NOTE TO USERS

Factors affecting the job satisfaction of Canadian male university basketball coaches

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Abstract

The purpose of the current study was to investigate factors affecting the job satisfaction of Canadian male university basketball coaches, as it pertained to their goals and measures of success for themselves, their athletes, and their team. Semi-structured individual interviews were conducted with six university coaches. Three higher-order categories emerged: (a) personal variables, which encompassed the philosophies the participants developed based on their athletic and coaching experiences, (b) internal elements, which involved what the coaches did for their athletes' academic, athletic, and personal development and the coaches' personal development, and (c) external influences, which included tangible and measurable positive and negative factors that affected the level of satisfaction derived from the other higher order categories. These results provide a clearer understanding of factors that affect coaches' job satisfaction, as well as the goals that coaches set and how they measure success. In addition, this information may be incorporated into coach training programs.

Résumé

Le but de cette étude était de faire enquête sur les facteurs affectant la satisfaction au travail des entraîneurs masculins de basketball d'universités canadiennes, en particulier leurs buts et l'évaluation de leur propre succès ainsi que de celui de leurs athlètes et équipes. Des entrevues individuelles semi-structurées ont été complétées avec six entraîneurs universitaires. Trois catégories principales ont émergé de cette analyse: (a) les variables personnelles, qui entourent les philosophies que les entraîneurs ont développées selon leur propre expérience en tant que joueur et entraîneur, (b) les éléments internes, qui impliquent ce que les entraîneurs ont fait pour leurs athlètes au niveau académique, athlétique et développement personnel ainsi que pour eux-mêmes en tant qu'entraîneurs, (c) les influences externes, qui incluent des facteurs tangibles, mesurables, positifs ou négatifs affectant le niveau de satisfaction provenant des autres catégories principales. Ces résultats ont aidé à éclaircir les facteurs affectant la satisfaction au travail des entraîneurs, les objectifs fixés par les entraîneurs, ainsi que la façon dont ils mesurent le succès. De plus, cette information pourrait être ajouté aux programmes de formation des entraîneurs.

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Chapter 1

Introduction

In recent years, there has been an increase in empirical research in sport psychology examining what makes a coach successful (Bloom, 2002; Côté, 1998). This research has encompassed attributes of coaching in amateur, youth, and elite sport contexts. Gilbert's (2002) recent annotated bibliography and analysis of coaching science has shown that the scope of research on coaching includes such topics as sources of stress and satisfaction, goal setting, philosophy, values, and burnout. This bibliography has highlighted two major common elements found with research on these topics. First, research on these topics often used a quantitative methodology. Secondly, the limited research on job satisfaction focused mainly on female, high school, international, and Olympic coaches. Further research on job satisfaction using a qualitative methodology with male university basketball coaches may help to expand the current knowledge on this topic.

Job satisfaction research has been conducted examining a variety of coaching contexts. Research examining the sources of job satisfaction in female coaches at the high school and university levels indicated that female coaches sought satisfaction in the associations formed when working closely with the athletes, in the challenging and fun environment created by coaching, and in the social support offered by the coaching milieu (Stevens & Weiss, 1991; Weiss, Barber, & Sisley, 1991). As well, female coaches have cited that coaching satisfied their need for competition, which in turn provided them with a sense of enjoyment (Hart, Hasbrook, & Mathes, 1986). In general, research examining both male and female coaches has found that coaches seem to maintain a high

level of satisfaction with their work when their goals, personality, and beliefs are consistent with those of their athletes (Kenow & Williams, 1999). In addition, coaches have found that working with confident self-motivated athletes appears to create a positive working environment. Further examining the impact the work environment has on job satisfaction, studies have shown that the coach-athletic director relationship influences job satisfaction on the part of the coach (Doherty & Danylchuk, 1996; Yosif, 1998). However, this research is inconsistent with other research examining the coach-athletic director relationship (e.g., Bourner & Weese, 1995; Langley & Weese, 1995; Pruijn & Boucher, 1995; Wallace & Weese, 1995).

In regards to finding satisfaction in their job, coaches have related their success and enjoyment to their personal attainment of goals and their athletes' realization of goals (Stevens & Weiss, 1991). Former North Carolina basketball coach Dean Smith echoed this when reflecting on what he enjoyed most about coaching, citing that "...what I enjoyed most were the pursuit of the championships and the journeys each team traveled together – coaches and players – in quest of the dream" (Smith, 2002, p. xix). Indeed, goal setting has been found to be a vital part of a coaches' approach to their job (Côté, Salmela, & Russell, 1995b). Côté, Salmela, Trudel, Baria, and Russell (1995) found that the primary goal for successful coaches in individual sports such as gymnastics was developing the athlete both inside and outside of sport.

However, it appears that the goals coaches set in a team sport context might differ from those in individual sports. In particular, Gilbert and Trudel (2000) found that an expert hockey coach was also concerned about pursuing a team accomplishment such as qualifying for the playoffs. In other research, high school and collegiate coaches were

found to set goals for their team, athletes, and themselves, focusing on team success and an improvement in individual performance (Weinberg, Butt, & Knight, 2001; Weinberg, Butt, Knight, & Perritt, 2001). Specifically, goal setting seemed to help coaches focus on their love of the game and enjoy the experience of interacting with their athletes. Goal setting also helped to reduce feelings of premature burnout.

In fact, research has shown that coaches who failed to find satisfaction in their work often experienced feelings of burnout (Akindutire, 1987; Capel, Sisley, & Desertrain, 1987). Female coaches cited that they became dissatisfied with their job when they had less time with their family, became overwhelmed by their workload, experienced reduced personal time, and had inadequate program support (Stevens & Weiss, 1991). At the cognitive level, burnout has occurred when a coach felt overloaded, not in control of their job, lacked perceived accomplishment, and felt a lack of meaning and value in their daily activities (Smith, 1986; Vealey, Udry, Zimmerman, & Soliday, 1992). Coaches who had reduced feelings of burnout found satisfaction in their interaction with their athletes and their focus on developing their athletes, rather than through focusing on the goal of winning (Quigley, Slack, & Smith, 1987). In addition, Kelley and Gill (1993) noted that job satisfaction and social support greatly reduced feelings of burnout. Thus, it seems that the goals coaches set may influence their sense of job satisfaction, enjoyment, and perception of success, and may inhibit feelings of burnout. It also appears that when examining the job satisfaction of coaches, a variety of aspects must be examined, such as the coaches' goals, coaching environment, relationship with athletes and colleagues, and the competitive level.

In order to qualitatively examine factors affecting university basketball coaches' job satisfaction, a theoretical framework was needed that allowed for connections to be made between the knowledge accumulated and previous research. Bloom (2002) and Côté (1998) cited that with Côté, Salmela, Trudel and colleagues' (1995) recent development of the Coaching Model (CM), a theoretical framework is available that allows for research to make these connections. This model illustrates the concepts and knowledge that successful coaches use to develop their athletes (Côté, 1998), and has frequently been used as a theoretical framework in recent coaching research. Furthermore, Côté cited a need for future studies using the CM, which should focus on validating factors that affect coaching effectiveness. Thus, this model was appropriate to examine factors affecting university basketball coaches' job satisfaction, especially since research on job satisfaction has not utilized this framework.

Purpose of the Study

The purpose of the current study was to investigate factors affecting the job satisfaction of Canadian male university basketball coaches, as it pertained to their goals and measures of success for themselves, their athletes, and their team. In particular, this study explored (a) what brought coaches satisfaction and enjoyment, (b) what goals they set for themselves, their athletes, and their team, and (c) how they measured success. As well, this study aimed to further validate the CM.

Significance of the Study

Previous research on job satisfaction has focused mainly on female, international, and Olympic coaches. As well, the coach enjoyment literature has not fully examined coaching team sports. Therefore, this study had the potential to augment the current

coaching literature, through examining these two aspects. This study also aimed to solidify the findings on the goal of the coach in a team sport coach, elaborating on the work of Gilbert and Trudel (2000) as well as Vallée and Bloom (2003). Thus, this study contributed to the improved understanding of the Coaching Model (CM) to all levels of coaching. Finally, this study helped to understand the process of being a Canadian male university basketball coach.

Delimitations

For the purpose of this study, the following delimitations were identified:

1. The coaching participants had at least three years of experience coaching as a head coach on a university basketball team recognized by the Canadian Interuniversity Sport (CIS).
2. Coaches had a career regular season winning percentage of at least .500 and had received at least one conference or national coaching award.
3. Coaches were male and coached male athletes.

Limitations

These delimitations may have led to the following limitations:

1. Results might not have been indicative of all coaches' experience in all university team sports.
2. Results may not have represented the perspectives of coaches in non-team university sports.
3. Coaches may not have divulged information of a sensitive note regarding the study in fear of job security or exposure of personal coaching philosophies or strategies.

4. As this study examined university team sports in Canada, possible cultural differences may not have emerged that might be evident in university team sports in other countries.
5. Results might not have revealed the possible gender differences that might arise when comparing the feelings of Canadian male and female university basketball coaches.

Operational Definitions

For the current study, the following operational definitions were used:

University coaches in this study were those who had coached at least three years in the CIS, had gained an overall winning percentage of .500 or greater, and received at least one conference or national coaching award.

University team sports were those recognized by the CIS that had teams of at least three players actively participating at any one time. This was limited to university men's basketball for the current study.

Satisfaction encompassed one's sense of fulfillment, enjoyment, pride, or achievement with their activity (Akindutire, 1993). The participants defined what they thought equated *success* individually during the interview process.

The *goal of the coach* was the resulting factor of the CM. Through the development of the coach's mental model of the athlete's potential based on the peripheral components, and resultant application of the primary components, coaches developed goals for themselves, their athletes, and their team (Côté, 1998).

Qualitative research is a nonnumeric method that collects data through observation or interviews and analyzes data, recognizing trends from participant's

explanations of their experiences and knowledge (Glass & Hopkins 1996; Weinberg & Gould, 1999).

A *qualitative interview* was an in-depth method that probed the participant's experiences for underlying meanings and knowledge on a specific topic (Glass & Hopkins, 1996; Weinberg & Gould, 1999).

Chapter 2

Literature Review

This chapter consists of four sections. To begin, the findings from Gilbert's (2002) recent annotated bibliography and analysis of coaching science is reviewed. Following this, the Coaching Model (CM) is described, with a major focus on the overall goal of the model. This is followed with an overview of research examining goal setting as it pertains to coaching. The fourth and final section examines coaches' job satisfaction. Specifically, this section explores such aspects as how satisfaction relates to the coaches' perspectives on goal setting, the coaching environment, success, and burnout, as well as the sources of job satisfaction that have been identified thus far in the literature.

Gilbert's (2002) Analysis of Coaching Science

Empirical research on coaching has increased in recent years; however, the scope of the research has often been overlooked (Abraham & Collins, 1998). As well, the complexities of coaching are still unclear (Côté, 1998). In an effort to analyze empirical coaching research, Gilbert (2002) compiled an extensive database of 611 studies published in English journals from 1970-2001. Gilbert stated that this database would help academics set their future research agendas, allow coaches to access and realize the potential of coaching research, and provide coach educators with a tool to incorporate the full scope of coaching research into their coach training programs. Sponsored by the Research Consortium of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), this project coded research into behaviour, cognition, demographic, development, and measurement categories. During the coding process, research could be coded into more than one category.

Gilbert (2002) found that research within the behaviour category comprised 69% of the database, including such topics as the coach-athlete relationship, coaching effectiveness, and leadership style. The cognition category amassed 33% of the database, including topics such as perceptions, knowledge, and attitudes. Demographic research accounted for 31% of the database, focusing mainly on the topic of gender. The development category contributed 39% of the research, covering topics such as career opportunities, intervention techniques, and coach burnout. Finally, assessment rounded out the five categories at 4%, focusing solely on tools developed. Gilbert's analysis of the level of the coach found that the majority of coaches examined in research were at the college or high school level. Gilbert's database also included a collection of resources examining coaches' career satisfaction, which encompassed less than 3% of the total research collected. This small amount of research implied a need for further research on the topic. Fortunately, Gilbert's bibliography proved to be very effective at providing a comprehensive and diverse list of references on job satisfaction and related topics, ensuring that all aspects of the topic were inspected.

Coaching Model (CM)

Much as Gilbert's (2002) analysis of coaching science will assist coaching research, so too is the CM a valuable tool that has supported recent research in coaching (Bloom, 2002). Côté and colleagues (Côté & Salmela, 1996; Côté, Salmela, & Russell, 1995b; Côté, Salmela, Trudel, Baria, & Russell, 1995) examined high-performance gymnastic coaches in a series of studies that resulted in the creation of a model that "identified the conceptual and operational knowledge of coaching" (Côté, 1998, p. 6). The 17 coaches interviewed each had at least 10 years of coaching experience, developed

at least one international and two national level gymnasts, and were recognized by their national federation as an elite level coach. By using a qualitative methodology, Côté, Salmela, Trudel and colleagues gained a clearer picture of the principles and concepts that make a coach successful as it allowed for the coaches to express freely what they felt was important. This model has served as a theoretical framework for much of recent coaching research, allowing for a connection to be made between the knowledge accumulated on how and why coaches work as they do (Bloom, 2002; Côté, 1998).

The CM conceptualizes coaches' approaches to their job by developing a mental model of their athlete's or team's potential. This mental model is an estimation of the potential success of the athlete/team and is used to determine the coach's course of action. This mental model is influenced by three peripheral components, identified as the coach's personal characteristics, the athletes' and team's characteristics, and contextual factors (Côté, 1998). In turn, the coach integrates these three components into this mental model, to define which elements of the three primary components must be used to maximize the development of the athlete and the team. These primary components are labelled as organization, training, and competition (Côté, 1998). The CM is an amalgamation of these three peripheral and three primary components, applied towards the goal of developing the athlete (Appendix A).

Primary components. Although the current study will place more emphasis on the CM's goal of the coach, it is still necessary to understand the primary and peripheral components of the CM. Organization refers to the structuring and coordination of various coaching tasks to ensure an optimal and efficient training and competition environment for both the athletes and the coach (Côté & Salmela, 1996). Côté and Salmela deemed

organization to include (a) working with parents, (b) working with assistants, (c) helping gymnasts with personal concerns, (d) planning training, and (e) monitoring weight and aesthetics – this last element was later excluded by Côté (1998). Salmela (1996) extended organization to the sport team context, where it included (a) the vision, (b) planning, (c) team selection, (d) goal setting, (e) team rules, (f) building team cohesion, (g) administrative concerns, and (h) working with support staff.

The second primary component, training, encompasses the knowledge coaches utilize to maximize their athlete's ability to acquire and perform various skills during practice (Côté & Salmela, 1996). Training was found to include coaches' application of technical, mental, physical, and tactical skills, as well as their intervention style and involvement (Côté, 1998; Côté, Salmela, Trudel et al., 1995; Salmela, 1996). The third and final primary component, labelled competition, entails all tasks involved during the day of competition. Côté, Salmela, and Russell (1995b) described competition as involving the competition site, competition floor, and trial competition. In regards to team sports, research has broken down the coach's tasks to involve activities occurring prior to the competition, during the competition, and following the competition (Bloom, Durand-Bush, & Salmela, 1997; Salmela, 1996). Côté, Salmela, Trudel and colleagues emphasized that the behaviour of the coach in the competition component enlists the interaction with the athlete at all stages of the competition, before, during, and after.

Peripheral components. The peripheral components are essential in determining the development of the mental model and the application of the primary components in coaching. These peripheral components include the coach's personal characteristics, the athlete's characteristics, and contextual factors (Côté, Salmela, Trudel et al., 1995). The

coach's personal characteristics include any variables of his/her knowledge, philosophy, or personal life demands that may affect the primary components (Côté, Salmela, Trudel et al., 1995). Thus, the mental model of the athlete's potential is affected by the coach's maturation, coaching style, knowledge, experience, and the amount of time and energy the coach is able to put towards coaching (Côté, Salmela, Trudel et al., 1995; Salmela, 1996). Therefore, before coaches can apply knowledge acquired in the three primary components, coaches must first assess their personal ability and how they can apply this towards the task of coaching.

A second component that affects the mental model developed by the coach is referred to as athletes' and team's characteristics. Hence, the athletes' stages of learning, both physically and mentally, as well as the athletes' personal/social demands, their passion for the sport, and their relationship with the coach all come into play when determining the athlete's potential (Bloom, 2002; Côté, Salmela, Trudel et al., 1995; Salmela, 1996). Therefore, the coach has to calculate the athlete's ability to learn and grow as an athlete and a person, before establishing an ideal learning environment for the athlete (Bloom, 2002).

Finally, the coach is affected by the peripheral component labelled contextual factors. These are "unstable factors, aside from the athletes and the coach, such as working conditions, that need to be considered when intervening in the organization, training, and competition components" (Côté, Salmela, Trudel et al., 1995, p.12). At the youth level, this may include factors such as practice time, equipment needs, or fundraising for trips to tournaments that may give the athletes more experience in their sport. At the collegiate or elite level, this may include scholarships, facilities, or alumni

support. Finally, at the professional level, this may involve salaries, management or media needs, or player bonuses based on statistics. It is clear that these peripheral components may affect the success of the coach.

Goal of the CM. The interaction between the peripheral components and the coach's mental model of the athlete's potential, followed by the application of knowledge in the three primary components, all lead to the goal that the coach sets for the team and athletes. Côté, Salmela, Trudel and colleagues (1995) labelled this goal "developing the athlete". Thus, the elite level coach's purpose, following the integration of the mental model, peripheral components, and primary components, is mainly to develop the athlete, both as a participant in the sport, as well as a person. However, this finding may have been reflective of the sport of gymnastics, in which the CM was initially developed. This individual sport might create an atmosphere where the coach can develop such a goal. While Salmela's (1996) research extended the primary and peripheral components of the CM to a team sport context, little research has examined the goal of the coach in a team sport context.

Gilbert and Trudel (2000) recently validated the CM to the elite team sport context using a multiple-method approach that combined interviews and observations. This study examined the perspectives of an individual hockey coach within a Canadian university sport setting. One of their principle findings was that a major difference was found in the overall goal of the coach. Côté, Salmela, Trudel and colleagues (1995) claimed that the CM has one overall goal: that of developing the athlete. However, Gilbert and Trudel's study found that the elite team sport context seems to have three goals: (1) to promote athlete personal development, (2) to develop technical and tactical

skills, and (3) to qualify for the playoffs (outcome goal). Thus, in a team sport setting, the elite coach may be concerned not only with developing the athlete, but also with pursuing a team accomplishment. The coach in this study also enunciated a concern for influencing the social and moral values of athletes, as well as preparing them to be contributing members of society.

Vallée and Bloom (2003) recently conducted a study examining five expert Canadian team sport coaches and the key variables they used in developing successful programs. This research found that coaches also emphasized developing the athlete as a person as one of their top priorities. In addition to fostering the individual growth of their players, Vallée and Bloom affirmed recent research on the organizational tasks of coaches, finding that coaches also identified their personal coaching attributes, their organizational skills, and setting a vision as key to developing a successful program. These personal coaching attributes allowed coaches to display appropriate leadership behaviours, while their organizational skills enabled them to plan and prepare for their season. These attributes were linked by the vision the coaches developed, which involved the athletes buying into the coaches' goals, philosophy, and personality in order to achieve success. These components may be extended to the goals of the coach, which may in turn be similar to the elements that bring a coach satisfaction. In a related study, Miller (1996) found that coaches in Canadian university athletic programs emphasized academics and personal development over athletic performance when discussing their goals when developing their program. Moreover, Walton's (1992) examination of the lives and philosophies of six expert coaches found that coaches perceived that they were teachers of both athletic and life skills. These three studies compliment Gilbert and

Trudel's (2000) examination of the goals of elite level team sport coaches and what brings them success, and may help identify parallels to the coaches' satisfaction itself. As well, this indicates that the claim that individual sport coaches aspire to only develop their athletes may be extended further when exploring team sport coaches.

Up to this point, there have been few empirical research studies that have elaborated on what is meant by the goal of developing the athlete. Gilbert and Trudel (2000) suggested that further research must be conducted on this aspect of the CM, so as to better understand how this goal may differ in specific sporting contexts. Thus, it seems that further evaluation of the goals set by team sport coaches may be needed, which evaluate the perspectives of multiple participants to compliment the insights of the individual hockey coach used in the study completed by Gilbert and Trudel.

Goal Setting

In order to examine the goals of coaches, a clear understanding of the current goal setting literature, especially from a coaches' perspective, must be gained. This section expands on the findings of Gilbert and Trudel (2000), by exploring goal setting research from a coaches' and athletes' perspective and from within a variety of sporting environments. Highlighting this section is the work of Weinberg and colleagues (Weinberg, Burke, & Jackson, 1997; Weinberg, Burton, Yukelson, & Weigand, 1993; Weinberg, Butt, & Knight, 2001; Weinberg, Butt, Knight, & Perritt, 2001) and Desjardins (1996).

Coaches and athletes' perspectives. Some of the most recent research that has examined the use of goal setting in sport investigated the perceptions coaches had regarding goal setting in a collegiate, high school, Olympic, and individual sport setting

(e. g., Desjardins, 1996; Weinberg et al., 1997; Weinberg et al., 1993; Weinberg, Butt, & Knight, 2001). Upon examining junior-level tennis coaches and athletes, Weinberg and colleagues (1997) found that coaches generally used different goal setting strategies more often than their athletes do. These strategies included not only long-term and short-term goals, but also practice goals. Athletes identified three major goals that kept them involved in junior tennis. These included improving their athletic performance, having fun, and winning competitions. This bore similarity to the goals set by adolescent athletes, who have been found to participate in sport to have fun, improve their athletic skills, stay in shape, do something they are good at, and enjoy the excitement that accompanies competition (Ewing & Seefeldt, 1996).

Weinberg and colleagues (1997) found that athletes also considered that, in order to remain competitive as a tennis player in the outcome-oriented college environment, they needed to set overly difficult goals. These goals were found to enhance the athlete's motivation when employed as long term and competition goals. In contrast to the goals set by college tennis players, Weinberg and colleagues cited that youth tennis players identified that goals pertaining to skill/technique, practice, and psychological skills were most effective. Youth tennis players also found that having a coach who promoted goals aimed to improve strategy, motivation, and specific skills, rather than outcomes, helped in their goal attainment. Short and long-term practice goals were also important. This study provided insight into the pressure coaches and athletes encounter in college athletics.

To expand upon these findings, Weinberg, Butt, and Knight (2001) examined the coaches' perspectives on goal setting in high school sports, while Weinberg, Butt,

Knight, and Perritt (2001) examined the same topic in collegiate sports. The high school coach participants included eight male and six female coaches, while the collegiate coach participants included nine male and 5 female coaches. Both studies examined team and individual sports using a similar qualitative interview approach. Each environment found coaches set team, individual, and personal goals. One major difference was found when it came to the athletes' involvement in the goal setting process. High school coaches preferred to dictate that process, whereas the college coaches gathered input from the athletes. High school coaches found that by having more control over the process, they were able to enforce a sense of focus and direction to the athletes. This focus was centered on the immediate practices and games, while the direction was moulded by individual and short-term goals leading to the achievement of long-term goals. College-level coaches echoed this approach, although they ensured that the short-term goals were very specific and were used as steps towards a larger goal. This increased the athletes' motivation and helped the athletes find improvement and success. It also seems that it was very important that the goals coaches set were similar to that of the athletes they coached (Kenow & Williams, 1999). This helped to ensure that both the coach and the athlete were on the same page and had a similar destination or purpose in mind.

In regards to team goals, high school coaches cited that they helped build team cohesion and were more psychologically oriented than the individual goals (Weinberg, Butt, & Knight, 2001). College-level coaches used team goals in a slightly different manner (Weinberg, Butt, Knight, & Perritt, 2001). Team goals acted to improve performance and success, and built the athletes' sense of loyalty and responsibility toward the team; this was important as coaches felt that teamwork was critical for goal

attainment. Both high school and college coaches found team goals to be marked with psychological barriers, whereas individual goals were highlighted with physical barriers.

Commitment to goals was enhanced in both high school and college athletics by focusing on the intrinsic aspects of sport; the fun and enjoyment athletes experienced. Goals were measured both subjectively and objectively, and were periodically re-evaluated. College coaches seemed to focus heavily on the love of the game when developing a goal-setting program, as they believed that enjoying sports maintained the athletes' sense of commitment to their sport, team, and goals. This approach at the college level was characterized by coaches focusing more on performance and the process than the outcome, as by focusing on what one could control, one was able to achieve more intrinsic and extrinsic success. This bore resemblance to the findings made in previous research examining over 600 NCAA Division I collegiate athlete's perceptions of their goal setting practices, which found an emphasis on improving their performance, winning, and having fun as their three most important goals (Weinberg et al., 1993).

Desjardins (1996) examined the goal setting of numerous expert Canadian coaches, and found similar findings in their perspectives on goal setting. One finding of note was that coaches rarely set goals that focused solely on winning a tournament or competition. Rather, coaches concentrated on getting the best out of everyone on their team, and getting the best performances possible. Desjardins also found that in order to get athletes to commit to the goals being set, the athletes needed to be part of the process and empowered with some say over the decision-making. By interacting with the athletes on this process, rather than dictating the goals, as found in Weinberg, Butt, and Knight's

(2001) research on high school coaches, the success or attainment of goals by the athlete and teams was enhanced.

Sporting environment. When looking at the sporting environment and goal attainment, research has shown that certain coaching styles were more appropriate than others. Specifically, when the environment emphasized outcomes and goal attainment, a more dominant energetic style of coach was found to be more appropriate (Frederick & Morrison, 1999). Thus, it seems that regardless of the goal setting practices implemented, the efficiency of attaining those goals and reaching the outcomes desired also relied on the style of coaching the athlete encountered. As well, coaches' behaviours seemed to be influenced by their coaching goals. In other words, certain coaching behaviours may be more appropriate and efficient depending on the competitive level of coaching and the goal expectancies (Smoll, Smith, Curtis, & Hunt, 1978). In addition, in order to reach one's goals, the style and behaviours of the coach needed to be optimal, and the coach needed to execute a wide range of tasks. These included integrating the goal setting practices into the mental training component of sport (Côté, Salmela, & Russell, 1995a, 1995b), and teaching skills and providing technical and tactical guidance in practice and competition (Woodman, 1993).

Exploring goal setting and the coaching environment further, research has shown that some coaches set goals in order to perpetuate the traditions ingrained in the sport. For example, upon examining perceived effectiveness of interactions between three elite judo coaches and six elite athletes, d'Arripe-Longueville, Fournier, and Dubois (1998) cited that the primary goal in the training and competition settings in French judo was to continue the tradition of excellence. Two sub goals were made that related to being

successful in the selection process and optimizing the performance process. Saury and Durand (1995) also explored this topic, finding that coaching strategies in expert sailing included collective goals. In order to do this successfully in the sailing environment, coaches needed to adopt an empathetic attitude toward their athletes, use tactful negotiation during training, define a margin of autonomy for athletes during training, and use a communal reference point regarding their shared knowledge and experience. Upon doing this, the goal setting was found to be more effective.

When examining the sporting environment in which coaches conduct goal setting, it is also valuable to reflect on the stage of development of the coaches and athletes. Schinke, Bloom, and Salmela (1995) found that elite Canadian basketball coaches had seven similar stages of development; the first three encompassed involvement as an athlete, while the final four involved development as a coach. These stages of development were called (a) early sport participation, (b) national elite sport, (c) international elite sport, (d) novice coaching, (e) developmental coaching, (f) national elite coaching, and (g) international elite coaching. Novice coaching included entry level coaching positions in a community or primary school level, while developmental coaching included coaching at the high school level. National elite coaching included coaching university or provincial teams, while international elite coaching included working with Olympic teams.

Throughout these phases, coaches adapted their approach to their job, a finding similar to Bloom's (1985) examination of expert performers in the art, science, and sport domains. At the novice stage, Schinke and colleagues (1995) found that coaches were responsible for providing a positive and supportive environment for the athlete to learn

his/her sport. At the developmental coaching level, the coach focused on providing an environment where the athlete was able to hone his/her skills and learn from competitive experiences. Finally, at the national and international coaching stages, the coach oversaw the process, allowing the athletes to be more responsible for their development. Schinke and colleagues attributed this shift to a change in coaching priorities. At the national and international level, the coach was more concerned about performance results. Thus, it seems that the coaches' stage of development or competitive level may influence their priorities and the goals they set for themselves, their team, and their athletes.

Upon looking at coaches' and athletes' perspectives on goal setting and how goal setting interacts with the sport environment, certain goal setting approaches appear to be more effective than others. However, there seems to be a need for further exploration of goal setting, to solidify the findings of Gilbert and Trudel (2000), Weinberg, Butt, Knight, and Perritt (2001), and Desjardins (1996). Specifically, research needs to explore the relationship between the effectiveness of the goal setting practices, the environment in which it is employed, and the manner in which it is implemented. In addition, research examining the coaches' demeanour when coaching may be advantageous, as their level of job satisfaction may be reflected in their goal setting.

Job Satisfaction

There appears to be a link between the goal setting practices of coaches, and their satisfaction with their job. This may be drawn from an assortment of research, which will be reviewed in the following section. This section explores how satisfaction relates to the coaches' perspectives on goal setting, the coaching environment, success, burnout, as well as the sources of job satisfaction that have been identified thus far in the literature.

Goal setting. According to the goal setting research conducted by Weinberg, Butt, Knight, and Perritt (2001), collegiate coaches based their coaching philosophy on the love of the game and the enjoyment derived from working with the athletes. This approach seemed pertinent in helping to reduce premature coaching burnout, as a focus on goals that integrate what coaches found enjoyable helped maintain a sense of drive and commitment. This concept was echoed in a similar study examining high school coaches (Weinberg, Butt, & Knight, 2001).

In terms of the goals or purposes that coaches have, McCallister, Blinde, and Weiss (2000) examined the values and life skills that youth sport coaches deemed important to teach to their athletes. The 10 female and 12 male youth sport baseball and softball coaches interviewed claimed they had a critical role in determining the values and life skills that youngsters learned in youth sport. As well, they were aware of their influence over the nature of the experiences that these youth experienced. These findings were similar to that of Steelman (1995), who also found that coaches might have a direct influence over the morals, life skills, and values that youth athletes, as well as athletes of other ages. Sporting organizations seemed to echo this thought, as coaches have been encouraged to adhere to a philosophy that not only values physical excellence but also encourages athletes to develop in a way "that will ensure a balanced integrated individual" capable of coping with life in general (Dubin, 1990, p. 509). Thus, developing a goal setting program that coincides with both the coaches' and athletes' needs, as well as promoting an athletic program that allows coaches to help mould their athletes' morals and values, may impact the feeling of satisfaction coaches have of their job.

Coaching environment. In relation to coaches' goals, it appears that coaches derived satisfaction when their athletes derived satisfaction or achieved their goals. Thus, coaches may be able to create an environment that promotes goal attainment, and thus experience a higher degree of job satisfaction. Research has shown that coaches experienced more job satisfaction in a coaching environment where they cared for their individual athletes, promoted a positive group atmosphere, and attempted to create interpersonal relationships with their athletes (Weiss & Friedrichs, 1986). Weiss and Friedrichs gave questionnaires to over 250 collegiate basketball players, using Chelladurai and Carron's (1978) theory of leadership. This theory, labelled the Multidimensional Model of Leadership, examines how the antecedent situational, leader, and member characteristics influence the behaviours of the leader. These behaviours may either be required behaviours, preferred behaviours, or actual behaviours, and the congruence between these behaviours influence the performance and satisfaction of the team. They found that athletes were more satisfied when coaches made democratic decisions, provided contingent positive feedback and reinforcement, and displayed supportive behaviours. This in turn led to increased individual or team performance and effective leadership.

Kenow and Williams (1999), after distributing several questionnaires (SCAT, CSAI-2, CBQ) to 68 female collegiate basketball players, found that when the goals, personality, and beliefs of an athlete were consistent with that of their coach, a more satisfactory and positive environment was created. Kenow and Williams also cited that coaches enjoyed working with highly confident and self-motivated athletes. Within a university basketball program, coaches not only interact with their athletes but also with

their athletic director. Thus, the employee-employer scenario might also have an impact on a coaches' job satisfaction. Empirical research has debated this question, arriving at no clear conclusions (e.g., Doherty & Danylchuk, 1996; Pruihn & Boucher, 1995; Wallace & Weese, 1995; Yosif, 1998). This research revolves around the notion of transformational leadership, which involves four components: 1) idealized influence, 2) inspirational motivation, 3) intellectual stimulation, and 4) individualized consideration. Yosif found that if transformational leadership behaviours were related to job satisfaction and job commitment, then athletic directors or related positions should motivate coaches to achieve higher goals and aspire to do more with fewer resources. Significant findings showed there was a positive relationship between the transformational leadership behaviours of athletic directors and the coaches' resultant levels of satisfaction with their job (Yosif, 1998).

In addition, Doherty and Danylchuk (1996) conducted a qualitative questionnaire-based study on over 100 Ontario university coaches and found that there was a positive relationship between a university coaches' job satisfaction and their athletic directors' transformational leadership. However, within a Dutch setting, Pruijn and Boucher (1995) found that no relationship existed between transformational leadership and organizational effectiveness, prompting the researchers to question the influence of culture on this relationship. Several other studies also found similar findings to Pruijn and Boucher within the Canadian university sporting environment (e.g., Bourner & Weese, 1995; Langley & Weese, 1995). In general, Taylor (1992) found that coaches in the United States rarely worked under ideal conditions and often lacked material, personal, and social resources needed to conduct their job related tasks ideally. Thus, it seems that the

coaching environment (resources, relationship with their athletes, team atmosphere, and interaction with athletic directors) may all have a positive or negative influence on job satisfaction of coaches.

Measures of success. Coaches' satisfaction may also be influenced by how they perceive their success, both individually and as a coach. This measurement of success can be directly related to the types of goals that coaches set, as a focus on process goals rather than winning may allow for more opportunities for success and satisfaction (Weinberg et al., 1997). In relation to how coaches conceptualized their success, Iso-Ahola and Hatfield (1986) clarified that athletes found more satisfaction in their sport participation not from a successful team performance, but from their coaches' behaviours. Thus, coaches may in turn be more inclined to perceive success as a result of their athletes' behaviours, rather than the athletic outcome. Within a university setting, athletic success may also be influenced by economics. A qualitative questionnaire based study exploring over 300 collegiate scholarship athletes showed that these athletes had a higher intrinsic motivation, as the funding conveyed a positive note on the athletes' sport competence (Amorose & Horn, 2000). This may play a role in a coaches' measure of success, as the amount of salary they are paid may reflect the extrinsic perception of their abilities. The university environment itself may also impact the measure of success of a coach, varying from alumni support to season attendance numbers (Salmela, 1996).

It seems that coaches' job satisfaction might be related to goal attainment, as well as one's success as measured by the athletes, team, and the coach. The goal setting literature has indicated that more success is found when coaches and athletes stress performance and the process rather than the outcome. However, when economics enter

the sporting picture it may be possible that one's measure of success may be skewed. As well, other extrinsic factors may influence one's perception of success, as measured by publicity, attendance, or accolades. However, research studies based on these concepts are limited, prompting the need for further research exploring how coaches measure success, to ensure that the parallels that can be made to the goal setting literature are accurate.

Burnout. When looking at coaches' job satisfaction, one must look not only at the goals they set, their coaching environment, and how they measure success, but also the effect job satisfaction has on burnout. In their examination of over 200 high school basketball coaches, Capel, Sisley, and Desertrain (1987) found that coaches experienced moderate levels of emotional exhaustion and personal accomplishment, accompanied by low levels of depersonalization. Unfortunately, coaches in this environment found that the demands and the needs of the job outweighed the rewards. When this occurred, high school basketball coaches tended to become dissatisfied, especially when their need for meaning and fulfillment was not met. This resulted in the expression of anger, hostility, apathy, frustration, resentment, physically ill health, and sometimes burnout. Burnout was especially evident when the coaches did not experience opportunities for satisfaction or reward.

Further examining coaching burnout, Dale and Weinberg (1989) distributed several questionnaires (MBI, LBDQ, SDS) to over 300 high school and college coaches, and found that those who were married had a higher degree of personal accomplishment than their single counterparts. This echoed similar findings by Quigley, Slack, and Smith (1987). Dale and Weinberg also found that coaches who were more goal-oriented dealt

better with the stresses of the job, as they had lessened emotional attachment. Dale and Weinberg suggested that to reduce the risk of burnout, coaches should limit their interaction with their athletes, yet emphasize interactions high in quality. They suggested that coaches should learn stress management skills and focus on the enjoyment rather then winning or losing.

In their study examining 138 male and 93 female collegiate coaches, Caccese and Mayerberg (1984) found that females became more burned out than males. As well, male coaches scored higher on the personal accomplishment subscale, whereas female coaches scored higher on the emotional exhaustion subscale. This contradicted the findings of Wilson, Haggerty, and Bird (1986), who found no gender differences in coaching burnout. Earlier research by Haggerty (1982) examining over 200 Canadian university coaches from a variety of sports found that male coaches scored significantly higher on the personal accomplishment subscale, indicating that they were less burned out than female coaches were. In predicting whether coaches may burn out, Vealey, Udry, Zimmerman, and Soliday (1992) conducted a comprehensive quantitative examination of over 800 high school and college coaches found that the coaches' perceived rewards, perceived value of their role, and the excitement associated with coaching emerges as the next best predicators. This was found for both male and female coaches, and indicated that coaches who felt that their work was rewarding, exciting, and valued by others were more satisfied with their job and were less likely to burnout. Male coaches began to experience burnout when they perceived an overload of demands in their job, failed to attain meaningful accomplishments, and lacked perceived autonomy or control,

professional support or success. No differences were found among coaches in high school, college, and university coaching environments.

To attempt and reduce feelings of burnout, several studies have provided some insight and opinions (e.g., Kelley & Gill, 1993; Malone & Rotella, 1980; Price & Weiss, 2000). For example, Malone and Rotella identified that coaches may be able to prevent the onset of burnout through increased self-awareness, as well as understanding the complexities and nuances that accompany being a coach. Price and Weiss examined the nature of coaching by gaining insight into the perspectives of 15 high school soccer coaches and their 193 female athletes. This study outlined some of the most common and effective burnout interventions, including improving time management and communication skills, controlling arousal, seeking social support, staying positive, and having fun. Kelley and Gill's examination of NCAA Division III basketball coaches found that when coaches experienced a greater sense of satisfaction in their job, accompanied by a strong support system or social environment, they have less risk of burnout. This was also supported by Lovett, Lowry, and Lopiano (1991) who discussed the relationships among stress, job satisfaction, and burnout. It is important to note these methods of reducing or preventing feelings of burnout, as burnout has been found to lead to emotional exhaustion, depersonalization, and a skewed sense of personal accomplishment (Maslach & Jackson, 1986).

In examining burnout and job satisfaction, it is important to know how to reduce and eliminate feelings of burnout, and to identify possible causes of burnout. In a qualitative examination of college coaches, Yow, Humphrey, and Bowden (2000) cited seven causes of coaching stressors. These included players, performance/results, outside

influences, time, associates, public relations, and finance. Through this study, Yow and colleagues also were able to synthesize six principles for coaches to cope with these stressors. These included practicing good personal healthy habits, recognizing and valuing one's accomplishments, learning to take one thing at a time, learning to take things less seriously, doing things for others, and talking things over with others. Thus, it seems that burnout is both a cause and effect of job satisfaction, which makes it vital to understand better the sources of job satisfaction that coaches may have.

Sources of job satisfaction. Few studies have directly examined the sources of job satisfaction among coaches. However, studies have examined coaches' reasons for involvement in high school and minor level sports. Hansen and Gauthier (1988) found that volunteer coaches in Canadian minor hockey got involved in coaching because they enjoyed contributing to the improvement of skill and character of youngsters. This seemed to be a strong motivating factor for attracting volunteer coaches. Li (1993) conducted a study on job satisfaction with a sample of over 600 coaches, which found that job influence, job responsibility, job motivation, incentive system, communication, and leader behaviours seemed to have unique effect on job satisfaction and job performance for coaches in China. Leader behaviour was found to be a significant contributor.

In one of the earliest coach job satisfaction research studies, Snyder (1973) found that high school coaches gave counsel and advice to their players about such matters as educational plans, personal problems, dating, dress, and hairstyle. This involvement in their athlete's lives seemed to help increase the level of job satisfaction. Within the college environment, Snyder (1990) distributed several questionnaires related to leader

behaviour and organizational climate, and found that coaches had job responsibilities that included coaching tasks, raising funds, recruiting athletes, monitoring academic progress, counselling athletes, maintaining public relations, and administering the program. This study found that balancing these various tasks had an impact on the stress and level of job satisfaction of the 117 college coaches in the sample. Moreover, the relationship with the athletic director seemed to play a role in job satisfaction, echoing the earlier section outlining this topic. Interestingly, a variety of gender differences were found, prompting speculation on whether female and male coaches experienced difference sources of job satisfaction.

Upon examining the motivation and attrition of female coaches, Stevens and Weiss (1991) observed that female coaches were motivated by the pleasure or enjoyment associated with working with athletes, and the resultant fun that the coaches experienced. In addition, female coaches were also motivated by coaching skill development and being integrated into the coaching milieu (Weiss, Barber, & Sisley, 1991). Thus, it appeared that female coaches benefited from being part of the coaching profession and environment, the enjoyment of seeing athletes achieve their goals and learn new skills, working with athletes, the fun of coaching, and the challenge of encouraging individuals to work as a team. Stevens and Weiss identified that female coaches made a major sacrifice of personal time, and occasionally found inadequate program support. As well, Hart, Hasbrook, and Mathes (1986) found that women remained in coaching because of their competitive nature. In general, coaches entered the coaching profession for the sporting and competitive experience and would only retire when they no longer

considered themselves effective. Further research is needed regarding job satisfaction of female coaches compared to their male counterparts.

Further examining the motivation of coaches, Frederick and Morrison (1999) found five different individual coaching motives. These include intrinsic, extrinsic, social, educational growth, and professional relations. Coaches who relied mainly on intrinsic motives coached with a style highlighted by openness and warmth, whereas those with an extrinsic style exhibited high dominance, low warmth, and ineffective decision making. Depending on the motivation of the coach, the team climate, athlete's satisfaction, and possibly the coach's own personal satisfaction were enhanced or reduced. It would be interesting to determine if sources of job satisfaction of university coaches are similar to the five motives outlined by Frederick and Morrison.

Finally, Akindutire (1987, 1993) completed research on job satisfaction and over 100 coaches from a wide-range of sports in Nigeria. Coaches who were dissatisfied with their job tended to voluntarily drop out of coaching or were forced out of the job because of the excruciating demands and expectations placed upon them from the environmental forces evident in coaching athletics. Akindutire found that this affected the coaches' performance and adds to the personal pressure and anxiety felt by the coach to live up to the expectations of the employer, the fans, and the community. Coaches felt they had to win every competition. This pressure gave coaches an internal conflict and conflict in role performance, which ultimately created a situation of inefficiency and dissatisfaction with the job. This consistent dissatisfaction with the job in turn is likely to affect the career aspirations of coaches.

In contrast, Akindutire found that coaches who were satisfied with their job were satisfied with how cooperative and understanding their bosses were, the economic advantages in the job, the workload and hours of operation. Akindutire attributed this satisfaction with the possibility that once coaches are involved with the practical nature of the job, they became spiritually involved in the physical social, emotional, and mental wellbeing inherent in physical activities. Some coaches became dissatisfied with their colleagues and decisions being made, indicating how important relationships affected job satisfaction. Consistent with previous research, married coaches seemed to be more satisfied than their single counterparts. Satisfaction was also derived from job experience and the number of promotions obtained. No difference in satisfaction levels was found in respect to educational qualification or status. These two studies seem to integrate the previous research that indirectly speculated on a variety of sources of job satisfaction. It is important to note that these two studies were conducted on coaches in Nigeria, which may limit its applicability to other coaching contexts and prompts further examination in other coaching cultures.

Salmela's (1996) book entitled, *Great Job Coach! Getting the Edge from Proven Winners*, provided important insights on a variety of coaching elements from 22 national, professional, and university team sport coaches in Canada. Included in this book, Draper (1996) cited that university coaches enjoyed their job as it provided an excellent environment for the development of student-athletes, and potentially helped the coaches gain later international coaching experience. However, these coaches also felt a certain financial restraint and sometimes even a lack of public support. Draper also found that international and professional coaches experienced different sources of job satisfaction

and dissatisfaction, emphasizing the impact the coaching environment had on coaching satisfaction. It is important to note that these findings were found indirectly, as the purpose of Draper's research was to examine the coaching contexts and the influence the contexts have on the act of coaching.

Thus, it seems that when examining the job satisfaction of coaches, a variety of aspects must be examined. In addition to their goals and how they measure success, a coach's job satisfaction seems to be influenced by their environment, colleagues, coach-athlete relationship, and competitive level. Further examination of this is needed, to not only further the qualitative examination of job satisfaction that Draper (1996) discussed, but also to better understand sources of job satisfaction. Specifically, a qualitative analysis of male coaches in university team sports seems warranted.

Chapter 3

Method

In this chapter, the participants, procedure, interview technique, data analysis, and trustworthiness components of this study will be explained. The qualitative methodology that was employed in this study followed the guidelines set forth by Côté, Salmela, and Russell (1995a) and is comparable to other qualitative studies in coaching psychology (e.g., Bloom, Durand-Bush, & Salmela, 1997; Bloom & Salmela, 2000; Côté, Salmela, & Russell, 1995b; Gilbert & Trudel, 2000; Strean, Senecal, Howlett, & Burgess, 1997).

Participants

The participants in this study were six Canadian male university basketball coaches. These coaches were experienced as a head coach of a men's varsity basketball team in the Canadian Interuniversity Sport (CIS) organization. This university sport governing body oversees approximately 40 men's varsity basketball teams across Canada, within four main conferences ("2002-2003 University Participation", 2003). The CIS represents the epitome of varsity athletics within Canada. In addition, coaches within the CIS are certified through the Coaching Association of Canada (CAC). The CAC trains and certifies Canadian coaches in over 60 sports, and currently have had over 875,000 coaches go through their 3M National Coaching Certification Program ("NCCP", 2003). The 3M NCCP has five levels, with levels four and five representing the top level of professional training for coaches. Typically, universities require that coaches have at least level three certification. Three participants in this study had acquired their level three certification, while three had their level four.

Participants were chosen according to the following criteria. First, participants must have accumulated at least three years of experience as a head coach within the CIS on a men's varsity basketball team. Participants averaged 14.7 years of experience, with a range of 3 to 28 years. This criterion differed from previous research on elite/expert coaches, which set the criteria to be at least ten years of coaching experience at the elite level (e.g., Bloom et al., 1997; Côté, Salmela, & Russell, 1995a). The rationale for this difference was that the number of male CIS basketball head coaches with at least ten years of experience was limited.

Two additional criteria were established to ensure the participants represented an elite sample. These included the coaches' regular season winning percentage as well as provincial and national coaching awards. Participants must have had a successful overall record as a head coach in the CIS. For the purpose of this study, coaches with at least a .500 regular season winning percentage qualified for this criterion. In total, participants amassed a 941-564 win-loss record, for a .625 winning percentage. For confidentiality reasons, the range will not be presented. Finally, participants must also have been recognized within their conference or the CIS as an elite coach. This criterion required that participants received at least one conference or national Coach of the Year Award. In total, the participants received 27 conference and 4 national coaching awards. The coaches also amassed 22 conference titles and 5 national championship titles. Table 1 provides a detailed summary of the six participants' coaching history and accomplishments.

Table 1

Coaching History and Accomplishments by Coach at the CIS Level

Coaching Details	Totals	BB1	BB2	BB3	BB4	BB5	BB6
Years Experience	**88**	3	13	28	4	27	13
Winning Percentage	**.625**	.558	.626	.671	.615	.626	.564
# of Conference Titles	**22**	0	8	6	0	6	2
# of National Titles	**5**	0	1	0	0	3	1
# of Conference Coaching Awards	**27**	2	8	8	1	6	2
# of National Coaching Awards	**4**	0	1	2	0	1	0
NCCP Certification Level	-	3	4	4	4	3	3

It should be noted that two of the participants had accumulated three and four years of university head coaching experience, compared to the rest of the sample who had coached at least a decade in the CIS. The following rationale was used to include these two coaches in the study. In addition to his tenure as a head coach in the CIS, one individual had coached over twenty years in high school, been an assistant coach at university for approximately ten years, and had been a head coach of several championship teams at the Canada Games. The Canada Games are held every two years in Canada and involve provincial teams competing in over 40 sports ("Canada Games", 2003). This participant's 30 years of experience in these coaching arenas, in addition to his recognition by his provincial basketball federation as an elite basketball coach, warranted his involvement in this study. Further to this, in three years as head coach, this participant had been named Coach of the Year twice by his conference. The other coach

was selected since he was considered by his coaching peers as an "up-and-coming coach". This individual has helped develop a strong basketball program in a short period of time, bringing recognition from his peers and basketball community. Furthermore, this individual's involvement in provincial programs throughout Canada over the last ten years included several accolades. This participant has been very successful in a brief tenure as a university head coach, as evidenced by completing his NCCP level four certifications at the National Coaching Institute, where he studied with several experienced and successful coaches and briefly held the position of interim head coach. As cited earlier, very few basketball coaches are level four certified, thus it was deemed that his youthful insight would be very beneficial to this study.

Procedure

Participants were contacted by mail, email, phone, and/or fax, provided with a brief synopsis of the purpose and nature of the study, and asked to participate. Each coach was interviewed individually for a period ranging from one to two hours. Interviews were conducted by the graduate student researcher. The location of the interviews varied; interviews were commonly held in the participant's work office at their respective Canadian university.

Semi-structured, open-ended interviews were conducted following a predetermined format. A general rapport was first developed between the researcher and participant. Following this, the participant completed the consent form (Appendix C) in accordance with McGill University's ethics requirements (Appendix B), as well as a brief demographic questionnaire (Appendix D). The interview process consisted of a review of the project and its purpose, followed by a discussion between the researcher and

participant led by the questions and probes outlined in the interview guide (Appendix E). The interviews concluded with an opportunity for the participants to add any final comments that they felt were not included in the interview, ask any questions, or express any final concerns. The participants were then thanked for their time, cooperation, and insight.

Interview Technique

Interviews are being used more frequently as part of a trend towards more qualitative research in the field of sport psychology (Côté, 1998; Weinberg & Gould, 1999). Interviews have been especially useful in research on coaches, as they provide a methodology that can examine underlying trends and meanings that other research methods might not reveal (Côté, 1998; Weinberg & Gould, 1999). Thus, the purpose of conducting interviews was to attempt to gain insight into the participant's knowledge and experience in a certain domain (Weinberg & Gould, 1999).

In an effort to ensure that the interview technique and guide were effective, one practice interview and two pilot interviews were conducted with individuals coaching a team sport in the CIS. The practice interview was attended by an experienced interviewer, who provided feedback to the researcher on the interview technique. The participant of the first pilot interview provided feedback on the interview guide and the interview technique. The experienced interviewer also provided feedback to the graduate student interviewer. The second pilot interview was videotaped and the student received feedback from it. The participant in the second pilot interview also provided feedback. Following these three interviews, it was deemed that the interview guide was sufficient

and appropriate to use for this study, and that the researcher's interview technique was competent.

At the onset of the six interviews, the researcher made an effort to build rapport with the participants. This helped to create an environment that was comfortable for the participants, one in which they felt able to respond to questions and probes honestly and openly (Lincoln & Guba, 1985). It has been suggested that this rapport can be attained by clarifying that any information obtained during the course of the interview would be analyzed confidentially, as well as by the researcher informally discussing interest in the topic and casually leading the participant into the direction of the interview (Lincoln & Guba, 1985; Rubin & Rubin, 1995). In this research project, the researcher emphasized that there were no incorrect responses to any questions or probes during the interview. It was also clarified that the interview would be tape recorded, transcribed verbatim, and sent back to the participant for approval and editing. The participant was then asked to read and sign the consent form and fill out the demographic questionnaire.

The core of the interview followed the questions and probes outlined in the interview guide, within an interview that followed a semi-structured, open-ended format. This interview approach has been used recently in coaching research (e.g., Bloom & Salmela, 2000; Bloom et al., 1997; Côté, Salmela, & Russell, 1995a) as it has allowed topics to be suggested and freely discussed, without any restrictions or preconceived responses (Patton, 2002; Rubin & Rubin, 1995). This methodology allowed participants to place emphasis on areas that they felt were important in relation to the question, without being influenced by the researcher's notion of relevancy (Dexter, 1970). This interview approach also created an environment resembling an ordinary conversation,

which helped make the participants feel comfortable and confident in their responses (Lincoln & Guba, 1985).

The interview guide helped ensure that each participant experienced a similar line of inquiry. This guide also ensured that the interview was systematic and comprehensive. Patton (2002) also noted that the use of an interview guide allows for later evaluation and inspection of the interview process. The interview guide consisted of three components: main questions, probes, and follow-up questions.

Main questions were those that allowed the participants to expand on their knowledge and experience on a specific concern of the research (Rubin & Rubin, 1995). These questions did not act to limit the scope of the responses but merely helped to prompt an overview of a specific area. Probes helped to clarify and explore comments brought to light by the participant (Patton, 2002). Probing also helped to increase the richness and depth of the responses, and prompt further elaboration on areas considered relevant (Patton, 2002; Rubin & Rubin, 1995). Probes may have consisted of non-verbal probes such as head nodding, clarification probes, and conversational repairs (Lincoln & Guba, 1985; Patton, 2002). Conversational repairs were in the form of the researcher confirming comprehension of the participant's response by rephrasing the response (Rubin & Rubin, 1995). As well, conversational repairs were used to re-ask a question if the researcher felt that the participant failed to comprehend the purpose of the query (Rubin & Rubin, 1995). Finally, follow-up questions consisted of questions that aimed to clarify any areas of the participants' experience that they might take for granted (Rubin & Rubin, 1995).

In the development of the interview guide, three main question types were identified. These were (a) opening questions, (b) core questions, and (c) summary questions. Opening questions intended to make the participants comfortable with the interview environment, as well as to put them in a frame of mind suitable for the study. As well, the questions aimed to obtain background of the participant's experience in sports, and to put them in a storytelling mood. Thus, these two questions covered the participants' athletic career and their evolution to coaching.

The core questions were developed with the purpose of the study in mind. The interviewer was also able to probe aspects of the participants' responses in order to clarify their opinions and gain a more in-depth understanding on the topic. Consequently, the three core questions examined the sources of job satisfaction and enjoyment, goal setting, and what represents a successful season. The question on job satisfaction was developed reflecting on the current research on job satisfaction literature, such as Akindutire (1993). The question on goal setting was based on the research conducted by Gilbert and Trudel (2000) in their validation of the Coaching Model to a team sport context as well as on research by Vallée and Bloom (2003). The final core question examining what represents a successful season drew from the previous two questions. Finally, the summary question was developed to get an overall impression of the participants' view on what a successful and satisfying career as a coach embodied. Closing questions were also used in the interview guide, following the guidelines of Lincoln and Guba (1985).

Data Analysis

Qualitative data were analyzed following the guidelines of Côté and colleagues (Côté, Salmela, Baria, & Russell, 1993: Côté, Salmela, & Russell, 1995a). An inductive analysis created a series of categories regarding the sources of job satisfaction in varsity-level team sport coaches. Analysis consisted of coding the transcribed interviews into meaning units, properties, and categories (Côté, Salmela, & Russell, 1995a). The participants' names, personal references, and affiliations were kept confidential throughout the data analysis. This was attained through eliminating names and titles and replacing them with neutral titles, and by replacing the names of each participant with an anonymous identifier (BB1-BB6).

The researcher identified quotes through a line-by-line analysis of all six interviews. These quotes were referred to as meaning units. These meaning units comprised phrases that expressed a single thought (Tesch, 1990). The six transcripts were broken down into 376 meaning units. This collection of meaning units was then named or tagged based upon its content. Meaning units with similar topics received the same tag. This process produced 54 tags. Once tagged, these meaning units were then examined for similarities and grouped into similar collective divisions, labelled properties (Côté et al, 1993). Nine properties emerged from this study. Each property was in turn identified by a new tag that reflected the common features of these meaning units. Finally, each property was examined for further similarities and grouped into similar collective divisions, labelled categories. This step was similar to that of creating properties; however, it required a higher level of abstract analysis (Côté, Salmela, & Russell, 1995a). The nine properties were grouped into three categories. The development of meaning units,

properties, and categories created an understanding and organization of the qualitative data that resembled a pyramid, with categories being the peak and the meaning units the base.

Trustworthiness

Similar to the concern for validity and reliability in quantitative research, qualitative research seeks to reduce the chance for misinterpretation or mishandling of data through methods that enhance trustworthiness (Lincoln & Guba, 1985; Thomas & Nelson, 2001). The current study followed suggestions by Lincoln and Guba (1985). These included prolonged engagement, persistent observation, peer review, data analysis computer program, member checks, and training in qualitative research.

Prolonged engagement involved the researcher investing time in the culture so as to better understand the phenomenon being explored (Lincoln & Guba, 1985). Through this involvement, the researcher learned to appreciate and understand the context, and was able to build trust with the participant (Lincoln & Guba, 1985). By being integrated in the environment, and by being aware of the vocabulary and contexts of the environment, the researcher is recognized by the participants as being genuinely interested in the insights provided, eliminating the risk of distorted and selective responses (Lincoln & Guba, 1985). In the current study, the researcher had experience as a basketball coach in varying levels of competition, and thus was familiar with the possible sources of job satisfaction that coaches may have had, the scenarios they may have encountered, the coach-athlete relationship, and the vocabulary and jargon used. As well, the researcher was recognized as a coach in the basketball environment, whose credibility was enhanced by the coaches the researcher had worked with in the past. The

researcher had also gained insight into what coaches may experience in varsity team sports through reading several coaching biographies. As well, the researcher had acquired experience as a sport journalist and was aware of the recent news and events in varsity team sports and the environment in which varsity coaches work. Hence, the researcher had a good working knowledge of coaching and the atmosphere of varsity team sports and was able to develop a good rapport with the participants in this study.

Persistent observation aimed to identify relevant elements of the participant's responses and pursue them in detail to ensure the interview attained relevant information (Lincoln & Guba, 1985). The researcher ignored irrelevant information and probed areas of a participant's responses to ensure that a clear portrait of the professional coach-athlete relationship was obtained (Patton, 2002). Persistent observation also helped to enhance the quality of the interview process.

Peer review involved a neutral party assessing the data analysis to ensure its credibility (Côté, Salmela, & Russell, 1995a). In the current study, a research assistant was presented with a random sample of 25% of the meaning units and asked to identify the appropriate tag for each passage. This research assistant also partook in a similar procedure for the established properties and categories. A reliability rate of 86% was reached for the analysis of the meaning units. After discussion between the researcher and the research assistant, it was decided that four of the tags should be renamed, to better reflect their designated meaning units. As well, two meaning units were moved to a different tag, following the research assistant's insight on the meaning behind the passages. It should also be noted that the research assistant initially had difficulty distinguishing the difference between certain tags. Specifically, the research assistant had

trouble distinguishing between "Getting the Most out of Your Players" and "Reaching One's Potential", as well as "Coach-Athlete Barrier" and "Coach-Athlete Relationship". A brief discussion helped to clarify the differences between these tags, allowing for an accurate attribution of meaning units to those tags. A reliability rate of 96% was obtained for the analysis of the properties, and 100% for the categories. No major concerns were expressed by the research assistant during this process. All discrepancies encountered between the research assistant and researcher were discussed and clarified. The process of peer review helped to ensure that any researcher bias was reduced, and that the data analysis created a clear and accurate depiction of each participant's knowledge and experience.

It has been noted that the use of such software facilitates data interpretation, and ensures proper handling of data (Côté, Salmela, & Russell, 1995a; Côté et al., 1993). Data analysis for this study was conducted using the computer program NUD*IST 4.0, software developed solely for the purpose of qualitative analysis. This program helped the researcher code and access numeric analysis of the qualitative data. This program was also designed to help the researcher link meaning units, properties, and categories as needed. Member checks involved ensuring that the participants' qualitative data was correct. Participants were presented copies of their transcribed interview, the pyramid of categories, properties, and meaning units developed, the interpretations made from this analysis, and the conclusions made by the researcher. Participants were then asked if they had any questions, concerns, or comments in relation to each of these elements. In reference to the transcribed interviews, two participants cited that no changes were needed, one participant requested that a passage be rephrased and/or added to, and three

participants did not reply. As well, in response to the interpretations and conclusions made by the research, the participants cited that no problems or discrepancies could be identified.

The final method used to ensure trustworthiness was training in qualitative research. The researcher was trained in the methods of qualitative research, as outlined by several respected scholarly sources (Lincoln & Guba, 1985; Patton, 2002; Rubin & Rubin, 1995; Thomas & Nelson, 2001). The researcher had completed a graduate level research methods course that covered elements of qualitative research. As well, one practice interview and two pilot interviews were conducted, under the supervision and evaluation of an experienced interviewer as outlined earlier. Using such methods, qualitative analysis of the sources of job satisfaction in varsity-level team sport coaches satisfied the criterion for trustworthiness.

Chapter 4

Results

This chapter will present the results of a qualitative examination of Canadian male university basketball coaches and the factors that affected the job satisfaction within their coaching environment. The nature of the data will be illustrated, followed by an explanatory layout of the results that surfaced from the inductive content analysis. In particular, the three higher order categories that emerged from this analysis will be discussed. As well, the nine properties that helped to develop the three higher order categories will be described. This depiction will be accompanied by selected passages taken from the six interviews. A summary of the relationships among the three higher order categories will conclude this chapter.

Nature of the Data

A total of 376 meaning units (MU) emerged from the six interviews conducted in this study. Following a similar method of data analysis as Côté, Salmela, and Russell (1995a), these 376 MU were grouped and labelled with a total of 54 tags, each created inductively. These tags were developed in an attempt to represent the basic essence behind each MU. Appendix F illustrates the titles and frequencies of each tag developed. The frequencies are displayed for each of the six interviews, with the participants being labelled with an anonymous identifier (BB1-BB6).

As seen in Appendix F, the frequency of the MU for each tag differed for each participant, ranging from zero to eight. The total number of MU for each participant's interview ranged from 46 to 84. This difference may be attributed to the nature of open-ended interviews, as each participant may have approached their responses to the

researcher's questions with varying breadth and clarity. It should not, however, be assumed that the frequency differences reflect the individual tag's importance, nor should it reflect on the quality of the insight or amount of knowledge provided by each participant. Part of the variance in frequencies may be attributed to the fact that the researcher became more skilled at the interview process, as the decline in total MU for each participant might indicate.

It should also be noted that a particular tag such as "athletic involvement (high school)" was discussed frequently (11 MU). The frequency of this particular tag, and others like it, may not reflect its significance in comparison to a tag such as "importance of coaching accolades", which was discussed less frequently (5 MU). As well, the frequency of the tags does not reflect the length of the meaning units. It is possible for a tag to have nine short MU, and another tag to have three long MU. Examining the overall tag frequencies, "developing life skills and values" was discussed most often with 18 MU, while "coach-referee relationship" and "university environment" were discussed the least with only 1 MU each. This process of creating tags, properties, and categories into a pyramid-like relationship helped the researcher gain better insight into the participants' thoughts on the topic of job satisfaction. The 54 tags were organized into nine properties, which are displayed in Table 3.

Table 3

Tag-Property Relationship and Frequency by Coach

Properties and Tags	Total	BB1	BB2	BB3	BB4	BB5	BB6
Personal Athletic Experience	**47**	**4**	**9**	**11**	**4**	**10**	**9**
Athletic Involvement (Early)	7	0	1	3	1	1	1
Athletic Involvement (High School)	11	1	2	3	1	3	1
Athletic Involvement (Post-University)	5	1	1	0	1	1	1
Athletic Involvement (University)	7	1	1	1	1	1	2
Personal Success as an Athlete	17	1	4	4	0	4	4
Personal Coaching Experience	**44**	**13**	**6**	**6**	**10**	**5**	**4**
Assistant Coach Experience	7	1	2	0	2	2	0
Coach Education	5	0	0	2	3	0	0
Coaching Mentors	3	1	0	1	0	1	0
College Coaching Experience	4	0	2	1	0	1	0
High School Coaching Experience	5	2	1	0	1	0	1
Non-Basketball Coaching Experience	3	2	0	0	1	0	0
Provincial Coaching Experience	5	4	0	0	1	0	0
University Head Coach Experience	12	3	1	2	2	1	3
Personal Approach to Coaching	**57**	**15**	**11**	**10**	**7**	**11**	**3**
Appropriate Coaching Approach	3	0	3	0	0	0	0
Being Flexible and Evolving	5	1	0	1	0	3	0
Being Yourself	5	2	0	2	0	1	0
Coach-Athlete Barrier	5	1	0	1	0	2	1
Coach-Athlete Relationship	15	4	3	1	3	3	1
Coaching Camaraderie	3	1	0	0	2	0	0
Coach-Referee Relationship	1	0	0	1	0	0	0
Empowering the Athlete	5	0	2	2	0	1	0
Influence of Assistant Coaches	3	2	0	1	0	0	0
Role of Teacher	8	2	2	1	1	1	1
Team Chemistry	4	2	1	0	1	0	0
Love of the Sport	**23**	**8**	**3**	**3**	**3**	**5**	**1**
Love of Competition as a Coach	3	2	1	0	0	0	0
Love of Competition as an Athlete	6	2	2	0	2	0	0
Love of the Game	14	4	0	3	1	5	1

(continued)

Table 3 *(continued)*

Properties and Tags	Total	BB1	BB2	BB3	BB4	BB5	BB6
Coaches' Goals	**99**	**23**	**21**	**13**	**15**	**11**	**16**
Concern~Athletic~Pers [a]	6	1	3	0	1	1	0
Developing Life Skills and Values	18	1	8	4	2	2	1
Getting the Most Out of Your Players	13	4	3	0	3	1	2
Importance of a Work Ethic	16	5	3	3	0	1	4
Leaving a Mark	10	4	2	2	2	0	0
Prioritizing Academics	16	2	2	1	4	3	4
Reaching one's Potential	5	1	0	0	2	2	0
Setting Game Goals	2	0	0	2	0	0	0
Skill/Athletic Improvement	13	5	0	1	1	1	5
Sources of Coaching Pride	**21**	**4**	**3**	**5**	**4**	**1**	**4**
Exceeding Expectations	3	1	1	0	0	0	1
Importance of Coaching Accolades	5	1	1	1	1	1	0
Preparation and Execution	5	2	1	1	0	0	1
Resiliency and Perseverance	8	0	0	3	3	0	2
University Athletic Program Issues	**27**	**1**	**7**	**9**	**6**	**1**	**3**
Coach-Athletic Director Relationship	7	0	3	2	1	0	1
Coaching Salary	6	0	1	1	3	0	1
Program Development	7	0	3	3	1	0	0
Publicity	2	0	0	2	0	0	0
Recruiting	4	0	0	1	1	1	1
University Environment	1	1	0	0	0	0	0
Winning Versus Losing	**43**	**15**	**2**	**9**	**6**	**6**	**5**
Attitudes towards Losing	7	6	0	1	0	0	0
De-Emphasizing Winning	6	0	0	1	0	5	0
Emphasizing Winning	12	6	0	0	3	0	3
Learning from Defeat	9	2	1	3	1	1	1
Qualifying for the CIS Championship	9	1	1	4	2	0	1
Career-Coach Issues	**15**	**1**	**1**	**5**	**4**	**3**	**1**
Burnout and Retirement	6	1	1	1	2	0	1
Family Support	5	0	0	2	1	2	0
Methods of Stress Relief	4	0	0	2	1	1	0
Totals	**376**	**84**	**63**	**71**	**59**	**53**	**46**

[a] Concern for the Athletic and Personal Career Development of the Athletes

These nine properties were grouped into three higher order categories through the same inductive data analysis procedure used when grouping the tags into properties. These higher order categories were labelled *personal variables, internal elements, and external influences*. Table 4 illustrates the association between these higher order categories and their properties.

Table 4

Property-Category Relationship and Frequency by Coach

Categories and Properties	Total	BB1	BB2	BB3	BB4	BB5	BB6
Personal Variables	**171**	**40**	**29**	**30**	**24**	**31**	**17**
Personal Athletic Experience	47	4	9	11	4	10	9
Personal Coaching Experience	44	13	6	6	10	5	4
Personal Approach to Coaching	57	15	11	10	7	11	3
Love of the Sport	23	8	3	3	3	5	1
Internal Elements	**120**	**27**	**24**	**18**	**19**	**12**	**20**
Coaches' Goals	99	23	21	13	15	11	16
Sources of Coaching Pride	21	4	3	5	4	1	4
External Influences	**85**	**17**	**10**	**23**	**16**	**10**	**9**
University Athletic Program Issues	27	1	7	9	6	1	3
Winning Versus Losing	43	15	2	9	6	6	5
Career-Coach Issues	15	1	1	5	4	3	1
Total	**376**	**84**	**63**	**71**	**59**	**53**	**46**

To compliment this depiction of the nature of the data, each higher order category will be described and defined in the following section. This description will review the three higher order categories as well as the properties and tags that emerged within each category. Thus, MU that best represented the essence of each category will be presented in an effort to provide a more in-depth understanding of the category and their respective properties and tags. These quotations will be followed by an anonymous identifier that

helps to distinguish among the participants in this study (BB1-BB6). The selected MU represent the views of each participant unless otherwise noted.

Personal Variables

The category labelled *personal variables* contained 171 MU, accounting for 45% of the total MU. This category can be understood to encompass the philosophies of coaching that the participants developed based on their experiences as both an athlete and coach. This category revealed how these coaching philosophies influenced the coaches' ability to derive satisfaction from coaching. The personal variables category consisted of four properties: personal athletic experience; personal coaching experience; personal approach to coaching; and love of the sport. The following four subsections will delve into these properties.

Personal athletic experience. This property reviewed the athletic history of the participants. This property depicted the participants' athletic involvement through four stages: early; high school; university; and post-university. As well, this property explored the participants' personal success as an athlete. Each participant cited a vast series of experiences as an athlete, throughout their childhood and adulthood. This included participation in a variety of sports:

> Typical of most Canadian kids, I started playing hockey when I was old enough to skate. I was pretty average in most respects. I did everything, so that maybe I would not have to go to school. I was just interested in athletics in general. I played hockey and baseball and soccer, and I ran track and field. [BB4]

These early years included some early success in the sport of basketball:

> I remember in grade 6, or grade 5, we had a gym class, where one of our teachers just took us to the gym and made us get in a line and we threw the ball at the basket; I can remember the first time I threw the ball at the basket it went in. Boy! I will tell you, what a thrill! I came home and told my mom at lunch hour. It was a real thrill! I never really had played basketball. [BB3]

As the participants recounted their high school athletic experiences, they cited that basketball became their main priority:

> I stayed on and played basketball. That became my ticket so to speak. And all the other sports, even though I still played them all – I still play hockey, I still golf, I'm still playing baseball, you know I do all those things – one by one they all dropped by the wayside. I got into basketball, which became my focus. [BB3]

However, as the participants reflected on their athletic involvement in university, there appeared to be a difference in the experiences cited, "I went to university, and it was full of Americans when I was there. So playing varsity sports there was a problem, so I just played intramurals. That was basically it." [BB1]. Another participant noted:

> A coach gave me a great opportunity to come up and play in Canada, a small school where he coached – he had tremendous motivational skills.... I ended up coming up to play for him. It changed my life; it changed the whole direction of my life. [BB5]

Regardless of their university athletic involvement, each participant cited a continued participation in a variety of sports after university, "I play tennis, I golf, I run, and I cycle. Competitively since then I've done swimming, I've done road races, I've done tennis, I golf, and I used to play a lot of squash." [BB2].

Finally, each participant cited a varying degree of success that they experienced as an athlete. One participant claimed, "I blossomed at university, got a chance to play, won a National Championship, and I was the MVP. I had a very rewarding athletic career at university, mainly because of the coach." [BB5]. Another participant did not have as successful an experience:

> I was always one of those in-between athletes. Good enough to play, but not good enough to have accolades, sort of thing. That is what it came down to. Although we did well at both the high school and the intramural level, that was basically it. No major accolades, aside from personal satisfaction. [BB1]

Personal coaching experience. This property encompassed the participants' introduction to coaching, their development, and their history as a coach. This included their coaching experience in high school, college, provincial, and university settings, as well as their assistant coach experience and their non-basketball coaching experience. This property also included aspects of the participants' development as a coach, such as their coach education and coaching mentors. Some of the participants' earliest coaching experience was actually outside of the sport of basketball:

> The first thing I ever coached was football. I was straight out of high school and we had moved to the east end. Mom and dad had bought a house, and they started a football league for young kids – 12 year olds. So that's why I started. [BB1]

Other participants began their coaching careers in a high school environment:

> So then I went to teach at a private school in the province, and I ended up coaching down there. I had coached one year before that with a midget club team in the city, but that was casual. Coaching at the private school was interesting – a very fundamental level of basketball since many kids had not played basketball before. [BB6]

Some participants even coached within their province's basketball organizations:

> I got my break with the junior team; I coached the provincial junior team. The only reason I got to coach the team was no one else really wanted to do it.... We ended up getting to the finals against Ontario and we had an outstanding tournament. That is where I first met the vice-president of player/coaching development with Basketball Canada – some title like that – and she said, "You should be coaching". [BB4]

Regardless of how the participants started coaching, each coach cited experiences being an assistant coach at the university level. These experiences tended to be negative in nature:

> ...I came out here to this university to work as an assistant. I spent three years here and it was a different experience. I came in never having met the head coach.... As you know coaching as an assistant does not pay a lot. So I returned here and it was a year where I felt like I was being tested the entire year as an assistant coach – because you did not want, well you know things in your own

> mind and have things in your own philosophy, and you do not want to step on anybody's toes. [BB4]

Throughout their development as coaches, the participants mentioned that the education programs and individual mentors were very influential in helping them get to the position they currently are in:

> Well first, working with such a prominent coaching figure in Canada and becoming his friend, confidant, assistant coach, was one of the biggest things – other than coming to Canada in the first place – it was the biggest impact on my life. Other than my parents, there has been nobody who has had as big of an impact on my life as he did – both from a coaching point of view and from a life point of view/perspective. He gave me the great opportunity of coaching at a completely different level of basketball. [BB5]

Personal approach to coaching. This property encapsulated the participants' styles, techniques, and overall philosophies used when coaching in a university basketball environment. This property consisted of 11 components: appropriate coaching approach; being flexible and evolving; being yourself; coach-athlete barrier and relationship; coaching camaraderie; coach-referee relationship; empowering the athlete; influence of assistant coaches; role of the teacher; and team chemistry. When reflecting on their personal approach to coaching, the participants thought it was vital to develop an ego-free philosophy to coaching that was flexible and evolving:

> ...I think one thing about coaches is that you have to set your ego aside; there are too many coaches with big egos. If you are not in it for the right reasons, you should get out of the business. [BB2]

> The mentality of the athlete changes – some of the changes I do not think are positive. If I do not adapt to it and still be able to relate to my players, I will not be able to coach them. [BB5]

The participants' ability to coach the athletes seemed to be important, as they discussed the importance of not only being able to form a relationship with their athletes, but also maintaining a separation that allows for them to still make the decisions coaches

need to make. In regards to the coach-athlete relationship, participants cited, "You have a relationship that goes unmatched on campus." [BB4], and "Well yea, obviously the coach-athlete relationship is the core of any coach's ability." [BB5]. However, the participants stressed that a coach-athlete barrier was also important:

> You have to realize you are no longer a player.... You had to go have your beer and your pizza by yourself, and you could party, but at least not with them. It had to be somewhat different. You had to be a role model, at least in a sense. [BB3]

Once this relationship was formed, the participants all mentioned that they preferred to make the athletes feel like they were part of the process by empowering them with decisions, tasks, and responsibilities:

> Today it's a different society. The athletes of today dictate that you have to make a conscious effort of giving them ownership of the team, of the goals, giving input into practices, giving input into travel arrangements, giving input into rules to a certain extent; I mean of course you're the head coach regardless. [BB5]

As well as empowering the athletes, the participants cited concern for the overall chemistry of the team. Indeed, their relationship with their athletes, as well as their coaching staff, opposing coaches, and referees, all appeared to play a part in how the participants developed their style and philosophy of coaching. Interestingly, the participants' views on their coaching staff differed, as some valued their insight while others preferred minimal interaction. As a coach, the participants claimed that a big part of their approach to coaching involved being a teacher and handling administrative duties. There seemed to be a mixed appreciation for these roles as some participants felt positively about the teacher role, "You have to be confident that you are a teacher and an educator, and you are a basketball coach. Your job is multifaceted; it is not just about winning the championship." [BB5]. In contrast, others did not enjoy this role as much:

> ...as coaches we do not get to coach nearly as much as we should. We spend time with administrative details, paper shuffling.... You do what you have to do, you move on, and you are thankful that you actually get to coach. [BB4]

Regardless of the relationships formed as a coach and the tasks involved with the job, the participants cited that it was important to form a style and philosophy that reflected you as an individual:

> If you change your personality to something you are not, you are not being a successful person and hence a coach....I think you become a successful coach by being who you are and doing it honestly, and you do that, good things happen.... Enjoy the damn thing; you do not enjoy it if you are someone else. [BB1]

Love of the sport. A final property in the higher order category labelled *personal variables*, love of the sport, reflected the participants' experiences as a coach and an athlete, depicting the common elements that instilled an attraction and passion to the sport of basketball. This property encapsulated the participants' love of competition, both as a coach and an athlete, as well as their overall love of the game of basketball.

> As an athlete, each participant cited a natural inclination towards competing:
> I liked to compete and prove myself against whomever.... You are always playing against yourself or other people. You are always trying to push and drive. I still compete with my people, we play shooting contests every time we do individuals. I like to win and keep them in their place. [BB4]

This competitive nature carried over into their approach to coaching:

> To me there is competition with everything. There is competition to get a shoe contract, there is competition to get sponsors for your uniforms, and there is competition for everything. There is competition to get ready for games.... To me I enjoy the competition. [BB2]

This love of competition seemed to be the essence of the participants' love for the sport of basketball, "Somebody once said, how does it go, something like, 'When we get old, we stop playing'. It is not that at all! It is when we stop playing we get old." [BB3].

However, the participants' love of the game was also more than just the competition. It also included how the game created emotions in people:

> You know if I can look back at when we won the first Canada Games, I sat back and watched these guys run onto the floor, waving their towels, hugging each other, crying. You know, it was so much fun.... I was sitting with my assistant coach, and we were just like old fogies; we had been around and we had seen so many games. We shook each other's hands and we watched them and said, "Fun isn't it?" [BB1]

Internal Elements

The category entitled *internal elements* consisted of 120 MU, accounting for 32% of the total MU. Internal elements discussed what the coaches did in regards to their athletes' academic, athletic, and personal development and how the coaches felt when their athletes excelled in any and all of these areas. The internal elements category also discussed particular elements of coaching at which the participants enjoyed excelling at, such as exceeding expectations, preparing and executing a plan of action, being resilient, and persevering. This category consisted of two properties: coaches' goals and sources of coaching pride.

Coaches' goals. This property included components that described the coaches' purpose when interacting with their student-athletes, in the academic, athletic, and personal development domains. This included the participants' emphasis on the athletes' personal and career development, the development of life skills and values, their ability to get the most out of their players, and their emphasis on work ethic. As well, their eagerness to leave a mark, prioritization of academics, ability to get athletes to reach their potential, game-specific goals, and ability to improve the athletes' skills were all included within this property. The participants' first priority seemed to be focusing on the academic aspect of coaching student-athletes:

> In one way, that does create a situation where you can have a closer relationship with the players, because you also have to be an academic advisor. If you do that, you can create situations where you spend more time with the athletes, and not just on the basketball court.... And at those academic meetings, we discuss each course, what assignments are coming up, are they having problems, do they need tutors, should they drop the course at Christmas, or should they pick up another course; which direction are they taking? That sort of thing helps the athlete know that you are in it for the right reasons – you are not just there for shooting jump shots. This is at the core of the coach-athlete relationship. [BB5]

As well as prioritizing academics, the participants' cited concern about improving the athletic skills of student-athletes:

> If you see them improve year after year, you can take some satisfaction from that. There is a lot of quiet satisfaction in the job too I guess. You can sit back and reflect that it is nice to see people succeeding. It is vicarious.... [BB6]

Although the participants cited that they set several game-related goals, their major focus seemed to be getting the most out of their players and helping them reach their potential:

> At our level, ultimately what you want to do is come out on top.... I mean ultimately all that means is that if you have the players, the horses, you had better end up on top. That should be the goal. If you don't have the horses.... Ultimately, you should be the best you can be. [BB1]

> If I can teach my players to be the best they can be every single day in whatever they do, and that includes for them academics, their social life, how they interact with their parents – wherever their parents may be whether it be long distance or whatever – and this includes being on a basketball court as well. Teaching them to strive to be the best that they can be everyday, and to play fair, and to represent themselves, this school, and this team to the best of their ability; then they have learned something.... Just be the best that you can be at everything you do. That usually results in a high level of performance at whatever you do. [BB5]

The participants were also concerned about developing their athletes outside of the sport through instilling a work ethic and helping the athletes develop life skills and values that they can use later in life:

> If kids come out with some values.... I think that brings a sense of satisfaction too. It is not just games; it is the game of life here, how corny that sounds; cliché. I want to teach some values and stuff. [BB1]

The participants reminded the researcher that they had a limited time-frame to accomplish all of their goals; often this was between three and five seasons. Even so, the participants reflected on their involvement in helping their athletes with their personal and career concerns:

> The link, the common denominator is basketball. Basketball gives me a captive audience. I have 12 people, sometimes 13 or 14, who are at the university because of basketball.... They are here because of me and are playing basketball. That is why I have a relationship with them. I use that vehicle to get to them and to help develop them in a variety of ways towards their adult or ultimate careers. [BB5]

In the end, the participants explained that one of their most important goals, and often a measure of their individual coaching success, was whether they left a lasting impression or influence on their athletes:

> It's nice when you get people that you have coached are all over the world, and you get phone calls or emails and photos of their kids and invitations to their weddings. You know things like that.... When you see players you've coached that are highly successful in business or some of them are successful as teachers or coaches, you really feel a reward from that situation. [BB4]

Sources of coaching pride. This property expanded on the coaches' goals, in that it depicted the concepts that brought the participants a feeling of achievement and satisfaction. These included exceeding others' expectations, the importance of coaching accolades, preparing and executing a plan of action, and being resilient and persevering. The participants cited that they loved to execute a plan of action:

> I think I have narrowed down the satisfaction of the position, and any other position for that matter, as being tied to a sense of achievement or accomplishment, almost regardless of the specific achievement. It's the human condition. Think of your happiest moments in life and they have the following in common: (1) you want something to happen, (2) you worked to make it happen, and (3) it happened. The working to make it happen is a critical part of the equation as that is what leads to the sense or feeling of achievement. [BB6]

Even when a plan of action ran into complications, the participants also enjoyed persevering through the difficulty, "Overcome the obstacles and the challenges. Stick with it, achieve things, and make things happen. I guess that is what it comes down to. The result if you have to come in and put the icing on the cake." [BB6].

Regarding the outcome of the hard work the participants put into coaching, there were two points of views towards coaching accolades. Some felt they were not important, "My career has developed for the athletes. I forget that stuff. Honest to God I do." [BB2]. Other participants believed that accolades were a good measure of success:

> You know what I think they are very important as you are going through as a coach. I've won a few.... Coach of the Year, a couple of times.... Those are ok; I think that it gives you satisfaction that you have done a good job. [BB1]

External Influences

The *external influences* category consisted of 85 MU, which accounted for 23% of the total MU. This category included factors within the coaches' environment that affected the level of job satisfaction that they were able to derive from the *personal variables* and *internal elements* higher order categories. The external influences category consisted of three properties: university athletic program issues; winning versus losing; and career-coach issues. Three subsections will follow that will help explore the essence of each of these properties.

University athletic program issues. This property outlined the concerns that accompanied being a coach within a university basketball environment. Thus, the coach-athletic director relationship, coaching salary, and program development were discussed, as well as opinions pertaining to publicity, recruiting, and the university environment. Coaching a university sport that typically rivalled sports such as hockey and football for

top draw helped make the environment a positive one to coach in. One participant even glowed at the thought of the publicity that coaching brought. However, coaching a university sport also had its possible drawbacks, as made evident by the coach-athletic director relationship:

> There was no pressure to win.... The athletic director and president do not care about being on top. What they want is to do well; they want to be competitive. They want you to stay out of trouble, work hard, make sure the uniforms are clean, that kind of thing. They want you to do it within the rules.... [BB3]

> I think the most discouraging thing is when you bring the information to the attention of your athletic director and you feel you're being devalued when you're not being compensated compared to your peers and other people on campus. It seems to fall on deaf ears.... That is a little bit discouraging. [BB4]

The participants' salaries were also a concern, though not for each coach:

> I will tell you what else grew. It was my cheque, my paycheque.... Then we had a union, and the union said you cannot be doing that to people, and put in a few things about where they had to put us in regards to the cheques, and the fact that I have been here so many years now, I make so much money now it is ridiculous. I do not need money.... I have more money now, and that sets a sense of pride. [BB3]

> It is a huge drawback.... When you find out you're the second lowest paid coach in the country, you get a little annoyed when eight guys are hired after you and you know even on the campus in the community you're perceived to be a person with high salary.... You know your income is half of there's. [BB4]

It should be noted that the coaching environments for BB3 and BB4 differed quite significantly. BB3 coached in an environment where he had been a tenured professor for roughly 30 years, and was paid through a union scale. BB4 coached in a university environment for four years; he also taught one or two skills courses, and was paid accordingly. This individual cited that a recent examination of the Canadian university men's basketball coaches indicated that he was the second lowest paid coach in the

country. Beyond these two extremes, the overall impression from the six interviews was that the coaching salary was a concern.

Regardless of the salary and the relationship with the athletic director, the participants all cited that they took pride in developing their men's basketball program:

> The obvious thing is the intrinsic satisfaction of seeing things that you have put in place start to work. It can be little things like just the fact that you have a locker room now.... That we started this tradition, that tradition.... The program, you see as it builds, whether it is the mental training side of it, the physical side of it, the traditions that we have, things we do on the rod trips, they are part of me. They are part of what we would call this university's men's basketball program. [BB3]

Interestingly, one of the main components of developing a program, recruiting, was not viewed positively by most of the participants, "I hate recruiting. I hate that part of the job. I hate recruiting, I think its bullshit. It is a selling process where sometimes we do not have the product that people want." [BB4].

Winning versus losing. Winning versus losing covered the coaches' outcome-related perspectives and feelings within a competitive team atmosphere. The participants' mainly discuss their philosophical approach to winning and losing that was discussed most. This property explored how the participants emphasized and de-emphasized winning, their attitudes towards losing and how they learned from defeat, as well as their perspectives on qualifying for the CIS Championship. Interestingly, half of the participants emphasized winning over losing, whereas the other half de-emphasized the importance of winning. The participants who emphasized winning averaged 6.7 years of coaching experience as a head coach in a university setting, whereas the participants who de-emphasized winning averaged 22.7 years of experience. One of the participants who emphasized winning cited, "We all want to win. Once you start keeping score, holy shit, who doesn't want to win?" [BB1]. In contrast:

> Well I think if you are so worried about the result, that you do not put enough emphasis on the process.... Ever since then I have put an emphasis on the process. Let us worry about today's practice, let us worry about in a game situation how we rebound or how we defend. Let us not worry about what the score is so much. [BB5]

Of the participants who emphasized winning, their attitude towards losing was quite clear, "Well I do not like to lose, period. I always wanted to win. I was driven to win." [BB3].

Regardless of whether the participants emphasized or de-emphasized winning, the common coaching philosophy that materialized was that each coach learned from defeat:

> Often you learn more from losing than you do winning, most often, so if you can use it as a lesson – you do not want to lose all the time – but there is a lesson there, so you have to take advantage of it. [BB2]

In conclusion, each participant claimed that their major goal was to qualify for the CIS Championship. Some participants hoped that they just qualified for the tournament, "...I would like my players to get that experience, whether we actually win a national championship or not. I would like them to have that experience...." [BB4]. Other participants focused more on qualifying and winning, "We have a stepping-stone approach. Make the playoffs, and make it in the playoffs in a certain position, make it, win." [BB3].

Career-coach issues. A career-coach is one who's sole, or main, employment is that particular coaching job. As well, the individual's ambition is to coach until he/she retires. This particular property discussed certain facets of concern that participants had in regards to developing and maintaining their professional status as a coach. This included discussions on burnout and retirement, family support, and methods of stress relief. Although some participants had personal methods of relieving stress, such as a

post competition alcoholic drink, most cited the importance of a balanced life, "...create a balance in your life that allows you to have other interests and other priorities, and allows you to grow in more ways." [BB5].

However, not every participant attained this ambitious goal. Participants cited that their family was very influential in helping them find this balance, although some were more helpful than others. One participant reflected on the pressure his significant other placed on him to change coaching positions, "My significant other is from another part of Canada and would love to move back home. She is not pretending to be in love with this area." [BB4].

Another participant mentioned his insight into the importance of family in maintaining a balanced life:

> The other thing is I am very fortunate to have a balance in my life, particularly with my family.... My balance is my family.... I can come home to a different world where it is important to keep things in priority, your own flesh and blood, your family.... It has to be a plan; you have to plan to create that balance. [BB5]

Striking a balance and having the support of one's family seemed to play a role in being a career-coach. The participants also discussed their concerns regarding burnout and retirement:

> I never think about burnout. When will I think I will quit? When I do not enjoy it anymore. I tell people I am the luckiest person in the world. I get up, and I love what I do. You know Confucius said, "If you love what you do you will never have to work a day in your life". [BB2]

Summary

When examining factors affecting the job satisfaction of Canadian male university basketball coaches, the perspectives presented fell into three categories. These three categories were interrelated, as shown in Figure 1. The *personal variables* aspect of job

satisfaction included the basic development of who the coaches were. In particular, the coaches' athletic and coaching experiences were expanded upon. This reflection allowed insight into how the coaches' personal athletic and coaching experiences influenced their coaching philosophies, by exploring their successes and failures, and their personal love for the game. In turn, the coaches' exploration of their coaching philosophies provided a better understanding of what an appropriate coaching approach consisted of. Elements of this approach included empowering their athletes, developing camaraderie within the coaching community, as well as being flexible, evolving, and yourself. The next category, *internal elements*, further explored job satisfaction by examining how the coaching philosophies were applied.

Internal elements of the coaches' philosophy and approach to coaching encapsulated the goals the coaches set for themselves and their athletes. The coaches cited that the goals they set for their athletes aimed to develop the athletes' academic, athletic, and social interests. The coaches also aimed to exceed others' expectations, be resilient, and persevere. The combination of goals set for the coaches and the athletes seemed to be influenced by the coaching philosophy that the coaches had developed. The process of attaining these goals appeared to influence the coaches' job satisfaction. However, *external influences* within the coaches' environment had the ability to make a positive or negative impact on any job satisfaction derived from the previous higher order categories.

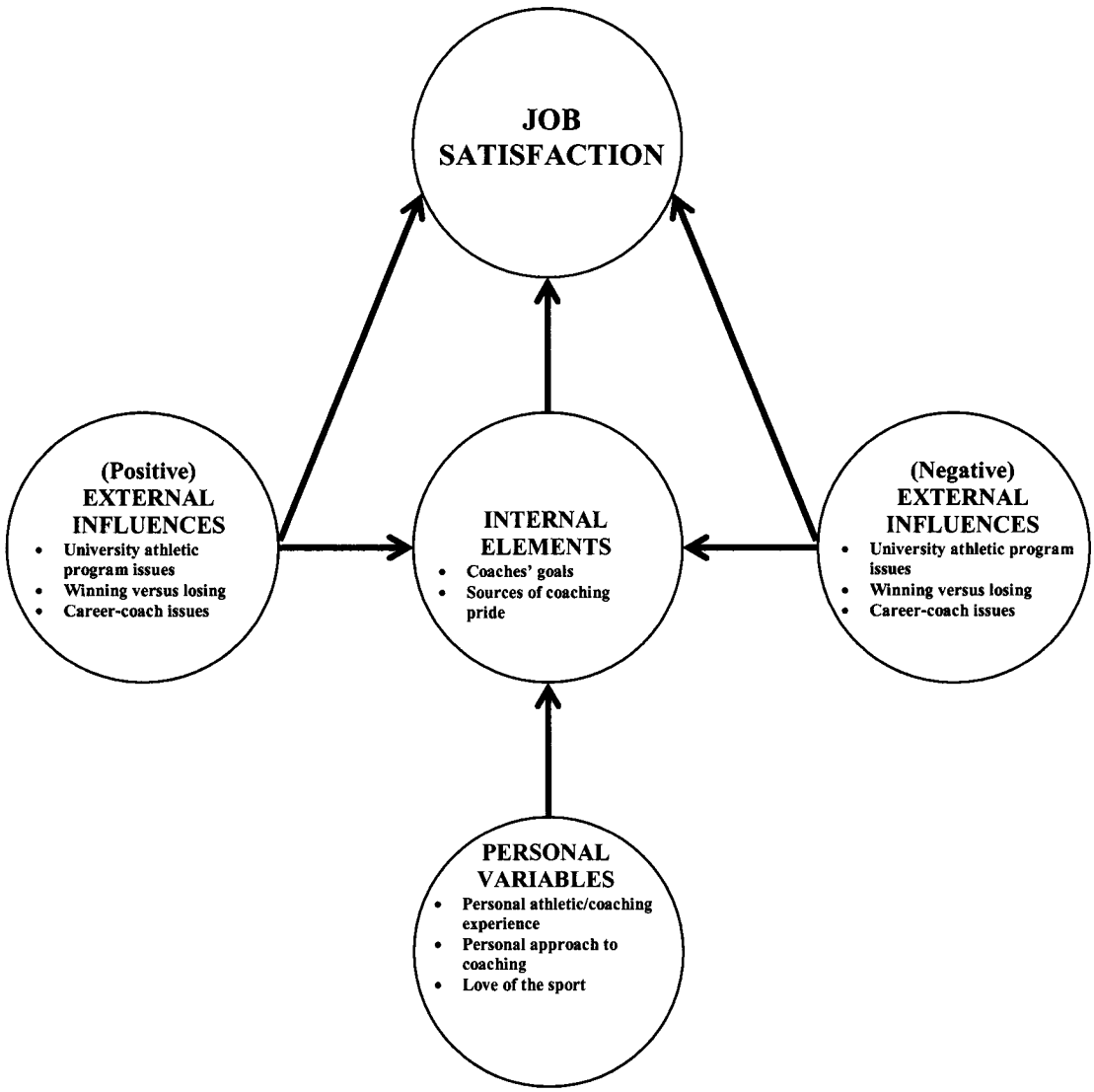
Upon developing an approach to coaching based on their *personal variables*, and applying this approach based on *internal elements*, the coaches cited they were then concerned about the possible *external influences* on their job as a coach. These external

influences included issues that arose from being a career-coach within a university athletic program. Specifically, the coaches cited that a variety of issues arose that influenced their coaching, including their relationship with their athletic director, their salary, as well as publicity and recruiting. In addition, the coaches' philosophies on winning versus losing seemed to influence their coaching approach.

Thus, the results of this study indicated that coaches' job satisfaction was influenced by three higher-order categories. The *personal variables* category provided the foundation from which the coaches were able to develop their coaching philosophies. These philosophies influenced the *internal elements* category, as the coaches applied their philosophies when approaching the goals set within their coaching environment. The degree of satisfaction that the coach was able to experience was in turn, either positively or negatively, affected by the *external influences* category, which consisted of a variety of contextual factors within the coaching environment.

Figure 1

Visual Representation of the Relationship among the Three Higher-Order Categories



Chapter 5

Discussion

The purpose of the current study was to investigate factors affecting the job satisfaction of Canadian male university basketball coaches, as it pertained to their goals and measures of success for themselves, their athletes, and their team. Three main components of job satisfaction emerged from this study, which were labelled *personal variables*, *internal elements*, and *external influences*. The following chapter will discuss these categories as they relate to previous research. Finally, this chapter will include a summary of the current research, concluding statements, and recommendations for future research on job satisfaction.

Personal Variables

The higher order category labelled *personal variables* encompassed the philosophies of coaching that the participants developed based on their experiences as both an athlete and a coach. This category also explained how the coaches derived satisfaction from developing these coaching philosophies. The following section will refer to previous literature to examine how job satisfaction interacted with the participants' personal athletic and coaching experience, personal approach to coaching, and love of the sport, closing with a summary of the category.

Personal athletic/coaching experience. Results of the current study complimented the findings of Schinke, Bloom, and Salmela (1995) and their examination of elite Canadian basketball coaches. In particular, a portion of the interview guide from the current study allowed the coaches to reflect on their athletic and coaching evolution. This reflection provided similar insights to those of Schinke and colleagues, in that the

coaches in the current study cited that their early sport participation helped them develop a love for the game, which became an underlying motivator throughout the rest of their athletic and coaching careers. The coaches speculated that without some degree of success and enjoyment during their early involvement in sports, the possibility of pursuing athletics further would have been significantly diminished. This love of the game was also a motivating factor that influenced the participants' decision to pursue coaching following their athletic career, as they needed to satisfy their love of the game and competitive nature.

Personal approach to coaching. Most university basketball coaches in this sample emphasized the importance of developing a positive, trusting, and interactive coach-athlete relationship. This relationship was highlighted by an emphasis on developing the athletes socially, academically, and athletically. This finding was consistent with previous research examining the philosophies of Canadian university coaches regarding their relationship with their athletes (e.g., Gilbert & Trudel, 2000; Vallée & Bloom, 2003). These studies found that coaches consistently set goals for their athletes related to their social, academic, and athletic pursuits. In particular, Vallée and Bloom identified several variables successful coaches deemed important to developing a successful program. Their research indicated that these coaches emphasized developing the athlete as a person as one of their top priorities. This included preparing their athletes to become valuable and productive members of society upon graduating from university. As well, Vallée and Bloom found that coaches set a vision, which involved the athletes buying into the coaches' goals, philosophy, and personality in order to achieve success. In the current study, it appeared that coaches were able to derive more personal job satisfaction

from focusing on developing their athletes than from focusing on other aspects such as wins or administrative duties. However, it remains unclear whether this satisfaction was derived from the outcome of developing the athletes or from the process of developing the athletes, as this waits further empirical attention.

Furthermore, through focusing on developing their athletes, the coaches in this study contended that they were able to help create a team environment high in chemistry and cohesiveness. By developing strong relationships with all of their athletes, the coaches were able to create what one coach termed a 'family environment'. This environment seemed to help the coaches eliminate stressors that hindered their job satisfaction. This finding was congruent with that of Iso-Ahola and Hatfield (1986) who also found that satisfaction was related to the context of the team environment. In particular, Iso-Ahola and Hatfield found that university-level athletes and coaches in the United States experienced greater satisfaction when the behaviours of each individual in the team environment were positive in nature, as opposed to the actual team performance or outcome. The current study affirmed these findings from a Canadian coaching context. The coaches experienced satisfaction from creating a positive team atmosphere that emphasized a constructive coach-athlete relationship that was based on the personal philosophies of the coach. It is possible that this satisfaction was gained from the coaches feeling a sense of personal pride in applying their philosophies, or from creating an environment in which the athletes had fun. However, these findings need to be further examined, as it was unclear whether the team cohesiveness influenced the coaches' job satisfaction, or whether their satisfaction influenced the team's ability to be cohesive.

The sample of basketball coaches in this study indicated that when applying their personal coaching philosophies to their athletes and team, they often felt that it was vital to empower their athletes with decisions and responsibilities. In particular, the coaches contended that when developing the athletes' and team's goals, the members of the team should be involved in the process. By empowering their athletes, the coaches in this study surmised that this not only increased the level of team chemistry, but also gave the coach a sense of reward from assigning athletes a task and seeing them successfully accomplish it. This finding was consistent with qualitative studies on university coaches and their male athletes in the United States (Weinberg, Butt, Knight, & Perritt, 2001) and Canada (Bloom, 1996). Findings from both studies indicated that coaches found their athletes felt more part of the process and thus more responsible for their actions when they were empowered with certain tasks. In particular, Weinberg, Butt, Knight, and Perritt discussed that placing more emphasis on more intrinsic elements of motivation, such as the athletes' input on their goals, enabled coaches to create a more focused, committed, and enjoyable team environment. Thus, the coaches believed that the team environment was made more positive by nurturing the athletes' intrinsic interests, rather than motivating them by extrinsic rewards. This resulted in the coaches feeling that they had made a personal impact on the team. This appeared to increase the coaches' job satisfaction. In addition, through this process of empowerment, the coaches in the current study emphasized the love of the game and taught the athletes to recognize the sense of pride attained when they accomplished their goals. It is still not clear whether coaches also gained satisfaction when empowering the athletes with responsibilities or decisions that are not goal related.

Love of the sport. The coaches in this study reflected on their personal approach to goal setting, as well as the coach-athlete relationship that they developed. The coaches stated that it was easier to coach when they had athletes who enjoyed the process of learning and were eager to interact with the coaches on a personal level. The athletes' abilities to do this seemed to influence the coaches' job satisfaction. This finding helped to extend the research on female coaches (e.g., Stevens & Weiss, 1991; Vallée & Bloom, 2003; Weiss, Barber, & Sisley, 1991) to male university coaches, as the research examining this topic with male coaches was sparse. Studies examining female coaches found that high school and university coaches thrived when working closely with their athletes and seeing them improve and have fun. It can be speculated that the athletes' eagerness to develop and reach their potential may have influenced the coaches' measure of personal success.

The coaches in the current study contended that they enjoyed instilling their competitive nature in their athletes. Coaches did this by example, as they exhibited their competitive nature during practice, games, and by their relationship with referees, other coaches, and other athletes. Again, this extended the research on female coaches (e.g., Hart, Hasbrook, & Mathes, 1986; Weiss et al., 1991) to include related findings with male university coaches. Specifically, Weiss and colleagues found that coaches derived satisfaction from belonging to a competitive coaching milieu. Thus, coaches appeared to gain satisfaction by instilling their competitive nature in athletes who were willing to learn and improve. The scope of what the athletes learned, as well as the range of knowledge that the coaches instilled, remain to be fully explored empirically. However,

these findings did extend the job satisfaction research on female coaches to include the similar perspectives of male university coaches.

Summary of personal variables category. The higher order category *personal variables* explored a variety of personal facets that influenced the coaches' abilities to be satisfied with their job. First of all, the coaches in the current study had a variety of athletic experiences as an athlete and a coach. These experiences were highlighted by failures and successes, and the lessons the coaches learned from these situations. Through these experiences, the coaches contended they developed a personal coaching philosophy that they use to maintain a high level of job satisfaction. This philosophy was complex, and included teaching and empowering the athletes in such a way that coaches were able to maintain a positive and constructive relationship with their athletes that focused on the cohesion of the team and the athletes' personal and athletic development. The coaches in the current study cited that through developing such a philosophy they found it easier to gain job satisfaction, as their philosophy enabled them to be themselves yet flexible and evolving. The coaches stressed that the most important component of this philosophy was the emphasis on their relationship with their athletes. Thus, this category was highlighted by the coaches' emphasis on installing their personal philosophies into their coaching approach, through focusing on the development of their athletes.

Internal Elements

The second higher order category, labelled *internal elements*, discussed what the coaches did for their athletes' academic, athletic, and personal development and how the coaches felt when their athletes excelled in these areas. As well, this category discussed elements of coaching at which the participants enjoyed excelling. This section will

examine the previous literature related to these topics and analyze how the internal elements of job satisfaction interacted with the coaches' goals. A unique finding from this study will be examined related to the sources of coaching pride, followed by a summation of the category.

Coaches' goals. A variety of results from the current study related to the coaches' goals were already discussed in the *personal variables* section. Specifically, coaches felt it was important to be closely involved in developing the athletes within a sporting, academic, and social context, and empower them throughout the process. However, these findings were discussed reflecting on how the coaches' personal approach to coaching influenced their relationship with their athletes. Specific examinations of the coaches' goals were not made. Upon examining the results of the current study, it appeared that once the coaches developed their relationship with their athletes, they took an internal approach to the goals that they set for their athletes. Coaches focused on the process rather than the outcome and contended that it brought them satisfaction when they set specific process goals. Examples of these process goals were developing the athletes' work ethic and set of moral values, as well as helping the athletes reach their potential and develop within their athletic, academic, and social endeavours. These results were similar to those of Coté, Salmela, Trudel, Baria, and Russell (1995), Bloom, Durand-Bush, Schinke, and Salmela (1998), Bloom and Salmela (2000), as well as Gilbert and Trudel (2000).

Specifically, Coté, Salmela, Trudel, and colleagues (1995) examined elite Canadian gymnastic coaches and found that their goal for their athletes was to develop them inside and outside of their sport. In their examination of mentoring experiences of

Canadian university and Olympic coaches, Bloom and colleagues (1998) found that coaches invested time in the personal development of their athletes. Bloom and Salmela (2000) assessed Canadian elite coaches' philosophies and found they emphasized being empathetic and understanding of their athletes needs when developing their coach-athlete relationships. Gilbert and Trudel (2000) interviewed an elite Canadian hockey coach and found that in addition to setting outcome goals such as qualifying for the playoffs, the coach aspired to develop the athletes outside of sport. Coaches in the current study appeared to look internally at what was valued by the athletes and themselves when developing the goals for their athletes. This emphasis on developing the athletes outside of their sport, by instilling a set of values and moral sense, has been a finding common in recent Canadian coaching research (e.g., Desjardins, 1996; Miller, 1996; Vallée & Bloom, 2003).

For instance, Desjardins' (1996) examination on elite Canadian university coaches found that coaches emphasized such process goals as producing a well-rounded individual, over such outcome goals as winning. The comments from the participants in this study revealed that their measure of success was based more on the development of their athletes as productive members of society, rather than on wins or losses. Indeed, each coach stated that they experienced a high level of job satisfaction when they felt that they had succeeded in developing student-athletes who were able to lead productive and positive career and family lives after graduating from university. The coaches felt that their own coaching success could be assessed by examining how many athletes' lives they had affected positively, both in the short and long term. These findings reflected the advocacy by Dubin (1990) for Canadian coaches in all sports to develop a balanced and

integrated athlete. Although the findings on coaches' goals, such as developing their athlete, affirmed the research by Desjardins as well as Vallée and Bloom (2003), more empirical research is needed to explore the types of morals and ethics that coaches aspire to develop in their athletes. As well, further research needs to explore the importance coaches place on leaving a lasting positive impression on their athletes, referred in the current study as 'leaving a mark'.

Through focusing on the process rather than the outcome, the coaches in this study seemed to be able to have more potential for achieving their goals. For instance, one coach identified that if the focus was outcome oriented, there was only a minute chance of winning the championship. Thus, only one coach in the CIS could be considered successful. In comparison, by focusing on the process, a coach would be able to set more goals and have more opportunities for achieving them, augmented by the number of athletes for which the coach was responsible. By increasing the opportunities for success and by making them more intrinsic in nature, the coaches in the current study felt a greater amount of satisfaction with their job. In line with this rationale, coaches in the current study placed little emphasis on coaching accolades. These findings were similar to those of Weinberg, Butt, Knight, and Perritt (2001), who also cited results that indicated that university coaches in the United States focused on process goals. By adopting such an approach, coaches were more able to achieve intrinsic and extrinsic success.

These results from the current study were interesting, as previous research on burnout cited that high school and university coaches in the United States with both internal and external measures of success were less likely to feel burnt out or unsatisfied

(Vealey, Udry, Zimmerman, & Soliday, 1992). The researchers stated that an example of an external measure of success could be social recognition, whereas an internal measure of success could be the interpersonal relationship developed with the athletes. By satisfying both internal and external measures, coaches were less likely to burn out, as they were provided with more instances of success. Gilbert and Trudel (2000), while validating the Coaching Model to a team sport context, found that Canadian university team sport coaches emphasized developing their athletes as well as team success. It was interesting to note the contrast in these findings compared to the results of the current study. Coaches in the current study seemed to emphasize that they should eliminate outcome goals, as failing to achieve outcome goals acted as a stressor and source of dissatisfaction. By only focusing on process goals, both the coach and the athletes might be able to satisfy their internal need for achievement. However, it should not be overgeneralized that the coaches in this study felt no need for external success, as this was not always the case. Rather, their primary focus was internal in nature, with external measures, such as qualifying for the playoffs, being the secondary focus. Such external measures will be discussed later in this chapter. This scenario seemed to have maximized the coaches' opportunities for success and satisfaction, though this finding needs further empirical examination.

Sources of coaching pride. Finally, a unique finding was also found in relation to the coaches' measures of success. The coaches cited several internal sources of pride that helped them gain job satisfaction. Specifically, coaches contended that exceeding other people's expectations of themselves and their team, the process of preparation and execution, as well as being resilient and persevering, were extremely important sources of

internal job satisfaction. Examples of this could include developing a team motto, planning out a new defensive team concept and modifying it throughout the season, or not losing to a team by as large a margin as in a previous game. Through such instances, often unnoticed by external members of their coaching environment, the coaches felt a sense of pride and satisfaction. These findings were similar to the coaching philosophies outlined by Bloom and Salmela (2000). In their examination of Canadian elite coaches, Bloom and Salmela found that coaches believed that it was important to work harder than their colleagues, communicate effectively be empathetic, and develop their own personal coaching style. Thus, it seems that coaches derive some sense of pride from a variety of sources, which influence their job satisfaction. In addition, included within this property were the coaches' views on coaching accolades, discussed earlier. Certain coaches felt a sense of pride in not focusing on such extrinsic measures, whereas others felt in the long term, such extrinsic measures were sources of pride and recognition. Further research is needed to examine all four of these elements of coaching pride to better understand its complexities. Although the research of Salmela (1996) as well as Bloom and Salmela also touched on these findings, such empirical research is mostly absent in the coaching psychology literature.

Summary of internal elements category. The higher order category *internal elements* discussed the particular aspects of the coaching philosophy as it related to the goals the coaches in the current study set for themselves and their athletes. In particular, the coaches expanded upon the goals they set that emphasized the athletic, academic, and social development of their athletes. Not only did the coaches in the current study emphasize developing the technical, physical, mental, and tactical skills the athletes

needed for their sport, but the coaches also stressed prioritizing academics and developing the athlete to be a productive member of society after graduation. In addition, the coaches developed such morals and values as work ethic, reaching one's potential, and getting the most out of a situation. The coaches also expanded upon specific sources of coaching pride, such as exceeding others' expectations, preparation and execution, resiliency and perseverance, and accolades. These athlete-related and coach-related goals all focused on the process rather than the outcome, allowing for the coaches to have more opportunities for success. This approach enabled the coaches to gain more job satisfaction, and keep their personal coaching philosophy intact.

External Influences

In addition to *personal variables* and *internal elements*, there were *external influences* that affected the coaches' abilities to find satisfaction in their job. External influences included the tangible and measurable factors within the coaches' environment that affected the level of satisfaction derived from the other higher order categories. This section will explore this category by referring to the previous literature that related to the coaches' university athletic program issues, the coaches' views on winning versus losing, and career-coach issues.

University athletic program issues. The coaches in the current study stated that a major influence on their job satisfaction was their relationship with their superior, the university's athletic director. Specifically, the coaches felt that their relationship with their athletic director could positively or negatively influence their coaching environment, as their employer had the ability to assist or inhibit a collection of coaching responsibilities. For instance, coaches felt a high degree of job satisfaction when they

worked with athletic directors who provided them with independence and created a positive environment for program development. In contrast, the coaches in the current study felt that athletic directors had the ability to create a negative environment by directly or indirectly creating external stressors, such as limiting funds and salaries or influencing coaching and administrative decisions. The coaches felt that often these stressors had the ability to outweigh any positive sources of satisfaction gained elsewhere.

The importance of a positive coach-athletic director relationship seemed to compliment previous research examining the transformational leadership of athletic directors (e.g., Doherty & Danylchuk, 1996; Yosif, 1998). These studies, which examined the relationship between athletic directors and university-level coaches in the United States and Canada, found that, in general, athletic directors high in transformational leadership helped positively influence the job satisfaction of their coaches. Key components of transformational leadership included motivation, stimulation, and consideration. Although the current study did not specifically assess job satisfaction and transformational leadership, the coaches indicated that they preferred working for athletic directors who helped to motivate and stimulate all facets of coaching a university basketball team, and who were considerate of the obstacles that arose throughout the course of the year. These findings seemed to imply the benefits of a positive relationship between the athletic director and the coach within a Canadian university context. This was consistent with studies that found Nigerian (Akindutire, 1993) and American (Taylor, 1992) elite-level coaches to be more satisfied when working within an understanding and cooperative administration.

The coaches contended that, in addition to their relationship with the athletic director, several other facets of the university athletic program influenced their job satisfaction. For instance, the majority of the coaches in the current study cited that their multiple roles as teacher, administrator, and basketball coach tended to create a stressful and complex amalgamation of job responsibilities. In fact, a few coaches stated that they would have preferred to have their responsibilities minimized to only include the actual basketball coaching duties, as the other job responsibilities were constant sources of stress. This finding was consistent with previous research examining coach's job satisfaction (e.g., Akindutire, 1993; Snyder, 1990). Akindutire's examination of Nigerian coaches indicated that this wide range of job responsibilities resulted in excruciating pressures and demands, and often led to burnout. Snyder found that university coaches in the United States had difficulty balancing their roles as coach, administrator, and teacher, and often felt a high degree of stress from this difficulty. Thus, the results from the current study seemed to affirm the findings from a Canadian university coaching standpoint, indicating that coaches' job satisfaction was influenced by their ability to balance their wide range of job responsibilities. This ability seemed to be influenced by the coaches' previous training in these areas, as coaches in the current study with an educational background in administration or teaching seemed to find balancing these roles easier. It is unclear whether this implied that the coaches' education reflected their ability. Thus, further research may want to consider the coaches' educational backgrounds when evaluating this relationship further.

Winning versus losing. Results related to winning versus losing were already discussed within the *internal elements* section. Specifically, coaches contended that

focusing on process goals as opposed to outcome goals allowed them more opportunities for success, resulting in higher job satisfaction. This prior discussion focused mainly on the process goals that the coaches set. Further discussion is needed that explains the outcome goals set. The coaches in the current study stated that although process goals were their primary focus, outcome goals such as qualifying for the playoffs were also made and placed as a secondary focus. The findings seemed to indicate that their primary focus was internal in nature, whereas the coaches' secondary focus was external. An example provided by the coaches in the current study was that they often felt external pressure from their university, alumni, and fan base to perform at a specific level. Due to this pressure, coaches set outcome goals for their team and athletes such as winning a specific amount of games.

These results were similar to the findings made by Gilbert and Trudel (2000) in their validation of the Coaching Model to a team sport context. Specifically, Gilbert and Trudel found that Canadian university team sport coaches set a combination of process and outcome goals. For instance, the hockey coach they studied set goals related to athletic and academic development, as well as qualifying for the playoffs. However, it was interesting to note that coaches in the current study also deemphasized winning. In particular, coaches felt that focusing on winning created a higher level of dissatisfaction for both their athletes and themselves. In addition, the coaches taught their athletes the value of winning and losing. For instance, coaches felt that athletes actually learned and developed more through losing than winning, and that athletes and coaches should learn how to find something positive in losing. Specifically, one coach stated that he tried to turn every losing situation into a small success, by focusing on an aspect of the situation

that could benefit the basketball program. Thus, it seemed that coaches in the current study set both process and outcome goals, resulting in a complex philosophy on winning versus losing. Further research is needed to examine aspects of this philosophy, as it was unclear how the fact that the coaches' winning percentage influenced their job security, and how this related to their job satisfaction. None of the coaches in this study commented on whether their job security and winning percentage were related.

Career-coach issues. Finally, coaches stated that neither they nor their colleagues were at risk for burnout. They attributed this to their positive relationship with their athletes and their emphasis on process goals. Furthermore, the coaches cited their balanced lifestyle as a key contributor to eliminating feelings of burnout. This lifestyle prioritized family and faith, and included activities that provided the coaches with an outlet for stress. The coaches contended that by setting these priorities, and adopting such an athlete-oriented coaching approach, the intensity of dissatisfaction caused by other sources was reduced. These findings were consistent with other research examining burnout (e.g. Akindutire, 1993; Capel, Sisley, & Desertrain, 1987; Dale & Weinberg, 1989; Kelley & Gill, 1993; Quigley, Slack, & Smith, 1987). Specifically, Dale and Weinberg examined burnout in university coaches in the United States, finding that coaches who emphasized developing quality coach-athlete relationships, focused on enjoyment rather than winning, and who were goal-oriented, were less likely to be dissatisfied with their work and experience burnout. Kelley and Gill examined university basketball coaches in the United States and found that coaches who developed a strong support system or social environment experienced less burnout and more job satisfaction. Thus, it appeared that coaches who aspired to be career-coaches were more likely to have

high job satisfaction when they adopted this approach. It was unclear whether this scenario enabled the participants to become career-coaches, or whether their job satisfaction was merely a result of their realization that they had developed an identity of being a career-coach. Further research examining the influence of social identity and job satisfaction may help clarify this query.

Summary of external influences category. The higher order category *external influences* elaborated on factors within the coaches' environment that affected the level of satisfaction derived from the *personal variables* and *internal elements* categories. In particular, the coaches in the current study contended that a specific approach to winning and losing must be made that deemphasized winning and valued the knowledge gained from losing. In addition, the coaches stated that a variety of factors influenced their university athletic program. Specifically, coaches were concerned with issues such as their relationship with their employer, the salary they received, the university environment, and such program concerns as recruiting and publicity. Finally, certain career-coach issues were raised. Specifically, the coaches cited that in order to avoid burnout they should lead a balanced lifestyle that prioritized family, faith, and extracurricular activities that provided stress relief. Thus, the coaches contended that these external factors influenced their ability to gain job satisfaction. Through their philosophy on winning and their ability to handle program and career issues, the coaches in the current study contended they were more likely to maintain job satisfaction.

Summary of the Current Research Study

The current study helped shed light on the factors that affected the job satisfaction of Canadian male university basketball coaches. Specifically, the results provided insight

into what brought coaches satisfaction and enjoyment, what goals they set for themselves, their athletes, and their team, as well as how the coaches measured success. In addition, the results of this study helped to validate the Coaching Model (CM). Specifically, the results of this study contributed to the CM in the following ways. First, the results reemphasized the importance of the coach-athlete relationship in determining the success and satisfaction of the coaching approach. For example, coaches felt that they should develop a positive constructive relationship with their athletes and empower them with a variety of responsibilities. Secondly, the results affirmed the influence of the coaches' personal characteristics on this coaching approach. Thus, coaches felt more job satisfaction when they stayed themselves and employed their personal philosophies within each of their coaching responsibilities. Third, the results helped to clarify the coaching approaches used within the training, organization, and competition aspects of the job, and the resultant success and satisfaction coaches derived from employing their personal philosophies within these domains. These could include how coaches approached skill development in training, their relationship with their athletic director within organization, and their views on winning versus losing in competition. In addition, this study further explored the contextual and external factors which influenced the coaching approach. These were found to include leading a balanced lifestyle, handling a variety of program concerns, and deemphasizing winning. Finally, the results of this study helped to clarify the goal of the coach in a team sport context, affirming the findings of recent research on the CM (e.g., Gilbert & Trudel, 2000; Vallée & Bloom, 2003), as well as elaborating on the relationship job satisfaction has with the success of this goal. Coaches did set outcome goals such as qualifying for the playoffs, but

prioritized process goals such as developing their athletes and improving them within their athletic, academic, and social pursuits.

In addition, this research should be a positive addition to Gilbert's (2002) Analysis of Coaching Science, as it satisfied all three of Gilbert's goals for his database. Firstly, the research can add to a database that helps academics set their future research agendas. Specifically, this study can be expanded upon, allowing for further exploration of the topic of coaching job satisfaction. Currently, this study adds to the 3% of studies that have explored job satisfaction, further clarifying the underlying concepts. Secondly, this study should help coaches realize the potential of coaching research, as the findings of this study, as well as others using the CM as its theoretical framework, may be quite beneficial for young coaches in developing a constructive and positive coaching style. Finally, the results of the current study may be incorporated into coach training programs, as it may be integrated into such educational programs as the 3M NCCP program to help further educate coaches with appropriate coaching approaches that are conducive to job satisfaction.

Upon examining Gilbert's (2002) database, it can be seen that in recent years there has been an increased interest in coaching psychology. This research has examined a variety of aspects, such as motivation, relationship, techniques, and burnout. As coaching research evolves, it has become apparent that regardless of how well trained or experienced the coach is, an unsatisfied coach cannot coach effectively. Thus, it is necessary to understand what makes coaches satisfied with their job, and how coaches handle the daily stressors that accompany coaching in a variety of levels of sports.

Research has examined the topic of job satisfaction mainly with female coaches and coaches in youth sports or in the international environment. Thus, further research was needed to help bridge the gap in the satisfaction research. As well, with the recent development of the Coaching Model, a theoretical framework is available that helps researchers clearly examine how and why a coach works. Research on job satisfaction has not utilized this framework.

The current study aimed to further the job satisfaction research by examining factors affecting the job satisfaction of Canadian male university basketball coaches, using the CM as its framework. The current study employed a qualitative approach, examining six elite Canadian male university basketball coaches. Each coach was interviewed using an in-depth, open-ended format. The interviews were transcribed verbatim and were inductively analyzed following the procedures outlined by Côté and colleagues (Côté, Salmela, Baria, & Russell, 1993: Côté, Salmela, & Russell, 1995a). This analysis revealed three higher-order categories that encapsulated the factors affecting the job satisfaction of the participants. These were labelled *personal variables*, *internal elements*, and *external influences* (Figure 1).

Conclusions

- Throughout their endeavours as an athlete and coach, the coaches in the current study developed a personal philosophy and approach to coaching. This was influenced by a variety of experiences, both positive and negative, and what the coaches learned from them. Through employing their personal approach to coaching, the coaches contended they felt more of a connection and more satisfaction with their job.

- This personal approach to coaching emphasized developing a positive and constructive coach-athlete relationship with members of their team.
- The coach-athlete relationship was highlighted by an effort to improve the athletes athletically, academically, and personally. A variety of methods were used to achieve this, including empowering the athletes, emphasizing work ethic, and being flexible and evolving.
- Internal and external goals were set by the coach when approaching their relationship with their athletes. Internal goals included developing life skills and values, leaving a mark, athletic skill improvement, and prioritizing academics. External goals included qualifying for the playoffs.
- Coaches deemphasized the importance of winning, as they contended that to gain job satisfaction, an emphasis on the process was needed as this allowed for more opportunities for success.
- Coaches implemented certain coaching behaviours that gave them a sense of pride. These included being resilient and persevering, exceeding expectations, and executing a plan.
- A variety of external stressors influenced the coaches' ability to experience satisfaction with their job. These included such program concerns as the athletic-director, salary, and resources.
- If coaches were unable to lead a balanced lifestyle and cope with the possible sources of dissatisfaction, they perceived that the risk of burnout or retirement increased.

- Coaches aimed to lead a satisfied career by being themselves, implementing their personal approach to coaching, dealing with the external stressors that accompanied being a career coach, and focusing on the process of developing their athletes rather than winning championships. The coach-athlete relationship emerged as the biggest influence on coaches' job satisfaction. Developing the athletes as people and leaving a lasting mark on their lives was deemed the greatest source of satisfaction.

Recommendations for Future Research

This study was exploratory in nature, as there was little previous research examining job satisfaction in Canadian university athletics. This study also aimed to further validate the CM. One must be cautious not to overgeneralize the results, as the sample was limited to Canadian male university basketball coaches. The current study should be replicated in other team sports, such as hockey or football, as well as with female coaches, to explore possible sport and/or gender differences. Other levels of coaching may also be examined, to see whether job satisfaction differs at such competitive levels as high school or professional sports.

Further research is needed to explore the sources of coaching pride that were found, as there is a gap in the literature exploring the internal sources of satisfaction that coaches experience. In addition, further research is needed to clarify the perspectives the coaches had on winning and losing, to see how much of a role this plays in job satisfaction, and whether this concept is more than just external in nature, but possibly personal and/or internal. Further research may also examine the issue of transformational leadership from coaches' athletic directors, to help settle the incongruence in the current

literature. As well, research should be conducted that clarifies a variety of other findings from this study, such as the link between salary and a coach's level of job satisfaction, the influence of team chemistry on job satisfaction, the process of athlete empowerment and leaving a mark, the educational backgrounds of the coaches as it relates to job satisfaction, and aspects of becoming a career-coach.

A quantitative examination of this topic may also be conducted, using measures that evaluate the coaches' behaviour at points during the season and the coaches' respective perception of satisfaction. Varying qualitative research may also be conducted, such as stimulated recall which would enable reflection on specific behaviours and the level of satisfaction gained from them. Job satisfaction could also be broken down into specific segments. For instance, research could examine the levels of job satisfaction coaches' experience in specific events, such as practice or competition. Finally, further in-depth qualitative interviews should be conducted to explore and breakdown the coach-athlete relationship further, to better understand how both parties influence the satisfaction of the other.

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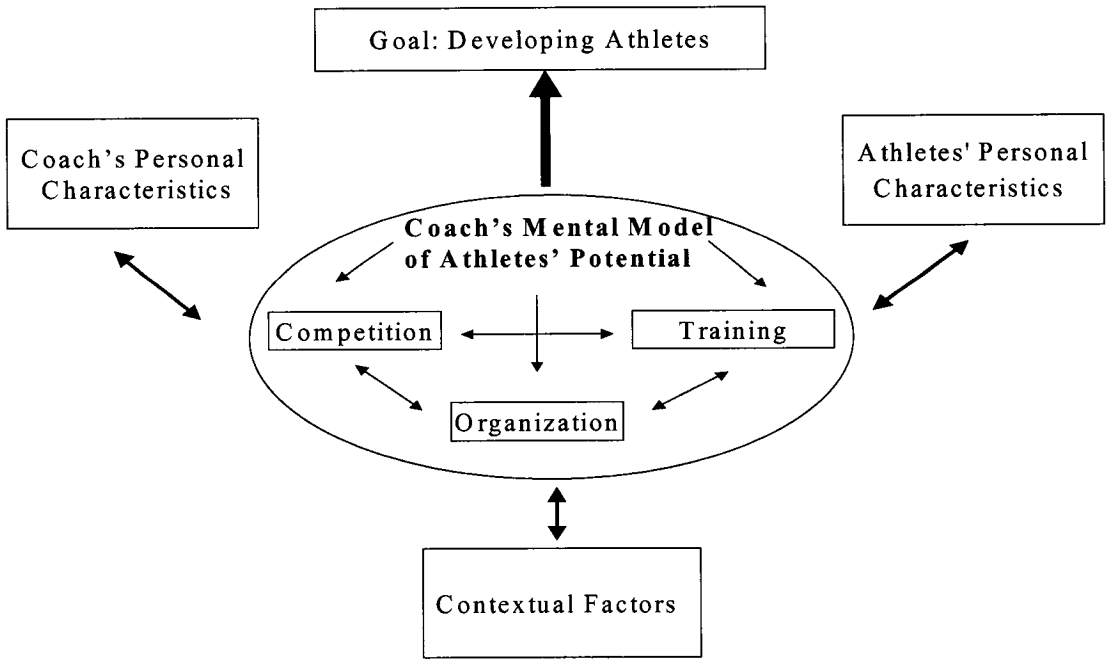
Appendix A

The Coaching Model (CM)



Adapted from:

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Appendix C

Consent Form

This is to state that I agree to participate in the research project entitled:

Factors affecting the job satisfaction of Canadian male university basketball coaches

and conducted by:

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1. ***Purpose*** *– The purpose of this study is to examine factors affecting the job satisfaction of Canadian male university basketball coaches.*

2. ***Procedures*** *– If you choose to participate in this study, you will be asked to participate in a 60-90 minute interview; this interview will be tape-recorded. Following the interview, you will receive a typed transcript of the interview, which you may edit if desired. As well, copies of the results and conclusions of the study will be sent to you prior to the publishing of this data. All information disclosed during the interview will remain confidential and will be used for publication purposes in scholarly journals or for presentations at conferences. The researchers will not disclose names or identities of the participants at any time.*

3. ***Conditions of Participation*** *– Participants must have accumulated at least three years of coaching experience at the varsity level coaching men's university basketball as recognized by the Canadian Interuniversity Sport (CIS). Participants must have at least a .500 winning percentage in their university coaching career, and have received a provincial or national coaching award. Participants are invited to participate in this research project on a voluntary basis. The research entails no particular risk or inconvenience to the participants. Participants have the right to refuse to continue at any time without repercussion.*

I have carefully studied the above and understand my participation in this agreement. I freely consent and voluntarily agree to participate in this study.

Name (please print) _____

Signature _____ Date _____

Appendix D

Demographic Questionnaire

Name: _____

Current Coaching Position: _____

Years Coaching in University Sports as a:

Head Coach: _____

Assistant Coach: _____

Appendix E

Interview Guide

1. Introduction
2. Consent Form
3. Demographic Questionnaire
4. Opening Questions
    a. Describe your athletic career.
        i. Probes:
            1. success
            2. satisfaction/enjoyment
            3. burnout
    b. Describe your evolution to coaching in university sports.
        i. Probes:
            1. leagues coached in
            2. obstacles faced
            3. reasons for success
5. Core Questions
    a. As a head coach for a university team sport, what brings satisfaction and/or enjoyment to your job?
        i. Probes:
            1. what produces feelings of pride and achievement
            2. sources of satisfaction during a losing season
            3. variation depending on time of season
            4. aspects of the coach-athlete relationship
    b. In university sports, what types of goals do you set for yourself, your athletes, and your team?
        i. Probes:
            1. how goals might differ for certain athletes
            2. variety of goals (sport-specific, life-specific, etc.)
            3. importance of goals

c. What would a successful season consist of?
    i. Probes:
        1. success for the coaching staff
        2. success for individual athletes
        3. success for the team as a whole

6. Summary Question
    a. What is a successful and satisfying career for a university team sport coach in your mind?
        i. Probes:
            1. accolades
            2. coach-athlete relationship
            3. athletic program
            4. eliminating feelings of burnout

7. Closing Questions
    a. Would you like to add anything else related to our interview?
    b. Do you have any final questions or concerns?

Appendix F

Table 2

Alphabetical Listing of the Frequency of Responses by Coach

Occurrence of Tags within Each Property by Coach

Tags	n	BB1	BB2	BB3	BB4	BB5	BB6
Appropriate Coaching Approach	3	0	3	0	0	0	0
Assistant Coach Experience	7	1	2	0	2	2	0
Athletic Involvement (Early)	7	0	1	3	1	1	1
Athletic Involvement (High School)	11	1	2	3	1	3	1
Athletic Involvement (Post-University)	5	1	1	0	1	1	1
Athletic Involvement (University)	7	1	1	1	1	1	2
Attitudes towards Losing	7	6	0	1	0	0	0
Being Flexible and Evolving	5	1	0	1	0	3	0
Being Yourself	5	2	0	2	0	1	0
Burnout and Retirement	6	1	1	1	2	0	1
Coach Education	5	0	0	2	3	0	0
Coach-Athlete Barrier	5	1	0	1	0	2	1
Coach-Athlete Relationship	15	4	3	1	3	3	1
Coach-Athletic Director Relationship	7	0	3	2	1	0	1
Coaching Camaraderie	3	1	0	0	2	0	0
Coaching Mentors	3	1	0	1	0	1	0
Coaching Salary	6	0	1	1	3	0	1
Coach-Referee Relationship	1	0	0	1	0	0	0
College Coaching Experience	4	0	2	1	0	1	0
Concern~Athletic~Pers [a]	6	1	3	0	1	1	0
De-Emphasizing Winning	6	0	0	1	0	5	0
Developing Life Skills and Values	18	1	8	4	2	2	1
Emphasizing Winning	12	6	0	0	3	0	3
Empowering the Athlete	5	0	2	2	0	1	0
Exceeding Expectations	3	1	1	0	0	0	1
Family Support	5	0	0	2	1	2	0
Getting the Most out of Your Players	13	4	3	0	3	1	2
High School Coaching Experience	5	2	1	0	1	0	1
Importance of a Work Ethic	16	5	3	3	0	1	4
Importance of Coaching Accolades	5	1	1	1	1	1	0
Influence of Assistant Coaches	3	2	0	1	0	0	0
Learning from Defeat	9	2	1	3	1	1	1
Leaving a Mark	10	4	2	2	2	0	0

(continued)

[a] Concern for the Athletic and Personal Career Development of the Athletes

Table 2 *(continued)*

Tags	n	BB1	BB2	BB3	BB4	BB5	BB6
Love of Competition as a Coach	3	2	1	0	0	0	0
Love of Competition as an Athlete	6	2	2	0	2	0	0
Love of the Game	14	4	0	3	1	5	1
Methods of Stress Relief	4	0	0	2	1	1	0
Non-Basketball Coaching Experience	3	2	0	0	1	0	0
Personal Success as an Athlete	17	1	4	4	0	4	4
Preparation and Execution	5	2	1	1	0	0	1
Prioritizing Academics	16	2	2	1	4	3	4
Program Development	7	0	3	3	1	0	0
Provincial Coaching Experience	5	4	0	0	1	0	0
Publicity	2	0	0	2	0	0	0
Qualifying for the CIS Championship	9	1	1	4	2	0	1
Reaching one's Potential	5	1	0	0	2	2	0
Recruiting	4	0	0	1	1	1	1
Resiliency and Perseverance	8	0	0	3	3	0	2
Role of Teacher	8	2	2	1	1	1	1
Setting Game Goals	2	0	0	2	0	0	0
Skill/Athletic Improvement	13	5	0	1	1	1	5
Team Chemistry	4	2	1	0	1	0	0
University Environment	1	1	0	0	0	0	0
University Head Coach Experience	12	3	1	2	2	1	3
Totals	**376**	**84**	**63**	**71**	**59**	**53**	**46**