt produced high school football players who possessed a certain personal characteristic. The parents of these kids came up the hard way. They believe that if you want to succeed in life you have to work real hard. That's how the parents approached it, and that's how they raised their kids. When you put talent alongside a willingness to work real hard, that's a tough combination to beat. (p.60)

Following the championship season of 1966, nineteen of twenty one starting student athletes

on the team were selected in the National Football League draft (Larson & LaFasto, 1989).

Populating an Ivy League team with a level of talent capable of competing professionally, is

not likely to be achieved, but there are lessons that can be applied to the Ivy League context.

An internal 2009 study of Ivy League recruiting reveals particular trends that can be of

value to academically selective institutions in the northeast United States (Ivy League

Football Recruiting, 2009). A study similar to Notre Dame's "iron belt" geographic study, the

Ivy League study determined from which states and high schools Ivy League football student

athletes were recruited. The heaviest areas, as would be expected, were private, academically

recognized high schoolswithin a 315 mile stretch of the Northeast corridor, also where the

bulk of the institutions reside (Ivy League Football Recruiting, 2009). While talented players

surely can be found in any state across America, it is important to recognize where the most

fruitful regions of recruiting are for the given contextual factors of Ivy League football.

In selecting a team of talented student athletes, evaluation must go beyond football

acumen. When applying the tactical structure in pursuit of populating the team, five

interpersonal characteristics are highlighted by Larson and LaFasto (1989, p.67) (see Table

6). These five characteristics shape the ideal candidates in both student athletes and coaches within the context of the Ivy League football team. The degree to which these characteristics are not only possessed by team members, but also identified and explicitly valued in the team, will determine the competency of the group in completing the work.

Table 6. Selection Criteria of Tactical Teams

Broad Objective	Process Emphasis	Dominant Selection Criteria
Tactical	Directive Highly Focused Tasks Role Clarity Well-Defined Operational Standards Accuracy	Loyal Committed Action-Oriented Sense of Urgency Responsive

Larson and Lafasto (1989) define their fourth factor of group success, unified commitment, as a "sense of loyalty and dedication to the team" (p.73). A unified commitment is one of the most central to the success of any team, yet remains a nebulous characteristic. Unified commitment can be classified in terms of team identity, team cohesion, and unilateral support toward organizational goals, all of which can significantly contribute to a team's level of success. Unified commitment is also described as the most common problem among teams, particularly teams that have experienced minimal success. It is common for individuals to be "perceived as putting individual objectives above the team goal," (Larson & LaFasto, 1989, p.134). If this occurs, teams are likely to recognize this behavior in an individual or individuals and exclude them from the team identity (Larson & LaFasto, 1989). From an individual's perspective, intense loyalty, a term developed by Adler and Adler (1988), will be most realized through strong goal alignment; When an individual perceives their greatest benefit will be served through the team's goals. When goal alignment is achieved "they will sacrifice immediate gratifications and strive for the good of the whole" (p. 404).

Murrell and Gaertner (1992) studied team identity and cohesion in a high school football program. Players were surveyed to measure levels of team cohesion, and team identity, defined as "attraction among group members," (p. 2). The study found the value in common group identity, in this case the football team, over identification with a subgroup represented by a position group, class year, or offensive or defensive subgroup identification. A direct correlation was determined between higher levels of subgroup identification over team identification as a limitation of performance (Murrell & Gaertner, 1992, p. 8).

In addition, a correlation was found between strong team identity and incorporation of "performance-relevant behaviors (such a responsibility for losses or a bad season, decision making for the team, etc. (as will as to behaviors off the field (such as socializing and the formation of important friendships)," (Murrell & Gaertner, 1992, p. 9). Both the limitations on level of compeitition and academic rigor can be seen as a potential limitation to the applicability of this study to the currently examined context in the Ivy League. However, Murrell and Gaertner (1992) accounted for "No theoretical reason to expect the level of sport competition (such as college, professional, etc.) or individual difference variables (such as gender) to effect a team member's ability to form a strong identity with the team" (p. 10).

When applied to appropriately structuring an effective Ivy League program, the subgroup identification of student athletes can go beyond those named by Murrell and Gaertner (1992). Due to the rigorous academic requirements and vast geographic origins, identities over program of study and hometown region are likely to result as well. For example, students studying engineering or business may find themselves identifying together as their coursework and experiences group them together. Academic clustering, as this property is described by McCormick (2010), can lead to more than a quarter of a team's roster

sharing the same academic major. Academic clustering may be a byproduct of increased team unity and cohesiveness.

Similarly, student athletes who are from similar geographic regions or states may have previously competed as rivals in high school. There is no evidence that either of these subgroup identities would provide any additional obstacle than uncovered by Murrell and Gaertner (1992). However, in the context of the Ivy League football program environment, it is important that these subgroup identities be considered, while maintaining the highest value on team identity and motivation.

In order to foster this group identification and motivation beyond individual subgroup identities toward the group is through involvement itself. Larson and LaFasto (1989) determined in their study, "Participation, especially in the planning of strategies for achieving goals, increases motivation, effort, and ultimately, success" (p. 78). Group identification will ultimately develop further into what is termed Potency, the belief that the group can be effective (Shea & Guzzo, 1987). When a team or group has both the motivation to achieve and the belief it can succeed, defined as potency by Guzzo and Shea (1990), becomes a powerful force for team success.

Head coach and coaching staff stability may prove a positive factor in increasing overall team identification and as a result, a unified commitment. First, how a coach espouses the value of team unity, even above the value of team winning may develop a stronger unified identity in victory and in defeat (Murrell & Gaertner, 1992). Given the context of the system in college football, a coach possesses the greatest power and control to influence the perceptions and values within the system. A team identity can be a powerful, unifying force among team members. This dynamic, however, remains elusive to quantify. Coaches may

foster a team unity through increased participation and involvement in group strategy and goal setting. Larson and LaFasto (1989) have determined that this behavior is likely to increase "motivation, effort, and ultimately, success" (p. 78). Team identity does not necessarily have to be extensively tailored. "The important thing about team identity is not that it's the right one, the best one, or the most appropriate one, but whatever the identity is, it unifies," (Larson & LaFasto, 1989 p. 76).

Trust and collaboration are essential components of the high performing team; these characteristics encompass the fifth factor, a collaborative climate. Given the frame and limited cycle in which a football program operates, trust must be developed quickly in order to succeed in competition with other institutions. Larson and LaFasto (1989) note four elements of a collaborative climate, honesty, openness, consistency, and respect. Trust in an organization allows for individuals to remain goal oriented, focus on effective communication, as well as improving collaboration across individuals as well as intergroup dynamics.

Team trust and collaboration represent a direct result of involvement and autonomy of the individuals within the group (Larson & LaFasto, 1989). Fostering meaningful and open participation across the group creates an environment of empowered, engaged individuals. Highly integrated organizations are also more likely to elicit strong loyalty from its members (Adler & Adler, 1988). Applied to this case of a collegiate football program it is less likely that student athletes will be greatly empowered beyond control over their immediate role within the system. However, it is possible to empower and engage the student athlete population in meaningful ways. Examples might include captain meetings with coaches, team surveys, and scheduled meetings between the head coach and individual student athletes. Batt

and Appelbaum (1995) noted that teams that achieve significant participation termed as "substantive" participation, will produce stronger team results and are more likely to achieve team goals. Kozlowski and Ilgen (2006) research also shows a positive correlation with higher organizational interdependence and team success.

Expected levels of performance, and constant innovation and performance improvement define the effective organization. Larson and LaFasto (1989) categorized this dynamic as standards of excellence. This is exemplified in the sixth factor, standards of excellence. Pressure to perform, whether categorized in the frame of the individual or the group, will ultimately focus on the drive necessary from the individual to achieve success. As Andre de La Porte (1974) and Sugarman (1968) noted (as referenced in Larson & LaFasto, 1989): "Qualitative individual excellence characterizes successful organized teams. It is individual effort that determines if a standard is missed, met, or exceeded. And, it is the exerted pressure to perform that creates a tailwind behind individual effort," (p. 98). Pressures may be classified on the individual or team level, with internal and/or external consequences; the team leader may herself represent a source of team pressure (Larson & LaFasto, 1989).

Whether exerted through individual standards, team pressures, or consequences, they directly shape the motivation level, positively or negatively, in an organization. In Larson and LaFasto (1989), Jim Lynch, a captain on the University of Notre Dame's 1966 national championship winning team succinctly defined the consequences of team standards. "It's not just that winning is so important. It's that losing feels so shitty," (p. 96). In a team environment such as a high performing football team, the consequence and pressure to avoid losing can prove equally as powerful as any motivation for success. How that pressure is

organized and manifested, should be reflected in the structure and objectives of the organization. Robert Keidel's (1985) work, *Gameplans,* notes the design of the organization, including the standards of excellence, should be shaped with consideration for the involvement and interaction of the individuals to the task, coworkers, and the organization itself. This analysis, framed surrounding the nature of work, is discussed in the context of the differences among roles in sports.

In the frame of a college football program, the team leaders and coaches are responsible for shaping the standards of excellence, and capturing those consequences through both rhetoric and deed. Larson and LaFasto (1989) urge that the following variables be considered in shaping standards of excellence. They include individual commitment, motivation, self-esteem, certainty, and performance. These standards must also not be too static that it leaves the team incapable or sluggish to innovation and improving upon the standards over time. Larson and LaFasto (1989) also stress the importance of clarity in standards as key to their ultimate levels of success. Team leaders must require defined behavioral expectations as a standard that can be "de-intellectualized and made concrete and behavioral" (p. 103). Leaders cannot be the only source of development and enforcement of standards in the team. Accountability must be a shared responsibility across hierarchy and role in order to elevate performance to the highest possible levels.

External support and recognition as a factor of team effectiveness represents more of a measurable effect, than a direct cause (Larson & LaFasto, 1989). The absence of external support is more often identifiable in teams underperforming, but the causal nature for a lack of success cannot be directly attributed to insufficient levels of external support.

Larson and LaFasto (1989) acutely frame the attribution of success and failure internalized among team members:

> When teams do well or win, success is attributed to factors within the team itself; when teams do poorly or lose, such failing team performance is usually attributed to factors outside – presumably beyond the control and blame of the team (p. 111).

The recognition and value of external support on an individual and team level can at best be determined accurately within a specific context only. Its broadly calculated impact on the success or motivation of teams in general has not been fully determined.

In this context of Ivy League football, external pressures may be experienced from fans, alumni, faculty, staff, and current student populations. These constituencies often have an emotional stake in the performance of the team as individuals identify personally with the team success, despite having no formal influence or function within the team. The degree to which a team recognizes this support or external pressure and internalizes it into its operation will be addressed in this study, to attempt to determine the impact, positive or negative, on team success.

Larson and LaFasto's (1989) final component of effective teams, is the presence and influence of a principled leadership. In the study of leadership, there is no shortage of models and types of leaders. The impact of a strong leadership figure can generate significant gains in productivity and team success. Kozlowski and Ilgen (2006) discuss leadership as a central leverage point for enhancing team effectiveness, shape a collaborative climate, and capable of quick decision making. Leaders in an organization, whether empowered hierarchically, or through political savvy and charisma, foster a trust and confidence in the individual (Ahearn, et al. 2004), and as a byproduct, can aid the trust in a group, or organization. An example referenced in Larson and Lafasto's (1989) work, *Teamwork*, is Ara Parseghian. Parseghian, a

revered head coach for Notre Dame's football program, orchestrated the development of a team achieving mild success in 1965 to a national championship winning season in 1966. His motivation is credited with instilling a renewed vigor and team culture in that season. While talent levels can and do fluctuate annually in college football, the ability of the head coach to maintain a consistent message and inspiring force in the organization, and a reliable, accountable face outside of the organization. Credited by Larson and Lafasto (1989) with creating the genesis of involved, principled leadership, James MacGregor Burns (1978) describes two leadership styles in their relationship with others:

> The relations of most leaders and followers are transactional – leaders approach followers with an eye to exchanging one thing for another: jobs for votes, or subsidies for campaign contributions. Such transactions comprise the bulk of the relationships among leaders and followers…Transforming leadership, while more complex, is more potent…the transforming leader looks for potential motives and followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. (p. 4)

Bass (1985) (as cited in Kozlowski, Ilgen, 2006) commented on transformational leadership and also argued that transactional leadership was not adverse, contributing to effective leadership behavior. Principled leadership may also serve a role in mitigating destructive internal political maneuvering, a potential threat to team success. The leader must hone the political behavior and interactions positively, channeling the organizational focus toward effectiveness over destructive behavior (Ahearn, et al., 2004). In doing so, the leader may directly enhance the loyalty of team members by increasing identification with both the group, and consequently, the leader as well (Adler & Adler, 1988).

Recruiting

Known as "the lifeblood of a program" (McLaughlin, 2011), recruiting provides the greatest opportunity for success, and for failure, in attracting student athletes to attend an

institution. One of the greatest challenges among a football coaching staff is the identification

and recruitment of talented student athletes, capable of achievement on the field and in the

classroom. Given the context examined in the Ivy League, the talent pool becomes rigidly

defined, based upon both academic and competitive qualifications. Identification of

prospective student athletes capable of thriving in this distinct environment becomes

especially difficult. Spieler, Czech, Joyner, Munkasy (2007) examined the recruiting process

for Division 1AA collegiate football players and attempted to predict athletic success using

"psychological traits in conjunction with their physical abilities" (p. 23). That study revealed a

correlation with age, high school size, and coping ability to increased playing time and role

among student athletes in college football.

In a study conducted at Cornell University, Kotlyarenko and Ehrenberg (2000) found

positive links for recruiting student athletes between the institution's "perceived academic

quality and generosity of financial aid programs" (p. 139). These two variables would seem to

have minimal variance relative to the landscape of division 1 college football programs.

However, recruiting in the Ivy League leads to far greater overlap among the student athletes

considering only Ivy League programs, these minuscule differences are greatly magnified.

Dumond, Lynch and Platania (2008) studied the utility received by student athletes in relation

to the conditions and benefits of a university, cited as modern facilities, campus amenities and

conveniences. The study assumed prospective student athletes would consistently prefer

attending schools offering greater utility in the aforementioned forms. Dumond, et al. (2008)

also determined an inverse correlation between increased distances a university is from a

student athletes' hometown and choosing to attend a given institution. Additionally, it was

determined that historical graduation rates provide a prospective student athlete with data on

the probability of earning a degree from a given institution (Dumond, et al., 2008). Athletic

success, media exposure, and opportunities were also cited as important factors in a student

athlete's decision about which institution to attend (Dumond, et al., 2008). An individual

prospective student athlete is expected to make his or her decision on the maximized utility of

a combination of these considerations.

Sustained Success

Sustaining success in Ivy League Football is largely dependent on the leadership,

namely the head coach and coaching staff. The high turnover rate of the student athlete

population and the concentration of power among the coaches generate the reliance of the

team's success over the long term on the sustained leadership abilities of the coach. Katz &

Koenig (2001) capture the value and influence of coaches in the framework of athletic team

success. "In sports, the quality of coaching –defined as day-to-day interaction with the team

and team-building activities-can be a decisive factor in determining a team's success or

failure" (p. 65).

The head coach and other coaching staff members, through their power and interaction

with student athletes hold the greatest influence on establishing a culture within the team.

Brown, Farrell, and Zorn (2007) studied the probability of coaching turnover. Once a coach

has established significant tenure, they "face a decreasing probability of turnover once they

have been with a team for approximately four or five years," (p. 34). When a head coach and

associated staff achieve a level of continuity, there is a tangibly higher probability of

attracting prospective student athlete recruits (Dumond, et al., 2008). Conversely, "A new

head coach, perhaps owing to the uncertainty associated with such a turnover, reduces the

probability a recruit will select that school by 2.5%," (p. 76). This trend may be a byproduct to

increased reputation and stature among competitors, and a perceived stability of the team over time.

Sustained success is not automatically generated through coaching stability, however. While strong familiarity and shared history may contribute to success levels, especially in times of great uncertainity, stability does not sustain success indefinitely. Guzzo and Dickson (1996) claim "familiarity may eventually become a liability as the lack of membership change (and thus the lack of any unfamiliar members being introduced into a team) contributes to stultification and entropy in teams" (p. 332). This delicate balance must constantly be reviewed to guard against overly static teams, incapable of perspective necessary to remain viable in competition.

Academic Success

Increasingly, the public perception has increased that all college athletes are underachieving in the academic realm at the expense of athletic success. This finding is a highly researched topic, with significant findings in many contexts across competition levels in college athletics. Most academic retention and success data prior to the inception of the APR report in 2004 was calculated annually in the form of the graduation rate statistic. This statistic is meant to provide an accurate depiction of an academic institution's proficiency for graduating its students, in this case, student athletes. A given report will most prominently calculate a rating for the progress of a given class cohort. This statistic is discredited for a variety of reasons, leading to its demise as the central measurement of academic success of student athletes. Critics of the graduation rate as a meaningful statistic have cited it as unable to measure retention rates annually (Le Crom, et al., 2009), or lacking insight into the reason's

behind an apparent inability to graduate student athletes, or repair the "systematic challenges of educating athletes" (Ferris, Finster, & McDonald, 2004, p. 559).

Meanwhile, in a relatively short lifespan, the APR report has been credited by a majority of respondants in a study conducted by Christy, Seifried, and Pastore (2008) with helping "improve the graduation rates of student-athletes as well as make head coaches more accountable for the type of student-athlete being recruited, " (p. 1). The APR report, like the graduation rate report, is published annually and distributed to the member institutions. However, the data can be tracked by sport each semester. LaForge and Hodge (2011) encourage institutions to take an active role in tracking the results of this report and frequently analyzing causes of lost points, and evaluating potential solutions if remedial action becomes necessary. Christy, et al. (2008) also support the use of the APR report as a diagnostic tool, intended for regular reflection.

A variety of institutional factors may directly affect a student athlete's rate of progress and retention. Those factors, cited by LaForge and Hodge (2011) are listed in the table below (see Table 7).

Table 7. Contributing Factors to Student Athlete Retention/Graduation Rate

Factors
Nature of Institution
Academic Rigor
Academic Expectations
Athletic Admission Practices
Student Athlete Class Attendance Policies
Student Athlete Academic Support Services

However, APR success is not the direct remedy to retention and graduation rate improvement. Le Crom, et al. (2009) suggest the implementation of retention programs and mentoring initiatives to improve graduation and retention among student athletes, particularly for male student athletes. These programs may include an advisor or mentor program for young student athletes, and fostering connections with senior athletes, capable of peer mentoring. Additional programs to support the connection between faculty and the student population beyond athletics may prove beneficial as well. Comeaux and Harrison (2011) found higher rates of academic achievement in direct correlation with the "strength of relationships student-athletes establish with faculty and peers other than their team-mates" (p. 241). Over time, the APR's benefit will be found in the institutions who commit to the analysis of the stream of data provided, and their ability to implement policy improvement and innovation to improve their retention and student athlete academic achievement.

Alumni Support

"Satisfying athletic thirst helps contribution," (Toma, 2003, p. 221). It has been this belief that has led many to study the true impact of athletics, and successful athletics at that, to increasing financial giving to universities. Grimes and Chressanthis (1994) analyzed the effect of intercollegiate athletics on alumni contributions to the endowment of Mississippi State University. The results indicate that contributions are positively related to overall team winning percentages. As previously discussed, the presence of a successful athletic department is credited with contributing to increased financial support for the athletic programs and institution at large. The economic realities of Ivy League athletics make this an especially important dynamic to consider. As resources continue to become scarce for athletic

departments to generate the revenues required to field competitive teams, Frey (1982) suggests those athletic departments with higher levels of alumni and booster support will be best positioned to achieve success. The support for this claim is not universal, however.

Covell (2004) notes "the correlation between winning and giving can be accurately measured only on an institution by institution basis," (p. 170). In the table below (see Table 8), Covell (2004, p.173) displays athletic giving factors identified within his study of Ivy League, and other academically selective institutions.

Table 8. Discerning Giving Factors in Collegiate Athletics

Factor
Give to see the team win more games
Losing record last year, gave less
Winning record last year, gave more
Losing record over last few years, gave less
Winning record over last few years, gave more
Team records do not impact my giving
Give to support the team played on
Give to support the team of a current student-athlete
Give to develop a closer bond with the program
Give to develop a closer bond with other fans

Given the applicable research discussed above, a causal link cannot be generated in the Ivy League that athletic department development is necessarily increased through athletic success at all Ivy League institutions. This finding is supported in research most targeted toward Ivy League and related institutional contexts (Covell, 2004, 2005, Turner, Meserve, and Bowen, 2001); however, a small correlation with athletic success and giving was found by Brooker and Klastorin (1981). Large scale and league wide studies will fail to account for the specialized financial, geographical, and organizational factors existing within each institution.

Finally, Turner, et al. (2001) proposes a trending dynamic that in the future can link winning toward giving rates, particularly in the Ivy League context. "The recruited athlete of

today is the alumnus of tomorrow, and if this large group of potential donors regard winning as important, the pressures to continue to win may be very great" (p. 826). Covell (2005) supports this consideration of future potential donors as well, encouraging administrators to attract new stakeholders and donors possessing the attitudes of current donors and fans. Among the attendance for Ivy League Football in Covell's (2004) study, 88% attended as undergraduate students. This statistic is a powerful representation of the strong connection to the university already existing in the financial supporters of Ivy League football programs. For the economic sustainability of Ivy League football, it is imperative to build relationship and stakeholders for the support of the system, now and in the future. Attracting new donors and fans, it is possible values and attitudes toward giving and team success will change, increasing the pressure on coaches and administrators to produce winning teams.

Abbott and Gooch (1981) acutely frame the issue now at hand. "The variables believed by fans, football players, coaches and others to explain performance appears to be endless to the researcher who must design operational procedures to test for their effectiveness," (p. 72). The models discussed above each have characteristics which apply to some degree to the success of an Ivy League football program. The degree to which these factors produce success will be the pursuit of this capstone, discussed in the next chapter.

CHAPTER 3

METHODOLOGY

<u>Introduction</u>

The focus of athletic administrators should be producing programs as a "balanced, beneficial part of the college experience" (Gullan, 2007) for the student athlete's development. Few studies have been conducted aimed at educating administrators and campus leaders to reform their campuses and athletic departments with a focus on the benefit to student athletes (LaForge & Hodge, 2011, Gerdy, 1997). Robert Keidel (1985) frames success through three variables, each requiring its own level of success. These factors include staffing, planning, and operating. Each is framed specifically among three sport contexts, and its differentiation of the work.

This chapter will focus on drawing from the theories and models noted above in creating an effective model for a successful Ivy League football program. This capstone will reflect one model in particular, the Shea and Guzzo (1987) model for group effectiveness. The model encompasses the greatest variety of varibles previously discussed in chapter two, believed to be most central to the successful operation of an Ivy League football program. The selection of this model is based on its elegantly simple, yet encompassing structure and strong applicability toward a football context. Shea and Guzzo's (1987) factors for success include task interdependence, outcome interdependence, and potency to achieve group effectiveness. The model is represented visually below (see Figure 2).

Figure 2. A Model of Determinants of Group Effectiveness

Figure 1   **A Model of Determinants of Work Group Effectiveness**

Task Interdependence
Identifying factors include technology, work rules, proximity of members

Outcome Interdependence
Identifying factors include organizational reward, recognition, control systems

Potency
Identifying factors include organizational strategic plan, history, culture

Group Task Effectiveness
Identifying factors include organizational criteria for effectiveness

Notes:
⟶ = Effect
– – –▶ = Feedback

From "Group Effectiveness: What Really Matters" by G.P. Shea and R.A. Guzzo, 1987, *Sloan Management Review, 28, 3*, p. 26. Copyright 1987 by Shea/Guzzo. Reprinted with permission.

As defined in Shea and Guzzo (1987), task interdependence is "how closely group members work together" (p. 25). Outcome interdependence is defined as "whether, and how, group performance is rewarded" (p. 25). Potency, defined in this model as "member's belief that the group can be effective" (p. 25) is the third component of the model, aimed at work group effectiveness. Each of these dimensions will be evaluated in a survey distributed to all stakeholders within the team, as well as related figures outside of the immediate group. Among the previously discussed models in chapter two, this model was selected for its clarity, its ability to be directly applied to the context at hand. While the model contains only four elements, as will be examined in the survey, these elements broadly encompass a range of important factors to measure success.

Constants and Assumptions

In the application of this model to the Ivy League it is assumed that academic success, measured quantitatively in the APR scores, is a constant. The brand prestige of each institution individually as a highly selective, preeminent academic institution was discussed in the introduction. However, the academic reputation of the institution does not automatically correlate to academic success within an institution's football program. In order to support academic success as a constant among the football programs of the institutions, the metric of the Athletic Progress Rate is used. In the table below as each institution's APR score is averaged from the first year the report was calculated in the 2004-2005 academic year through the 2009-2010 academic year (see Table 9). In every year, all eight institutions achieved a score within the top twenty nationwide (NCAA - Academic Progress Rate, 2011).

Table 9. Average APR score for Ivy League Institutions, 2010

Institution	Average APR Score
Brown University	989.5
Columbia University	979.6
Cornell University	983.6
Dartmouth College	987
Harvard University	984.6
Princeton University	983
University of Pennsylvania	992.6
Yale University	991.3

The preceding table was collected and calculated from the NCAA APR report website

(NCAA - Academic Progress Rate, 2011).

The measure of athletic success used in this capstone will be sustained winning. Sustained winning will be defined by the average winning percentage and championships won. While it has been supported in chapter two that sustained winning will also contribute to recruiting, as well as financial giving rates and alumni support, the focus of this study will solely be on the organization's effectiveness, represented in the survey data gathered from Ivy League football programs. Rather than focusing on the model of maintaining external support and advantages in recruiting, this capstone will assume the causal nature in these areas given success within the organization. In the table below (see Table 10), each institution's winning percentage against Ivy League opponents and championships won are outlined, drawing from the success achieved under the current head coach only. Applying data beyond the tenure of the current leadership would potentially skew current measurable effectiveness toward success achieved in the past under different organizational context and vision.

Table 10. Current Ivy League Head Coaches

School	Head Coach	Tenure (#of Seasons)	Conference Record	Ivy Win %	Ivy League Championships
Brown	Phil Estes	14	60-38	.612	3
Columbia	Peter Mangurian	0	0-0	.000	0
Cornell	Kent Austin	2	4-10	.286	0
Dartmouth	Buddy Teevens	7	15-34	.306	2
Harvard	Tim Murphy	19	93-40	.699	6
Pennsylvania	Al Bagnoli	20	101-39	.721	8
Princeton	Bob Surace	2	1-13	.071	0
Yale	*Tony Reno*	*0*	*0-0*	*.000*	*0*

Note: Peter Mangurian (Cornell) and Tony Reno (Yale) were hired to their current positions following 2011 season, their results are italicized. Buddy Teevens (Dartmouth) first tenure not included in this table as he left his role as head coach after 1991, and returned in 2005.

Data Gathering

Data will be gathered from the scope of models and research generated in chapter two, as well as publicly available statistics, targeted field interviews and survey distribution. The data collected and presented will include quantitative data sources. Interview and survey subjects will include current and former coaches in the Ivy League, as well as current Ivy League athletic department administrators, and current and former Ivy League student athletes. These groups represent the human capital that the organization can draw from to succeed, most directly the coaches and student athletes engaging in direct competition with other institutions. While fans, alumni, university faculty, et al. may hold a level influence on the system as a whole, the goal of the organization, in this case the Ivy League football program, is to succeed as directed by the defined mission of the university and the athletic

department administrators. These missions should be complimentary and overarching the operational goals of the football program in every avenue.

      The metrics of this study will be the degree of importance of each component within the model presented by Shea and Guzzo (1987) as it relates to the determinants of success in an Ivy League football program. Each component including task interdependence, outcome interdependence, and potency will be evaluated as it is internalized among the Ivy League population. The survey, an adaption of the survey conducted by Shea and Guzzo (1987) was obtained directly from the authors, with permission to conduct an adaptation to this context. The direct application of this survey is important for the reliability in applying the the model discussed to this context, the degree to which will be determined in the data itself. The questions concerning rewards and decisions were customized through my own experience within the context of collegiate athletics, using key rewards and decisions that must be made in a football organization, especially in unique context of the Ivy League. The degree to which these components exist within an Ivy League football program and contribute toward its success will be the central metric of importance. The data presented as a result of the survey will present both quantitative and qualitative data in determining the degree to which these factors resonate as central components of an effective football organization in the Ivy League.

Task Interdependence

      Football programs are inherently organized as close-knit task forces, with integrated subgroups, corresponding to the various positions within the competition. These meticulously defined roles, whether student athlete, assistant coach or staff member are all under the direction and control of the head coach. How much control is exerted by the head coach is a matter of team context and culture. In any football organization, it could be expected that

control and involvement in key decision making processes will be heirarchically organized and rigidly defined. This dynamic is expected to clearly emerge among coaches and student athletes within the survey. Many coaches have proven successful on the field of play through tight control over the system, his or her staff, and players. Significantly greater weight is placed on conformity in these cases. Keidel (1985) discusses the high task interdependence among coaches and participants in a football context. The interaction of players is rigidly organized into roles, similar to a metaphor of a machine, each with a contributing task toward team effectivenss. Quoted in Keidel (1985), Tom Landry, legendary Dallas Cowboys Head Football Coach "If a player is contributing and performing the way he ought to, he will conform. If he's not performing well or conforming to team standards, he ought not to be around" (p. 43). This does not mean, however, that innovation and empowerment has no place in the context of a football team. The specified context of the game and operation of a football team have rigidly defined the boundaries of innovation within and outside of the system. Coaches often innovate new techniques, schemes, and team events in order to achieve greater success. The ability for the football organization to adapt beyond the structure of the game, remains predictibly limited. Keidel (1985) supports this belief in his frame of the football organization in organizational ecology: "a football-organization exhibits a high degree of adaptation to a particular environment, but because of this, a low degree of adaptibility to new environments" (p. 120).

Many head coaches have also found value through engaging and empowering both their assistant coaching staff and teams as a whole. As Rapaport (1993) discusses, many successful head coaches empower their staff and student athletes through a participative process, in which all members can contribute their opinion and engage in the decision making

process. Individual coaches are responsible for a given role, whether on the offensive or defensive subgroup, and will be responsible for managing their position group within the focus and goals of the team.

Each position group must be accountable to and for each other group in order for a team to be successful. Each play within a football context cannot succeed without the commitment and positive interaction of the components. Whether considered in the context of student athletes executing a play, or the coaching staff working together to develop and implement each week's game plan, task interdependence is continually at the forefront of a football program. It is expected that the results of this survey will also show a high level of task interdependence and reliance on others across the team to complete tasks and compete effectively on the field.

This interaction can be designed at the outset to maximize the organization's chances for success. A team with high degree of interaction, but absent of direction and focus on acheiving group goals, will struggle. When the goal has been defined and embraced at the outset, this definition helps significantly in focusing the individuals on their interdependence with the group (Shea & Guzzo, 1987). Shea and Guzzo's (1987) model dictates that as a result of these organizational goals and interdependent structure, high levels of task interdependence should be sought in this instance.

Consideration in this example is expected to reflect all relevent members of the organization. This includes the non-coaching personnel, represented by associated administration figures within the athletic department. Stewart and Latham (1980) noted the importance of the perceptions of non-coaching personnel in relation to their influence on the success of the team. Team success on the field of play is also likely to directly have bearing

on the perceptions of administrators. From the survey, it is expected that student athlete

response will reflect a minimal task interdependence in terms of influence and involvement in

decision making. It is possible, and supported through Rapaport's (1993) work, that greater

involvement across tasks will positively influence the team's efficacy.

Outcome Interdependence

Rapaport's (1993) targeted interview with illustrious football coach Bill Walsh noted

the strong relationship strong outcome interdependence in reward and recognition systems

creating "Those teams that have been most successful are the ones that have demonstrated the

greatest commitment to their people. They are the ones that have created the greatest sense of

belonging," (p. 112). Within the highly specialized team such as a football team, there must

exist a level of both individual and group rewards to both empower and encourage the

individual, and collectively unite the team around a singular goal. The manifestations of these

rewards should be constructed within the context appropriate of the system. A football

program, as with other sports entities reflect a system of rewards distinct from its business

counterparts. One of the most prominent distinctions is that in this competitive context itself.

Chelladurai and Saleh (1980) describe these distinctions as it relates to organizational

rewards. "Organizational rewards, namely winning, is denied to at least one of the contestants.

Thus members of a team continuously striving for a reward with the realization that they may

be deprived of it either through superior performance of the opponents or pure chance," (p.

36).

The achievement of these rewards, however, carry with them both emotional value and

often tangible value. The symbolic winnings associated with a successful team

(commemorative ring, clothing, watch, etc.) provide a reinforcement of the identification with

both the team, corresponding subgroups and peers. Adler and Adler (1988) describe the collective team's sense of success when obtaining the rewards of a teams highest achievement in this context, a league championship. The aforementioned symbolic, material goods place a tangible, highly valued item attached to team success for each individual within the team, whether player or coach. Concurrently, the individuals maintain a dedication and commitment to the team as a whole. Larson and LaFasto (1989) describe this dynamic in their discussion of unified team commitment as a "sense of loyalty and dedication to the team…an unrestrained sense of excitement and enthusiasm about the team…a loss of self," (p. 73). It is expected that the most successful teams will respond with the highest levels of this behavior. It is hypothesized that student athetes and coaches especially will identify strongly with the need for concurrent individual and group goals to be set within the team context, placing a higher value on team achievement than their own individual accolades.

Potency

Potency is defined as "the individual and collective belief that a team can be successful" (Shea & Guzzo, 1987). Potency has been examined as an individual assessment of group capability (Bandura, 1997, Gibson, 1999, Jung & Sosik, 2003), or a collectively shared belief of efficacy. Gibson (1999) noted a dimension of group efficacy, measured within a group. This dimension, is the degree of concurrance, in which the level of shared group perceptions of effectiveness are measured.

In discussing group potency, confusion can emerge into what is meant by group potency. Often, overlap can occur with what is deemed group efficacy, or self-efficacy. These three all share similar traits as "motivational constructs" (Shelton, Waite, & Makela,2010). However, Shelton et al. (2010) note the distinction in three important areas; "perceptions of

success, nature of task, and construct level," (Shelton et al., 2010) (see Table 11). These distinctions are important to note and are effectively compared in these terms in the figure below (Shelton, et al., 2010, p. 97) which distinguishes these important differences and appropriately frames the discussion of group potency.

Table 11. Comparison of Group Potency, Group Efficacy, and Self-Efficacy

Characteristics	Group Potency	Group Efficacy	Self-Efficacy
Perceptions of success	Group's perception about the group's ability to succeed Example: "We can succeed."	Individual's perception about the group's ability to succeed Example: "I believe the group can succeed at this task."	Individual's perception about own ability to succeed Example: "I believe I can succeed at this task."
Nature of task	Non–task-specific (general) belief of success Example: "No matter the task, we can do it."	Task-specific belief of success Example: "Within our area of expertise, we can do it."	Task-specific belief of success Example: "Within my area of expertise, I can do it."
Construct level	Group-level construct	Individual- and group-level construct	Individual-level construct

When applied in the context of an Ivy League football program, potency will be measured according to Guzzo et al. (1993) predicting potency among individuals on a shared group level as well as questions concerning group efficacy in a given series of team tasks. This method is supported by Gibson's (1999) approach of gathering individual opinions and collectively producing a predictive group level metric. This capstone will utilize this methodology as well, interviewing and anonymous surveying of individuals at various levels of the organization, predicting that the greater frequency of potency at the individual level will produce a higher level of group level potency. This method differs from other research utilizing group discussion to achieve a singular group efficacy rating (Gist, 1987). Bandura (1997) notes a particularly relevant concern for forced consensus, overshadowing valued

individual opinion when in conflict with majority opinion. Given the inclusion of both coaches and student athletes within this study, and the rigid hierarchy within a college football program, attempting to gauge the potency that exists across multiple roles, an individually aggregated method is preferred. It is predicted that individual roles, including coaches, student athletes, and administrators will each contribute a distinct perception of the group's efficacy and potency, valuable to consider individually, as it relates to the group as whole.

Organizational stability also may contribute to greater potency. Jung and Sosik (2003) found a positive change in individuals' evaluation of their group's efficacy over time. This finding supports that greater stability may positively impact a group's perceived potency and further that "substaintial group interaction is required before group members can develop homogeneous perceptions about their group," (Jung & Sosik, 2003, p. 383). These findings are congruent with studies applied in a football organizational context. Keidel (1985) noted in a study among National Football League teams, the greatest instability in the organization is concurrent with poor performance. As an example, three of the worst teams averaged seven coaches in nine seasons (Keidel, 1985). With greater stability, the comfort and belief in the group is likely to increase. Additionally, the study completed by Katz and Koenig (2001), provides additional support. After studying the stability of professional basketball team rosters in the NBA over a number of seasons, a positive corollary was found between roster stability and team success. It is predicted that these results would remain valid when applied toward collegiate athletics, rather than their professional counterpart, providing a key link toward group stability and team potency and efficacy.

CHAPTER 4

DATA COLLECTION

<u>Survey Distribution</u>

The survey was conducted over a period of three weeks, conducted through an online

distribution tool, surveymonkey.com (Surveymonkey.com). The survey consisted of two

demographic questions to begin the survey. These demographics were aimed at determining

categorical responses based upon role, or institution. My goal was to involve all eight Ivy

League coaching staffs, their administration, and student athletes. In distributing my survey,

each full time assistant coach as well as administrative members of Ivy League football staffs

were sent three emails soliciting their participation in the study directly from the email

address associated with my role as an administration staff member at an Ivy League

institution. Each email sent to coaching staff members encouraged the participation of the

respective program's student athletes. Within the email, instructions were included for

distributing the survey, conducted through weblink, to each program's student athletes. In

each email, the purpose of the survey was described. Confidentiality was also explicitly

assured. As a result, all team identifying names have been randomly assigned letters ranging

from "A" to "H". Repondents were given the opportunity to complete the survey until

February 20, 2012.

Because of my position within a rival institution, I explicitly attempted to establish a

trust that no competitive advantage would be sought through the results of the survey. To each

program that participated, a copy of their affiliated institution's results were offered to the

coaching staff to be delivered at the conclusion of the study. It is my belief that the

perspective gained from the results of the survey would be of some intangible value to a

coaching staff during their preparation for the fall season. In addition, I felt that providing the

results would foster a trust that would be necessary to conduct the survey with direct

competitors, overcoming the hesitancy to share team information with external sources.

Survey Demographics

The data collected through the survey consisted of ninety two total responses from

coaches, student-athletes, and athletic department administrators respectively. The figure

below represents graphically the responses from each institution, labeled Team A through

Team H for purposes of maintaining the confidentiality agreement of the survey (see Figure

3). The two teams with the greatest response, Team A and Team B, respectively will be

analyzed according to their publicly available statistics of performance (i.e. – APR report

results, won-loss record, relative coaching tenure, etc) while maintaining the anonymity of the

particular institutions represented. In total, ninety two participated in the survey. One

respondent chose not to reveal their institutional affiliation.

Figure 3. Survey Responses by Institution
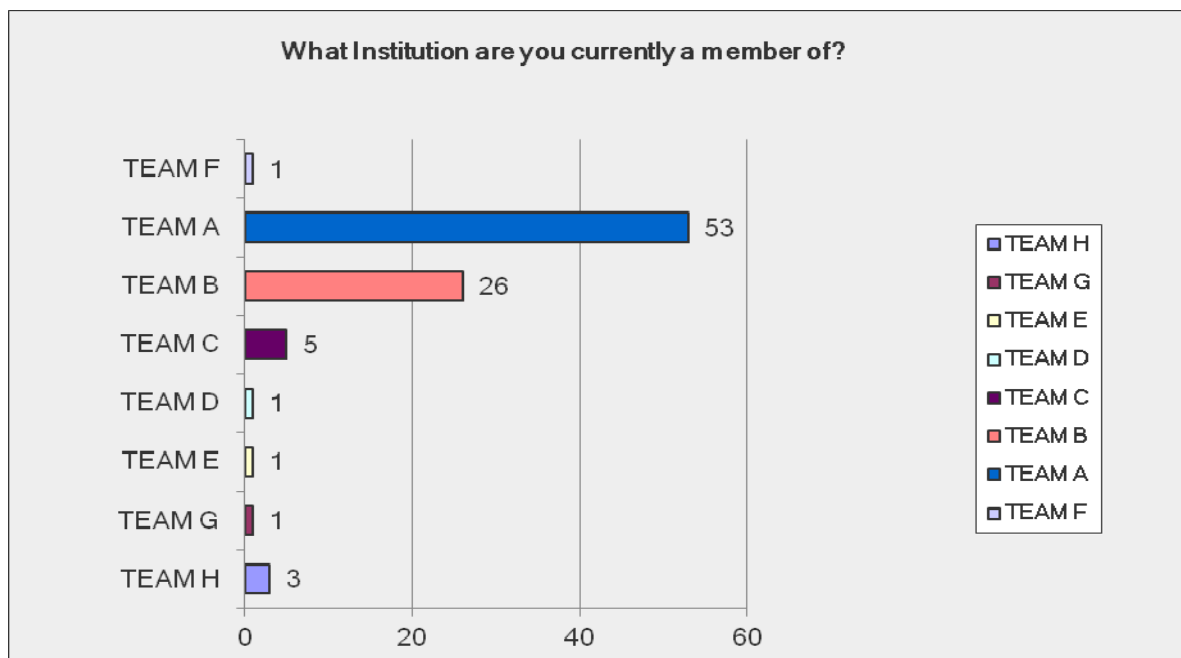
The next question prompted respondents to categorize themselves with their most current role within their system. Responses to further questions would be analyzed according to many of these categorical identifications (see Figure 4). Student athletes were asked to respond to their most current class affiliation for further demographic sorting among student athletes to determine any statistical significance. All ninety two participants categorized themselves into an identified role.

Figure 4. Survey Responses by Role
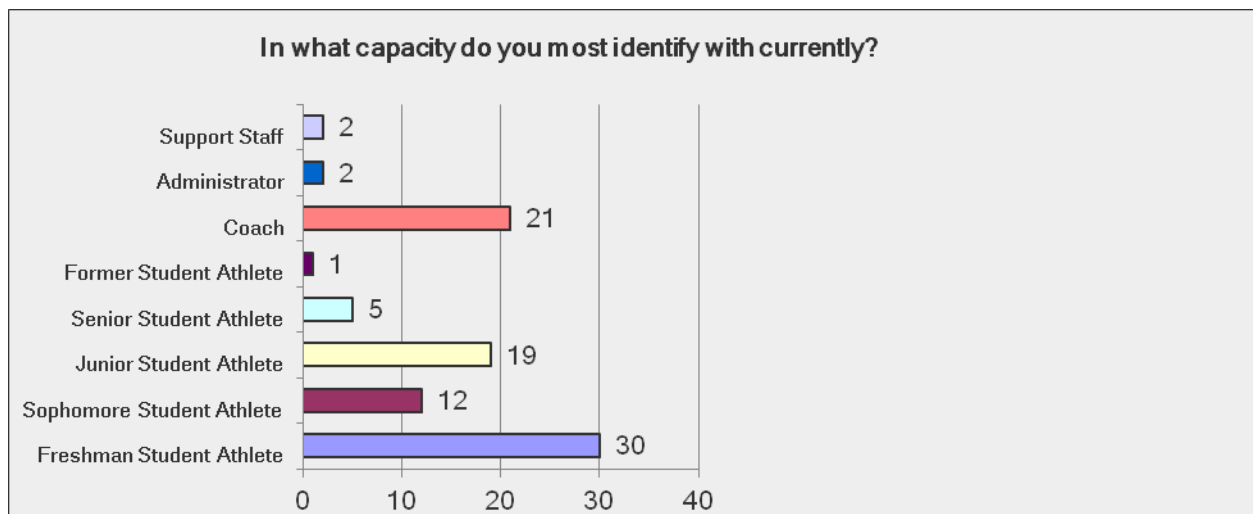
Overall, the responses generated were predominantly from the student-athlete population (n=63) with adequate representative data across each class year. The response from Ivy League coaching staffs (n=21) provided more variance, but I was pleased to gain responses from each institution. The administration response (n=4) was disappointing, offering little comparison data. The administration responses were generated only from one institution, providing insufficient reportable insight into league perception of administration roles. Each institution among the eight Ivy League programs participated to some degree, though the largest participation came overwhelmingly from two institutions, denoted as Team A, and Team B in this capstone.

Categorization of Data

      Due to the response result, the data was collected and examined in the following nine

categories outlined in the table below (see Table 12). The number of each response category is

included in parenthesis. Full results are available across all nine categorical responses (see

Appendix). Given the limited response from administration and support staff figures within

the system, the study does not include significant data from these perspectives. Categories

from these areas produce only scant data and are supplied from one institution, limiting the

prospect of inter-team comparisons on this level.

Table 12. Survey Role Categories of Analysis

All Responses (n=92)	Team A (n=52)	Team B (n=23)
Coaches (n=21)	Team A Coaches (n=11)	Team B Coaches (n=2)
Student Athletes (n=67)	Team A S-A (n=38)	Team B S-A (n=21)

      Student athletes (S-A) will be examined in subgroups as well. The first subgroup,

underclassmen, will consist of freshman and sophomore respondents. The second subgroup,

upperclassmen, will include all junior, senior, and former student athlete respondents. The

breakdown of all student athlete responses can be found in the figure below (see Figure 5).

Figure 5. Breakdown of Student Athlete Responses
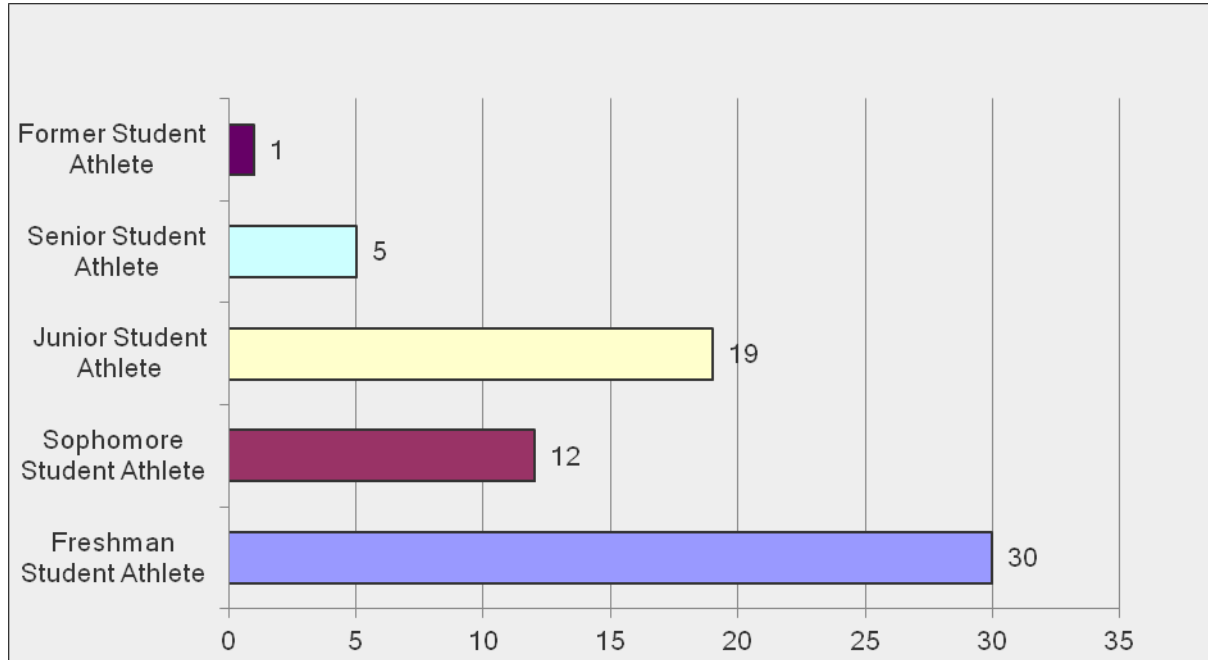
The sections to follow will describe the methodology and questioning included in the survey originally created by G.P. Shea and R.A. Guzzo. Questions of the survey will be discussed in three groups, each pertaining to one of three categories of analysis within Shea and Guzzo's (1987) model, including potency, task interdependence, and outcome interdependence, respectively. Due to the unique context of a college football program, the options were adapted from the original survey with permission from the original authors, G.P Shea and R.A. Guzzo. The evaluation of this data, including statistical analysis and findings will be ultimately determining factors that differentially contribute to a team's success. Selected responses and statistical significance of each area will be discussed in the next chapter.

Potency

Previously defined as the "member's belief that the group can be effective," (Shea & Guzzo, 1987), the degree of potency was examined in two targeted questions to determine the

levels existing among institutions and their subgroups. The fourth and tenth questions of the

survey were crafted to measure the degree to which potency exists in the individual and across

the organization. The first potency question, the fourth overall question of the survey,

requested participants to indicate their level of agreement with twenty two separate statements

(see Table 13) on a scale of one to seven, one representing "strongly disagree" and seven

representing "strongly agree". The statements in the table (see Table 13) are listed in the order

in which they were presented to survey participants. The average rating for each question was

utilized in analyzing the data, along with the calculation of the responses either in agreement

or disagreement with the statement prompt. These statistics were calculated across categorical

and team identification to determine statistical significance.

Table 13. Question Four, Statements Measuring Potency

I believe this team can be very effective.
This team is well prepared for its work.
We have all the skills and abilities necessary on our team to get the job done.
This team knows what its job is and how to do it.
The football program gives my team what it needs to accomplish its work effectively.
The effort put in by team members usually results in high performance by the team.
Hard work on this team leads to completing the team's work on time.
Hard work on this team leads to high-quality work by the team.
This team can get a lot done when everyone on it works hard.
Members of this team lack the experience needed for this work.
When the team asks for help, it gets it.
As a team, we feel that we can solve most problems that affect our team.
This team has little influence on top management.
This team's history is one of getting what it needs to perform well.
When this team needs something (supplies, etc.) in order to do its work, it can consistently get it when it needs it.
This team can overcome any obstacle in its way.
This team is active.
Members of this team are always coming up with ideas to make things better.
When things get busy or difficult, this team knows what to do.
This team would do better if its membership changed.
We often meet as a team to review and plan our work.
Everybody on this team believes the team can be effective.

The final question of the survey, question ten, asks participants to rate their collective team on how it is currently performing in a series of nine areas (see Table 14). This question also relates to the level of potency observed at the individual and group levels across groups, roles, and teams surveyed. Participants were asked to rate these items using a one to ten scale, one representing "Completely unsatisfactory", five representing "Moderately well" and ten representing "Extremely well". An eleventh option was also provided for participants to respond "Don't know" to any of the categories. Data received from this prompt will provide inight into how well the organization is perceived to be performing.

Table 14. Question Ten, Categories of Success

Winning Games
Student Athlete Academic Performance
Achieving high fan support and involvement
Controlling Expenses
Improving the institution's image.
Developing student athletes
Recruiting student athletes
Motivating high performance by players and coaches
Overall, how effective do your feel the team is?

Task Interdependence

Data evaluating the levels of task interdependence were covered within two separate question prompts. As previously discussed in chapter three, Shea and Guzzo (1987) defined task interdependence as "how closely group members work together" (p. 25). Task interdependence data is expected to be highly dependent on the given role within the system. Keidel (1985) classifies a football organization as providing "only modest opportunities for employee innovation" (p. 119). The data compiled from the results of the survey is expected to reflect that, but also show a strong correlation across roles and team categorizations of high

task interdependence to get the work done. The degree to which this manifests in the results

may be a strong indicator of success at the team level.

The statement prompts in the third question of the survey examined how individuals

rely on and reflect on the level of their interactions with others in pursuit of team achievement

(see Table 15). Responses were gathered on the scale of one to seven, in which participants

were asked to rate their level of agreement or disagreement with each statement. A value of

one represented "Strongly Disagree", up to a value of seven, representing "Strongly Agree".

Table 15. Question Three Prompts, Task Interdependence

Doing my work requires that I often have contact with others on my team.
I depend on others on my team for information I need to do my job.
In order for things to get done, people on my team must work together closely.
I do my job without the help of other team members.
I do part of a task, and then another team member picks up where I left off.
It is not unusual for me to work on part of a task, and then have someone else work on it, and I finish it.
We work together so closely on this team that, in the end; we really cannot tell who did what.
The work requires a great deal of interaction among members of my team.
Tasks cannot be completed in this team by individuals working alone.
People on the team must share information, ideas, equipment and other things to get the work done.
How other members of the team perform their jobs affects how well I can perform my job.

Following the prompts in the table (see Table 15), an open ended response was available for

respondents to provide thoughts and observations on interaction among team members

required to get work done on their team. Five responses were generated; their responses will

be discussed in the following chapter.

The second question measuring task interdependence identified the areas in which

there exists the greatest shared decision making and involvement of group members in team

processes and decisions. This questioning prompt was adapted to reflect team decisions within

the context of a college football program (see Table 16). The adaptation was completed with

permission of the original survey creators, G.P. Shea and R.A. Guzzo. This question directly

measures the involvement level and influence of the individual on a scale of one to seven. A

value of one in this question represents "no involvement" in the decision making process, four

represents participation in the process, seven represents final decision making influence and

participation.

Table 16. Question Five, Decision Making Adapted to Football Context

Setting Team Goals
Setting Team Schedules
Identifying and recruiting personnel
Adjusting wages and salaries
Arranging new team policies and procedures
Redesigning Personnel Roles
Play calling
Setting game plans
Constructing manuals and Playbooks
Practice Scripting and Planning
Long Term Strategic Planning
Hiring and Firing

Data was expected to be gathered from coaches, student-athletes and administration

collectively in this question to determine the influence of all internal stakeholders on the

decision making processes of the team. The data collected represents only the coaches and

student athlete perspective.

Outcome Interdependence

The examination of reward systems and "whether and how, group performance is

rewarded" (Shea & Guzzo, 1987, p. 25) was a central component of the survey and

encompassed the greatest number of questions and categorical responses. In all, four questions

totaling thirty eight measurable prompts were presented to gain important validation on intra

group competition and key individual motivators together with group motivators for success.

It is expected that data will present compelling significace in effective teams placing a high

valuation on team succeses, and the rewards associated with achieving that success. Intra

group competition, a topic outlined in chapter two, is expected to surface in particular

questions, as individuals identify the resources and rewards which are shared or competed for,

and the degree to which these rewards and resources are valued. The level of competition

across teams is expected to emerge from the data as well. The specific questions pertaining to

outcome independence data will be outlined below.

The first outcome interdependence question, number six, asked respondents to rate the

likelihood of the given outcomes (see Table 17) if their given team was performing on a

consistently outstanding level. Responses were collected on a one to seven scale for this

question, one representing the prompt was "not at all likely" to occur. A value of seven was

termed to represent a level of "extremley likely". Two additional closed responses were

possible, each with no direct value on the rating. These responses included an option for

"don't know" or "does not apply". An open ended response "other (please specify)" was

provided, no responses were collected from this prompt.

Table 17. Question Six, Results of Consistently Outstanding Team Performance

You will see merit increases in compensation or playing time.
You will keep your job.
You will receive praise and recognition from your immediate supervisor.
You will receive an increased work load at your position.
You will see appreciation from alumni, fans, etc.
You will receive praise and recognition from levels above your immediate supervisor.
You will increase your chances for promotion or additional playing time.
You will receive additional benefits or intangible perks (bonuses, time off, etc.)
You will receive tangible goods commemorating your achievement. (Rings, etc.)
Other (please specify)

Question seven specfically asked respondents to rate the importance of rewards from a given list of options (see Table 18). This particular question collected significant data regarding the valuation of individual rewards in relation to team rewards.

Table 18. Question Seven, Provided Rewards and Outcomes

Money (Salary)
Praise and Recognition from Supervisor/Coach
Alumni, Fan, Student Appreciation
Praise and Recognition from Above Supervisor/Coach
Opportunity for Promotion or Playing Time
Keeping your role in the team
Additional Perks or Benefits (Time Off, Etc.)
Commemorative Benefits (Rings, Championship Apparel)
Additional Work from your Supervisor/Coach
Other (please specify)

Responses to this question are collected on a scale of one to seven. The value of one in this particular question is associated with a valuation of "not at all important". A value of seven is associated with a valuation "very important" for a particular reward. An open ended response option was included for this question as well, entitled "Other (please specify)". One response was collected under this category, to be discussed in the next chapter.

Question eight sought to measure the degree to which individuals within the program compete for resrouces and rewards. This section of questioning was crafted utilizing another list of particular responses, with some prompts overlapping with question seven. In some cases, the prompt was directly utilized in both questions, in other cases, the prompt was reworded for the given question (see Table 19). Reponses were collected on a scale of one to seven for question eight. A value of one for question eight responses were a rating of "we never compete". A value of seven, meanwhile, was associated with "we always compete" This

question is expected to produce significant data in the valuation of awards, at the individual,

team, and across roles, respectively.

Table 19. Question Eight, Competition for Rewards and Resources

Overall Competition for rewards and Resources
Praise and Recognition from Supervisor/Coach
Space
Advancement Opportunity
Supervisor's/Coach's Time
Support Staff Resources (Trainer, Equipment, Academic, etc.)
Fan-Alumni Appreciation
Playing Time
Personnel Support
Fringe Benefits

In question nine, participants were also asked to respond to the extent to which

individual members of the team receive the same and equal share of the given rewards and

resources. Among the ten prompts within the question, rewards and resources ranged from

organizational opportunity, praise, and benefits (see Table 20).

Table 20. Question Nine, Sharing of Rewards and Resources

OVERALL
Praise and Recognition from Supervisor/Coach
Space
Advancement Opportunity
Supervisor's/Coach's Time
Support Staff Resources (Trainer, Equipment, Academic, etc.)
Fan-Alumni Appreciation
Playing Time
Personnel Support
Fringe Benefits

Respondents were asked to rate to what extent members of their respective team

receive the same and equal share of each prompt. Responses were collected on a scale of one

to seven. A value of a response of one is associated with "never receives an equal share". A seven value in this question is associated with "always receives an equal share". This question, along with the three aforementioned questions relating to outcome interdependence will provide a collective insight as to how rewards are internalized at the individual, role, and team levels. Full evaluation of the data will be discussed in the following chapter.

CHAPTER 5

DATA INTERPRETATION

Potency Introduction

Research cited in chapters two and three found strong correlations with team potency as a positive factor related to team achievement and performance. Data compiled through this capstone attempted to support these claims within an Ivy League football context. First, potency data was compared across the previously mentioned subcategories in chapter four. The survey response data will then be evaluated according to its correlation with athletic and academic achievement, concomitantly strong values in this context. It is believed that the stronger teams will exhibit higher potency, both academically and athletically. Any significant correlations regarding the comparison of roles will be noted as well.

Potency Evaluated

When grouped in the aforementioned demographic categories, the level of potency existing among teams and subgroups emerged. Because of the uniform context of the Ivy League football programs previously discussed, responses were not expected to drastically differ. As all institutions surveyed are all in direct competition over similar resources and most importantly, success on the field, the central determinant of athletic achievement, potency was expected to be a significant indicator of team success.

Question four provides important initial data contrasting the individual level of potency in comparison to the perceived team potency. The results are sharply contrasted in two categories. The percentage of respondents in strong agreement with the belief that their team can be successful was examined against the same level of agreement that all team members share this belief in the teams effectiveness represent a significant contrast. Across all

teams, and role comparisons a significant drop is evident from individual potency to group

success and the individual perceived potency that exists among the group (see Figure 6).

Figure 6. Individual vs. Group Potency
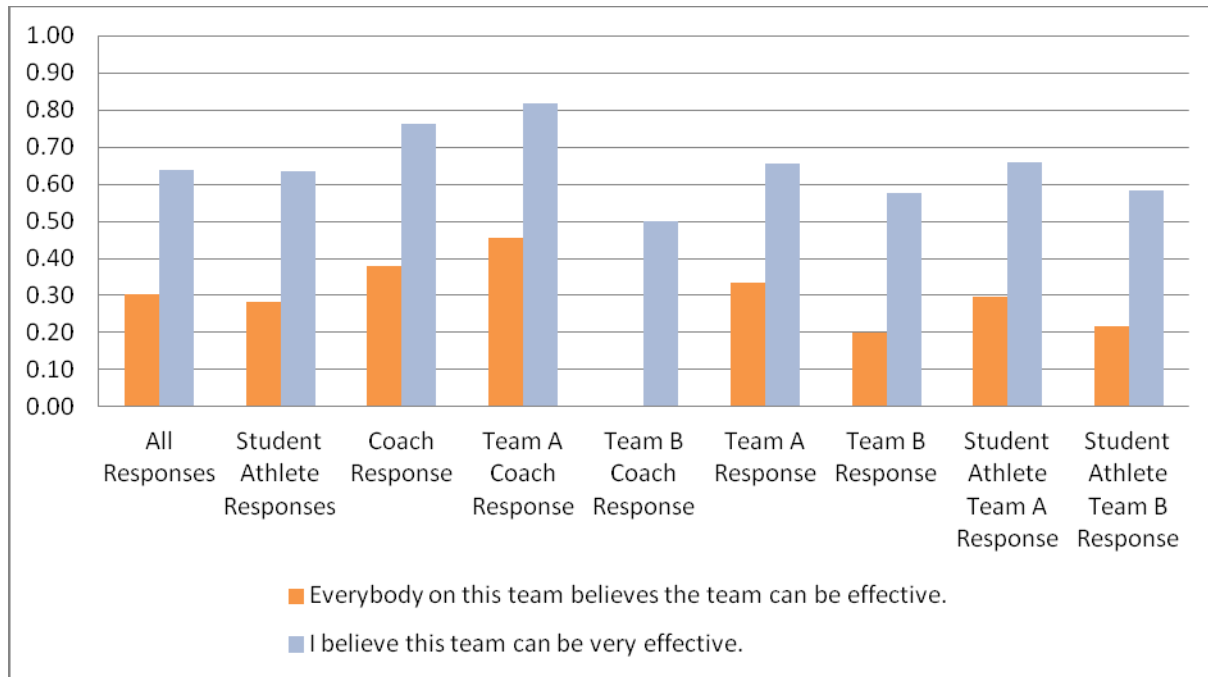
This dynamic appears to cross team boundaries and may be a contextual condition of

team members within the league. Results also present expected dynamics in comparison at the

team level. The fact that Team A experienced more athletic success than Team B in the past

season may account for slightly higher ratings by individual, group, and role levels

respectively.

In comparison of the leadership and tenure of the current leadership in the two

institutions examined it seems that there is an observable positive correlation between staff

continuity and higher levels of potency (see Figure 6). Team A has significantly greater

experience relative to the experience and tenure of the Team B coaching staff. This finding is

supported in Keidel's (1985) study of professional football organizations, supporting the value

of coaching staff continuity on belief of, and acheivement of success. This statistical support may be further supported through increased league involvement in future research.

The belief of team success in the Ivy League context is decidedly distinct based upon its desire to compete athletically, while staunchly maintaining high academic values. It is helpful to view these measures of success in the context of the potency data collected from the survey (see Figure 7).The data was collected from three responses to prompts within question ten, measuring potency surrounding winning games, student athlete academic performance, and overall team effectiveness.

Data assembled from these three categories support the primary focus of the institutions for high academic potency. Overall, academic potency is internalized among student athletes and coaches at the higher levels than athletic success. Athletic potency and overall potency, appears reflective of athletic success patterns achieved on the field. Among roles, coaches exhibited higher athletic potency ratings than student athletes. Coaches, predictably, placed higher value on athletic achievement, as it relates to their professional success and reward structure. Conversely, student athletes placed higher value on achieiving academic success, their most significant measure of individual success in their given role. Across teams, athletic and overall potency rates are significantly higher among Team A, with more recent experience of athletic success. Interestingly, academic success potency rates, also stronger among Team A, are also in line with comparative success in the APR report (see Table 9). The Team B Coaches, representing a noticeably high value in student athlete academic performance, may be misleading. Due to the limited response from Team B Coaches, this value may not truly reflect the dynamic of the coaches as a group. These results, while important to consider, will need further research to prove its validity.

Figure 7. Potency Results Categorized, Academic, Athletic, Overall
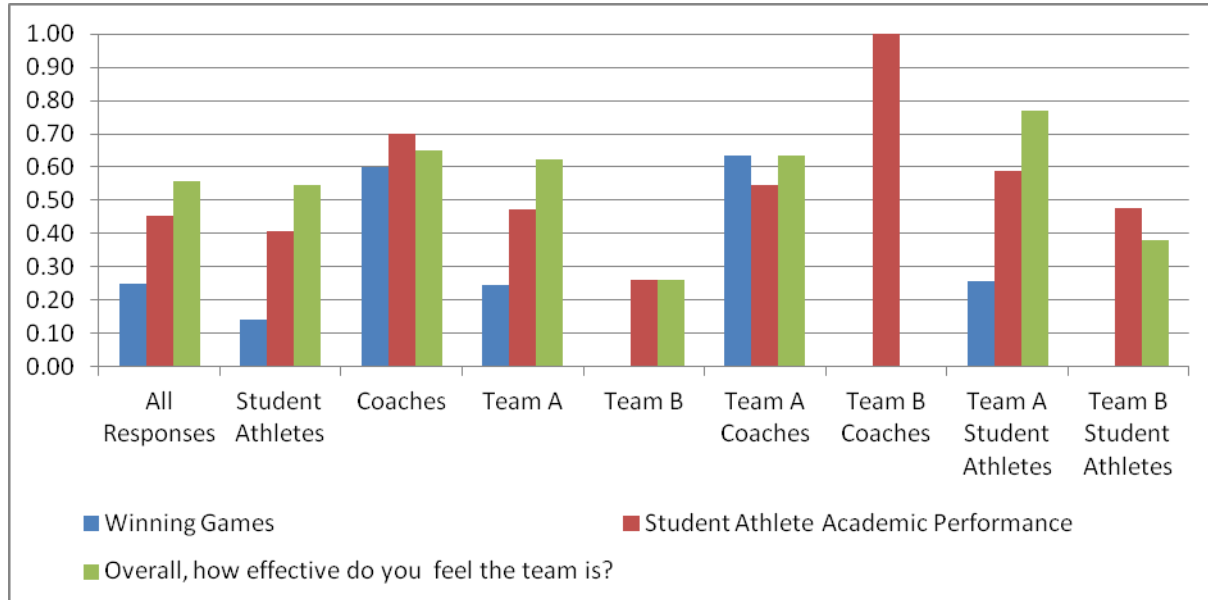
Task Interdependence Introduction

Task Interdependence data was evaluated as collected from the survey respondents in two overarching themes. First, the focus of question three of the survey examined the responses about the nature of tasks. Second, the level of involvement and shared decision-making was explored. Many of the open responses framed the importance of task interdependence in the Ivy League football context. Additionally, a potential limitation for this section also emerged from the open responses (see Table 21). The explicit questioning surrounding the term "work" indicated some level of confusion may have been present among student athletes and coaches alike in regard to this particular question, or the survey as whole. Survey limitations will be addressed collectively in the next chapter.

Table 21. Open Responses, Task Interdependence Results

"No I in the word "TEAM"
"Talking is key"
"My specific job requires less interaction than other jobs, but overall there must be interaction among members in order to accomplish goals."
"I'm not sure what is meant by "work""
"Not sure what is meant by "the work" – homework, football?"

Task Interdependence Evaluated

Chapters two and three provided research supporting the positive relationship between high levels of task interdependence and team success. With the dual emphasis on concurrent academic and athletic success, the data overall reinforces the context and expectations surrounding task interdependence of an Ivy League college football program from both the coach and student athlete perspective. For example, the topic question outlined in the table below supports a unanimously high agreement that the nature of the work requires individuals to have contact with others on the team (see Table 22). This data is helpful; however, the significant comparative data is generated through deeper analysis of the prompts within the question.

Table 22. Task Interdependence, Team Member Contact

Doing my work requires that I often have contact with others on my team.		
Response Category	**Mean Rating**	**n=**
Reponses	5.8	92
Team A Responses	5.96	53
Team B Responses	5.31	26
Student Athletes	5.58	67
Coaches	6.33	21
Team B Student Athletes	5.29	24
Team B Coaches	5.5	2
Team A Student Athletes	5.82	39
Team A Coaches	6.27	11

In the data assembled from responses within question three, two particular areas of task interdependence provided insight into success in the Ivy League context. First, the dynamics of contact with others and the dependence individuals place on others to perform well in order to achieve team success were combined to produce a contact and dependency rating for each subgroup (see Figure 8). Again, the data provides positive results across a broad comparison of teams, and roles, yet unexpectedly mixed results across role comparison across teams.

Although all subgroups reported high agreement levels regarding the nature of work, coaches, more so than student athlete participants, responded in stronger agreement of the task interdependent nature of the work. Team A, with a stronger record of achieving both athletic and academic success, exhibited a higher level of overall task interdependence (see Appendix), as well as a higher contact and dependency rating overall. This dynamic held true across comparison of coaching staffs across teams. Unexpectedly, the trend did not extrapolate into the role of student athlete comparison across teams. Team B student athletes

exhibited both a higher contact and dependency individual ratings, and a higher combined

rating. Task Interdependence in terms of contact and dependency can best be determined as a

potential system trend, reflective of the whole team in this case. Further research will be

needed to determine the importance of this rating on teams and roles in an Ivy League context.

Figure 8. Task Interdependence, Contact and Dependency Rating
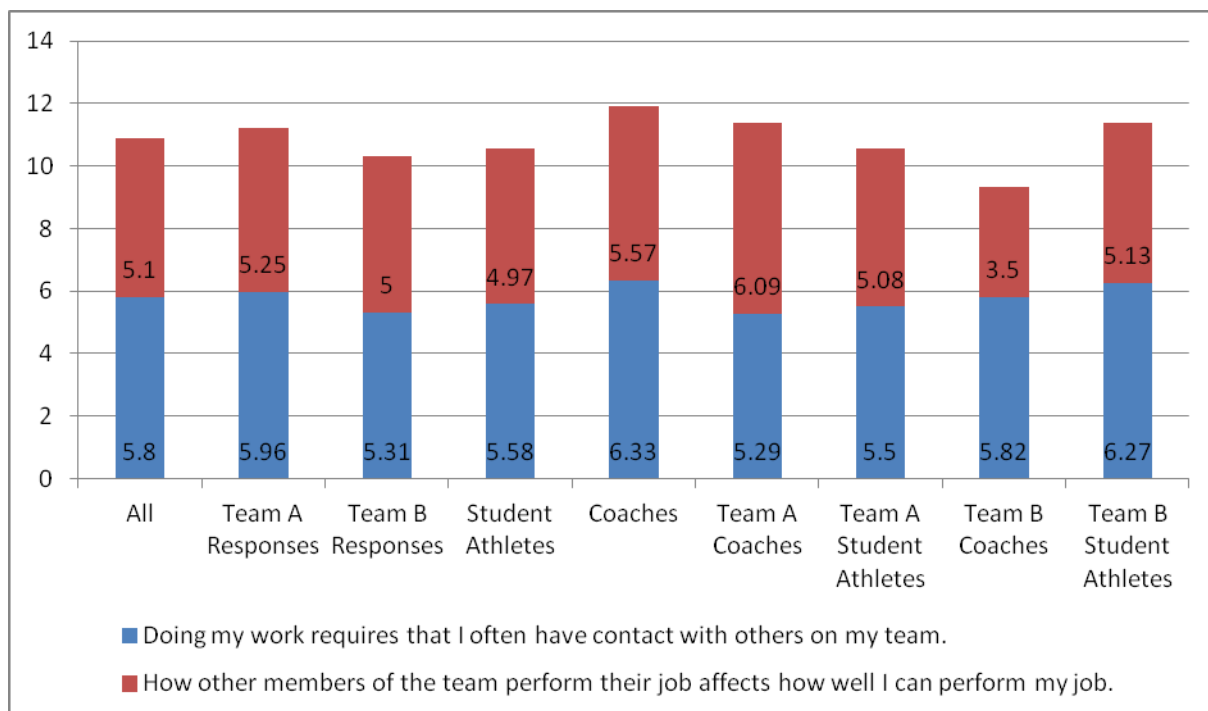
Shared decision making is also a cited component of team achievement. This is an area

in which contextual data becomes especially relevant. Control over the system is often rigidly,

hierarchically organized, offering specific areas of shared decision making. Data collected

from research in previous chapters and survey results (see Appendix) support this claim.

Furthermore, based upon the research outlined in chapters two and three, the most effective

teams are expected to respond with the highest levels of relative shared decision-making. The

responses pertaining to contextually expected roles attached to coaches (i.e. – play calling,

recruiting personnel), will be discussed according to the results reported by coaches only (see Figure 9).

Figure 9. Coaches Shared Decision Making Results
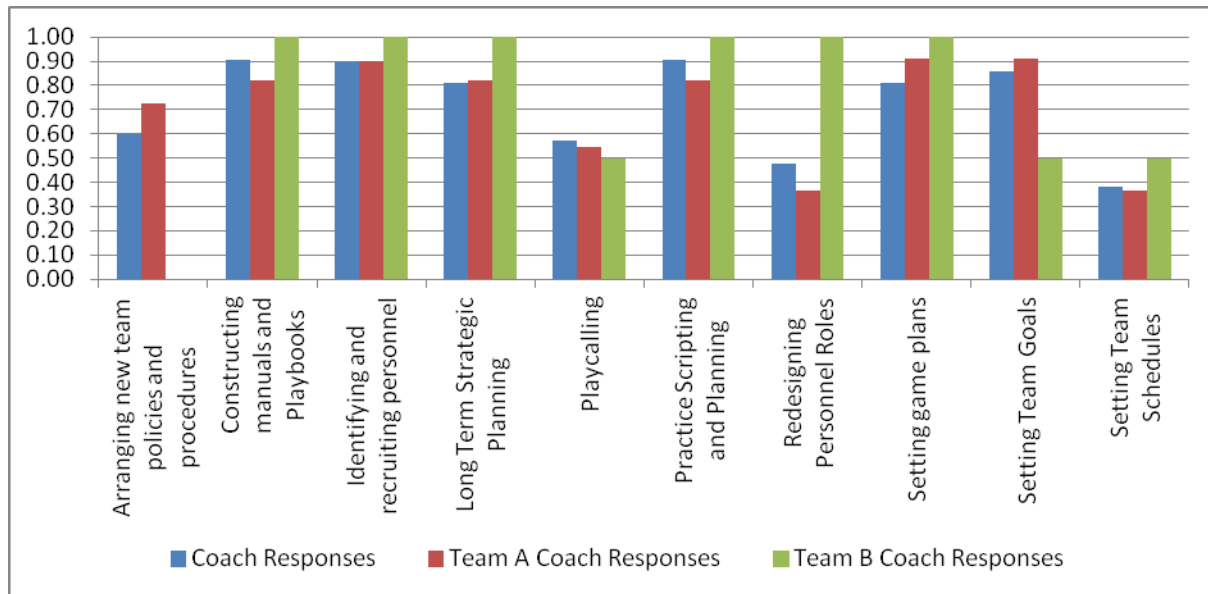
Coaches represent a significant position of power within the context of an Ivy League football program. Their participative decision-making is a contributing element to the direction of a given team. It is assumed, based upon supporting research, greater success will be achieved through greater involvement of the respective coaching staffs in this process. The level of participation among coaches was calculated among responses indicating at least a participative level in the decisions listed (see Figure 9). The results were plotted according to the percentage of the total group or team affiliation population response received. The data collected suggests a highly participative coaching staff across the dimensions listed. In athletically related decisions, the participation levels significantly decrease with the relation to the proximity to competition. For example, the shared decision-making level is markedly lower with "play calling", a rapid in-game decision, in relation to "setting game plans", a process outside competition, usually developed over a period of weeks.

Roles in which teams make decisions (i.e. – setting team goals, and arranging team policies) will be discussed utilizing all previously discussed subcategories (see Figure 10). The sample size of Team B Coaches (n=2), represents approximately twenty percent of the total coaching staff. In order to draw significant conclusions regarding the correlation of coaches' shared decision-making to team success, additional responses and involved teams are necessary. This particular study would best be studied independently across teams and specification within the coach hierarchy in order to develop more meaningful results.

Figure 10. Team Decision Making, Compiled Results
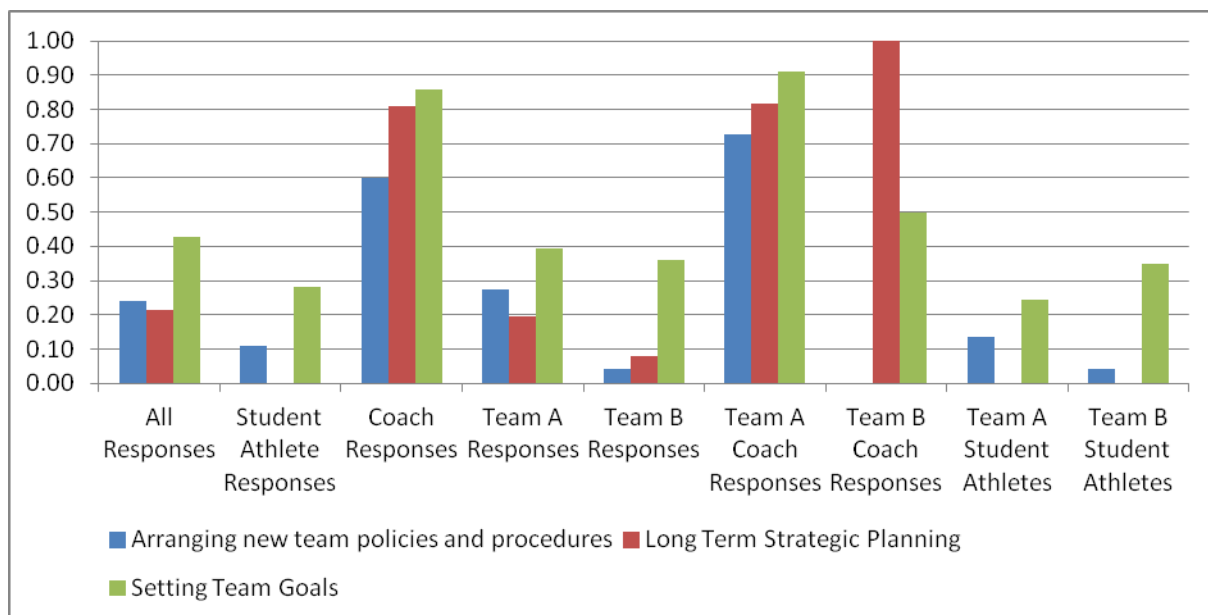
A coaches' influence on the Ivy League Football system is clearly supported through the data revealed in the survey. Student Athletes report only minimal involvement in decision making within defined areas, consistent with the rigidly defined role. In a comparison of the team level responses, there appears to be a correlation with Team A's athletic and academic successes, and their higher reported shared decision-making. Additional data from teams beyond the two in direct comparison would add needed validity to the result. A small

correlation between shared decision making and success can be claimed, but it is insufficiently supported with the given data to be considered truly valid.

Outcome Interdependence Introduction

Outcome interdependence questioning produced a variety of results surrounding the sharing, competition, valuation, and distribution of rewards and resources across a team's membership. Much of outcome interdependence can be influenced by administration and coaches holding the greatest influence over the system. In an open ended response to the importance of rewards and resources, a survey respondent offered the following personal anecdote: "Need the administration a lot more for merit with continued success. Example: one school gave staff/individual a ten percent raise with a 5-6 record, based on the extreme difficulty of schedule". Indeed, support and understanding are important to the success of the team. The degree and areas in which outcome interdependence is most valued and catalyzes team success will be examined in the following section.

Outcome Interdependence Evaluated

The first evaluation surrounding outcome interdependence is to define the most valued rewards and resources within the system. Once clear data has emerged on how rewards are perceived to be important by individuals across the team, a structure can be developed, utilizing rewards with the greatest valuation for members, when appropriate. One survey question explicitly asked respondents to rate a set of organizational rewards and outcomes on a scale of importance to the individual. The responses categorized among the role of student athlete and coach, display noticeable differences in motivations between the two subgroups (see Table 23).

Table 23. Rewards and Outcomes, Overall Ranking

Reward/Outcome	Coach	S-A
Opportunity for Promotion or Playing Time	5.48	6.48
Keeping Your Role in the Team	5.81	6.24
Commemorative Benefits (Rings, Championship Apparel)	4.80	5.60
Praise & Recognition from Supervisor/Coach	4.90	5.08
Alumni, Fan, Student Appreciation	4.67	4.14
Praise & Recognition from Above Supervisor/Coach	4.29	4.52
Additional Work from your Supervisor/Coach	4.95	4.06
Additional Perks or Benefits (Time Off, etc.)	4.90	3.29
Money (Salary)	3.30	2.24

Coaches identified the greatest value in keeping their role on the team along with opportunity for individual advancement. Student Athletes also shared these as their top two valued rewards, although the motivation for additional playing time was shown to be greater than the student athlete's reward of keeping their role on the team. This dynamic may be explained through the nature of the two roles. Coaches, as hired members of the team, are subject to greater performance scrutiny in terms of their professional contributions to the team. Student Athletes, meanwhile, are mostly recruited members who, barring disciplinary violations, will be stable team members for the duration of their undergraduate academic career. As unpaid members of the team, student athlete's minimal value on monetary rewards is also expected and shown in the results. Because of their inability to receive direct financial reward from any team achievement, this dynamic has been fully supported in the findings of the survey. The valuation of rewards across roles and teams will provide greater context (see Figure 11).

Figure 11. Rewards and Outcome Valuation, Categorized by Role
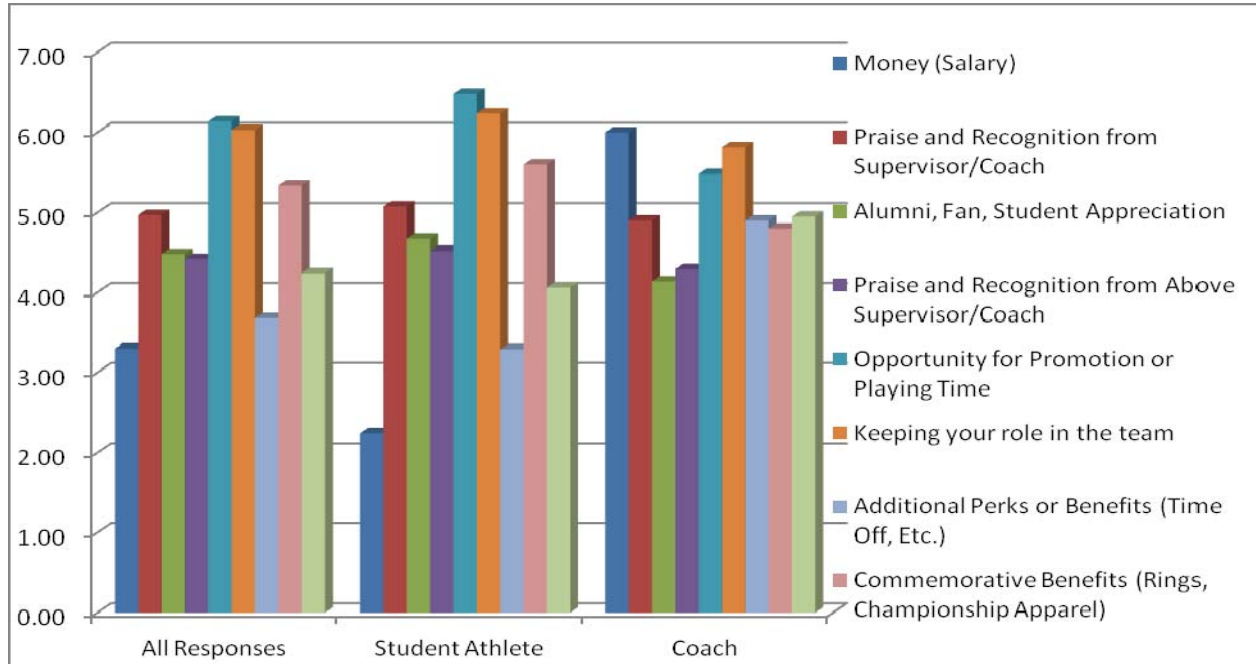
As expected the ranking does become dependent on the role of the individual. The valuation of money is a predictable highly ranked reward among coaches, while student athletes place their highest valuation in contribution to the team. The high importance placed upon role maintenance and increased contribution to the team provides a slight statistical advantage among Team A, in terms of percentage of responses calculated of high importance (see Appendix). This dynamic of increased student athlete motivation may prove statistically significant predictor of higher team success rates with additional data.

The level of competition, or conversely, the level of sharing surrounding these rewards and outcomes across teams may provide insight into a team's ability to effectively motivate different groups to success as a unit. Responses from question eight, address the direct perceived competition of the group on a fixed set of rewards and outcomes. The comparison data surrounding produces clarity among the respondents (see Figure 12). Through this

comparison data, competition is clear among two established, highly valued rewards; advancement opportunity and playing time.

Figure 12. Competition of Rewards and Outcomes
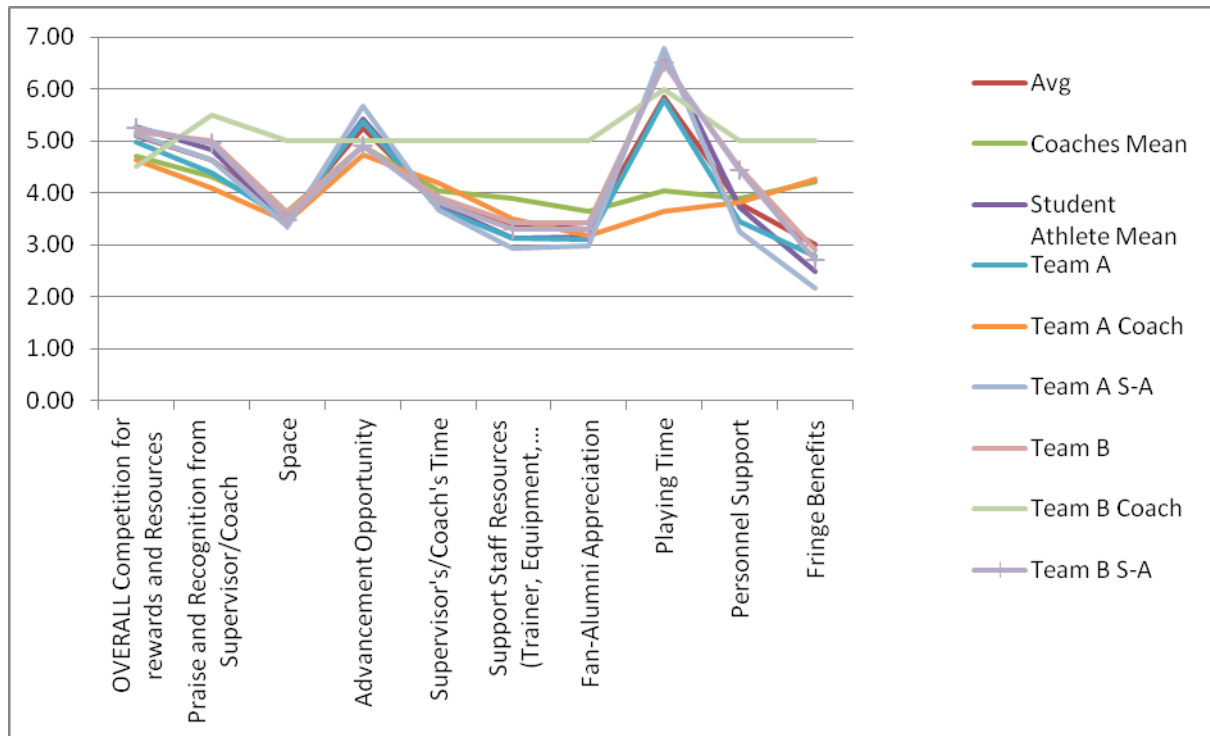
Each level must effectively manage the reward systems to maximize team effectiveness, correlating with greater the success of the organization. While team based rewards are highly regarded across the system (see Figure 11), individual performance is an essential element contributing to the team's successes. Individuals must be motivated to achieve in their given role to produce the best possible result for the team. After all, team achievement is a significant perhaps greatest attachment to individual performance in this context. Despite how well an individual performs, if the team does not achieve, success cannot be fully realized.

The potency associated with these rewards becomes an important element in the ultimate valuation of an individual's and consequently, a team's, level of outcome

interdependence. It is predicted that potency, or belief that outstanding performance will be

effectively rewarded in meaningful ways, will positively impact motivations across the team

and will positively influence future performance. Question six of the survey measures the

perceived likelihood of rewards or outcomes occurring at the team level with consistently

outstanding performance. The measure of success will be termed the potency factor. The

potency factor is calculated from the response data by calculating the percentage of responses

generated at the level of six and seven. These responses can be considered highly likely

outcomes based upon the data collection and scale discussed in chapter four. This calculation

is then deducted from the percentage of uncertain responses collected under the "don't know"

category of each prompt. The resulting adjusted percentage reflects the degree to which that

role, or team possesses both a high perceived likelihood of this reward, completely absent of

uncertainty. The results are presented by subcategory for each role and team (see Table 24).

The potency factor for the given sample finds a higher potency value among the

coaches group over student athletes; and higher potency for Team B as a whole. This data

remains incomplete until further research is completed reflecting team production over time in

accordance with the predicted rate of potency success. Until then, validity remains limited.

Table 24. Potency Factor of Highly Regarded Rewards and Outcomes

Subcategory	Potency Factor Increased Compensation or Playing Time
All	.208
Student Athletes	.281
Coaches	.333
Team A	.285
Team B	.333
Team A Coaches	.363
Team B Coaches	.000
Team A Student Athletes	.289
Team B Student Athletes	..386

CHAPTER 6

CONCLUSION

Survey Limitations

This capstone provided a specific perspective on the dynamics of teamwork in an Ivy

League athletic context. The survey and related findings are limited to the conditions currently

existing in Ivy League Football programs. The survey itself lacked significant participation

from all eight teams, although all eight teams did provide some measure of response. My

position within the system of one program proved a duality of both credibility within the

system and also heightened resistence. The survey request received explicit concerned

response surrounding perceived competitive advantage among some of the other potential

responding teams. In all, I received confirmation of these concerns from three teams who

participated minimally. The concerns ranged from providing team information to a competitor

within the league, despite the repetitive assurances of confidentiality provided with each

communication. Responses for a given team were also promised as an incentive for the

coaching staff to encourage their respective student athletes' participation. While other

coaches within the league participated given my past experience with them and my position

within the system, it is clear that my role was a potential limiting factor for the survey's

ultimate impact within this system.

While the coaches' control of the system can clearly be determined from the survey

results, the limited data from multiple sources cannot produce a truly valid claim regarding a

correlation between increased effectiveness and shared decision making. The data retrieved

from the significant participation from two teams is not ultimately enough to produce

significant, league wide claims, although the findings discussed are believed to be true across

the league's membership. Future research is encouraged to have greater team participation to deliver more significant findings that can be applied across individual team contexts.

In the open responses of the survey, it appeared that there was a level of confusion with what the term work was intended to mean. While these responses were anonymous to their institutional affiliation, both open responses were generated from the student athlete population of the survey.

Future Research

Future research on this topic may involve greater participation from related administration positions as well as greater customization of questions for the roles of coach and student athlete. This customization may provide greater detail and insight into the motivations and expected rewards if these items are not as generalized. It is suggested that future research also examine the explicit value of individual rewards in relation to team rewards. Additionally, the interrelation of student athletes should be explored in further research. For example, the benefits produced, if any, by greater student athlete interaction in relation to the work as well as outside of it, in the classroom, as well as socially. These elements may provide greater depth into the dynamics and predictive success elements of a strong student athlete population within a team.

From an academic perspective, a given in this particular study, should be a topic of further research in this area. The relationship to individual potency related to academic achievement may prove to have a complimentary relationship to team success in APR and graduation rates. The environment of an Ivy League program may prove fruitful to determine if these elements do share a correlative relationship.

Conclusion

"So much of team success involves intangibles, qualities like attitudes and energies." (Larson & LaFasto, 1989, p. 75). With a complex topic of team successes, particularly in an uncertain context of competitive athletics, additional data and context will always provide greater support. While this capstone provided some meaningful correlations, the strength of this document may ultimately lie in its applicability to a variety of competitive contexts. The athletic data is important to the framework, but the ultimate lens of Shea and Guzzo (1987) and Larson and LaFasto (1989) apply beyond the field of play. The uncertain nature of competition in the game of football leads the ultimate predictors of success to be only predictive. Despite the best preparation, organizational context, rewards, task interdependence and potency among members, the success of team is still subject to good fortune. Whether it is avoiding injuries, or a fortunate bounce of the ball, or referee whistle, inherent uncertainty is at the core of each competition. This leads even the most effective teams to be subject to this uncertainty. The findings of this capstone are supportive of providing the greatest probability for success given this uncertainty in the context of the system.

The capstone process was a deeply insightful exercise. My objective was tied into my topic choice and directly tied to my immediate profession which was both an inspiring element and a motivating force to achieve answers. On the surface, success in collegiate athletics is a vast interconnection of people, resources, timing, and leadership. Researching my own professional and competitive contexts was an exciting, sometimes frustrating process. Because of the close proximity I hold to a constantly moving operation, that I was also researching, it was a challenge at times to truly separate myself and evaluate the conditions of my organizational context.

The application of the Shea and Guzzo (1989) model provided an elegantly simple, intuitive, framework in which to examine this context. From the research conducted and survey results collected, I have found significant support and insight surrounding the elements that produce success in the Ivy League football context. The results and findings discussed in the capstone will provide defined guidelines and supporting data to increase the probability in an uncertain competitive environment. While the data specifically is supportive of a defined context, the Ivy League, the larger concepts remain valuable within the construct of any team environment. Data from this capstone may prove most beneficial to coaches and administrators seeking to improve their team's effectiveness. The results of the individual exercise of the capstone, valuable perspective in its own right ultimately pale in comparison to the individual value I have taken from the process itself. Constructing and researching independently to solve a complex issue resulted in successful data emerging and a rewarding personal experience.

REFERENCES

Abbott, W., & Gooch, T. (1981). Athletics and Structure: On Organizational Determinants of College Football Performance. *International Review for the Sociology of Sport*, 61-73.

Adler, P. A., & Adler, P. (1988). Loyalty in Organizations: A Case Study of College Athletics. *Administrative Science Quarterly*, 401-417.

Adler, P. A., & Adler, P. (1991). *Backboards and blackboards: College athletes and role engulfment.* New York: Columbia University Press.

Ahearn, K. K., Ferris, G. R., Hochwarter, W. A., Douglas, C., & Ammeter, A. P. (2004). Leader Political Skill and Team Performance. *Journal of Management*, 309-327.

Anderson, K. S., & Birrer, G. E. (2011). Creating a sustainable competitive advantage: A resource-based analysis of the Gonzaga University men's basketball program. *Journal of Sport Administration & Supervision*, 10-21.

Bandura, A. (1997). Collective efficacy. In A. (. Bandura, *Self-Efficacy: the exercise of control* (pp. 477-525). New York: Freeman.

Bass, B. (1985). *Leadership and Performance Beyond Expectations.* New York: Free Press.

Batt, R., & Appelbaum, E. (n.d.). Worker Participation in Diverse Settings: Does the form affect the outcome, and if so, who benefits? *British Journal of Industrial Relations*, 353-378.

Blackburn, R. T., & Nyikos, M. S. (1974). College Football and Mr. Chips: All in the Family. *The Phi Delta Kappan*, 110-113.

Brooker, G. W., & Klastorin, T. (1981). To the Victors Belong the Spoils? College Athletics and Alumni Giving. *Social Science Quarterly*, 44-50.

Brown, T., Farrell, K. A., & Zorn, T. (2007). Performance Measurement & Matching: The Market for Football Coaches. *Quarterly Journal of Business and Economics*, 21-35.

Burns, J. M. (1978). *Leadership.* New York: Harper and Row.

Chelladurai, P., & Saleh, S. (1980). Dimension of Leader Behavior in Sports: Development of a Leadership Scale. *Journal of Sport Psychology*, 34-45.

Christy, K., Seifried, C., & Pastore, D. L. (2008). Intercollegiate Athletics: A Preliminary Study Examining the Opinions on the Impact of the Academic Performance Rate (APR). *Journal of Issues in Intercollegiate Athletics*, 1-10.

Cohen, S. G., & Bailey, D. E. (1997). What Makes Teams Work: Group Effectiveness Research from the Shop Floor to the Executive Suite. *Journal of Management*, 239-290.

Comeaux, E., & Harrison, C. K. (2011). A Conceptual Model of Academic Success for Student-Athletes. *Educational Researcher*, 235-245.

Covell, D. (2004). Attachment, allegiance and a convergent application of stakeholder theory to Ivy League athletics. *International Sports Journal*, 14-26.

Covell, D. (2005). Attachment, Allegiance and a Convergent Application of Stakeholder Theory: Assessing the Impact of Winning on Athletic Donations in the Ivy League. *Sport Marketing Quarterly*, 168-176.

Curtis, T. R. (2006). Encouraging Student-Athletes' Academic Success Through Task Orientation Goal Setting. *Journal of College & Character*, 1-5.

Duderstadt, J. J. (2000). *Intercollegiate athletics and the american university: A university president's perspective.* Ann Arbor: The University of Michigan Press.

Dumond, J. M., Lynch, A. K., & Platania, J. (2008). An Economic Model of the College Football Recruiting Process. *Journal of Sports Economics*, 67-87.

Education, U. D. (2011, March 2). *The Equity in Athletics Data Analysis Cutting Tool.* Retrieved from Office of Post Secondary Education: http://ope.ed.gov/athletics/

Ferris, E., Finster, M., & McDonald, D. (2004). Academic Fit of Student Athletes: An Analysis of NCAA Division 1-A Graduation Rates. *Research in Higher Education*, 555-575.

Frey, J. (1982). *The governance of intercollegiate athletics.* West Point, NY: Leisure Press.
George, B. (2007). *True North.* San Fransisco: Jossey-Bass Books.

Gerdy, J. R. (1997). *The successful college athletic program: The new standard.* Phoenix: The Oryx Press.

Green, Z. G., & Molenkamp, R. J. (n.d.). Retrieved February 20, 2012, from The BART system of group and organizational analysis: http://www.academy.umd.edu/tle/bart

Gullan, H. I. (2007). *Jumping Through Hoops - Why Penn Wins.* Philadelphia: Cameo Books.

Guzzo, R. A., & Dickson, M. W. (1996). Teams in organizations: recent research on performance and effectiveness. *Annual Rev. Psychol.*, 307-338.

Guzzo, R. A., & Shea, G. P. (1990). Group Performance and Intergroup Relations in Organizations. *Handbook of Industrial and Organizational Psychology*, 269-313.

Guzzo, R. A., & Shea, G. P. (1994). Group Performance and Intergroup Relations in Organizations. *Handbook of Industrial and Organizational Psychology*, 269-313.

Humara, M. (2000). Personnel Selection in Athletic Programs. *The Online Journal of Sport Psychology*, 1-7.

Ivy League Football Recruiting. (2009). Philadelphia, PA: Unpublished.

Jones, G. (2002). Performance Excellence: A Personal Perspective on the Link between Sport and Business. *Journal of Applied Sport Psychology*, 268-281.

Jung, D. I., & Sosik, J. J. (2003). Group potency and collective efficacy: Examining their predictive validity, level of analysis, and effects of performance feedback on future group performance. *Group and Organization Management*, 366-391.

Katz, N., & Koenig, G. (2001). Sports Teams as a Model for Workplace Teams: Lessons and Liabilities [and Executive Commentary]. *The Academy of Management Executive*, 56-69.

Keidel, R. W. (1985). *Game Plans: Sports Strategies for Business.* New York: E.P. Dutton.

Knorr, J. (2004). Athletics on Campus: Refocusing on Academic Outcomes. *Perspectives in Business*, 17-20.

Kotlyarenko, D., & Ehrenberg, R. G. (2000). Ivy League Athletic Performance: Do Brains Win? *Journal of Sports Economics*, 139-150.

Kozlowski, S. W., & Ilgen, D. R. (2006). Enhancing the Effectiveness of Work Groups and Teams. *Psychological Science in the Public Interest*, 77-124.

Krippendorff, K. (n.d.). *The Art of the Advantage.* United States: thomson Texere.

LaForge, L., & Hodge, J. (2011). NCAA Academic Performance Metrics: Implications for Institutional Policy and Practice. *The Journal of Higher Education*, 217-235.

Larson, C. E., & LaFasto, F. M. (1989). *Teamwork; What Must Go Right, When Can Go Wrong.* Newbury Park: Sage Publications, Inc.

Le Crom, C. L., Warren, B. J., Clark, H. T., Marolla, J., & Gerber, P. (2009). Factors Contributing to Student-Athlete Retention. *Journal of Issues in Intercollegiate Athletics*, 14-24.

Lucas, J. W., & Lovaglia, M. J. (2003). Can Academic Progress Help Collegiate Football Teams Win? *The Sport Journal*.

Marschak, J. (1955). Elements for a Theory of Teams. *Management Science* , 127-137.

Martin Spieler, D. R. (2007, June). Predicting Athletic Success: Factors Contributing to the Success of NCAA Division 1 AA Collegiate Football Players. *Ahtletic Insight: The Online Journal of Sport Psychology*, 22-33.

McCormick, K. K. (2010). *Academic Clustering in Intercollegiate Athletics.* Manhattan, KS: Kansas State University.

McLaughlin, J. (2011, December 29). Ivy League Football. (J. B. Silverman, Interviewer)

Mohrman, S. A., Cohen, S. G., & Mohrman, J. A. (1995). *Designing Team-Based Organizations: New Forms for Knowledge Work.* San Fransisco: Jossey-Bass Publishers.

Mullaney, C. M. (2009). *The Unforgiving Minute: A Soldier's Education.* New York: Penguin Books.

Murrell, A. J., & Gaertner, S. L. (1992). Cohesion and Sport Team Effectiveness: The Benefit of a Common Group Identity. *Journal of Sport & Social Issues*, 1-14.

Murrell, A. J., & Gaertner, S. L. (1992). Cohesion and Sport Team Effectiveness: The Benefit of a Common Group Identity. *Journal of Sport and Social Issues, 16*(1), 1-14.

NCAA - Academic Progress Rate. (2011). Retrieved January 10, 2012, from NCAA Website: http://web1.ncaa.org/maps/aprRelease.jsp

NCAA. (2011, July). *2011-2012 NCAA Division 1 Manual.* Retrieved December 30, 2011, from NCAAPublications.com: http://www.ncaapublications.com/productdownloads/D112.pdf

NCAA. (2011, May 24). *NCAA.org*. Retrieved from Academic scorecards keep improving: http://www.ncaa.org/wps/wcm/connect/public/NCAA/Resources/Latest+News/2011/ May/Academic+scorecards+keep+improving

Quarterman, J. (1994). Managerial Role Profiles of Intercollegiate Athletic Conference Commissioners. *Journal of Sport Management*, 129-139.

Rapaport, R. (1993). To Build a Winning Team: An Interview with Head Coach Bill Walsh. *Harvard Business Review*, 112-120.

Renick, J. (1974). The Use and Misuse of College Athletics. *The Journal of Higher Education*, 545-552.

Riso, D. R., & Hudson, R. (1996). *Personality Types: Using the Enneagram for Self-Discovery.* New York: Houghton Mifflin.

Sack, A. &. (1985). College basketball and role conflict: A National Survey. *Sociology of Sport Journal*, 195-209.

Shea, G. P., & Guzzo, R. A. (1987). 1987 Study Corresponding Survey. Unpublished.

Shea, G. P., & Guzzo, R. A. (1987). Group Effectiveness: What Really Matters? *Sloan Management Review*, 25-31.

Shelton, P. M., Waite, A. M., & Makela, C. J. (2010). Highly Effective Teams: A Relational Analysis of Group Potency and Perceived Organizational Support. *Advances in Developing Human Resources*, 93-114.

Smart, D. L., & Wolfe, R. A. (2000). Examining Sustainable Competitive Advantage in Intercollegiate Athletics: A Resource-Based View. *Journal of Sport Management*, 133-153.

Spieler, M., Czech, D. R., Joyner, B., & Munkasy, B. (2007). Predicting Athletic Success: Factors Contributing to the Success of NCAA Division 1AA Collegiate Football Players. *Athletic Insight: The Online Journal of Sport Psychology*, 22-33.

Stewart, D. W., & Latham, D. R. (1980). A Preference Mapping of Organizational Objectives of Sports Franchise Executives. *Journal of Applied Psychology*, 610-615.

Surveymonkey.com. (n.d.). Retrieved February 2011, from Survey Monkey : http://www.surveymonkey.com

Thelin, J. R. (1996). *Games Colleges Play. Scandal and Reform in Intercollegiate Athletics.* Baltimore: Johns Hopkins University Press.

Timeline: The Ivy League. (2011). Retrieved November 14, 2011, from The Ivy League: http://ivyleaguesports.com/history/timeline/index

Toma, D. (2003). *Football U: Spectator sports in the life of the American University.* Ann Arbor, MI: The University of Michigan Press.

Tucker III, I. B., & Amato, L. (1993). Does Big-time Success in Football or Basketball Affect SAT Scores? *Economics of Education Review*, 177-181.

Turner, S. E., Meserve, L. A., & Bowen, W. G. (2001). Winning and Giving: Football Results and Alumni Giving at Selective Private Colleges and Universities. *Social Science Quarterly*, 812-826.

US News and World Report. (2011). *National University Rankings, Top National Universities, US News Best Colleges*. Retrieved November 14, 2011, from US News and World Report: http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities

Valle'e'e, C. N., & Bloom, G. A. (2007). Building a Successful University Program: Key and Common Elements of Expert Coaches. *Journal of Applied Sport Psychology*, 179-196.

Walsh, B., Billick, B., & Peterson, J. (1997). *Finding the Winning Edge.* Sports Publishing Inc.

Yost, M. (2008, March 19). A Cultural Conversation with Nathan Tublitz: Has Serious Academic Reform of College Athletics Arrived? *The Wall Street Journal*, p. D10.

APPENDIX A IVY LEAGUE SURVEY RESULTS

1.What Institution are you currently a member of?

Answer Options	Response Percent	Response Count
Team H	3.3%	3
Team F	1.1%	1
Team E	1.1%	1
Team D	1.1%	1
Team C	5.5%	5
Team B	28.6%	26
Team A	58.2%	53
Team G	1.1%	1
answered question		91
skipped question		1

2. In what capacity do you most identify with currently?

Answer Options	Response Percent	Response Count
Freshman Student Athlete	32.6%	30
Sophomore Student Athlete	13.0%	12
Junior Student Athlete Senior	20.7%	19
Student Athlete Former	5.4%	5
Student Athlete Coach	1.1%	1
Administrator	22.8%	21
Support Staff	2.2%	2
	2.2%	2
answered question		92
skipped question		0

Ivy League Football Success Factors - Question 3

The following statements concern the nature of tasks performed by an Ivy League program. Please rate how much you agree or disagree with each statement.

All Responses

Answer Options	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor	Slightly Agree	Agree	Strongly Agree	Rating Average	n=	Agreement %	Disagree %
1. Doing my work requires that I often have contact with others on my team.	1	5	2	4	11	37	32	5.80	92	86.96%	8.70%
2. I depend on others on my team for information I need to do my job.	4	6	3	6	20	31	22	5.32	92	79.35%	14.13%
3. In order for things to get done, people on my team must work together closely.	1	1	2	3	6	30	48	6.23	91	92.31%	4.40%
4. I do my job without the help of other team members.	22	28	17	9	8	5	2	2.74	91	16.48%	73.63%
5. I do part of a task, and then another team member pick up where I left off.	13	16	11	29	13	7	1	3.42	90	23.33%	44.44%
6. It is not unusual for me to work on part of a task, then have someone else work on it, and I finish it.	13	21	9	22	17	9	0	3.40	91	28.57%	47.25%
7. We work together so closely on this team that, in the end, we really cannot tell who did what.	3	13	15	15	18	20	7	4.32	91	49.45%	34.07%
8. The work requires a great deal of interaction among members of my team.	1	3	4	7	13	30	34	5.76	92	83.70%	8.70%
9. Tasks cannot be completed in this team by individuals working alone.	5	10	7	6	9	24	31	5.17	92	69.57%	23.91%
10. People on the team must share information, ideas, equipment and other things to get the work done.	3	5	4	8	13	32	27	5.47	92	78.26%	13.04%
11. How other members of the team perform their jobs affects how well I can perform my job.	3	11	6	10	9	28	24	5.10	91	67.03%	21.98%

All Coach Responses

Answer Options	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor	Slightly Agree	Agree	Strongly Agree	Rating Average	n=	Agreement %	Disagree %
1. Doing my work requires that I often have contact with others on my team.	0	1	0	1	0	6	13	6.33	21	90.48%	4.76%
2. I depend on others on my team for information I need to do my job.	0	1	0	2	3	7	8	5.86	21	85.71%	4.76%
3. In order for things to get done, people on my team must work together closely.	0	1	0	1	0	2	17	6.52	21	90.48%	4.76%
4. I do my job without the help of other team members.	7	5	4	3	1	0	1	2.52	21	9.52%	76.19%
5. I do part of a task, and then another team member pick up where I left off.	2	5	2	7	2	2	1	3.57	21	23.81%	42.86%
6. It is not unusual for me to work on part of a task, then have someone else work on it, and I finish it.	2	3	3	4	5	4	0	3.90	21	42.86%	38.10%
7. We work together so closely on this team that, in the end, we really cannot tell who did what.	0	3	2	2	5	7	2	4.81	21	66.67%	23.81%
8. The work requires a great deal of interaction among members of my team.	0	0	0	3	0	5	13	6.33	21	85.71%	0.00%
9. Tasks cannot be completed in this team by individuals working alone.	1	4	2	1	2	3	8	4.90	21	61.90%	33.33%
10. People on the team must share information, ideas, equipment and other things to get the work done.	1	1	0	0	1	8	10	6.00	21	90.48%	9.52%
11. How other members of the team perform their jobs affects how well I can perform my job.	1	2	1	0	1	8	8	5.57	21	80.95%	19.05%

All Student Athlete Responses

Answer Options	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor	Slightly Agree	Agree	Strongly Agree	Rating Average	n=	Agree %	Disagree %
1. Doing my work requires that I often have contact with others on my team.	1	4	2	3	11	30	16	5.58	67	85.07%	10.45%
2. I depend on others on my team for information I need to do my job.	4	5	3	4	17	23	11	5.06	67	76.12%	17.91%
3. In order for things to get done, people on my team must work together closely.	1	0	2	2	6	26	29	6.12	66	92.42%	4.55%
4. I do my job without the help of other team members.	14	23	12	6	6	5	0	2.73	66	16.67%	74.24%
5. I do part of a task, and then another team member pick up where I left off.	11	10	9	22	9	4	0	3.31	65	20.00%	46.15%
6. It is not unusual for me to work on part of a task, then have someone else work on it, and I finish it.	11	17	5	18	12	3	0	3.18	66	22.73%	50.00%
7. We work together so closely on this team that, in the end, we really cannot tell who did what.	3	10	11	12	13	13	4	4.17	66	45.45%	36.36%
8. The work requires a great deal of interaction among members of my team.	1	3	3	4	13	24	19	5.58	67	83.58%	10.45%
9. Tasks cannot be completed in this team by individuals working alone.	3	5	4	5	6	21	23	5.40	67	74.63%	17.91%
10. People on the team must share information, ideas, equipment and other things to get the work done.	2	4	3	8	12	22	16	5.30	67	74.63%	13.43%
11. How other members of the team perform their jobs affects how well I can perform my job.	1	9	5	10	8	17	16	4.97	66	62.12%	22.73%

Team A Responses

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor	Slightly Agree	Agree	Strongly Agree	Average	n=	Agree %	Disagree %
1. Doing my work requires that I often have contact with others on my team.	0	3	0	2	6	22	20	5.96	53	90.57%	5.66%
2. I depend on others on my team for information I need to do my job.	2	2	2	3	14	16	14	5.43	53	83.02%	11.32%
3. In order for things to get done, people on my team must work together closely.	0	1	0	1	5	16	30	6.36	53	96.23%	1.89%
4. I do my job without the help of other team members.	10	17	12	4	4	3	2	2.85	52	17.31%	75.00%
5. I do part of a task, and then another team member pick up where I left off.	9	13	7	13	6	4	0	3.12	52	19.23%	55.77%
6. It is not unusual for me to work on part of a task, then have someone else work on it, and I finish it.	9	14	6	11	10	3	0	3.15	53	24.53%	54.72%
7. We work together so closely on this team that, in the end, we really cannot tell who did what.	0	8	8	8	11	13	4	4.48	52	53.85%	30.77%
8. The work requires a great deal of interaction among members of my team.	0	1	2	4	6	19	21	5.94	53	86.79%	5.66%
9. Tasks cannot be completed in this team by individuals working alone.	3	4	3	3	6	13	21	5.42	53	75.47%	18.87%
10. People on the team must share information, ideas, equipment and other things to get the work done.	0	2	2	5	8	21	15	5.68	53	83.02%	7.55%
11. How other members of the team perform their jobs affects how well I can perform my job.	1	8	1	6	4	17	16	5.25	53	69.81%	18.87%

Team B Responses

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor	Slightly Agree	Agree	Strongly Agree	Average	n=	Agree %	Disagree %
1. Doing my work requires that I often have contact with others on my team.	1	2	1	2	4	10	6	5.31	26	76.92%	15.38%
2. I depend on others on my team for information I need to do my job.	1	4	1	3	3	10	4	4.88	26	65.38%	23.08%
3. In order for things to get done, people on my team must work together closely.	0	0	2	2	0	11	10	6.00	25	84.00%	8.00%
4. I do my job without the help of other team members.	8	11	1	2	3	1	0	2.38	26	15.38%	76.92%
5. I do part of a task, and then another team member pick up where I left off.	2	2	3	13	4	1	0	3.72	25	20.00%	28.00%
6. It is not unusual for me to work on part of a task, then have someone else work on it, and I finish it.	2	5	3	10	4	1	0	3.48	25	20.00%	40.00%
7. We work together so closely on this team that, in the end, we really cannot tell who did what.	2	5	5	5	5	3	1	3.73	26	34.62%	46.15%
8. The work requires a great deal of interaction among members of my team.	1	1	2	1	6	7	8	5.42	26	80.77%	15.38%
9. Tasks cannot be completed in this team by individuals working alone.	2	1	2	2	3	9	7	5.23	26	73.08%	19.23%
10. People on the team must share information, ideas, equipment and other things to get the work done.	3	1	2	2	4	7	7	5.00	26	69.23%	23.08%
11. How other members of the team perform their jobs affects how well I can perform my job.	2	1	2	3	4	8	5	5.00	25	68.00%	20.00%

Team A Coach Response

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree	Average	n=	Agree %	Disagree %
1. Doing my work requires that I often have contact with others on my team.	0	1	0	0	0	3	7	6.27	11	90.91%	9.09%
2. I depend on others on my team for information I need to do my job.	0	1	0	1	2	3	4	5.64	11	81.82%	9.09%
3. In order for things to get done, people on my team must work together closely.	0	1	0	0	0	1	9	6.45	11	90.91%	9.09%
4. I do my job without the help of other team members.	2	5	2	0	1	0	1	2.73	11	18.18%	81.82%
5. I do part of a task, and then another team member pick up where I left off.	1	5	2	3	0	0	0	2.64	11	0.00%	72.73%
6. It is not unusual for me to work on part of a task, then have someone else work on it, and I finish it.	1	2	3	2	2	1	0	3.45	11	27.27%	54.55%
7. We work together so closely on this team that, in the end, we really cannot tell who did what.	0	2	1	1	4	3	0	4.45	11	63.64%	27.27%
8. The work requires a great deal of interaction among members of my team.	0	0	0	1	0	2	8	6.55	11	90.91%	0.00%
9. Tasks cannot be completed in this team by individuals working alone.	0	2	1	0	2	1	5	5.27	11	72.73%	27.27%
10. People on the team must share information, ideas, equipment and other things to get the work done.	0	1	0	0	1	4	5	6.00	11	90.91%	9.09%
11. How other members of the team perform their jobs affects how well I can perform my job.	0	1	0	0	0	5	5	6.09	11	90.91%	9.09%

Team B Coach Response

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree	Average	n=	Agree %	Disagree %
1. Doing my work requires that I often have contact with others on my team.	0	0	0	1	0	0	1	5.50	2	50.00%	0.00%
10. People on the team must share information, ideas, equipment and other things to get the work done.	1	0	0	0	0	1	0	3.50	2	50.00%	50.00%
11. How other members of the team perform their jobs affects how well I can perform my job.	1	0	0	0	0	1	0	3.50	2	50.00%	50.00%
2. I depend on others on my team for information I need to do my job.	0	0	0	1	0	1	0	5.00	2	50.00%	0.00%
3. In order for things to get done, people on my team must work together closely.	0	0	0	1	0	1	0	5.00	2	50.00%	0.00%
4. I do my job without the help of other team members.	1	0	0	1	0	0	0	2.50	2	0.00%	50.00%
5. I do part of a task, and then another team member pick up where I left off.	0	0	0	2	0	0	0	4.00	2	0.00%	0.00%
6. It is not unusual for me to work on part of a task, then have someone else work on it, and I finish it.	0	1	0	1	0	0	0	3.00	2	0.00%	50.00%
7. We work together so closely on this team that, in the end, we really cannot tell who did what.	0	1	0	1	0	0	0	3.00	2	0.00%	50.00%
8. The work requires a great deal of interaction among members of my team.	0	0	0	1	0	1	0	5.00	2	50.00%	0.00%
9. Tasks cannot be completed in this team by individuals working alone.	1	0	0	0	0	1	0	3.50	2	50.00%	50.00%
10. People on the team must share information, ideas, equipment and other things to get the work done.	1	0	0	0	0	1	0	3.50	2	50.00%	50.00%
11. How other members of the team perform their jobs affects how well I can perform my job.	1	0	0	0	0	1	0	3.50	2	50.00%	50.00%

Ivy League Football Success Factors Survey - Question 3

Team A Student Athlete Response

The following statements concern the nature of tasks performed by an Ivy League program. Please rate how much you agree or disagree with each statement.

Answer Options	In what capacity do you most identify with currently?					AVG				#
	FR	SO	JR	SR	GRAD					
1. Doing my work requires that I often have contact with others on my team.										
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen			
Disagree	0	0	2	0	0	89.74%		81.25%	Agree	
Slightly Disagree	0	0	0	0	0			12.50%	Disagree	
Neither Agree nor Disagree	1	0	1	0	0	Disagree %	Underclassmen			
Slightly Agree	2	1	1	2	0	5.13%		95.65%	Agree	
Agree	8	4	4	2	0			0.00%	Disagree	
Strongly Agree	5	2	2	1	1					
	6.06	6.14	5.10	5.80	7.00	5.82				39
2. I depend on others on my team for information I need to do my job.										
Strongly Disagree	0	0	2	0	0	Agreement %	Upperclassmen			
Disagree	1	0	0	0	0	82.05%		87.50%	Agree	
Slightly Disagree	2	0	0	0	0			12.50%	Disagree	
Neither Agree nor Disagree	1	1	0	0	0	Disagree %	Underclassmen			
Slightly Agree	4	2	4	2	0	12.82%		78.26%	Agree	
Agree	7	2	2	2	0			13.04%	Disagree	
Strongly Agree	1	2	2	1	1					
	5.06	5.71	4.80	5.80	7.00	5.26				39
3. In order for things to get done, people on my team must work together closely.										
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen			
Disagree	0	0	0	0	0	97.44%		100.00%	Agree	
Slightly Disagree	0	0	0	0	0			0.00%	Disagree	
Neither Agree nor Disagree	1	0	0	0	0	Disagree %	Underclassmen			
Slightly Agree	1	3	1	0	0	0.00%		95.65%	Agree	
Agree	5	2	5	2	0			0.00%	Disagree	
Strongly Agree	9	2	4	3	1					
	6.38	5.86	6.30	6.60	7.00	6.31				39
4. I do my job without the help of other team members.										
Strongly Disagree	3	1	2	1	0	Agreement %	Upperclassmen			
Disagree	4	0	4	3	1	15.79%		18.75%	Agree	
Slightly Disagree	4	4	1	0	0			75.00%	Disagree	
Neither Agree nor Disagree	2	1	1	0	0	Disagree %	Underclassmen			
Slightly Agree	1	1	1	0	0	73.68%		13.64%	Agree	
Agree	1	0	1	1	0			72.73%	Disagree	
Strongly Agree	0	0	0	0	0					
	2.80	3.14	2.80	2.60	2.00	2.82				38

Ivy League Football Success Factors Survey - Question 3
Team A Student Athlete Response

5. I do part of a task, and then another team member pick up where I left off.

Strongly Disagree	5	0	2	1	0	Agreement %	Upperclassmen
Disagree	3	2	1	2	0	18.42%	18.75% Agree
Slightly Disagree	1	1	1	1	1		56.25% Disagree
Neither Agree nor Disagree	4	2	4	0	0	Disagree %	Underclassmen
Slightly Agree	1	1	1	1	0	55.26%	18.18% Agree
Agree	1	1	1	0	0		54.55% Disagree
Strongly Agree	0	0	0	0	0		
	2.73	3.71	3.40	2.60	3.00	3.08	38

6. It is not unusual for me to work on part of a task, then have someone else work on it, and I finish it.

Strongly Disagree	5	1	2	0	0	Agreement %	Upperclassmen
Disagree	4	3	3	2	0	20.51%	25.00% Agree
Slightly Disagree	0	1	0	0	1		50.00% Disagree
Neither Agree nor Disagree	4	1	3	1	0	Disagree %	Underclassmen
Slightly Agree	3	1	2	2	0	56.41%	17.39% Agree
Agree	0	0	0	0	0		60.87% Disagree
Strongly Agree	0	0	0	0	0		
	2.75	2.71	3.00	3.60	3.00	2.92	39

7. We work together so closely on this team that, in the end, we really cannot tell who did what.

Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen
Disagree	3	2	0	1	0	52.63%	43.75% Agree
Slightly Disagree	1	0	2	2	0		31.25% Disagree
Neither Agree nor Disagree	2	1	4	0	0	Disagree %	Underclassmen
Slightly Agree	4	2	0	1	0	28.95%	59.09% Agree
Agree	3	1	4	1	1		27.27% Disagree
Strongly Agree	3	0	0	0	0		
	4.75	4.00	4.60	3.80	6.00	4.50	38

8. The work requires a great deal of interaction among members of my team.

Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen
Disagree	1	0	0	0	0	87.18%	93.75% Agree
Slightly Disagree	1	0	0	0	0		0.00% Disagree
Neither Agree nor Disagree	0	2	0	1	0	Disagree %	Underclassmen
Slightly Agree	1	2	3	0	0	5.13%	82.61% Agree
Agree	8	3	4	2	0		8.70% Disagree
Strongly Agree	5	0	3	2	1		
	5.81	5.14	6.00	6.00	7.00	5.79	39

9. Tasks cannot be completed in this team by individuals working alone.

Strongly Disagree	1	0	1	0	0	Agreement %	Upperclassmen
Disagree	1	0	1	0	0	79.49%	87.50% Agree
Slightly Disagree	0	1	0	0	0		12.50% Disagree
Neither Agree nor Disagree	2	1	0	0	0	Disagree %	Underclassmen
Slightly Agree	1	1	0	1	0	12.82%	73.91% Agree
Agree	4	2	6	0	0		13.04% Disagree
Strongly Agree	7	2	2	4	1		
	5.56	5.43	5.30	6.60	7.00	5.64	39

Team A Student Athlete Response

10. People on the team must share information, ideas, equipment and other things to get the work done.

Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen		
Disagree	1	0	0	0	0	82.05%		87.50%	Agree
Slightly Disagree	0	0	0	1	0			6.25%	Disagree
Neither Agree nor Disagree	2	2	1	0	0	Disagree %	Underclassmen		
Slightly Agree	2	3	1	1	0	5.13%		78.26%	Agree
Agree	7	1	5	2	1			4.35%	Disagree
Strongly Agree	4	1	3	1	0				
	5.63	5.14	6.00	5.40	6.00	5.62			39

11. How other members of the team perform their jobs affects how well I can perform my job.

Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen		
Disagree	3	0	4	0	0	64.10%		68.75%	Agree
Slightly Disagree	1	0	0	0	0			25.00%	Disagree
Neither Agree nor Disagree	2	3	1	0	0	Disagree %	Underclassmen		
Slightly Agree	3	0	0	1	0	20.51%		60.87%	Agree
Agree	2	3	3	1	1			17.39%	Disagree
Strongly Agree	5	1	2	3	0				
	4.94	5.29	4.40	6.40	6.00	5.08			39

Ivy League Football Success Factors Survey - Question 3
Team B Student Athlete Response

The following statements concern the nature of tasks performed by an Ivy League program. Please rate how much you agree or disagree with each statement.

Answer Options	FR	SO	JR	SR	GRAD	Average		n=
1. Doing my work requires that I often have contact with others on my team.								
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen	
Disagree	0	0	2	0	0	79.17%	62.50% Agree	
Slightly Disagree	0	1	0	0	0		37.50% Disagree	
Neither Agree nor Disagree	1	0	0	0	0	Disagree %	Underclassmen	
Slightly Agree	3	0	1	0	0	16.67%	87.50% Agree	
Agree	6	2	2	0	0		6.25% Disagree	
Strongly Agree	3	0	2	0	0			
	5.85	5.00	4.50	0.00	0.00	5.29		24
2. I depend on others on my team for information I need to do my job.								
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen	
Disagree	1	1	2	0	0	66.67%	50.00% Agree	
Slightly Disagree	1	0	0	0	0		37.50% Disagree	
Neither Agree nor Disagree	0	1	1	0	0	Disagree %	Underclassmen	
Slightly Agree	2	0	1	0	0	25.00%	75.00% Agree	
Agree	5	1	3	0	0		18.75% Disagree	
Strongly Agree	4	0	0	0	0			
	5.62	4.00	4.00	0.00	0.00	4.88		24
3. In order for things to get done, people on my team must work together closely.								
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	0	0	86.96%	71.43% Agree	
Slightly Disagree	0	1	1	0	0		14.29% Disagree	
Neither Agree nor Disagree	0	0	1	0	0	Disagree %	Underclassmen	
Slightly Agree	0	0	0	0	0	8.70%	93.75% Agree	
Agree	6	2	2	0	0		6.25% Disagree	
Strongly Agree	7	0	3	0	0			
	6.54	5.00	5.71	0.00	0.00	6.09		23
4. I do my job without the help of other team members.								
Strongly Disagree	3	1	3	0	0	Agreement %	Upperclassmen	
Disagree	8	1	2	0	0	16.67%	37.50% Agree	
Slightly Disagree	1	0	0	0	0		62.50% Disagree	
Neither Agree nor Disagree	1	0	0	0	0	Disagree %	Underclassmen	
Slightly Agree	0	1	2	0	0	79.17%	6.25% Agree	
Agree	0	0	1	0	0		87.50% Disagree	
Strongly Agree	0	0	0	0	0			
	2.00	2.67	2.88	0.00	0.00	2.38		24

Ivy League Football Success Factors Survey - Question 3

Team B Student Athlete Response

5. I do part of a task, and then another team member pick up where I left off.

Response						Agreement %	Upperclassmen	
Strongly Disagree	1	0	1	0	0	Agreement %	Upperclassmen	
Disagree	1	0	1	0	0	21.74%	25.00%	Agree
Slightly Disagree	2	1	0	0	0		25.00%	Disagree
Neither Agree nor Disagree	6	1	4	0	0	Disagree %	Underclassmen	
Slightly Agree	2	1	1	0	0	30.43%	20.00%	Agree
Agree	0	0	1	0	0		33.33%	Disagree
Strongly Agree	0	0	0	0	0			
	3.58	4.00	3.75	0.00	0.00	3.70		23

6. It is not unusual for me to work on part of a task, then have someone else work on it, and I finish it.

Response						Agreement %	Upperclassmen	
Strongly Disagree	1	0	1	0	0	Agreement %	Upperclassmen	
Disagree	1	0	3	0	0	21.74%	14.29%	Agree
Slightly Disagree	2	0	1	0	0		71.43%	Disagree
Neither Agree nor Disagree	5	3	1	0	0	Disagree %	Underclassmen	
Slightly Agree	3	0	1	0	0	39.13%	25.00%	Agree
Agree	1	0	0	0	0		25.00%	Disagree
Strongly Agree	0	0	0	0	0			
	3.85	4.00	2.71	0.00	0.00	3.52		23

7. We work together so closely on this team that, in the end, we really cannot tell who did what.

Response						Agreement %	Upperclassmen	
Strongly Disagree	0	1	1	0	0	Agreement %	Upperclassmen	
Disagree	2	1	1	0	0	37.50%	37.50%	Agree
Slightly Disagree	2	0	3	0	0		62.50%	Disagree
Neither Agree nor Disagree	3	1	0	0	0	Disagree %	Underclassmen	
Slightly Agree	3	0	2	0	0	45.83%	37.50%	Agree
Agree	2	0	1	0	0		37.50%	Disagree
Strongly Agree	1	0	0	0	0			
	4.31	2.33	3.50	0.00	0.00	3.79		24

8. The work requires a great deal of interaction among members of my team.

Response						Agreement %	Upperclassmen	
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen	
Disagree	0	0	1	0	0	83.33%	75.00%	Agree
Slightly Disagree	1	1	0	0	0		25.00%	Disagree
Neither Agree nor Disagree	0	0	0	0	0	Disagree %	Underclassmen	
Slightly Agree	3	0	3	0	0	16.67%	87.50%	Agree
Agree	4	1	1	0	0		12.50%	Disagree
Strongly Agree	5	1	2	0	0			
	5.92	5.33	4.75	0.00	0.00	5.46		24

9. Tasks cannot be completed in this team by individuals working alone.

Response						Agreement %	Upperclassmen	
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen	
Disagree	1	0	0	0	0	75.00%	75.00%	Agree
Slightly Disagree	1	0	1	0	0		25.00%	Disagree
Neither Agree nor Disagree	2	0	0	0	0	Disagree %	Underclassmen	
Slightly Agree	0	1	2	0	0	16.67%	75.00%	Agree
Agree	5	1	2	0	0		12.50%	Disagree
Strongly Agree	4	1	2	0	0			
	5.46	6.00	5.00	0.00	0.00	5.38		24

Ivy League Football Success Factors Survey - Question 3
Team B Student Athlete Response

10. People on the team must share information, ideas, equipment and other things to get the work done.

Strongly Disagree	0	1	1	0	0	Agreement %	Upperclassmen	
Disagree	0	0	1	0	0	70.83%	62.50%	Agree
Slightly Disagree	1	0	1	0	0		37.50%	Disagree
Neither Agree nor Disagree	2	0	0	0	0	Disagree %	Underclassmen	
Slightly Agree	2	0	2	0	0	20.83%	75.00%	Agree
Agree	3	1	2	0	0		12.50%	Disagree
Strongly Agree	5	1	1	0	0			
	5.69	4.67	4.38	0.00	0.00	5.13		24

11. How other members of the team perform their jobs affects how well I can perform my job.

Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen	
Disagree	1	0	0	0	0	69.57%	50.00%	Agree
Slightly Disagree	0	1	1	0	0		25.00%	Disagree
Neither Agree nor Disagree	1	0	2	0	0	Disagree %	Underclassmen	
Slightly Agree	3	1	0	0	0	17.39%	80.00%	Agree
Agree	4	0	3	0	0		13.33%	Disagree
Strongly Agree	3	1	1	0	0			
	5.50	5.00	4.63	0.00	0.00	5.13		23

Ivy League Football Success Factors

All Responses

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree	Average	n=	Agree %	Disagree %	Strong Agree %
I believe this team can be very effective.	1	0	0	1	2	29	58	6.54	91	97.80%	1.10%	63.74%
This team is well prepared for its work.	1	0	1	0	13	37	39	6.20	91	97.80%	2.20%	42.86%
We have all the skills and abilities necessary on our team to get the job done.	1	0	1	3	6	31	49	6.32	91	94.51%	2.20%	53.85%
This team knows what its job is and how to do it.	1	0	4	3	20	27	36	5.92	91	91.21%	5.49%	39.56%
The football program gives my team what it needs to accomplish its work effectively.	1	1	2	4	15	37	30	5.91	90	91.11%	4.44%	33.33%
The effort put in by team members usually results in high performance by the team.	2	1	4	3	18	28	34	5.82	90	88.89%	7.78%	37.78%
Hard work on this team leads to completing the team's work on time.	1	1	1	3	8	39	38	6.13	91	93.41%	3.30%	41.76%
Hard work on this team leads to high-quality work by the team.	1	1	5	2	7	36	38	6.03	90	90.00%	7.78%	42.22%
This team can get a lot done when everyone on it works hard.	1	1	0	0	6	26	55	6.45	89	97.75%	2.25%	61.80%
Members of this team lack the experience needed for this work.	13	31	16	10	13	4	2	2.99	89	21.35%	67.42%	2.25%
When the team asks for help, it gets it.	2	3	5	7	25	41	6	5.21	89	80.90%	11.24%	6.74%
As a team, we feel that we can solve most problems that affect our team.	1	0	1	5	19	48	15	5.75	89	92.13%	2.25%	16.85%
This team has little influence on top management.	3	12	11	23	21	12	8	4.28	90	45.56%	28.89%	8.89%
This team's history is one of getting what it needs to perform well.	2	0	4	12	21	36	15	5.42	90	80.00%	6.67%	16.67%
When this team needs something (supplies, etc.) in order to do its work, it can consistently get it when it needs it.	1	5	4	7	25	32	16	5.33	90	81.11%	11.11%	17.78%
This team can overcome any obstacle in its way.	1	1	2	4	19	37	26	5.82	90	91.11%	4.44%	28.89%
This team is active.	1	0	0	2	11	43	32	6.13	89	96.63%	1.12%	35.96%
Members of this team are always coming up with ideas to make things better.	1	3	2	16	29	30	9	5.17	90	75.56%	6.67%	10.00%
When things get busy or difficult, this team knows what to do.	2	1	4	10	30	33	9	5.25	89	80.90%	7.87%	10.11%
This team would do better if its membership changed.	11	29	16	16	11	4	3	3.12	90	20.00%	62.22%	3.33%
We often meet as a team to review and plan our work.	1	2	7	10	23	26	21	5.38	90	77.78%	11.11%	23.33%
Everybody on this team believes the team can be effective.	1	1	3	9	13	35	27	5.75	89	84.27%	5.62%	30.34%

Student Athlete Responses

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree	Average	n=	Agree %	Disagree %	Strong Agree %
I believe this team can be very effective.	1	0	0	1	1	21	42	6.52	66	96.97%	1.52%	63.64%
This team is well prepared for its work.	1	0	1	0	10	29	25	6.11	66	96.97%	3.03%	37.88%
We have all the skills and abilities necessary on our team to get the job done.	1	0	0	3	1	22	39	6.41	66	93.94%	1.52%	59.09%
This team knows what its job is and how to do it.	1	0	2	3	14	19	27	5.94	66	90.91%	4.55%	40.91%
The football program gives my team what it needs to accomplish its work effectively.	1	0	0	4	13	26	21	5.92	65	92.31%	1.54%	32.31%
The effort put in by team members usually results in high performance by the team.	2	1	4	1	16	21	21	5.65	66	87.88%	10.61%	31.82%
Hard work on this team leads to completing the team's work on time.	1	1	1	2	6	33	22	6.00	66	92.42%	4.55%	33.33%
Hard work on this team leads to high-quality work by the team.	1	1	4	1	6	27	25	5.94	65	89.23%	9.23%	38.46%
This team can get a lot done when everyone on it works hard.	1	0	0	0	4	19	40	6.48	64	98.44%	1.56%	62.50%
Members of this team lack the experience needed for this work.	10	24	12	8	9	3	0	2.86	66	18.18%	69.70%	0.00%
When the team asks for help, it gets it.	2	2	4	6	19	26	5	5.13	64	78.13%	12.50%	7.81%
As a team, we feel that we can solve most problems that affect our team.	1	0	1	2	14	35	11	5.77	64	93.75%	3.13%	17.19%
This team has little influence on top management.	2	8	9	16	16	8	6	4.29	65	46.15%	29.23%	9.23%
This team's history is one of getting what it needs to perform well.	1	0	3	12	13	25	11	5.38	65	75.38%	6.15%	16.92%
When this team needs something (supplies, etc.) in order to do its work, it can consistently get it when it needs it.	1	4	4	6	19	23	8	5.14	65	76.92%	13.85%	12.31%
This team can overcome any obstacle in its way.	1	1	1	3	13	26	20	5.83	65	90.77%	4.62%	30.77%
This team is active.	1	0	0	1	8	30	24	6.14	64	96.88%	1.56%	37.50%
Members of this team are always coming up with ideas to make things better.	1	1	2	12	22	21	6	5.15	65	75.38%	6.15%	9.23%
When things get busy or difficult, this team knows what to do.	1	0	4	8	22	24	5	5.22	64	79.69%	7.81%	7.81%
This team would do better if its membership changed. We	8	22	12	13	6	3	1	3.00	65	15.38%	64.62%	1.54%
often meet as a team to review and plan our work.	1	2	6	9	17	17	13	5.18	65	72.31%	13.85%	20.00%
Everybody on this team believes the team can be effective.	1	1	2	5	10	27	18	5.73	64	85.94%	6.25%	28.13%

Coach Response	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree	Average	n=	Agree %		Strong Agree %
I believe this team can be very effective.	0	0	0	0	1	4	16	6.71	21	100.00%	0.00%	76.19%
This team is well prepared for its work.	0	0	0	0	2	5	14	6.57	21	100.00%	0.00%	66.67%
We have all the skills and abilities necessary on our team to get the job done.	0	0	1	0	3	8	9	6.14	21	95.24%	4.76%	42.86%
This team knows what its job is and how to do it.	0	0	1	0	5	7	8	6.00	21	95.24%	4.76%	38.10%
The football program gives my team what it needs to accomplish its work effectively.	0	1	1	0	1	9	9	6.05	21	90.48%	9.52%	42.86%
The effort put in by team members usually results in high performance by the team.	0	0	0	1	1	7	12	6.43	21	95.24%	0.00%	57.14%
Hard work on this team leads to completing the team's work on time.	0	0	0	1	0	6	14	6.57	21	95.24%	0.00%	66.67%
Hard work on this team leads to high-quality work by the team.	0	0	0	1	0	9	11	6.43	21	95.24%	0.00%	52.38%
This team can get a lot done when everyone on it works hard.	0	1	0	0	1	5	14	6.43	21	95.24%	4.76%	66.67%
Members of this team lack the experience needed for this work.	2	6	4	2	3	0	2	3.32	19	26.32%	63.16%	10.53%
When the team asks for help, it gets it.	0	1	1	1	4	13	1	5.43	21	85.71%	9.52%	4.76%
As a team, we feel that we can solve most problems that affect our team.	0	0	0	2	5	10	4	5.76	21	90.48%	0.00%	19.05%
This team has little influence on top management.	1	4	1	6	3	4	2	4.24	21	42.86%	28.57%	9.52%
This team's history is one of getting what it needs to perform well.	1	0	1	0	5	10	4	5.57	21	90.48%	9.52%	19.05%
When this team needs something (supplies, etc.) in order to do its work, it can consistently get it when it needs it.	0	1	0	1	3	9	7	5.90	21	90.48%	4.76%	33.33%
This team can overcome any obstacle in its way.	0	0	1	0	4	10	6	5.95	21	95.24%	4.76%	28.57%
This team is active.	0	0	0	0	2	11	8	6.29	21	100.00%	0.00%	38.10%
Members of this team are always coming up with ideas to make things better.	0	1	0	2	7	8	3	5.43	21	85.71%	4.76%	14.29%
When things get busy or difficult, this team knows what to do.	1	0	0	2	7	7	4	5.43	21	85.71%	4.76%	19.05%
This team would do better if its membership changed. We	2	7	3	3	4	0	2	3.38	21	28.57%	57.14%	9.52%
often meet as a team to review and plan our work.	0	0	1	1	4	7	8	5.95	21	90.48%	4.76%	38.10%
Everybody on this team believes the team can be effective.	0	0	1	4	1	7	8	5.81	21	76.19%	4.76%	38.10%

Team A Coach Response

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree	Rating Average	n=	Agree %	Disagree %	Strong Agree %
I believe this team can be very effective.	0	0	0	0	1	1	9	6.73	11	100.00%	0.00%	81.82%
This team is well prepared for its work.	0	0	0	0	1	3	7	6.55	11	100.00%	0.00%	63.64%
We have all the skills and abilities necessary on our team to get the job done.	0	0	0	0	1	6	4	6.27	11	100.00%	0.00%	36.36%
This team knows what its job is and how to do it.	0	0	1	0	3	5	2	5.64	11	90.91%	9.09%	18.18%
The football program gives my team what it needs to accomplish its work effectively.	0	0	1	0	1	4	5	6.09	11	90.91%	9.09%	45.45%
The effort put in by team members usually results in high performance by the team.	0	0	0	0	0	6	5	6.45	11	100.00%	0.00%	45.45%
Hard work on this team leads to completing the team's work on time.	0	0	0	0	0	4	7	6.64	11	100.00%	0.00%	63.64%
Hard work on this team leads to high-quality work by the team.	0	0	0	0	0	7	4	6.36	11	100.00%	0.00%	36.36%
This team can get a lot done when everyone on it works hard.	0	1	0	0	0	3	7	6.27	11	90.91%	9.09%	63.64%
Members of this team lack the experience needed for this work.	1	5	2	2	0	0	0	2.50	10	0.00%	80.00%	0.00%
When the team asks for help, it gets it.	0	0	1	1	2	7	0	5.36	11	81.82%	9.09%	0.00%
As a team, we feel that we can solve most problems that affect our team.	0	0	0	0	4	6	1	5.73	11	100.00%	0.00%	9.09%
This team has little influence on top management.	0	2	1	4	0	4	0	4.27	11	36.36%	27.27%	0.00%
This team's history is one of getting what it needs to perform well.	0	0	0	0	2	5	4	6.18	11	100.00%	0.00%	36.36%
When this team needs something (supplies, etc.) in order to do its work, it can consistently get it when it needs it.	0	0	0	0	1	5	5	6.36	11	100.00%	0.00%	45.45%
This team can overcome any obstacle in its way.	0	0	0	0	2	7	2	6.00	11	100.00%	0.00%	18.18%
This team is active.	0	0	0	0	1	8	2	6.09	11	100.00%	0.00%	18.18%
Members of this team are always coming up with ideas to make things better.	0	0	0	0	6	3	2	5.64	11	100.00%	0.00%	18.18%
When things get busy or difficult, this team knows what to do.	0	0	0	1	5	3	2	5.55	11	90.91%	0.00%	18.18%
This team would do better if its membership changed. We	0	6	2	1	2	0	0	2.91	11	18.18%	72.73%	0.00%
often meet as a team to review and plan our work.	0	0	1	0	0	5	5	6.18	11	90.91%	9.09%	45.45%
Everybody on this team believes the team can be effective.	0	0	1	2	0	3	5	5.82	11	72.73%	9.09%	45.45%

Team B Coach Response

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree	Rating Average	n=	Agree %	Disagree %	Strong Agree %
I believe this team can be very effective.	0	0	0	0	0	1	1	6.50	2	100.00%	0.00%	50.00%
This team is well prepared for its work.	0	0	0	0	1	0	1	6.00	2	100.00%	0.00%	50.00%
We have all the skills and abilities necessary on our team to get the job done.	0	0	0	0	1	0	1	6.00	2	100.00%	0.00%	50.00%
This team knows what its job is and how to do it.	0	0	0	0	1	0	1	6.00	2	100.00%	0.00%	50.00%
The football program gives my team what it needs to accomplish its work effectively.	0	1	0	0	0	0	1	4.50	2	50.00%	50.00%	50.00%
The effort put in by team members usually results in high performance by the team.	0	0	0	1	1	0	0	4.50	2	50.00%	0.00%	0.00%
Hard work on this team leads to completing the team's work on time.	0	0	0	1	0	0	1	5.50	2	50.00%	0.00%	50.00%
Hard work on this team leads to high-quality work by the team.	0	0	0	1	0	1	0	5.00	2	50.00%	0.00%	0.00%
This team can get a lot done when everyone on it works hard.	0	0	0	0	1	0	1	6.00	2	100.00%	0.00%	50.00%
Members of this team lack the experience needed for this work.	0	0	1	0	1	0	0	4.00	2	50.00%	50.00%	0.00%
When the team asks for help, it gets it.	0	1	0	0	0	1	0	4.00	2	50.00%	50.00%	0.00%
As a team, we feel that we can solve most problems that affect our team.	0	0	0	1	1	0	0	4.50	2	50.00%	0.00%	0.00%
This team has little influence on top management.	0	1	0	0	0	0	1	4.50	2	50.00%	50.00%	50.00%
This team's history is one of getting what it needs to perform well.	1	0	0	0	0	1	0	3.50	2	50.00%	50.00%	0.00%
When this team needs something (supplies, etc.) in order to do its work, it can consistently get it when it needs it.	0	1	0	0	0	1	0	4.00	2	50.00%	50.00%	0.00%
This team can overcome any obstacle in its way.	0	0	1	0	0	0	1	5.00	2	50.00%	50.00%	50.00%
This team is active.	0	0	0	0	1	0	1	6.00	2	100.00%	0.00%	50.00%
Members of this team are always coming up with ideas to make things better.	0	0	0	1	0	1	0	5.00	2	50.00%	0.00%	0.00%
When things get busy or difficult, this team knows what to do.	0	0	0	1	1	0	0	4.50	2	50.00%	0.00%	0.00%
This team would do better if its membership changed.	0	0	0	1	1	0	0	4.50	2	50.00%	0.00%	0.00%
We often meet as a team to review and plan our work.	0	0	0	0	1	1	0	5.50	2	100.00%	0.00%	0.00%
Everybody on this team believes the team can be effective.	0	0	0	1	0	1	0	5.00	2	50.00%	0.00%	0.00%

Team A Response

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree	Rating Avg.	N=	Agree %	Disagree %	Strong Agree %
I believe this team can be very effective.	0	0	0	0	1	17	34	6.63	52	100.00%	0.00%	65.38%
This team is well prepared for its work.	0	0	0	0	8	24	20	6.23	52	100.00%	0.00%	38.46%
We have all the skills and abilities necessary on our team to get the job done.	0	0	0	1	3	20	28	6.44	52	98.08%	0.00%	53.85%
This team knows what its job is and how to do it.	0	0	2	1	11	17	21	6.04	52	94.23%	3.85%	40.38%
The football program gives my team what it needs to accomplish its work effectively.	0	0	2	2	9	22	16	5.94	51	92.16%	3.92%	31.37%
The effort put in by team members usually results in high performance by the team.	0	0	0	1	7	21	22	6.25	51	98.04%	0.00%	43.14%
Hard work on this team leads to completing the team's work on time.	0	0	0	0	7	22	23	6.31	52	100.00%	0.00%	44.23%
Hard work on this team leads to high-quality work by the team.	0	0	1	1	4	21	24	6.29	51	96.08%	1.96%	47.06%
This team can get a lot done when everyone on it works hard.	0	1	0	0	1	15	34	6.57	51	98.04%	1.96%	66.67%
Members of this team lack the experience needed for this work.	8	19	10	6	6	2	0	2.78	51	15.69%	72.55%	0.00%
When the team asks for help, it gets it.	1	0	3	4	14	28	1	5.31	51	84.31%	7.84%	1.96%
As a team, we feel that we can solve most problems that affect our team.	0	0	0	2	13	30	6	5.78	51	96.08%	0.00%	11.76%
This team has little influence on top management.	0	8	7	10	13	8	6	4.46	52	51.92%	28.85%	11.54%
This team's history is one of getting what it needs to perform well.	0	0	1	5	10	25	11	5.77	52	88.46%	1.92%	21.15%
When this team needs something (suppliies, etc.) in order to do its work, it can consistently get it when it needs it.	0	2	1	0	14	23	12	5.75	52	94.23%	5.77%	23.08%
This team can overcome any obstacle in its way.	0	1	0	1	12	25	13	5.90	52	96.15%	1.92%	25.00%
This team is active.	0	0	0	0	8	28	16	6.15	52	100.00%	0.00%	30.77%
Members of this team are always coming up with ideas to make things better.	0	2	1	8	16	20	5	5.27	52	78.85%	5.77%	9.62%
When things get busy or difficult, this team knows what to do.	0	0	1	6	15	26	3	5.47	51	86.27%	1.96%	5.88%
This team would do better if its membership changed.	5	21	10	7	5	3	1	2.98	52	17.31%	69.23%	1.92%
We often meet as a team to review and plan our work.	0	2	7	5	11	16	11	5.25	52	73.08%	17.31%	21.15%
Everybody on this team believes the team can be effective.	0	1	2	5	4	22	17	5.86	51	84.31%	5.88%	33.33%

Team B Response

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree	Rating Average	N=	Agree %	Disagree %	Strong Agree %
I believe this team can be very effective.	1	0	0	1	1	8	15	6.27	26	92.31%	3.85%	57.69%
This team is well prepared for its work.	1	0	1	0	4	10	10	5.92	26	92.31%	7.69%	38.46%
We have all the skills and abilities necessary on our team to get the job done.	1	0	0	2	2	7	14	6.12	26	88.46%	3.85%	53.85%
This team knows what its job is and how to do it.	1	0	1	2	8	7	7	5.50	26	84.62%	7.69%	26.92%
The football program gives my team what it needs to accomplish its work effectively.	1	1	0	2	6	8	8	5.58	26	84.62%	7.69%	30.77%
The effort put in by team members usually results in high performance by the team.	2	1	4	1	11	5	2	4.58	26	69.23%	26.92%	7.69%
Hard work on this team leads to completing the team's work on time.	1	1	1	3	0	13	7	5.58	26	76.92%	11.54%	26.92%
Hard work on this team leads to high-quality work by the team.	1	1	3	1	3	12	5	5.31	26	76.92%	19.23%	19.23%
This team can get a lot done when everyone on it works hard.	1	0	0	0	5	5	14	6.16	25	96.00%	4.00%	56.00%
Members of this team lack the experience needed for this work.	3	8	5	4	5	1	0	3.12	26	23.08%	61.54%	0.00%
When the team asks for help, it gets it.	1	3	2	3	7	7	2	4.64	25	64.00%	24.00%	8.00%
As a team, we feel that we can solve most problems that affect our team.	1	0	1	2	6	10	5	5.48	25	84.00%	8.00%	20.00%
This team has little influence on top management.	2	2	3	10	3	4	1	4.04	25	32.00%	28.00%	4.00%
This team's history is one of getting what it needs to perform well.	2	0	2	7	6	5	3	4.68	25	56.00%	16.00%	12.00%
When this team needs something (suppliies, etc.) in order to do its work, it can consistently get it when it needs it.	1	3	3	6	7	3	2	4.28	25	48.00%	28.00%	8.00%
This team can overcome any obstacle in its way.	1	0	2	2	5	6	9	5.56	25	80.00%	12.00%	36.00%
This team is active.	1	0	0	1	3	10	9	5.96	24	91.67%	4.17%	37.50%
Members of this team are always coming up with ideas to make things better.	1	0	1	6	10	5	2	4.88	25	68.00%	8.00%	8.00%
When things get busy or difficult, this team knows what to do.	1	0	3	4	12	2	3	4.76	25	68.00%	16.00%	12.00%
This team would do better if its membership changed.	3	5	3	8	5	1	0	3.40	25	24.00%	44.00%	0.00%
We often meet as a team to review and plan our work.	1	0	0	3	7	8	6	5.52	25	84.00%	4.00%	24.00%
Everybody on this team believes the team can be effective.	1	0	1	3	6	9	5	5.40	25	80.00%	8.00%	20.00%

Ivy League Football Success Factors Survey - Question 4
Team A Student Athlete Response
BELIEFS. The statements in this section concern YOUR BELIEFS about your team. For each, indicate how much you agree or disagree with the statement by using the same scale as before.

Answer Options	FR	SO	JR	SR	GRAD	AVG			N=
13. I believe this team can be very effective.									
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen		
Disagree	0	0	0	0	0	100.00%	100.00%	Agree	
Slightly Disagree	0	0	0	0	0		0.00%	Disagree	
Neither Agree nor Disagree	0	0	0	0	0	Disagree %	Underclassmen		
Slightly Agree	0	0	0	0	0	0.00%	100.00%	Agree	
Agree	2	2	4	4	1		0.00%	Disagree	
Strongly Agree	13	5	6	1	0				
	6.87	6.71	6.60	6.20	6.00	6.66			38
14. This team is well prepared for its work.									
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen		
Disagree	0	0	0	0	0	100.00%	100.00%	Agree	
Slightly Disagree	0	0	0	0	0		0.00%	Disagree	
Neither Agree nor Disagree	0	0	0	0	0	Disagree %	Underclassmen		
Slightly Agree	3	2	1	1	0	0.00%	100.00%	Agree	
Agree	4	3	7	3	1		0.00%	Disagree	
Strongly Agree	8	2	2	1	0				
	6.33	6.00	6.10	6.00	6.00	6.16			38
15. We have all the skills and abilities necessary on our team to get the job done.									
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen		
Disagree	0	0	0	0	0	97.37%	100.00%	Agree	
Slightly Disagree	0	0	0	0	0		0.00%	Disagree	
Neither Agree nor Disagree	0	1	0	0	0	Disagree %	Underclassmen		
Slightly Agree	0	0	0	0	0	0.00%	95.45%	Agree	
Agree	5	2	5	2	0		0.00%	Disagree	
Strongly Agree	10	4	5	3	1				
	6.67	6.29	6.50	6.60	7.00	6.55			38
16. This team knows what its job is and how to do it.									
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen		
Disagree	0	0	0	0	0	94.74%	93.75%	Agree	
Slightly Disagree	0	0	1	0	0		6.25%	Disagree	
Neither Agree nor Disagree	0	1	0	0	0	Disagree %	Underclassmen		
Slightly Agree	3	1	1	2	0	2.63%	95.45%	Agree	
Agree	5	1	3	2	0		0.00%	Disagree	
Strongly Agree	7	4	5	1	1				
	6.27	6.14	6.10	5.80	7.00	6.16			38

Answer Options	FR	SO	JR	SR	GRAD	AVG		N=
17. The football program gives my team what it needs to accomplish its work effectively.								
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	0	0	94.59%	93.75% Agree	
Slightly Disagree	0	0	0	0	0		0.00% Disagree	
Neither Agree nor Disagree	0	1	0	1	0	Disagree %	Underclassmen	
Slightly Agree	0	1	1	4	1	0.00%	95.24% Agree	
Agree	8	3	6	0	0		0.00% Disagree	
Strongly Agree	6	2	3	0	0			
	6.43	5.86	6.20	4.80	5.00	6.00		37
18. The effort put in by team members usually results in high performance by the team.								
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	0	0	97.37%	100.00% Agree	
Slightly Disagree	0	0	0	0	0		0.00% Disagree	
Neither Agree nor Disagree	1	0	0	0	0	Disagree %	Underclassmen	
Slightly Agree	2	1	1	2	0	0.00%	95.45% Agree	
Agree	3	5	5	2	0		0.00% Disagree	
Strongly Agree	9	1	4	1	1			
	6.33	6.00	6.30	5.80	7.00	6.21		38
19. Hard work on this team leads to completing the team's work on time.								
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	0	0	100.00%	100.00% Agree	
Slightly Disagree	0	0	0	0	0		0.00% Disagree	
Neither Agree nor Disagree	0	0	0	0	0	Disagree %	Underclassmen	
Slightly Agree	2	0	1	3	0	0.00%	100.00% Agree	
Agree	4	5	8	1	0		0.00% Disagree	
Strongly Agree	9	2	1	1	1			
	6.47	6.29	6.00	5.60	7.00	6.21		38
20. Hard work on this team leads to high-quality work by the team.								
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	0	0	94.59%	87.50% Agree	
Slightly Disagree	0	0	0	1	0		6.25% Disagree	
Neither Agree nor Disagree	0	0	1	0	0	Disagree %	Underclassmen	
Slightly Agree	2	0	0	1	0	2.70%	100.00% Agree	
Agree	2	3	6	2	1		0.00% Disagree	
Strongly Agree	10	4	3	1	0			
	6.57	6.57	6.10	5.40	6.00	6.27		37
21. This team can get a lot done when everyone on it works hard.								
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	0	0	100.00%	100.00% Agree	
Slightly Disagree	0	0	0	0	0		0.00% Disagree	
Neither Agree nor Disagree	0	0	0	0	0	Disagree %	Underclassmen	
Slightly Agree	0	0	0	0	0	0.00%	100.00% Agree	
Agree	3	3	4	1	0		0.00% Disagree	
Strongly Agree	12	4	6	3	1			
	6.80	6.57	6.60	6.75	7.00	6.70		37

Answer Options	FR	SO	JR	SR	GRAD	AVG			N=
22. Members of this team lack the experience needed for this work.									
Strongly Disagree	4	0	2	0	0	Agreement %	Upperclassmen		
Disagree	6	2	3	2	0	18.42%	18.75%	Agree	
Slightly Disagree	2	3	1	2	0		62.50%	Disagree	
Neither Agree nor Disagree	1	0	3	0	0	Disagree %	Underclassmen		
Slightly Agree	1	2	0	1	1	71.05%	18.18%	Agree	
Agree	1	0	1	0	0		77.27%	Disagree	
Strongly Agree	0	0	0	0	0				
	2.47	3.29	2.90	3.00	5.00	2.87			38
23. When the team asks for help, it gets it.									
Strongly Disagree	1	0	0	0	0	Agreement %	Upperclassmen		
Disagree	0	0	0	0	0	83.78%	86.67%	Agree	
Slightly Disagree	1	0	1	0	0		6.67%	Disagree	
Neither Agree nor Disagree	0	2	0	1	0	Disagree %	Underclassmen		
Slightly Agree	4	4	1	1	1	8.11%	81.82%	Agree	
Agree	8	1	7	3	0		9.09%	Disagree	
Strongly Agree	1	0	0	0	0				
	5.27	4.86	5.56	5.40	5.00	5.27			37
24. As a team, we feel that we can solve most problems that affect our team.									
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen		
Disagree	0	0	0	0	0	97.30%	100.00%	Agree	
Slightly Disagree	0	0	0	0	0		0.00%	Disagree	
Neither Agree nor Disagree	0	1	0	0	0	Disagree %	Underclassmen		
Slightly Agree	3	3	2	1	0	0.00%	95.45%	Agree	
Agree	8	3	7	3	1		0.00%	Disagree	
Strongly Agree	4	0	1	0	0				
	6.07	5.29	5.90	5.75	6.00	5.84			37
25. This team has little influence on top management.									
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen		
Disagree	2	1	3	0	0	55.26%	50.00%	Agree	
Slightly Disagree	2	0	2	1	0		37.50%	Disagree	
Neither Agree nor Disagree	3	1	2	0	0	Disagree %	Underclassmen		
Slightly Agree	4	3	1	3	0	28.95%	59.09%	Agree	
Agree	2	0	1	0	1		22.73%	Disagree	
Strongly Agree	2	2	1	1	0				
	4.53	5.00	3.80	5.00	6.00	4.53			38
26. This team's history is one of getting what it needs to perform well.									
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen		
Disagree	0	0	0	0	0	84.21%	93.75%	Agree	
Slightly Disagree	0	0	1	0	0		6.25%	Disagree	
Neither Agree nor Disagree	3	2	0	0	0	Disagree %	Underclassmen		
Slightly Agree	1	2	1	2	0	2.63%	77.27%	Agree	
Agree	5	2	8	3	1		0.00%	Disagree	
Strongly Agree	6	1	0	0	0				
	5.93	5.29	5.60	5.60	6.00	5.68			38

Ivy League Football Success Factors Survey - Question 4							
Team A Student Athlete Response							

Answer Options	FR	SO	JR	SR	GRAD	AVG		N=
27. When this team needs something (suppliies, etc.) in order to do its work, it can consistently get it when it needs it.								
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen	
Disagree	1	1	0	0	0	92.11%	93.75% Agree	
Slightly Disagree	0	0	0	0	1		6.25% Disagree	
Neither Agree nor Disagree	0	0	0	0	0	Disagree %	Underclassmen	
Slightly Agree	3	3	2	3	0	7.89%	90.91% Agree	
Agree	8	1	7	2	0		9.09% Disagree	
Strongly Agree	3	2	1	0	0			
	5.73	5.29	5.90	5.40	3.00	5.58		38
28. This team can overcome any obstacle in its way.								
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	1	0	94.74%	93.75% Agree	
Slightly Disagree	0	0	0	0	0		6.25% Disagree	
Neither Agree nor Disagree	1	0	0	0	0	Disagree %	Underclassmen	
Slightly Agree	1	3	2	1	1	2.63%	95.45% Agree	
Agree	7	3	5	2	0		0.00% Disagree	
Strongly Agree	6	1	3	1	0			
	6.20	5.71	6.10	5.20	5.00	5.92		38
29. This team is active.								
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	0	0	100.00%	100.00% Agree	
Slightly Disagree	0	0	0	0	0		0.00% Disagree	
Neither Agree nor Disagree	0	0	0	0	0	Disagree %	Underclassmen	
Slightly Agree	2	1	2	1	0	0.00%	100.00% Agree	
Agree	7	2	5	3	1		0.00% Disagree	
Strongly Agree	6	4	3	1	0			
	6.27	6.43	6.10	6.00	6.00	6.21		38
30. Members of this team are always coming up with ideas to make things better.								
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen	
Disagree	0	0	1	0	0	76.32%	75.00% Agree	
Slightly Disagree	0	1	0	0	0		6.25% Disagree	
Neither Agree nor Disagree	2	2	2	1	0	Disagree %	Underclassmen	
Slightly Agree	3	4	3	0	0	5.26%	77.27% Agree	
Agree	9	0	3	3	1		4.55% Disagree	
Strongly Agree	1	0	1	1	0			
	5.60	4.43	5.00	5.80	6.00	5.26		38
31. When things get busy or difficult, this team knows what to do.								
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	0	0	83.78%	80.00% Agree	
Slightly Disagree	0	0	1	0	0		6.67% Disagree	
Neither Agree nor Disagree	1	2	1	1	0	Disagree %	Underclassmen	
Slightly Agree	3	3	2	0	1	2.70%	86.36% Agree	
Agree	10	2	6	3	0		0.00% Disagree	
Strongly Agree	1	0	0	0	0			
	5.73	5.00	5.30	5.50	5.00	5.43		37

Ivy League Football Success Factors Survey - Question 4								
Team A Student Athlete Response								
Answer Options	FR	SO	JR	SR	GRAD	AVG		N=
32. This team would do better if its membership changed.								
Strongly Disagree	2	1	1	1	0	Agreement %	Upperclassmen	
Disagree	6	2	5	2	0	13.16%	12.50% Agree	
Slightly Disagree	3	0	3	1	0		81.25% Disagree	
Neither Agree nor Disagree	2	3	0	1	0	Disagree %	Underclassmen	
Slightly Agree	1	1	0	0	0	71.05%	13.64% Agree	
Agree	1	0	1	0	0		63.64% Disagree	
Strongly Agree	0	0	0	0	1			
	2.80	3.14	2.60	2.40	7.00	2.87		38
33. We often meet as a team to review and plan our work.								
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen	
Disagree	1	0	1	0	0	65.79%	62.50% Agree	
Slightly Disagree	3	1	1	0	1		18.75% Disagree	
Neither Agree nor Disagree	2	0	3	0	0	Disagree %	Underclassmen	
Slightly Agree	3	3	1	3	0	21.05%	68.18% Agree	
Agree	2	3	3	1	0		22.73% Disagree	
Strongly Agree	4	0	1	1	0			
	4.93	5.14	4.70	5.60	3.00	4.95		38
34. Everybody on this team believes the team can be effective.								
Strongly Disagree	0	0	0	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	1	0	86.49%	75.00% Agree	
Slightly Disagree	0	0	0	0	1		12.50% Disagree	
Neither Agree nor Disagree	0	1	1	1	0	Disagree %	Underclassmen	
Slightly Agree	0	0	3	0	0	5.41%	95.24% Agree	
Agree	7	4	4	3	0		0.00% Disagree	
Strongly Agree	7	2	2	0	0			
	6.50	6.00	5.70	4.80	3.00	5.86		37

Ivy League Football Success Factors Survey - Question 4
Team B Student Athlete Response

BELIEFS. The statements in this section concern YOUR BELIEFS about your team. For each, indicate how much you agree or disagree with the statement by using the same scale as before.

Answer Options	FR	SO	JR	SR	GRAD	Rating Average			N=
13. I believe this team can be very effective.									
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen		
Disagree	0	0	0	0	0	91.67%	75.00%	Agree	
Slightly Disagree	0	0	0	0	0		12.50%	Disagree	
Neither Agree nor Disagree	0	0	1	0	0	Disagree %	Underclassmen		
Slightly Agree	0	1	0	0	0	4.17%	100.00%	Agree	
Agree	4	1	2	0	0		0.00%	Disagree	
Strongly Agree	9	1	4	0	0				
	6.69	6.00	5.63	0.00	0.00	6.25			24
14. This team is well prepared for its work.									
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen		
Disagree	0	0	0	0	0	91.67%	87.50%	Agree	
Slightly Disagree	0	1	0	0	0		12.50%	Disagree	
Neither Agree nor Disagree	0	0	0	0	0	Disagree %	Underclassmen		
Slightly Agree	1	0	2	0	0	8.33%	93.75%	Agree	
Agree	6	2	2	0	0		6.25%	Disagree	
Strongly Agree	6	0	3	0	0				
	6.38	5.00	5.50	0.00	0.00	5.92			24
15. We have all the skills and abilities necessary on our team to get the job done.									
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen		
Disagree	0	0	0	0	0	87.50%	75.00%	Agree	
Slightly Disagree	0	0	0	0	0		12.50%	Disagree	
Neither Agree nor Disagree	0	1	1	0	0	Disagree %	Underclassmen		
Slightly Agree	0	0	1	0	0	4.17%	93.75%	Agree	
Agree	5	2	0	0	0		0.00%	Disagree	
Strongly Agree	8	0	5	0	0				
	6.62	5.33	5.63	0.00	0.00	6.13			24
16. This team knows what its job is and how to do it.									
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen		
Disagree	0	0	0	0	0	83.33%	87.50%	Agree	
Slightly Disagree	0	1	0	0	0		12.50%	Disagree	
Neither Agree nor Disagree	1	1	0	0	0	Disagree %	Underclassmen		
Slightly Agree	4	0	3	0	0	8.33%	81.25%	Agree	
Agree	3	1	3	0	0		6.25%	Disagree	
Strongly Agree	5	0	1	0	0				
	5.92	4.33	5.13	0.00	0.00	5.46			24
17. The football program gives my team what it needs to accomplish its work effectively.									
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen		
Disagree	0	0	0	0	0	87.50%	75.00%	Agree	
Slightly Disagree	0	0	0	0	0		12.50%	Disagree	
Neither Agree nor Disagree	0	1	1	0	0	Disagree %	Underclassmen		
Slightly Agree	2	1	3	0	0	4.17%	93.75%	Agree	
Agree	6	1	1	0	0		0.00%	Disagree	
Strongly Agree	5	0	2	0	0				
	6.23	5.00	5.00	0.00	0.00	5.67			24

Ivy League Football Success Factors Survey - Question 4
Team B Student Athlete Response

Answer Options	FR	SO	JR	SR	GRAD	Rating Average			N=
18. The effort put in by team members usually results in high performance by the team.									
Strongly Disagree	0	0	2	0	0	Agreement %	Upperclassmen		
Disagree	0	0	1	0	0	70.83%	50.00%	Agree	
Slightly Disagree	2	1	1	0	0		50.00%	Disagree	
Neither Agree nor Disagree	0	0	0	0	0	Disagree %	Underclassmen		
Slightly Agree	6	0	4	0	0	29.17%	81.25%	Agree	
Agree	3	2	0	0	0		18.75%	Disagree	
Strongly Agree	2	0	0	0	0				
	5.23	5.00	3.38	0.00	0.00	4.58			24
19. Hard work on this team leads to completing the team's work on time.									
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen		
Disagree	0	1	0	0	0	79.17%	62.50%	Agree	
Slightly Disagree	1	0	0	0	0		12.50%	Disagree	
Neither Agree nor Disagree	0	0	2	0	0	Disagree %	Underclassmen		
Slightly Agree	0	0	0	0	0	12.50%	87.50%	Agree	
Agree	8	2	3	0	0		12.50%	Disagree	
Strongly Agree	4	0	2	0	0				
	6.08	4.67	5.13	0.00	0.00	5.58			24
20. Hard work on this team leads to high-quality work by the team.									
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen		
Disagree	0	1	0	0	0	79.17%	62.50%	Agree	
Slightly Disagree	1	0	2	0	0		37.50%	Disagree	
Neither Agree nor Disagree	0	0	0	0	0	Disagree %	Underclassmen		
Slightly Agree	1	0	2	0	0	20.83%	87.50%	Agree	
Agree	8	2	1	0	0		12.50%	Disagree	
Strongly Agree	3	0	2	0	0				
	5.92	4.67	4.63	0.00	0.00	5.33			24
21. This team can get a lot done when everyone on it works hard.									
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen		
Disagree	0	0	0	0	0	95.65%	87.50%	Agree	
Slightly Disagree	0	0	0	0	0		12.50%	Disagree	
Neither Agree nor Disagree	0	0	0	0	0	Disagree %	Underclassmen		
Slightly Agree	1	1	2	0	0	4.35%	100.00%	Agree	
Agree	4	1	0	0	0		0.00%	Disagree	
Strongly Agree	8	0	5	0	0				
	6.54	5.50	5.75	0.00	0.00	6.17			23
22. Members of this team lack the experience needed for this work.									
Strongly Disagree	1	1	1	0	0	Agreement %	Upperclassmen		
Disagree	5	0	3	0	0	20.83%	25.00%	Agree	
Slightly Disagree	2	1	1	0	0		62.50%	Disagree	
Neither Agree nor Disagree	2	1	1	0	0	Disagree %	Underclassmen		
Slightly Agree	3	0	1	0	0	62.50%	18.75%	Agree	
Agree	0	0	1	0	0		62.50%	Disagree	
Strongly Agree	0	0	0	0	0				
	3.08	2.67	3.13	0.00	0.00	3.04			24
23. When the team asks for help, it gets it.									
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen		
Disagree	0	0	2	0	0	65.22%	25.00%	Agree	
Slightly Disagree	1	0	1	0	0		50.00%	Disagree	
Neither Agree nor Disagree	1	0	2	0	0	Disagree %	Underclassmen		
Slightly Agree	4	1	2	0	0	21.74%	86.67%	Agree	
Agree	5	1	0	0	0		6.67%	Disagree	
Strongly Agree	2	0	0	0	0				
	5.46	5.50	3.25	0.00	0.00	4.70			23

Ivy League Football Success Factors Survey - Question 4
Team B Student Athlete Response

Answer Options	FR	SO	JR	SR	GRAD	Rating Average		N=
24. As a team, we feel that we can solve most problems that affect our team.								
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	0	0	86.96%	62.50% Agree	
Slightly Disagree	0	0	1	0	0		25.00% Disagree	
Neither Agree nor Disagree	0	0	1	0	0	Disagree %	Underclassmen	
Slightly Agree	4	0	1	0	0	8.70%	100.00% Agree	
Agree	7	1	2	0	0		0.00% Disagree	
Strongly Agree	2	1	2	0	0			
	5.85	6.50	4.88	0.00	0.00	5.57		23
25. This team has little influence on top management.								
Strongly Disagree	1	0	1	0	0	Agreement %	Upperclassmen	
Disagree	1	0	0	0	0	30.43%	50.00% Agree	
Slightly Disagree	2	0	1	0	0		25.00% Disagree	
Neither Agree nor Disagree	7	1	2	0	0	Disagree %	Underclassmen	
Slightly Agree	1	1	1	0	0	26.09%	20.00% Agree	
Agree	1	0	3	0	0		26.67% Disagree	
Strongly Agree	0	0	0	0	0			
	3.69	4.50	4.38	0.00	0.00	4.00		23
26. This team's history is one of getting what it needs to perform well.								
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	0	0	56.52%	37.50% Agree	
Slightly Disagree	1	0	1	0	0		25.00% Disagree	
Neither Agree nor Disagree	4	0	3	0	0	Disagree %	Underclassmen	
Slightly Agree	4	2	0	0	0	13.04%	66.67% Agree	
Agree	1	0	3	0	0		6.67% Disagree	
Strongly Agree	3	0	0	0	0			
	5.08	5.00	4.25	0.00	0.00	4.78		23
27. When this team needs something (suppliies, etc.) in order to do its work, it can consistently get it when it needs it.								
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen	
Disagree	1	0	1	0	0	47.83%	25.00% Agree	
Slightly Disagree	2	0	1	0	0		37.50% Disagree	
Neither Agree nor Disagree	3	0	3	0	0	Disagree %	Underclassmen	
Slightly Agree	4	1	2	0	0	26.09%	60.00% Agree	
Agree	1	1	0	0	0		20.00% Disagree	
Strongly Agree	2	0	0	0	0			
	4.62	5.50	3.50	0.00	0.00	4.30		23
28. This team can overcome any obstacle in its way.								
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	0	0	82.61%	50.00% Agree	
Slightly Disagree	0	0	1	0	0		25.00% Disagree	
Neither Agree nor Disagree	0	0	2	0	0	Disagree %	Underclassmen	
Slightly Agree	4	0	1	0	0	8.70%	100.00% Agree	
Agree	4	1	1	0	0		0.00% Disagree	
Strongly Agree	5	1	2	0	0			
	6.08	6.50	4.63	0.00	0.00	5.61		23
29. This team is active.								
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	0	0	90.91%	75.00% Agree	
Slightly Disagree	0	0	0	0	0		12.50% Disagree	
Neither Agree nor Disagree	0	0	1	0	0	Disagree %	Underclassmen	
Slightly Agree	0	0	2	0	0	4.55%	100.00% Agree	
Agree	7	1	2	0	0		0.00% Disagree	
Strongly Agree	5	1	2	0	0			
	6.42	6.50	5.13	0.00	0.00	5.95		22

Answer Options	FR	SO	JR	SR	GRAD	Rating Average		N=
30. Members of this team are always coming up with ideas to make things better.								
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	0	0	69.57%	62.50% Agree	
Slightly Disagree	1	0	0	0	0		12.50% Disagree	
Neither Agree nor Disagree	2	1	2	0	0	Disagree %	Underclassmen	
Slightly Agree	8	0	2	0	0	8.70%	73.33% Agree	
Agree	1	1	2	0	0		6.67% Disagree	
Strongly Agree	1	0	1	0	0			
	4.92	5.00	4.75	0.00	0.00	4.87		23
31. When things get busy or difficult, this team knows what to do.								
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	0	0	69.57%	62.50% Agree	
Slightly Disagree	2	0	1	0	0		25.00% Disagree	
Neither Agree nor Disagree	1	1	1	0	0	Disagree %	Underclassmen	
Slightly Agree	8	0	3	0	0	17.39%	73.33% Agree	
Agree	0	0	2	0	0		13.33% Disagree	
Strongly Agree	2	1	0	0	0			
	4.92	5.50	4.38	0.00	0.00	4.78		23
32. This team would do better if its membership changed.								
Strongly Disagree	1	1	1	0	0	Agreement %	Upperclassmen	
Disagree	4	0	1	0	0	21.74%	37.50% Agree	
Slightly Disagree	2	0	1	0	0		37.50% Disagree	
Neither Agree nor Disagree	4	1	2	0	0	Disagree %	Underclassmen	
Slightly Agree	2	0	2	0	0	47.83%	13.33% Agree	
Agree	0	0	1	0	0		53.33% Disagree	
Strongly Agree	0	0	0	0	0			
	3.15	2.50	3.75	0.00	0.00	3.30		23
33. We often meet as a team to review and plan our work.								
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	0	0	82.61%	62.50% Agree	
Slightly Disagree	0	0	0	0	0		12.50% Disagree	
Neither Agree nor Disagree	1	0	2	0	0	Disagree %	Underclassmen	
Slightly Agree	3	0	3	0	0	4.35%	93.33% Agree	
Agree	5	1	1	0	0		0.00% Disagree	
Strongly Agree	4	1	1	0	0			
	5.92	6.50	4.63	0.00	0.00	5.52		23
34. Everybody on this team believes the team can be effective.								
Strongly Disagree	0	0	1	0	0	Agreement %	Upperclassmen	
Disagree	0	0	0	0	0	82.61%	62.50% Agree	
Slightly Disagree	0	0	1	0	0		25.00% Disagree	
Neither Agree nor Disagree	1	0	1	0	0	Disagree %	Underclassmen	
Slightly Agree	2	1	3	0	0	8.70%	93.33% Agree	
Agree	7	1	0	0	0		0.00% Disagree	
Strongly Agree	3	0	2	0	0			
	5.92	5.50	4.63	0.00	0.00	5.43		23

All Responses

Please rate how involved you (in your current role) are in making each of the decisions listed below.

Answer Options	No Involvement			Participates in the Decision			Makes the Final Decision	Rating Average	N=	Participation %	Non Involvement %	High Influence %
Adjusting wages and salaries	8	0	1	0	0	1	2	1.21	89	3.4%	95.51%	3.37%
Arranging new team policies and procedures	5	5	3	12	5	2	2	2.01	88	23.	67.05%	4.55%
Constructing manuals and Playbooks	6	0	1	4	5	6	4	1.99	89	21.	77.53%	11.24%
Hiring and Firing	7	3	0	1	2	1	2	1.35	88	6.8%	89.77%	3.41%
Identifying and recruiting personnel	4	12	4	9	6	10	2	2.51	88	30.	51.14%	13.64%
Long Term Strategic Planning	6	3	0	7	4	5	3	1.93	89	21.	75.28%	8.99%
Playcalling	7	4	3	3	3	1	5	1.74	89	13.	78.65%	6.74%
Practice Scripting and Planning	6	2	1	4	5	6	4	2.01	89	21.	75.28%	11.24%
Redesigning Personnel Roles	6	7	4	7	2	2	2	1.74	89	14.	73.03%	4.49%
Setting Game Plans	6	5	4	5	2	5	5	2.03	88	19.	70.45%	11.36%
Setting Team Goals	3	10	6	20	8	7	3	2.88	89	42.	39.33%	11.24%
Setting Team Schedules	5	19	4	6	2	2	2	1.84	89	13.	60.67%	4.49%

Student Athlete Responses

Answer Options	No Involvement			Participates in the Decision			Makes the Final Decision	Rating Average	N=	Participation %	Non Involvement %	High Influence %
Adjusting wages and salaries	64	0	0	0	0	0		1.00	64	0.0%	100.00%	0.00%
Arranging new team policies and procedures	53	2	5	2	0	0		1.45	64	10.	82.81%	0.00%
Constructing manuals and Playbooks	64	0	0	0	0	0		1.00	64	0.0%	100.00%	0.00%
Hiring and Firing	63	0	0	0	0	0		1.00	63	0.0%	100.00%	0.00%
Identifying and recruiting personnel	41	11	4	1	3	0		1.78	64	12.	64.06%	4.69%
Long Term Strategic Planning	62	2	0	0	0	0		1.03	64	0.0%	96.88%	0.00%
Playcalling	62	1	0	0	0	0		1.05	64	0.0%	96.88%	0.00%
Practice Scripting and Planning	61	2	0	0	0	0		1.06	64	0.0%	95.31%	0.00%
Redesigning Personnel Roles	56	4	2	0	0	0		1.22	64	3.1%	87.50%	0.00%
Setting game plans	58	3	0	0	0	0		1.14	64	0.0%	90.63%	0.00%
Setting Team Goals	33	7	10	5	3	0		2.31	64	28.1%	51.56%	4.69%
Setting Team Schedules	45	13	3	0	0	0		1.44	64	4.7%	70.31%	0.00%

Ivy League Football Success Factors Survey - Question 5

Coach Responses

	No Involvement			Participates in the Decision			Makes the Final Decision	Average	n=	Participation %	Non Involvement	High Influence
Adjusting wages and salaries	17	0	1	0	0	1	2	1.90	21	14.3%	80.95%	14.29%
Arranging new team policies and procedures	4	3	1	6	2	2	2	3.65	20	60.0%	20.00%	20.00%
Constructing manuals and Playbooks	1	0	1	4	5	6	4	5.19	21	90.5%	4.76%	47.62%
Hiring and Firing	13	3	0	1	1	1	2	2.29	21	23.8%	61.90%	14.29%
Identifying and recruiting personnel	1	1	0	5	4	7	2	4.95	20	90.0%	5.00%	45.00%
Long Term Strategic Planning	3	1	0	6	3	5	3	4.52	21	81.0%	14.29%	38.10%
Playcalling	4	3	2	3	3	1	5	4.00	21	57.1%	19.05%	28.57%
Practice Scripting and Planning	2	0	0	4	5	6	4	5.10	21	90.5%	9.52%	47.62%
Redesigning Personnel Roles	6	3	2	4	2	2	2	3.33	21	47.6%	28.57%	19.05%
Setting game plans	1	2	1	5	2	5	5	4.90	21	81.0%	4.76%	47.62%
Setting Team Goals	0	3	0	8	3	4	3	4.67	21	85.7%	0.00%	33.33%
Setting Team Schedules	6	6	1	2	2	2	2	3.10	21	38.1%	28.57%	19.05%

Team A Responses

	No Involvement			Participates in the Decision			Makes the Final Decision	Average	n=	Participation %	Non Involvement	High Influence
Adjusting wages and salaries	49	0	0	0	0	1	1	1.22	51	3.9%	96.08%	3.92%
Arranging new team policies and procedures	33	2	2	7	4	2	1	2.16	51	27.5%	64.71%	5.88%
Constructing manuals and Playbooks	41	0	1	2	3	1	3	1.84	51	17.6%	80.39%	7.84%
Hiring and Firing	47	1	0	0	1	0	1	1.22	50	4.0%	94.00%	2.00%
Identifying and recruiting personnel	29	5	4	4	2	5	1	2.28	50	24.0%	58.00%	12.00%
Long Term Strategic Planning	40	1	0	4	1	4	1	1.84	51	19.6%	78.43%	9.80%
Playcalling	40	3	2	2	2	0	2	1.65	51	11.8%	78.43%	3.92%
Practice Scripting and Planning	41	1	0	1	3	3	2	1.84	51	17.6%	80.39%	9.80%
Redesigning Personnel Roles	39	2	4	3	1	1	1	1.67	51	11.8%	76.47%	3.92%
Setting game plans	37	2	1	3	1	4	2	1.98	50	20.0%	74.00%	12.00%
Setting Team Goals	23	5	3	8	5	5	2	2.80	51	39.2%	45.10%	13.73%
Setting Team Schedules	34	8	3	3	1	1	1	1.75	51	11.8%	66.67%	3.92%

Ivy League Football Success Factors Survey - Question 5

Team B Responses

	No Involvement			Participates in the Decision			Makes the Final Decision	Rating Average	N=	Participation	Non Involvement	High Influence
Adjusting wages and salaries	24	0	1	0	0	0	0	1.08	25	0.0%	96.00%	0.00%
Arranging new team policies and procedures	20	2	1	1	0	0	0	1.29	24	4.2%	83.33%	0.00%
Constructing manuals and Playbooks	23	0	0	1	1	0	0	1.28	25	8.0%	92.00%	0.00%
Hiring and Firing	24	0	0	0	0	1	0	1.20	25	4.0%	96.00%	4.00%
Identifying and recruiting personnel	14	5	0	3	1	2	0	2.12	25	24.0%	56.00%	8.00%
Long Term Strategic Planning	22	1	0	1	1	0	0	1.32	25	8.0%	88.00%	0.00%
Playcalling	23	1	0	0	1	0	0	1.20	25	4.0%	92.00%	0.00%
Practice Scripting and Planning	21	1	1	1	1	0	0	1.40	25	8.0%	84.00%	0.00%
Redesigning Personnel Roles	20	3	0	1	0	1	0	1.44	25	8.0%	80.00%	4.00%
Setting game plans	21	1	1	1	1	0	0	1.40	25	8.0%	84.00%	0.00%
Setting Team Goals	10	4	2	7	1	1	0	2.52	25	36.0%	40.00%	4.00%
Setting Team Schedules	14	8	1	1	0	1	0	1.72	25	8.0%	56.00%	4.00%

Team A Coach Responses

	No Involvement			Participates in the Decision			Makes the Final Decision	Rating Average	n=	Participation	Non Involvement	High Influence
Adjusting wages and salaries	9	0	0	0	0	1	1	2.00	11	18.2%	81.82%	18.18%
Arranging new team policies and procedures	1	1	1	3	2	2	1	4.27	11	72.7%	9.09%	27.27%
Constructing manuals and Playbooks	1	0	1	2	3	1	3	4.91	11	81.8%	9.09%	36.36%
Hiring and Firing	8	1	0	0	1	0	1	2.00	11	18.2%	72.73%	9.09%
Identifying and recruiting personnel	1	0	0	2	2	4	1	5.00	10	90.0%	10.00%	50.00%
Long Term Strategic Planning	2	0	0	3	1	4	1	4.55	11	81.8%	18.18%	45.45%
Playcalling	2	2	1	2	2	0	2	3.73	11	54.5%	18.18%	18.18%
Practice Scripting and Planning	2	0	0	1	3	3	2	4.82	11	81.8%	18.18%	45.45%
Redesigning Personnel Roles	4	1	2	1	1	1	1	3.09	11	36.4%	36.36%	18.18%
Setting game plans	1	0	0	3	1	4	2	5.09	11	90.9%	9.09%	54.55%
Setting Team Goals	0	1	0	4	2	2	2	4.91	11	90.9%	0.00%	36.36%
Setting Team Schedules	2	4	1	1	1	1	1	3.18	11	36.4%	18.18%	18.18%

Team B Coach Responses

	No Involvement		Participates in the Decision		Makes the Final Decision		Rating Average	n=	Participation %	Non Involvement	High Influence
Adjusting wages and salaries	1	0 1	0	0 0	0		2.00	2	0.0%	50.00%	0.00%
Arranging new team policies and procedures	0	1 0	0	0 0	0		2.00	1	0.0%	0.00%	0.00%
Constructing manuals and Playbooks	0	0 0	1	1 0	0		4.50	2	100.0%	0.00%	0.00%
Hiring and Firing	1	0 0	0	0 1	0		3.50	2	50.0%	50.00%	50.00%
Identifying and recruiting personnel	0	0 0	1	0 1	0		5.00	2	100.0%	0.00%	50.00%
Long Term Strategic Planning	0	0 0	1	1 0	0		4.50	2	100.0%	0.00%	0.00%
Playcalling	0	1 0	0	1 0	0		3.50	2	50.0%	0.00%	0.00%
Practice Scripting and Planning	0	0 0	1	1 0	0		4.50	2	100.0%	0.00%	0.00%
Redesigning Personnel Roles	0	0 0	1	0 1	0		5.00	2	100.0%	0.00%	50.00%
Setting game plans	0	0 0	1	1 0	0		4.50	2	100.0%	0.00%	0.00%
Setting Team Goals	0	1 0	0	0 1	0		4.00	2	50.0%	0.00%	50.00%
Setting Team Schedules	0	1 0	0	0 1	0		4.00	2	50.0%	0.00%	50.00%

Ivy League Football Success Factors - Question 5						
Team A Student Athlete Response						

Please rate how involved you (in your current role) are in making each of the decisions listed below.

Answer Options	FR	SO	JR	SR	GRAD	Rating Average	N=
Setting Team Goals							
No Involvement	11	3	2	4	1	Participation %	24.32%
	3	1	0	0	0	No Involvement %	56.76%
	1	2	0	0	0	High Influence %	8.11%
Participates in the Decision	0	1	2	0	0		
	0	0	2	1	0		
	0	0	3	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.33	2.14	4.22	1.80	1.00	2.24	37
Setting Team Schedules							
No Involvement	14	5	4	5	1	Participation %	5.41%
	1	1	2	0	0	No Involvement %	78.38%
	0	1	1	0	0	High Influence %	0.00%
Participates in the Decision	0	0	2	0	0		
	0	0	0	0	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.07	1.43	2.11	1.00	1.00	1.38	37
Identifying and recruiting personnel							
No Involvement	12	4	3	5	1	Participation %	8.11%
	2	2	1	0	0	No Involvement %	67.57%
	0	1	3	0	0	High Influence %	2.70%
Participates in the Decision	1	0	1	0	0		
	0	0	0	0	0		
	0	0	1	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.33	1.57	2.67	1.00	1.00	1.65	37
Adjusting wages and salaries							
No Involvement	15	7	9	5	1	Participation %	0.00%
	0	0	0	0	0	No Involvement %	100.00%
	0	0	0	0	0	High Influence %	0.00%
Participates in the Decision	0	0	0	0	0		
	0	0	0	0	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.00	1.00	1.00	1.00	1.00	1.00	37

Ivy League Football Success Factors - Question 5						
Team A Student Athlete Response						
Answer Options	FR	SO	JR	SR	GRAD	Rating Average	N=
Arranging new team policies and procedures							
No Involvement	15	7	4	4	0	Participation %	13.51%
	0	0	1	0	0	No Involvement %	81.08%
	0	0	0	0	1	High Influence %	0.00%
Participates in the Decision	0	0	3	0	0		
	0	0	1	1	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.00	1.00	2.56	1.80	3.00	1.54	37
Redesigning Personnel Roles							
No Involvement	15	7	5	4	1	Participation %	5.41%
	0	0	1	0	0	No Involvement %	86.49%
	0	0	2	0	0	High Influence %	0.00%
Participates in the Decision	0	0	1	1	0		
	0	0	0	0	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.00	1.00	1.89	1.60	1.00	1.30	37
Playcalling							
No Involvement	15	7	7	5	1	Participation %	0.00%
	0	0	1	0	0	No Involvement %	94.59%
	0	0	1	0	0	High Influence %	0.00%
Participates in the Decision	0	0	0	0	0		
	0	0	0	0	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.00	1.00	1.33	1.00	1.00	1.08	37
Setting game plans							
No Involvement	15	7	6	5	1	Participation %	0.00%
	0	0	2	0	0	No Involvement %	91.89%
	0	0	1	0	0	High Influence %	0.00%
Participates in the Decision	0	0	0	0	0		
	0	0	0	0	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.00	1.00	1.44	1.00	1.00	1.11	37
Constructing manuals and Playbooks							
No Involvement	15	7	9	5	1	Participation %	0.00%
	0	0	0	0	0	No Involvement %	100.00%
	0	0	0	0	0	High Influence %	0.00%
Participates in the Decision	0	0	0	0	0		
	0	0	0	0	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.00	1.00	1.00	1.00	1.00	1.00	37

Answer Options	FR	SO	JR	SR	GRAD	Rating Average		Response Count
Ivy League Football Success Factors - Question 5								
Team A Student Athlete Response								
Practice Scripting and Planning								
No Involvement	15	7	8	5	1	Participation %		0.00%
	0	0	1	0	0	No Involvement %		97.30%
	0	0	0	0	0	High Influence %		0.00%
Participates in the Decision	0	0	0	0	0			
	0	0	0	0	0			
	0	0	0	0	0			
Makes the Final Decision	0	0	0	0	0			
	1.00	1.00	1.11	1.00	1.00	1.03		37
Long Term Strategic Planning								
No Involvement	15	7	8	5	1	Participation %		0.00%
	0	0	1	0	0	No Involvement %		97.30%
	0	0	0	0	0	High Influence %		0.00%
Participates in the Decision	0	0	0	0	0			
	0	0	0	0	0			
	0	0	0	0	0			
Makes the Final Decision	0	0	0	0	0			
	1.00	1.00	1.11	1.00	1.00	1.03		37
Hiring and Firing								
No Involvement	14	7	9	5	1	Participation %		0.00%
	0	0	0	0	0	No Involvement %		100.00%
	0	0	0	0	0	High Influence %		0.00%
Participates in the Decision	0	0	0	0	0			
	0	0	0	0	0			
	0	0	0	0	0			
Makes the Final Decision	0	0	0	0	0			
	1.00	1.00	1.00	1.00	1.00	1.00		36

Ivy League Football Success Factors Survey - Question 5
Team B Student Athlete Response

Please rate how involved you (in your current role) are in making each of the decisions listed below.

Answer Options	FR	SO	JR	SR	GRAD	Rating Average	N=
Setting Team Goals							
No Involvement	5	1	4	0	0	Participation %	34.78%
	2	1	0	0	0	No Involvement %	43.48%
	1	0	1	0	0	High Influence %	0.00%
Participates in the Decision	5	0	2	0	0		
	0	0	1	0	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	2.46	1.50	2.50	0.00	0.00	2.39	23
Setting Team Schedules							
No Involvement	9	2	3	0	0	Participation %	4.35%
	4	0	3	0	0	No Involvement %	60.87%
	0	0	1	0	0	High Influence %	0.00%
Participates in the Decision	0	0	1	0	0		
	0	0	0	0	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.31	1.00	2.00	0.00	0.00	1.52	23
Identifying and recruiting personnel							
No Involvement	8	0	6	0	0	Participation %	17.39%
	3	1	1	0	0	No Involvement %	60.87%
	0	0	0	0	0	High Influence %	4.35%
Participates in the Decision	1	1	0	0	0		
	0	0	1	0	0		
	1	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.85	3.00	1.63	0.00	0.00	1.87	23
Adjusting wages and salaries							
No Involvement	13	2	8	0	0	Participation %	0.00%
	0	0	0	0	0	No Involvement %	100.00%
	0	0	0	0	0	High Influence %	0.00%
Participates in the Decision	0	0	0	0	0		
	0	0	0	0	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.00	1.00	1.00	0.00	0.00	1.00	23
Arranging new team policies and procedures							
No Involvement	12	2	6	0	0	Participation %	4.35%
	1	0	0	0	0	No Involvement %	86.96%
	0	0	1	0	0	High Influence %	0.00%
Participates in the Decision	0	0	1	0	0		
	0	0	0	0	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.08	1.00	1.63	0.00	0.00	1.26	23

Answer Options	FR	SO	JR	SR	GRAD	Rating Average	N=
Ivy League Football Success Factors Survey - Question 5							
Team B Student Athlete Response							

Answer Options	FR	SO	JR	SR	GRAD	Rating Average	N=
Redesigning Personnel Roles							
No Involvement	11	1	8	0	0	Participation %	0.00%
	2	1	0	0	0	No Involvement %	86.96%
	0	0	0	0	0	High Influence %	0.00%
Participates in the Decision	0	0	0	0	0		
	0	0	0	0	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.15	1.50	1.00	0.00	0.00	1.13	23
Playcalling							
No Involvement	13	2	8	0	0	Participation %	0.00%
	0	0	0	0	0	No Involvement %	100.00%
	0	0	0	0	0	High Influence %	0.00%
Participates in the Decision	0	0	0	0	0		
	0	0	0	0	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.00	1.00	1.00	0.00	0.00	1.00	23
Setting game plans							
No Involvement	12	2	7	0	0	Participation %	0.00%
	1	0	0	0	0	No Involvement %	91.30%
	0	0	1	0	0	High Influence %	0.00%
Participates in the Decision	0	0	0	0	0		
	0	0	0	0	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.08	1.00	1.25	0.00	0.00	1.13	23
Constructing manuals and Playbooks							
No Involvement	13	2	8	0	0	Participation %	0.00%
	0	0	0	0	0	No Involvement %	100.00%
	0	0	0	0	0	High Influence %	0.00%
Participates in the Decision	0	0	0	0	0		
	0	0	0	0	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.00	1.00	1.00	0.00	0.00	1.00	23
Practice Scripting and Planning							
No Involvement	12	2	7	0	0	Participation %	0.00%
	1	0	0	0	0	No Involvement %	91.30%
	0	0	1	0	0	High Influence %	0.00%
Participates in the Decision	0	0	0	0	0		
	0	0	0	0	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.08	1.00	1.25	0.00	0.00	1.13	23

Ivy League Football Success Factors Survey - Question 5							
Team B Student Athlete Response							
Answer Options	FR	SO	JR	SR	GRAD	Rating Average	N=
Long Term Strategic Planning							
No Involvement	13	2	7	0	0	Participation %	0.00%
	0	0	1	0	0	No Involvement %	95.65%
	0	0	0	0	0	High Influence %	0.00%
Participates in the Decision	0	0	0	0	0		
	0	0	0	0	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.00	1.00	1.13	0.00	0.00	1.04	23
Hiring and Firing							
No Involvement	13	2	8	0	0	Participation %	0.00%
	0	0	0	0	0	No Involvement %	100.00%
	0	0	0	0	0	High Influence %	0.00%
Participates in the Decision	0	0	0	0	0		
	0	0	0	0	0		
	0	0	0	0	0		
Makes the Final Decision	0	0	0	0	0		
	1.00	1.00	1.00	0.00	0.00	1.00	23

Ivy League Football Success Factors Survey - Question 6

All Responses

This section concerns rewards and outcomes received by your team. Using the 7-point scale below, please RATE HOW LIKELY it is that each of these things will happen if your team is CONSISTENTLY OUTSTANDING in its total performance:

	Not at all Likely						Extremely Likely	Don't Know	Does Not Apply	Rating Avg	N=	Highly Likely	Unlikely %	Uncertainty	Potency Factor
36. You will see merit increases in compensation or playing time.	7	5	6	8	17	11	22	8	5	4.18	89	37.08%	13.48%	8.99%	28.09%
37. You will keep your job.	1	1	1	2	14	10	35	1	20	4.58	85	52.94%	2.35%	1.18%	51.76%
38. You will receive praise and recognition from your immediate supervisor.	4	4	7	11	21	12	24	1	5	4.74	89	40.45%	8.99%	1.12%	39.33%
39. You will receive an increased work load at your position.	2	5	10	12	12	15	18	5	9	4.16	88	37.50%	7.95%	5.68%	31.82%
40. You will see appreciation from alumni, fans, etc.	4	4	5	6	19	17	31	3	0	5.22	89	53.93%	8.99%	3.37%	50.56%
41. You will receive praise and recognition from levels above your immediate supervisor.	5	8	10	10	19	12	13	5	6	3.97	88	28.41%	14.77%	5.68%	22.73%
42. You will increase your chances for promotion or additional playing time.	6	7	6	6	17	17	25	3	2	4.76	89	47.19%	14.61%	3.37%	43.82%
43. You will receive additional benefits or intangible perks (bonuses, time off, etc.)	30	8	6	6	4	8	7	7	13	2.30	89	16.85%	42.70%	7.87%	8.99%
44. You will receive tangible goods commemorating your achievement. (Rings, etc.)	6	4	3	6	7	14	45	2	1	5.47	88	67.05%	11.36%	2.27%	64.77%

Student Athlete Responses

	Not at all likely						Extremely Likely	Don't Know	Does Not Apply	Rating Average	N=	Highly Likely	Unlikely %	Uncertainty	Potency Factor
36. You will see merit increases in compensation or playing time.	4	2	5	8	12	8	16	6	3	4.30	64	37.50%	9.38%	9.38%	28.13%
37. You will keep your job.	1	1	1	2	9	8	19	1	19	3.93	61	44.26%	3.28%	1.64%	42.62%
38. You will receive praise and recognition from your immediate supervisor.	3	2	4	9	17	9	14	1	5	4.56	64	35.94%	7.81%	1.56%	34.38%
39. You will receive an increased work load at your position.	1	4	7	9	9	9	13	3	8	4.06	63	34.92%	7.94%	4.76%	30.16%
40. You will see appreciation from alumni, fans, etc.	2	3	5	5	14	12	20	3	0	5.08	64	50.00%	7.81%	4.69%	45.31%
41. You will receive praise and recognition from levels above your immediate supervisor.	0	4	9	8	14	10	9	4	6	4.06	64	29.69%	6.25%	6.25%	23.44%
42. You will increase your chances for promotion or additional playing time.	2	2	6	2	14	16	20	1	1	5.28	64	56.25%	6.25%	1.56%	54.69%
43. You will receive additional benefits or intangible perks (bonuses, time off, etc.)	26	5	5	5	2	2	1	6	12	1.56	64	4.69%	48.44%	9.38%	-4.69%
44. You will receive tangible goods commemorating your achievement. (Rings, etc.)	5	2	2	5	7	12	29	2	0	5.39	64	64.06%	10.94%	3.13%	60.94%

Coach Responses

	Not at all likely						Extremely Likely	Don't Know	Does Not Apply	Rating Average	N=	Highly Likely	Unlikely %	Uncertainty	Potency Factor
36. You will see merit increases in compensation or playing time.	1	3	1	0	5	3	6	2	0	4.52	21	42.86%	19.05%	9.52%	33.33%
37. You will keep your job.	0	0	0	0	4	2	14	0	1	6.19	21	76.19%	0.00%	0.00%	76.19%
38. You will receive praise and recognition from your immediate supervisor.	1	2	1	2	4	3	8	0	0	5.24	21	52.38%	14.29%	0.00%	52.38%
39. You will receive an increased work load at your position.	1	1	2	3	2	5	4	2	1	4.24	21	42.86%	9.52%	9.52%	33.33%
40. You will see appreciation from alumni, fans, etc.	2	1	0	1	3	5	9	0	0	5.52	21	66.67%	14.29%	0.00%	66.67%
41. You will receive praise and recognition from levels above your immediate supervisor.	3	4	1	2	4	2	3	1	0	3.75	20	25.00%	35.00%	5.00%	20.00%
42. You will increase your chances for promotion or additional playing time.	2	4	0	4	3	1	5	2	0	3.90	21	28.57%	28.57%	9.52%	19.05%
43. You will receive additional benefits or intangible perks (bonuses, time off, etc.)	2	2	0	1	2	6	6	1	1	4.67	21	57.14%	19.05%	4.76%	52.38%
44. You will receive tangible goods commemorating your achievement. (Rings, etc.)	1	1	0	1	0	2	15	0	0	6.20	20	85.00%	10.00%	0.00%	85.00%

Ivy League Football Success Factors Survey - Question 6

Team A Responses

Answer Options	Not at all likely						Extremely Likely	Don't Know	Does Not Apply	Rating Average	N=	Highly Likely	Unlikely %	Uncertainty	Potency Factor
36. You will see merit increases in compensation or playing time.	4	5	5	6	6	4	15	4	3	4.08	52	36.54%	17.31%	7.69%	28.85%
37. You will keep your job.	0	0	1	1	7	6	20	1	12	4.54	48	54.17%	0.00%	2.08%	52.08%
38. You will receive praise and recognition from your immediate supervisor.	0	3	5	8	13	5	14	1	3	4.73	52	36.54%	5.77%	1.92%	34.62%
39. You will receive an increased work load at your position.	0	1	7	8	7	8	14	3	4	4.54	52	42.31%	1.92%	5.77%	36.54%
40. You will see appreciation from alumni, fans, etc.	2	3	3	0	10	12	19	3	0	5.23	52	59.62%	9.62%	5.77%	53.85%
41. You will receive praise and recognition from levels above your immediate supervisor.	4	6	6	7	9	5	6	5	4	3.44	52	21.15%	19.23%	9.62%	11.54%
42. You will increase your chances for promotion or additional playing time.	4	5	3	4	11	8	15	1	1	4.75	52	44.23%	17.31%	1.92%	42.31%
43. You will receive additional benefits or intangible perks (bonuses, time off, etc.)	18	6	2	2	2	4	6	5	7	2.31	52	19.23%	46.15%	9.62%	9.62%
44. You will receive tangible goods commemorating your achievement. (Rings, etc.)	1	1	1	2	3	10	32	0	1	6.14	51	82.35%	3.92%	0.00%	82.35%

Team B Responses

Answer Options	Not at all likely						Extremely Likely	Don't Know	Does Not Apply	Rating Average	N=	Highly Likely	Unlikely %	Uncertainty	Potency Factor
36. You will see merit increases in compensation or playing time.	2	0	1	2	7	6	4	2	0	4.67	24	41.67%	8.33%	8.33%	33.33%
37. You will keep your job.	1	0	0	1	5	4	7	0	6	4.29	24	45.83%	4.17%	0.00%	45.83%
38. You will receive praise and recognition from your immediate supervisor.	3	1	1	2	6	5	4	0	2	4.33	24	37.50%	16.67%	0.00%	37.50%
39. You will receive an increased work load at your position.	1	2	2	2	5	5	2	1	3	3.83	23	30.43%	13.04%	4.35%	26.09%
40. You will see appreciation from alumni, fans, etc.	1	0	1	4	9	3	6	0	0	5.21	24	37.50%	4.17%	0.00%	37.50%
41. You will receive praise and recognition from levels above your immediate supervisor.	0	1	2	2	8	5	4	0	2	4.75	24	37.50%	4.17%	0.00%	37.50%
42. You will increase your chances for promotion or additional playing time.	1	0	3	0	5	8	7	0	0	5.50	24	62.50%	4.17%	0.00%	62.50%
43. You will receive additional benefits or intangible perks (bonuses, time off, etc.)	9	1	3	2	2	2	0	2	3	2.08	24	8.33%	41.67%	8.33%	0.00%
44. You will receive tangible goods commemorating your achievement. (Rings, etc.)	4	2	1	3	3	2	8	1	0	4.42	24	41.67%	25.00%	4.17%	37.50%

Ivy League Football Success Factors Survey - Question 6

Team A Coaches

Answer Options	Not at all likely					Extremely Likely	Don't Know	Does Not Apply	Rating Average	N=	Highly Likely	Unlikely %	Uncertainty	Potency Factor
36. You will see merit increases in compensation or playing time.	0	3	1	0	1	2	3	1	0	4.27	11	45.45%	27.27%	9.09%	36.36%
37. You will keep your job.	0	0	0	0	1	2	8	0	0	6.64	11	90.91%	0.00%	0.00%	90.91%
38. You will receive praise and recognition from your immediate supervisor.	0	2	1	2	1	1	4	0	0	4.91	11	45.45%	18.18%	0.00%	45.45%
39. You will receive an increased work load at your position.	0	0	2	2	1	2	3	1	0	4.73	11	45.45%	0.00%	9.09%	36.36%
40. You will see appreciation from alumni, fans, etc.	1	0	0	0	2	4	4	0	0	5.73	11	72.73%	9.09%	0.00%	72.73%
41. You will receive praise and recognition from levels above your immediate supervisor.	2	3	0	2	2	0	1	1	0	3.00	11	9.09%	45.45%	9.09%	0.00%
42. You will increase your chances for promotion or additional playing time.	1	2	0	3	2	0	2	1	0	3.73	11	18.18%	27.27%	9.09%	9.09%
43. You will receive additional benefits or intangible perks (bonuses, time off, etc.)	0	1	0	0	1	3	5	1	0	5.45	11	72.73%	9.09%	9.09%	63.64%
44. You will receive tangible goods commemorating your achievement. (Rings, etc.)	0	0	0	0	0	1	9	0	0	6.90	10	100.00%	0.00%	0.00%	100.00%

Team B Coaches

Answer Options	Not at all likely					Extremely Likely	Don't Know	Does Not Apply	Rating Average	N=	Highly Likely	Unlikely %	Uncertainty	Potency Factor
36. You will see merit increases in compensation or playing time.	0	0	0	0	0	0	1	1	0	3.50	2	50.00%	0.00%	50.00%	0.00%
37. You will keep your job.	0	0	0	0	1	0	1	0	0	6.00	2	50.00%	0.00%	0.00%	50.00%
38. You will receive praise and recognition from your immediate supervisor.	0	0	0	0	1	0	1	0	0	6.00	2	50.00%	0.00%	0.00%	50.00%
39. You will receive an increased work load at your position.	0	0	0	0	1	1	0	0	0	5.50	2	50.00%	0.00%	0.00%	50.00%
40. You will see appreciation from alumni, fans, etc.	0	0	0	0	1	0	1	0	0	6.00	2	50.00%	0.00%	0.00%	50.00%
41. You will receive praise and recognition from levels above your immediate supervisor.	0	0	0	0	0	1	1	0	0	6.50	2	100.00%	0.00%	0.00%	100.00%
42. You will increase your chances for promotion or additional playing time.	0	0	0	0	0	0	2	0	0	7.00	2	100.00%	0.00%	0.00%	100.00%
43. You will receive additional benefits or intangible perks (bonuses, time off, etc.)	0	0	0	0	1	1	0	0	0	5.50	2	50.00%	0.00%	0.00%	50.00%
44. You will receive tangible goods commemorating your achievement. (Rings, etc.)	0	0	0	0	0	0	2	0	0	7.00	2	100.00%	0.00%	0.00%	100.00%

Ivy League Football Success Factors Survey - Question 6
Team A Student Athlete Response

This section concerns rewards and outcomes received by your team. Using the 7-point scale below, please RATE HOW LIKELY it is that each of these things will happen if your team is CONSISTENTLY OUTSTANDING in its total performance:

Answer Options	FR	SO	JR	SR	GRAD	Rating Average		Response Count
36. You will see merit increases in compensation or playing time.								
Not at all likely	1	0	1	0	0	Avg Rating	4.29	
	1	0	0	1	0	Highly Likely %	36.84%	
	1	1	0	1	1	Unlikely %	10.53%	
	3	2	1	0	0	Uncertainty	7.89%	
	0	2	2	1	0			
	1	0	1	0	0			
Extremely Likely	6	2	3	1	0			
Dont Know	2	0	0	1	0			
Does Not Apply	0	0	2	0	0			
	1.08	1.00	1.25	0.00	0.00	4.29		38
37. You will keep your job.								
Not at all likely	0	0	0	0	0	Avg Rating	3.80	
	0	0	0	0	0	Highly Likely %	42.86%	
	0	0	0	0	1	Unlikely %	0.00%	
	1	0	0	0	0	Uncertainty	2.86%	
	1	0	1	3	0			
	0	2	2	0	0			
Extremely Likely	2	3	6	0	0			
Dont Know	1	0	0	0	0			
Does Not Apply	9	2	0	1	0			
	1.08	1.00	1.25	0.00	0.00	3.80		35
38. You will receive praise and recognition from your immediate supervisor.								
Not at all likely	0	0	0	0	0	Avg Rating	4.61	
	0	1	0	0	0	Highly Likely %	31.58%	
	3	0	0	0	0	Unlikely %	2.63%	
	2	0	1	2	1	Uncertainty	2.63%	
	2	5	5	0	0			
	1	0	1	2	0			
Extremely Likely	5	0	3	0	0			
Dont Know	1	0	0	0	0			
Does Not Apply	1	1	0	1	0			
	1.08	1.00	1.25	0.00	0.00	4.61		38
39. You will receive an increased work load at your position.								
Not at all likely	0	0	0	0	0	Avg Rating	4.37	
	0	0	1	0	0	Highly Likely %	39.47%	
	2	0	1	2	0	Unlikely %	2.63%	
	2	0	3	1	0	Uncertainty	5.26%	
	1	1	2	0	1			
	2	2	1	0	0			
Extremely Likely	5	2	2	1	0			
Dont Know	0	2	0	0	0			
Does Not Apply	3	0	0	1	0			
	1.08	1.00	1.25	0.00	0.00	4.37		38

Ivy League Football Success Factors Survey - Question 6
Team A Student Athlete Response

40. You will see appreciation from alumni, fans, etc.

Answer Options	FR	SO	JR	SR	GRAD	Rating Average	Response Count
Not at all likely	1	0	0	0	0	Avg Rating	5.05
	1	1	0	1	0	Highly Likely %	57.89%
	1	1	1	0	0	Unlikely %	10.53%
	0	0	0	0	0	Uncertainty	7.89%
	2	2	1	1	0		
	3	2	3	0	0		
Extremely Likely	5	0	5	3	1		
Dont Know	2	1	0	0	0		
Does Not Apply	0	0	0	0	0		
	1.08	1.00	1.25	0.00	0.00	5.05	38

41. You will receive praise and recognition from levels above your immediate supervisor.

Answer Options	FR	SO	JR	SR	GRAD	Rating Average	Response Count
Not at all likely	0	0	0	0	0	Avg Rating	3.66
	0	1	2	0	0	Highly Likely %	26.32%
	3	1	2	0	0	Unlikely %	7.89%
	0	1	2	2	0	Uncertainty	10.53%
	1	3	1	1	0		
	3	0	1	0	1		
Extremely Likely	2	0	2	1	0		
Dont Know	4	0	0	0	0		
Does Not Apply	2	1	0	1	0		
	1.08	1.00	1.25	0.00	0.00		38

42. You will increase your chances for promotion or additional playing time.

Answer Options	FR	SO	JR	SR	GRAD	Rating Average	Response Count
Not at all likely	0	0	1	0	0	Avg Rating	5.32
	0	1	0	1	0	Highly Likely %	55.26%
	1	0	1	0	1	Unlikely %	7.89%
	1	0	0	0	0	Uncertainty	0.00%
	5	2	1	1	0		
	3	2	2	1	0		
Extremely Likely	5	2	4	2	0		
Dont Know	0	0	0	0	0		
Does Not Apply	0	0	1	0	0		
	1.08	1.00	1.25	0.00	0.00		38

43. You will receive additional benefits or intangible perks (bonuses, time off, etc.)

Answer Options	FR	SO	JR	SR	GRAD	Rating Average	Response Count
Not at all likely	4	4	6	2	0	Avg Rating	1.47
	2	1	0	1	0	Highly Likely %	5.26%
	1	0	0	0	1	Unlikely %	52.63%
	0	1	0	1	0	Uncertainty	10.53%
	0	0	1	0	0		
	0	0	1	0	0		
Extremely Likely	0	0	1	0	0		
Dont Know	3	0	0	1	0		
Does Not Apply	5	1	1	0	0		
	1.08	1.00	1.25	0.00	0.00		38

Ivy League Football Success Factors Survey - Question 6							
Team A Student Athlete Response							
Answer Options	FR	SO	JR	SR	GRAD	Rating Average	N=
44. You will receive tangible goods commemorating your achievement. (Rings, etc.)							
Not at all likely	1	0	0	0	0	Avg Rating	6.18
	0	0	0	0	0	Highly Likely %	81.58%
	0	1	0	0	0	Unlikely %	2.63%
	1	1	0	0	0	Uncertainty	0.00%
	0	2	0	1	0		
	4	1	4	0	0		
Extremely Likely	9	2	6	4	1		
Dont Know	0	0	0	0	0		
Does Not Apply	0	0	0	0	0		
	1.08	1.00	1.25	0.00	0.00	6.18	38
Other (please specify)							0

This section concerns rewards and outcomes received by your team. Using the 7-point scale below, please RATE HOW LIKELY it is that each of these things will happen if your team is CONSISTENTLY

Answer Options	FR	SO	JR	SR	GRAD	Rating Average		N=
36. You will see merit increases in compensation or playing time.								
Not at all likely	0	0	2	0	0	Avg Rating	1.55	
	0	0	0	0	0	Highly Likely %	40.91%	
	1	0	0	0	0	Unlikely %	9.09%	
	2	0	0	0	0	Uncertainty	4.55%	
	3	1	3	0	0			
	4	1	1	0	0			
Extremely Likely	3	0	0	0	0			
Dont Know	0	0	1	0	0			
Does Not Apply	0	0	0	0	0			
	3.23	0.50	1.05	0.00	0.00	5.14		22
37. You will keep your job.								
Not at all likely	0	0	1	0	0	Avg Rating	2.23	
	0	0	0	0	0	Highly Likely %	45.45%	
	0	0	0	0	0	Unlikely %	4.55%	
	1	0	0	0	0	Uncertainty	0.00%	
	1	0	3	0	0			
	2	1	1	0	0			
Extremely Likely	3	1	2	0	0			
Dont Know	0	0	0	0	0			
Does Not Apply	6	0	0	0	0			
	1.91	0.59	1.64	0.00	0.00	6.59		22
38. You will receive praise and recognition from your immediate supervisor.								
Not at all likely	0	0	3	0	0	Avg Rating	1.50	
	1	0	0	0	0	Highly Likely %	36.36%	
	0	1	0	0	0	Unlikely %	18.18%	
	1	0	1	0	0	Uncertainty	0.00%	
	3	0	2	0	0			
	4	0	1	0	0			
Extremely Likely	2	1	0	0	0			
Dont Know	0	0	0	0	0			
Does Not Apply	2	0	0	0	0			
	2.68	0.45	1.05	0.00	0.00	5.00		22
39. You will receive an increased work load at your position.								
Not at all likely	0	0	1	0	0	Avg Rating	1.38	
	1	0	1	0	0	Highly Likely %	28.57%	
	2	0	0	0	0	Unlikely %	14.29%	
	1	1	0	0	0	Uncertainty	4.76%	
	1	0	3	0	0			
	4	0	0	0	0			
Extremely Likely	1	0	1	0	0			
Dont Know	1	0	0	0	0			
Does Not Apply	2	1	0	0	0			
	2.29	0.19	1.19	0.00	0.00	5.33		21

Answer Options	FR	SO	JR	SR	GRAD	Rating Average		N=
40. You will see appreciation from alumni, fans, etc.								
Not at all likely	1	0	0	0	0	Avg Rating	2.05	
	0	0	0	0	0	Highly Likely %	36.36%	
	0	0	1	0	0	Unlikely %	4.55%	
	2	0	2	0	0	Uncertainty	0.00%	
	4	1	3	0	0			
	3	0	0	0	0			
Extremely Likely	3	1	1	0	0			
Dont Know	0	0	0	0	0			
Does Not Apply	0	0	0	0	0			
	3.09	0.55	1.50	0.00	0.00	5.14		22
41. You will receive praise and recognition from levels above your immediate supervisor.								
Not at all likely	0	0	0	0	0	Avg Rating	1.86	
	0	0	1	0	0	Highly Likely %	31.82%	
	0	1	1	0	0	Unlikely %	4.55%	
	2	0	0	0	0	Uncertainty	0.00%	
	4	0	4	0	0			
	3	0	1	0	0			
Extremely Likely	2	1	0	0	0			
Dont Know	0	0	0	0	0			
Does Not Apply	2	0	0	0	0			
	2.73	0.45	1.41	0.00	0.00	5.41		22
42. You will increase your chances for promotion or additional playing time.								
Not at all likely	0	0	1	0	0	Avg Rating	2.09	
	0	0	0	0	0	Highly Likely %	59.09%	
	2	0	1	0	0	Unlikely %	4.55%	
	0	0	0	0	0	Uncertainty	0.00%	
	3	0	2	0	0			
	5	1	2	0	0			
Extremely Likely	3	1	1	0	0			
Dont Know	0	0	0	0	0			
Does Not Apply	0	0	0	0	0			
	3.27	0.59	1.50	0.00	0.00			22
43. You will receive additional benefits or intangible perks (bonuses, time off, etc.)								
Not at all likely	4	1	4	0	0	Avg Rating	0.95	
	0	1	0	0	0	Highly Likely %	4.55%	
	2	0	1	0	0	Unlikely %	45.45%	
	2	0	0	0	0	Uncertainty	9.09%	
	0	0	1	0	0			
	0	0	1	0	0			
Extremely Likely	0	0	0	0	0			
Dont Know	2	0	0	0	0			
Does Not Apply	3	0	0	0	0			
	0.82	0.14	0.82	0.00	0.00			22

Answer Options	FR	SO	JR	SR	GRAD	Rating Average		N=
Ivy League Football Success Factors Survey - Question 6								
Team B Student Athlete Response								
44. You will receive tangible goods commemorating your achievement. (Rings, etc.)								
Not at all likely	2	1	1	0	0	Avg Rating	1.68	
	1	1	0	0	0	Highly Likely %	36.36%	
	0	0	1	0	0	Unlikely %	27.27%	
	3	0	0	0	0	Uncertainty	4.55%	
	1	0	2	0	0			
	1	0	1	0	0			
Extremely Likely	4	0	2	0	0			
Dont Know	1	0	0	0	0			
Does Not Apply	0	0	0	0	0			
	2.50	0.14	1.55	0.00	0.00			22

Ivy League Football Success Factors - Question 7

Now, using the following scale, please rate the following rewards and outcomes in terms of how important they are to you.

All Responses

	Not at all Important						Very Important	Rating Avg	n=	Low Importance	High Importance
Money (Salary)	42	3	5	3	11	8	16	3.30	88	51.14%	27.27%
Praise and Recognition from Supervisor/Coach	4	6	3	16	23	19	17	4.97	88	11.36%	40.91%
Alumni, Fan, Student Appreciation	6	10	7	17	20	17	11	4.48	88	18.18%	31.82%
Praise and Recognition from Above Supervisor/Coach	7	7	9	20	20	14	11	4.42	88	15.91%	28.41%
Opportunity for Promotion or Playing Time	3	0	1	4	15	12	53	6.14	88	3.41%	73.86%
Keeping your role in the team	2	1	0	7	14	18	45	6.03	87	3.45%	72.41%
Additional Perks or Benefits (Time Off, Etc.)	19	16	9	10	9	14	11	3.68	88	39.77%	28.41%
Commemorative Benefits (Rings, Championship Apparel)	5	4	6	7	15	19	31	5.34	87	10.34%	57.47%
Additional Work from your Supervisor/Coach	10	9	8	19	15	16	10	4.24	87	21.84%	29.89%

Student Athlete Responses

	Not at all Important						Very Important	Rating Avg	n=	Low Importance	High Importance
Money (Salary)	42	3	3	1	7	4	3	2.24	63	71.43%	11.11%
Praise and Recognition from Supervisor/Coach	2	3	1	14	16	16	11	5.08	63	7.94%	42.86%
Alumni, Fan, Student Appreciation	2	6	7	12	13	15	8	4.67	63	12.70%	36.51%
Praise and Recognition from Above Supervisor/Coach	3	5	7	16	13	11	8	4.52	63	12.70%	30.16%
Opportunity for Promotion or Playing Time	0	0	1	1	9	8	44	6.48	63	0.00%	82.54%
Keeping your role in the team	0	1	0	3	10	13	35	6.24	62	1.61%	77.42%
Additional Perks or Benefits (Time Off, Etc.)	15	14	9	7	5	7	6	3.29	63	46.03%	20.63%
Commemorative Benefits (Rings, Championship Apparel)	2	2	4	5	9	17	24	5.60	63	6.35%	65.08%
Additional Work from your Supervisor/Coach	7	9	6	14	9	11	6	4.06	62	25.81%	27.42%

Coach Responses

	Not at all Important						Very Important	Rating Avg	n=	Low Importance	High Importance
Money (Salary)	0	0	2	1	3	4	11	6.00	21	0.00%	71.43%
Praise and Recognition from Supervisor/Coach	0	3	2	2	6	3	5	4.90	21	14.29%	38.10%
Alumni, Fan, Student Appreciation	2	4	0	4	7	2	2	4.14	21	28.57%	19.05%
Praise and Recognition from Above Supervisor/Coach	2	2	2	4	6	3	2	4.29	21	19.05%	23.81%
Opportunity for Promotion or Playing Time	2	0	0	2	5	4	8	5.48	21	9.52%	57.14%
Keeping your role in the team	1	0	0	2	4	5	9	5.81	21	4.76%	66.67%
Additional Perks or Benefits (Time Off, Etc.)	2	2	0	3	3	7	4	4.90	21	19.05%	52.38%
Commemorative Benefits (Rings, Championship Apparel)	1	2	2	2	6	2	5	4.80	20	15.00%	35.00%
Additional Work from your Supervisor/Coach	1	0	2	4	6	5	3	4.95	21	4.76%	38.10%

Team A Responses											
	Not at all Important						Very Important	Rating Avg	n=	Low Importance	High Importance
Money (Salary)	25	1	2	1	6	6	10	3.39	51	50.98%	31.37%
Praise and Recognition from Supervisor/Coach	3	3	2	10	13	13	7	4.84	51	11.76%	39.22%
Alumni, Fan, Student Appreciation	5	4	4	10	12	9	7	4.47	51	17.65%	31.37%
Praise and Recognition from Above Supervisor/Coach	6	5	7	14	7	8	4	4.00	51	21.57%	23.53%
Opportunity for Promotion or Playing Time	3	0	0	2	7	6	33	6.14	51	5.88%	76.47%
Keeping your role in the team	2	0	0	3	7	11	27	6.08	50	4.00%	76.00%
Additional Perks or Benefits (Time Off, Etc.)	11	10	5	5	3	11	6	3.71	51	41.18%	33.33%
Commemorative Benefits (Rings, Championship Apparel)	3	2	2	4	7	12	20	5.52	50	10.00%	64.00%
Additional Work from your Supervisor/Coach	7	3	5	10	9	10	6	4.30	50	20.00%	32.00%

Team B Responses											
	Not at all Important						Very Important	Rating Avg	n=	Low Importance	High Importance
Money (Salary)	15	2	2	0	4	0	1	2.17	24	70.83%	4.17%
Praise and Recognition from Supervisor/Coach	0	2	0	3	8	6	5	5.29	24	8.33%	45.83%
Alumni, Fan, Student Appreciation	0	4	3	5	4	6	2	4.46	24	16.67%	33.33%
Praise and Recognition from Above Supervisor/Coach	0	1	1	4	9	5	4	5.17	24	4.17%	37.50%
Opportunity for Promotion or Playing Time	0	0	1	0	6	5	12	6.13	24	0.00%	70.83%
Keeping your role in the team	0	1	0	2	6	5	10	5.83	24	4.17%	62.50%
Additional Perks or Benefits (Time Off, Etc.)	6	4	4	3	3	2	2	3.29	24	41.67%	16.67%
Commemorative Benefits (Rings, Championship Apparel)	1	1	3	3	4	6	6	5.08	24	8.33%	50.00%
Additional Work from your Supervisor/Coach	1	5	2	8	4	3	1	3.92	24	25.00%	16.67%

Team A Coaches Response

	Not at all Important						Very Important	Rating Avg	n=	Low Importance	High Importance
Money (Salary)	0	0	1	0	2	2	6	6.09	11	0.00%	72.73%
Praise and Recognition from Supervisor/Coach	0	2	1	0	3	3	2	4.91	11	18.18%	45.45%
Alumni, Fan, Student Appreciation	2	2	0	2	3	1	1	3.82	11	36.36%	18.18%
Praise and Recognition from Above Supervisor/Coach	2	1	1	2	2	3	0	3.91	11	27.27%	27.27%
Opportunity for Promotion or Playing Time	2	0	0	1	3	3	2	4.82	11	18.18%	45.45%
Keeping your role in the team	1	0	0	0	3	3	4	5.64	11	9.09%	63.64%
Additional Perks or Benefits (Time Off, Etc.)	2	1	0	0	1	6	1	4.73	11	27.27%	63.64%
Commemorative Benefits (Rings, Championship Apparel)	1	1	1	1	2	1	3	4.70	10	20.00%	40.00%
Additional Work from your Supervisor/Coach	1	0	1	1	4	3	1	4.82	11	9.09%	36.36%

Team B Coach Responses

	Not at all Important						Very Important	Rating Avg	n=	Low Importance	High Importance
Money (Salary)	0	0	0	0	1	0	1	6.00	2	0.00%	50.00%
Praise and Recognition from Supervisor/Coach	0	0	0	1	1	0	0	4.50	2	0.00%	0.00%
Alumni, Fan, Student Appreciation	0	0	0	1	1	0	0	4.50	2	0.00%	0.00%
Praise and Recognition from Above Supervisor/Coach	0	0	0	1	1	0	0	4.50	2	0.00%	0.00%
Opportunity for Promotion or Playing Time	0	0	0	0	1	0	1	6.00	2	0.00%	50.00%
Keeping your role in the team	0	0	0	1	0	1	0	5.00	2	0.00%	50.00%
Additional Perks or Benefits (Time Off, Etc.)	0	0	0	1	0	0	1	5.50	2	0.00%	50.00%
Commemorative Benefits (Rings, Championship Apparel)	0	0	0	1	1	0	0	4.50	2	0.00%	0.00%
Additional Work from your Supervisor/Coach	0	0	0	2	0	0	0	4.00	2	0.00%	0.00%

Ivy League Football Success Factors Survey - Question 7
Team A Student Athlete Response
Now, using the following scale, please rate the following rewards and outcomes in terms of how important they are to you.

Answer Options	FR	SO	JR	SR	GRAD	Rating Avg		N=
Money (Salary)								
Not at all Important	12	4	6	2	1	Low Importance		70.27%
	0	0	0	1	0	High Importance		16.22%
	1	0	0	0	0	Upperclass Low		62.50%
	0	1	0	0	0	Upperclass High		31.25%
	1	1	1	0	0	Underclass Low		76.19%
	0	1	3	0	0	Underclass High		4.76%
Very Important	0	0	0	2	0			
	1.43	2.71	2.90	3.60	1.00	2.35		37
Praise and Recognition from Supervisor/Coach								
Not at all Important	1	0	1	0	0	Low Importance		8.11%
	0	1	0	0	0	High Importance		37.84%
	1	0	0	0	0	Upperclass Low		6.25%
	6	2	2	0	0	Upperclass High		43.75%
	2	1	2	3	1	Underclass Low		9.52%
	3	3	3	1	0	Underclass High		33.33%
Very Important	1	0	2	1	0			
	4.50	4.71	5.10	5.60	5.00	4.86		37
Alumni, Fan, Student Appreciation								
Not at all Important	2	0	0	0	0	Low Importance		10.81%
	0	1	0	1	0	High Importance		35.14%
	1	1	2	0	0	Upperclass Low		6.25%
	3	2	1	0	1	Upperclass High		50.00%
	4	2	3	0	0	Underclass Low		14.29%
	1	1	3	3	0	Underclass High		23.81%
Very Important	3	0	1	1	0			
	4.57	4.14	5.00	5.40	4.00	4.70		37
Praise and Recognition from Above Supervisor/Coach								
Not at all Important	1	0	2	0	0	Low Importance		18.92%
	1	2	0	1	0	High Importance		21.62%
	3	1	1	0	1	Upperclass Low		18.75%
	5	3	3	1	0	Upperclass High		31.25%
	2	0	1	1	0	Underclass Low		19.05%
	1	1	2	1	0	Underclass High		14.29%
Very Important	1	0	1	1	0			
	3.93	3.57	4.10	4.80	3.00	4.00		37

Ivy League Football Success Factors Survey - Question 7
Team A Student Athlete Response

Answer Options	FR	SO	JR	SR	GRAD	Rating Avg		N=
Opportunity for Promotion or Playing Time								
Not at all Important	0	0	0	0	0	Low	Importance	0.00%
	0	0	0	0	0	High	Importance	89.19%
	0	0	0	0	0	Upperclass	Low	0.00%
	0	0	0	1	0	Upperclass	High	87.50%
	1	1	1	0	0	Underclass	Low	0.00%
	0	3	0	0	0	Underclass High		90.48%
Very Important	13	3	9	4	1			
	6.86	6.29	6.80	6.40	7.00	6.68		37
Keeping your role in the team								
Not at all Important	0	0	0	0	0	Low	Importance	0.00%
	0	0	0	0	0	High	Importance	83.33%
	0	0	0	0	0	Upperclass	Low	0.00%
	2	0	0	0	0	Upperclass	High	93.75%
	2	1	0	1	0	Underclass	Low	0.00%
	0	4	2	1	1	Underclass High		75.00%
Very Important	9	2	8	3	0			
	6.23	6.14	6.80	6.40	6.00	6.39		36
Additional Perks or Benefits (Time Off, Etc.)								
Not at all Important	5	0	3	0	0	Low	Importance	45.95%
	5	1	1	1	1	High	Importance	24.32%
	1	2	1	1	0	Upperclass	Low	37.50%
	1	2	1	1	0	Upperclass	High	31.25%
	0	0	1	0	0	Underclass	Low	52.38%
	1	1	2	1	0	Underclass High		19.05%
Very Important	1	1	1	1	0			
	2.50	4.14	3.60	4.40	2.00	3.35		37
Commemorative Benefits (Rings, Championship Apparel)								
Not at all Important	1	0	0	0	0	Low	Importance	5.41%
	0	0	1	0	0	High	Importance	70.27%
	0	0	0	0	1	Upperclass	Low	6.25%
	1	1	1	0	0	Upperclass	High	75.00%
	3	1	0	1	0	Underclass	Low	4.76%
	3	1	4	3	0	Underclass High		66.67%
Very Important	6	4	4	1	0			
	5.71	6.14	5.80	6.00	3.00	5.78		37
Additional Work from your Supervisor/Coach								
Not at all Important	1	2	1	1	0	Low	Importance	22.22%
	1	1	1	0	0	High	Importance	30.56%
	1	2	0	1	0	Upperclass	Low	18.75%
	4	1	2	0	1	Upperclass	High	31.25%
	1	0	2	2	0	Underclass	Low	25.00%
	3	1	2	1	0	Underclass High		30.00%
Very Important	2	0	2	0	0			
	4.54	2.86	4.70	4.00	4.00	4.17		36
Other (please specify)								0

Ivy League Football Success Factors Survey - Question 7

Team B Student Athlete Response

Now, using the following scale, please rate the following rewards and outcomes in terms of how important they are to you.

Answer Options	FR	SO	JR	SR	GRAD	Rating Avg	N=
Money (Salary)							
Not at all Important	8	1	6	0	0	Low Importance	77.27%
	2	0	0	0	0	High Importance	0.00%
	1	1	0	0	0	Upperclass Low	85.71%
	0	0	0	0	0	Upperclass High	0.00%
	2	0	1	0	0	Underclass Low	73.33%
	0	0	0	0	0	Underclass High	0.00%
Very Important	0	0	0	0	0		
	1.92	2.00	1.57	0.00	0.00	1.82	22
Praise and Recognition from Supervisor/Coach							
Not at all Important	0	0	0	0	0	Low Importance	9.09%
	0	0	2	0	0	High Importance	50.00%
	0	0	0	0	0	Upperclass Low	28.57%
	0	1	1	0	0	Upperclass High	28.57%
	5	0	2	0	0	Underclass Low	0.00%
	5	0	1	0	0	Underclass High	60.00%
Very Important	3	1	1	0	0		
	5.85	5.50	4.43	0.00	0.00	5.36	22
Alumni, Fan, Student Appreciation							
Not at all Important	0	0	0	0	0	Low Importance	18.18%
	2	0	2	0	0	High Importance	36.36%
	1	0	2	0	0	Upperclass Low	28.57%
	3	1	0	0	0	Upperclass High	42.86%
	3	0	0	0	0	Underclass Low	13.33%
	3	1	2	0	0	Underclass High	33.33%
Very Important	1	0	1	0	0		
	4.54	5.00	4.14	0.00	0.00	4.45	22
Praise and Recognition from Above Supervisor/Coach							
Not at all Important	0	0	0	0	0	Low Importance	4.55%
	0	0	1	0	0	High Importance	40.91%
	0	0	1	0	0	Upperclass Low	14.29%
	2	0	1	0	0	Upperclass High	28.57%
	5	1	2	0	0	Underclass Low	0.00%
	3	0	2	0	0	Underclass High	46.67%
Very Important	3	1	0	0	0		
	5.54	6.00	4.43	0.00	0.00	5.23	22

Ivy League Football Success Factors Survey - Question 7

Team B Student Athlete Response

Answer Options	FR	SO	JR	SR	GRAD	Rating Avg		N=
Opportunity for Promotion or Playing Time								
Not at all Important	0	0	0	0	0	Low Importance		0.00%
	0	0	0	0	0	High Importance		72.73%
	0	0	1	0	0	Upperclass Low		0.00%
	0	0	0	0	0	Upperclass High		14.29%
	0	0	5	0	0	Underclass Low		0.00%
	4	1	0	0	0	Underclass High		100.00%
Very Important	9	1	1	0	0			
	6.69	6.50	5.00	0.00	0.00	6.14		22
Keeping your role in the team								
Not at all Important	0	0	0	0	0	Low Importance		4.55%
	0	0	1	0	0	High Importance		63.64%
	0	0	0	0	0	Upperclass Low		14.29%
	1	0	0	0	0	Upperclass High		28.57%
	1	1	4	0	0	Underclass Low		0.00%
	4	0	0	0	0	Underclass High		80.00%
Very Important	7	1	2	0	0			
	6.31	6.00	5.14	0.00	0.00	5.91		22
Additional Perks or Benefits (Time Off, Etc.)								
Not at all Important	5	1	0	0	0	Low Importance		45.45%
	2	0	2	0	0	High Importance		13.64%
	1	1	2	0	0	Upperclass Low		28.57%
	1	0	1	0	0	Upperclass High		14.29%
	2	0	1	0	0	Underclass Low		53.33%
	2	0	0	0	0	Underclass High		13.33%
Very Important	0	0	1	0	0			
	2.92	2.00	3.71	0.00	0.00	3.09		22
Commemorative Benefits (Rings, Championship Apparel)								
Not at all Important	0	1	0	0	0	Low Importance		9.09%
	1	0	0	0	0	High Importance		54.55%
	1	0	2	0	0	Upperclass Low		0.00%
	1	1	0	0	0	Upperclass High		57.14%
	2	0	1	0	0	Underclass Low		13.33%
	3	0	3	0	0	Underclass High		53.33%
Very Important	5	0	1	0	0			
	5.54	2.50	5.14	0.00	0.00	5.14		22
Additional Work from your Supervisor/Coach								
Not at all Important	0	1	0	0	0	Low Importance		27.27%
	2	0	3	0	0	High Importance		18.18%
	1	0	1	0	0	Upperclass Low		42.86%
	2	1	3	0	0	Upperclass High		0.00%
	4	0	0	0	0	Underclass Low		20.00%
	3	0	0	0	0	Underclass High		26.67%
Very Important	1	0	0	0	0			
	4.62	2.50	3.00	0.00	0.00	3.91		22
Other (please specify)								0

Ivy League Football Success Factors Survey - Question 8

To what extent do individual team members find themselves competing with each other for each of the following rewards and resources? Use the same 1-7 scale as preceding question.

All Responses

Answer Options	We never compete						We always compete	Rating Avg	N=	Highly Competitive	Low Competition
OVERALL Competition for rewards and Resources	7	6	5	6	16	23	24	5.10	87	54.02%	14.94%
Praise and Recognition from	8	4	11	14	21	11	18	4.62	87	33.33%	13.79%
Space	21	11	11	15	13	6	10	3.53	87	18.39%	36.78%
Advancement Opportunity	5	3	4	10	18	24	23	5.26	87	54.02%	9.20%
Supervisor's/Coach's Time	14	11	14	13	17	10	8	3.80	87	20.69%	28.74%
Support Staff Resources (Trainer, Equipment, Academic, etc.)	19	16	10	16	9	7	8	3.39	85	17.65%	41.18%
Fan-Alumni Appreciation	22	13	13	15	11	6	7	3.30	87	14.94%	40.23%
Playing Time	10	1	1	3	3	15	53	5.85	86	79.07%	12.79%
Personnel Support	17	10	8	18	18	5	11	3.79	87	18.39%	31.03%
Fringe Benefits	32	14	4	14	10	4	8	3.00	86	13.95%	53.49%

Student Athletes

Answer Options	We never compete						We always compete	Rating Avg	N=	Highly Competitive	Low Competition
OVERALL Competition for rewards	4	4	5	4	8	17	21	5.27	63	60.32%	12.70%
Praise and Recognition from	3	2	8	13	16	6	15	4.83	63	33.33%	7.94%
Space	16	8	9	12	6	5	7	3.43	63	19.05%	38.10%
Advancement Opportunity	2	2	4	8	10	17	20	5.43	63	58.73%	6.35%
Supervisor's/Coach's Time	8	9	13	10	11	6	6	3.78	63	19.05%	26.98%
Support Staff Resources (Trainer,	14	14	9	12	5	4	4	3.13	62	12.90%	45.16%
Fan-Alumni Appreciation	16	9	12	12	6	5	3	3.16	63	12.70%	39.68%
Playing Time	0	0	0	2	1	13	47	6.67	63	95.24%	0.00%
Personnel Support	12	7	8	13	12	4	7	3.73	63	17.46%	30.16%
Fringe Benefits	28	13	3	8	5	1	4	2.48	62	8.06%	66.13%

Coaches

Answer Options	We never compete						We always compete	Rating Avg	N=	Highly Competitive	Low Competition
OVERALL Competition for rewards	2	2	0	2	6	6	2	4.70	20	40.00%	20.00%
Praise and Recognition from	3	2	3	1	3	5	3	4.30	20	40.00%	25.00%
Space	5	2	2	2	6	1	2	3.65	20	15.00%	35.00%
Advancement Opportunity	2	1	0	2	6	7	2	4.90	20	45.00%	15.00%
Supervisor's/Coach's Time	4	2	1	3	4	4	2	4.05	20	30.00%	30.00%
Support Staff Resources (Trainer,	4	2	1	4	3	3	2	3.89	19	26.32%	31.58%
Fan-Alumni Appreciation	5	3	1	3	4	1	3	3.65	20	20.00%	40.00%
Playing Time	7	1	0	1	2	2	6	4.05	19	42.11%	42.11%
Personnel Support	4	3	0	4	5	1	3	3.90	20	20.00%	35.00%
Fringe Benefits	4	1	1	4	4	3	3	4.20	20	30.00%	25.00%

Ivy League Football Success Factors Survey - Question 8

To what extent do individual team members find themselves competing with each other for each of the following rewards and resources? Use the same 1-7 scale as preceding question.

Team A

	We never compete						We always compete	Rating Avg	N=	Highly Competitive	Low Competition
OVERALL Competition for rewards	5	4	4	2	10	13	14	4.98	52	51.92%	17.31%
Praise and Recognition from	7	2	7	8	13	6	9	4.38	52	28.85%	17.31%
Space	15	3	9	8	7	4	6	3.48	52	19.23%	34.62%
Advancement Opportunity	4	1	2	4	10	15	16	5.38	52	59.62%	9.62%
Supervisor's/Coach's Time	9	7	10	7	8	6	5	3.69	52	21.15%	30.77%
Support Staff Resources (Trainer,	16	8	7	5	5	5	4	3.12	50	18.00%	48.00%
Fan-Alumni Appreciation	15	8	9	7	6	4	3	3.10	52	13.46%	44.23%
Playing Time	8	1	0	0	1	8	34	5.79	52	80.77%	17.31%
Personnel Support	13	7	6	8	11	2	5	3.44	52	13.46%	38.46%
Fringe Benefits	22	6	4	10	4	3	3	2.79	52	11.54%	53.85%

Team B

	We never compete						We always compete	Rating Avg	N=	Highly Competitive	Low Competition
OVERALL Competition for rewards	1	2	1	3	3	7	6	5.17	23	56.52%	13.04%
Praise and Recognition from	0	1	3	4	7	3	5	5.00	23	34.78%	4.35%
Space	4	5	2	3	5	2	2	3.61	23	17.39%	39.13%
Advancement Opportunity	1	1	2	4	6	5	4	4.91	23	39.13%	8.70%
Supervisor's/Coach's Time	3	2	4	4	6	3	1	3.91	23	17.39%	21.74%
Support Staff Resources (Trainer,	1	7	3	8	2	1	1	3.43	23	8.70%	34.78%
Fan-Alumni Appreciation	4	4	3	6	3	2	1	3.43	23	13.04%	34.78%
Playing Time	0	0	0	1	1	7	14	6.48	23	91.30%	0.00%
Personnel Support	2	2	2	5	5	3	4	4.48	23	30.43%	17.39%
Fringe Benefits	7	7	0	2	3	1	2	2.91	22	13.64%	63.64%

Team A Coaches

	We never compete						We always compete	Rating Avg	N=	Highly Competitive	Low Competition
OVERALL Competition for rewards	1	2	0	0	3	4	1	4.64	11	45.45%	27.27%
Praise and Recognition from	2	1	2	0	2	3	1	4.09	11	36.36%	27.27%
Space	4	0	2	0	3	1	1	3.45	11	18.18%	36.36%
Advancement Opportunity	2	0	0	1	3	4	1	4.73	11	45.45%	18.18%
Supervisor's/Coach's Time	3	0	1	1	1	4	1	4.18	11	45.45%	27.27%
Support Staff Resources (Trainer, Equipment, Academic, etc.)	3	1	1	2	0	2	1	3.50	10	30.00%	40.00%
Fan-Alumni Appreciation	3	3	0	2	1	1	1	3.18	11	18.18%	54.55%
Playing Time	5	1	0	0	0	2	3	3.64	11	45.45%	54.55%
Personnel Support	2	3	0	1	2	1	2	3.82	11	27.27%	45.45%
Fringe Benefits	1	1	1	4	0	3	1	4.27	11	36.36%	18.18%

Team B Coaches

	We never compete						We always compete	Rating Avg	N=	Highly Competitive	Low Competition
OVERALL Competition for rewards	0	0	0	1	1	0	0	4.50	2	0.00%	0.00%
Praise and Recognition from	0	0	0	0	1	1	0	5.50	2	50.00%	0.00%
Space	0	0	0	0	2	0	0	5.00	2	0.00%	0.00%
Advancement Opportunity	0	0	0	0	2	0	0	5.00	2	0.00%	0.00%
Supervisor's/Coach's Time	0	0	0	0	2	0	0	5.00	2	0.00%	0.00%
Support Staff Resources (Trainer,	0	0	0	0	2	0	0	5.00	2	0.00%	0.00%
Fan-Alumni Appreciation	0	0	0	0	2	0	0	5.00	2	0.00%	0.00%
Playing Time	0	0	0	0	1	0	1	6.00	2	50.00%	0.00%
Personnel Support	0	0	0	0	2	0	0	5.00	2	0.00%	0.00%
Fringe Benefits	0	0	0	0	2	0	0	5.00	2	0.00%	0.00%

Ivy League Football Success Factors Survey - Question 8

Team A Student Athlete Response

To what extent do individual team members find themselves competing with each other for each of the following rewards and resources? Use the same 1-7 scale as preceding question.

Answer Options	FR	SO	JR	SR	GRAD	Rating Avg	N=
OVERALL Competition for rewards and Resources							
We never compete	2	0	1	0	0	Low Competition	13.16%
	0	0	0	2	0	Highly Competitive	55.26%
	2	1	1	0	0	Upperclass High Compete	43.75%
	1	0	0	1	0	Upperclass Low Compete	18.75%
	1	1	1	2	1	Underclass High Compete	63.64%
	5	2	2	0	0	Underclass Low Compete	9.09%
We always compete	4	3	5	0	0		
	5.00	5.86	5.60	3.60	5.00	5.13	38
Praise and Recognition from Supervisor/Coach							
We never compete	2	0	0	1	0	Low Competition	10.53%
	0	1	0	0	0	Highly Competitive	28.95%
	2	0	2	1	0	Upperclass High Compete	31.25%
	3	1	1	2	1	Upperclass Low Compete	6.25%
	4	3	2	1	0	Underclass High Compete	27.27%
	1	0	2	0	0	Underclass Low Compete	13.64%
We always compete	3	2	3	0	0		
	4.47	5.00	5.30	3.40	4.00	4.63	38
Space							
We never compete	4	1	3	2	1	Low Competition	36.84%
	2	1	0	0	0	Highly Competitive	18.42%
	3	1	1	2	0	Upperclass High Compete	25.00%
	3	2	1	1	0	Upperclass Low Compete	37.50%
	0	2	1	0	0	Underclass High Compete	13.64%
	1	0	2	0	0	Underclass Low Compete	36.36%
We always compete	2	0	2	0	0		
	3.27	3.43	4.10	2.40	1.00	3.34	38
Advancement Opportunity							
We never compete	0	0	1	0	0	Low Competition	5.26%
	1	0	0	0	0	Highly Competitive	65.79%
	1	0	0	0	1	Upperclass High Compete	56.25%
	2	1	0	0	0	Upperclass Low Compete	6.25%
	0	1	2	3	0	Underclass High Compete	72.73%
	6	2	2	1	0	Underclass Low Compete	4.55%
We always compete	5	3	5	1	0		
	5.60	6.00	5.80	5.60	3.00	5.66	38
Supervisor's/Coach's Time							
We never compete	2	1	1	0	0	Low Competition	28.95%
	3	1	2	1	0	Highly Competitive	15.79%
	5	2	0	2	0	Upperclass High Compete	12.50%
	1	0	4	1	0	Upperclass Low Compete	25.00%
	1	2	1	1	1	Underclass High Compete	18.18%
	1	1	0	0	0	Underclass Low Compete	31.82%
We always compete	2	0	2	0	0		
	3.47	3.57	4.00	3.40	5.00	3.66	38

Ivy League Football Success Factors Survey - Question 8

Team A Student Athlete Response

To what extent do individual team members find themselves competing with each other for each of the following rewards and resources? Use the same 1-7 scale as preceding question.

Support Staff Resources (Trainer, Equipment, Academic, etc.)

We never compete	8	1	3	0	0	Low Competition Highly	51.35%
	3	2	1	1	0	Competitive Upperclass High	13.51%
	4	1	0	1	0	Compete Upperclass Low	26.67%
	0	1	1	1	0	Compete Underclass High	33.33%
	0	1	1	2	0	Compete Underclass Low	4.55%
	0	1	2	0	0	Compete	63.64%
We always compete	0	0	2	0	0		
	1.73	3.29	4.00	3.80	0.00	2.92	37

Fan-Alumni Appreciation

We never compete	7	1	2	1	0	Low Competition Highly	42.11%
	2	1	2	0	0	Competitive Upperclass High	10.53%
	4	4	0	1	0	Compete Upperclass Low	25.00%
	1	0	2	2	0	Compete Underclass High	31.25%
	1	1	2	0	0	Compete Underclass Low	0.00%
	0	0	1	1	1	Compete	50.00%
We always compete	0	0	1	0	0		
	2.13	2.86	3.70	3.60	6.00	2.97	38

Playing Time

We never compete	0	0	0	0	0	Low Competition Highly	0.00%
	0	0	0	0	0	Competitive Upperclass High	97.37%
	0	0	0	0	0	Compete Upperclass Low	93.75%
	0	0	0	0	0	Compete Underclass High	0.00%
	0	0	1	0	0	Compete Underclass Low	100.00%
	1	0	3	2	0	Compete	0.00%
We always compete	14	7	6	3	1		
	6.93	7.00	6.50	6.60	7.00	6.79	38

Personnel Support

We never compete	6	0	2	1	1	Low Competition Highly	36.84%
	1	1	1	1	0	Competitive Upperclass High	7.89%
	4	1	1	0	0	Compete Upperclass Low	18.75%
	2	4	1	0	0	Compete Underclass High	37.50%
	2	1	3	2	0	Compete Underclass Low	0.00%
	0	0	0	1	0	Compete	36.36%
We always compete	0	0	2	0	0		
	2.53	3.71	4.00	3.80	1.00	3.26	38

Fringe Benefits

We never compete	11	4	3	2	1	Low Competition Highly	68.42%
	1	1	2	1	0	Competitive Upperclass High	2.63%
	0	0	2	1	0	Compete Upperclass Low	6.25%
	3	1	0	1	0	Compete Underclass High	56.25%
	0	1	2	0	0	Compete Underclass Low	0.00%
	0	0	0	0	0	Compete	77.27%
We always compete	0	0	1	0	0		
	1.67	2.14	3.00	2.20	1.00	2.16	38

Ivy League Football Success Factors Survey - Question 8

Team B Student Athlete Response

To what extent do individual team members find themselves competing with each other for each of the following rewards and resources? Use the same 1-7 scale as preceding

Answer Options	FR	SO	JR	SR	GRAD	Rating Avg	N=
OVERALL Competition for rewards and Resources							
We never compete	0	0	1	0	0	Low Competition	14.29%
	1	0	1	0	0	Highly Competitive	61.90%
	1	0	0	0	0	Upperclass High Compete	57.14%
	0	1	1	0	0	Upperclass Low Compete	28.57%
	2	0	0	0	0	Underclass High Compete	64.29%
	3	0	4	0	0	Underclass Low Compete	7.14%
We always compete	6	0	0	0	0		
	5.77	4.00	4.43	0.00	0.00	5.24	21
Praise and Recognition from Supervisor/Coach							
We never compete	0	0	0	0	0	Low Competition	4.76%
	0	0	1	0	0	Highly Competitive	33.33%
	1	0	2	0	0	Upperclass High Compete	28.57%
	3	0	1	0	0	Upperclass Low Compete	14.29%
	4	1	1	0	0	Underclass High Compete	35.71%
	1	0	1	0	0	Underclass Low Compete	0.00%
We always compete	4	0	1	0	0		
	5.31	5.00	4.29	0.00	0.00	4.95	21
Space							
We never compete	2	1	1	0	0	Low Competition	42.86%
	4	0	1	0	0	Highly Competitive	19.05%
	1	0	1	0	0	Upperclass High Compete	28.57%
	3	0	0	0	0	Upperclass Low Compete	28.57%
	1	0	2	0	0	Underclass High Compete	14.29%
	0	0	2	0	0	Underclass Low Compete	50.00%
We always compete	2	0	0	0	0		
	3.38	1.00	4.00	0.00	0.00	3.48	21
Advancement Opportunity							
We never compete	1	0	0	0	0	Low Competition	9.52%
	0	0	1	0	0	Highly Competitive	42.86%
	0	0	2	0	0	Upperclass High Compete	57.14%
	3	1	0	0	0	Upperclass Low Compete	14.29%
	4	0	0	0	0	Underclass High Compete	35.71%
	2	0	3	0	0	Underclass Low Compete	7.14%
We always compete	3	0	1	0	0		
	5.08	4.00	4.71	0.00	0.00	4.90	21
Supervisor's/Coach's Time							
We never compete	1	1	1	0	0	Low Competition	23.81%
	2	0	0	0	0	Highly Competitive	19.05%
	2	0	2	0	0	Upperclass High Compete	28.57%
	3	0	1	0	0	Upperclass Low Compete	14.29%
	3	0	1	0	0	Underclass High Compete	14.29%
	1	0	2	0	0	Underclass Low Compete	28.57%
We always compete	1	0	0	0	0		
	3.92	1.00	4.00	0.00	0.00	3.81	21

Ivy League Football Success Factors Survey - Question 8

Team B Student Athlete Response

To what extent do individual team members find themselves competing with each other for each of the following rewards and resources? Use the same 1-7 scale as preceding

Answer Options	FR	SO	JR	SR	GRAD	Rating Avg	N=
Support Staff Resources (Trainer, Equipment, Academic, etc.)							
We never compete	1	0	0	0	0	Low Competition Highly	38.10%
	4	0	3	0	0	Competitive Upperclass High	9.52%
	2	0	1	0	0	Compete Upperclass Low	14.29%
	5	1	2	0	0	Compete Underclass High	42.86%
	0	0	0	0	0	Compete Underclass Low	7.14%
	0	0	1	0	0	Compete	35.71%
We always compete	1	0	0	0	0		
	3.23	4.00	3.29	0.00	0.00	3.29	21
Fan-Alumni Appreciation							
We never compete	3	1	0	0	0	Low Competition Highly	38.10%
	1	0	3	0	0	Competitive Upperclass High	14.29%
	3	0	0	0	0	Compete Upperclass Low	28.57%
	4	0	2	0	0	Compete Underclass High	42.86%
	1	0	0	0	0	Compete Underclass Low	7.14%
	1	0	1	0	0	Compete	35.71%
We always compete	0	0	1	0	0		
	3.15	1.00	3.86	0.00	0.00	3.29	21
Playing Time							
We never compete	0	0	0	0	0	Low Competition Highly	0.00%
	0	0	0	0	0	Competitive Upperclass High	95.24%
	0	0	0	0	0	Compete Upperclass Low	85.71%
	0	0	1	0	0	Compete Underclass High	0.00%
	0	0	0	0	0	Compete Underclass Low	100.00%
	4	0	3	0	0	Compete	0.00%
We always compete	9	1	3	0	0		
	6.69	7.00	6.14	0.00	0.00	6.52	21
Personnel Support							
We never compete	2	0	0	0	0	Low Competition Highly	19.05%
	1	0	1	0	0	Competitive Upperclass High	33.33%
	1	0	1	0	0	Compete Upperclass Low	28.57%
	2	1	2	0	0	Compete Underclass High	14.29%
	2	0	1	0	0	Compete Underclass Low	35.71%
	2	0	1	0	0	Compete	21.43%
We always compete	3	0	1	0	0		
	4.46	4.00	4.43	0.00	0.00	4.43	21
Fringe Benefits							
We never compete	4	1	2	0	0	Low Competition Highly	70.00%
	5	0	2	0	0	Competitive Upperclass High	15.00%
	0	0	0	0	0	Compete Upperclass Low	16.67%
	1	0	1	0	0	Compete Underclass High	66.67%
	1	0	0	0	0	Compete Underclass Low	14.29%
	1	0	0	0	0	Compete	71.43%
We always compete	1	0	1	0	0		
	2.77	1.00	2.83	0.00	0.00	2.70	20

Ivy League Football Success Factors Survey - Question 9

In general, to what extent do members of your team receive the SAME and equal share of rewards and resources?

All Responses

Answer Options	Never receive an equal share						Always receive an equal share	Rating Avg	N=	Equal Resource	Unequal Resource
OVERALL	3	5	12	13	23	16	12	4.71	84	60.71%	23.81%
Praise and Recognition from Supervisor/Coach	7	16	18	23	12	4	8	3.69	88	27.27%	46.59%
Space	4	5	8	20	19	13	19	4.82	88	57.95%	19.32%
Advancement Opportunity	6	9	8	23	18	12	12	4.39	88	47.73%	26.14%
Supervisor's/Coach's Time	4	10	12	16	14	18	13	4.52	87	51.72%	29.89%
Support Staff Resources (Trainer, Equipment, Academic, etc.)	4	2	11	14	12	25	20	5.08	88	64.77%	19.32%
Fan-Alumni Appreciation	12	16	9	20	15	9	7	3.74	88	35.23%	42.05%
Playing Time	26	11	11	15	14	6	4	3.16	87	27.59%	55.17%
Personnel Support	5	7	14	15	19	15	12	4.48	87	52.87%	29.89%
Fringe Benefits	15	7	7	20	18	11	7	3.94	85	42.35%	34.12%

Student Athletes

Answer Options	Never receive an equal share						Always receive an equal share	Rating Avg	N=	Equal Resource	Unequal Resource
OVERALL	2	4	12	7	19	11	6	4.54	61	59.02%	29.51%
Praise and Recognition from Supervisor/Coach	7	14	16	17	6	0	3	3.21	63	14.29%	58.73%
Space	4	3	5	15	12	9	15	4.83	63	57.14%	19.05%
Advancement Opportunity	5	7	7	14	14	6	10	4.32	63	47.62%	30.16%
Supervisor's/Coach's Time	3	9	11	10	9	11	9	4.32	62	46.77%	37.10%
Support Staff Resources (Trainer, Equipment, Academic, etc.)	3	2	9	7	8	18	16	5.11	63	66.67%	22.22%
Fan-Alumni Appreciation	9	11	9	17	9	5	3	3.52	63	26.98%	46.03%
Playing Time	18	10	11	10	10	2	2	2.97	63	22.22%	61.90%
Personnel Support	4	4	13	11	14	9	7	4.32	62	48.39%	33.87%
Fringe Benefits	12	5	5	15	11	7	6	3.87	61	39.34%	36.07%

Ivy League Football Success Factors Survey - Question 9

In general, to what extent do members of your team receive the SAME and equal share of rewards and resources?

Coaches

	Never receive An equal share						Always Receive An equal share	Rating Avg	N=	Equal Resource	Unequal Resource
OVERALL	0	1	0	4	3	5	6	5.53	19	73.68%	5.26%
Praise and Recognition from Supervisor/Coach	0	2	1	5	5	4	4	4.95	21	61.90%	14.29%
Space	0	2	2	4	6	4	3	4.81	21	61.90%	19.05%
Advancement Opportunity	0	2	1	8	3	6	1	4.62	21	47.62%	14.29%
Supervisor's/Coach's Time	0	1	1	5	4	7	3	5.14	21	66.67%	9.52%
Support Staff Resources (Trainer, Equipment, Academic, etc.)	0	0	1	7	3	7	3	5.19	21	61.90%	4.76%
Fan-Alumni Appreciation	2	4	0	3	5	4	3	4.38	21	57.14%	28.57%
Playing Time	5	1	0	5	3	4	2	4.00	20	45.00%	30.00%
Personnel Support	0	3	1	3	4	6	4	5.00	21	66.67%	19.05%
Fringe Benefits	2	2	1	5	6	4	1	4.29	21	52.38%	23.81%

Team A

	Never receive An equal share						Always Receive An equal share	Rating Avg	N=	Equal Resource	Unequal Resource
OVERALL	2	3	10	5	15	11	5	4.59	51	60.78%	29.41%
Praise and Recognition from Supervisor/Coach	4	13	12	10	6	3	4	3.50	52	25.00%	55.77%
Space	3	2	6	11	13	8	9	4.71	52	57.69%	21.15%
Advancement Opportunity	5	5	6	12	11	10	3	4.17	52	46.15%	30.77%
Supervisor's/Coach's Time	3	8	7	6	8	15	4	4.35	51	52.94%	35.29%
Support Staff Resources (Trainer, Equipment, Academic, etc.)	3	1	9	6	7	16	10	4.94	52	63.46%	25.00%
Fan-Alumni Appreciation	10	12	6	7	8	5	4	3.42	52	32.69%	53.85%
Playing Time	19	8	5	7	7	4	1	2.82	51	23.53%	62.75%
Personnel Support	4	5	8	5	11	11	8	4.52	52	57.69%	32.69%
Fringe Benefits	11	4	4	10	10	9	2	3.78	50	42.00%	38.00%

Ivy League Football Success Factors Survey - Question 9

In general, to what extent do members of your team receive the SAME and equal share of rewards and resources?

Team B

	Never receive An equal share					Always Receive An equal share	Rating Avg	N=	Equal Resource	Unequal Resource
OVERALL	1	2	2	5	8	2	2	4.41	22	54.55%	22.73%
Praise and Recognition from Supervisor/Coach	3	3	4	8	4	0	1	3.48	23	21.74%	43.48%
Space	1	2	0	5	5	4	6	5.04	23	65.22%	13.04%
Advancement Opportunity	1	4	2	4	6	1	5	4.43	23	52.17%	30.43%
Supervisor's/Coach's Time	1	2	5	4	4	2	5	4.48	23	47.83%	34.78%
Support Staff Resources (Trainer, Equipment, Academic, etc.)	1	1	1	3	4	7	6	5.30	23	73.91%	13.04%
Fan-Alumni Appreciation	1	2	3	10	4	3	0	4.00	23	30.43%	26.09%
Playing Time	4	2	6	5	5	1	0	3.35	23	26.09%	52.17%
Personnel Support	1	1	4	6	7	2	1	4.23	22	45.45%	27.27%
Fringe Benefits	3	2	2	6	6	1	2	3.95	22	40.91%	31.82%

Team A Coaches

	Never receive An equal share					Always Receive An equal share	Rating Avg	N=	Equal Resource	Unequal Resource
OVERALL	0	1	0	1	2	4	3	5.55	11	81.82%	9.09%
Praise and Recognition from Supervisor/Coach	0	2	0	0	3	3	3	5.27	11	81.82%	18.18%
Space	0	1	1	0	3	4	2	5.27	11	81.82%	18.18%
Advancement Opportunity	0	1	1	2	2	5	0	4.82	11	63.64%	18.18%
Supervisor's/Coach's Time	0	1	1	0	2	6	1	5.27	11	81.82%	18.18%
Support Staff Resources (Trainer, Equipment, Academic, etc.)	0	0	1	2	1	5	2	5.45	11	72.73%	9.09%
Fan-Alumni Appreciation	1	3	0	1	2	2	2	4.27	11	54.55%	36.36%
Playing Time	2	1	0	2	1	3	1	4.20	10	50.00%	30.00%
Personnel Support	0	2	0	0	2	4	3	5.36	11	81.82%	18.18%
Fringe Benefits	1	2	1	1	3	3	0	4.09	11	54.55%	36.36%

Ivy League Football Success Factors Survey - Question 9

In general, to what extent do members of your team receive the SAME and equal share of rewards and resources?

Team B Coaches

	Never receive An equal share						Always Receive An equal share	Rating Avg	N=	Equal Resource	Unequal Resource
OVERALL	0	0	0	1	1	0	0	4.50	2	50.00%	0.00%
Praise and Recognition from Supervisor/Coach	0	0	1	0	1	0	0	4.00	2	50.00%	50.00%
Space	0	0	0	0	2	0	0	5.00	2	100.00%	0.00%
Advancement Opportunity	0	1	0	0	1	0	0	3.50	2	50.00%	50.00%
Supervisor's/Coach's Time	0	0	0	0	1	0	1	6.00	2	100.00%	0.00%
Support Staff Resources (Trainer, Equipment, Academic, etc.)	0	0	0	0	1	1	0	5.50	2	100.00%	0.00%
Fan-Alumni Appreciation	0	0	0	0	1	1	0	5.50	2	100.00%	0.00%
Playing Time	1	0	0	0	1	0	0	3.00	2	50.00%	50.00%
Personnel Support	0	0	0	0	2	0	0	5.00	2	100.00%	0.00%
Fringe Benefits	0	0	0	0	2	0	0	5.00	2	100.00%	0.00%

In general, to what extent do members of your team receive the SAME and equal share of rewards and resources?

Answer Options	FR	SO	JR	SR	GRAD	Rating Average	N=
OVERALL							
Never receive an equal share	0	1	0	0	0	Unequal Resource	8.11%
	1	1	0	0	0	Highly Equal Resource	24.32%
	4	1	4	1	0	Upperclass Equal	13.33%
	0	1	1	1	0	Upperclass Unequal	0.00%
	6	0	4	2	0	Underclass Equal	31.82%
	2	3	1	1	0	Underclass Unequal	13.64%
Always receive an equal share	2	0	0	0	0		
	4.67	4.00	4.20	4.60	0.00	4.41	37
Praise and Recognition from Supervisor/Coach							
Never receive an equal share	2	1	1	0	0	Unequal Resource	39.47%
	1	4	3	3	0	Highly Equal Resource	0.00%
	8	2	0	1	1	Upperclass Equal	0.00%
	4	0	4	1	0	Upperclass Unequal	43.75%
	0	0	2	0	0	Underclass Equal	0.00%
	0	0	0	0	0	Underclass Unequal	36.36%
Always receive an equal share	0	0	0	0	0		
	2.93	2.14	3.30	2.60	3.00	2.84	38
Space							
Never receive an equal share	2	1	0	0	0	Unequal Resource	10.53%
	0	0	0	1	0	Highly Equal Resource	26.32%
	5	0	0	0	0	Upperclass Equal	43.75%
	3	4	1	2	0	Upperclass Unequal	6.25%
	3	1	4	1	0	Underclass Equal	13.64%
	1	1	2	0	0	Underclass Unequal	13.64%
Always receive an equal share	1	0	3	1	1		
	3.80	4.00	5.70	4.40	7.00	4.50	38
Advancement Opportunity							
Never receive an equal share	2	1	1	0	0	Unequal Resource	21.05%
	0	2	0	2	0	Highly Equal Resource	18.42%
	2	1	0	2	0	Upperclass Equal	25.00%
	5	2	1	1	1	Upperclass Unequal	18.75%
	3	1	4	0	0	Underclass Equal	13.64%
	1	0	4	0	0	Underclass Unequal	22.73%
Always receive an equal share	2	0	0	0	0		
	4.20	3.00	4.90	2.80	4.00	3.97	38
Supervisor's/Coach's Time							
Never receive an equal share	1	1	0	0	0	Unequal Resource	24.32%
	1	2	1	2	1	Highly Equal Resource	29.73%
	3	1	0	2	0	Upperclass Equal	26.67%
	4	0	1	1	0	Upperclass Unequal	26.67%
	2	1	2	0	0	Underclass Equal	27.27%
	3	2	4	0	0	Underclass Unequal	22.73%
Always receive an equal share	1	0	1	0	0		
	4.20	3.57	5.22	2.80	2.00	4.08	37

Ivy League Football Success Factors Survey - Question 9							
Team A Student Athlete Response							

Answer Options	FR	SO	JR	SR	GRAD	Rating Average	N=
Support Staff Resources (Trainer, Equipment, Academic, etc.)							
Never receive an equal share	0	1	1	0	0	Unequal Resource Highly	7.89%
	0	1	0	0	0	Equal Resource	47.37%
	3	2	1	2	0	Upperclass Equal	6.25%
	1	0	1	2	0	Upperclass Unequal	6.25%
	3	0	1	0	1	Underclass Equal	50.00%
	5	3	2	1	0	Underclass Unequal	9.09%
Always receive an equal share	3	0	4	0	0		
	5.27	3.86	5.30	4.00	5.00	4.84	38
Fan-Alumni Appreciation							
Never receive an equal share	3	2	1	1	1	Unequal Resource Highly	44.74%
	3	3	1	2	0	Equal Resource	10.53%
	3	0	2	1	0	Upperclass Equal	18.75%
	3	1	1	1	0	Upperclass Unequal	37.50%
	2	1	2	0	0	Underclass Equal	4.55%
	1	0	2	0	0	Underclass Unequal	50.00%
Always receive an equal share	0	0	1	0	0		
	3.07	2.43	4.20	2.40	1.00	3.11	38
Playing Time							
Never receive an equal share	4	4	3	3	1	Unequal Resource Highly	57.89%
	4	1	1	1	0	Equal Resource	2.63%
	2	2	1	0	0	Upperclass Equal	6.25%
	4	0	0	1	0	Upperclass Unequal	56.25%
	1	0	4	0	0	Underclass Equal	0.00%
	0	0	1	0	0	Underclass Unequal	59.09%
Always receive an equal share	0	0	0	0	0		
	2.60	1.71	3.40	1.80	1.00	2.50	38
Personnel Support							
Never receive an equal share	2	1	0	0	0	Unequal Resource Highly	15.79%
	1	0	1	1	0	Equal Resource	28.95%
	4	3	1	0	0	Upperclass Equal	31.25%
	1	2	0	2	0	Upperclass Unequal	12.50%
	2	0	5	1	0	Underclass Equal	27.27%
	3	1	2	1	0	Underclass Unequal	18.18%
Always receive an equal share	2	0	1	0	1		
	4.13	3.43	4.90	4.20	7.00	4.29	38
Fringe Benefits							
Never receive an equal share	6	1	2	0	0	Unequal Resource Highly	29.73%
	0	0	1	1	0	Equal Resource	21.62%
	1	2	0	0	0	Upperclass Equal	31.25%
	2	2	3	2	0	Upperclass Unequal	25.00%
	3	1	1	1	0	Underclass Equal	14.29%
	1	1	3	1	0	Underclass Unequal	33.33%
Always receive an equal share	1	0	0	0	1		
	3.21	3.71	3.90	4.20	7.00	3.73	37

Ivy League Football Success Factors Survey - Question 9

Team B Student Athlete Response							
In general, to what extent do members of your team receive the SAME and equal share of rewards and resources?							
Answer Options	FR	SO	JR	SR	GRAD	Rating Avg	N=
OVERALL							
Never receive an equal share	1	0	0	0	0	Unequal Resource Highly	15.00%
	0	0	2	0	0	Equal Resource	20.00%
	2	0	0	0	0	Upperclass Equal	0.00%
	1	0	3	0	0	Upperclass Unequal	28.57%
	5	0	2	0	0	Underclass Equal	30.77%
	2	0	0	0	0	Underclass Unequal	7.69%
Always receive an equal share	1	1	0	0	0		
	4.58	7.00	3.71	0.00	0.00	4.40	20
Praise and Recognition from Supervisor/Coach							
Never receive an equal share	1	0	2	0	0	Unequal Resource Highly	28.57%
	1	0	2	0	0	Equal Resource	4.76%
	3	0	0	0	0	Upperclass Equal	0.00%
	5	1	2	0	0	Upperclass Unequal	57.14%
	2	0	1	0	0	Underclass Equal	7.14%
	0	0	0	0	0	Underclass Unequal	14.29%
Always receive an equal share	1	0	0	0	0		
	3.77	4.00	2.71	0.00	0.00	3.43	21
Space							
Never receive an equal share	1	0	0	0	0	Unequal Resource Highly	14.29%
	1	0	1	0	0	Equal Resource	47.62%
	0	0	0	0	0	Upperclass Equal	57.14%
	3	0	2	0	0	Upperclass Unequal	14.29%
	3	0	0	0	0	Underclass Equal	42.86%
	2	0	2	0	0	Underclass Unequal	14.29%
Always receive an equal share	3	1	2	0	0		
	4.85	7.00	5.14	0.00	0.00	5.05	21
Advancement Opportunity							
Never receive an equal share	1	0	0	0	0	Unequal Resource Highly	19.05%
	1	0	2	0	0	Equal Resource	28.57%
	0	0	2	0	0	Upperclass Equal	0.00%
	2	0	2	0	0	Upperclass Unequal	28.57%
	4	0	1	0	0	Underclass Equal	42.86%
	1	0	0	0	0	Underclass Unequal	14.29%
Always receive an equal share	4	1	0	0	0		
	5.00	7.00	3.29	0.00	0.00	4.52	21

Ivy League Football Success Factors Survey - Question 9

Answer Options	FR	SO	JR	SR	GRAD	Rating Avg	N=
Team B Student Athlete Response							
	FR	SO	JR	SR	GRAD	Rating Avg	N=
Supervisor's/Coach's Time							
Never receive an equal share	1	0	0	0	0	Unequal Resource Highly	14.29%
	0	0	2	0	0	Equal Resource	28.57%
	2	0	3	0	0	Upperclass Equal	0.00%
	2	0	2	0	0	Upperclass Unequal	28.57%
	3	0	0	0	0	Underclass Equal	42.86%
	2	0	0	0	0	Underclass Unequal	7.14%
Always receive an equal share	3	1	0	0	0		
	4.85	7.00	3.00	0.00	0.00	4.33	21
Support Staff Resources (Trainer, Equipment, Academic, etc.)							
Never receive an equal share	1	0	0	0	0	Unequal Resource Highly	9.52%
	0	0	1	0	0	Equal Resource	57.14%
	1	0	0	0	0	Upperclass Equal	28.57%
	1	0	2	0	0	Upperclass Unequal	14.29%
	1	0	2	0	0	Underclass Equal	71.43%
	5	0	1	0	0	Underclass Unequal	7.14%
Always receive an equal share	4	1	1	0	0		
	5.46	7.00	4.71	0.00	0.00	5.29	21
Fan-Alumni Appreciation							
Never receive an equal share	1	0	0	0	0	Unequal Resource Highly	14.29%
	0	0	2	0	0	Equal Resource	9.52%
	2	0	1	0	0	Upperclass Equal	14.29%
	7	1	2	0	0	Upperclass Unequal	28.57%
	2	0	1	0	0	Underclass Equal	7.14%
	1	0	1	0	0	Underclass Unequal	7.14%
Always receive an equal share	0	0	0	0	0		
	3.92	4.00	3.71	0.00	0.00	3.86	21
Playing Time							
Never receive an equal share	0	1	2	0	0	Unequal Resource Highly	23.81%
	1	0	1	0	0	Equal Resource	4.76%
	5	0	1	0	0	Upperclass Equal	0.00%
	4	0	1	0	0	Upperclass Unequal	42.86%
	2	0	2	0	0	Underclass Equal	7.14%
	1	0	0	0	0	Underclass Unequal	14.29%
Always receive an equal share	0	0	0	0	0		
	3.77	1.00	3.00	0.00	0.00	3.38	21
Personnel Support							
Never receive an equal share	1	0	0	0	0	Unequal Resource Highly	10.00%
	0	0	1	0	0	Equal Resource	15.00%
	2	0	2	0	0	Upperclass Equal	14.29%
	2	1	3	0	0	Upperclass Unequal	14.29%
	5	0	0	0	0	Underclass Equal	15.38%
	1	0	1	0	0	Underclass Unequal	7.69%
Always receive an equal share	1	0	0	0	0		
	4.42	4.00	3.71	0.00	0.00	4.15	20
Fringe Benefits							
Never receive an equal share	2	1	0	0	0	Unequal Resource Highly	25.00%
	0	0	2	0	0	Equal Resource	15.00%
	2	0	0	0	0	Upperclass Equal	14.29%
	3	0	3	0	0	Upperclass Unequal	28.57%
	3	0	1	0	0	Underclass Equal	15.38%
	0	0	1	0	0	Underclass Unequal	23.08%
Always receive an equal share	2	0	0	0	0		
	4.08	1.00	3.86	0.00	0.00	3.85	20

Ivy League Football Success Factors Survey - Question 10

This section concerns how well your team performs its work in terms of measures important to the Administration. Using the scale below, please rate how well you think YOUR TEAM IS NOW PERFORMING on these measures.

All Responses

Answer Options	Completely Unstatisfactory				Moderately Well					Extremely Well	Don't Know	Rating Average	N=	High Potency	Uncertainty	Low Potency
Winning Games	21	7	3	2	14	#	7	7	8	7	1	5.07	88	17.05%	1.14%	31.82%
Student Athlete Academic Performance	2	0	2	5	15	#	12	12	13	15	1	7.13	88	31.82%	1.14%	2.27%
Achieving high fan support and involvement	11	15	#	13	11	4	7	5	2	4	4	4.55	87	6.90%	4.60%	29.89%
Controlling Expenses	3	0	5	4	21	7	7	6	6	5	24	7.34	88	12.50%	27.27%	3.41%
Improving the institution's image.	2	1	5	6	10	#	15	12	9	13	5	7.05	88	25.00%	5.68%	3.41%
Developing student athletes	1	0	2	1	11	5	13	22	14	17	1	7.70	87	35.63%	1.15%	1.15%
Recruiting student athletes	1	1	1	1	11	7	6	20	18	17	5	7.91	88	39.77%	5.68%	2.27%
Motivating high performance by players and	0	4	2	6	9	9	4	16	24	10	4	7.42	88	38.64%	4.55%	4.55%
Overall, how effective do your feel the team is?	0	4	4	5	12	5	8	18	18	13	1	7.19	88	35.23%	1.14%	4.55%

Student Athletes

Answer Options	Completely Unstatisfactory				Moderately Well					Extremely Well	Don't Know	Rating Average	N=	High Potency	Uncertainty	Low Potency
Winning Games	19	6	2	1	12	9	5	2	3	4	1	4.44	64	10.94%	1.56%	39.06%
Student Athlete Academic Performance	1	0	2	5	13	7	10	9	7	10	0	6.86	64	26.56%	0.00%	1.56%
Achieving high fan support and involvement	10	10	9	12	6	4	4	2	1	3	3	4.30	64	6.25%	4.69%	31.25%
Controlling Expenses	3	0	5	3	14	5	5	2	3	4	20	7.31	64	10.94%	31.25%	4.69%
Improving the institution's image.	2	1	5	5	9	8	10	9	6	5	4	6.59	64	17.19%	6.25%	4.69%
Developing student athletes	1	0	2	1	7	4	11	15	10	11	1	7.59	63	33.33%	1.59%	1.59%
Recruiting student athletes	1	1	1	1	7	5	6	15	13	11	3	7.77	64	37.50%	4.69%	3.13%
Motivating high performance by players and	0	2	1	5	8	7	2	11	20	6	2	7.39	64	40.63%	3.13%	3.13%
Overall, how effective do your feel the team is?	0	2	4	4	7	4	7	11	14	10	1	7.27	64	37.50%	1.56%	3.13%

Coaches

Answer Options	Completely Unstatisfactory				Moderately Well					Extremely Well	Don't Know	Rating Average	N=	High Potency	Uncertainty	Low Potency
Winning Games	1	1	1	1	1	1	2	5	5	2	0	7.00	20	35.00%	0.00%	10.00%
Student Athlete Academic Performance	0	0	0	0	1	3	2	3	6	5	0	8.25	20	55.00%	0.00%	0.00%
Achieving high fan support and involvement	1	4	2	1	4	0	2	3	1	1	0	5.05	19	10.53%	0.00%	26.32%
Controlling Expenses	0	0	0	1	5	2	2	3	3	1	3	7.45	20	20.00%	15.00%	0.00%
Improving the institution's image.	0	0	0	0	1	2	4	3	3	7	0	8.30	20	50.00%	0.00%	0.00%
Developing student athletes	0	0	0	0	3	1	1	7	3	5	0	8.05	20	40.00%	0.00%	0.00%
Recruiting student athletes	0	0	0	0	4	1	0	4	5	5	1	8.20	20	50.00%	5.00%	0.00%
Motivating high performance by players and	0	2	1	0	1	2	2	4	4	3	1	7.35	20	35.00%	5.00%	10.00%
Overall, how effective do your feel the team is?	0	1	0	1	4	0	1	7	4	2	0	7.25	20	30.00%	0.00%	5.00%

Ivy League Football Success Factors Survey - Question 10

This section concerns how well your team performs its work in terms of measures important to the Administration. Using the scale below, please rate how well you think YOUR TEAM IS NOW PERFORMING on these measures.

Team A

Answer Options	Completely Unsatisfactory				Moderately Well					Extremely Well	Don't Know	Rating Average	N=	High Potency	Uncertainty	Low Potency
Winning Games	2	2	2	2	14	#	6	6	4	3	1	6.09	53	13.21%	1.89%	7.55%
Student Athlete Academic Performance	1	0	1	3	9	8	5	9	5	11	1	7.21	53	30.19%	1.89%	1.89%
Achieving high fan support and involvement	4	6	6	12	7	3	5	4	0	2	3	4.90	52	3.85%	5.77%	19.23%
Controlling Expenses	1	0	4	2	11	6	3	4	3	2	17	7.53	53	9.43%	32.08%	1.89%
Improving the institution's image.	0	0	0	3	7	7	10	11	3	9	3	7.49	53	22.64%	5.66%	0.00%
Developing student athletes	1	0	1	1	8	2	5	14	11	9	0	7.62	52	38.46%	0.00%	1.92%
Recruiting student athletes	1	1	1	0	7	3	4	12	13	9	2	7.77	53	41.51%	3.77%	3.77%
Motivating high performance by players and	0	4	1	5	4	4	2	10	18	3	2	7.23	53	39.62%	3.77%	7.55%
Overall, how effective do your feel the team is?	0	1	1	1	8	3	6	13	12	8	0	7.57	53	37.74%	0.00%	1.89%

Team B

Answer Options	Completely Unsatisfactory				Moderately Well					Extremely Well	Don't Know	Rating Average	N=	High Potency	Uncertainty	Low Potency
Winning Games	17	5	1	0	0	0	0	0	0	0	0	1.30	23	0.00%	0.00%	95.65%
Student Athlete Academic Performance	1	0	1	2	6	1	6	1	5	0	0	6.22	23	21.74%	0.00%	4.35%
Achieving high fan support and involvement	6	6	5	1	3	1	0	0	0	0	1	3.00	23	0.00%	4.35%	52.17%
Controlling Expenses	2	0	0	2	7	1	4	0	1	0	6	6.70	23	4.35%	26.09%	8.70%
Improving the institution's image.	2	1	5	2	3	3	3	0	2	0	2	5.26	23	8.70%	8.70%	13.04%
Developing student athletes	0	0	1	0	2	3	7	6	1	2	1	7.30	23	13.04%	4.35%	0.00%
Recruiting student athletes	0	0	0	1	3	3	2	5	4	3	2	7.78	23	30.43%	8.70%	0.00%
Motivating high performance by players and	0	0	1	1	5	5	1	2	5	1	2	7.04	23	26.09%	8.70%	0.00%
Overall, how effective do your feel the team is?	0	2	3	4	3	2	2	3	2	1	1	5.78	23	13.04%	4.35%	8.70%

Team A Coaches

Answer Options	Completely Unsatisfactory				Moderately Well					Extremely Well	Don't Know	Rating Average	N=	High Potency	Uncertainty	Low Potency
Winning Games	0	0	0	1	1	1	1	4	1	2	0	7.55	11	27.27%	0.00%	0.00%
Student Athlete Academic Performance	0	0	0	0	1	3	1	1	2	3	0	7.82	11	45.45%	0.00%	0.00%
Achieving high fan support and involvement	0	1	2	1	2	0	1	2	0	1	0	5.50	10	10.00%	0.00%	10.00%
Controlling Expenses	0	0	0	1	3	2	0	1	1	0	3	7.36	11	9.09%	27.27%	0.00%
Improving the institution's image.	0	0	0	0	1	1	2	2	0	5	0	8.27	11	45.45%	0.00%	0.00%
Developing student athletes	0	0	0	0	2	1	0	4	2	2	0	7.82	11	36.36%	0.00%	0.00%
Recruiting student athletes	0	0	0	0	3	0	0	2	3	2	1	8.09	11	45.45%	9.09%	0.00%
Motivating high performance by players and	0	2	1	0	1	2	0	2	2	0	1	6.27	11	18.18%	9.09%	18.18%
Overall, how effective do your feel the team is?	0	0	0	0	3	0	1	5	1	1	0	7.36	11			

Team B Coaches

Answer Options	Completely Unsatisfactory				Moderately Well					Extremely Well	Don't Know	Rating Average	N=	High Potency	Uncertainty	Low Potency
Winning Games	0	1	1	0	0	0	0	0	0	0	0	2.50	2	0.00%	0.00%	50.00%
Student Athlete Academic Performance	0	0	0	0	0	0	0	0	2	0	0	9.00	2	100.00%	0.00%	0.00%
Achieving high fan support and involvement	0	1	0	0	1	0	0	0	0	0	0	3.50	2	0.00%	0.00%	50.00%
Controlling Expenses	0	0	0	0	0	0	2	0	0	0	0	7.00	2	0.00%	0.00%	0.00%
Improving the institution's image.	0	0	0	0	0	1	1	0	0	0	0	6.50	2	0.00%	0.00%	0.00%
Developing student athletes	0	0	0	0	0	0	1	1	0	0	0	7.50	2	0.00%	0.00%	0.00%
Recruiting student athletes	0	0	0	0	0	0	0	1	1	0	0	8.50	2	50.00%	0.00%	0.00%
Motivating high performance by players and	0	0	0	0	0	0	1	0	1	0	0	8.00	2	50.00%	0.00%	0.00%
Overall, how effective do your feel the team is?	0	1	0	1	0	0	0	0	0	0	0	3.00	2	0.00%	0.00%	50.00%

Ivy League Football Success Factors - Question 10							
Team A Student Athlete Response							

This section concerns how well your team performs its work in terms of measures important to the Administration. Using the scale below, please rate how well you think YOUR TEAM IS NOW PERFORMING

Answer Options	FR	SO	JR	SR	GRAD	Rating Avg	n=
Winning Games							
Completely Unstatisfactory	0	1	0	0	1	High Potency	25.64%
	1	0	1	0	0	Upperclass High Potency	18.75%
	1	1	0	0	0	FR/SO High Potency	8.70%
	0	1	0	0	0	UNCERTAINTY	2.56%
Moderately Well	6	0	4	2	0	Upperclass Uncertainty	0.00%
	4	2	2	1	0	FR/SO Uncertainty	4.35%
	2	1	2	0	0	Low Potency	10.26%
	1	1	0	0	0	Upperclass Low Potency	12.50%
	0	0	1	2	0	Underclass Low Potency	8.70%
Extremely Well	0	0	0	0	0		
Don't Know	1	0	0	0	0		
	5.06	5.00	5.70	6.80	1.00	5.33	39
Student Athlete Academic Performance							
Completely Unstatisfactory	0	0	0	0	0	High Potency	58.97%
	0	0	0	0	0	Upperclass High Potency	43.75%
	0	0	0	0	1	FR/SO High Potency	52.17%
	0	2	0	1	0	UNCERTAINTY	0.00%
Moderately Well	4	2	1	0	0	Upperclass Uncertainty	0.00%
	1	0	3	1	0	FR/SO Uncertainty	0.00%
	1	1	2	0	0	Low Potency	0.00%
	3	2	2	1	0	Upperclass Low Potency	0.00%
	2	0	1	0	0	Underclass Low Potency	0.00%
Extremely Well	5	0	1	2	0		
Don't Know	0	0	0	0	0		
	7.81	5.86	7.20	7.60	3.00	7.15	39
Achieving high fan support and involvement							
Completely Unstatisfactory	1	2	0	1	0	High Potency	15.38%
	1	2	1	1	0	Upperclass High Potency	6.25%
	2	1	1	0	0	FR/SO High Potency	8.70%
	4	0	4	2	1	UNCERTAINTY	5.13%
Moderately Well	2	1	1	0	0	Upperclass Uncertainty	0.00%
	1	0	2	0	0	FR/SO Uncertainty	8.70%
	2	0	0	1	0	Low Potency	23.08%
	0	1	1	0	0	Upperclass Low Potency	18.75%
	0	0	0	0	0	Underclass Low Potency	26.09%
Extremely Well	1	0	0	0	0		
Don't Know	2	0	0	0	0		
	4.06	3.14	4.60	3.60	4.00	3.97	39
Controlling Expenses							
Completely Unstatisfactory	0	1	0	0	0	High Potency	23.08%
	0	0	0	0	0	Upperclass High Potency	6.25%
	2	0	1	1	0	FR/SO High Potency	21.74%
	0	0	1	0	0	UNCERTAINTY	33.33%
Moderately Well	4	3	0	0	0	Upperclass Uncertainty	50.00%
	2	0	2	0	0	FR/SO Uncertainty	21.74%
	0	1	1	1	0	Low Potency	2.56%
	2	0	0	0	0	Upperclass Low Potency	0.00%
	0	1	1	0	0	Underclass Low Potency	4.35%
Extremely Well	2	0	0	0	0		
Don't Know	4	1	4	3	1		
	4.63	4.57	3.50	2.00	0.00	3.87	39
Improving the institution's image.							
Completely Unstatisfactory	0	0	0	0	0	High Potency	56.41%
	0	0	0	0	0	Upperclass High Potency	43.75%
	0	0	0	0	0	FR/SO High Potency	34.78%
	0	3	0	0	0	UNCERTAINTY	5.13%
Moderately Well	4	1	0	0	1	Upperclass Uncertainty	0.00%
	1	1	1	3	0	FR/SO Uncertainty	8.70%
	2	1	3	1	0	Low Potency	0.00%
	3	0	5	1	0	Upperclass Low Potency	0.00%
	1	1	1	0	0	Underclass Low Potency	0.00%
Extremely Well	3	0	0	0	0		
Don't Know	2	0	0	0	0		
	6.44	5.57	7.60	6.60	5.00	6.56	39

Ivy League Football Success Factors - Question 10							
Team A Student Athlete Response							
Answer Options	FR	SO	JR	SR	GRAD	Rating Avg	n=
Developing student athletes							
Completely Unstatisfactory	1	0	0	0	0	High Potency	76.32%
	0	0	0	0	0	Upperclass High Potency	66.67%
	0	1	0	0	0	FR/SO High Potency	60.87%
	0	0	0	0	1	UNCERTAINTY	0.00% Upperclass
Moderately Well	2	1	1	1	0	Uncertainty	0.00% FR/SO
	0	1	0	0	0	Uncertainty	0.00% Low
	2	1	1	1	0	Potency	2.63%
	2	3	4	1	0	Upperclass Low Potency	0.00%
	4	0	3	1	0	Underclass Low Potency	4.35%
Extremely Well	5	0	1	0	0		
Don't Know	0	0	0	0	0		
	7.94	6.43	8.10	7.25	4.00	7.53	38
Recruiting student athletes							
Completely Unstatisfactory	1	0	0	0	0	High Potency	76.92%
	0	1	0	0	0	Upperclass High Potency	81.25%
	0	1	0	0	0	FR/SO High Potency	56.52%
	0	0	0	0	0	UNCERTAINTY	0.00% Upperclass
Moderately Well	2	1	1	0	0	Uncertainty	0.00% FR/SO
	0	1	0	1	0	Uncertainty	0.00% Low
	2	1	0	1	0	Potency	5.13%
	2	2	4	2	0	Upperclass Low Potency	0.00%
	4	0	4	1	1	Underclass Low Potency	8.70%
Extremely Well	5	0	1	0	0		
Don't Know	0	0	0	0	0		
	7.94	5.57	8.30	7.60	9.00	7.59	39
Motivating high performance by players and coaches							
Completely Unstatisfactory	0	0	0	0	0	High Potency	71.79%
	0	2	0	0	0	Upperclass High Potency	62.50%
	0	0	0	0	0	FR/SO High Potency	69.57%
	2	0	0	1	1	UNCERTAINTY	0.00% Upperclass
Moderately Well	2	0	0	1	0	Uncertainty	0.00% FR/SO
	0	1	1	0	0	Uncertainty	0.00% Low
	0	0	1	1	0	Potency	5.13%
	2	4	2	0	0	Upperclass Low Potency	0.00%
	9	0	5	2	0	Underclass Low Potency	8.70%
Extremely Well	1	0	1	0	0		
Don't Know	0	0	0	0	0		
	7.81	6.00	8.40	6.80	4.00	7.41	39
Overall, how effective do your feel the team is?							
Completely Unstatisfactory	0	0	0	0	0	High Potency	76.92%
	1	0	0	0	0	Upperclass High Potency	56.25%
	0	0	0	0	1	FR/SO High Potency	69.57%
	1	0	0	0	0	UNCERTAINTY	0.00% Upperclass
Moderately Well	1	1	0	2	0	Uncertainty	0.00% FR/SO
	0	1	0	1	0	Uncertainty	0.00% Low
	0	2	3	0	0	Potency	2.56%
	4	2	2	0	0	Upperclass Low Potency	0.00%
	7	1	1	2	0	Underclass Low Potency	4.35%
Extremely Well	2	0	4	0	0		
Don't Know	0	0	0	0	0		
	7.88	7.14	8.60	6.80	3.00	7.67	39

Team B Student Athlete Response

This section concerns how well your team performs its work in terms of measures important to the Administration. Using the scale below, please rate how well you think YOUR TEAM IS NOW

Answer Options	FR	SO	JR	SR	GRAD	Rating Avg	N=
Winning Games							
Completely Unstatisfactory	9	1	7	0	0	High Potency	0.00%
	4	0	0	0	0	Upperclass High Potency	0.00%
	0	0	0	0	0	FR/SO High Potency	0.00%
	0	0	0	0	0	UNCERTAINTY	0.00%
Moderately Well	0	0	0	0	0	Upperclass Uncertainty	0.00%
	0	0	0	0	0	FR/SO Uncertainty	0.00%
	0	0	0	0	0	Low Potency	100.00%
	0	0	0	0	0	Upperclass Low Potency	100.00%
	0	0	0	0	0	Underclass Low Potency	100.00%
Extremely Well	0	0	0	0	0		
Don't Know	0	0	0	0	0		
	1.31	1.00	1.00	0.00	0.00	1.19	21
Student Athlete Academic Performance							
Completely Unstatisfactory	1	0	0	0	0	High Potency	47.62%
	0	0	0	0	0	Upperclass High Potency	0.00%
	0	0	1	0	0	FR/SO High Potency	28.57%
	0	0	2	0	0	UNCERTAINTY	0.00%
Moderately Well	3	0	3	0	0	Upperclass Uncertainty	0.00%
	0	0	1	0	0	FR/SO Uncertainty	0.00%
	6	0	0	0	0	Low Potency	4.76%
	1	0	0	0	0	Upperclass Low Potency	0.00%
	2	1	0	0	0	Underclass Low Potency	7.14%
Extremely Well	0	0	0	0	0		
Don't Know	0	0	0	0	0		
	6.46	9.00	4.57	0.00	0.00	5.95	21
Achieving high fan support and involvement							
Completely Unstatisfactory	3	0	3	0	0	High Potency	0.00%
	4	0	1	0	0	Upperclass High Potency	0.00%
	2	0	3	0	0	FR/SO High Potency	0.00%
	1	0	0	0	0	UNCERTAINTY	4.76%
Moderately Well	1	1	0	0	0	Upperclass Uncertainty	0.00%
	1	0	0	0	0	FR/SO Uncertainty	7.14%
	0	0	0	0	0	Low Potency	52.38%
	0	0	0	0	0	Upperclass Low Potency	57.14%
	0	0	0	0	0	Underclass Low Potency	50.00%
Extremely Well	0	0	0	0	0		
Don't Know	1	0	0	0	0		
	2.46	5.00	2.00	0.00	0.00	2.43	21
Controlling Expenses							
Completely Unstatisfactory	1	0	1	0	0	High Potency	14.29%
	0	0	0	0	0	Upperclass High Potency	0.00%
	0	0	0	0	0	FR/SO High Potency	7.14%
	1	0	1	0	0	UNCERTAINTY	28.57%
Moderately Well	3	1	3	0	0	Upperclass Uncertainty	14.29%
	1	0	0	0	0	FR/SO Uncertainty	35.71%
	1	0	1	0	0	Low Potency	9.52%
	0	0	0	0	0	Upperclass Low Potency	14.29%
	1	0	0	0	0	Underclass Low Potency	7.14%
Extremely Well	0	0	0	0	0		
Don't Know	5	0	1	0	0		
	3.23	5.00	3.86	0.00	0.00	3.52	21
Improving the institution's image.							
Completely Unstatisfactory	1	0	1	0	0	High Potency	19.05%
	0	0	1	0	0	Upperclass High Potency	0.00%
	3	0	2	0	0	FR/SO High Potency	14.29%
	1	0	1	0	0	UNCERTAINTY	9.52%
Moderately Well	2	0	1	0	0	Upperclass Uncertainty	14.29%
	2	0	0	0	0	FR/SO Uncertainty	7.14%
	2	0	0	0	0	Low Potency	14.29%
	0	0	0	0	0	Upperclass Low Potency	28.57%
	1	1	0	0	0	Underclass Low Potency	7.14%
Extremely Well	0	0	0	0	0		
Don't Know	1	0	1	0	0		
	4.54	9.00	2.57	0.00	0.00	4.10	21

Ivy League Football Success Factors Survey - Question 10

Team B Student Athlete Response

Answer Options	FR	SO	JR	SR	GRAD	Rating Avg	N=
Developing student athletes							
Completely Unstatisfactory	0	0	0	0	0	High Potency	66.67%
	0	0	0	0	0	Upperclass High Potency	42.86%
	1	0	0	0	0	FR/SO High Potency	35.71%
	0	0	0	0	0	UNCERTAINTY	4.76%
Moderately Well	1	0	1	0	0	Upperclass Uncertainty	14.29%
	2	0	1	0	0	FR/SO Uncertainty	0.00%
	5	0	1	0	0	Low Potency	0.00%
	3	0	2	0	0	Upperclass Low Potency	0.00%
	0	0	1	0	0	Underclass Low Potency	0.00%
Extremely Well	1	1	0	0	0		
Don't Know	0	0	1	0	0		
	6.85	10.00	6.14	0.00	0.00	6.76	21
Recruiting student athletes							
Completely Unstatisfactory	0	0	0	0	0	High Potency	57.14%
	0	0	0	0	0	Upperclass High Potency	14.29%
	0	0	0	0	0	FR/SO High Potency	64.29%
	1	0	0	0	0	UNCERTAINTY	9.52%
Moderately Well	1	0	2	0	0	Upperclass Uncertainty	14.29%
	1	0	2	0	0	FR/SO Uncertainty	7.14%
	1	0	1	0	0	Low Potency	0.00%
	4	0	0	0	0	Upperclass Low Potency	0.00%
	3	0	0	0	0	Underclass Low Potency	0.00%
Extremely Well	1	1	1	0	0		
Don't Know	1	0	1	0	0		
	7.00	10.00	5.57	0.00	0.00	6.67	21
Motivating high performance by players and coaches							
Completely Unstatisfactory	0	0	0	0	0	High Potency	33.33%
	0	0	0	0	0	Upperclass High Potency	14.29%
	1	0	0	0	0	FR/SO High Potency	42.86%
	0	0	1	0	0	UNCERTAINTY	9.52%
Moderately Well	2	1	2	0	0	Upperclass Uncertainty	14.29%
	3	0	2	0	0	FR/SO Uncertainty	7.14%
	0	0	0	0	0	Low Potency	0.00%
	2	0	0	0	0	Upperclass Low Potency	0.00%
	3	0	1	0	0	Underclass Low Potency	0.00%
Extremely Well	1	0	0	0	0		
Don't Know	1	0	1	0	0		
	6.46	5.00	5.00	0.00	0.00	5.90	21
Overall, how effective do your feel the team is?							
Completely Unstatisfactory	0	0	0	0	0	High Potency	38.10%
	1	0	0	0	0	Upperclass High Potency	0.00%
	1	0	2	0	0	FR/SO High Potency	42.86%
	3	0	0	0	0	UNCERTAINTY	4.76%
Moderately Well	1	0	2	0	0	Upperclass Uncertainty	14.29%
	0	0	2	0	0	FR/SO Uncertainty	0.00%
	2	0	0	0	0	Low Potency	4.76%
	2	1	0	0	0	Upperclass Low Potency	0.00%
	2	0	0	0	0	Underclass Low Potency	7.14%
Extremely Well	1	0	0	0	0		
Don't Know	0	0	1	0	0		
	6.15	8.00	4.00	0.00	0.00	5.52	21