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Influences on the Formation of Coach-Athlete Relationships

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Abstract

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Influences on the Formation of Coach-Athlete Relationships

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Abstract

For a team to be successful, coaches and players need to have a good relationship. Without this relationship there can be tension within the team that hinders success. The many factors that impact the formation of these relationships depend on both the coach and the athlete. From the data it shows that the athletes that were part of the sample, their motivation and other factors were affected by the poor relationships that were built. If there can be information on what affects the relationship, future coaches and athletic directors can use this information to their advantage.

Influences on the Formation of Coach-Athlete Relationships

There is no greater feeling than putting on shoulder pads and strapping up a football helmet. Football is arguably the most popular sport in America. People love to watch and play the sport. For any football player it would be an extreme privilege to play at any division level in college. There is only 6.9% of high school players that continue their careers into college (Smeyers@ncaa.org). 2.45 of those athletes that continue their career will end up playing at the Division III level (Smeyers@ncaa.org). These athletes know that once they are done with college, with the exception of a small percentage, their time is finished playing organized football.

Coaching plays a huge role on the experience that the athlete will have during their college career. Depending on the coaching an athlete receives, they can have a great college career or one that is disappointing. In sports, especially football, athletes and coaches tend to build relationships with each other. This is because there is no other sport where the team is so large and spend the same amount of time together. There are different types of relationships that are formed between coaches and players. But in some cases there is no relationship formed at all between the two parties. Both parties are potentially willing to build a relationship with each other, but there are factors that can affect this process.

The results from this research will provide quality knowledge of the factors that affect the relationship between a coach and athlete. The conducted research will show the building process of the relationship and how it forms. This research could be important to coaches who are looking to better understand their athletes and how they can build a relationship with their players.

Literature Review

One of the most important aspects of sport is the relationships between coaches and players. Every team has a structure of relationships that can affect the team's results. "interpersonal relationships exist within the team or club where coaches regularly interact with athletes, assistant coaches, medical, and others involved with the team" (Bennie & O'Connor, 2012, p. 58). Each unique coach-athlete relationship is intentionally developed through appreciation and respect for each other (Renzia & Gurney, 2014). There are many factors that come into play when forming this relationship. Athletes face the challenge of having a certain type of relationship with their coach every single season. This is because every season is different and things change from year to year. A good coach-athlete interaction tends to enhance motivation, induce pleasant emotions, and create a satisfactory and positive climate under the training and competition conditions (Aleksic-Veljkovic, Djurovic, Dimic, Mujanovic, & Zivcic-Markovic, 2016). With a unified relationship, athletes and coaches can connect the team and work well with one another.

However, the most impactful factor when forming a player-coach relationship is the specific style of coaching that the coach uses. Athletes respond to various methods of coaching differently and all athletes prefer different types of coaching. There has been evidence collected that shows that athletes prefer certain types of coaching behaviors based on their own characteristics (Horn, Bloom, Berglund, & Packard, 2011).

Understanding Coaches

Coaches are very unique and have different backgrounds that have influenced them to be a certain type of way. Understanding the general background and life style of coaches is important because it can have an impact on how they act during their profession. The lifestyle of a coach is a difficult one. Coaching is a high stress job at any level and it takes important time

away from their families. Because of this busy schedule, the family is usually the one that gets left behind in the coach's daily schedule (Rosemond, 2014). This strain on the coach's family can have an impact on the coach when he works because they know they are missing important moments. With the limited time with the family and the stress from work, the coach may tend to take some of that stress to their personal life. When a coach is stressed at work, that can carry over with them to their home and negatively affect their families (Rosemond, 2014). Not only is the family feeling the side effects of their coach's stress, but the athletes feel the side effects as well.

The high level of stress on the coaches can affect the athletes in negative ways. The stress can lead to the coaches to be on edge and less willing to teach their players. Athletes realized that their burned out coaches provided less instruction, social support, and training for them (Rosemond, 2014). In addition to this, a coach's behavior can become spiteful and negative due to the impact of the stress. When coaches are extremely stressed, they are not able to perform at their peak and the athletes suffer from their stressful behavior.

Coaching leadership.

Another important component that factors in when forming a coach-athlete relationship is the leadership quality of the coach. Coaching is a type of leadership that is done face to face (Acet, Gumusgul, & Isik, 2017). Coaching connects individuals with various past experiences, skills and experiences. As a leader, coaches help sportsmen take responsibility and experience success. Coaching involves caring for people, believing in them, getting close to them and valuing them for real (Acet, et al., 2017). Leadership is very important because the coaches are supposed to guide the players and teach/instruct them to do their job. As a coach, it is a duty to prepare and train athletes to perform at a high level (Rezania & Gurney, 2014).

Being able to lead a large group of athletes builds respect between players and coaches. With respect obtained through leadership, coaches can influence their players easier than if they didn't have their respect (Acet, et al., 2017). If a coach has established respect with their players, they are more easily able to exercise their authority.. A coach has formal authority and may utilize both influence without authority and influence with authority when engaging with the athlete (Rezania, 2014). This means that a coach is able to get the athlete to do certain things without having to use their title to their advantage. If an athlete respects their coach, they will listen and do as told, if not, then the coach will need to use their authoritative power to get the result they desire.

Coaches can use their influence for many things that they wish the players to do. The type of influence the coach employs affects the interpersonal relationship between a coach and his/her athlete. When the coach offers the athlete more latitude in things like decision making, this signals the coach's trust, respect, and support for the athlete. In these instances, the athlete may then feel obligated to reciprocate with behaviors that would fulfill the coach's expectation (Rezania, 2014). If the players do not respect their coach then it will be difficult to form a relationship because the players will not value what they are being told. The importance of leadership in the fast growing football industry is an indicator that shows how harmony between coaches and football teams can be used effectively (Acet, et al., 2017). Teams need this leadership factor for everything to run smoothly.

Coaching communication.

Another factor that can have a significant impact on forming relationships are the communication skills of the coach. Communicative dimensions of the coach/player relationship can have a profound impact on the self-esteem of the adolescent personality involved in sport

activities (Miller, 1982). This is a very important part of any sport because both the coaches and the athletes need to be on the same page in order to be successful. Some coaches do not know how to communicate with certain athletes so they feel the need to use foul language. Some see this as a necessary part of being a coach because it gets the point across with a clear and authoritative feel. Coaches sometimes need to push the students past the athlete's personal motivation.

"Educational institutions recognize the unique role of the coach in teaching and guiding young student-athletes toward the attainment of such skills. In order to obtain these positive externalities, coaches must push athletes beyond their physical and mental comfort zone" (Paterick, Paterick, & Sanbar, 2014, p. 24).

Many believe it is necessary to push student-athletes outside of their comfort zone, improve toughness, teach student-athletes how to deal with adversity (Paterick et al., 2014). It is a common view that this is a regular part of any sport, however using tough love and foul language could have a negative effect on building a relationship between the coach and player. Collegiate coaches often use verbal jeering as a developmental tool, as United States military does in its training of cadets (Paterick et al., 2014). Some college coaches who still use this verbal jeering think that this is a good developmental tool, but a large portion of athletes do not respond well to this. Competitive anxiety could set in if there is too much of the verbal jeering which could affect the product on the field. Competitive anxiety can affect athletes' feelings, thus it can impair athletes' performance and function (Mottaghi, Atarodi, & Rohani 2013). If a coach only screams and uses foul language then it could hinder the development of athletes, which would also stall or shut down the relationship building process.

The social interactions of coaching are skills that some coaches do not master. The coaches that stand out as the best strive to make the social aspect of coaching just as important as

game planning. It is difficult for some coaches to connect socially with their players because of the player's actions. These actions could be based on their behaviors or other influences. It is not an easy task to affect the actions and behaviors of different players in the team (Acet, et al., 2017). The social interactions go both ways; coaches and athletes affect each other. The feelings, thoughts, and behaviors of the coach are affected by and also affect those of athletes and vice versa (Aşçi, Kelecek, & Altintas, 2015).

Understanding Athletes

Athletes come in all shapes or sizes and have various personalities and characteristics. Athletes with specific types of characteristics will want a specific type of coach. For example, athletes who are focused on personal improvement tend to prefer coaches with high frequencies of training and give instructions during coaching (Horn, Bloom, Berglund, & Packard, 2011). These athletes seem to look for less of a relationship and more instructions. However athletes focused on group relationships are externally motivated and lean towards a coach that supplies social support to his players (Horn et al., 2011). Compared to the other type of players, this group looks more to the social side of coaching and relates better to this style.

Athlete Motivation.

Player motivation comes into play when discussing coaching styles. "Coaches can influence athletes' motivation and ultimately their performance in practices or games by providing instruction and positive feedback, praising and providing them with choices, or by intimidating, criticizing and otherwise controlling them" (Matosic & Cox, 2014, p. 9).

Depending on the type of player, a certain type of coaching style might rub the player the wrong way which likely leads to a player doing the opposite of what the coach wanted. Many of the factors that influence athletes' motivation originate with the coach (Matosic & Cox, 2014). There

are two different types of motivation that influence athletes: external and internal motivation (Horn et al., 2011). Certain coaching styles are preferred by the athletes based on their type of motivation. Internally motivated athletes do not prefer a coach that is a drill sergeant to encourage/motivate them to complete a task. These athletes need a coach with a style that is not in their face and just instructs them on what task they need to do (Horn et al., 2011). Self-determined athletes use their own motivation to accomplish their goals. They work hard for their own personal pleasure and satisfaction (Horn et al., 2011).

Externally motivated athletes are the complete opposite, they need outside factors to help keep them motivated. Less self-motivated athletes may have external motivators/persuaders in the form of parents, coaches, desire for awards, scholarships, or act in whatever way will allow them to avoid punishment (Horn et al., 2011). These athletes are the ones that need to have a coach that will be on their back in order to remain stay focused and motivated. This research would contend that coaches need to adapt their coaching styles in order to connect with and get the most out of their athletes.

Athlete leadership.

People who are uninformed about sport tend to think that leadership roles on a team are reserved for the coaches and the team captains. In reality, players gain leadership roles through respect of their teammates and their coaches and do not necessarily need to be team captains. There are different types of leadership on the field as well as off the field. The two types of on field leadership are task and motivational. The task leader provides tactical instructions to their teammates, while the motivational leader is the emotional motivator on the field (Fransen, Decroos, Broek, & Boen, 2016). These types of leaders are extremely important during practice and game situations. These leaders are an extension of the coach on the field that have direct

communication to the players. The two types of off the field leadership are social and external. The social leaders strive to create a good team atmosphere outside the field. The external leader handles the communication with the club management, media, etc. (Fransen et al., 2016). In football, these athletes will handle the communication with all the coaches and the athletic department on the behalf of the other players. The players that fill these leadership roles are more likely to build the strongest relationships with the coaches because they are the bridge between the coaches and players.

Athlete behavior.

Understanding an athlete's behavior is very important for coaches when trying to connect with their players. As a coach being able to understand an athlete's mental state and personality is vital to building a relationship. The personality and specific characteristics of athletes are factors that contribute to the quality of the coach-athlete relationship. Personal characteristics such as extraversion, neuroticism, self-esteem, trait anxiety, locus of control, and hardiness were associated with the perceived social support in the relationship (Kelecek & Altintas, 2015). A coach stated that the interpersonal nature of coaching was the most essential feature for practitioners to consider if they wish to be successful (Bennie & O'Connor, 2012).

Purpose

A relationship between an athlete and a coach is very unique. Many people do not realize that this relationship is very complex and there are a lot of factors that affect what type of relationship an athlete and coach will have. To unravel this complex dynamic, several different things need to be examined. The gap in knowledge is what factors contribute to forming the relationship, as well as the types of relationships. The three relationships are holistic,

professional, and friendship. The main research question that needs to be answered is, What factors affect the relationship building process between a coach and an athlete?

1. What factors impact a player's motivation?
2. What types of behaviors/coaching styles do players want from their coaches?
3. How do attributes of athletes impact the type of relationship they have with their coach?

Method

This research was conducted to find out new information on the process of how a relationship is formed between a coach and an athlete. This research had exploratory and primary data (Jones, 2015). It was exploratory because there was limited previous research about this topic. It is also primary data because the data collected throughout this research process is original data.

Sample Selection

The participants for this research project will be varsity football players from St. John Fisher College who played during the 2017 season. Players of all caliber will be included in the random selection; players who have played every single snap, as well as players who have never touched the field. All the names of the athletes will be placed into an Excel document and listed by class. The total amount athletes that was asked to participate in the survey was 58. This was total number of players that played the 2017 football season and the 2018 football season. The total number of responses was 30 which was more than a 50% response rate. All perspectives were included in this research. All classes needed to be included because the upperclassmen could have already created a positive or negative relationship with a coach.

Variables and Measures

There are a variety of independent and dependent variables for the research that is conducted. These variables are both qualitative and quantitative. A majority of the questions in

the survey are nominal. Motivation of the athlete is a main section of the survey and will be broken up into two types, internal and external. The athlete participating in the survey will be asked to rate the percentage of their internal and external motivation. The scale of the data for this question will be a ratio. A question asks the athlete to rate degree of impact on motivation based on factors of influence. Such factors include the amount of playing time they receive, the amount of foul language a coach uses, the way in which a coach criticizes or corrects them, whether or not the coach cares about them as person, and finally their desire to improve as a player. The athlete will be asked to choose what string they were on the depth chart. This information will show if the athlete played a significant time during the year or not at all and the data will be ordinal. The next independent variable is work ethic, this question will be using a nominal scale. Injury history is the next independent variable and will be both quantitative and qualitative.

The dependent variable is the type of relationship, either holistic, professional, or friend, that the athlete wants to have with their coach. The holistic relationship is a relationship inside and out of the sport. The professional relationship is just wanting the coach to be there to improve the athlete's skills. The friend is self-explanatory, the athlete is looking for a friendship to develop off the field. All of these relationships can be measured through a scale of importance using a ordinal scale. To supplement this classification, the athlete will be asked what their favorite and least favorite trait of a coach is as well as what form of relationship they have had during their playing career.

Data Collection Instrument

This survey created from Qualtrics will have 23 questions that need to be answered by the participants (Appendix C). Each athlete will be asked a series of questions regarding their

background to St. John Fisher athletics. The questions in the survey have a variety of formats. There are questions that are multiple choice, scales, rankings, and fill in the blank. The first section is about gaining background knowledge on the player. The second section is focused on the motivations and actions of the participants as athletes. Finally the third section is about specific behaviors the athletes prefer of their coach. The first few questions deal with the athlete's background and asks them to provide their information about their football demographics. After providing information about their position, class, and string, the participating athlete will be asked to rate their overall motivation and work ethic for their sport on a 1-5 scale. Using this scale, 1 means the athlete has no motivation and 5 means they are extremely motivated. There are questions regarding St. John Fisher's 2017 football season and how the athletes were affected by this. The athletes will rank how their motivation and work ethic were affected by the poor season. A few questions ask the athletes provide their level of agreement regarding some statements about coaching. The athlete can strongly disagree to strongly agree and everything in between.

There is another section that dives into coaching styles and how the athletes have been affected by the St. John Fisher coaches. There are questions that talk about the the specific behaviors of their coaches and how that impact them. This section includes types of coaching behaviors the athlete is would prefer and how they rank specific behaviors.

Injury history is the next independent variable and will be both quantitative and qualitative. For the quantitative data, questions will be asked such as how many injuries have you had during your collegiate career? As well as how many games have you missed during your injury?

Data Collection Procedure

Before the athletes are chosen for this survey, there needs to be a pilot test conducted on the survey (Jones, 2015). This pilot test ensures that the survey will have no issue and if it does then the issues can be addressed. This pilot test will be conducted several weeks prior to the release of the real survey to the true sample. Multiple students will be chosen to take the pilot test and will provide valuable feedback. When the test on the survey shows that everything is ok, the real sample of athletes will be chosen. Once the sample of players has been chosen they will take part in the electronic survey created on Qualtrics. The athletes will selected randomly and will be emailed the link to the survey (Appendix C). The athletes will have one week to conclude the survey. After the week is over, there will be another email reminding the participants to complete the survey (see appendix D). Once all the participants have concluded the survey, the data will be taken and put into IBM SPSS Statistics. Once the data is in there it can begin to be analyzed correlations, frequencies, and other types of data.

Data Analysis Plan

Using Excel and IBM SPSS, the data collected from the survey will be analyzed. Coding is the first stage to providing some form of logical structure to the data (Jones, 2015). With the data coded, the researcher will be able to group and sort the data. There will be both descriptive and inferential statistics from the data. Descriptive statistics will come from the questions with numerical results. The inferential statistics will come from the questions with numerical statistics. The data will be analyzed in SPSS for frequencies, correlations and others test. Things to compare would be the amount of games started and injury history. The participants will be grouped based on their answers to the survey and then results will be compared by class.

Results

There are many different results after the data was analyzed. First off there was a even representation of each string of the depth chart, which guaranteed different perspectives of St. John Fisher football. 80% of the participants said that they have obtained 1-2 injuries during their time as a St. John Fisher football player. The average amount of games missed due to injury was around two. Around 50% of the participants have missed zero games due to injury during their time at St. John Fisher. The second highest percentage was 23% and that represented one game missed. When looking at the athletes motivation for 2017 the average answer was 3.3 out of a maximum rating of 5. The majority of the players were only moderately motivated. Work ethic for 2017 was ranked from non-existent to extreme. The majority of the athletes selected above average as their choice, which was 53.3%. The athletes were asked how many non-football conversations they have in a week with a coach. The top answer was 1-2 conversations per week, which was 63.3 percent of the sample. The second highest percentage was at 305, representing zero non-football conversations. When asking for every day advice from a coach the majority of participants answered that they only felt comfortable with one coach (46.7%). The second popular answer was that the athletes were comfortable with zero coaches (26.7%). Athletes were asked if certain factors impacted their motivation. The first question was whether or not playing time impacts their overall motivation. Half of the sample claimed that playing time usually impacts their motivation. They were then asked if the amount of foul language impacts their motivation, 50% of the athletes said it had no impact on their motivation. Criticism from a coach was found to usually impact the athletes motivation, this was 50% of the sample. If the coach cares about the player as a person that was found to usually impact motivation at 40% of the sample. Followed by 30% of the athletes saying it almost always impacts my motivation. Motivation to improve as a player had 70% of the sample say that it almost always impacts their

motivation. The next question asks the athletes to rank their agreeance if the statement increases their motivation. If the athletes playing time increases then their motivation increases, according to the sample athletes, 40% strongly agreed with this and 40% somewhat agreed to this. Half of the athletes neither agree nor disagree that foul language increases their motivation. When a coach corrects the player they somewhat agree (60%) that their motivation will increase. When a coach criticizes the player, 30% of athletes said they somewhat disagree and 26.7 % somewhat agree that their motivation will increase. When coach cares for the players 43.3% of the players strongly agree that their motivation increases, followed by 40% of them somewhat agreeing with this. The athlete's strongly agree at 66.7% with the statement that the player's own personal desire to improve as a player increase their motivation. 56.7 percent said that they have been strongly motivated over their entire playing career. 46.7% of the athletes said that they have had an above average work ethic for their entire career. The athletes were asked if they agree with the following statements. The first one was whether or not I am injured should impact my relationship with my coach. The answer with the highest percentage was neither agree nor disagree with a percentage of 23.3% as well as strongly disagree with 23.3 %. The next statement was should I be able to talk to my coach about non-football issues. At 56.7 % , athletes said they strongly agree with this statement. 33.3% of the athletes said that they strongly agree that coach can be allowed to use foul language. When asked if a coach gets the best out of his players when he uses an intense yelling style. 40% of the athletes said they neither agree nor disagree with is. With this there was 20% of athletes that answered saying they somewhat disagree and another 20% that said they strongly disagree. Finally they were asked if a coach gets the best out of his player when he uses a calm teaching style. 36/7 5 said neither agree nor disagree and 305 somewhat agreed. The sample was asked to rank their level of respect for the

individual coaching styles on a 1-5 scale. The majority, 30% ranked the yelling style at 3 out of 5. This was in the middle of the scale so they neither respect nor disrespect this style. The next style was teaching and the two highest percentages were 30% for 3-5 and 4-5. The last style was the friendly approach and this had the majority of the sample chose 3-5 at 36.7%. The athletes were asked to chose the ideal relationship they would chose. 76.7% of the athletes chose the holistic relationship.

Discussion

The results from the conducted survey shows support for the original hypothesis of this research. The factors and influences that were tested in the survey show that they do indeed impact the relationship. During the research process there was a slight change/addition to the research. In the process of researching information regarding the types of relationships that form were discovered. These were not in the original research plan but provided the participants of the survey desired outcome they could strive for in the future. The data that was collected was susceptible to bias. This was because the sample size that was used for this research was smaller than anticipated. Some players that participated in the survey knew the researcher and could have potentially answered questions untruthfully to give a different perspective than anticipated. Another reason for bias would be since the sample size of participants was so small there would be potential for the athletes to share similar views, resulting in no diversity of answers. Limited points of view in the research do not serve this research topic justice. If more schools were involved in this research, there could be a better perspective of different student athletes. Also if a successful team from St. John Fisher's past was included in this research, there could be a possibility of very different results based on the fact that current players have not had a winning season in two years.

The multiple findings of this research will give coaches a guide to understanding their athletes. Understanding this is very important to success. Having this understanding of the athletes will make it very easy for the coach to know what style is useful and what tactics will not succeed. They can adapt their style and have an easier time connecting with their players. This connection between the two parties and help the program increase their status. Teams can only reach a certain level if the coaches and players are not on the same page. Football is a sport that relies on relationships and the most important ones are between coaches and players.

Conclusion

In the beginning of this research it was unclear to what impacts the formation of the relationship between a coach and a player. After taking a sample of real student athletes the results were able to shed light on what truly affects this delicate relationship.

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Appendices

A: Cover Letter

Dear Student-Athlete,

My name is Anthony Rinaldo and I am a senior at St. John Fisher College, majoring in Sport Management. I am conducting a study that examines what factors impact the relationship between a coach and an athlete.

As a member of the St. John Fisher Football program, your first hand experience playing for the Cardinals will provide great insight and information to complete this study. I am requesting your assistance by completing the survey: Coach-Player Relationships . The survey will take approximately 10 minutes or less to complete.

Survey Link: <----->

By completing this survey, you consent to participate. This survey will be 100% confidential, there will be no risk associated with completing the survey. All the questions need to be completed. No personally identifiable information will be associated with your responses in any published and reported results of this study.

If there are any questions regarding the survey please feel free to reach out and contact myself, as well my supervising instructor using the information listed below.

It would be greatly appreciated if you would complete the survey by October 17th 2018 . Thank you very much for your assistance.

Sincerely,
Anthony Rinaldo
Sport Management Major
agr00575@sjfc.edu
(315) 200-5319

Dr. Dane-Staples
edane-staples@sjfc.edu
585-899-3803

B: Ethical Statement (Will be included with survey)

The purpose of this survey is to examine the factors that form the relationship between coach and player. Please answer the following questions with honesty and to the best of your ability. This survey will take ten minutes or less of your time. There is 100% inaugurated confidentiality if

you take this survey. Your coaches WILL NOT know your answers to this survey. Thank you for your participation.

Will you participate in the survey?

- Yes
- No

C: Survey

Coach-Player Relationship

Start of Block: Ethical treatment statement

Q1 The purpose of this survey is to explore factors in the relationships between coaches and players.

Please answer the following questions based on the 2017 St. John Fisher football season with honesty and to the best of your ability. This survey will take ten minutes or less of your time. There is 100% guaranteed confidentiality if you take this survey. Your coaches WILL NOT know your answers to this survey.

Do you consent to participate?

- Yes (1)**
- No (2)**

Q2 The first section of questions attempt to understand you as a Fisher football player.

Q3 What class are you?

- Freshman (1)**
- Sophomore (2)**
- Junior (3)**

Senior (4)

Q4 Are you on offense, defense, or special teams (kickers & punters only)?

Offense (1)

Defense (2)

Special Teams (3)

Q5 What string were you on the 2017 depth chart?

1st String (1)

2nd String (2)

3rd String (3)

4th String (4)

Other (5)

Q6 How many injuries have you had during your time at St. John Fisher College?

1-2 (1)

3-5 (2)

6+ (3)

Q7 Have you had any injury during your time at St. John Fisher that required you to miss a game?

- Yes (1)**
- No (2)**

Q8 How many games did you miss due to injury during the 2017 season?

▼ None (1) ... Nine or more (10)

Q9 Rate your motivation during the 2017 football season.

- I'm not motivated (1)**
- Little motivation (2)**
- Moderately motivated (3)**
- Strongly motivated (4)**
- Extremely motivated (5)**

Q10 Which of the following best represents your work ethic towards football during the 2017 season?

- Non-existent, I had no work ethic towards my sport at that time (1)**
- Below average, my work ethic was somewhat lower than my teammates (2)**
- Average, my work ethic was on par with my teammates (3)**
- Above average, my work ethic was somewhat greater than my teammates (4)**

- Extreme, my work ethic was unmatched by my teammates (5)

Q11 In a typical week during the 2017 season, how often did your coaches have conversations with you about non-football activities (every day life)?

- Zero (1)
- 1-2 times per week (2)
- 3 or more times per week (3)

Q12 If you had a personal issue, how many Fisher football coaches would you have felt comfortable in asking advice from last season?

- I'm was not comfortable enough with any coaches to do this. (1)
- I was comfortable enough with 1 coach to do this. (2)
- I was comfortable enough with 2 coaches to do this. (3)
- I was comfortable enough with 3 or more coaches to do this. (4)

Q13 This next section of questions attempts to understand your motivations and actions as a player.

Q14 Rate the degree of impact of the following items on your motivation.

	Doesn't impact my motivation (1)	Sometimes impacts my motivation (2)	Usually impacts my motivation (3)	Almost always impacts my motivation (4)
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The amount of playing time I receive (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of foul language a coach uses (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way in which a coach criticizes or corrects me (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whether or not the coach cares about me as person (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My desire to improve as a player (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 Rate your level of agreement with each of the following statements.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
When my playing time increases, my motivation increases (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When my coach uses foul language towards me, my motivation increases. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When my coach corrects mistakes I make as a player, my	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**motivation
increases (3)**

**When my
coach criticizes
mistakes I
make as a
player, my
motivation
increases. (4)**

**When my
coach
demonstrates
they care about
me as a person,
my motivation
increases. (5)**

**My desire to
improve as a
player
increases my
motivation. (6)**



Q16 Move the slider to indicate the source/s of your motivation. For example, if you are equally motivated by intrinsic and extrinsic factors, move the slider to the 50 position. If you are more externally motivated, your slider will be between 51-100. If you are more internally motivated, your slider will be between 0-49.

Internally motivated

Externally motivated

Sources of motivation ()	
---------------------------------	--

Q17 Rate your motivation for your sport throughout your playing career.

I'm not motivated (1)

- Little motivation (2)
- Moderately motivated (3)
- Strongly motivated (4)
- Extremely motivated (5)

Q18 Which of the following best represents your work ethic for your sport throughout your playing career.

- Non-existent, I have no work ethic towards my sport. (1)
- Below average, my work ethic is somewhat lower than my teammates. (2)
- Average, my work ethic is on par with my teammates. (3)
- Above average, my work ethic is somewhat greater than my teammates. (4)
- Extreme, my work ethic is unmatched by my teammates. (5)

Q19 This final set of questions asks you about specific behaviors that you prefer from coaches.

Q20 Rate your level of agreement with the following statements.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
<hr/>					

Whether or not I am injured should impact my relationship with my coach. (1)

I should be able to talk to my coach about non-football issues. (2)

It is acceptable for a coach to use foul language with college athletes. (3)

A coach gets the best out of his players when he uses an intense yelling style. (4)

A coach gets the best out of his player when he uses a calm teaching style. (5)

Q21 Rank your respect for the following coaching styles.

No respect

Highest respect

0 1 2 3 4 5

Intense Yelling Coach ()	
Calm Teaching Coach ()	
Friendly Coach ()	

Q22 Which type of relationship should an athlete form with their coach?

- Holistic relationship- I want to interact with my coach on and off the field. (1)**
- Professional relationship- I only want to interact with my coach on the field and nothing else. (2)**
- Friendship relationship- Interacting on the field doesn't matter, I want to interact with my coach off the field. (3)**

Q23 Which type of relationship would you want to form with your coach?

- Holistic Relationship- I want to interact with my coach on and off the field. (1)**
- Professional relationship- I only want to interact with my coach on the field and nothing else. (2)**
- Friendship relationship- Interacting on the field doesn't matter, I want to interact with my coach off the field. (3)**

Q24 In general, what is your favorite trait of a coach?

Q25 In general, what is your least favorite trait of a coach?

D: Follow Up Email

Dear (insert name),

I have recently sent you an email regarding your participation in a short survey about the factors that form coach-athlete relationships. This survey is brief and should only take about 10 minutes or less to complete. You have been chosen for a reason to complete this survey. It would be very appreciated if you complete the survey. Your response is very helpful in determining how/what factors affect the relationship between a coach and player.

Survey Link: -----

Thank you for your help by completing the survey.

Sincerely,

Anthony Rinaldo

Sport Management Major

agr00575@sjfc.edu

(315) 200-5319

Dr. Dane-Staples

edane-staples@sjfc.edu

585-899-3803

Table #

Comparison of Player Motivation and Work Ethic

	2017 season	Career	X ²
Personal motivation	3.33	4.03	19.995
Personal work ethic	3.63	4.00	30.577**
Note. Table values first indicate the average motivation from a scaled response where 1=low and 5=a great extent. Chi-square tests assessed statistical differences. **p<.01			

Table #

Degree of factor impact on motivation

	Mean
Playing time	2.8
Foul language	1.67
Criticism	2.9
Cares	2.93
Desire to improve	3.7
Note. Table values indicate the degree to which each factor impacts motivation. Higher numbers indicate a factor that strongly impacts motivation.	