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WHAT EVERY NEW COACH SHOULD KNOW: ANALYSIS OF COACHES'
GOALS FOR ORGANIZATIONAL ENTRY/ASSIMILATION, THROUGH THE
GOALS-PLANS-ACTION THEORY AND SOCIOEMOTIONAL
SELECTIVITY THEORY

A Thesis

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
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in

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by
Destini J'ne Hughes
B.S., Louisiana State University, 2011
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ABSTRACT

This manuscript attempts to act as an organizational entry pamphlet, in providing a wealth of knowledge to those who are looking to get into collegiate coaching for the first time. The majority of participants were selected from the coaching staff of NCAA Division I collegiate women's basketball teams, with a total of 55 participants involved in this study. Although this study was conducted specifically for new collegiate women basketball coaches that are starting the job for the first time, successfully, the results of this study can be applicable to any coach and any sport.

Based on the responses of these participants, the main concepts that new coaches should focus on are: Grow in knowledge, Build Relationships, Do your Job, Know your value, Have Great Character, and Have a Balance. As far as what type of goals do coaches have, the primary goals that new coaches should focus on is Mentorship, holding a Standard of Excellence, and on Coaching/Education. The secondary goals that new coaches should have in order to pursue their primary goals, are the lessons that they learn through their experiences and mistakes, which will guide them and lead them to success. The study also supported the hypothesis derived from the socioemotional selectivity theory, which predicted that younger coaches would be more focused on knowledge related goals (goals that optimize the future) while older coaches would be more focused on emotionally meaningful goals (goals related to feelings). Knowing this information can help guide new coaches on how goals change over time and why. Lastly, all the coaches identified the importance of communication in developing and maintaining strong working relationships, not only with their players and staff, but also with administrators, boosters, and for networking purposes.

CHAPTER 1. INTRODUCTION

PURPOSE OF STUDY

New coaches, especially women coaches, do not receive sufficient training as they transition into their new roles at their jobs. Women's basketball coaches in particular, only true resource in helping to train them in their career, is the Women's Basketball Coaches Association (WBCA). The WBCA is an organization that "is committed to serving its members and helping to grow women's basketball by providing educational programming, networking opportunities, information and news, legislative and rules updates, and acting as the collective voice of the membership to the NCAA and other governing bodies in the sport" (WBCA, 2015). Although the WBCA has had tremendous success, the sport of women's basketball is still full of potential for growth and development in preparing young coaches, especially women, on how to leave a legacy and become the next generational leaders of the game.

Therefore, this study seeks to provide new coaches with the sage advice of experienced coaches, as an attempt to help ease them through the assimilation process. Under the framework of organizational entry/assimilation theory, the purpose of this study is to investigate what main concepts new coaches should focus on, how age plays a part in the goals that coaches often set and how those goals may change over time. The goals-plans-action theory and the socioemotional selectivity theory are the theoretical approaches used for this study. According to these theories, the hypothesis predicts that older coaches will be more focused on emotionally meaningful goals while younger coaches would be more focused on knowledge related goals. Given that many people pursue career paths in the realm of coaching, gaining information on how coaching goals may change overtime could be beneficial to coaches of all ages; guiding new

coaches on how to avoid certain pitfalls that many young coaches fall into, as well as teaching experienced coaches which goals have shown to be successful throughout the years.

WOMEN'S BASKETBALL COACHES

In order to begin to understand the importance and prevalence of such a study, it is paramount that we look at how women from the past have fought to enhance the game of women's basketball in gender equity for players and coaches. The WBCA organization was formed in 1981 to address the needs of women's basketball coaches for basketball teams at all levels, and to enhance and promote the game. In 1991, the National Collegiate Athletic Association (NCAA) did a survey on their members institutions' expenditures for both men's and women's athletic programs. The results showed that "the undergraduate enrollment was about even (50/50), but male students constituted about 70 percent of the participants in intercollegiate athletics, their programs received about 70 percent of athletics scholarship funds, 77 percent of operating budgets and 83 percent of recruiting funds" (NCAA, 2015). Due to the inequality, the NCAA Gender-Equity Task Force was established in 1992, which has continuously improved throughout the years to create greater gender equity in collegiate sports.

Through understanding the equality that women coaches have fought to establish, any coach who seeks to be involved with women's basketball should embrace the history, while challenging the future by providing great coaches to help carry out the legacy. Therefore, in hopes to provide an organizational entry/assimilation analysis of what every new coach should know, women coaches can continue to build on the historical legacy of the women's game.

CHAPTER 2. REVIEW OF LITERATURE

ORGANIZATIONAL ENTRY/ASSIMILATION THEORY

Some coaches may have had prior work experiences before they decided to get into coaching, while others, especially those who have played collegiate sports themselves, may have experienced only school and athletic job duties (i.e. student athlete, working camps, etc.), yet have never actually worked as a full time employee. The process of starting a new job and seeking the information to be successful at that job, is a model of organizational entry. Research done by Jablin (2001), describes “organizational entry/assimilation/exit as a life-span developmental process... [that begins] by ‘tracing’ from childhood through employment in one’s ‘chosen’ vocation the development of an individual's work career” (p. 733). The career development into the new work force of collegiate coaching is the main objective of this paper. The process of guiding new employees in embracing their new job roles is called organizational assimilation. In other words, organizational assimilation

in particular, messages from management, supervisors, and co-workers during the encounter period are usually designed to clarify newcomers' roles, to indoctrinate newcomers to organizational practices, to ease newcomers into membership in their work groups, and to help newcomers begin to develop new self-images in keeping with their new roles and organizations (Miller & Jablin, 1991, p. 92).

As new coaches enter into their jobs for the first time, the data collected from this study acts as an organizational assimilation process in guiding coaches into their new roles. In order to do so, the first research question is posed:

RQ (1) What main concepts should new coaches focus on?

This study will be organized by using the goals-plans-action theory (GPA), which explains how coaches make and manage multiple goals in their career; and the socioemotional selectivity theory (SES), which explains how those goals may change over time as coaches' age. Reviewing the goals that have worked for other coaches and knowing which goals have changed over time as coaches age, will provide new coaches with a model of what their goals should be as they enter into their new occupation. These two theories are discussed in more detail in the following information in order to expound in more depth the function of them in a sports context.

GOALS-PLANS-ACTION THEORY

Coaches handle and manage many goals in their career in which they aspire to accomplish. A past study of mine have shown how coaches can even utilize the goals-plans-action (GPA) theory as a strategic coaching method to help form team structure and enhance team cohesion and unity (Hughes, 2015). Goals are defined as the future states of affairs that individuals desire to attain or maintain, plans are people's mental representations of actions that can be taken to pursue a goal, and actions are the messages that people actually utter in their efforts to realize a goal (Dillard, 2008). The GPA theory supports the idea that every conversation and action consist of primary goals and secondary goals, that influence the direction and response of the conversations and actions. According to Schrader and Dillard (1998), "the primary goal is that which motivates planning and action. The primary goal explains what the interaction is about: it is what the actor is trying to accomplish" (p. 278). Secondary goals are other concerns that could arise and influence the pursuit of the primary goal. According to Dillard (1989), there are five secondary goals that influence conversations,

(a) *identity goals* focus on ethical, moral, and personal standards, (b) *interaction goals* involve concerns about impression management and conversation maintenance, (c) *relational resource goals* focus on relationship management, (d) *personal resource goals* reflect the physical, temporal, and material concerns of the communicator and (e) *arousal management goals* reference efforts to manage the anxiety or challenge associated with the influence attempt (Schrader & Dillard, 1998, p. 279).

In a sports setting, the reason behind why a coach begins to communicate to a player would be considered the primary goal, but how the coach communicates to them would be influenced by secondary goals. An example of this seen in context would be if a coach's primary goal is wanting the team to be better communicators, than a secondary goal of the coach in order to influence that action, could be by creating interactional goals within the team that forces the team to communicate. On an individualistic level, if a coach's primary goal is for a particular player to be more confident in their abilities, then a secondary goal of the coach could be influenced by a relational resource goal, where the coach may emphasize their own confidence in that particular player. Since the GPA theory is an important model of message production that explains how people produce messages through the sequence of having goals, planning on how to attain them, and then acting on those plans, communication will be the key factor in understanding the framework of the theory. The model was developed specifically as part of an effort to better understand how and why individuals influence one another. Therefore, as we seek to create an informative pamphlet for new coaches, another research question to consider is:

RQ (2): What type of goals do coaches have?

Sports is a very common place for people to birth and pursue goals. Often these goals include primarily winning a championship while other secondary goals include high graduation

rates and character building within players. Many times coaches pursue secondary goals through daily agendas and small tasks in order to accomplish their ultimate primary goal. Plans and goals have shown to enhance performance and functioning, not just practically, but also from an analytical point of view as seen in the study done by Alispahic (2013). He presented an overview of theory and research that contained information regarding the motivational function behind plans and goals, by analyzing the goal setting theory and the self-determination theory. The analysis showed that goals which are most difficult and specific are the ones that have shown to enhance performance and become more achievable. The overview also displayed the importance of implementing intention with the planning process in order for the goals to become a reality. Alispahic's work demonstrates the importance of individuals' goals and plans and how motivational research enlightens reasons as to why "individuals' choose to engage or disengage in different activities, and how individuals' plans and goals relate to their achievement behaviors" (p. 201). As research continues to support the importance of goals and plans, the primary goal is solely what I will be focusing on in this present study, and how it may change over time as coaches get older; however, since secondary goals influence primary goals, it would be interesting to see how age could possibly play a factor in it all.

SOCIOEMOTIONAL SELECTIVITY THEORY

The GPA theory will be used as a precursor and a foundational piece in describing the primary goal based off of the socioemotional selectivity theory. The socioemotional selectivity theory states that "because age is inextricably and negatively related to time left in life, the theory predicts that older people are more likely to emphasize emotionally meaningful goals than are younger people" (Fung & Carstensen, 2003, p. 163). Similar to the GPA theory, the socioemotional selectivity theory also classifies goals into two categories; however, these

categories are “(a) *knowledge-related goals*—defined as goals that optimize the future, often through acquisition of new information, and (b) *emotionally meaningful goals*—defined as goals related to feelings, such as balancing emotional states or sensing that one is needed by others” (Fung & Carstensen, 2003, p. 164). An example of a knowledge-related goal could be seen as a coach wanting to learn and teach new drills and offenses to their team, while an example of an emotionally meaningful goal could be seen as a coach wanting to develop more character and team bonding experiences. In young adults, who tend to perceive time as open ended, knowledge-related goals are more prevalent and prioritized. Older adults on the other hand, who begin to perceive time as limited, are more focused on emotionally meaningful goals and the knowledge-related goals become less relevant. This present study seeks to investigate if older coaches are more focused on creating emotionally meaningful goals than younger coaches, and if there is a difference in response based on age, how has that played into the successes of those coaches. The hypothesis predicts that:

H (1): Older coaches will be more focused on emotionally meaningful goals while younger coaches would be more focused on knowledge related goals.

Many studies have supported the socioemotional selectivity theory and the idea that as time becomes limited, people tend to focus on more emotional meaningful goals than knowledge related goals (Dillard, Henwood, Giles, Coupland-N & Coupland-J, 1990; Fung & Carstensen, 2003; Fung & Carstensen, 2004; Penningroth & Scott, 2012). Although the theory is well supported, Fung and Carstensen (2004), proposed two alternatives to explain this phenomena: “(a) emotional goals are pursued by default because nonemotional goals are blocked, and (b) emotional goals are pursued in search of emotional support rather than emotional meaning” (p.

68). Their findings suggest that any situation that poses limitations is likely to motivate people to strive for emotional goals and to disengage from future-oriented goals. Yet, situations that limit perceived time heighten the desire for emotional meaning in relationships, and situations that limited goal fulfillment increased a longing for emotional support. Overall, their findings supported the socioemotional selectivity theory in that perceived time constraints motivates people to seek emotional meaning through relationships, however, it also showed that perceived goal limitations motivates people to seek social partners for emotional support. Their findings suggest that there may be two types of emotional social goals (i.e desire for emotional meaning and desire for emotional support). Fung and Carstensen's (2004) work is beneficial to this current study, as their research attempts to explain perhaps why a younger coach is also seeking emotional meaningful relationships or emotional support if that particular coach sees their goals as limited versus time. For example, players who are young and time may not be perceived as limited, if they were to get injured, the situation could generate an emotional response from the coaches because of the limited goals, not limited time. Many coaches tend to form bonds with certain players during the years of that player's collegiate career, and the perceived time limitation could help explain why that is. An example of this could be seen when seniors on a team are treated with extra attention during the final moments of their playing careers.

Through the use of applying the GPA and SES theories to the organizational assimilation structure, this study hopes to provide new coaches with information regarding how to be a successful coach. The research questions and hypothesis are listed as the following.

RQ (1): What main concepts should new coaches focus on?

RQ (2): What type of goals do coaches have?

H (1): Older coaches will be more focused on emotionally meaningful goals while younger coaches would be more focused on knowledge related goals.

CHAPTER 3. METHODOLOGY

PARTICIPANTS

The majority of participants were selected from the coaching staff of NCAA Division I collegiate women's basketball teams, who did not report any psychological or neurological conditions. Although majority of participants were Division I collegiate women's basketball coaches, participants that came from the researcher's school of origin contained a mixture of different sport coaches due to available access. There were a total of 55 participants involved in this study: Positions (32 assistant coaches, 13 head coaches, 8 associate head coaches, 2 director of basketball operations); Gender (33 females, 22 males); Ethnicity (35 white, 18 black, 1 hispanic, and 1 multiracial); Sport (52 WBB, 3 other). Although only a small portion of the study contained other sports, the contributions significantly reinforced the main concepts from the primary group, therefore they were retained to better enhance the multisport context and to support the larger process of socialization into coaching. A total of 48 quotes from different participants were used in this study, among those were (30 assistant coaches, 12 head coaches, 4 associate head coaches, 2 director of basketball operations).

PROCEDURES

After receiving IRB approval, each participant was contacted by email which briefly introduced the researcher and researcher's interest. The email then explained the purpose of the study which was followed by a set of interview questions to which the participants could respond either by email, via phone, or via face to face interview. If a coach did not want to participate in the study, they were asked to reply stating so. After initial emails were sent out, if no response was received at all, it was assumed that the coach did not want to participate. Each participant

gave informed consent by continuing on with the interview process. Participants could have withdrawn from the interview process at any time.

INSTRUMENTATION

Each coach was asked a set of six main interview questions, as well as demographics such as age, gender, current coaching position, years of coaching experience, etc. All emailed interviews served as transcripts, and all interviews conducted through the phone or face to face were recorded and then transcribed. The Table 3.1 below list the six main interview questions that were ask.

Table 3.1. Interview Questions

1)	What are some of the mistakes that you've made when you first started coaching?
2)	Knowing what you know now, what would your current self tell your former self if you could?
3)	What is your coaching philosophy (i.e. values, standards, morals, etc.)?
4)	What are the key elements that you've focused on that have allowed your team to be successful?
5)	What role has communication played in your coaching career?
6)	Is there any advice you would like to give new coaches starting out?

ANALYZATION

During the coding process, each example of a concept that was mentioned by a coach was accounted for, even if the same person made a point several times. Therefore, the numbers that

are reported reflect the number of times a point was made and not the number of individuals who made that point.

In regards to the organizational assimilation theory RQ (1), on the main concepts new coaches should focus on, the researcher focused primarily on the coaches' responses to the first two interview questions and on interview question number six. Repetitive patterns and keywords based on the responses from those specific questions were documented in a table to implement the concepts new coaches should focus on.

In regards to the GPA theory RQ (2), on what type of goals do coaches have, the researcher focused primarily on the coaches responses' to the third interview question to document primary goals, and the fourth interview question to document secondary goals. Repetitive patterns and keywords based on the responses from those specific questions were documented in a table to implement the type of goals coaches have.

In regards to the SES theory H(1), that predicted older coaches to have more emotional meaningful goals then knowledge related goals, the researcher evaluated the primary and secondary goals of each coach, and organized the goals that optimize the future as knowledge related goals, and goals that were related to feeling as emotionally meaningful goals. If coaches were speaking with a focus based on any teaching aspects or skill development, the goals were classified as knowledge related goals; however, if the coach spoke on relationships or character building, then the goals were classified as being emotionally meaningful. A table was created for the organization of these goals under the appropriate age category and coded in order to conclude the hypothesis.

CHAPTER 4. RESULTS

After sending out interviews to every Division I women's basketball coach, I was pleased and honored to have had a total of 55 coaches participate in my study! A wealth of wisdom and knowledge was accomplished through this process, and I know this research will not only have a tremendous impact on me, but for any new coach or person who has responded to the call to lead! Although there were many similarities and differences in the coaches' answers, common themes and patterns easily emerged as the interview process advanced, demonstrating the main concepts to focus on and the type of goals that many new coaches should aspire to attain. These common concepts are what I'm going to talk about in this section, along with the data needed in answering my research questions and concluding my hypothesis. To recap, here are the main research questions and the hypothesis that I was looking for in this study.

RQ (1): What main concepts should new coaches focus on?

RQ (2): What type of goals do coaches have?

H (1): Older coaches will be more focused on emotionally meaningful goals while younger coaches would be more focused on knowledge related goals.

SECTION 1: CONCEPTS NEW COACHES SHOULD FOCUS ON

RQ (1): What main concepts should new coaches focus on?

In order to evaluate the main concepts new coaches should know, I focused primarily on the coaches' responses to the first two interview questions. These two questions asked the coaches to recall some of the mistakes that they have made when they first started coaching, and

also, knowing what they know now, what would their current self tell their former self if they could. I also focused on interview question number six, which asked the coaches to share any advice they would like to give to new coaches based on their experiences. According to the responses, there were six main concepts new coaches should focus on which came from the experiences and mistakes of other coaches, as well as advice that they wanted to impart. Although the main concepts were the same across the board, the order of importance for each theme differed among the age gap. The six concepts were organized in order according to the prevalence of times coaches spoke about each topic. The organization and order of each concept is seen in Table 4.1 below:

Table 4.1. Main Concepts New Coaches Should Know

(+ 45) Ages 45yrs and over (n = 22)	(- 45) Ages under 45yrs (n = 33)
1) Grow in Knowledge: n = 38	1) Grow in Knowledge: n = 47
2) Build Relationships: n = 29	2) Do your Job: n = 46
3) Do your Job: n = 28	3) Know your Value: n = 34
4) Know your Value: n = 20	4) Have a Balance: n = 33
5) Have Great Character: n = 9	5) Build Relationships: n = 23
6) Have a Balance: n = 7	6) Have Great Character: n = 7

The order of the main concepts between younger and older coaches is slightly different and is an interesting observance. Concepts such as doing your job, knowing your value and having a balance ranked higher on the list for younger coaches, while building relationships and having great character ranked higher on the list for older coaches. Perhaps a more in depth look into these concepts may shed some light onto why that is.

Grow in Knowledge:

Growing in knowledge of the game was the most important lesson that coaches of all ages wished they would have done more and is what they advised new coaches to do.

Therefore, the first and most prevalent concept that new coaches should focus on is to be persistent in growing in their knowledge of the game. Under the umbrella of growing in their knowledge, the main areas of focus included: *a) Receive Advice*, *b) Pursue Resources*, and *c) Stay Open-minded*. An elaboration on the definition of these concepts are found in Table 4.2, followed by some practical application for new coaches and quote examples from coaches.

Table 4.2. Grow in Knowledge

Grow in Knowledge Concepts	Explanation of Concept
Receive Advice	Receiving advice from other coaches who have more experience in the game is very beneficial to growth. This requires humility and a willingness to listen and learn from other coaches. Advice can be received from staff members, mentors, other sport coaches, etc.
Pursue Resources	Pursuing resources to grow in the knowledge of the game is pinnacle to success. This involves going to as many coaches' clinics as possible, reading books, watching the game, etc. <u>Journal</u> : This also includes keeping a journal of the different coaching philosophies and tips that you pick up along the pathway of your career in which you can refer back to later.
Stay Open-minded	Staying open-minded to new ideas and ways of doing things is an important element of growth. Learning from mistakes and adapting to culture can enhance the ability to relate to kids, and help you understand the best system that works best with the pieces you're given. Being open-minded requires humility, understanding that change is a must, stepping out of your comfort zone, and understanding that one shoe doesn't fit all.

PRACTICAL APPLICATION FOR NEW COACHES IN GROWING IN KNOWLEDGE:

* Quotes Key: HC=Head Coach, AHC=Associate Head Coach, AC=Assistant Coach, DB=DOBO, A=Age, E=Experience, F=Female, M=Male

- Receive Advice: Receive and seek advice from coaches who have gone before you. Pick other coaches brains', be a sponge, be coachable, and listen and learn to the wisdom and counsel of others. Drop your ego and understand that you don't know everything. Some examples of coaches speaking on receiving advice are quoted below.
 - ❖ HC-1 (A-62, E-45, F) : "I would have been more diligent in meeting with football coaches and meeting with the men's basketball coaches and not just taking their off handed advice or their off handed criticism but um seeking their help, their counsel in how to create a more uniformed recruiting scheme, a plan."
 - ❖ AHC-1 (A-41, E-18, F): "Learn as much as you can from people that you have seen do it well professionally."
 - ❖ AC-1 (A-31, E-10, F): "Ask a lot of questions. Don't be afraid to 'sound dumb' or inexperienced. Ask questions and soak in knowledge from every coach you are around."
- Pursue Resources: There is a wealth of knowledge out there that can only be received through pursuit. Stay hungry to learn and grow, and utilize every resource that is available. Also journal and document every coaching experience to help you remember what you learn along the way.
 - ❖ AC-2 (A-53, E-26, M): "Go to as many clinics as you can, work as many camps as you can, and watch as many coaching videos as you can (YouTube is great) that can help you learn the game. If you pick up one thing that helps you score or prevent one point that can win you one game, or help one kid no matter what level, any of that is worthwhile."
 - ❖ AHC-2 (A-50, E-25, M): "Don't just say hey I'm really good at mentoring, go to clinics, talk to as many coaches as you can, get videos and just continuously try to grow as a coach. And in the x's and o's aspects as well, not just the maturing aspect because your knowledge of the game will give you validity off the court for more ministering opportunities."
 - ❖ HC-2 (A-36, E-13, F): "Keep organized notes on all aspects of the program, so you can refer back to those when you are making your coaching notebook."
- Stay Open-minded: Understand that each program and system is different. As a new coach, stay open-minded to new systems and ways of doing things. Embrace new

challenges, ideas, cultures, strategies, disagreements, etc. Through this process, you will grow in your overall knowledge of the game.

- ❖ AC-3 (A-56, E-38, M): “The biggest mistake I made was being too closed minded in my basketball philosophy. Believing that there was only one way to play the game and not being open-minded to new ways or different ways to teach or coach.”
- ❖ AC-4 (A-45, E-22, M): “You know when someone ask you why do you do that, the worst answer you can give is because I’ve always done it this way. We have to be able to self-check, self-reflect, and adjust to the changing times. So if you have a creative idea, don’t let someone tell you, well we’ve always done it this way because that doesn’t mean that it will always work.”
- ❖ AC-5 (A-43, E-14, M): “So I think early on I knew I had a certain way that I wanted to play and I didn’t actually have the players to run that style, but I tried to put a circle in a square peg. So I think that’s one of the things I learned early on, I had to learn how to adapt and adjust as I continued to coach.”

Build Relationships:

Another important concept that the coaches discussed and wanted to advise new coaches to pursue, was building relationships. Within building relationships, the main connections that coaches focused on included: *a) Administrators, b) Staff, c) Players, d) Support Groups and c) Network*. An elaboration on the definition of these concepts are found in Table 4.3, followed by some practical application for new coaches and quote examples from coaches.

Table 4.3. Build Relationships

Build Relationships Concepts	Explanation of Concept
Administrators	Having a supportive administration is very important in enhancing success of the program. Building relationships with administrators can make a huge difference.
Staff	Building relationships among the staff is critical to success. The staff must be able to communicate freely with one another, trust each other, and be on the same page for the vision of the program.
Players	Players comes first in everything. Letting players know that you care

(Table 4.3 continued)

Build Relationships Concepts	Explanation of Concept
	about them as a person is critical. Always seek to build a relationship with players and get to know them on a personal level.
Support Groups	Building relationships with support groups can lead to success and alleviate a lot of problems. Support groups consist of booster club members, parents, season ticket holders, and any other major contributors to the program.
Network	Networking is building connections with people that can help assist or benefit you through your career. It's how you're able to stay competitive in this profession.

PRACTICAL APPLICATION FOR NEW COACHES IN BUILDING RELATIONSHIPS:

*Quotes Key: HC=Head Coach, AHC=Associate Head Coach, AC=Assistant Coach, DB=DOBO, A=Age, E=Experience, F=Female, M=Male

- Administrators: If becoming a new head coach, always look to build relationships with administration. Invite to lunch, coffee, games, practices, etc. Create opportunities to be able to talk on personal levels. For new assistants, seek to make good impressions with administrators.
 - ❖ AHC-2 (A-50, E-25, M): "The main thing that I would add, is wherever you go, if you go to a high school job, you better go where you have a supportive principal and athletic director, and the same thing in college. If you're going to have a program, they've better have a supportive athletic director, and that's emotional support and monetary support."
 - ❖ HC-1 (A-62, E-45, F): "...you got to have a university department that is supportive and uplifting. And an administrator that truly cares deeply about what is going on within your program and why those things are going on. And having an understanding and being inside the program is I think critically important."
- Staff: Really get to know your staff. Try to work with a staff that you enjoy hanging out with outside of basketball. Embrace diverse personalities, learn to work together and utilize each other's strengths. Unity among the staff will carry over onto the team.

- ❖ HC-3 (A-48, E-26, F): “It has to be a team, whether it’s the staff or players, just because I’m the head coach I have to depend on my staff and WE get things done together.”
- ❖ AHC-2 (A-50, E-25, M): “Work with someone who can help you grow as a person and off the floor. Work for people who you want to hang out with.”
- ❖ HC-1 (A-62, E-45, F): “So I think the staff that you put together is probably the most important component.”
- ❖ AHC-2 (A-50, E-25, M): “Surround yourself with loyal people who work hard and care about the team more than they care about themselves.”
- Players: Constantly show players that you care about them, don’t just tell them. Get to know each player as an individual so you can learn what motivates them and what pushes their buttons.
 - ❖ AC-1 (A-31, E-10, F): “Tried to make players ‘respect’ me because I was young, instead of ‘earning’ their respect by spending time with them off the court.”
 - ❖ AC-6 (A-29, E-4, F): “Players are way more receptive when they know you care about them and you’re not trying to just look like you enjoy having power.”
 - ❖ AHC-3 (A-41, E-16, M): “...players comes first. You got to be able to deviate from what you’re doing and make sure that your players are ok.”
- Support Groups: Seek to build relationships with major contributors to the program. Invest time in meeting with parents, boosters, and other big influencers of the program.
 - ❖ HC-1 (A-62, E-45, F): “I think I would have formed a booster club much more earlier than I did, I would have worked a lot harder in forming a booster club, because just having a strong booster club brings so much to the table.”
 - ❖ AHC-2 (A-50, E-25, M): “I didn’t hold a parent meeting at the start of the season which would have saved me a whole lot of problems. I would have eliminated most, if not all of the problems if I would have held parent meetings. I would suggest, especially if you’re coaching high school, to hold a parent’s meeting before the start of the season.”
 - ❖ AC-5 (A-43, E-14, M): “Lastly, as a high school coach, developing a more personal relationship with the kids’ parents. And not feeling like I have to take on the whole program as it’s my own, knowing that it takes more than just myself to run a whole program.”

- Network: Always take advantage of meeting people; meet as many coaches as possible to create a network of great basketball minds. Also, network with other coaches outside of your sport.
 - ❖ AC-1 (A-31, E-10, F): “Meet as many coaches in this field as you can and make good impressions. Make sure people remember you in a good way.”
 - ❖ AHC-3 (A-41, E-16, M): “People do business with people they know, like, and trust. You make sure you network, you make sure you have confidence because at the end of the day it’s serious, so make it a point to connect with people. So the power of connection is key.”
 - ❖ AC-7 (A-52, E-22, F): “It’s not what you know, it’s who you know and how they have reared you as a student-athlete/student. People are always watching you and trying to see how you handle things.”

Do your Job:

Although this next one seems like a no brainer, another concept was for coaches to remember to do their jobs. The main areas that coaches focused on included: *a)* Paying your dues, *b)* Hardwork/dedication, and *c)* Improving your craft. An elaboration on the definition of these concepts are found in Table 4.4, followed by some practical application for new coaches and quote examples from coaches.

Table 4.4. Do your Job

Do your Job Concepts	Explanation of Concept
Pay your Dues	Paying your dues refers to the thought of starting at elementary level and working your way up. Many coaches mentioned the importance of humility and not thinking that any job is below you. This is being willing to be a servant and do the job that others won’t. Being involved in every aspect of the program, and helping out in any way as possible.
Hardwork/Dedication	Many coaches mentioned how tough of a job coaching is and how much hard work and dedication that it actually takes. This is speaking of really understanding and putting in the hours to be successful at what you do. Paying attention to details, and putting forth quality work. Some key areas that were mentioned under do

(Table 4.4 continued)

Do your Job Concepts	Explanation of Concept
	<p>your job were:</p> <p><u>Being a Great Assistant:</u> Being a great assistant is being prepared for any and everything. Always having a plan B if the first plan doesn't work out well. Taking initiative and being proactive in getting things done and being a problem solver. Knowing what the head coach wants ahead of time, and doing it before being asked. Always being willing to serve and help out other staff members when needed.</p> <p><u>Recruiting:</u> Recruiting is a major part in the success of the program. It takes hardwork and dedication to be consistent in recruiting the right people that fit your system and program.</p> <p><u>Stay in the moment:</u> Doing the best you can at the job you're currently at. Not always looking to move on to the next job or the next thing.</p>
Improving your craft	<p>Improving your craft deals with the thought of improving your weaknesses while perfecting your strengths. Understanding that this is a competitive business and that coaches are disposable. Having the mentality that you have to earn your position daily. Constantly trying to add value to the program. Finding your role/niche on the staff, and doing it to the best of your ability.</p>

PRACTICAL APPLICATION FOR NEW COACHES IN DOING YOUR JOB:

*Quotes Key: HC=Head Coach, AHC=Associate Head Coach, AC=Assistant Coach, DB=DOBO, A=Age, E=Experience, F=Female, M=Male

- Pay Your Dues: As a new coach, don't expect to come in and teach x's and o's and get paid a certain amount, and get the same privileges as other coaches, etc. Drop your ego, stay humble, and understand that you have to pay your dues and earn your way into those opportunities. Be involved in every aspect of the program and don't think you're too good for any job.

- ❖ AC-3 (A-56, E-38, M): “No job should be below you. John Wooden used to clean his own floor at UCLA. My first college coaching job we had no managers so I was in charge of doing the laundry. Do all that is asked of you with your very best effort and a smile on your face.”
- ❖ AHC-2 (A-50, E-25, M): “You need to be willing to start on the ground floor and not get paid a heck of anything. I took a big pay cut going from being a successful high school coach to a collegiate coach. And there are many people out there about your age, with no coaching experience, who expect to be making a lot of money right out the gate.”
- ❖ HC-4 (A-53, E-33, M): “Start at a lower level, start somewhere where you can learn strategy, where you can learn how to interact with players, where you can learn how to develop players, where you can learn what schemes works, what does not, what to do in certain situations. I think too many young people believe that they should start at the very top and begin at the very top, and I didn’t do that and I don’t think that’s the right way.”
- ❖ HC-4 (A-53, E-33, M): “If I was speaking to a room full of aspiring coaches, I would simply say to them, other than all the things we talked about, start from the beginning. Learn how to be a good assistant coach first. Learn that!”
- Hardwork/Dedication: As a new coach, be prepared to work extremely hard and dedicate a lot of hours. This involves being a great assistant by being prepared and doing things before being asked. Understand that recruiting will play a huge part in your role as a coach, so be adamant in learning how to recruit the right players for the program. Lastly, work at trying to be the best you can be at the current job that you’re in, don’t always be looking to get to a certain position or prestige before deciding to work hard and be dedicated.
- ❖ AC-4 (A-45, E-22, M): “But people just have to know how hard they have to work to do this stuff, it’s not easy. Everybody thinks it’s easy and it’s not. If we could just coach basketball, it would be easy, but we can’t just coach basketball, you have to recruit kids for two years that are going to lie to you and their parents are going to lie to you, and you’re not going to know where you stand and you don’t know who you can get, and then you pass on other kids but then a week before the visit, they cancel the visit so they’re off the board and now you can’t go back and get on so and so. And then you have to worry about your current roster and there’s always going to be some drama, it may not be team drama, but individual drama in their life and stuff. So if it was just basketball, it would be enjoyable, but you end up doing more non basketball stuff than basketball

sometimes and it makes it not enjoyable. So people should just know that before they get into it. ”

- ❖ AHC-2 (A-50, E-25, M): “For most coaches, 95% of your job is recruiting, recruiting, recruiting, and young coaches think they’re just going to go to practice and show the head coach what drills to run and that’s just not reality.”
 - ❖ AC-8 (A-26, E-2, M): “There is no such thing as being too prepared. Knowing what your head coach is going to ask for and being prepared for those questions is paramount to an easy transition.”
 - ❖ AHC-2 (A-50, E-25, M): “You have to understand that this is not a 9am-5pm job, that you can’t be the type of person who waits around until your boss tells you something to do. You better learn how to take some initiative, and you better learn how to work on your own and not just when someone is watching you work. You have to learn how to work at your house, you have to learn how to work when you have down time (talking to recruits, texting recruits, etc.).”
- Improving your Craft: Constantly strive to better yourself and the gifts and talents that you bring to the table. Just as players must practice to become great at what they do, coaches should have that same mentality. Work on the things that you’re weak at so that you can improve, and continue to improve the areas that you’re good in. Understand that this business is very competitive, and you must constantly seek to improve your skill sets in order to be effective and efficient in this profession.
 - ❖ AHC-3 (A-41, E-16, M): “If you’re going to coach and you’re serious, learn to do everything. I mean make your weaknesses your strengths...because at the end of the day, wherever you go interview at, part of your brand is to be able to do things that the program does not, because when you do that, now you add value to what you’re doing.”
 - ❖ AC-9 (A-33, E-10, F): “...And understand that as assistants, we are disposable. If I decide to leave, someone else could come in. You have to be ready to be the best at your craft, the best at your job, so that you have longevity in this job.”
 - ❖ AC-10 (A-34, E-10, F): “Don’t be afraid to make mistakes; constantly work on your craft, don’t wait until someone tells you to.”
 - ❖ AC-11 (A-29, E-5, M): “Amplify your strengths as you improve your weakness.”

Know your Value:

New coaches should also know their value and what they bring to the table. The main areas that coaches focused on included: *a)* Reason for Coaching, *b)* Confidence, and *c)*

Understanding your role. An elaboration on the definition of these concepts are found in Table 4.5, followed by some practical application for new coaches and quote examples from coaches.

Table 4.5. Know your Value

Know your Value Concepts	Explanation of Concept
Reason for Coaching	Part of knowing your value as a coach is knowing what you value. Many coaches mentioned that you must value the reason of why you're getting into coaching. They mentioned that the reason has to be greater than yourself, greater than the money, attention, benefits, etc. The main reason for getting into coaching should be to impact and make a difference in the lives that you are privileged to coach. If any other reason guides you, this is not the right profession for you. Some coaches mentioned faith as being a big aspect for the reason, others mentioned just making an impact in developing young leaders, but regardless of the motivation, the reason has to be greater than yourself.
Confidence	Confidence is a huge concept new coaches should focus on when getting into coaching. Many coaches mentioned how they had to learn how to speak up during staff meetings and not be afraid to share their thought process in a respectful way and when appropriate. Coaches also mentioned how they had to learn how to be confident in asking questions on things they don't understand, and not being afraid to be humble in asking for advice, clarification, ideas, etc. The advice many coaches gave regarding confidence was to believe in yourself and the contributions that you bring to the program.
Understanding your Role	Knowing your value also includes understanding your role on the team. Coaches mentioned how you have to teach everything to the players and not assume that they know. Understanding that they will not keep themselves accountable, so part of your role as a coach is keeping the players accountable to the philosophy they are being taught. Along this line of understanding your role, coaches mentioned how they had to learn how to distance themselves from being the player's friend to becoming their coach. Motivate your players to compete and to excel in all aspects of being a student-athlete.

PRACTICAL APPLICATION FOR NEW COACHES IN KNOWING YOUR VALUE:

*Quotes Key: HC=Head Coach, AHC=Associate Head Coach, AC=Assistant Coach, DB=DOBO, A=Age, E=Experience, F=Female, M=Male

- Reason for Coaching: As a new coach, constantly be reminded of the reason you're getting into this profession. When the hours get long, when tough circumstances occur that are unpredictable, when the season is not going the way that was planned, etc., focusing back on the bigger picture of what really matters and the reason why you got in this profession will help you endure the most difficult of times. On the other side, when success is evident and the players graduate and become successful in life, the reality of focusing on the bigger picture is rewarding.
 - ❖ AC-12 (A-50, E-30, M): "Decide immediately why you are in coaching. Decide if you are willing and able to completely buy into the head coach and their program, to work tirelessly to the benefit of your head coach and players, to do things the 'right' way and not the 'easy' way. If this is not why you are in coaching...get out!"
 - ❖ HC-5 (A-46, E-21, F): "Work! There are no office hours for coaches and if you are worried about hours, get out of the business. If you are in it for money, get out! You have to be in it for your players, inspiring these young ladies to be successful in all that they do!"
 - ❖ AC-4 (A-45, E-22, M): "If you're going to do it, don't do it for the phone, for the car, for the salary, you know you can find a job making money and all that sort of thing and do something else..."
 - ❖ AC-13 (A-26, E-5, M): "Always keep things in perspective. Figure out why you wanted to coach in the first place and remind yourself of it constantly."
 - ❖ AC-6 (A-29, E-4, F): "Never get started in this profession for anything other than wanting to make a great impact on young ladies' lives and help them to develop on and off the court. This job isn't about us, how much money we can make, or how many championships you win. This job is about the difference we can make in lives that will hopefully at one day, impact someone else the way you did theirs."

- Confidence: As a new coach, humility is a key factor when getting started, but it should be partnered with confidence. Be confident in your abilities and the strengths you possess, be confident in your ideas and contributions in staff meetings, be confident in the role that you're asked to fill at your job, and be confident in asking questions that will benefit you in the long run. At the end of the day, believe in yourself and don't underestimate your role on the staff.
 - ❖ AC-14 (A-23, E-2, F): "Voice your opinion earlier and do not wait to ask your boss for clarification in areas you're confused about within your role."
 - ❖ HC-6 (A-43, E-18, F): "So I would say that was probably the biggest challenge, was coming from a very elite program that have won championships and then going to one that hadn't, and finding a balance of when to interject the knowledge that I had from a different program into this new program."
 - ❖ AC-5 (A-43, E-14, M): "I think the only mistake I've had during my first year was either not asking questions, or not being vocal. When you get into the college business, you're dealing with coaches that are firm and stern and sometimes you feel like it's not your place to say something, but a great assistant coach will always challenge their coaching staff in a respectful manner....My current self would tell my former self to always believe in yourself. We all get into this business because we love the game of basketball and because we love working with individuals to get them better. Just believe in yourself and stay hungry, and always seek out information."
- Understanding your Role: As a new coach, understand what your role on the team is. Know your job description and fulfill it. Many new coaches are former athletes, and part of this process is separating yourself from being a former player and friend, to embracing your new role on staff to become a mentor and a coach. Also understand that not each player thinks the same way, so to be sure to teach everything and break down everything instead of assuming that they know how to put the pieces together and keep themselves accountable.
 - ❖ HC-7 (A-52, E-23, M): "I didn't separate athlete/coach relationship early enough. As a former newly retired athlete, I was too much their peer and not their coach and leader."

- ❖ AC-15 (A-49, E-24, F): “Not being as open to teach the girls. Not understanding that the process starts with continuously teaching the players, not assuming that they already know.”
- ❖ AC-16 (A-39, E-9, M): “Don’t be insecure or afraid starting out, but don’t try to be too hard on them either. Don’t expect the players to be disciplined and dedicated.”
- ❖ AC-17 (A-44, E-13, M): “Put your entire plan in place for the direction of your program. What each player is responsible for, and then hold them accountable for it. Take no days off from what creates success, no matter how you are feeling that day.”

Have Great Character:

The participants also advised new coaches to have great character. The main areas that coaches focused on included: *a) Being Professional*, *b) Having Integrity*, and *c) Displaying Trust and Loyalty*. An elaboration on the definition of these concepts are found in Table 4.6, followed by some practical application for new coaches and quote examples from experienced coaches.

Table 4.6. Have Great Character

Have Great Character Concepts	Explanation of Concept
Be Professional	Coaches mentioned how it is important to remember that this is a profession. Maintaining a professional image and positive impression goes a long way. Coaches also mentioned how the game of women’s basketball needs to be protected and respected as a sport, and that as a coach, this is a professional responsibility that you take on in being a representative of the game.
Have Integrity	Part of having a great character is having integrity. This relates to just doing the right thing all the time. Having integrity in following the NCAA guidelines on what can and cannot be done in regards to recruiting, money, hours, etc. Having integrity also speaks to the boundaries of personal relationships with the players. Not doing anything that will jeopardize yourself, the players, or the program.
Trust/Loyalty	Trust and loyalty are two traits that you should have among your staff and team. Be a person that can keep information within your staff and team confidential to those outside of your circle. Always be loyal to those you work with and to the players you coach.

PRACTICAL APPLICATION FOR NEW COACHES IN HAVING GREAT CHARACTER:

*Quotes Key: HC=Head Coach, AHC=Associate Head Coach, AC=Assistant Coach, DB=DOBO, A=Age, E=Experience, F=Female, M=Male

- Be Professional: As a new coach, understand that you must maintain a professional image on the court and off the court at all times. This is expressed in the way you act, dress, carry yourself, etc. You are always a representative for not only your athletic program, but an overall contributor to the game of women's basketball.
 - ❖ AHC-1 (A-41, E-18, F): "Be willing to do every part of the job so you learn every part. Include professionalism in how you act, dress, and present yourself. This is a career and a profession."
 - ❖ AC-9 (A-33, E-10, F): "Another thing is professionalism, understand that just because you're a basketball coach, doesn't mean that you're not a professional figure when you're sitting in the gyms. So I think that a lot of young people who are getting into the game, needs to take a step back and look at the people who did it before them and the people that are doing it now, and how we are carrying ourselves."
 - ❖ AHC-3 (A-41, E-16, M): "I didn't realize how much of a business it was and I relied on trying to remember everything, and I forgot things and it had me disorganized."
- Have Integrity: As a new coach, learn the NCAA guidelines as it pertains to recruiting and other aspects that you may be unfamiliar with. Always do the right thing and take the safe route. As a new coach, regardless of gender and age, don't get physically or emotionally involved with players. Keep everything out in the open regarding meetings, etc. Always protect yourself, your players, and your program.
 - ❖ HC-5 (A-46, E-21, F): "Be ethical in all that you do, do not compromise to win. I never have, and I go to sleep at night knowing that I have nothing to hide. Takes longer to get where you want to go, but you will get there if you stay true...Karma!"
 - ❖ AHC-4 (A-46, E-25, F): "Do what is right and do it the right way. Never sacrifice your beliefs and standards."

- ❖ AC-4 (A-45, E-22, M): “Then you have idiots who get on the staff and they don’t have time to meet anybody so then they start flirting with the players...I mean, you just need to go find another job because you cannot have a relationship with someone that you’re in charge of, and that’s in any business, but especially when they’re students. That really ticks me off. I’ve been hearing that happen in certain places and stuff, but it keeps happening over and over again, no one is learning the lesson.”
- Trust/Loyalty: As a new coach, learn discretion on what is ok to discuss with others and what is not. Be someone that people can trust and depend on. Always be loyal to your staff and team in any situation.
 - ❖ HC-5 (A-46, E-21, F): “Loyalty, trust and work ethic are the three must haves to be successful in coaching.”
 - ❖ HC-2 (A-36, E-13, F): “...be an extremely hard worker, and be loyal.”
 - ❖ AC-18 (A-32, E-4, F): “Be patient. Be loyal. Be you!”
 - ❖ AC-19 (A-37, E-14, M): “Be loyal. Be thorough. Be humble.”

Have a Balance:

Having a balance is very important in becoming a new coach and is an essential concept that many coaches had to learn. The main areas that coaches focused on included: *a)* Emotionally Balanced, *b)* Manage Time, and *c)* Social Life. An elaboration on the definition of these concepts are found in Table 4.7, followed by some practical application for new coaches and quote examples from coaches.

Table 4.7. Have a Balance

Have a Balance Concepts	Explanation of Concept
Emotionally Balanced	Many coaches mentioned how they had to learn how to balance their emotions when it came to certain aspects of the game. This included not being too hard on the referees, not being too hard on the players, and most importantly, not being too hard on themselves. Coaches had to learn how to be patient, stay relaxed in stressful and intense moments, and learn how to have fun and enjoy the process.

(Table 4.7 continued)

Have a Balance Concepts	Explanation of Concept
Manage Time	Managing time is a critical lesson that many coaches had to learn the hard way. This includes learning how to prioritize and delegate responsibilities. Many coaches mentioned how they tried to do too much and burned themselves out because they didn't have a healthy balance. Understand that players always come first, so learn how to incorporate and prioritize their needs around the tasks that you have to accomplish.
Social Life	Coaches mentioned the importance of having a balanced social life. Do not allow basketball to become what you eat, sleep, and breathe. Be passionate about your work, but always have an outlet or you will drive yourself crazy. Coaches mentioned how outlets can look different for each person. These include: extracurricular activities, church, personal relationships, family, hobbies, etc. This also includes taking time to take care of yourself and making sure you're healthy so that you can give the best version of you to your program.

PRACTICAL APPLICATION FOR NEW COACHES IN HAVING A BALANCE:

*Quotes Key: HC=Head Coach, AHC=Associate Head Coach, AC=Assistant Coach, DB-DOBO, A=Age, E=Experience, F=Female, M=Male

- Emotionally Balanced: As a new coach, learn how to balance your emotions. Don't get overly worked up at referees, poor decisions made by players, game losses, etc. Stay relaxed, be patient, and learn to enjoy the process.
 - ❖ AC-20 (A-34, E-11, F): "Don't be too hard on the players or the refs."
 - ❖ AC-5 (A-43, E-14, M): "...early on, I was probably a little more hot tempered with the referees. And as I became a seasoned coach, I understood that the more you yell and bicker at officials, the more it will not go in your favor. So I learned to be more professional in dealing with officials."
 - ❖ AC-4 (A-45, E-22, M): "Probably a little too hard on the players at times. Not having enough patience and understanding..."
 - ❖ AC-21 (A-28, E-5, F): "Stay emotionally stable, not too high or too low."
 - ❖ AC-22 (A-33, E-11, M): "Don't overreact to minor issues."

- **Manage Time:** As a new coach, learn how to multitask. Prioritize your responsibilities and don't spend too much time on things that aren't that important. Learn how to get things done in a quickly manner but with quality work. Don't spread yourself too thin and don't take on more than you can handle. .
 - ❖ AHC-3 (A-41, E-16, M): "Be a one minute manage it. Just get things done without taking so much time. Give yourself deadlines, give yourself daily deadlines, give yourself weekly deadlines, give yourself monthly deadlines, but whatever you do, just make sure it's organized where it's not consuming the rest of your day."
 - ❖ AC-11 (A-29, E-5, M): "Don't think you can take on all responsibilities; learn to delegate and prioritize them. Every task needs its own time (differing) to be solved."
 - ❖ HC-8 (A-38, E-16, F): "I would say not managing my time effectively and not having a good balance. When you are young you lean towards quantity over quality."
 - ❖ AC-23 (A-28, E-7, F): "Having absolutely no work-balance which has often resulted in me battling health issues."
- **Social Life:** As a new coach, life can get very busy with all of the new responsibilities that come with the territory of coaching. Having a healthy balance of giving your best effort into coaching while also taking care of yourself and the social needs of being a human is very important. On the other side, don't be too involved with your social needs that you fail to do your job as a coach. Learning the balance between the two takes time but is a critical concept to learn.
 - ❖ AC-5 (A-43, E-14, M): "Lastly, have a balance, when I say balance, between your professional life and your non-professional life. Life is short and some people you will encounter in this business, basketball is their whole entire life, and personally, I think you have to have a balance. I put in my hours of basketball, I'll work, but to me, you got to have a social life, I got to have a personal life. And that's me, your balance may be something else, it may be religion and work, somebody else may be another vice, but to stay sane from where I stand, you got to have a balance and you got to be able to laugh and smile..."

- ❖ AC-24 (A-25, E-1, F): “Learn how to take care of yourself first (physically and mentally). If you aren’t able to think, perform, and work at your best, you are selling yourself, the team and your future short.”
- ❖ AC-13 (A-26, E-5, M): “Work hard but take some time for yourself to make a life and be happy.”
- ❖ AC-4 (A-45, E-22, M): “And I would just advise them on how hard it is, especially if you want to have any kind of social life or family life or anything like that. You got to work hard at both of those things, so now you got two full time jobs, because you got to find time when you’re tired, with your family and stuff.”

SECTION 2: GOALS THAT COACHES HAVE

RQ (2): What type of goals do coaches have?

The coaches’ responses reflected each of the four main types of goals identified in the research: primary goals, secondary goals, knowledge related goals, and emotionally meaningful goals. The results for each goal category are as follows:

Primary Goals

As mentioned before, according the GPA theory, the primary goal is what the interaction is about, it is what the coach is trying to accomplish. The third interview question asked the coaches to state their coaching philosophy. According to the responses, there are three main primary goals that new coaches should have: Mentorship (n=56:41), maintaining a Standard of Excellence (n=28:18), and Coaching/Education (n=18:5). A more detailed evaluation of each of these three primary goals are discussed more fully in the following information and tables.

*n = number of concepts mentioned by coaches regarding goal/ ratio of age <45 :> 45

*Note: 33 participants were under the age of 45, while 22 participants were 45 and older

MENTORSHIP:

The first and most prevalent primary goal that most coaches focused on was Mentorship. Under the umbrella of Mentorship, the main areas of focus within the order of importance and prevalence included: *a)* Building character attributes within their players, *b)* Building relationships with their players, *c)* Preparing players for life, and *d)* Being a role model for their players. An elaboration on the definition of these concepts are found in Table 4.8, followed by some practical application for new coaches and quote examples from coaches.

Table 4.8. Primary Goals: Mentorship Main Concepts

Mentorship Concepts	Explanation of Concepts
Building Character	Building character relates to the virtue of a person. Morally doing the right thing. Trying to be a good person that serves others and is a giver not a taker. The common character attributes that most coaches wanted to instill in their players were: honesty, loyalty, appreciation, integrity, treating others the way you want to be treated, honor, living like a decent human being of society, unselfishness, trust, caring and loving others, making sure the private and public person is the same, show and give respect, etc.
Building Relationship	Building a relationship relates to developing a trust and loyalty between the player and the coach. This includes being fair with everyone but not treating everyone the same; knowing what it takes to reach different players in a different way. This also includes investing time into really getting to know each player and constantly striving to create a family environment. Coaches also mentioned the same importance among staff relationships and how that plays a part into the mentorship of the players.
Life Preparation	Life preparation relates to preparing players for life after college into the real world. Using sports to teach life lessons and to help them become productive citizens of society.
Role Model	Being a role model relates to setting an example that you want your players to follow. Not demanding attributes out of your players that you're not accomplishing yourself.

PRACTICAL APPLICATION FOR NEW COACHES IN MENTORSHIP:

*Quotes Key: HC=Head Coach, AHC=Associate Head Coach, AC=Assistant Coach, DB-DOBO, A=Age, E=Experience, F=Female, M=Male

- Building Character: The top primary goal that new coaches should focus on when first starting out, is to be a mentor that encourages their players to grow in character attributes, with the ultimate goal of them becoming an overall better person and an effective leader in society.
 - ❖ HC-6 (A-43, E-18, F): “One of my philosophies is to treat everybody like you want to be treated. I think it’s important for you to have self-respect, in order to get it, you’ve got to give it. You know just be truthful, be as honest and as truthful as you can and to me, that just helps build your character.”
 - ❖ HC-4 (A-53, E-33, M): “Character has always been a number one thing for me, so I think first and foremost you start with character, you win with people.”
- Building Relationship: The second main area of mentorship that new coaches should focus on, is on truly building a relationship with your players and with your fellow staff members.
 - ❖ AC-14 (A-23, E-2, F): “A family environment is necessary and should breed loyalty amongst everyone in the program.”
 - ❖ HC-9 (A-45, E-23, F): “Build relationships with your staff and players and let them know you care about them as people. Invest in them as people and they will in turn invest in you as your players and staff.”
- Life Preparation: The third area of mentorship that every new coach should focus on, is using basketball to develop players that are ready and prepared for life after college.
 - ❖ AC-9 (A-33, E-10, F): “...and how you want them to be after they leave because I think it’s about how are you going to survive once the basketball stops bouncing. Are you going to be a good employer, a woman of integrity, someone counted on, and those are the things I want to make sure I instill in our team.”
 - ❖ AC-7 (A-52, E-22, F): “...teaching more than just basketball, life lessons and skills to make it after basketball.”

- Role Model: The last area of mentorship that new coaches should focus on, is living and walking out the standard of excellence that they're demanding from their players.
 - ❖ AC-2 (A-53, E-26, M): "You have to practice what you preach to the kids."
 - ❖ AC-18 (A-32, E-4, F): "Don't ask others to do what you won't ever do."
 - ❖ AHC-4 (A-46, E-25, F): "Always do what is right on and off the court with your players, with your staff, and in recruiting."

STANDARD OF EXCELLENCE:

The second common primary goal that most coaches have is holding a Standard of Excellence. Within the primary goal of holding a Standard of Excellence, the main areas that coaches focused on within the order of importance and prevalence included: *a)* Instilling a greater level of work ethic and discipline in players, *b)* Consistently holding players accountable for their actions, and *c)* Enhancing players' mental toughness. An elaboration on the definition of these concepts are found in Table 4.9, followed by some practical application for new coaches and quote examples from coaches.

Table 4.9. Primary Goals: Standard of Excellence Main Concepts

Standard of Excellence Concepts	Explanation of Concept
Work Ethic/Discipline	<p><u>Work ethic</u>: deals with the effort and the will of the player, to give their best in everything that they do. Demanding the best out of them and not allowing them to give anything less than they're capable of. Work ethic is all about giving the best effort and commitment regardless of emotions or circumstances.</p> <p><u>Discipline</u>: is a mindset to pay attention to details and can be a form of correction for players to learn how to draw the best out of themselves. It is a way of holding themselves accountable to their own work ethic.</p>
Accountability	Accountability is another form of discipline. It is creating boundaries and keeping a high standard of excellence for the players. When players cross the boundaries or fail to keep the standards, accountability is consistently keeping them accountable to the consequences of their

(Table 4.9 continued)

Standard of Excellence Concepts	Explanation of Concept
	actions. These standards include but are not limited to: being on time to everything, appropriate behavior in the classroom and community, following team dress codes, rules and regulations, etc.
Mental Toughness	Mental toughness deals with the mindset of players. The mindset of how players handle and respond to adversity, discipline, mistakes, failures, success, etc. It also deals with the concentration and focus of players, on paying attention to details, being coachable (doing exactly what is asked regardless of their understanding of why). Mental toughness taps into the psychological side of the game, which is directly correlated with the physical manifestations of their success.

PRACTICAL APPLICATION FOR NEW COACHES IN STANDARD OF EXCELLENCE:

*Quotes Key: HC=Head Coach, AHC=Associate Head Coach, AC=Assistant Coach, DB=DOBO, A=Age, E=Experience, F=Female, M=Male

- Work Ethic/Discipline: As new coaches, the second primary goal of focus is maintaining a standard of excellence. The first area of this concept should be to demand the best out of your players. Not allowing them to become satisfied or complacent with giving anything less than their best.
 - ❖ AHC-1 (A-41, E-18, F): “Standard of excellence in everything we do on a daily basis with a lot of positive energy, passion, and great work ethic.”
 - ❖ AC-13 (A-26, E-5, M): “Be the most prepared team on the court and give your effort and energy each day to get better. Be the harder working team. You can’t have bad days.”
 - ❖ AC-18 (A-32, E-4, F): “Give 100% and only accept 100%.”
 - ❖ AC-25 (A-28, E-6, F): “Strive to be your best every day, demand your best and demand the best from others, if you can hold that accountability across the board, good things will happen.”
- Accountability: The next area of maintaining a standard of excellence that new coaches should focus on is keeping their teams accountable for their actions. This includes

consistently holding high standards with team rules and regulations and consequences when they are violated.

- ❖ HC-10 (A-61, E-34, M): “Establish non-negotiables, things like attending class, getting involved with the law, treating people and teammates properly, are some examples and hold a hard line on these standards.
 - ❖ DB-1 (A-56, E-31, F): “Hard work, accountability and hold players to a high standard and consequences if they don’t adhere to those standards.”
 - ❖ AC-26 (A-25, E-1, F): “No player is bigger than the program and everyone should be held to the same standards as everyone else when it comes to team rules.”
- Mental Toughness: In maintaining a standard of excellence among the team, new coaches should really focus on building and developing a mental toughness within their players. Helping their players focus in on the mental process of competition and a healthy perspective and mentality to have in different circumstances.
- ❖ AHC-2 (A-50, E-25, M): “I believed that for my whole career, that I’m supposed to use basketball to teach them work ethic and mental toughness. Because to me, outside of your relationship with God, your work ethic and your mental toughness are the two things that are necessary for you to be successful in life.”
 - ❖ HC-4 (A-53, E-33, M): “I don’t do well with people who are not motivated or self-motivated. One of the things that I love to tell my team is that my job is not to motivate you everyday, my job is to teach you how to motivate yourself every day.”
 - ❖ AC-27 (A-39, E-17, M): “The things that I really think about mostly are discipline, hard work, and when I say hard work I think there’s to me very much a mental aspect of concentration and paying attention...”

COACHING/EDUCATION:

The last primary goal that most coaches had focused on, is the actual coaching aspect of the game and the academic benefit of receiving a degree. An elaboration on the definition of these two areas are found in Table 4.10, followed by some practical application for new coaches and quote examples from coaches.

Table 4.10. Primary Goals: Coaching/Education Main Concepts

Coaching/Academic Concepts	Explanation of Concept
Development of the Athlete	Development of the athlete involves anything that has to do with the X's and O's of coaching. This concept relates to improving the skill set of each player to help them reach their full potential within their sport. As an overall goal for the team, many coaches mentioned focusing on the fundamentals of basketball. Development of the athlete also includes teaching players how to be students of the game, growing not only in their skill abilities, but in their IQ and knowledge of the game.
Academics	Academics relates to the challenge of maintaining excellence in the classroom. Reminding the players that they are student-athletes first and emphasizing the importance of their education. Keeping players accountable in taking their academics seriously with the ultimate goal of them graduating and receiving a degree.

PRACTICAL APPLICATION FOR NEW COACHES IN COACHING/EDUCATION:

*Quotes Key: HC=Head Coach, AHC=Associate Head Coach, AC=Assistant Coach, DB=DOBO, A=Age, E=Experience, F=Female, M=Male

- Development of the Athlete: The third primary goal that new coaches should focus on is the skill development of their team and players. Development of the skill assets and abilities of their players in order for them to reach their full potential as an athlete. This also includes enhancing the knowledge and IQ of the player's mental aspects of the game, and teaching them how to become a student of the game.
 - ❖ AC-15 (A-49, E-24, F) "Fundamental basics, I think that fundamentally, if you can continue to work on and continue to encourage the players to work on their fundamental skills, the game has not changed from that standpoint."
 - ❖ AC-10 (A-34, E-10, F): "Want them to be a student of the game and coachable."
 - ❖ AC-17 (A-44, E-13, M): "Assist student-athletes in becoming more knowledgeable about the game of basketball."
 - ❖ DB-2 (A-40, E-16, F): "My philosophy in coaching on the court is fundamentals. Two things I love is math and basketball. I believe you can't do any math if you can't add, subtract, multiply, and divide. Same thing with basketball, you can't

play the game the way it should be played if you don't have the fundamental ball handling, passing, shooting, defensive skills."

- Academics: Not only should new coaches focus on the development of their players on the court, but they should also challenge their players to excel in the classroom.

Constantly reminding their athletes the importance of receiving their education regardless if they aspire to continue to play professionally or not. Helping the players' understand that they are a student first, and holding them to a high standard to compete academically.

- ❖ HC-11 (A-60, E-38, M): "Education is more important than athletics."
- ❖ AC-28 (A-29, E-4, F): "Academically, I make sure the players know that only their best is acceptable. If you do not have academics you do not have athletics."
- ❖ DB-2 (A-40, E-16, F): "They're student-athletes, so to emphasize the importance of getting their education and to utilize basketball to further that education."
- ❖ AC-29 (A-35, E-12, F): "You are a student. Strive to do your best and excel in the classroom."

The concepts of Mentorship, Standard of Excellence, and Coaching/Education along with the information included in the three tables, are the three primary goals that many current coaches have and is a model of what new coaches should aspire to have when taking on their new role as a coach.

Secondary Goals

Secondary goals are other concerns that could arise within the communicator/coach and influence the pursuit of the primary goal. To recap, according to Dillard (1989) there are five secondary goals that influence conversations. These goals are (a) *identity goals* b) *interaction goals* (c) *relational resource goals* (d) *personal resource goals* (e) *arousal management goals*. In efforts to pursue the primary goals, secondary goals arise in the process. In order to determine

the secondary goals of coaches, I focused on the interview question number four, which asked coaches to state some key elements that they have focused on which have allowed their teams to be successful. After careful analyzation of the concepts, I organized the most common secondary goals that coaches had under the secondary goal labels.

The secondary goals correlated with the main concepts new coaches should focus on as mentioned in the previous section. Many of the main concepts that coaches learned through their mistakes and experiences, became secondary goals that they pursued which has led to their success. The following data and analysis reviewed for the secondary goals that has led to the success of many coaches are listed in Table 4.11.

Table 4.11. Secondary Goals

Secondary Goals	Explanation of Concept
Identity Goals	Identity goals is focused on ethical, moral, and personal standards. Many coaches mentioned that their success came from holding themselves accountable to the same standards that they demanded of their players.
Interaction Goals	Interaction goals involve concerns about impression management and conversation maintenance. The way that many coaches manage the impression of themselves and how their conversations are maintained, depends on how the coach view themselves and their role on the team.
Relational Resource Goals	Relational resource goals is focused on relationship management during interaction. Many coaches harped on the importance of developing relationships in order for the program to be successful.
Personal Resource Goals	Personal resource goals reflects the physical, temporal, and material concerns. Many coaches spoke about the importance of understanding that this profession has nothing to do with what the coach can get out of it. It will always be about the players.
Arousal Management Goals	Arousal management goals reference efforts to manage the anxiety or challenge associated with the influence attempt. Coaches mentioned how having balance in their lives has been helpful in their success.

PRACTICAL APPLICATION FOR NEW COACHES IN SECONDARY GOALS:

- Identity Goals: As a new coach, practice the concepts that you teach to the players.

Having these identity goals will lead to credibility and success in the pursuit of your primary goals.

- ❖ Main Concept: Have Great Character (professionalism, integrity, trust/loyalty)

- ❖ Main Concept: Do your Job (pay your dues, hardwork/dedication, improve craft)

- Interaction Goals: As a new coach, always remember the reason you got into coaching and allow it to guide your interactions with the staff and with the players. Confidence will be evident in your interactions as you know your value and understand your role on the team. These interaction goals will assist you in pursuing your primary goals and help you become successful.

- ❖ Main Concept: Know your Value (reason for coaching, confidence, understand your role)

- Relational Resource Goals: The most important secondary goal that has led to tremendous success, is building a relationship with the players and the staff. Knowing and having a pulse over the players, especially those assigned to you. Letting them know that you care for them as a person and that it's not just about basketball. Also build relationships among the staff. It is important that the staff is on the same page and is able to demonstrate the value of teamwork to the players.

- ❖ Main Concept: Build Relationships (Staff, Players, etc.)

- Personal Resource Goals: As new coaches, if you are getting into this job for anything other than investing and sacrificing into the lives of the players you coach, than this is not the right job for you. Always remember that it is not about the coach but will always be about the players.

- ❖ Main Concept: Do your Job (pay your dues, hardwork/dedication, improve craft)
- ❖ Main Concept: Know your value (reason for coaching, confidence, understand your role)
- Arousal Management Goals: As new coaches, don't allow your emotions to get the best of you. Be patient with the players, have a balanced lifestyle, and manage your time well.
- ❖ Main Concept: Have a Balance (emotionally balanced, manage time, social life)

Knowledge Related Goals & Emotionally Meaningful Goals

To recap the definition of these two goals, according to Fung & Carstensen (2003), “(a) *knowledge-related goals*—defined as goals that optimize the future, often through acquisition of new information, and (b) *emotionally meaningful goals*—defined as goals related to feelings, such as balancing emotional states or sensing that one is needed by others” (p. 164). In order to determine the knowledge related goals and emotionally meaningful goals that coaches have, the primary and secondary goals of each coach was carefully analyzed and organized into the main categories that either optimize the future or were related to feelings.

The main knowledge related goals that coaches had, were organized in the categories that pertained to a) Coaches growing themselves in their profession, b) Coaches teaching and growing their players, and c) Coaches recruiting and growing their program. All of these goals related to coaches wanting to optimize the future. The main emotionally meaningful goals that coaches had were organized in the categories that pertained to a) Coaches building relationships with their players, b) Coaches mentoring and making an impact on their players, and c) Coaches having great character attributes. All of these goals were related to feelings and a coach's sense that they are needed by their players. After each knowledge related goal and emotionally

meaningful goal was organized, each response was counted in reference to as many times coaches spoke about each category, the results are displayed in Table 4.12.

Table 4.12. Knowledge & Emotionally Goals

Ages of Coaches	Knowledge Related Goals (optimize the future)	Emotionally Meaningful Goals (related to feelings)
(+) 45: 45yrs and older	A) Grow n=20 B) Teach n=14 C) Recruit n=7 Total: n=41 (40%)	A) Build Relationships n=26 B) Make an Impact n=21 C) Great Character n=15 Total: n=62 (60%)
(-) 45: Under 45yrs	A) Grow n=54 B) Teach n=31 C) Recruit n=6 Total: n=91 (53%)	A) Build Relationships n=24 B) Make an Impact n=34 C) Great Character n=23 Total: n=81 (47%)

HYPOTHESIS:

H (1): Older coaches will be more focused on emotionally meaningful goals while younger coaches would be more focused on knowledge related goals.

The results of table 4.12 supports the predicted hypothesis. Coaches who were 45 years of age and older, mentioned more emotionally meaningful goals than knowledge related goals, while coaches who were under 45 years of age, spoke on more knowledge related goals than emotionally meaningful goals.

SECTION 3: POWER OF COMMUNICATION

Communication has played a huge part in the success of many coaches, and new coaches should understand just how important communication is in this profession. In order to understand the importance of communication among coaches, I focused on the interview question number five, which asked the coaches to recall the role communication has played in their coaching

career. The main areas of communication that coaches harped on were: *a)* Critical to Success, *b)* Articulating Expectations, *c)* Listening, and *d)* Building Relationships. These four areas are expounded upon more thoroughly in Table 4.13, followed by some practical application for new coaches and quote examples from coaches.

*n = number of coaches who mentioned concept, not number of times mentioned

Table 4.13. Power of Communication

Key Areas of Communication	Explanation of Concepts
Critical to Success n=32	Many coaches mentioned how communication is a critical component of success. Coaches agreed that nothing would get done without communication, and stated that the role of communication is huge, essential, and is the most important part of their job as coaches.
Building Relationships n=32	Building relationships with people is just as equally important as understanding how critical communication is to success. This includes building relationships with supporters of the program, as well as with the staff and players. This also includes networking, and forming relations that would open doors for job opportunities.
Articulation n=24	Articulation is being able to clearly express goals; teaching concepts and expectations to others in a way they are able to understand. Coaches mentioned how being able to articulate clear directions and expectations to the team and staff, helps everyone stay on the same page.
Listening n=12	Listening is a very powerful form of nonverbal communication. Coaches mentioned how listening is a huge skill of communication and is just as important as speaking.

PRACTICAL APPLICATION FOR NEW COACHES ON COMMUNICATION:

*Quotes Key: HC=Head Coach, AHC=Associate Head Coach, AC=Assistant Coach, DB=DOBO, A=Age, E=Experience, F=Female, M=Male

- Critical to Success: As new coaches, understanding the importance and the value of communication will take you a long way. Communication is the glue that holds everything else together, and nothing can get successfully accomplished when there is a lack of communication.

- ❖ AC-8 (A-26, E-2, M): “Communication may be the best and most important part of my job.”
 - ❖ HC-12 (A-53, E-30, M): “Communication is a very important skill to have. If you are an effective communicator, you can get people to do anything. Motivation comes from great communication.”
 - ❖ AHC-4 (A-46, E-25, F): “It is one of the most critical components for everything.”
 - ❖ AC-30 (A-61, E-25, M): “Vital! Everyone must be on the same page.”
- Building Relationships: Building relationships takes being an effective communicator. Communication will be an important asset for the staff to be on the same page, and to be able to deliver the message to the players. Building relationships with the players is also important in allowing them to feel comfortable, which allows you to coach and mentor them. Lastly, communication is a needed skill when networking and meeting new coaches.
 - ❖ AC-8 (A-26, E-2, M): “Communicating with players, other coaches, administration, and recruits are vital to day to day operations within my job. If I am not able to communicate with any of those groups listed then I won’t be as effective as I should be.”
 - ❖ AHC-2 (A-50, E-25, M): “Have to be an open line of communication. When a player is aggravated, you need to communicate that you love your players (staying after practice, talking about life, after a chew out, pat on the back and let them know you believe in them, hug, text, etc.) they need to know you’re in there together.”
 - ❖ AC-1 (A-31, E-10, F): “Communication is everything! On the staff, on the team, on the court. It’s crucial also in meeting new people in this profession to set up for new jobs.”
 - Articulation: As a new coach, be able to articulate exactly what you expect from your players, as well as being able to articulate your ideas among the staff. Do your best to speak clearly and clarify anything that may have been misunderstood.
 - ❖ HC-10 (A-61, E-34, M): “Huge!! Every element of who you are, what you do, when you expect it to happen, why you are doing it that way, how you are doing it

has to be communicated to every person who follows your leadership. There has to be a clear path and everyone has to be on the exact same page!”

- ❖ AC-12 (A-50, E-30, M): “Huge role! Possibly the most important. No matter the philosophy, the ‘things’ you do or believe in, if you aren’t able to communicate them well, relate to a wide variety of people and connect with your team, you will fail!”
- ❖ AC-2 (A-53, E-26, M): “...Kids have to know where you stand and what the expectations are!”
- Listening: As a new coach, remember that part of being a great communicator is by listening. Always be quick to listen and slow to speak. Be patient and actually process what is being said before responding. Also, be a coach that shows that you care instead of just saying it. This can be done by giving a hug, pat on the back, encouraging smile, a high five, etc.
 - ❖ AC-3 (A-56, E-38, M): “There are so many forms of communication which include our ability to speak and listen but also our ability to write a note - the way we present our body language. As a coach we are always communicating something.”
 - ❖ HC-11 (A-60, E-38, M): “It is important to communicate with your players on and off the court and this includes listening and processing what they say, not just telling them what to do.”
 - ❖ HC-1 (A-62, E-45, F): “Communicating with the student athlete is sometimes just about listening; you know, it’s not what I’m saying, it’s what I’m hearing that’s more important in the communication process. Sometimes not saying anything you just get a whole lot of information.”

CHAPTER 5. DISCUSSION AND CONCLUSION

DISCUSSION

In summary, the main concepts that new coaches should focus on, is to constantly grow in their knowledge of the game by seeking advice, pursuing available resources, and by staying open minded to new ideas and philosophies. Secondly, new coaches should network and seek to build relationships with those around them, including administrators, co-workers, boosters, parents, and most importantly, with their players. Thirdly, new coaches should remember to do their job; this includes paying their dues, being a hard worker and dedicated, and constantly improving on their craft in order to add value to their program and to stay competitive in the profession. The fourth concept is for new coaches to know their value and what they have to offer. In order to understand and know their value, new coaches should stay focused on the big picture and be reminded on the reason why they chose to get into coaching. They should also be confident in their role on the staff, as well as understand their role on the team. The fifth main concept for new coaches is to focus on having great character. This involves always being professional, being a person of integrity, and someone that is loyal and can be trusted. The last concept that new coaches should focus on is to be sure to have a balance. New coaches should be able to control their emotions, manage their time well, and have a balanced social life. By following and understanding these concepts, new coaches should be able to transition into their new roles with a wealth of knowledge and expectations of what it takes to be successful in the early stages of their career.

As far as what type of goals do coaches have, the primary goals that new coaches should focus on is Mentorship, holding a Standard of Excellence, and on Coaching/Education. When

mentoring their players, new coaches should seek to build good character attributes within their players, build relationships with them, prepare them for life, and be a role model for them to follow. In order to hold a standard of excellence, new coaches should help their players develop work ethic and discipline in giving nothing less than their best, they should keep their players accountable, and seek to help them develop mental toughness. Lastly, the third primary goal that new coaches should focus on is the actual skill development with their players, as well as making sure they're giving their best in the classroom. The secondary goals that new coaches should have in order to pursue their primary goals, are the lessons and concepts that they learn through their experiences and mistakes. By adjusting and growing through their experiences, it will guide new coaches and help lead them to success.

The study also supported the hypothesis derived from the socioemotional selectivity theory, which predicted that younger coaches would be more focused on knowledge related goals while older coaches would be more focused on emotionally meaningful goals. Knowing this information can help guide coaches on how goals change over time and why. As coaches get into their profession for the first time, the study showed that it is important to seek goals that optimize the future; however, knowing the information found in this study, new coaches could also be aware that these goals become less important with age, so investing in more emotionally meaningful goals during the early stages of a coach's career could be beneficial in the maturation process of that coach.

Lastly, the results showed the importance of communication and how it is critical to be successful as a team. The areas of focus for communication included, understanding its role in building relationships, understanding the skillset needed in order to articulate expectations and bring ideas, and understanding the importance of listening, which communicates just as

powerfully as verbal actions. Communication is an essential component of being successful in any profession, and should be an asset that every new coach aspire to grow in.

CONCLUSION

The goal of this manuscript was to provide valuable information regarding organizational entry into the career of coaching that will prepare new coaches for their job careers. The results of this study are very beneficial and informative for those who are seeking to get into the realm of coaching. In particular, understanding how some goals of coaches' change over time due to the socioemotional selectivity theory and how age plays a factor in the pursuit and prevalence of these goals were interesting. A lot of wealth and wisdom on what it takes to be a successful coach, as well as how to avoid common mistakes that young coaches make were carefully analyzed and discussed. As a new coach, one of the most important aspects to growing as a young coach, is pursuing as many knowledge related goals as possible. However, new coaches should not just develop their knowledge of the game, they should also address emotionally meaningful goals in order to build relationships and really make an impact in those they mentor.

Limitations

Some limitations of this study include the analysis of the data. Each area that was documented as a common topic, was organized in an excel spreadsheet, color coded, and counted naturally by hand and by the researcher's interpretation on what topic was being discussed. Although this method gave an overview on which topic was discussed more fully, some of the subcategories of each topic were not so black and white, as well as many of them overlapped. Therefore, an exact number of the occurrence of each of the subcategories did not get recorded, and was solely interpreted by the researcher to be a common subcategory that coaches discussed.

Also, many of the topics that were coded as a common theme were numbered according to the amount of times the topic was discussed and not according to the amount of coaches who discussed that particular topic. Therefore, it is possible that some coaches did not speak on a topic that was coded as a common theme.

Another limitation of this study included the uneven number of participants for each age group. Coaches with ages 45 years old and older included 22 participants, while coaches with ages under 45 years old included 33 participants. Although the numbers did not affect the overall effect of prevalence within each age group, an even number of participants per age group would have been ideal.

Lastly, the position of each coach could have factored into the responses as well. For instance, more head coaches were in the 45 years and older group, while more assistant coaches were in the younger age group. Another factor to consider is the years of coaching experience. Some coaches may have been in the younger age group but had more coaching experience than those in the older age group and vice versa. Although these factors did not affect the overall result of this study, they are worth mentioning all the same.

Future Research

This study yielded very beneficial information and guidelines to help new coaches be trained into what to expect at their new jobs. Although this research is very informative, future research can be done in determining similar concepts, by using the number of years of coaching experience instead of age, as well as utilizing a variety of coaches from other sports since the few that are included in this study reinforced more than contradict the primary group of coaches. Lastly, future research could also evaluate how effective the knowledge attained in this study

becomes, and when given to new coaches, how it affects their growth as a coach compared to those who do not receive this information. This area is full of potential for more research to be done in developing great coaches and communicators in this field.

AUTHOR'S NOTE: FINAL THOUGHTS

As I transition into becoming a new coach, there are so many different styles, programs, facets, etc. that defines being successful; however, I believe that the core foundation of what needs to be built upon were discussed thoroughly in this study.

An interesting observation that I couldn't help but notice as a common thread that ran throughout the whole study, was the importance of communicating and building relationships. As a new coach, if one only sought to build relationships and communicate accordingly, I believe everything else would eventually fall into place. For example, if I have a relationship with my boss, I would want to work hard for them and continue to improve my knowledge of the game and abilities in order to build the program; if I have a relationship with the staff and communicate effectively, I would want to be loyal to them and we would all be on the same page; if I have a relationship with the players, I would want to demand the best out of them and they would allow me to mentor and coach them; etc. Therefore, my final thoughts and take away from this whole study, would be to constantly seek to communicate effectively and build relationships.

Overall, in an attempt to help grow the women's game and contribute to the professional development of women's basketball coaches, I value the information received from the coaches who participated in this study, and may the results continue to influence the next generation of coaches who seeks to carry out the legacy.

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VITA

Destini Hughes, a native of Fort Worth, Texas, received her Bachelor's Degree in Animal Science from Louisiana State University (LSU). As an alum of the LSU women's basketball team, Destini has worked hard to continue to promote the women's game as a Graduate Assistant. She anticipates graduating with her Master's Degree in Communication Studies from LSU, and plans to continue promoting the sport of women's basketball through collegiate coaching.