

EXAMINING COACHING STYLES: UNDERSTANDING HOW LEADERSHIP
STYLE IMPACTS ATHLETE'S MOTIVATION, CONFIDENCE LEVEL, AND
SATISFACTION AT THE COLLEGIATE LEVEL

By

Juan Perez

A Thesis Presented To

The Faculty of California State Polytechnic University, Humboldt

In Partial Fulfillment of the Requirements for the Degree

Master of Science in Kinesiology: Exercise Science

Committee Membership

Dr. Taylor Bloedon, Committee Chair

Dr. David Adams, Committee Member

Dr. Amber Gaffney, Committee Member

Dr. Rock Braithwaite, Program Graduate Coordinator

December 2023

ABSTRACT

EXAMINING COACHING STYLES: UNDERSTANDING HOW LEADERSHIP STYLE IMPACTS ATHLETE'S MOTIVATION, CONFIDENCE LEVEL, AND SATISFACTION AT THE COLLEGIATE LEVEL

Juan Perez

A good coach can change a game. A great coach can change a life. There are a variety of different coaching styles all over the world. Each coaching style has its benefits and drawbacks on the impact it can have on an athlete. The study examined how coaching leadership style impacts an athlete's confidence, motivation, and satisfaction. Current collegiate athletes and former collegiate athletes were emailed a 103-question online survey focused on athlete perception of coaching style and how that impacts motivation, confidence, and satisfaction. The survey used The Leadership Scale for Sports (LSS), Vealey's Trait Sport-Confidence Inventory (TSCI), Athlete Satisfaction Questionnaire (ASQ), and Perceived Motivational Climate in Sport Questionnaire (PMCSQ-2). Results showed that more athletes in the CCAA experienced an authoritarian coaching style ($M=102.75$, $SD=4.55$), secondly democratic coaching style ($M=101.38$, $SD=12.86$), and the least number of athletes were coached under a coach with a laissez-faire style ($M=105.20$, $SD=8.84$). There was no significant difference in the type of coaching style an athlete participated under and their level of confidence or motivation. There was a main effect on coaching leadership style and athlete level of satisfaction ($p= 0.030$). Democratic coaching style had the most favorable satisfaction level. In sports teams with

a diverse group of members, including managers, coaches, and athletes, leadership comes in different styles. Effective leadership has the power to boost confidence, inspire motivation, and create an atmosphere of satisfaction in sports.

ACKNOWLEDGEMENTS

I would like to express my gratitude to my committee members who have guided me throughout my graduate studies and the writing of this thesis. Firstly, I am extremely thankful for Dr. Taylor Bloedon, who has consistently offered support throughout this entire process. Secondly, I would also like to acknowledge all my coaches and teammates, both past and present, for contributing to my love of sports. Lastly, I would like to thank the Kinesiology Department at California Polytechnic State University, Humboldt.

TABLE OF CONTENTS

ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iv
LIST OF TABLES.....	vii
LIST OF FIGURES.....	viii
INTRODUCTION.....	1
Review of literature.....	3
Coaching styles.....	3
Democratic.....	3
Authoritarian.....	3
Laissez-faire.....	4
Confidence.....	4
Sport Leadership.....	5
METHODS.....	7
Participants.....	7
The Leadership Scale for Sports.....	7
Vealey's Trait Sport- Confidence Inventory.....	8
Athlete Satisfaction Questionnaire.....	9
Perceived Motivational Climate in Sport Questionnaire (PMCSQ-2).....	9
RESULTS.....	11
DISCUSSION.....	14
LIMITATIONS.....	18

CONCLUSIONS.....	19
REFERENCES	20
APPENDIX.....	25

LIST OF TABLES

<i>Table 1. Demographics.</i>	12
<i>Table 2. Total of coaching styles.</i>	13

LIST OF FIGURES

Figure 1. Satisfaction..... 13

INTRODUCTION

Coaches have a significant impact on the character development of the athletes whom they coach based on the environment they provide (Côté & Gilbert, 2009). Athletes spend significant time with their coaches and athletic peers which impacts how athletes develop both in and outside of sport (Froyen & Pensgaard, 2014). Athletes' satisfaction has been observed as a key reflection of coaching characteristics, such as coaches' personality (Yang et al., 2015), physical behaviors (Davis et al., 2019), and leadership style (Kim et al., 2020). Coaches may use different tactics and motivational techniques to encourage athletes and each athlete may respond more or less favorable to a particular coaching leadership style. It is easy to point to examples of a great leader, though it is more difficult to determine what makes them such great leaders (Weinberg & Gould, 2003). Leadership is generally defined as the behavioral process of influencing the activities of organized individuals and groups toward specific goals and the achievement of those goals (Northouse, 2010). A variety of different leadership styles are widely used among leaders in business, sports, and politics (Farh & Cheng, 2000). For example, leadership style is the driver in a project manager's rate of success or failure and occurs across every level in all businesses (Ojokuku et al., 2012). Motivating team members and building relationships are paramount in ensuring a successful project. The leadership style used by a manager directly influences the team members' execution and performance, as well as motivates the team to reach the organization's goal(s) (Ojokuku et al., 2012). In complex organizations with multiple members including; managers,

coaches, athletes, parents, amateurs, and referees, there are no incorrect leadership styles (Liderazgo, 2010), although positive relationships between coaches and athletes have been widely recognized as a key for success and satisfaction in the sports setting (Kalin et al., 2015) and athlete's experience (Bartholomew et al., 2009).

Jowett (2007) defines the coach-athlete relationship as a unique interpersonal relationship in which athletes' and coaches' feelings, thoughts, and behaviors are mutually and causally interconnected. Additionally, Rajabi (2012) reported that coaches who demonstrated effective leadership improved their athlete's performance, motivation, and sports satisfaction. These same outcomes of improved performance (Nikaien et al. 2013), motivation (Vidic & Burton 2011), and sport satisfaction (Rajabi 2012) were reported by multiple authors. Further, Jowett and colleagues (2017) identified several theories to determine the most effective coaching approaches that allow a sports team to find success based on the coach's leadership style. A significant element of the coaching process is the coaching behavior, which impacts athlete's motivation, performance, focus, and emotions (Moen et al., 2015). Three prominent coaching leadership styles are the democratic coaching style, authoritarian coaching style, and laissez-faire coaching style.

REVIEW OF LITERATURE

Coaching styles

Democratic

The democratic leadership style, also referred to as cooperative leadership style (Martens, 2012), involves the coach providing opportunities for the athletes to participate in group decision-making processes, such as practice schedule, game strategies, and team rosters (Lee 2017). Reported advantages democratic coaches include sharing the organization's vision and recognizing the importance of the team in achieving organizational goals, and team members feeling valued (Giltinane 2013). This approach may also encourage creativity, problem-solving, and professional growth among team members (Giltinane 2013). Democratic leadership style entails disadvantages such as the time that it may take to make a decision when considering input from the members (Salomone, 2015), and the potential for conflicts with athletes that may lead to disrespect and disobedience (Foels et al., 2000).

Authoritarian

Authoritarian leadership, also known as command leadership (Martens, 2012), refers to the leaders' behavior that asserts absolute authority over athletes, tightly controlling them and even demanding their unconditional obedience (Cheng et al., 2014). With their "Do what I say" behaviors, authoritarian leaders strive to ensure that followers will comply with rules and fulfill duties wholeheartedly (Aryee, 2007). While this

coaching style may lead to positive performance outcomes in some athletes, the lack of encouragement associated with authoritarian leaders may impede athlete's motivation from the psychological level, which may negatively impact the coach athlete relationship (Mallett, 2005).

Laissez-faire

Laissez-Faire leaders, also known as submissive leaders (Martens, 2012) refers to the French phrase meaning "let people do as they choose", where the coach allows team members to work on their own and make their own decisions (Hodgkinson, 2009).

Laissez-faire leadership allows athletes to take charge of creating policies and procedures, therefore boosting confidence, satisfaction, loyalty, creativity, innovation, and professional growth (Cherry, 2022). Laissez-Faire leaders do not give direction or make decisions for the team nor "take a stand", leading some athletes/teams to perceive the coach as uninterested and uninvolved (Avolio et al., 1999).

Confidence

Coaches play a critical role in the development of their athletes (Benson & Scales, 2009). Team and individual performances depend on coaches who have prepared in many areas, including fostering confidence in their athletes (Irwin, Hanton, & Kerwin, 2004). The ability of a coach to instill confidence in their players is one of the key ingredients for a successful team and season. Confidence as it relates to sport refers to the belief in oneself and one's abilities to meet the demands of the sport (Manzo, Silva, & Mink,

2001). Confidence helps athletes achieve greater potential, enhance risk taking, increase effort and motivation, overcome fear, sharpen focus, handle intimidation, and cope with negative emotions (Cohn, 2023). The world of sport recognizes the importance that confidence has on success (Vealey & Chase, 2008) as an athlete can be extremely gifted, although if they lack confidence, they may never reach their full potential. However, a lack of confidence has been associated with anxiety, depression, and feelings of dissatisfaction (Vealey, 1986). Elite athletes have revealed that confidence affects their performance through their thoughts, behaviors, and feelings (Hays et al. 2009). Coaches, as team leaders, are responsible for encouraging confidence and developing self-belief. Factors that influence confidence in sports include the organizational culture in which the athletes are engaged, the characters of athletes, and their demographic features (Vealey et al., 1998). When athletes are provided with positive feedback by their coach, there is an increase in their confidence and motor abilities (Guerrant & Gonzalez, 2017).

Sport Leadership

Each coaching style provides specific benefits and disadvantages and will often be interpreted or perceived differently by each individual athlete (Becker 2009). Earlier studies show the relationship between coaching leadership styles and the impact on athletes. However, the intersect between confidence, motivation, and satisfaction in NCAA Division II athletes has yet to be examined. Therefore, the purpose of this study is to investigate how athlete motivation, satisfaction, and confidence are impacted based on coaching styles. This study will specifically focus on athletes participating in the

California State University System Athletics (CCAA). The researchers believe athletes who are coached under a democratic leadership style will have higher levels of confidence, satisfaction, and motivation compared to those athletes coached under authoritarian and laissez-faire.

METHODS

Participants

Collegiate athletes (N=38) from the California Collegiate Athletic Association (CCAA) were recruited for this study. Athletes represented a wide variety of sports, institutions and competitive playing levels throughout the CCAA conference. Recruitment emails with the survey link were emailed to the faculty athletic representatives (FARS) in the athletic department's compliance office to be distributed to all athletes at the respective institutions. Participants anonymously completed the informed consent form and were allowed to take the survey at the location of their choice. All data procedures were approved by the California Polytechnic University, Humboldt Institutional Review Board.

The Leadership Scale for Sports

Section A of the survey consisted of the Leadership Scale for Sports (LSS) which is a questionnaire made up of 40 items that are divided into 5 subscales. Thirteen items relate to Training and Instruction, 9 items relate to Democratic Behavior, 5 items relate to Autocratic Behavior, 8 items relate to Social Support, and 5 items relate to Positive Feedback. The LSS is designed as Likert type Questionnaire (1-never to 5-always), which is designed to assess athlete perception on their coaches coaching style. The LSS has been used in a variety of contexts to measure leadership in sport and the relationship

between leadership and other variables. Chelladurai (1990) identified two main purposes for which the LSS has been used. It has been used to study Athletes' Preference for specific leader behavior (Chelladurai et al., 1984) and Athletes' Perceptions of their coaches' behavior (Chelladurai et al., 1988). Preferred leader behavior refers to actual behaviors favored by athletes. Athletes' perceptions of leader behavior are similar to required leader behavior, and Coaches' perception of their own leader behavior relates to the actual behavior of the coach. To reduce redundancy, 13 questions were omitted and only 27 questions out of the 40 were used. Three experts in the field served as reviewers and determined that the questionnaire validity remained despite omitting questions.

Vealey's Trait Sport- Confidence Inventory

In section B, Vealey's Trait Sport- Confidence Inventory (TSCI) was used to measure the degree of certainty that individuals usually possess about their ability to succeed in sport. This will allow athletes to think about how self-confident they are when competing in their sport. The Trait Sports Confidence Inventory (Vealey, 1986) contains 13 questions and is designed to assess how confident an athlete "generally" feels. Athletes are asked to compare their self-confidence to the most confident athlete they know. The items are measured on a 4-point Likert scale where 4 means "very confident" (100% confident), 3 means "confident" ($\geq 75\%$ confident), 2 means "slightly confident" (50% confident), and 1 means "not confident" (0% confident). To reduce redundancy, 3 questions were omitted and only 10 questions out of the 13 were used. Three experts in the field served as reviewers and determined that the questionnaire validity remained despite omitting questions.

Athlete Satisfaction Questionnaire

In Section C, the Athletic Satisfaction Questionnaire (ASQ) was used. Riemer and Chelladurai (1998) developed the ASQ to assess athlete perceptions of satisfaction on multiple dimensions. This instrument is designed specifically for use with intercollegiate athletes as a way for organizations to measure effectiveness of coaches and administrators. The ASQ consists of 56 items that assess important components of an athlete's experience in sport, including: performance, leadership, the team, the organization, and the individual. The survey includes 15 different subscales that could affect an athlete's ratings of satisfaction including: individual performance, team performance, ability utilization, strategy, personal treatment, training and instruction, team task contribution, team social contribution, ethics, team integration, personal dedication, budget, medical personnel, academic support services, and external agents. Responses are rated on a Likert scale from 1 to 4 where 4 means "extremely satisfied" (100% satisfied); 3 means "satisfied" ($\geq 75\%$ satisfied); 2 means "slightly satisfied" (50% satisfied), and 1 means "not at all satisfied" (0% satisfied). To reduce redundancy, 31 questions were omitted and only 25 questions out of the 56 were used. Three experts in the field served as reviewers and determined that the questionnaire validity remained despite omitting questions.

Perceived Motivational Climate in Sport Questionnaire (PMCSQ-2)

In the final section the Perceived Motivational Climate in Sport Questionnaire was used. The PMCSQ-2 is a questionnaire designed to evaluate athletes' perception of the motivational climate created by their coach in the sports context. It is a 33-item

questionnaire that presents two high-order scales (ego-involving and task-involving) with three subscales each (punishment for mistakes, unequal recognition, and intra-team member rivalry subscales in the ego-involving scale and cooperative learning, important role, and effort/improvement subscales in the task-involving scale), with each item being evaluated using a 5-point Likert scale (1 =not at all motivated., 5 =extremely motivated). No questions were omitted and 33 questions out of the 33 were used.

RESULTS

There was a total of 95 initial responses, of which only 38 CCAA athletes completed the survey. The mean age of participants was 21 years (± 1.8), ranging from 18 to 25. There were 20 female (53%) and 18 male athletes (47%) in the CCAA who completed the survey. The athletes that participated in the survey were from basketball (3%), cross country (3%), track and field (3%), soccer (65%), softball (18%), and volleyball (8%). Almost 37% of the participants participated in CCAA sports for one year, 18% for 2 years, 18% for 3 and 4 years, and 8% for more than 4 years.

Table 1. Demographics.

Sex	Female	20
	Male	18
Age	Mean (SD)	21(1.8)
Sport	Basketball	3%
	Cross Country	3%
	Track and field	3%
	Soccer	65%
	Softball	18%
	Volleyball	8%
Ethnicity	Asian or Asian-American	5%
	Black or African American	3%
	Latino, Hispanic, or Spanish	26%
	Latino, Hispanic, or Spanish, Asian or Asian-American, American Indian or Alaskan Native	3%
	Native Hawaiian or Other Pacific Islander	3%
	White	37%
	White, American Indian or Alaskan Native	3%
	White, Asian or Asian-American	5%
	White, Black or African American	3%
	White, Latino, Hispanic, or Spanish	8%

The statistical program, JASP (2023) was used to interpret the results from the survey that was sent out to CCAA athletes. A one-way ANOVA was used to determine the impact of coaching style on the athlete's confidence, motivation, and satisfaction. Based on direct identification of coaching style by athletes, descriptive statistics showed that more athletes in the CCAA experienced an authoritarian coaching style (n=20), secondly democratic coaching style (n=13), and the fewest number of athletes were coached under a coach with a laissez-faire style (n=5). There was no significant difference in the type of coaching style an athlete participated under and their level of

confidence or motivation. The Brown-Forsythe test was used due to the data being skewed between coaching styles, reporting a p value of 0.11 and 0.86, respectively. Descriptive statistics showed that there was not a significant difference between Authoritarian coaching style ($M = 28.45$, $SD = 5.38$), Democratic coaching style ($M = 31.38$, $SD = 4.99$), and Laissez-Faire coaching style ($M = 32.20$, $SD = 3.49$).

Table 2. Total of coaching styles.

Democratic	Authoritarian	Laissez-Faire
13	20	5

There was a main effect on coaching leadership style and athlete level of satisfaction, $F(2,30) = 3.97$, $p = 0.030$. Democratic coaching style had the most favorable satisfaction level ($M = 69.07$, $SD = 11.45$), followed by laissez-faire ($M = 64.40$, $SD = 8.44$), then followed by authoritarian ($M = 57.80$, $SD = 15.19$).

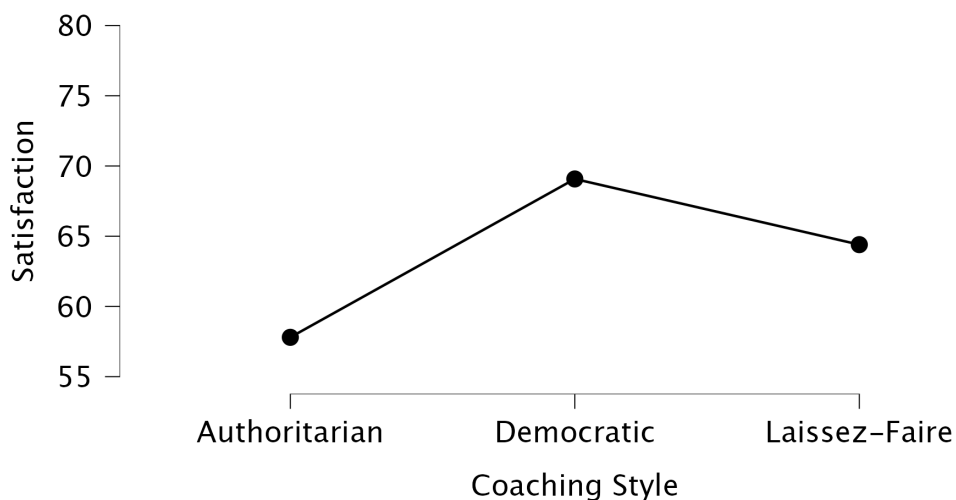


Figure 1. Satisfaction.

DISCUSSION

The purpose of this study was to investigate how athlete motivation, satisfaction, and confidence are impacted based on coaching styles. The researchers believe athletes who are coached under a democratic leadership style will have higher levels of confidence, satisfaction, and motivation compared to those athletes coached under authoritarian and laissez-faire. Results documented no significant difference in the level of confidence and motivation an athlete had with different coaching styles. Previous studies have shown that athletes had higher levels of motivation under authoritarian leadership style (Prasetiyo, 2022). However, the result from this current study do not correlate with those findings. Democratic coaching style had the most favorable level of satisfaction which supports the hypothesis, significantly impacting athlete satisfaction. These results are similar to other studies (Harris, 1996; Jin et al, 2022) and suggest that democratic coaching positively impacts athlete satisfaction, motivation, and confidence. These findings are also consistent with prior literature (Calvo & Topa, 2019) which show that athletes who were coached under authoritarian leadership style showed a negative correlation with satisfaction and athletes coached under democratic leadership style had higher satisfaction levels. Previous research has shown that coaching leadership that is democratic increased athlete satisfaction levels which, in turn, decreased the likelihood of athletes quitting (Pido, 2014).

In the current study, athletes were offered a survey to evaluate their levels of confidence, motivation, and satisfaction across different coaching styles. At the end of

the survey, athletes were given the opportunity to indicate the coaching style they experienced from their coach. There was a total of 95 initial responses, of which, only 38 CCAA athletes completed the survey. The results showed that there were 20 authoritarian, 13 democratic, and 5 laissez-faire responses for coaching style. Researchers have shown that the democratic coaching style is preferred over the authoritarian style (Witte, 2011; Jin et al, 2022) and is consistently ranked as one of the top coaching leadership styles. In contrast more athletes rated their coach as having an authoritarian leadership style (20) in the current study. In this analysis, researchers opted not to analyze the LSS and instead relied on direct identification to obtain the desired results. It's possible that athletes might not have accurately evaluated their coach. The coaching style and education of Division II schools may be impacted due to inexperienced coaches compared to Division I schools. The study found that only a small number of athletes were coached under laissez-faire leadership. Previous studies show the laissez-faire coaching style being used more in youth sports teams and organizations (Parker 2010; Michalski, 2022).

Prior research shows a difference between motivation levels and leadership style which does not support the results of the current study (Jin et al, 2022). This current study determined there was no significant difference in the leadership style and the level of athlete motivation. Additionally, in this current study there was no significant difference in coaching style and confidence level. This result is surprising as previous research shows that coaching style can influence confidence and motivation within an athlete (Sernek, 2016). A reason for both results can possibly be due to the small sample size of

athletes that were involved in the study as prior research has examined this with much larger sample sizes (e.g. 97, Sernek, 2016). With further analysis of the LSS, results may show a greater impact.

It is possible that the results are due to the difference in coaching leadership style that was recorded for each athlete. Each athlete had the opportunity to evaluate their coach as democratic, authoritarian, or laissez-faire leadership which only shows the perception of one athlete on that sports coach. Most of the survey respondents were first year athletes (37%) and may not have had as much experience or time spent with their coach. Only 18% of respondents reported 3-4 years of sport participation, with just 8% reporting more than 4 years. Having more athletes who had more experience around their coach could have shown different results. For example, in previous studies athletes were asked if they have been around their coach for more than three months (Thurston, 2017). This is an important question because first-year athletes have had only three months with their coach. A first-year athlete's perception of their coach may differ from a more experienced athlete. Athletes' perception on their coach may change throughout their athletic career as they become more familiar with their coaching style and how it impacts their level of motivation, satisfaction, and confidence. More than half of the athletes that participated in the survey were soccer players (65%). The lead researcher's connection to soccer may have significantly influenced the high number of soccer players participating in the study. Future research may focus on one sport and recruit athletes from the same team to see the different views athletes might have towards the specific coaching style and follow-up throughout their career. This would allow for a better understanding and

comparison between coaching style and the impact on motivation, satisfaction, and confidence.

LIMITATIONS

While this study is an important addition to the research of coaching leadership style and athlete motivation, confidence, and satisfaction there are still limitations to consider. One limitation to consider is the sample size. There was 20 female (53%) and 18 male athletes (47%) in the CCAA. The athlete sample of 38 had 20 athletes who reported authoritarian, 13 democratic, and 5 laissez-faire resulting in skewed data distribution. A second limitation is that coaches may have forgotten to pass along the survey and athletes may have not been familiar with the FARs representative and may have ignored the email. Athletes may have chosen to not participate in the survey due to being concerned about responding and being punished in anyway. Another limitation is the length of the survey. There was a total of 95 initial responses, of which only 38 CCAA athletes completed the survey. Despite working with three expert reviewers who served in the field to reduce the number of questions in the survey, 40% of participants did not complete it, possibly due to survey fatigue.

CONCLUSIONS

The purpose of this study was to investigate how athlete motivation, satisfaction, and confidence are impacted based on coaching styles. This study indicated that there was a main effect on coaching leadership style and athlete level of satisfaction. In this study there were no differences in coaching leadership style and confidence and motivation levels, although athletes who are coached under a democratic leadership style were found to be more likely to be satisfied with their sport experience. Future research should focus on specific teams or universities as this will allow the researcher to analyze whether athletes on the same team might view their coaches' leader style differently to teammates. This can also allow the researchers to focus on a certain population which can potentially allow for a larger sample. Additionally, it would be interesting to compare coaches' beliefs about their coaching style with athletes' perceptions of their coaches' leadership style. Lastly, it would be interesting to track how an athlete's perception of their coach changes over time.

REFERENCES

- Aryee S, Chen ZX, Sun LY, et al. (2007) Antecedents and outcomes of abusive supervision: Test of a trickle-down model. *Journal of Applied Psychology* 92(1): 191–201.
- Bartholomew, K.J., Ntoumanis, N., & Thøgersen-Ntoumani, C. (2009). A review of controlling motivational strategies from a self-determination theory perspective: Implications for sports coaches. *International Review of Sport and Exercise Psychology*, 2, 215-233.
- Benson, P. L., & Scales, P. C. (2009). Positive youth development and the prevention of youth aggression and violence. *International Journal of Developmental Science*, 3, 218–234. [https:// doi.org/bsv9](https://doi.org/bsv9)
- Chelladurai, P. (1993). Leadership. In R.N. Singer, M. Murphey, & L.K. Tennant (Eds.), *Handbook of research on sport psychology* (pp. 647–671). New York, NY: Macmillan.
- Chelladurai, P., & Reimer, H. A. (1998). Measurement of leadership in sport. *Advances in sport and exercise psychology measurement*, 227-253.
- Chelladurai, P., and Saleh, S. D. (1980). Dimensions of leader behavior in sports: Development of a leadership scale. *J. Sport Psychol.* 2, 34–45. doi: 10.1123/jsp.2.1. 34
- Chen, X. P., Eberly, M. B., Chiang, T. J., Farh, J. L., & Cheng, B. S. (2014). Affective trust in Chinese leaders: Linking paternalistic leadership to employee performance. *Journal of Management*, 40(3), 796–819.
- Cherry, K. (2022, November 14). What are the effects of laissez-faire leadership?. Verywell Mind. <https://www.verywellmind.com/what-is-laissez-faire-leadership-2795316>
- Choi, H., Jeong, Y., and Kim, S. (2020). The relationship between coaching behavior and athlete burnout: mediating effects of communication and the coach– athlete relationship. *Int. J. Environ. Res. Public Health* 17:8618. doi: 10.3390/ijerph17228618
- Calvo, C., & Topa, G. (2019). Leadership and Motivational Climate: The Relationship with Objectives, Commitment, and Satisfaction in Base Soccer Players. *Behavioral sciences (Basel, Switzerland)*, 9(3), 29. <https://doi.org/10.3390/bs9030029>

- Cohn, P. (2023, February 10). 7 benefits of high confidence: Sports psychology articles. Sports Psychology Articles | Sport Psychology Articles for Athletes, Coaches, and Sports Parents. Retrieved March 14, 2023, from <https://www.peaksports.com/sports-psychology-blog/7-benefits-of-high-confidence-for-athletes/>
- Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International Journal of Sports Science & Coaching*, 4, 307–323. <https://doi.org/d7kf7w>
- Cunningham, J., Salomone, J., & Wielgus, N. (2015). Project Management Leadership Style: A Team Member Perspective. *International Journal of Global Business*, 8(2), 27-54. <http://mantis.csuchico.edu/login?url=https://www.proquest.com/scholarly-journals/project-management-leadership-style-team-member/docview/1776310693/se-2>
- Davis, L., Appleby, R., Davis, P., Wetherell, M., & Gustafsson, H. (2018). The role of coach-athlete relationship quality in team sport athletes' psychophysiological exhaustion: Implications for physical and cognitive performance. *Journal of Sports Sciences*, 36(17), 1985–1992. <https://doi.org/10.1080/02640414.2018.1429176>
- Farh, J. L., and Cheng, B. S. (2000). "A cultural analysis of paternalistic leadership in Chinese organizations," in *Management and organizations in the Chinese context*, eds J. Li, A. Tsui, and E. Weldon (London: Palgrave Macmillan), 84–127. doi:10.1057/9780230511590_5
- Foels, R., Driskell, J. E., Mullen, B., and Salas, E. (2000). The effects of democratic leadership on group member satisfaction: An integration. *Small Group Res.* 31, 676–701. doi: 10.1177/104649640003100603
- Froyen, A. F., & Pensgaard, A. M. (2014). Antecedents of need fulfillment among elite athletes and coaches: A qualitative approach. *International Journal of Applied Sports Sciences*, 26(1), 26-41.
- Giltinane, C. L. (2013). Leadership styles and theories. *Nursing Standard*, 27(41), 35-9. Retrieved from <http://search.proquest.com/docview/1368907593?accountid=10559>.
- Guerrant, J., & Gonzalez, G. B. (2017). The effects of feedback on mastery of a new motor skill: A pilot test. *KAHPERD Journal*, 54(2), 61.
- Harris, H. L. (1996). Exploring the relationship between perceived coaching styles and sport-confidence among college student-athletes (Order No. 9701304). Available

from ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection. (304311272).

<http://ezproxy.humboldt.edu/login?url=https://www.proquest.com/dissertations-theses/exploring-therelationship-between-perceived/docview/304311272/se-2>

Hays K, Maynard I, Thomas O, Bawden M. Sources and types of confidence identified by world class sport performance. *J Appl Sport Psychol* 2007;19(4):434–56.

Hodgkinson, J. (2009). Leadership Styles for Program and Project Managers. Retrieved from <http://www.asapm.org>.

Irwin, G., Hanton, S., & Kerwin, D. G. (2004). Reflective Practice and the Origins of Elite Coaching Knowledge. *Reflective Practice*, 5, 425-442.

<https://doi.org/10.1080/1462394042000270718>

Jin, H., Kim, S., Love, A., Jin, Y., & Zhao, J. (2022). Effects of leadership style on coach-athlete relationship, athletes' motivations, and athlete satisfaction. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1012953>

Jowett, S. (2007). “Interdependence analysis and the 3+1Cs in the coach-athlete relationship” in *Social Psychology in Sport*. eds. S. Jowett and D. Lavalle (Champaign, IL: Human Kinetics), 15–28.

Jung, D. I., & Avolio, B. J. (1999). Effects of leadership style and followers' cultural orientation on performance in group and individual task conditions. *Academy of Management Journal*, 42(2), 208-224.

Kalin, J. L., & Waldron, J. J. (2015). Preferences toward gender of coach and perceptions of roles of basketball coaches. *International Journal of Exercise Science*, 8(4), 1.

Kim, J. W., & Jeong, S. H. (2015). The role of causal attributions in sport consumers' emotions and satisfaction judgment. *Social Behavior and Personality: an International*

Journal, 43(5), 803–814. <https://doi.org/10.2224/sbp.2015.43.5.803>

Lee, Y. H., Hwang, S., & Choi, Y. (2017). Relationship between coaching leadership style and Young Athletes' Social Responsibility. *Social Behavior and Personality: an International Journal*, 45(8), 1385–1396. <https://doi.org/10.2224/sbp.6176>

Liderazgo, T. (2010). ManpowerGroup MeCA. ManpowerGroup. Retrieved March 9, 2023, from <https://www.manpowergroup.com/>

- Lisá, E., Sousa, J., Morais, C., & Gomes, A. R. (2023). Leadership cycles, styles, and antecedent factors: the perspective of coaches and young soccer athletes from national Slovak leagues. *Frontiers in psychology*, 14, 1218290. <https://doi.org/10.3389/fpsyg.2023.1218290>
- Mallett, C. J. (2005). Self-determination theory: A case study of evidence-based coaching. *Sport Psychol.* 19, 417–429. doi: 10.1123/tsp.19.4.417
- Manzo, L. G., Silva, J. M., & Mink, R. (2001). The carolina sport confidence inventory. *Journal of Applied Sport Psychology*, 13(3), 260-274.
- Michalski, Christopher J. and Lee, Seungbum, "A Systematic Literature Review of Sport Leadership in Youth Sport" (2021). Williams Honors College, Honors Research Projects. 1362. https://ideaexchange.uakron.edu/honors_research_projects/1362
- Moen, F., Hoigaard, R., & Peters, D.M. (2014). Performance progress and leadership behavior. *International Journal of Coaching Science*, 8 (1), 69-81.
- Nikaien Z., Ganjouie F.A., Tondnevis F., Kamkari K. (2012), Effects of leadership styles on coaches of Iran's national teams success and athletes' perception of success, "Annals of Bio- logical Research", vol. 3, no. 1, pp. 677-683.
- Northouse, P.G. (2010). *Leadership: Theory And Practice* (5th Ed.). Thousand Oaks, CA: Sage.
- Ojokuku, R. M., Odetayo, T. A., & Sajuyigbe, A. S. (2012). Impact of Leadership Style on Organizational Performance: A Case Study of Nigerian Banks. *American Journal of Business and Management*, 1(4), 202-207.
- Parker, Krisha, "Preferred Coaching Styles in Youth Sports: A Qualitative inquiry of Soccer Players from Generation Z" (2010). Electronic Theses and Dissertations. 115. <https://digitalcommons.georgiasouthern.edu/etd/115>
- Pido, Gustl. (2014). The Relationship of Coaching Leadership and Athletes Satisfaction. 10.13140/RG.2.2.14074.54722.
- Prasetyo, Rahayu, et al. "Coaching Style and Self Confidence in Elite Athletes." *International Journal of Multicultural and Multireligious Understanding*, 2022, ijmmu.com/index.php/ijmmu/article/view/3410.
- Rajabi, Z. (2012). Relationship of coach's leadership style and player performance outcomes. *European Journal of Experimental Biology*, 2(4), 1134-1136.

- Sernek, Jacquelyn M., "The Relationship between Softball Student-Athletes' Motivation, Self-Confidence, and Perception of Coach Leadership" (2016). Masters Theses. 2468. <https://thekeep.eiu.edu/theses/2468>
- Stoeber, J., & Becker, C. (2008). Perfectionism, achievement motives, and attribution of success and failure in female soccer players. *International Journal of Psychology*, 43(6), 980–987. <https://doi.org/10.1080/00207590701403850>
- Thurston, Joan E., "Student-Athlete Perception of Coaching Leadership Behaviors' Influence on Mental Health Symptoms Associated with Anxiety, Depression, Suicidality, and Substance Abuse" (2017). UNF Graduate Theses and Dissertations. 735. <https://digitalcommons.unf.edu/etd/735>
- Types of coaching styles for athletes. Maryville Online. (2021, March 18). Retrieved March 8, 2023, from <https://online.maryville.edu/blog/types-of-coaching-styles/>
- Vealey, R. S. (1986). Conceptualization of sport- confidence and competitive orientation: Preliminary investigation and instrument development. *Journal of Sport Psychology*, 8, 221-246.
- Vealey RS, Hayashi SWF, Giacobbi P. Sources of sport-confidence conceptualization and instrument development. *J Sport Exercise Psychology* 1998;20(1):54–80.
- Vidic Z., Burton D. (2011), Developing Effective Leaders: Motivational Correlates of Leadership Styles, "Journal of Applied Sport Psychology", vol. 23, no. 3, pp. 277-291.
- Witte, K. S. (2011). Coaching Leadership Preferences: Insight from the National Collegiate Athletic Association Division III Athlete. *Journal of Coaching Education*, 4(2), 73-87. Retrieved Dec 1, 2023, from <https://doi.org/10.1123/jce.4.2.73>
- Yang, S. X., Jowett, S., and Chan, D. K. (2015). Effects of big-five personality traits on the quality of relationship and satisfaction in Chinese coach–athlete dyads. *Scand. J. Med. Sci. Sports* 25, 568–580. doi: 10.1111/sms.12329

APPENDIX

INFORMED CONSENT

Examining Coaching Styles: Understanding How Leadership Style Impacts Athlete's Motivation, Confidence Level, and Satisfaction at the Collegiate Level

My name is Juan Perez, and I am a Graduate Student at Cal Poly Humboldt State University. I am conducting this research study to investigate the impact of coaching styles on athlete motivation, satisfaction, and confidence in the California State University System athletics. If you volunteer to participate, you will be asked to complete the survey. Your participation in this study will last 20 minutes.

Your participation in this study is voluntary. You have the right not to participate at all or to leave the study at any time without penalty or loss of benefits to which you are otherwise entitled. There are some possible risks involved for participants. These risks are finding a disconnect with their coaches coaching style. There are some benefits to this research, particularly that it can make athletes aware of coaching dynamics and their own level of confidence, satisfaction, and motivation.

If you complete the survey, you will have the chance to enter a raffle for a \$25 Amazon gift card. You are allowed to make a decision about whether you want to participate in the study. The option to withdraw without any consequences is offered. However, if you choose not to complete the survey, you will not be eligible for the gift card.

It is anticipated that study results will be shared with the public through presentations and/or publications. Information collected for this study is anticipated to be completely anonymous and cannot be linked back to you. The anonymous data will be maintained in a safe, locked location and may be used for future research studies or distributed to another investigator for future research studies without additional informed consent from you. Raw data will be destroyed after a period of 3 years after study completion.

If you have any questions about this research at any time, please call or email me at (707) 400-9183 or email me at jep16@humboldt.edu or my faculty advisor, Taylor Bloedon at tkb95@humboldt.edu. If you have any concerns with this study or questions about your rights as a participant, contact the Institutional Review Board for the Protection of Human Subjects at irb@humboldt.edu or (707) 826-5165.

Your participation in this study indicates that you are at least 18 years old, have read and understand the information provided above, that you willingly agree to participate, and that you may withdraw your consent at any time and discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled.

Please print this informed consent form now and retain it for your future reference.

- I have read and understood this consent information, and agree to participate in this study.
- I would like to be entered into the drawing for a \$25 Amazon Gift card: (INSERT EMAIL)
- I would like to be considered for a follow-up interview: (INSERT EMAIL)
- I do not wish to participate

Demographics

Have you competed at the collegiate level as an athlete within the CCAA conference?

- Yes
 No

Age: What is your age?

How many years have you competed as a collegiate athlete within the CCAA conference?

- 1 year
 2 year
 3 year
 4 year
 More than 4

Which group are you participating

- Male
 Female

What is your ethnicity (may select more than one)

- White
 Latino, Hispanic, or Spanish
 Black or African-American
 Asian or Asian-American
 American Indian or Alaskan Native
 Middle Eastern or North African
 Native Hawaiian or Other Pacific Islander
 Other. Please Specify

What sport(s) did you compete in as a collegiate athlete within the CCAA?

- Baseball
 Basketball
 Soccer
 Basketball
 Softball
 Volleyball
 Golf
 Cross country
 Track and field
 Other.

Leadership Style (Section A)

Directions: For each of the following questions, rate your coaches frequency of demonstrating the following behaviors based on the coaching leadership style you selected: For each statement there are four possible.

- 4 means "always" (100% of the time)
- 3 means "often" (75% of the time)
- 2 means "occasionally" (50% of the time)
- 1 means "never" (0% of the time)

There are no right or wrong answers. Your honest response is important for the success of this evaluation.

	Never	Occasionally	Often	Always
See to it that every athlete is working to his/her capacity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain to each athlete the techniques and tactics of the sport.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expect every athlete to carry out his/her assignment to the last detail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make sure that his/her part in the team is understood by all the athletes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain to every athlete what he/she should and should not do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Occasionally	Often	Always
Point out each athlete's strengths & weaknesses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Occasionally	Often	Always
Explain how each athlete's contribution fits into the whole picture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Occasionally	Often	Always
Specify in detail what is expected of each athlete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Occasionally	Often	Always
Not explain his/her action to players/team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Occasionally	Often	Always
Keep to himself/herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Occasionally	Often	Always
Speak in a manner not to be questioned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Occasionally	Often	Always
Ask for the opinion of the athletes on strategies for specific competitions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Occasionally	Often	Always
Get group approval on important matters before going ahead.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Occasionally	Often	Always
Let his athletes share in decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Occasionally	Often	Always
Encourage athletes to make suggestions for ways of conducting practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Occasionally	Often	Always
Let the group set it's own goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Occasionally	Often	Always
Let the athletes try their own way even if they make mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Occasionally	Often	Always
Let the athletes decide on the plays to be used in the game.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Occasionally	Often	Always
Help the athletes with their personal problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Occasionally	Often	Always
Help members of the group settle their conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Occasionally	Often	Always
Express affection he/she feels for his/her athletes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Occasionally	Often	Always
	Never	Occasionally	Often	Always
Encourage the athlete to confide in him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Occasionally	Often	Always
	Never	Occasionally	Often	Always
Compliment an athlete on his performance in front of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Occasionally	Often	Always
	Never	Occasionally	Often	Always
Tell an athlete when he does a particularly good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Occasionally	Often	Always
	Never	Occasionally	Often	Always
See that an athlete is rewarded for a good performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Occasionally	Often	Always
	Never	Occasionally	Often	Always
Express appreciation when an athlete performs well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Take a moment to consider how confident you are/have been when competing as a collegiate athlete within the CCAA conference based on the coaching style you identified above in section A. Based on that experience how confident do you feel or have you felt when competing within the CCAA conference? For each statement there are four alternative answers, as follows:

- 4 means “very confident” (100% confident)
- 3 means “confident” (≥75% confident)
- 2 means “slightly confident” (50% confident)
- 1 means “not confident” (0% confident)

Answer all items even if you are unsure of a response. There are no rights or wrong answers. Your honest response is important for the success of this evaluation.

	Not Confident	Slightly Confident	Confident	Very Confident
How confident are you that you will be able to make critical decisions during your previous or current college collegiate competition?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared to the most confident athlete you have played with or against, how confident are you in your ability to perform under pressure during your collegiate competition?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How confident are you or have you been in your ability to execute successful strategy during collegiate competition?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare your confidence in your ability to concentrate well enough to be successful during your collegiate competition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not Confident	Slightly Confident	Confident	Very Confident
How confident are you in your ability to achieve your goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not Confident	Slightly Confident	Confident	Very Confident
How confident are you in being successful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not Confident	Slightly Confident	Confident	Very Confident
Compare your confidence in your ability to be consistently successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not Confident	Slightly Confident	Confident	Very Confident
Compare your confidence in your ability to think and respond successfully during competition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not Confident	Slightly Confident	Confident	Very Confident
Compare your confidence in your ability to be successful even when the odds are against.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not Confident	Slightly Confident	Confident	Very Confident
Compare your confidence in your ability to bounce back from performing poorly and be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In this section, please indicate how satisfied you are with each of the following aspects of your sport. For each statement there are four alternative answers, as follows:

- 4 means “extremely satisfied” (100% satisfied)
- 3 means “satisfied” (≥75% satisfied)
- 2 means “slightly satisfied” (50% satisfied)
- 1 means “not at all satisfied” (0% satisfied)

Answer all items even if you are unsure of a response. There are no right or wrong answers. Your honest response is important for the success of this evaluation.

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
How the team works to be the best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The degree to which I have reached my performance goals during the season.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The degree to which my abilities are used.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The extent to which all team members are ethical.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The extent to which teammates provide me with instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The recognition I receive from my coach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The friendliness of the coach towards me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The guidance I receive from my team mates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The improvement in my performance over the course of the season.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The instruction and training I have received from the coach this season.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The team's overall performance this season.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
Coach's choice of strategies during games.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
My enthusiasm during the competition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
My teammates' level of sportsmanship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The coach's teaching of the tactics and techniques of my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The constructive feedback I receive from my team mates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The extent to which the team is meeting its goals for the season.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The improvement in my skill level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The level of appreciation my coach shows when I do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
How the coach made adjustments during competitions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
My commitment to the team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The amount of time I play during competitions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The extent to which the team mates play as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
Coach's game plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>I am satisfied with:</i>			
	Not satisfied at all	Slightly satisfied	Satisfied	Extremely satisfied
The extent to which the coach is behind me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Directions: Based on your experience competing as a collegiate athlete within the CCCA conference and the coaching style you determined was most prevalent during that time answer the following questions as best as possible on motivation. For each statement there are five possible answers:

- 5 means "extremely motivated"
- 4 means "very motivated"
- 3 means "motivated"
- 2 means "very little motivated"
- 1 means "not at all motivated"

Answer all items even if you are unsure of a response.

	Not motivated at all	Very little motivated	Motivated	Very motivated	Extremely motivated
On this team, the coach wants us to try new skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, the coach gets mad when a player makes a mistake.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, the coach gives most of his or her attention to the stars.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, each player contributes in some important way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not motivated at all	Very little motivated	Motivated	Very motivated	Extremely motivated
On this team, the coach believes that all of us are crucial to the success of the team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not motivated at all	Very little motivated	Motivated	Very motivated	Extremely motivated
On this team, the coach praises players only when they outplay teammates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not motivated at all	Very little motivated	Motivated	Very motivated	Extremely motivated
On this team, the coach thinks only the starters contribute to the success of the team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not motivated at all	Very little motivated	Motivated	Very motivated	Extremely motivated
On this team, players feel good when they try their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not motivated at all	Very little motivated	Motivated	Very motivated	Extremely motivated
On this team, players are taken out of a game for mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not motivated at all	Very little motivated	Motivated	Very motivated	Extremely motivated
On this team, players at all skill levels have an important role on the team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not motivated at all	Very little motivated	Motivated	Very motivated	Extremely motivated
On this team, players help each other learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not motivated at all	Very little motivated	Motivated	Very motivated	Extremely motivated
On this team, players are encouraged to outplay the other players.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not motivated at all	Very little motivated	Motivated	Very motivated	Extremely motivated
On this team, the coach has his or her own favorites.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not motivated at all	Very little motivated	Motivated	Very motivated	Extremely motivated
On this team, the coach makes sure players improve on skills they're not good at.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not motivated at all	Very little motivated	Motivated	Very motivated	Extremely motivated
On this team, the coach yells at players for messing up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, players feel successful when they improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, only the players with the best 'stats' get praise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, players are punished when they make a mistake.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, each player has an important role.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not motivated at all	Very little motivated	Motivated	Very motivated	Extremely motivated
On this team, trying hard is rewarded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, the coach encourages players to help each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, the coach makes it clear who he or she thinks are the best players.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, players are 'psyched' when they do better than their teammates in a game.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, if you want to play in a game you must be one of the best players.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not motivated at all	Very little motivated	Motivated	Very motivated	Extremely motivated
On this team, the coach emphasizes always trying to do your best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, only the top players 'get noticed' by the coach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, players are afraid to make mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, players are encouraged to work on their weaknesses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, the coach favors some players more than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not motivated at all	Very little motivated	Motivated	Very motivated	Extremely motivated
On this team, the focus is to improve each game/practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, the players really 'work together' as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, each player feels as if they are an important team member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On this team, the players help each other to get better and excel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership Style

Based on your time as a collegiate athlete within the CCAA please identify the definition of the coaching style that was most prevalent during this time period.

My coaches leadership style is

- My coach asserts absolute authority over athletes, tightly controlling them and even demanding their unconditional obedience.
- My coach provides greater opportunities for the athletes to participate in a group decision-making process, such as practice schedule, game strategies, and team rosters to make final decisions.
- My coach does not demand any policies or procedures, but instead allows team members to work on their own and make their own decisions.