

INTERNSHIP FOR
NEBO SCHOOL DISTRICT
SALEM HILLS HIGH SCHOOL BASEBALL

A Capstone Internship Portfolio submitted to Southern Utah University
in partial fulfillment of the requirement for the degree

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Abstract

Since January 24, 2011 to current, I have worked as an intern coaching the sophomore baseball team at Salem Hills High School in the Nebo School District. I work closely with the head coach, Scott Haney, and other staff/coaches to try and make these high school students have the best experience possible while in this baseball program. The main goals and objectives for this program are to develop each baseball player individually and to build strong team unity skills overall. This portfolio gives an account of my responsibilities and duties, my experiences working with the students, the outcome, and what it means to me personally, academically and professionally.

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Introduction

The main goals and objectives for the Salem Hills baseball program are to develop each baseball player individually and to build strong team unity skills overall. Through organizing and overseeing these responsibilities, as the coach of the sophomore team, I have had many opportunities to use and develop my leadership and communication skills. Working with the players on this baseball team, I have been able to analyze and try to better the communication and team dynamics. I have observed what works and doesn't work when trying to motivate the players and the team. This experience has provided several examples for me to evaluate in the future with regards to coaching and leading high school baseball players with many personalities and backgrounds. As I have observed several problems and issues within the team, I have continued to explore and research a variety of leadership styles and models that would contribute to best practices for motivating a baseball team. The following paper will focus on the research and results that have helped me in this endeavor.

Literature Review

Youth sport participation in our society continues to grow, with recent data suggesting that 90% of American children participate in at least one organized youth sport before finishing high school (Salva, 2004). As a result, organized team sports are becoming important informal learning contexts (Heath, 1991) in which young athletes are taught, motivated, and guided by their coaches.

Although there are many factors that affect organizational performance, the role of a leader is crucial. Nowhere is this seen more clearly than on athletic teams, where organizational success is measured so accurately and where coaches are held responsible for performance. Coaches, just as leaders of other formal organizations, combine power of their position with a particular leadership style to maximize organizational performance. Furthermore, since the legitimacy of the coach's power is typically unquestioned, the important variable in explaining coaching success becomes leadership style (Pratt & Eitzen 1989).

Being the leader and coach of the Salem Hills Sophomore team will enhance my leadership and motivation skills as a person and coach. Included in this section is the literature and research I have found on how to be a better coach and leader in order to motivate my players and create the best possible environment for them.

The Essence of Leadership

The concept of leadership has changed throughout time and will continue to change as research advances. Rost (1993) defined leadership as an influential relationship among leaders and followers who intend changes that reflect a shared purpose. Three key portions of this definition included 1) the concept of leadership being among people, 2) the desired change, and 3) a shared purpose. Other definitions focused on the influence of leaders on followers (Smith &

Peterson, 1988). For example, Barrow (1977) stated that, "Leadership is the behavioral process of influencing individuals or groups toward set goals" (p.232). Rost's (1993) definition assumed a reciprocal relationship between leaders and followers. In addition, leadership definitions typically involved a goal or striving toward changes, instead of accepting the current situation. Rost's (1993) definition included a shared purpose. The inclusion of followers' input into goals was a change occurring through history. For example, many definitions focused on the organization's goals only, such as Tosi, Rizzo, and Carrol (1986) stated, "Leadership is interpersonal influence which occurs when one person is able to gain compliance from another in the direction of organizationally desired goals" (p. 550). Therefore, follower needs have become more influential on leadership theories. Overall, Chelladurai (2001) summarized, "All definitions of leadership emphasize that it is a behavioral process aimed at influencing members to work toward achieving the group's goal" (p. 277).

Leadership Styles

To discover my own personal leadership style, it is first important to understand the principle of what leadership is and the different styles of leaderships there are. In the book *The Leader Within*, it defines leadership as the process of influencing the task and social dimensions of a group to help it reach its goal. It continues to say that leadership can involve more than one individual and that all group members can share leadership (1997). Fujishin says, "A leader is an individual who is perceived by group members as having a legitimate position of power or influence in the group (1997)." Ernest Bormann (1990) developed a theory of leader emergence where a small, zero-history group selects a leader by a process of elimination. Potential leaders are ruled out one after the other until a single person remains.

The three styles of leadership that are most commonly talked about are autocratic, democratic, and laissez-faire. These styles explain how a person leads and not why that individual became a leader. All three of the leadership styles are very different approaches and each can have advantages and disadvantages, especially in the different settings of why the leadership is needed.

Autocratic leadership, also known as authoritarian leadership, is a leader who rules with firm control over the group. They provide clear expectations for what needs to be done, when it should be done, and how it should be done. There is a clear division of the leader and his members or followers. An authoritarian leader makes most of the decisions independently, with little or no input from the rest of the group. To the authoritarian leader, subordinates are considered instruments of the organization with little opportunity to initiate change (Sage, 1975). According to researchers, this can be a productive leadership style and is very efficient. It works best if there is little time for groups to make decisions or if the leader is the most knowledgeable member of the group. Even though it is an efficient style, the decision-making is less creative under the authoritarian leadership style.

Sage (1975) characterized the traditional authoritarian form of athletic coaches in the following passage:

Some coaches have structured coach-player relations along authoritarian lines; they have analyzed and structured sports team positions for precise specialization of the performers, and they have endeavored to control player behavior not only throughout practice and contest periods but also on a round-the clock bases, e.g., grooming rules, training rules, dating behavior. An observer at many athletic team practice sessions might believe that

he was viewing a factory assembly line work shift. Indeed, the coaches punctuate the air with shouts of “work, work, work.”

The organization in this case is the team and the players under this form of leadership are the instruments for the fulfillment of organizational goals. In most cases, they have not been consulted about the organizational goals (it is assumed that they want to be champions and that they are willing to pay the price to be winners). They have not been consulted about the team membership, practice methods, team strategy, or any of the other dynamic functions of a team. The assumption has been made that they have nothing to contribute toward identifying group goals and the means for achieving them. Decisions are made by management (the coach), after a thorough cost efficiency analysis, and the players are expected to carry out the will of the coach for the accomplishment of organizational goals. (pp. 301-2)

The reasons for coaches to be authoritarian lie in structural conditions (Coakley 1982). As Edwards (1973) pointed out, coaches are held accountable for the outcome of activities fraught with uncertainties: injuries, the weather, poor officiating, mental lapses by athletes, bad luck, and exceptional play by the opponents. Faced with these uncertainties, coaches strive for as much control as possible. They may react by driving their athletes to the limits through extraordinarily grueling workouts, excessive time demands, and dehumanizing practices. This situation of limited control with complete liability leads many, if not most, coaches to insist on complete authority over their players. Insubordination is not to be tolerated, and exaggerated team loyalty is demanded. Their efforts to control lead, commonly, to what Edwards (1973) has called “semi-rational” ways to control uncertainties:

Here, the attempt is to exercise as much control as possible even if the factor controlled has little input, undetermined input, or no input at all into influencing outcomes. Bed checks, uniformity of dress, ‘mustache’ rules all may reflect in part semi-rational attempts by coaches to control uncertainties. (p. 138)

Coaches are also confronted with considerable role strain. The role of the coach in a school setting is a complex one with demands, sometimes conflicting, coming from such diverse counter-roles as players, the parents of players, school administrators, faculty, booster clubs, other coaches, and the like. Faced with these conflicts, coaches often opt for the security of formal rules, social distance in interpersonal relationships, and an unyielding inflexibility in their methods (Pratt & Eitzen 1989). In sum, given the pressures, uncertainties, and role strain that coaches face, they tend to be overly concerned with control, organization, and unquestioned commitment (Carron, 1978).

In contrast to the authoritarian leadership style, the democratic leadership, also known as participative leadership, emphasizes in the participation of group members in discussion and decision-making. These leaders offer guidance, but they also participate in the group and allow input by the members. This style is lead more by example than force. The democratic model further assumes that the work groups incorporate the individuals into a single unit characterized by equality and interpersonal relations where the goals of the organization and the goals of its members are the same (Pratt & Eitzen 1989). Most importantly, research suggests that the democratic leadership style is the most productive and effective. According to Lewin’s research, the members’ contributions were of much higher quality because group members feel more engaged and motivated. ~~W~~Work groups characterized by a democratic atmosphere will have

higher morale, more commitment to the organization, and greater productivity than those work groups directed by authoritarian leaders” (Pratt & Eitzen 1989).

Democratic leaders are supportive. They are considerate of the needs and preferences of their subordinates, treating them humanely. Leaders are consultative, participative, and democratic (instead of unilateral, autocratic, and arbitrary) in decision making. Their style of leadership is one of supervising in a general manner rather than imposing tight controls (Filley and House, 1969).

In applying a Human Relations model of leadership to sports, the coach will not assume that the total team program takes precedence over the needs and desires of the team members. Preferences of the individual will be given equal consideration with those of the team. Team objectives and methods of reaching them will be accomplished by consultation with all team members. The coach will restrict his own authority to essentials, not imposing his arbitrary will upon the players. The old arrangement by which the athletes are instruments of the coach will give way to a mutuality in which each functions to the advantage of the other. (Sage, 1975, p.306)

Lastly, the laissez-faire leader, or passive leader, is one who lets the group lead itself. There is little or no guidance or direction by the leader and all decision-making is left up to the group members. This leader lets group members‘ work by themselves, and does not try to enforce their position as a leader upon the group members. There are not very defined roles and less motivation in this style of leadership, so it is ideal for those that need a lot of freedom in order to perform well. This kind of leadership style is most effective in groups that have extremely independent and highly qualified people in an area of expertise (Fujishin 1997).

According to Bass, laissez-fair leadership style implies avoidance or absence of leadership. The leader leaves responsibility for the work to followers and avoids setting goals and clarifying expectations, organizing priorities, becoming involve when important issues arise, taking a stand on issues and making decisions. If this style is used as a component of other leadership styles it allows for the possibility of self-management (Bass, 1990 and Bass & Avolio, 1994). Because of this, the laissez-faire leadership style does not apply to the role of being a leader in a coach setting and the responsibilities coaching requires and will not be discussed in depth for this paper.

Organizational Effectiveness

Traditionally, the two approaches researchers' use most frequently in the study of organizational effectiveness are the systems resource approach and the goal model.

The systems resource approach, as presented by Yuchtman and Seashore (1967), conceptualize effectiveness as an organization's ability to exploit its environment and acquire scarce and valued resources. Organizations achieving the highest level of effectiveness are ones that maximize their bargaining position and optimize their resource procurement (Yuchtman & Seashore, 1967, p. 902).

The basic assumption of the goal model is that, "effectiveness of a specific organization is determined by the degree to which it realized its goals" (Etzioni, 1964, 8). However, organizations often have conflicting goals. Official goals state a general purpose to the organization while operative goals describe what the organization is attempting to do regardless of its official policy (Perrow, 1961). The disadvantage with the goal model is that organizational goals, specifically operative goals, often shift. They shift as a result of the organizations' interaction with its environment, as a result of internal organizational changes, or as a result of

indirect pressures from the environment (Hall, 1982, pp. 280-81). Yet, despite these shortcomings, the goal approach does focus on the rational purposive aspects of the organization, it is a value-free approach, and the method is relatively simple to use (Ghorpade, 1970).

For my research in this paper, the organizational effectiveness would be measured by how well the organization achieves its goal. Sports organizations provide an accurate measure of organizational effectiveness, one that is shared by the organization, the organization's constituency, and the participants (Pratt & Eitzen, 1989).

Leadership Style and Organizational Effectiveness

Traditionally, schools, the military, factories, and athletic teams have, with few exceptions, been characterized by the authoritarian style of leadership. Does that form of leadership lead to greater effectiveness than the democratic style? The evidence from the literature on formal organizations and more specifically for sports teams provides mixed signals.

The mixed finding on leadership style and organizational effectiveness are exemplified by Dubin (1965), who after reviewing the research found some researchers reported that greater productivity was associated with supportive leadership, others reported no difference, and still others found autocratic leadership to be the most effective. The fundamental reason for such confounding evidence is that the group performance is an exceedingly complex phenomenon. Whether a group performs well may be the result of leadership style, the morale of subordinates (which, like many of the factors mentioned here, may or may not be dependent on leadership style), group cohesiveness, the performance level, the maturity of the members, the size of the group, the type of product or service, whether the tasks require interaction or independent action, or some other variable.

Given the complexity of groups, what do we know about the impact of leadership style on goal attainment? Hall (1982), in summarizing the literature, suggested that autocratic leadership appears to be most effective where short-run gains are required and when subordinates expect to be supervised in an autocratic manner. Along these lines, Filley and House (1969) concluded that supportive leadership is most effective under the following conditions: (1) when decisions are not routine in nature; (2) when the information required for effective decision making cannot be standardized or centralized; (3) when decisions allow time to involve subordinates in a participative decision-making process; (4) when subordinates feel a strong need for independence; (5) when subordinates regard their participation in decision making as legitimate; (6) when subordinates see themselves able to contribute to the decision-making process; and (7) when subordinates are confident of their ability to work without the reassurance of close supervision. Hall (1982), reflecting on the conclusions of Filley and House (1969), suggested that the organizations where democratic leadership will be most effective are in

the less formalized organizations that must rely on the inputs of their own members if they are to be effective. Their technology is such that there is a constant search for new ideas and solutions to problems. The obvious corollary of the findings as to the kind of organization in which supportive leadership styles are likely to be effective is that in the opposite kind of organization, such forms of leadership are least likely to be effective. That is, in organizations in which decisions are routine information is standardized, and so on, effective leadership is more likely to take the autocratic form, because inputs from the individual members of the organization are not so important and there is not the same need for time spent in the decision-making process (pp. 165-66).

The conditions under which autocratic or democratic leadership styles are most effective in formal organizations suggests that the most successful sport teams would likely be autocratic. However, a review of the effects of leadership style on team effectiveness (winning) is just as mixed for other organizations (McPherson, 1977; Sage, 1980).

A number of studies involving the leadership style of coaches provide decidedly mixed messages. Bird (1977) studied women's intercollegiate volleyball teams at two skill levels and found that players on winning teams in the more skilled league perceived their coaches to be relationship-centered, while players on losing teams perceived their coaches to be task-oriented. The reverse was found in the less skilled league. Walsh and Carron (1977) found no difference between coaches scoring high on Machiavellian scale (i.e., authoritarian) and their win loss records. Similarly, Lenk (1977), who examined rowing teams but also reviewed the literature on coaching styles and team performance concluded: "With respect to the level of achievement, there is no unquestionable proof for one or the other style being decisively more successful" (p. 83).

These mixed results are echoed by coaches who advocate one or the other of these contrasting leadership styles. Representative of the supporters of the authoritarian model is Ralph Sabok (1979) who wrote in his text on coaching: In the history of sport, no team has ever been consistently successful without a high degree of team discipline. It is interesting to note that the ten "winningest" college football coaches in the last 27 years are among the strictest disciplinarians in coaching (p. 57).

A contrary position is taken by another coach, Les Leggett (1983), who argued in his essay to coaches that they will fail if they take an "F" approach: Coaches cannot last long if they do not enter the practice and games as a joint, enthusiastic, fun, hard-working venture. To

criticize athletes, resist suggestions, or become defensive is the beginning of another failing coach (p.62).

What are we to make of these widely varying results and opinions? Pratt and Eitzen (1989) set out to determine if differences in team effectiveness can be attributed to differences in coaching styles. After conducting their study of head basketball coaches at the high school level, Pratt and Eitzen (1989) also found that trying to link leadership style to team effectiveness is inconclusive. They concluded that this is because of the following two reasons:

First, the relationship between the leader and the led is so complex. We have examined the effects of some variables, but many factors such as team homogeneity, player leadership, tradition, and community support are crucial to team success. Second, and most crucially, the dynamics of leadership are such that few coaches are consistent in their demands and relationship with their charges. The most successful coach may be especially effective when she or he correctly adapts to the needs of particular players and situations, sometimes being demanding, other times supportive. The unsuccessful coach may be the most unyielding or the one least adept at knowing when a change is required and what the appropriate behavior should be (p. 320).

After looking at this research of the effectiveness of mixed leadership styles, this leads me back to the book, *The Leader Within*, where Fujishin describes the functional approach, which examines the communication behaviors of any group member that leads the group closer to its goal effectively. The following are the specific communication behaviors suggested to help the group reach its goal: requesting information, providing, information, clarifying information, guiding discussion, summarizing, analyzing, negotiating, encouraging, expressing feelings, harmonizing, and energizing (Fujishin, 1997). Thus, as long as the behaviors above are

being accomplished and the team is meeting its goals, then an individual is being an effective leader.

Are there other determinants of a group being successful and effective? The leader's communication skills and their relationship with the group are other important factors in being successful, regardless of the leadership style used. Understanding this as well as what other things lead to failure or success within a group is what makes a great leader. Many believe that it is important to master more than one leadership style to have the best climate and performance. Daniel Goleman says, "The business environment is continually changing and a leader must respond in kind. Hour to hour, day to day, week to week, executives must play their leadership styles like a pro — using the right one at just the right time and in the right measure. The payoff is in the results (2000)."

Lead Up

In the book, *The 360-Degree Leader*, by John C. Maxwell (2005), he explains the principles leaders can use to bring value and influence to and from anywhere in the organization, allowing them to lead up with their leader, lead across with colleagues, and lead down with followers. Coach efficacy is the belief coaches have in their ability to carry out a certain course of action. Specifically, coaching efficacy comprises four dimensions: character building, motivation technique, and game strategy (Feltz, Chase, Moritz & Sullivan, 1999). The principles taught by Maxwell will help create a better leader and higher coach efficacy.

Leading up is the process of influencing a leader. The principles of leading up greatly increase the chance for success. The success will come from the leaders above that person will learn to trust and rely on subordinates in addition to seeking advice from them. The first principle Maxwell discusses, is leading yourself. He says, "Lead yourself. That's where it all

starts. Besides, if you wouldn't follow yourself, why should anyone else" (2005)? Leaders are impressed by people who manage themselves, maximize opportunities, and leverage personal strengths. Self-management requires managing emotions by controlling them and knowing when to display certain ones. Leaders must also be able to manage their time and their priorities. Managing your energy levels, ways of thinking, and personal life, all show that you are a good leader, even if you are in the middle of the organization.

As a coach, you are asking the players to perform at their best potential and be their best. But you have to be great yourself in order to ask this of your players or other associate coaches. When leading up with other coaches and head coaches on the team it is important to manage yourself and your own coaching role for your team. If you can balance your energy, come prepared, and be motivated for your team, you are leading yourself and showing others that you can handle the responsibilities that coaching takes.

Another principle Maxwell discusses in leading up is the ability to connect with everyone around them and establish good relationships. He suggests that one way to encourage strong connections is to listen to people to find out what is important to them. Once the priorities, visions, interests, and personalities are understood, leaders can share their enthusiasm and earn their trust and lead up. In the coaching environment relationships are very important. Research has shown that a coach will remain committed to coaching when the organization or community he or she coaches for is committed to him or her as a coach (Kent & Sullivan, 2003). Social support is a key component; a coach needs to feel appreciated and welcome by the organization and the community for the job he or she does (Feltz et al., 1999). You never want to undermine a coach and his game plan. Staying united as a coaching staff will allow the team to be more

unified. The players will share the same vision that the whole coaching staff shares when the coaches are communicating, listening, and trusting in one another.

Timing is another vital principle to good leadership. Maxwell suggests that leaders need to understand when time is running out, when to hold back, and when to push ahead. A good idea presented at the wrong time can be perceived as a bad idea. Learning to back off when the timing is off is essential. Timing with communication between coaches is vital. In a crucial part of a game, a suggestion can be taken very wrong even if the idea is good. You want to share your ideas in a manner that the coach is willing and ready to listen. You do not want to belittle a coach by sharing criticisms or helpful suggestions at a bad time.

Not only is timing important, but becoming a team member who gets things done and demonstrates competency, responsibility, and reliability becomes the one people will turn to when things need to happen. Leaders are continually looking for people who will step up and take on the next challenge when it matters. These players produce under pressure when the momentum is low, when the load is heavy and when the leader is absent. They deliver results under limited time frames and no matter how tough the situation is. Often the success of a coach is reflected on their wins and losses. Research has shown that the win loss record of a coach positively affected his level of efficacy regarding game strategy and motivation (Sullivan & Kent, 2003). Because of this, leadership within the game is vital. Making crucial decisions during a game, when it really matters, is what separates a good coach from a great coach. And it is the great coaches that everyone wants to associate with.

Lead Across

Maxwell said, “Leaders must be able to lead other leaders—not just those below them, but also those above and alongside them.” This means leaders in the middle are effectively

leaders of leaders. To succeed leading in this way, it is critical to help peers win. One of the principles Maxwell emphasizes when discussing leading across with other colleagues is the idea of using teamwork. Rather than competing with fellow leaders, good leaders work to complete projects with them. Teamwork and competition together are a powerful force. By channeling competition, leaders and their teams can win as a whole, garner mutual respect, gain credibility and exert influence.

Not only is it important for coaches to be united and work together within their own organization, but also with other coaches that you compete against. Showing good sportsmanship and respect with other coaches in the league will help create a good program and raise the level of clean competition that players and coaches want to be involved in.

Another idea Maxwell suggests in order to be a 360-Degree Leader, is that we need to recognize when to resist fighting for your own ideas and let the best ideas win. To do this it means listening and being open to new ideas. One way to work together with other coaches as well as keep coaching techniques on the same page is to hold education classes or certification clinics. Lee, Malete and Feltz (2002) found that coaching education provides valuable information on technical skills and game strategy, which positively affect the coach's efficacy. Each coach has their own styles and ways of leading and coaching a team. Previous coaching experience can provide a wealth of knowledge and the opportunity to use new coaching techniques. Sullivan and Kent (2003) found that previous coaching experience positively influenced a coach's level of efficacy. It is important to be open to and follow through with other coaches' experiences and knowledge they have previously learned.

We don't need to be perfect to be a good leader or coach. It is more effective to admit faults, worry less about what people think, put away pride, and be open to learning from others.

Maxwell (2005) said, “Pride is really nothing more than a form of selfishness, and pretense is only a way to keep people at arm’s length so that they can’t see who you really are. Instead of impressing others, let them impress you.”

Lead Down

As part of coaching efficacy, character-building addresses a coach’s beliefs in influencing an athlete’s personal development and attitude. And motivation examines a coach’s belief in influencing the psychological state of an athlete. These along with technique and game strategy, have been determined to be the building blocks on which coaching efficacy is gauged (Felt et al., 1999). In order to have higher coach efficacy and be a better leader, Maxwell suggests that leaders who lead down help people realize their potential, become a strong role model, and encourage others to become part of a higher purpose.

The first and foremost step in being a 360-Degree leader is walking the halls, connecting with people, being visible and approachable. Leaders can be seen as inaccessible, which only reduces their influence over their team. Leaders express that they care, and pay attention to others while creating a healthy balance between personal and professional interest.

The “open door” policy is fundamental as a coach. Being able to let your players talk to you will create open communication and strong relationships. Having good connections with your players will help you as a coach get to know your players, their potential, and what motivates them to play their best and improve.

Not only can you influence them to play better, but to be better as people and in other facets of their life. Another lead down principle Maxwell recommends is to be a leader that develops their people so that those people get the job done at the highest level. Development means helping people improve as individuals. Development is based on individual needs which

involves finding out about each person's dreams and aspirations. Developing everyone differently while keeping to organizational goals will help people to grow and reach their full potential. Each player is different and motivated by different tactics; finding out what motivates them will help them reach their full potential. As a coach you have to challenge your players to be better everyday and play better each time. Let all the players know the end goal and when they make a mistake that defeats that goal, challenge them to go to a higher level and aspire to be their best.

Successful leaders find strength zones in their people. If employees are continually asked to work in their areas of weakness, they will quickly become demoralized and less productive. Maxwell recommends first, determining each employee's strengths. Second, they must give them the right job, and third; identify the skills people must have to be a success. Then it is the leader's responsibility to provide high-quality, world-class training so people are equipped to win. If one of your player's isn't good at catching fly balls, don't put them in the outfield. As a coach, putting your players in the right rotation and positions is key to being successful.

“Whatever action leaders reward will be repeated” (Maxwell, 2005). Leaders need to give praise both publicly and privately, and with a concrete reward. It is also important that not everyone is rewarded in the same way because someone may be twice as productive as someone else. Smart leaders promote and reward their people whenever possible. Praise is huge in being a good leader and coach to players. If a player gets a hit, you make sure they know that you recognize they made a play that contributed to the win of the team. Giving that praise in front of the other players will help the players be aware of the importance of acknowledging good plays and will create a good positive environment for the team as a whole.

Coaching Communication

Recent findings indicate that 55 percent of parents reported their children have dropped out of sports because they were too competitive, with many indicating a desire for coaches to focus less on winning as the one thing they would change about their children's athletic experience (Cary, Dotinga, & Comarow, 2004). However, this focus on winning is a difficult tendency for coaches to modify since the very nature of sports competition often advocates winning as an outcome. The win-lose characteristic has the potential to produce potential feelings of regret for athletes. The messages coaches select can be powerful predictors of how athletes (especially younger athletes) view their athletic experience (Turman, 2001, 2003), and coaches may further emphasize the importance of winning by using messages that invoke regret.

Performance feedback is an important feature of any instructional process, whereby coaches are afforded the opportunity to provide an assessment of athletes' overall performance. How a coach chooses to frame this feedback can directly influence the attributions athletes make about their athletic experience, or even produce feelings of regret as they reflect upon what "could have" or "should have" happened (Turman, 2005). Regret has been described as a complex cognitive emotion that tends to exemplify a "painful judgment and the state of feeling sorry for misfortunes, limitations, losses, shortcomings, transgression, or mistakes" (Landman, 1993, p.4).

Turman (2005) found that high school football coaches relied upon a variety of regret messages including accountability, individual performance, collective failure, social significance, regret reduction, and future regret. Findings from this analysis indicate that the tendency for coaches to focus on messages that incorporated regret increases the likelihood that a majority of athletes will feel dissatisfied with their athletic experience.

Coaching feedback stands as one overt communicative facet of the coach-athlete relationship, and the type, amount, and timeliness of that feedback appears to influence athletes' self-efficacy (Parrott & Dugan, 1999), self-confidence (Black & Weiss, 1992), and satisfaction (Smith & Smoll, 1990). When examining how interaction with the coach influenced athletes, Turman (2003) found cohesion was reduced when coaches embarrassed and ridiculed players, or demonstrated inequity by showing favoritism to individual athletes or units. Conversely, team cohesion levels increased when coaches praised and teased athletes, utilized team prayer, and showed dedication to the sport.

In the often competitive environment of athletics, it is logical that coaches understand the result of poor performance and have an interest in using messages that present athletes with antecedents to produce the desired outcome for the team. By assigning cause for the various team outcomes, coaches engage in an important attribution process. Attribution theory provides a useful framework for interpreting coach regret messages, as the strategy employed by coaches to assign cause to an event can serve as an important predictor for future behaviors (Heider, 1958). Consistent with research on performance feedback in an instructional context, the attribution process often produces a self-serving effect, whereby students have been found to view success as an internal cause. Failure, on the other hand, is more often attributed to external circumstances including the situation, or student/teacher characteristics (Gorham & Christophel, 1992; Gorham & Millette, 1997).

Attribution theory seeks to explain how individuals account for their experiences, with an emphasis on the causal attributions we make about the environment, individual behavior, or both (Heider, 1958). Weiner's (1986) theory of attribution and emotion establishes ties between attribution and the emotional response we experience as a result of positive and negative events.

Emotions emerge as a result of one's interpretation of the event, and events that require an appraisal can be either good or bad depending on how it connects to the actor's goal. Weiner suggests that these emotions are "outcome dependent" because they are directly tied to the event (p.121).

In the context of sports, participants are often confronted with success and failure that produce a wide range of emotional responses. Such emotions may also infuse a need for self-reflection as to how the outcome may have been different if one's actions had changed (Turman, 2007). Turman (2007) said, "Attribution and regret about unsuccessful or ineffective outcomes is the byproduct of many group experiences, especially sports, where the very nature of competition supports winning as the primary outcome for athletic events at almost all levels."

Athlete ability is developed before the contest begins as a result of practice and/or an athlete's physical prowess. However, through Turman's studies, he found that effort is one variable that coaches can successfully manipulate during their speeches by emphasizing the level of regret athletes may attribute to their lack of effort at the end of the contest. Turman (2007) said the following:

Discussing effort as an important antecedent to a team's successful outcome appears to be a noteworthy way for coaches to emphasize internal features athletes can control, while de-emphasizing the possible attribution to external forces (a referee's bad call or playing on an opponent's home court). As a result, regret is further enhanced as athletes are required to look internally when making attributions about how the outcome could have been different. The same could be said for winning teams, whereby a focus on internal rather than external antecedents places a consistent emphasis on athletes' effort for influencing team success (p. 349).

Ernest Bormann's *Symbolic Convergence Theory* offers a promising method of looking at small group interaction and cohesiveness. When individuals who are not familiar with each other come together for the sake of achieving a common goal, be it a group in an organization or a team working on winning an athletic event, the symbolic convergence theory presents an understandable and generally accurate stance on how cohesiveness within the group is attained.

The symbolic convergence theory is praised and even considered a bit unusual, because it meets the criteria for both scientific and humanistic standards. Symbolic Convergence Theory is credible because it fulfills the "twin objectives of scientific knowledge" (Griffin, 1991, p.34). Bormann's theory meets the scientific standards of explanation of the result, relative simplicity, and practical utility.

Symbolic convergence theory meets the humanistic standards of aesthetic appeal (in some cases), community of agreement, and reform of society. While it appears that all five requirements must be met in order to make a good scientific theory, it is only necessary that some of the standards be met to achieve a good humanistic theory. In this light, it appears that Bormann has created more of a humanistic theory than a scientific one. However, because symbolic convergence theory manages to meet the criteria for three out of five of both sides, the theory serves as an acclaimed attempt at combining the two views (Griffin, 1991).

The symbolic convergence theory is based on the idea that members in a group must exchange fantasies in order to form a cohesive group. In this theory, a fantasy does not refer to fictitious stories or erotic desires. Fantasies are stories or jokes that contain or reveal emotion. Fantasies include events from a group member's past, or an event that may occur in the future. Fantasies do not include any communication that focuses on what is going on inside of the

group. For example, when a coach talks to his players about his family and that he is going to his son's birthday party after practice, he has expressed a fantasy.

A fantasy chain reaction is a positive and energetic response to the initial fantasy. When the coach mentions his son's birthday, several other group members add how they must attend their brother's soccer game after practice. The atmosphere in the work environment has gone from serious to comfortable and even energetic and a fantasy chain reaction has been ignited. Once the fantasy chain reaction begins, common ground is established between group members and cohesion, no matter how slight, has formed.

Cohesion within a group is not an immediate form of action. A single fantasy chain event will not bring about complete cohesion. Generally, a variety of fantasies will be expressed over the course of the group project, so that formerly excluded members can find common ground with and relate to the rest of the group. Creating cohesion within a group takes time, because recognizing similarities and developing a comfortable atmosphere is a gradual and critical process that a group must endure.

According to Griffin (1991), "Through symbolic convergence, individuals build a sense of community or a group consciousness" (p. 34). As symbolic convergence ties a group together with cohesive bonds, a sense of togetherness is formed. Individual members begin using the words "we" instead of "I," and "us" instead of "me." Members may even become attached to each other, and sometimes, group conformity takes place. This cohesion is essential when creating unity for an athletic team

Self-Deception

Leadership and Self-Deception introduces readers to an important new idea in organizational thinking. It shows how the problems that typically prevent superior performance

in organizations are the result of a little-known problem called "self-deception." The ideas presented in this book, by the Arbinger Institute (2000), look deceptively short and simple. But in reality, its ideas are powerfully effective, and absolutely fundamental to leadership in any area.

The book defines self-deception as a kind of "insistent blindness." Blind to the reality around them, they undermine performance—both their own and others. This blindness puts us "in the box." And when we are in the box not only do we not solve problems effectively, but also we actually create problems for ourselves and others.

Self-deception is likened to being in the box because it seems that you're shut in a box with no other external stimulus coming in except your own closed perspective. For instance, you may think that you're committed, totally devoted and engaged in a project – giving it your all, forsaking holidays and special personal occasions for work – and yet, based on other people's observations, you are not. Since you don't and can't see it from your point of view, it makes you take a defensive stance and even come to believe that other people are against you.

This inability to see that the problem lies within you places a burden upon the relationship you have with your peers and ultimately translates itself on the performance of your group. This happens whether you're at the helm of a Fortune 500 company or heading a smaller group within a larger organization. You may think that your people skills are influencing your team members into producing great results. However, it may just be the other way around! In fact, it takes more than that to be effective in establishing a good rapport with your employees, co-workers and team members. Your success will come from a sincere desire to learn about them. People can detect even the slightest hint of hypocrisy and manipulation and leaders fail because they provoke the people to resist them by such behavior.

How do we know when we are in the box? Generally, it is when we are feeling some kind of negative emotion. When we are in the box we are insincere, or we feel angry or punishing, or we try to manipulate or "put up" with people (Arbinger, 2000). We are scornful, or suspicious, or judgmental. And guess what? People can tell, at least after a while, how we really feel about them. Even if we employ the latest techniques or read up on leadership tips, if we don't change the way we feel, people will know it and not respond to us.

The authors also explain that when we are in the box we have made "The Deep Choice" (Arbinger, 2000) This is the choice that other people's needs and desires are not as important as our own. Sometimes we make this choice consciously (I'm going to see how long I can keep her without giving her a raise), and sometimes it is an unconscious attitude we use when approaching others. It can also be called entitlement, immaturity, greed, and snobbishness.

So how do you know when you have made that deep choice, because it is so often out of our awareness? You know it when you feel uncomfortable about something you have done or said. You know it when you act contrary to your sense of what is correct, appropriate, or ethical. You know it when you have betrayed yourself.

So then you wonder, how do you get out of the box once you realize that you have gotten in the box? The authors suggest that it's very easy to get out of the box. You simply regret what you have done while in the box. Actually, when you start thinking that you want to be out of the box for people, you already are. In the book, when the executives freely admitted that they still were "in the box" and addressed getting out of the box, they told the younger executive that he began to get out of the box when he began to question his own virtue (Arbinger, 2000).

Wanting to do better automatically puts you in the frame of mind to do better. Recognizing that you have been seeing another person as less important as you immediately

changes your attitude toward them. It is for this reason that apologies were invented! Genuine regret expressed to another person not only automatically takes you out of the box, it very, very often takes them out of the box also. If we can focus on not trying to change others (because in reality they are not the reason that we are in the box), not resigning yourself to “cope” with others (or blame others), and not simply walking away from the situation (which is just moving your box) it will help each of us stay out of the box.

In a leadership role, here are a few other things to think about to keep you out of the box. Are you really focused on results, or on your own needs? Are you open or closed to correction? Do you always try to learn, and teach others when you can? Do you hold yourself fully accountable in work, or shift responsibility when things go wrong? Can you earn people’s trust?

Self-deception touches every aspect of life; in fact it determines our experience of life. It blinds us to the effect we have on others, our perception of others as they really are, and all other corrective feedback we get from all areas of life. When we are blind like this, we only have distorted information about reality, thus we don’t have accurate information to make decisions. We don’t have accurate information with which to solve problems because we are in effect blind to the true causes of our problems. To the extent we are self-deceived, we are making mistakes. Consequently, we don't change, and neither do our results. In short this is why leaders fail.

This systematically incorrect view of reality is embedded in most of our institutions, our families, our "parenting skills", and our "human resources management." No wonder our society can’t solve its problems!

Leadership and Self-Deception shows how business, like people, can be afflicted by "disease," in this case self-deception, the major culprit in corporate failure. This book does a wonderful job explaining how leaders, as well as others, can escape self-deception and being in

the box,” and put to use the skills, systems, and techniques that will bring success to themselves and their organizations or their lives in general. It is all about the realization of it and taking the time to think if we are truly ~~in~~ “in the box” or not and then get out!

Peer Leadership

Coaches exhibit various behaviors that influence individual and team outcomes. However, coaches are not the only source of effective team leadership. Team members can also occupy leadership roles... While the best players on the team are often considered leaders; leadership is not as simple as ability or status” (Price & Weiss, 2011). Peer leadership is an important aspect of leadership, especially in sport teams. This is an essential part of team and could make the difference of how successful the team is.

Todd and Kent (2004) conducted a study about peer leadership in sports. The study first, wanted to determine which characteristics of leadership are most important from the view of the peer; and second, to decide whether the views were different according to different demographics.

The study took place in three high schools in southeast United States. The students were asked to rank twelve leadership skills in order of importance. The results of this survey showed that the most important leadership item listed by 75% of the student athletes was ~~works~~ “works hard in practice and games.” The second most important item in leadership was ~~shows~~ “shows respect for others on your team.” It was also interesting to note that the least important leadership items listed by the athletes were ~~helps~~ “helps teammates with personal problems” (56%) and ~~helps~~ “helps to organize and run practice and other team activities” (45%).

Another interesting result found from this study was that it was the freshman through juniors that felt that showing respect for others on your team was second most important. The

seniors selected “expects high levels of performance from self and teammates” as their second most important item. Seniors do tend to be the leaders on sports teams, so it seems appropriate that they would choose an item related to performance rather than others on the team. The freshman through juniors are probably still trying to feel as though they fit in and are trying to establish their role on the team, so respect is a key element in finding that respect.

Other researchers have also studied peer leadership. Some studies showed that peer leaders use both instrumental and expressive behaviors. “Instrumental leaders are those who are influential in the task-oriented success of the group, while expressive leaders focus on enhancing team harmony” (Price & Weiss, 2011). Rees (1983) and Rees and Segal (1984) looked at differences between instrumental and expressive behaviors, meaning that leaders possess both a concern for group tasks and interpersonal skills that enhance team cohesion. Eys et al. (2007) found that peer leadership behaviors balanced across task, social, and external functions were related to greater satisfaction with team performance and unity.

Researchers have also discovered interpersonal attraction as a connection of peer leadership in sports (Tropp & Landers, 1979; Yukelson, Weinberg, Richardson, & Jackson, 1983). Yukelson et al. (1983) found that higher off-the-field friendship was associated with higher leadership ratings among college baseball and soccer players. Furthermore, senior members of the team who were more skilled were rated higher in leadership.

Position centrality and social and emotional characteristics have also been linked to athlete leadership. Klonsky (1991) studied high school baseball players and found that higher coach ratings of peer leadership were associated with players who occupied more central and interactive field positions (i.e. infielder). Klonsky also found that team leaders rated by coaches

were higher in competitiveness, responsibility, acceptance, dominance, aspiration, willingness to be daring, and emotional expression.

Some studies investigated personal characteristics such as perceived competence and peer acceptance in relation to peer leadership. Moran and Weiss (2006) found that girls and boys judged themselves higher in leadership if they felt accepted by their teammates and reported higher friendship quality.

Peer leadership is something that is sometimes looked over, but it is a very important aspect. The coach has a lot of influence on the team, but when those players are out on the field/court playing the game; peer leadership is what is going to carry the team to be that much better. Coaches should look to develop peer leadership within their team. Price and Weiss (2011) said the following:

Understanding peer leadership in sport is important for team development and positive team outcomes. Coaches can emphasize the need for peer leaders to use both task-and social oriented behaviors when interacting with teammates. Likewise, coaches should encourage leadership roles among all team members, not just captains or more experienced players. For example, coaches can foster leadership by having various team members call plays, run a particular part of practice, or lead team discussions. In this way, coaches can acknowledge, develop, and promote leadership opportunities for all team members. Based on findings, coaches need to be aware of team members who are confident in the abilities, are intrinsically motivated, exhibit prosocial behaviors, and are liked by teammates because these personal qualities are characteristic of peer leaders. Finally, it is important for coaches to facilitate leadership opportunities because team

members as leaders can promote positive group outcomes such as attaining goals, working efficiently, and achieving team harmony” (p. 62)

Summary

This literature review has explored many styles of leadership and what is the most effective. Whether it is better to be an autocratic leader, which controls his followers and does not allow consultation or suggestions from those he leads; or to be a democratic leader that allows participation and is a supportive leader. The studies show mixed results. Some researchers felt that it was better to be autocratic, while others proved that being a democratic leader was more effective. Because of this, the results ended up being inconclusive on this subject. These mixed results, established that different situations require different leadership styles.

Maxwell offered valuable principles to become a good leader up, down, and across; these principles would increase a coach's efficacy. Providing positive and effective feedback in coaching and understanding the concept of regret messaging proved to have a large effect on how players perceived their athletic experience. The Arbinger Institute explained the consequences of becoming wrapped in self-deception, and the negative effect that can have on leadership.

Not only is leadership important for coaches, but also for teammates and players. The studies on peer leadership established the importance and efficiency of having team players take a leadership role on the team. The research on this concept showed that peers leaders do not necessarily have to be those with the most ability or experience, although sometimes that is the case.

Now that I have researched and studied about effective leadership styles and coaching principles, I can take these findings and apply them in my internship and try to be the most effective and successful coach to the sophomore Salem Hills baseball team.

Rationale

I define leadership in practical terms; my definition of leadership doesn't get here from theory, but rather, from practical, hands-on, day-to-day leadership challenges leaders face today. My focus is on the vital leadership characteristics that are indispensable for any leader to possess, in order to genuinely build a high performance organization or team, and as a consequence of this, a truly sustainable competitive advantage. My definition of leadership is in terms of specific skills in terms of observable, measurable, and learnable behaviors. My leadership definition has nothing to do with charisma, charm, or magnetism. The great majority of world-class high performing organizations are led by so-called not charismatic leaders; charisma helps leaders indeed, there is no question about that and it also helps any person for that matter but charisma is not a key factor in driving organizational high performance. On the contrary, leadership is so objective that it smacks you in the face with its concreteness the performance of an organization is the result of its leaders' behavior. Leadership is about observable, actual, and unmistakable behaviors, it is about who knows exactly what organizational levers to use; it is about identifying a reasonable number of priorities that will have the greatest possible impact on the success of your organization. You control a bull by grabbing it by its horns, to make it jump and even soar according to your dexterity. I define leadership as having the specific skills that allow you to grab your organization or team by its horns in order to make it soar and to reach organizational peak performance. I also think leadership skills are learnable and all can learn the skills to be a great leader.

Responsibilities and Duties

My learning and findings discussed in the literature led me to be more prepared for my internship as the sophomore baseball coach at Salem Hills High School. In order to fully understand this internship it is important to know the duties and responsibilities that take place when you are the coach of a team. As the coach of the sophomore team, I organized, assisted and/or was in charge of the following throughout the season:

Tryouts- At the beginning of the season, beginning in January, we held tryouts. I ran drills for batting, throwing, and catching to display each potential player's skills. Then after careful selection and input from all the coaches, we chose the team lists for the season.

Preparations- As the coach of this team, it was my job to prepare my team and create a good positive environment the players would want to be involved in. Creating a mission statement (see Appendix A) for our team gave us a vision and helped unify us right from the beginning. We also required each of our players to sign a Code of Conduct (see Appendix B) that explained what was expected from each player in order to be on the baseball team and the consequences if those requirements were not met.

Practices- Each day after school, I organized a practice that ran for about 3 hours (see Appendix C). I ran drills to enhance the skills of the team individually as well as a whole. I planned team building drills, as well as drills for each position on the field. I had the responsibility to train each team member one-on-one and teach them how to better their skills.

Games- Averaging at least twice a week during the season, we played other teams in our region (see calendar in Appendix A). During these games, I had to create a roster that assigned each team member their position and the order they would bat. I decided when it was pertinent to make substitutions and changes in the game plan to help make the team more successful. I had to encourage the team to play their best, as well as have good team spirit and sportsmanship.

Implementing good communication between players, teams, and coaches is very important in keeping the morale of the team high during each game.

Tournaments- We traveled to St. George for a tournament during March of the season. Going down to St. George as a team, was a great experience to bond and to enrich my coach-athlete relationships as well. I was able to learn more about the player's personalities, in order to understand how I could help motivate them. Improving my relationship with each player opened the communication dialogue so that they would feel like they could voice any concerns and I could help make the necessary changes to help the team improve.

Parent/Student Banquet- At the end of the season, we will hold a banquet for each player and their parents. This is a good time to evaluate the season as a whole and see the progress we were able to make throughout the season. I will speak to the parents and the players on our experience as a team and my experience coaching the team. We will award each player with an award/certificate for participating in the program and highlight each of their individual successes. This is a great opportunity to look at these players after the season is complete, and see how each player developed during the season and the contributions each one of them made to our team. It is also a time that I can give each player the praise they deserve for their contributions. Praise is essential for these players. Giving each player the praise at the end of the season will leave them with the feeling of wanting to progress and continue to do better.

Results

Northouse (2004) defines leadership as a process or interactional experience between leaders and followers to achieve a common goal. Through learning about leadership and being involved in this coaching internship I have been able to learn more about being a leader.

After researching styles of leadership and seeing other coach's leadership styles, I need to look at my own characteristics in order to determine which leadership style I am. I am having a hard time defining my style to just autocratic or democratic because I think I lead in both ways, and that my style can change depending on the situation.

I am a very confident, excited, and enthusiastic leader. I tend to get passionate about what matters and is important to me. I can be loud and take over, but I also like to use humor and engage or build a relationship with those that I am leading. I try and make people feel comfortable so that they want to share their opinion and not feel stifled. I have the ability to delegate the small tasks in order to accomplish the bigger goal. I am driven to succeed and not fail. For this reason, I feel that when put in a situation where I have a time constraint I would become more autocratic. But if I have the time to really discuss with my team, I will allow more discussion and listen to what they have to say. If the decision or topic being discussed is something I am passionate about, then I would probably just do what I think is the wisest decision.

Another characteristic that I feel makes me a more authoritative, is that I do not like to be challenged or undermined when I am a leader. I would naturally just want to keep the majority of the control. If I had team members that did not want to support me as their leader, I would become more authoritative and enforce my decisions and allow less group input. After my findings from this experience, I think this strict approach can be effective at times, but it can also undermine the team and cause the team morale and coach-athlete relationships to be weakened.

Overall, I have found that I lead with an autocratic leadership style at times, and at other times I am more democratic. As the literature discussed, both of these styles can be effective and productive in different situations. Leadership seems to change depending on the group you are leading and the goal that is trying to be met within that group.

Through this internship, I have also been able to understand the importance of being a good all around leader that can lead up, lead down, and lead across. I was able to lead up by managing the sophomore team successfully on my own. It was important for me to be a good reliable and responsible sophomore coach for the head coach that is counting on me to develop and continue the baseball program at Salem Hills High School. I was able to build good relationships with the other coaches and make effective suggestions to the head coach regarding any changes I could see would benefit the baseball program.

I lead across by being open-minded to other coaching techniques from the other coaches. The coaching staff was able to have open communication in sharing ideas and working together respectfully. There were times when other coaches would point out rules in this league that I was not aware of. For example, one time after a game, a coach explained to me the rule that if you take out your designated hitter (DH) during the game, they cannot re-enter. I was not aware of this rule, and I was able to learn from listening to the other coach. Another example of this was when working with my pitchers. I was not a pitcher when I played, so I did not have as much knowledge on this area. I was able to lean on the other coaches to learn proper footwork that would help my pitchers' skills.

I believe leading down, by being a good coach for my players, is probably the most important and influential role I could have in this experience. I tried to ensure that I was a good role model to the players. I wanted to inspire them to play their best so we could be a successful

baseball team, as well as develop a desire for the player's to be successful in other areas of their lives. This had to begin with connecting with each of the players. From the very beginning of the season, I went out of my way to talk to each player and find a common interest that I can connect with them about. I wanted the players to feel that they could trust me. When they executed a good play, I would praise them. When they would make a mistake, I would talk to them about correcting it, and then tell them that they are doing a good job. I could tell this open dialogue was effective when one of my players came up to me after missing a practice and apologized for doing that. He knew that he was still going to have to miss playing in the next game, per our team policies, but I was glad that he felt like he could approach me and talk to me about his situation.

Leading these players effectively has been very rewarding. I have been able to take the knowledge from other researchers and apply them to this coaching experience.

Results of Assessments

The following are the results of the assessment I had the players fill out (see Appendix D). There were 14 players total that participated in taking the assessment. The first 5 questions of the assessment were given at the beginning and then again at the end of the season to see if their thoughts on leadership had changed during the season.

As you can see in Table 1, the majority of the results for the first five questions of the assessment were all above 4 on the scale of 1-10. The average mean for this set of questions was 7.56. With this high of an average, it told me that all of the players felt that leadership, in a general sense, is a very important quality. The results at the end of the season did not change significantly from the beginning of season, see Table 2. The results did average to be a little higher, with a mean of 7.9. This shows that the players did value the importance of leadership a little more after participating on our team. However, the results were very similar and did not

change significantly enough to show that their perception of leadership importance greatly increased throughout the season. After giving the assessment at the beginning of the season, I did not expect there to be much of a change because there was such a high average of understanding from the beginning.

Furthermore, I conducted an interview with the players in the middle of the season to find out more of their feelings on leadership. I asked the same fourteen players five questions. First, I asked them “what motivates them to do their best.” The players responded with the following answers: friends, their desire to win, not wanting to let their teammates down, parents, positive reinforcement, encouragement, and attitude. Next, I asked them “who motivated them the most in their lives.” They responded that it was their parents, friends, themselves, or their teammates that motivated them. I also asked the players “what it takes to be a leader.” Some responded that it was being a good example; a few others said that you could not be afraid to speak out to others. They also responded saying that someone that plays hard, has a positive attitude, is consistent, and has a strong personality are also important to be a leader. The fourth question I asked them was, “who is a leader they would like to emulate and why.” Some of their answers were a little goofy and outlandish, but what do you expect when you give a high school student an open ended question on a survey! Some players responded with Barack Obama because he is powerful; their dad because he is always there or he’s the man; Derek Jeter because he is “clutch;” and their mom because she is supportive. The last question I asked the players was, “what their best leadership qualities are.” A few of the players said they were nice, others said people liked them. They were a good example, loud, worked hard, and had a good attitude were the other responses I received.

Overall, these answers showed that a large part of kids this age are very motivated by their peers. As their coach, I was able to take this into consideration for the rest of the season and conduct more team building drills. I knew it was important to create a teamwork environment for the team from my previous research, but these interviews, helped reinforce the importance of that. Also, this interview again confirmed that the players did understand the importance of leadership and what it takes to be a good leader. It also helped them realize that they have many leaders around them. I felt that this interview allowed the players to think about how they could be a leader on our team and help motivate each other. I wanted to make sure these players understood that they have strong leadership qualities and they can be great leaders to their peers and all they associate with.

Table 1. Beginning of Season Questions 1-5

	1	2	3	4	5	6	7	8	9	10	Total
1					4	1	5	2		2	14
2								5	7	2	14
3				1	3	6		2	2		14
4								1	8	5	14
5				2	3	4	1		4		14

Table 2. End of Season Questions 1-5

	1	2	3	4	5	6	7	8	9	10	Total
1					3		6	2		3	14
2								5	6	3	14
3					2	6		3	2	1	14
4							1	1	7	5	14
5					3	4	1	1	4	1	14

Player Development

By being the sophomore team coach, I was able to help develop the players and train them to have better baseball skills, and to become better leaders themselves. In this section, I will

explain specific examples of how I was able to use what I have learned through my studies and my previous knowledge of playing and coaching baseball, to help develop the players.

In one of our games, our pitcher was frustrated because another player made an error. He was bothered so much by this that he was angry with the other players and was not able to play effectively himself. I was able to take him aside and teach him about being the leader of the team and how important that was. I was able to share with him a leadership concept that I had learned. I explained to him the importance of leading across and how critical it is to work together as a team to win. I told him that he can be the leader of this team at this time and help bring us to victory if he will help motivate the other players and change his attitude. I explained that studies have shown that the team leader is often one that is in a central position, and that because he was the pitcher right now, the team needed him to step up and be the leader.

After teaching this to him, I could see that during the game he was able to get over that error that was made and help the team's morale and spirit, which then helped him play better as well. Since this experience, he has continued to help be a good peer leader for our team and helped motivate us even when mistakes have been made.

In one of our practices we were doing our base running situations. One of the players at first base ended up running into the tag, which caused the runner on third not to score. After this happened, I was able to coach him on how to be a better player and know what to do when this situation arises. I taught that player that he needs to get into a run down, where the first and second baseman continually throw the ball as he runs between the bases, until our runner on third base can run home and score.

Teaching this player this concept of getting into a run down was good for my coaching efficacy. I was able to see that because of my previous knowledge of baseball, I was able to

share this and help better the player's baseball skills. Not only was I able to see how I could help the player learn, but I was able to do this in a positive manner that did not make the player feel regret or be down. This gave me the ability to see how positive coach feedback is essential and how regret messaging could be detrimental to a player. He could of just gotten down on himself and not tried to do better, but he didn't. To make this experience even sweeter, the player ended up executing this skill to perfection for one of our game winning runs at the end of our ninth inning at a very crucial time.

Another experience while coaching this team, was when I had a player getting up to hit that I knew had the skills to hit the ball effectively, but I needed him to do a sacrifice bunt as the best strategy for our team to be successful at this point in the game. I explained to this player that even though I knew he could hit the ball, I needed him to bunt instead. At first the player was a little discouraged for not getting to really hit the ball, but I explained the concept of teamwork. I told him that it takes a whole team to make this team successful. Each player has to work together in order to obtain our team goal of winning.

Not only was I able to see effective peer leadership, give positive coach feedback to players, and help the team understand the importance of teamwork through these experiences, but I was also able to see that, as a coach and a leader, I was able to see the potential of these players and help each of them develop so they could become better players. These experiences helped my own coach efficacy of knowing that I could motivate and build these players to be better in an effective manner.

Journals

I kept a weekly journal during my coaching internship in order to share my experiences and thoughts on being a coach and also on leadership in general.

Week of January 31st -

This week we had team try outs. We only had to cut one sophomore. It was a tough decision, but I think it was a good decision. Now the individual we cut is going to run track, so that will be good for him. We will have fourteen players on our team. It seems like we have a good mix of personalities on the team and it should be a good year. My first impression is that I should be able to lead and motivate these students. They seem to be pretty good friends and that team unity should not be a huge concern.

Week of February 7th -

Practices are going well. I am finding that we don't have that much individual talent, but we have a lot of good smart players that will overall make the team good. The players were able to vote on two team captains this week. I think the two captains that were chosen were good choices. I don't think it is a coincidence that the two players that were chosen are good at baseball and they also have a good attitude and work hard. It will be interesting to see in the coming weeks if these two captains will be able to really make a difference in motivating the other team players and help create a strong team unity.

Week of February 14th -

We had three games this week and were able to win all of them. Not bad to start off 3 and 0! Our theme this week was focusing on ourselves and get good to great play. In order to implement this, we talked before each game about what was expected from each player individually. Then after each game, we talked about what we could do to turn the good things into great.

Week of February 21st-

We had our first set back this week. We lost to Spanish Fork. I didn't like how the team responded after the loss; they seemed to be real down. The attitudes of the players and the overall team unity and motivation changed after this loss. I tried to discuss that there is a lot expected from them, but at the same time when we do lose, we have to let it go and be able to move on. I implemented a new rule that when someone makes an error during a game, they have fifteen seconds to think about it and then just move on and get ready for the next play. I am hoping that this will help them realize that it is okay if they make a mistake and that looking at making the next play better is more important than focusing on the error. We will see how it goes!

Week of February 28th-

This week we had a player that did not fulfill the requirements of the contract that he signed when joining the team. This experience was hard for the team, but a good experience for them to learn that they do have consequences from the choices they make. It also showed that we as coaches take what we say seriously. The team ended up pulling together more as a team and recommitting themselves. They had to decide that if they wanted to play on the baseball team they would maybe have to give up things that go on in their life outside of baseball. We were able to drive home the principle of accountability and how it affects leadership and motivation.

Week of March 7th-

This week we went down to St. George for a tournament. This was a good opportunity to build more team unity and relationships among players. I was also able to also strengthen my relationship with the players as well. Driving around on the buses and waiting for games to get over at the field, were great opportunities to talk to the players and connect with them on a

personal level. I was able to get to know them and understand some of their personality traits.

Understanding more about each player, helps me know what I can do to motivate them more as their coach. I think every team should go somewhere that is out of their element like this. It really helps build trust and forces better relationships among the team as a whole.

Week of March 14th-

So far we have continued to win our games. We have only had the one loss. This week I learned a lot more about coaching in general. I had an interesting experience when one of the games got close and it became more intense. The coach of the other team started yelling at us and making personal attacks toward our team. When this happened, our players got a lot more fired up and wanted to play even better. It is interesting to see that instead of our players getting down on themselves, they were more motivated to prove him wrong and their desire to win increased even more. It shows that competition can really push people to new heights. When the chips are down and you are pushed, your adrenalin helps you perform at a higher level.

Week of March 21st-

We continued to do more practices this week. With Utah weather we have not been able to be outside a whole lot, and some of our games were even canceled. We have had to run the drills inside the gym, which has been a little bit of a strain on really being able to focus on field skills. But I have taken this time to do a few team building drills as well, that create team unity. One of my favorites that we worked on is a where they had to catch 14 ground balls in a row as a team, otherwise we would start over. This was teaching them that they have to pull their own individual weight, but that it was up to them as an overall team to complete that task.

Week of March 28th-

This week we played really well. It was a double header with a long bus ride to get there. We were able to win both games. We had some key things that happened in order to win those games. One was focusing on starting fast and keeping the pressure on the other team. We were able to do this, and it helped us not to have as many mental lapses. The other thing that really helped was the motivation by their peers. We had a couple of players make some errors, but the whole team rallied around those players and helped them get over those errors. The attitudes stayed good for the whole team during these games and that helped us continue to play hard.

Conclusion

This internship was a great experience for me. I feel that my leadership skills were able to become stronger and I learned many valuable lessons on being a leader. Being the coach of this baseball team, helped me learn more about motivating people with many different personalities. These high school boys came with different attitudes about life and from different upbringings; because of this, I had to learn different ways to motivate each of them to be better. There were some players that needed more encouragement and more one-on-one time, while others were motivated by a simple assertive statement. Each of the players responded to different tactics in different ways. For example, I had a player that continued to strike out when he was up to bat. If I passionately said to him “come on, let’s go!” he would just get really down on himself. But when I would just go over to him separately and say quietly, “it’s okay, next time we will get it!” He would keep his attitude positive and would try harder the next time he was up to bat. And most of the time he would perform better and hit the ball. On the other hand, I had a different player on my team that could handle it when I would give him encouragement in front of other team members. If I would just say to him “come on, let’s make a play!” he would take that and be motivated, fired up and ready to play. This tactic worked for him and didn’t bother him at all. I think a good leader can recognize those differences and respond to them accordingly.

I also learned through this experience, the power of teamwork. I feel that there is great power in numbers and having people come together and work as a team. Not only is it impossible for a baseball team to win a game without being unified, but it is also impossible for any group of people to come to a resolution or work toward common goals without working together. Team work is a very important concept, and a good leader can instigate that team work atmosphere.

As I mentioned in my reading, I have always thought of myself as an assertive leader with a strong personality. But, through this experience I learned that there are times when nothing needs to be said and that it is best to just trust in the players. I found that there can be times when speaking can do more harm rather than just waiting patiently to see if the issue resolves itself. For instance, the times when a player makes a monumental mistake in the game and I can tell that he knows it. I don't need to tell him again and rub it in anymore. Instead, I will just let him work it out and get over it. Or another situation this is true for is when there is lots of pressure on the player, like when a player is the last batter up with two outs in the ninth inning. This player knows the pressure is on him to make a play. You do not need to say anything and create more pressure, just let him play and see what the outcome is.

Through my experience during this internship and my research, I was able to learn valuable information on being a leader. This knowledge and experience that I have gained will help me continue to be a better leader out in the workforce and in many areas in my life. In my profession, I constantly deal with conflicts that arise with customers, colleagues, or manufacturers. I can look at the tactics that worked with my players, and see the best way to handle the situations at work. Sometimes I need to be silent and not say anything, other times it would be best to quietly take the person aside and talk to him about how to make things right, and then there are times when the person needs to be called out or corrected (even if it is in front of others). The concepts of coaching and the general principles of leading apply to more aspects than coaching a baseball team. I can be a leader to those of higher authority in my company, to my associates and colleagues, and others that I manage.

Baseball coaches are the supreme leaders for their teams and must possess leadership skills. A team follows its coach and will take on the traits of his personality, so it is imperative

that coaches act how they want their team to act. A panicked coach who does not keep his composure will show his players he does not expect that of them, and that can lead to lapses in concentration on the field.

I was able to learn more about myself and my leadership skills through being a leader of this sophomore baseball team. My leadership skills changed throughout the internship and one skill that was greatly mastered was saying the right things at the right time. I learned the importance of situational coaching. One crucial situation I remember was in a game against Spanish Fork and we were down by two runs in the last inning. I gathered the team and said, "Hey guys this is really a fun game and let's go out and score three runs and win". The situation had enough pressure and if I would have talked about strategies or get mad about us losing, it would have been a failure as a coach not knowing what the players needed at that time. We did win that game and the players were very excited. This game ended up being a great momentum builder for us for the rest of the season. Being able to adapt to certain situations was a key in the success we had as a team.

Winning was the cure to a lot things that went on during the season. I was challenged in many situations and my leadership skills were fine tuned. I have often thought, what would have been my experience if we were a losing team. I think the difference would have been like water and oil. Very different in a lot of ways, one way would have been the nature of helping my team realizing they can win. We won, so the players naturally thought of course we can win every game. I would have had to be dealing with more problems that were not brought up because we won. For example, players playing time can be a big issue, especially with parents who think their child should be playing more. However, none of these issues came about because we were winning.

I can be a very intense guy. The expression on my face can be very serious. I take pride in being the biggest cheerleader on the team. I celebrate any victory no matter how big or small. If one kid makes a simple play or gets his first hit, I will cheer just as loud as the all-star who gets the home run. I try to coach and challenge every kid to grow in their ability. If someone makes a mistake, depending on how it happened, I can make light of it, praise the effort, or firmly encourage a better effort. These are all principles I believe can help with situational coaching.

As a coach you must be open to other views and opinions. I can say that this was something I did not seem important before this experience. Being willing to adapt or change the way you do things can only help you be a better coach. A coach unwilling to change will always get the same result and this never is going to help with so many things changing all the time. Change is always going to happen and the coach that is willing to be creative and change is usually the successful one.

Victory and success comes in all shapes and sizes. In baseball, a huge win can be from a kid who gets his first hit of the season after a string of strike outs. Or maybe another kid tries pitching for the first time and walked 4 kids in a row but had a blast with a huge smile. The point is that all successes should be praised and celebrated so the next time the player can grow and try harder. Coaches who constantly berate their team will get nowhere. Cheer the improvements, success, efforts, and victories no matter what shape they come in.

Final thoughts

Now that I have observed my own leadership styles and leadership styles of other coaches through reading various literatures on leadership and completing this internship, I will explain what this means to the communication field and other coaching styles.

Each sport has its own specific tactics that need to happen to be successful, but my findings can help any coach of any sport lead and coach their players more successfully. Each coach, no matter what sport, deals with relationships with other coaches and with their athletes. The principles I have learned and expressed through this experience, will assist those coaches when leading and motivating their players. It is important for every coach to learn their own leadership style, how they can lead effectively, and the principles of how to be a well-rounded coach. All coaches that desire to lead their players effectively and efficiently need to understand the concept and principles of leadership. My hope is, in the future this document can be a helpmate for those leading in sport or business.

I took a class during my experience of getting my masters that really helped me in applying and being able to do this capstone. The class was communication theory and yet it was a required class, it was invaluable for this experience I had. I learned the communication field does not have one theory that describes everything that occurs in message construction and human communication. I was able to challenge theories and because I had great broad base of communication theories, I excelled in the application part of the internship because of this class. The foundation was built. These communication strategies also helped me in my professional career. Theory can always be applied to life. This class and many others helped me in making this capstone or final achievement for masters great.

Not only did I research this topic of leadership to help contribute to the communication field, but through completing this coaching internship, I actually applied these principles and became a better leader myself. I feel that we could all study and learn the skills and strategies to be a good leader, but never apply them to our own lives. Going out and being a strong and effective leader and coach will contribute to society and show how successful one can be through

relating the communication principles and theories that have been explored and studied within our field.

Coaching is a privilege and honor for me. It's not my job. It's something I do so I can be a part of a sport I love. The benefits are priceless. The memories are amazing. And this year I learned more about myself and how to run an organization which helps me in my current professional career. I hope to be leader in many areas of my life, and this was an experience that will help me be a great leader in the future all situations.

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Appendices
Appendix A. Preparations

Mission Statement

Have fun, learn, the game, and enjoy the privilege of playing the great game of BASEBALL.

TEAM

T= Together
E= Enthusiasm
A= Attitude
M= Mind-set

Calendar of Events

February 2011						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	31 TEAM TRYOUTS	1 TEAM TRYOUTS	2 TEAM TRYOUTS	3 PRACTICE 3-6 pm Parents Mtg @7	4 PRACTICE 3-6 pm	5
6	7 PRACTICE 3-6 pm	8 PRACTICE 3-6 pm	9 PRACTICE 3-6 pm	10 PRACTICE 3-6 pm	11 PRACTICE 3-6 pm	12
13	14 PRACTICE 3-6 pm	15 GAME vs. Mtn. View	16 PRACTICE 3-6 pm	17 GAME @ Mtn. View	18 PRACTICE vs. Timpview	19
20	21 GAME vs. Spanish Fork	22 PRACTICE 3-6 pm	23 GAME @ Maple Mtn.	24 PRACTICE 3-6 pm	25 PRACTICE 3-6 pm	26
27	28 GAME vs. Uintah					

March 2011						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 GAME @ Uintah	2 PRACTICE 3-6 pm	3 GAME vs. Springville	4 GAME @ Springville	5
6	7 GAME vs. Payson	8 GAME @ Payson	9 PRACTICE 3-6 pm	10 TOURNAMENT In St. George	11 TOURNAMENT In St. George	12 TOURNAMENT In St. George
13	14 GAME @ Spanish Fork	15 PRACTICE 3-6 pm	16 PRACTICE 3-6 pm	17 GAME vs. Maple Mtn.	18 PRACTICE 3-6 pm	19
20	21 GAME vs. Timpview	22 PRACTICE 3-6 pm	23 PRACTICE 3-6 pm	24 TOURNAMENT In St. George	25 TOURNAMENT In St. George	26 TOURNAMENT In St. George
27	28 PRACTICE 3-6 pm	29 GAME @ Provo	30 GAME vs. Provo	31 PRACTICE 3-6 pm	1 PRACTICE 3-6 pm	

Appendix B. Code of Conduct

Salem Hills High School BASEBALL CONTRACT

By being in OUR baseball program, there will be high expectations placed on you. There will be times when you cannot do your own thing. The following items are in place to make you a better person and promote the image of our baseball program. **If you cannot follow these policies, then you will be disciplined or dismissed.**

In general: Do what is right, do your best, and treat others as you wish to be treated.

Baseball Conduct:

- A. Be on time for all baseball related activities. The teams **WILL NOT** wait on you.
- B. Practice hard at game tempo. We **WILL NOT** coach poor attitudes. We cannot coach EFFORT.
- C. Be properly dressed at all times. Pants up in games and practices.
- D. Sprint on and off the field.
- E. Pull for your teammates. Cheer for everyone,
- F. Be coachable,
- G. Accept your role on the team. If you do not like it, work harder to change it.
- H. Do not transfer blame or make excuses. It is not allowed.
- I. Do not question coaches on the field **EVER**. We will meet one on one to clear up any misunderstanding.
- J. Disrespect for coaches, faculty, staff, teammates or umpires will not be tolerated.
- K. Players will have a —~~Sk~~ hawk Cut.” Neatly trimmed hair, above the collar and ears, and clean shaven.
- L. Do not borrow your teammate’s equipment without permission.
- M. Do not throw equipment. Even if it is yours, this will result in disciplinary action.
- N. Salem Hills issued shirts are to be tucked in at all times and caps are to be worn forward at all times.
- O. The use of alcohol, tobacco, and any other drugs will not be tolerated. If caught, you will be off the team.
- P. Playing time and position is decided by the coaching staff.
- Q. Lead by example on and off the field. Be an example to future Sky hawks to follow.
- R. Swearing will not be tolerated. Coaches will do our best to refrain from swearing also.
- S. I will take pride in our —Yrd” and help to make it the best field we possibly can.
- T. As a Skyhawk baseball player I will show commitment to the program by always striving to better myself as an individual and better my skills as a player.
- U. I will not do anything to embarrass my family, the program, my coach or myself.
- V. Have fun, learn the game, and enjoy the privilege of playing the great game of BASEBALL.

Please sign and have your parent/guardian sign and return.

Player Signature

Date

Parent Signature

Date

Appendix C. Practice Schedules

A. Indoor Practices:

3:00-3:45	Warm up and stretch
3:45-4:15	Defensive drills
4:15-5:00	Group work rotations: fielding, pitching and hitting
5:00-5:45	Live batting practice
5:45-6:00	Conditioning

B. Outdoor Practices:

3:00-3:30	Warm up and stretching
3:30-4:15	Taking infield/ Defensive skills
4:15-5:00	Hitting groups: live hitting on field, cage hitting, soft toss/tee.
5:00-5:45	Scrimmage
5:45-6:00	Conditioning and field clean up

C. Definition of practice drills:

Warm up and stretch (indoor): The team gathers and gets in a circle in the gym and stretches their arms and legs. This is led by the team captains that were voted on by the players. The players then run the length of the gym twice. Then they play catch with another player starting at ten feet apart from each other, and then move further apart in ten foot increments until they reach thirty feet apart. When practicing indoors, the players catch for a longer time period at each ten foot measurement because there is less distance to spread apart.

Defensive Drills: We split the players up into infielders and outfielders.

Infielders: The coaches hit ground balls to the infielders. During this we work on backhand balls (hit away or to the side of the player), charging balls (hit short so the player has to run up to the ball), and balls hit directly at the player. We work on having the players throw the ball to first base. Then we have them throw to second base, and then second base throws to first base. This drill is working on double play situations. While doing both of these drills, we train the infielders on foot work and body movements by modeling the correct positions before they actually catch or throw a ball. We call these “mental reps.” We want the players to know the correct positioning before they actually work with the ball. After they have completed the mental reps we hit the balls to the players or have them complete the drill and watch them to ensure they are doing it correctly. Then we do the mental reps again to help ingrain it into the players and make sure they are getting the feel of the correct positioning for the different situations.

Outfielders: We train the outfielders on foot work and body movements by modeling the correct positions before they actually catch or throw a ball. We call these “mental reps.” We want the players to know the correct positioning before they actually work with the ball. After they have completed the mental reps we hit the balls to the players or have them complete the drill and watch them to ensure they are doing it correctly. Then we do the mental reps again to help ingrain it into the players and make sure they are getting the feel of the correct positioning for the different situations. The drills we practice with the outfielders are on how to catch balls in the outfield- both on the ground and in the air.

Group work rotations: We split the players into three groups. One group works on fielding- where we talk about different fielding situations that happen during the game.

We discuss first and third base situations (i.e. what we do when we have a runner on third base). Another group works on hitting, where we work on three situations—hitting live (person throwing to the hitter), hitting in a cage (hitting in a cage from a machine), and soft toss (where they hit against the wall with a soft waffle ball). And the last group works on pitching—where the pitchers work on bull pen (throw fifty pitches in a row), pick off moves (when runners are close and they need to throw it to a base). The players that are not the pitchers, study the moves of the pitcher to see if they can tell what he is going to do.

Live batting practice: This is when we have all the players get into a position. The coach throws to a batter and the players are to catch the ball. Then the player that hit the ball rotates to another position and the next batter is up. Each player gets a chance to hit as well as shag the balls.

Conditioning (indoor): We have all the players run the bases. We also have competitions and relay races, where the players have to run the length of the gym.

Warm up and stretch (outdoor): The team gathers and gets in a circle and stretches their arms and legs. This stretching is lead by the team captains that were voted on by the players. Then they run to the center field fence and back. Then they start playing catch with another player ten feet apart from each other, and then they move another ten feet farther apart. They continue to throw and catch moving apart in ten feet increments until they reach one hundred feet apart, which is also called “long toss.”

Taking infield/Defensive skills: We have all the players set up in the field, and the coach will hit a ball to the players and tell the players a certain situation. The players then have

to react and make the play according to the situation the coach called out. Also, while the players are still set up out in the field we have all the coaches hit to certain areas of the field. One coach hits fly balls to the outfielder, the other coach hits to the left side of the infield, and then the other coach hits to the right side of the infield. This helps the players practice their defensive skills for all of these areas.

Hitting groups: We have three different groups that the players rotate between. One group works on hitting live (coach throws to the hitter while players are set up on the field); another group hits in a cage (thrown by the machine); and the last group is doing soft toss (where they hit on another field with the waffle ball).

Scrimmage: We divide the players into two teams and they play against each other up to three or four innings. The coaches observe and help teach or assist the players in training and corrective action so that they don't make the same mistake in a real game.

Conditioning and field clean up (outdoor): We have all the players run the bases. Then we have the players run from pole to pole that are in the outfield. We also have competitions and relay races. For these races, the players are timed when running the bases and the team with the shortest time does not have to run the drill. Field clean up consists of having each player rake their position and making sure there is no trash on the field.

Appendix D. Assessments

In order to find out more of the players thoughts on leadership and ways to motivate them, I decided to give each team member the following assessment. The first five questions were given at the beginning of the year and then again at the end of the year to compare the difference in their thoughts on leadership. The last five question of the assessment were only given at the beginning of the year for me to get an idea of what motivates them as individuals.

Team Assessment

Please rate 1-10: 1-being not very important and 10-being very important.

1. Importance of each teammate showing leadership.
1 2 3 4 5 6 7 8 9 10
2. Importance of your coach showing leadership.
1 2 3 4 5 6 7 8 9 10
3. Importance of each player's motivation.
1 2 3 4 5 6 7 8 9 10
4. Importance of coach's motivation.
1 2 3 4 5 6 7 8 9 10
5. Importance of leadership affecting the outcome of the game.
1 2 3 4 5 6 7 8 9 10

Please answer the following questions as thoroughly as you can.

6. What motivates you to do your best?
7. Who motivates you the most in your life?
8. What does it take to be a leader?
9. Who is a leader you would like to emulate or be like in your life and WHY?
10. What are your best leadership qualities?

Appendix E. Quotes on Leadership/Coaching

–Success is peace of mind which is a direct result of self-satisfaction in knowing you made the effort to become the best of which you are capable.” –John Wooden

–Perform at your best when your best is required. Your best is required each day.” –John Wooden

–Ability may get you to the top, but character keeps you there-mental, moral, and physical.” -- John Wooden

–Be true to yourself. Be true to those you lead.” –John Wooden

–Your energy, and enjoyment, drive and dedication will stimulate and greatly inspire others.” – John Wooden

–The very essence of leadership is that you have to have vision. You can't blow an uncertain trumpet.” –Theodore M. Hesburgh

–Leadership and learning are indispensable to each other.” –John F. Kennedy

–It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.” –Nelson Mandela

–The supreme quality for leadership is unquestionably integrity. Without it, no real success is possible, no matter whether it is on a section gang, a football field, in an army, or in an office.” – Dwight D. Eisenhower

–Leadership is diving for a loose ball, getting the crowd involved, getting other players involved. It's being able to take it as well as dish it out. That's the only way you're going to get respect from the players.” –Larry Bird

–Leadership is getting players to believe in you. If you tell a teammate you're ready to play as tough as you're able to, you'd better go out there and do it. Players will see through a phony. And they can tell when you're not giving it all you've got.” –Larry Bird

–Education is the mother of leadership.” –Wendell Willkie

–If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.” –John Quincy Adams

–I have to get the most energy out of a man and have discovered that it cannot be done if he hates another man. Hate blocks his energy and he isn't up to par until he eliminates it and develops a friendly feeling...(towards all his teammates.) –Knut Rockne