LEADERSHIP DEVELOPMENT PRACTICES OF INTERCOLLEGIATE ATHLETIC COACHES AT CHRISTIAN UNIVERSITIES

A DISSERTATION SUBMITTED TO

THE FACULTY OF PIEDMONT INTERNATIONAL UNIVERSITY

IN CANDIDACY FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY

BY

BENJAMIN RIGNEY

WINSTON-SALEM, NORTH CAROLINA

JUNE 2017

This Dissertation was written by:

Benjamin Rigney

Under the guidance of a Faculty Committee approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

June 20, 2017

Faculty Committee

_____
Lori Robertson, Ed.D.
Committee Chairperson
Piedmont International University

_____
Harlie Miller, Ed.D.
Committee Member
Piedmont International University

_____
Woody Rimes, Ph.D.
Committee Member
Piedmont International University

Abstract

A major responsibility of a Christian college or university is the development of the leadership skills of its students (Calian, 2002; Dockery, 2008; Hetzel, 2015; Hickman, 2010; Nguyen, 2015; Sholes, 2010). One tool that Christian institutions of higher educations can utilize to develop students into leaders is intercollegiate athletics (Hardin, 2015; McFadden & Stenta, 2015; Westfield, 2010). The coach of an athletic team is the primary source of leadership development for the students participating in intercollegiate athletics (Jones, 2006; Schouten, 2010). Because of the importance of coaches to the development of student-athletes, head coaches were the primary focus of this research project. The purpose of this study was to examine how coaches at Christian colleges and universities attempt to develop student-athletes into quality leaders. Specifically, the research project was designed to examine the prioritization and practices of leadership development by head coaches of athletic programs at Christian colleges and universities. A multiple case study methodology was used for this study. Interviews were conducted with intercollegiate athletic coaches who are currently employed by a Christian institution of higher education. The participants were selected from Christian colleges and universities affiliated with the Southern Baptist Convention and located in the southeastern United States. The data indicated that coaches seek the holistic development of their student-athletes, including but not limited to leadership development. Additionally, five common themes emerged as relevant for the leadership development of student-athletes by intercollegiate athletic coaches: seeking the holistic development of the student-athlete, creating a conducive culture for leadership development, engaging in educational communication, engaging in relational communication, and generating opportunities for student-athletes to lead.

Keywords: leadership development, collegiate athletics, coaches,

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to everyone who has contributed to the completion of this project. First of all, I need to thank my parents for their unwavering support throughout the entirety of my education. Secondly, I want to thank my siblings, Stephen, Natalie, Grace, and Tiffany for encouraging me to continue. Additionally, I would like to thank the people at South Roanoke United Methodist Church and Riverside Church for their encouragement and patience with me as I wrote this study. Finally, I would like to acknowledge my dissertation committee Dr. Harlie Miller, Dr. Woody Rimes, and, particularly, Dr. Lori Robertson for their insight, guidance, and patience.

TABLE OF CONTENTS

LIST OF TABLES

Chapter 1: Introduction to the Study

> The evidence is all around us. It is in our daily lives – in our schools, businesses, social groups, religious organizations, and public agencies. It is in our local community, in our more distant state and national government, and on the international scene. Leadership makes all the difference (Bass & Bass, 2008).

The study of leadership exists to help organizations develop leaders and enhance people's ability to lead well. Competent leadership is a vital element to organizational success (Akuoko, 2012; Perkins, 2014; Pfeffer & Davis-Blake, 1986). Researchers have identified seemingly ubiquitous evidence regarding the effects and importance of leadership (Bass & Bass, 2008; Beh, 2012). Quality leadership enhances an organization's ability to accomplish its stated goals, whereas insufficient leadership is detrimental to the group (Akuoko, 2012). Regardless of size, purpose, or financial resources, an organization without proper leadership will struggle to be effective (Day, 2014).

The study of leadership has become a worldwide topic of research (Mohler, 2012; Northouse, 2013; Terrell, 2011). In his seminal work discussing leadership, Burns (1978) contended, "The fundamental crisis underlying mediocrity is intellectual. If we know all too much about our leaders, we know far too little about *leadership*" (p. 1). Burns (1978) and many others (Kouzes & Posner, 2007; Mohler, 2012; Northouse, 2013; Shein, 2010) have dedicated a great deal of time developing a better understanding of how individuals lead.

The study of leadership is a growing study in contemporary culture and continues to develop (Mohler, 2012). Robertson and Timperley (2011) observed, "The literature on leadership continues to develop as we seek to keep abreast of new thinking and to make a more comprehensive and relevant theory or set of theories about leadership… Leadership theory is a

dynamic field" (p. 174). As a part of the growing field of leadership research, this study was created to contribute to the study of leadership by identifying the leadership development practices of intercollegiate athletic coaches in Christian higher education institutions.

Background of the Study

Institutions of higher education have a responsibility to their students to develop the whole person (Dockery, 2008; Gunzelmann, 2014; Wolf-Wendel & Ruel, 1999). One of the aspects of developing an entire person is developing the leadership capabilities of the student (Dockery, 2008; Owen, 2015). Dugan and Komives (2007) identified "an institutional, and societal, mandate that calls for institutions of higher education to purposefully develop socially responsible leaders. There is a growing recognition that this task is the responsibility of all members of the campus community" (p. 5). The entire community of a higher education institution has a responsibility to develop students into capable leaders (Astin & Astin, 2000; Dockery, 2008; Dugan & Komives, 2007; Grandzol, 2007; Mohler, 2012; Owen, 2015).

Sports have a prominent place in American culture and especially in its education system. Miller (2007) stated, "The role of sports in American society has been elevated to extraordinary levels over the last century in general, and over the last several decades in particular. What was shared community affection just a few decades ago is now a national addiction" (p. 4). Sports as an activity can alter the way a person perceives the world or acts (Coakley, 2009). Athletics have been shown to have a clear positive influence on a student's work ethic, overall university experience, study skills, and personal responsibility (Corack, 2014; Plunkett, 2013). Likewise, researchers have found athletic participation to positively influence leadership skills in students (Dugan & Komives, 2007; Grandzol, 2007; Plunkett, 2013).

The positive results of sports are well documented (Corack, 2014; Grandzol, 2007; Plunkett, 2013); however, the benefits of sports are not without a cost (Miller, 2007; Nixon, 2014). Sports, as with virtually every hobby, require an investment of time and energy (Shaw, 2013). Even the largest athletic programs at Division I schools struggle to be independently profitable (Perko, 2009). Perko (2009) concluded, "The myth of the business model – that football and men's basketball cover their own expenses and fully support non-revenue sports – is put to rest by an NCAA study finding that 94 institutions ran a deficit for the 2007-08 school year, averaging losses of $9.9 million" (p. 11). The financial costs of an organized intercollegiate athletic program are vast, which should encourage researchers to find any additional benefits to athletic programs (Frank, 2004; Fulks, 2012; Huffman, 2013). Additional research is needed to determine if the investment of time, money, and energy is worth the results.

Leadership development is becoming increasingly prevalent on the campuses of institutions of higher education (Mohler, 2012). Hackman and Johnson (2013) determined, "There are approximately 1,000 leadership development programs offered at institutions of higher education in the United States, ranging from small liberal arts colleges to major state schools and Ivy League universities" (p. 376). Christian institutions of higher education such as Palm Beach Atlantic University (Pba.edu), The University of Northwestern St. Paul (unwsp.edu), Oklahoma Baptist University (Okbu.edu), and Concordia University Texas (Concordia.edu) all have extracurricular programs designed to develop students into effective leaders. Other Christian institutions of higher education, such as Liberty University (Liberty.edu), Piedmont International University (Piedmontu.edu), Eastern University (Eastern.edu), Biola University (Biola.edu), and Colorado Christian University (ccu.edu), all offer formal academic leadership programs.

Many Christian higher education institutions consider the development of leaders to be a fundamental part of their mission (Stlchristian.edu; Gordon.edu; Eastern.edu; Messiah.edu). The desire to develop leaders is also found in the mission statements of the athletic departments of certain Christian higher education institutions (Wheaton.edu; Lcuredlions.com; Tbcathletics.com; Ncurams.com). Wheaton College's website specifically stated, "Wheaton College Athletics exists to foster the development of Christian faith, character, and leadership through competitive sports programs" (Wheaton.edu).

Additionally, Christians are commanded to be good stewards of their resources (Matthew 25:14-30). Rodin (2010) wrote, "As God's people, we are called to reflect the image of our Creator God through whole, redeemed relationships at four levels— with God, with our self, with our neighbor and with creation— bringing glory to God and practicing in each the ongoing work of the faithful steward" (p. 33). Stewardship of resources is fundamentally important to faithful Christianity (Oslington, 2014). Christian colleges and universities, as institutions representing the beliefs of Christianity, are held to the similar standards as individuals (Blomberg, 2013). Christian colleges and universities need to ensure they are using their resources as wisely as possible.

Statement of the Problem

Despite the importance of effective Christian leadership development, researchers have noted the lack of quality Christian leaders in Christian institutions (Blackaby, 2013; Dockery, 2011; Han, 2015; Mohler, 2012; Nwokorie-Anajemba, 2010; Springette, 2014; Stetzer, 2009; Swanner, 2014). Nguyen (2015) contended, "Much has been written on the necessity of leadership and building new leaders for the future… This topic strikes a sensitive chord with churches, seminaries, local ministries, and other para-ministries because there seems to be a

shortage of quality leaders who can lead respectively" (p. 1). The lack of effective Christian leaders can be partially attributed to Christian educational institutions lack of intentional leadership development programs (Beh, 2012; Davis, 2014; Lee, 2011; Martin, 2004; Nguyen, 2015; Springette, 2014).

Seminaries and Christian institutions of higher education are responsible for producing graduates who are capable of leading their respective organizations, whether Christian or secular, in a God-glorifying and effective manner (Calian, 2002; Dockery, 2008; Hickman, 2010; Sholes, 2010). Dockery (2008) suggested the goal of Christian higher education is "to enable men and women to be prepared for their chosen vocation in order to be salt and light in the marketplace. We want to help students become servant leaders and change agents in our world" (p. 15). Leadership development should be a fundamental goal of Christian higher education (Dockery, 2008; Hetzel, 2015).

Effective leadership is vitally important to organizational health and success (Akuoko, 2012; Collins & Hansen, 2011). Therefore, Christian churches and other Christian institutions need effective leaders in order to thrive (Beh, 2012; Blackaby, 2013; Kitchen, 2016; Lee, 2011; Stetzer, 2007; Weems, 2013). Discovering and empowering effective leadership development tools is important as Christian institutions of higher education seek to train effective leaders for the future (Foster, 2010; Mohler, 2012; Nguyen, 2015). The need for effective leaders is not exclusive to Christian institutions (Bennis, 2009; Han, 2015). Although clear differences exist between secular and Christian leadership philosophy, both secular and Christian organizations benefit from more effective leadership (Bonem, 2012; Han, 2015). The need for effective leaders requires all organizations to utilize successful leadership development programs (Mehrabani & Mohamad, 2013).

Additionally, the development of effective leaders who are Christians is not exclusively beneficial to Christian institutions, due to the biblical command for Christians to work with excellence regardless of the religiosity of the organization (Colossians 3:23). Keller and Alsdorf (2012) wrote, "The sixteenth-century Protestant Reformers, particularly Martin Luther and John Calvin, argued that all work, even so-called secular work, was as much a calling from God as the ministry of the monk or priest" (p. 20). Healthy Christian institutions training effective Christian leaders will ultimately provide benefits to both secular and Christian organizations (Bonem, 2012; Foster, 2010; Keller, 2012; Mohler, 2012).

Intercollegiate athletics provides a valuable tool for the development of student leaders (Hardin, 2015; Westfield, 2010). McFadden and Stenta (2015) determined, "Recreation and athletic programs… provide opportunities for intentional development of effective individual and team leadership that supports institutional learning goals" (p. 5). Coaches function as educational leaders for the students participating in intercollegiate athletics and are responsible for the development of the student-athlete (Jones, 2006; Schouten, 2010). Studying the leadership development processes and practices of coaches of intercollegiate athletic programs at Christian colleges and universities is necessary to aide in the continued development of Christian leaders.

An intercollegiate athletic department generally consists of administrators, coaches, and student-athletes (Masteralexis, Barr, & Hums, 2015; Weight & Zullo, 2015). Within the context of an athletic team, the head coach is the most important individual to the development and growth of a student-athlete (Clements, 2014; Coker, 2011; Schouten, 2010). Weaver and Simet (2015) concluded, "There are a number of important people in the life of a student-athlete, each with the potential to influence and develop the leadership characteristics of a student-athlete… Coaches have the potential for the greatest influence in the development of student-athletes"

(p.57). Intercollegiate athletic coaches play a vital role in the leadership development of student-athletes; therefore it is important to understand how coaches attempt to develop student-athletes into effective leaders.

Purpose of the Study

The purpose of this study was to examine significant and salient leadership development practices evidenced in collegiate coaches at Christian universities. The role of college athletics, according to Cormier (2008), is to "field winning teams as well as meet the academic, social and personal development needs to athletes" (p. 1). One important area of development for a student is the ability to lead an organization effectively (Davis, 2013). College athletics can be a tool for developing leaders (Lund, 2013). The practices used by coaches at Christian colleges and universities attempt to develop student-athletes into quality leaders were examined in this study.

Research Questions

The following research questions frame this research project.

Question One: Do coaches at Christian colleges and universities prioritize the leadership development of their student-athletes? If so, how?

Question Two: Do coaches at Christian colleges and universities empower their student-athletes to lead? If so, how?

Question Three: Do coaches at Christian colleges and universities motivate their student-athletes to lead? If so, how?

These questions form the basis for the research project as outlined in this chapter and were asked directly to the coaches who are participating in the project. However, as is common with qualitative research, further questions arose over the course of the research project (Klenke, 2008; Powell, 2011). Any additional questions that arose over the course of the study were used

to supplement the primary research questions. The interview process and interview questions are further detailed in the third chapter of this study.

Research Design

A more detailed discussion regarding the research design and methodology of the study can be found in chapter three. In order to most fully answer the questions posed in this study, the research project was a qualitative study. Powell (2011) suggested a qualitative research approach allows the researcher to, "Investigate the finer nuances of the research topic that might not be immediately quantifiable… Unlike a purely statistical approach, qualitative inquiry is richly descriptive allowing for the simultaneous analysis of multiple and sometimes contradictory factors" (p. 52). A qualitative approach was used to most comprehensively answer the research questions of this study (Klenke, 2008).

The research study utilized multiple case studies to obtain the necessary data to accurately answer the research questions. Case studies allow a researcher to observe specific leadership issues among a smaller group of participants in a specific context (Klenke, 2008). Klenke (2008) identified case studies as a viable tool to study leadership issues "that are difficult to quantify using experimental or survey methods but can be carefully assessed using case study research" (p. 64). A case study design has been determined to be the best approach to answer the questions of this research study.

In order to accurately understand, evaluate, and collect the necessary data for the research study, a multiple case study design was used. Leedy and Ormrod (2014) defined the multiple case study approach as when, "Researchers study two or more cases—often cases that are either similar or different in certain key ways—to make comparisons, build theory, or propose

generalizations" (p. 141). The multiple-case study approach has been determined to be the most effective approach for this particular study due to the nature of the research questions.

The individuals interviewed for the study were selected to represent coaches from Christian colleges and universities with intercollegiate athletic programs. The coaches represent the senior leadership of a unique team within a Christian institution of higher education located in the southeastern United States. Each coach interviewed represented a different team, although some participants may work at the same college or university. Specifically, all schools in this study were in a cooperative relationship with the Southern Baptist Convention to further validate their Christian identity (Sbc.net). Further discussion of the interview participants is found in chapter three of this research project.

The interviews with the participants were semi-structured. As a semi-structured, open-ended interview, the questions were specifically constructed to best answer the questions of the research study while also allowing for each participant in the study to freely express his or her views (Klenke, 2008; Turner, 2010). Further information on the interview methodology can be found in chapter three of this study.

Delimitations of the Research

Research projects, as a general rule, need to be constrained to a finite problem in order to create clarity (Thomas, Nelson, & Silverman, 2011). In order to accurately express what a research project will discuss one must clarify what the research project will not be able to discuss (Leedy & Ormrod, 2015). Due to the constraints of time and for the sake of accuracy, this study focused exclusively on the leadership development practices of coaches at Christian colleges and universities. While the effect and usage of the research may be applicable to other educational institutions and other professions, the study focused exclusively on leadership development by

coaches in Christian higher education environments. The research was also limited to the candidates selected for interviews.

Christian colleges and universities have a unique mission and identity providing a unique context to study (Carpenter, 2014). Christian education is vitally important to the current success of the church and churches must better understand how to use Christian education effectively (Baucham, 2007; Dockery, 2008). The uniqueness of Christian education has contributed to the decision to limit the research project to Christian colleges and universities.

In order to maintain clarity in a research project, the individuals interviewed in the study were selected through purposive recruitment in order to create a functional study (Hennink, Hutter, & Bailey, 2010). The interviewees were selected exclusively from the athletic departments of Christian colleges and universities. Primary and secondary educational institutions have been excluded due to the potential obfuscation of the research by reducing consistency among participants selected for the case studies. Likewise, including secular educational institutions would detract from the clarity of the research project due to the different objectives of secular and Christian educational institutions (Jeynes & Robinson, 2012). While a variety of sources could be researched for this project, the project was contained to a relatively narrow subset of the population in order to achieve greater clarity and focus by eliminating unnecessary variables.

Definition of Terms

During the introduction of the study it is highly beneficial to define commonly used terms throughout the research project (Blessing & Chakrabarti, 2009; Booth, Colomb, & Williams, 2008; Leedy & Ormrod, 2015). A misunderstood term could create confusion for readers of the

project (Creswell, 2014). The following terms in this section will be used extensively in this research project and therefore merit an accurate definition at the beginning of the study.

Coaches: Individuals who are compensated for operating and leading an athletic program for a specific school and sport.

Christian Colleges and Universities: Institutions of higher education with an explicitly stated mission of teaching the values and beliefs of the Christian faith.

Intercollegiate Athletics: Official sports teams comprised of amateur student-athletes representing an institution of higher education.

Leadership: The process of one individual guiding a group of individuals towards successfully completing a common goal or objective.

Leadership Development: The intentional process of expanding an individual's capacity to guide a group of other people towards a common goal.

Leadership Development Practices: Specific actions done on the part of an instructor to expand another individual's capacity to guide a group of other people towards a common goal.

Summary

The study presented sought to identify how leadership development was prioritized among coaches at Christian colleges and universities, as well as any salient leadership development practices exhibited by the aforementioned coaches. A qualitative study utilizing a multiple case study approach was used to obtain the necessary information. This study ultimately sought to provide valuable insights regarding how coaches seek to develop leaders within the intercollegiate sports programs at Christian colleges and universities.

Chapter 2: Literature Review

The literature review is designed to present a summary of past and current research in the field of leadership. Leadership theory was examined by discussing general leadership theory, leadership development, and formal programs studying leadership.

Additionally, the review of literature included discussion regarding extracurricular activities in education. The role of athletics in education and leadership development is considered as well as the general purposes of extracurricular activities in an academic environment. Although other areas of extracurricular activities are important, the primary discussion is focused on athletics. Within the discussion of athletics, the role of a coach as the leader of an athletic team was examined.

Finally, the context of Christian education and the role of Christian leaders are discussed in order to establish the specific framework of the research project.

Leadership Theory

Leadership is an important subject to analyze (Burns, 1978; Kouzes & Posner, 2007; Mohler, 2012; Shein, 2010). Researchers have found that leadership has been incredibly valuable throughout human history (Ray, 2013; Stone & Patterson, 2005; Strauss, 2013). Stone and Patterson (2005) showed the value of leadership throughout human history when they observed, "Leadership, and the study of it, has roots in the beginning of civilization. Egyptian rulers, Greek heroes, and biblical patriarchs all have one thing in common–leadership" (p.1). Leadership, as an academic field, continues to grow and develop (Lussier & Achua, 2014; Mohler, 2012; Robertson & Timperley, 2011).

The study of leadership not only explains the phenomenon of leadership but also explains how to be a successful leader (Iszatt-White & Saunders, 2014; Lussier & Achua, 2014).

Researchers in the field of leadership have affirmed leadership as a developable skill (Grandzol, 2008; Iszatt-White & Sanders, 2014; Mehrabani & Mohamad, 2013). Leadership is essential to the success of any organization. Just as the absence of leadership is damning to an organization, the presence of quality leadership can make an organization successful (Adams, 2010; Akuoko, 2012; Goetsch, 2011; Perkins, 2014; Pfeffer & Davis-Blake, 1986).

Evolution of Leadership Theory

Different leadership theories cite different sources for successful leadership, creating unique paradigms for analyzing leadership theory. Lussier & Achua, (2014) stated, "A leadership paradigm is a shared mindset that represents a fundamental way of thinking about, perceiving, studying, researching, and understanding leadership" (p. 16). The various leadership theories suggest either leadership is a trait a leader is born with or a leader can develop his or her leadership skills. The trait approach suggests some people were born leaders and others are born to be followers (Carlyle, 1849; Dowd, 1936; Judge, et al, 2002). The skills approach suggests a leader can be developed through intentionally working at his or her craft (Kouzes & Posner, 2009; Gill, 2011, Wren, 2013).

The early stages of leadership research focused on the innate abilities of the leader. Carlyle (1840) proposed, "The history of the world is but the biography of great men" (p. 26). The thought of history as being controlled exclusively by those born great contributed to the idea of leadership being a trait a leader is born with and followers are born without. While trait leadership theory remains a topic of study it has become increasingly unpopular among leadership scholars (Lussier & Achua, 2014). Stodgill (1948) found leadership to be derived from a leader's "Capacity, achievement, responsibility, participation, and status" (p. 64). As the field of research has developed the support of trait theory has waned considerably with much of

the current research focused on the combination of the trait and contingency theories of leadership (Daft, 2011).

As researchers continued to critique the theory of trait leadership, the theory of skill or behavioral leadership emerged. Katz (1974) suggested leadership was a skill, and skills are inherently developable. The skill theory suggests a leader is successful based on performance, not on any predisposition or innate characteristic; a leader can be successful through the development of skills (Beh, 2012; Gill 2011; Grandzol, 2008; Wren, 2013).

Additionally, relational leadership theory explores a developable skill for a leader as he or she related to his or her followers (Daft, 2011). This theory views leadership is a relationship of influence (Fore, 2012; Gilbert, 2012). Ray (2013) defined leadership as, "A sustained process that helps an individual to derive desired results with the help of his or her followers, superiors, subordinates, and peers and deliver optimum performance for the well being of the society and world at large" (p. 3). Leadership is a process of influence, which exists in the context of a relationship with other people.

Transformational Leadership

One important theory of leadership is transformational leadership (Boateng, 2014; Riaz, 2012). Transformational leadership is considered to be a developable skill; therefore, a leader can increase his or her abilities to lead in a transformational manner (Bass, 1990; Mehrabani & Mohamad, 2013). Day (2014) summarized transformational leadership when he wrote, "Transforming leadership… is based on the principle of raising the consciousness of followers to a higher moral plane and encouraging them to aspire to high ethical standards" (p. 228). Transformational leadership is best understood as the relationship between the leader and his or her followers (Hawkins, 2014; Himelhoch, 2014; Hollander, 2009).

Because transformational leadership focuses on the relationship between the leader and the follower, the leader does not operate merely to accomplish the necessary tasks for an organization to be successful (Shelton, 2012). Rather, transformational leaders work for the benefit of the organization and the followers themselves (Hawkins, 2014; Himelhoch, 2014; Mehrabani & Mohamad, 2013). Transformational leadership espouses the idea that a leader needs a healthy relationship with his or her followers as well as an understanding of the needs of the followers (Goleman, et al, 2013; Hollander, 2009). Himelhoch (2014) wrote, "Followers of transformational leaders trust, admire, and respect their leaders; employees are more loyal and apt to exhibit organizational citizenship behaviors. The leader caters to employees' highest order needs" (pp. 11-12). A relational understanding is critical to transformational leadership. According to transformational leadership theory, a leader needs to lead for the well being of the organization and the followers. Goleman, Boyatzis, and McKee (2013) suggested, "The primal job of leadership is emotional" (p. xi). At its essence, transformational leadership insists a leader treat his or her followers well in order to do what is best for the organization (Mehrabani & Mohamad, 2013). Taking care of the emotions of the people within an organization make it beneficial to the organization itself (DuBrin, 2016; Evans, 2012). By investing in the people of the organization, a leader can successfully guide the entire organization (MacArthur, 2004; Hollander, 2009).

The antithesis of transformational leadership is transactional leadership. Transactional leadership is focused on the practical elements of organizational objectives, whereas transformational leadership considers the needs of the followers (Ferry, 2010). Transactional leadership has been shown to be critical to organizational change on a practical level, which underscores the need for transactional leadership in the appropriate context (Golm, 2009;

Belasen, 2012). Transformational leadership has also been shown to be a valuable tool for creating organizational change (Belasen, 2012; Fisher, 2006; Golm, 2009; Spreitzer, Perttula, & Xin, 2005). Verhoye (2015) identified transformational leadership as an important and obvious characteristic aiding Pope Francis' implementation of change in the Roman Catholic Church. However, researchers in the field of education found little correlation between transformational leadership and organizational change in an educational context (Fisher, 2006; Fitzgerald, 2015; Griffith, 2010).

Kouzes and Posner (2007) suggested the best leadership is transformational and takes the needs of the followers into account when a leader is making decisions. However, Lynch (2012) concluded that transformational and transactional leadership styles are complementary. Transactional and transformational leadership both serve a purpose in an organization (Canty, 2005; Ferry, 2010). Mehrabani and Mohamad (2013) concluded, "Extra effort, effectiveness, and satisfaction are by-products from leaders who supplement transactional with transformational leadership" (p. 830). However, transformational leadership is the more favored approach among many leadership theory scholars (Burns 1978; Goleman, et al, 2013; Kouzes & Posner, 2009; Northouse, 2013).

A leader needs to develop his or her skill to lead people in a transformational manner (Mehrabani & Mohamad, 2013). An individual can develop the skills necessary to be an effective transformational leader (Loughead, Mawn, Hardy, & Munroe-Chandler, 2014; Osborne, 2011). Increased spiritual practices are one way for a leader to become a better transformational leader (Patsko, 2016; Riaz, 2012). According to a study of educational administrators in South Florida, Riaz (2012) concluded, "Spirituality is positively related to an individual's transformational leadership behaviors" (p. 64). Additionally, being mentored by a

more experienced leader is an effective way to develop transformational leadership skills (Winkler & Marshall, 2017). According to a study of the transformational leadership of community college presidents in North Carolina, Marshall (2012) concluded that mentoring is "a vital part of leadership development" (p. 90). Research has shown that it is critically important for a leader to develop his or her transformational leadership behaviors in order to benefit the organization that he or she leads (Jauhari, Singh, & Kumar, 2017).

Additional research is needed to continue to learn more about transformational leadership (Golm, 2009; Vardaman, 2013). Såenz (2011) suggested, "There is still a marked tendency to recycle the same methodological approach over and over again in the study of transformational leadership. There is no shortage of interesting avenues of inquiry, however" (p. 308). There is a need for more research in regards to transformational leadership, and there are many interesting ideas still unexplored.

Leadership Performance

The process of leadership requires a person to perform the duties of a leader (McCrea, 2015). Leadership is universal in nature; every element of society experiences some form of leadership hierarchy wherein one person exerts influence over another (Hogan & Benson, 2009). People lead by exerting influence, and people in any position and organization have the capability of influencing others (Gilbert, 2012; McCrea, 2015; Moody, 2011).

An individual who is performing as a leader is not required to carry a formal leadership title (Gmelch & Buller, 2015; Keohane, 2010; MacDonald, 2013). However, even though titles are unnecessary, most leaders do have formal titles and role designations (Runde & Flanagan, 2012). Despite the commonality of formal role designations, leadership is ultimately not

dependent on titles or formally defined roles; rather, it is defined by performance (Gilbert, 2012; Joshi, Erbm, Zhang, & Sikka, 2016; Komives, Lucas, & McMahon, 2013).

Leadership Development

Leadership is vitally important and needs to be developed (Johnson, 2012; Mehrabani & Mohamad, 2013; Smith, 2010). The development of leaders will provide a benefit to both the leader and the organization (Beh, 2012; Kouzes & Posner, 2009; Lussier & Achua, 2014; Lopez-Gonzalez, 2012). Lopez-Gonzalez (2012) concluded, "The single most important component in achieving organizational success was the offering of a leadership development program" (p. 1). Because leadership is a learned skill, it can be done well or it can be done poorly (Iszatt-White & Saunders, 2014; Johnson, 2012). Leadership is not dependent on any condition beyond the control of the leader, which enables the leader to continually improve his or her abilities (Goleman, et al, 2013; Kouzes & Posner, 2009; Mehrabani & Mohamad, 2013).

Education and intentional training are critical to the development and subsequent success of a leader (Diew, 2012; Dockery, 2008; Lawson, 2008). Bell (2004) suggested, "To become an extraordinary leader, you must build your own personality skills. This comes first. You must be what you want your followers to become… Effective leaders build themselves fundamentally. They develop healthy personality characteristics" (p. 25). A leader needs to learn the necessary skills to effectively lead his or her organization (Beh, 2012; Bell, 2004; Lund, 2013). The development of leaders needs to be intentional and strategic (Murrell & Murrell, 2016). Beh (2012) studied leadership development in Christian churches and concluded, "Leadership development needs to be intentional" (p. 120). Lund (2013) found organizational failures would be best avoided by formally implementing leadership development training through existing systems.

Developing leaders is important both for the success of the organization and for the success of the individuals involved (Lawson, 2008; Ong, 2013). The development of capable and effective leaders greatly benefits an organization. Avolio and Gardner (2005) wrote, "In these challenging and turbulent times, there is a growing recognition among scholars and practitioners alike that a more authentic leadership development strategy becomes relevant and urgently needed for desirable outcomes" (p. 316). Leadership development is an essential element to meeting the need for capable leaders, which will aid the organizations being led (Diew, 2012; Lopez-Gonzalez, 2012).

Formal Academic Leadership Programs

The importance of leadership development is evidenced by the emergence of leadership studies as a viable academic discipline (Bonebright, 2014; Mohler, 2012; Yazdana, 2014). Riggio (2011), during his evaluation of the merit of leadership studies as an academic field, stated, "Leadership is an emerging discipline that will continue to grow and develop, and ultimately receive academic recognition… leadership is such an important topic that leadership studies will become a distinct and recognized discipline" (p. 18). Academic institutions are becoming more involved with the study of leadership as an academic field, and the application of effective leadership (Bonebright, 2014; Hackman & Johnson, 2013; Mohler, 2012).

One of the ways institutions are focusing on leadership is by studying leadership in a purely academic capacity (Anderson, 2012; Smith, 2010; Yazdana, 2014). Leadership is an evolving academic discipline (Day & Antonkis, 2012; Riggio, 2011). Many schools are incorporating the study of leadership into other academic disciplines such as education or business, while other schools are creating unique programs of study exclusively devoted to leadership (Riggio, 2011). Formal programs of leadership continue to be established, such as the

University of San Diego, which became the first university in the United States to offer a doctoral program in leadership studies (SanDiego.edu).

In addition to the study of leadership theory, leadership development programs are also being implemented in academic institutions (Holt, 2011; Sherman, 2008; Smith, 2010). Leadership development programs are needed to properly train individuals to become effective leaders (Lyman, 2011; Bornheimer, 2010). Phillips, Phillips, & Ray (2015) concluded, "There will always be a need for a structured process for developing leaders" (p. 7). Some vocal critics have called for the abolishment of formal leadership education (Levine, 2005), but research has shown formal leadership programs to be beneficial (Bonebright, 2014; Bott & Wheatly, 2015; Sherman, 2008; Smith, 2010; Watson, 2016). Businesses also benefit from the implementation of leadership development programs (Lawler & Worley, 2009). McBroom (2008), concluded his dissertation with the statement that, "The most important conclusion from this research is that the criticisms of leadership programs have been inaccurate at best" (p. 197).

Specific Leadership Development Practices

Leadership development is a process in which a wide degree of activities contributes to the overall development of a leader (Kennedy, 2009). Leadership development practices include both informal and formal processes (Smith, 2010). Leadership development practices include mentorship, experience, and education. One of the key elements of leadership development programs is providing mentors for students (Bonebright, 2014; Matthews, 2012; Wilson, 2010; Yazdana, 2014). Leadership development through mentoring has been linked to the academic success of African-American male students (Bradley, 2015; Robinson, 2011) and non-racially specified female students (Bott & Wheatley, 2015). Both formal instruction and informal

interactions within the context of an organized leadership development program are beneficial to participants (Sherman, 2008; Smith, 2010).

Developing leaders happens both experientially and through formal education (Yost, 2013). A key aspect of leadership development is allowing leaders to learn from experience (Sashkin, 2014; Smith, 2010; Snook, Nohria, & Khurana, 2012). Runde and Flanagan (2013) wrote, "A basic premise of leadership development is that leaders learn from experience. In fact, many leaders report learning most from their experiences with challenging assignments or resulting from personal or professional hardships" (p. 162). Providing leaders with the opportunity to practice leading is absolutely critical to the development of an individual's leadership skill (Winn, 2016). In addition to experiential learning, leadership development happens as a result of formally educating people about leadership (Loughead, et al, 2014). As leadership research has grown, researchers have discovered clear benefits to teaching individuals leadership skills (Smith, 2010). Anderson (2012) found formal lessons on leadership to be beneficial for the social and emotional development of pre-kindergarten students. Similarly, McBroom (2008) found formal leadership education to be a positive influence on college presidents. Proper teaching regarding how to lead well is a valuable tool for developing effective leaders (Pigza, 2015).

Specific Leadership Development Programs in Christian Universities

Students in universities need to be taught how to lead in order to aid their development as effective leaders (Guthrie & Callahan, 2016). Formal programs for leadership development are needed to purposefully identify and train individuals to become leaders (Nichols, 2008). Murrell and Murrell (2016) contended, "Leadership development doesn't happen organically; it happens strategically and intentionally" (p. 82). This section of the literature review focuses on actual

programs available to students at Christian colleges and universities in 2017 through individual universities and auxiliary organizations.

Christian colleges and universities have been seen as the "centers for Christian witness, discipleship in the Christian faith, Christian leadership development, and the integration of faith and rigorous academic pursuits and achievements" (Downling & Scarlett, 2006, p. 212). Certain Christian colleges have developed specific extracurricular leadership development programs. The University of Northwestern St. Paul is an example of an extracurricular leadership development program open to any willing student that operates in addition to an academic leadership program (unwsp.edu). The UNWSP program provides both an education component and opportunities to intentionally practice leadership skills under the supervision of leadership development staff (unwsp.edu).). Hanover College, a university in Pennsylvania affiliated with Presbyterian Church, operates a renowned leadership development program titled "Leadership for Life" (Velazquez, 2011). Hanover's "Leadership for Life" program is a comprehensive, progressive, and planned program for leadership development that works with students for the entirety of their undergraduate experience (Velazquez, 2011). Many other Christian colleges and universities offer opportunities for students to lead within student organizations, but at present there are few intentional leadership development programs.

While not directly affecting students, educators and administrators at Christian colleges and universities have the opportunity to develop as leaders through programs facilitated by auxiliary organizations. One of the organizations that provide leadership development for faculty and staff at Christian colleges and universities is the Council for Christian Colleges and Universities (CCCU). The CCCU hosts two annual events specifically designed to develop leaders: The Multi-Ethnic Leadership Development Institute (M-E LDI) and the Women's

Advanced Leadership Institute (WALI) (Kurian & Lamport, 2015). Both of these events are limited to minority groups and selectively choose a finite number of leaders to participate in formal leadership development (cccu.org). Such programs provide a model for providing intentional leadership development throughout Christian colleges and universities beyond the curriculum of any one institution.

Additionally, athletic organizations have programs designed specifically to teach student-athletes leadership development. The National Collegiate Athletic Association (NCAA) provides leadership development training at their Student-Athlete Leadership Forum for a select group of qualified student-athletes from across the United States (Leach, 2016). The NCAA is a national organization overseeing intercollegiate athletics and it provides educational resources for colleges and universities to develop student-athletes as leaders. Weight and Ross (2015) wrote, "On a national scale, the NCAA provides resources to help member institutions in their leadership programming efforts. The NCAA also sponsors an annual student-athlete leadership forum to foster student-athlete development and empower participants to bring leadership lessons home to their campuses" (p. 110). The Student-Athlete Leadership forum is available to all Division 1 and Division 2 intercollegiate athletic programs while Division 3 programs are offered access based on a rotating geographic based schedule (ncaa.org). The NCAA also provides a grant to allow member institutions the ability to hire leadership development teachers (O'Hara, 2014). The National Association of Intercollegiate Athletics also provides a leadership development program for its partnering institutions (naia.org). The NAIA "Champions of Character" program is notable because it has decentralized the leadership development process and provided tools to train head coaches to work with student-athletes on their individual campuses (championsofcharacter.org; naia.org).

Athletic conferences can be another organization providing leadership development programming for student-athletes. The Big South Conference, which includes many of the schools contacted for this research project, is a NCAA Division 1 conference that emphasizes leadership development through athletics (bigsouthsports.com). In order to more effectively develop leaders, the Big South Conference partnered with the software company Game Plan to expose student-athletes to digital leadership development programs (globenewswire.com). The partnership allows the schools in the Big South Conference, including both coaches and student-athletes, to have unfettered access to an established leadership development curriculum (wearegameplan.com).

Formal leadership development programs have been shown to have a positive affect on the participants in the leadership development program (Sherman, 2008). Specifically, Yazdani (2014) found that participating students identified mentorship, leadership opportunities, and formal leadership education as the key components to their leadership development program and their ability to lead effectively. Likewise, Davis (2013) found the leadership opportunities, retreats, team-building activities, and team based undertakings assisted with the growth of socially responsible leaders. Unfortunately, O'Hara (2014) found a significant portion of student-athletes in her study were unaware of the available leadership development resources.

Extracurricular Activities

Extracurricular activities are defined here as nonacademic exercises sponsored by an educational institution, such as athletics, music, drama, debate, school government and other various school-sponsored clubs (Collins & O'Brien, 2011; Segall & Wilson, 2004). Zito (2013) observed, "Most students engage in at least one extracurricular activity, with athletic activities as the most popular type, yet most studies identify a sizable minority of nonparticipants" (p. 262). A

school determines the amount of nonessential activities provided for the students, and the students voluntarily enroll in specific activities.

Extracurricular activities exist for a clear purpose, which is to benefit the students by reinforcing the ideas taught in the classroom. Baldwin (2013) wrote, "Participation in extracurricular activities enables students to experience success both in and out of the classroom… Schools should create extracurricular activities, including physical activity programs that meet the needs and interests of their students" (p. 349). The enrichment of the student happens both inside and outside the classroom. Educational institutions benefit their students by filling the recreational time of a student with constructive activities (Baldwin, 2013; Kelepolo, 2011; Segal & Wilson, 2004). If a student can spend the hours not spent in class engaged in an extracurricular activity, there are clear educational benefits (Towe, 2011; Zito, 2013). As a student engages in extracurricular activities, it provides time for additional structured learning and less time for unsupervised peer activity (Baldwin, 2013). The purpose of extracurricular activities is to enhance the life of the student educationally, socially and physically.

There are notable benefits to using extracurricular activities in the academic life of a student (Alexander & Alexander, 2011; Kelepolo, 2011). Extracurricular activities increase students' engagement in the class, which decreases dropout rates (Baldwin, 2013; Eccles, Barber, Stone & Hunt, 2003; Mahoney, 2005; Sutter 2007;). There is an increased need for extracurricular activities to occupy the leisure time of students and utilize such leisure time for the benefit of the student. Sutter (2007) wrote, "Maintaining student's attention and conveying the relevance of their curriculum are challenges faced by educators… Therefore, extracurricular activities are becoming a more important factor in keeping students engaged in high school" (p.

7-8). The educational development of the student is benefited from investing his or her leisure time into an organized extracurricular activity (Killgo, 2010; Sebald, 2010).

Research has also shown extracurricular activities to be beneficial for the student in regards to their social development and mental health (Techaratanaprasert, 2014). A student who participates in extracurricular activities is less likely to make unhealthy choices within his or her social life particularly due to the increased involvement of other adults, such as coaches or directors, and less time spent unsupervised with peers increases a student's ability to make less risky choices in social situations (Baldwin, 2013; Eccles, et al, 2003; Killgo, 2010; Sebald, 2010). Furthermore, students who were involved in extracurricular activities have shown increased sense of belonging in their schools (Manley-Lima, 2014). While some research has shown the direct impact on the relationship between extracurricular athletics and academic achievement to be inconclusive (Byrd, 2011; Roach, 2012), many researchers strongly support extracurricular activities as means for student development (Killgo, 2010; Sebald, 2010; Stone & Hunt, 2003; Sutter, 2007).

The physical health of the student is also aided by an involvement in extracurricular activities (Eberle, 2011; Sebald, 2010). The increased health is not solely related to the physicality of playing organized sports, as the increase in healthy choices was shown in a variety of extracurricular activities (Eberle, 2011). Harrison and Narayan (2003) wrote, "Engagement in activities beyond academic pursuits has been shown to be positively associated with health-enhancing behavior" (p. 113). The benefit of extracurricular activities extends beyond a student's education to their physical and social life. An educational institution benefits students by providing extracurricular activities (Alexander & Alexander, 2011; Kombarakaran, 2002; Manley-Lima, 2014).

Athletics in Education

An element commonly associated with the concept of extracurricular activities is interscholastic sports (Zito, 2013). Athletics have become increasingly notable in the American education system and continue to have one of the most prominent places on university campuses (Lennon, 2014; Mullen, 2010; Njororai, 2012; Robertson, 2008; Schouten, 2010). As an element of extracurricular activity, athletics play an important, albeit sometimes controversial, role in the American education system (MacDonald, 2012). Miller (2007) observed, "To some, high school sports are an essential element of a well-rounded education. Yet others criticize the same sports programs as misdirected and disrupting to the real purpose of secondary education" (p. 35). The proponents and critics of interscholastic sports both speak to the influence of sports in the development of student participants.

Critics of organized sports point out the social ramifications of sports participation. Although participation in extracurricular activities can aid the development the social development of a student, athletics actually increases the student's likelihood to engage in potentially dangerous behavior. Eccles, et al (2003) found a link between athletic participation in high school and an increase in risky behavior. The participation in high school athletics is linked with a proclivity for potentially dangerous social behavior in the lives of high school athletes. However, Baldwin (2013) observed, "At-risk students have been known to display a decrease in discipline problems as a direct result of participation in extracurricular activities" (p. 349).

Some critics identify interscholastic sports, particularly on the college level, to be a business tool rather than an extension of classroom education. Grant, Leady, and Zygmont (2008) wrote, "Early American colleges did not encourage athletics, leaving students to organize their own competitions with little faculty oversight… As higher education became big business,

so did college sports" (p. 63). While sports can provide a benefit to the school in terms of enrollment and visibility, educators have contended that sports need to be used for educational purposes (Joza, 2013).

Another critique of interscholastic sports is in regards to the financial burden the programs put upon a school (McMillen, 2011; Perko, 2009; Shulman & Bowen, 2011). Even as sports benefit the school in the aforementioned ways, critics still state the cost of the program detracts from the core purposes of the school and hampers the school's ability to teach students (French, 2004; Nixon, 2014; Nixon & Frey, 1996). Perko (2009) determined,

> It is incumbent upon colleges and universities to make sure that they and their athletics programs are functioning efficiently to fulfill their missions. In terms of athletics, this means that it is time for a serious examination of the structure of intercollegiate athletics to find ways to brake the runaway train of athletic expenses (p. 26).

A purely financial motivation for maintaining a sports program is unsustainable and unwise (McMillen, 2011; Sowell, 2011).

Proponents of interscholastic sports cite other studies, which show the social, psychological and academic benefits for students who participate in interscholastic athletics (Dahnke, 2013; Fauser, 2011; Mahoney, Larson, & Eccles, 2005; O'Guin, 2012). Dahnke (2013) stated, "It is clear that there is a relationship between athletic participation and academic achievement and extracurricular participation and academic achievement." (p. 116). Similarly, Fingers (2005) contended that athletics is a valuable tool in the development of positive character attributes among participants in school-sponsored athletics. According to modern research, student athletes clearly benefit from participating in athletics.

There is a close relationship between athletic participation and the health of the student engaged in the program (McClellan, King & Rockey, 2012). Due to both the additional health instruction and additional time engaging in physical activities, there is a clear link between involvement in sports and increased physical health (Conklin, 2011; Harrison & Narayan, 2003; Lovell, 2013). A student's participation in athletics helps with the student's mental and physical health through the discipline of organized sports.

Athletics in Leadership Development

Some modern researchers believe athletic programs can be used for more than entertainment, physical health, and university promotion (Chandler, 2011; Comeaux, 2015; Zito, 2013). Researchers have been investigating the possible benefits of athletic programs (Corack, 2014; Dugan & Komives, 2007; Grandzol, 2007; Plunkett, 2013). There are benefits for students who choose to participate in school-sponsored athletics including the area of leadership development (Dugan & Komives, 2007; Grandzol, 2008; Menke, 2010; Plunkett, 2013).

Participation in athletics creates an environment for leadership development (Grandzol, 2008; Plunkett, 2013). Bifulco (2008) wrote, "Transformational leadership appears in athletics through motivating factors by captains and coaches. Student-athletes often have much more exposure to transformational situations because of their role on the team and in the university setting" (p. 13). In this environment, a student is exposed to transformational leadership and with proper training can learn valuable leadership skills. Due to the possible leadership development benefits of intercollegiate athletics, there are an increasing number of formal leadership development programs for student athletes (Stenta & McFadden, 2015). Braue (2008) found such programs to be relatively rare, but more modern research has found leadership development programs for student-athletes to be increasing in number (Weaver & Simet, 2015).

As research continues to show potential leadership development benefits for athletes, educational institutions need to consider creating formal leadership development programs for student-athletes. Weaver and Simet (2015) suggested, "Effective leadership development takes time and collaboration. It is recommended that any leadership program for student-athletes be established and supported at the administration level" (p. 61). Developing a formal program for leadership development of student-athletes would benefit both the student and the program (Smist, 2011; Weaver & Simet, 2015). Research into the field of athletics as a leadership development tool has been inconclusive. Some studies find no clear correlation between athletic participation and leadership development (Extejt & Smith, 2004). However, the majority of the evidence suggests there is some connection between leadership development and athletic activity. (Bifulco, 2008; Braue, 2008; Bryant, Anderson & Dunn, 1994; Grandzol, 2008; Lund, 2013; Menke, 2010).

Athletic Coaches

The primary leadership figure in an athletic team is the coach (Hughes, 2010; Longshore, 2015). There are a variety of coaches within a single program, but the head coach is the key leader for a team, as he or she will also be leading the assistant coaches (Sabock & Sabock, 2011). The specific role, function, and responsibility of a coach are dependent on the context of the situation (Horton, 2014; Walls & Lambert, 2015). Despite the differences in specific tasks, the primary general goal of a coach is to guide the program and individual athletes towards successful outcomes (Horton, 2014; McComas, 2014; Schouten, 2010). Coaches exhibit a great deal of influence over the student-athletes on their team (Hughes, 2010; Longshore, 2015; Schouten, 2010). A coach will influence students, but that influence can be positive or negative (Clements, 2014). Coker (2011) found the influence of coaches to be strong enough to create

eating disorders among athletes. Lynn (2011) examined the relationships between coaches and athletes with physical handicaps and found the relationship to have a positive result for the both the player and the coach. Regardless of the quality of the relationship, the influence of a coach extends beyond the field of play (Hughes, 2010).

One of the most important tools for leading student-athletes as a coach is through mentoring relationships (Martens, 2012; Olson, 2014). The process of leading through relationships requires intentionality and preparation on the part of the coaches (Clements, 2014). In addition to acting as a mentor, both Pelikhova (2014) and Martens (2012) discovered that coaches should be mentored as part of their professional development. The importance of a coach acting as a mentor is a consistent theme in many research studies about the behaviors of coaches (Hamilton, 2015; Hughes, 2010; Olson, 2014; Schouten, 2010).

In spite of the importance of mentoring to coaching success, Schull (2016) concluded, "The leadership traits and characteristics that are socially ascribed as 'feminine' such as nurturing, relational, and emotional… are not as highly valued in sport leadership and coaching by female college athletes" (p. 130). Female leadership is statistically underrepresented with 97% of men's teams and 57.1% of female sports teams being coached by men (Lennon, 2014). Schouten (2010) also found that female coaches operated significantly more democratically than their male peers.

Academic research continues to examine the practices and development of athletic coaches (Olson, 2014; Schouten, 2010). Athletic programs have become more significantly more complicated and leading the program requires an increase in competency for the coaches involved (MacDonald, 2012; Meeter, 2011). Both Martens (2012) and Longshore (2015) contended that the emotional health of a coach directly impacted his or her ability to succeed as a

coach and the emotional health of the student-athletes. Likewise, Schouten (2010) found that the leadership characteristics of a coach directly affect the development of the athletes in a coach's program.

Christian Higher Education

Christian colleges and universities are unique educational environments (Baker, 2012). Carpenter (2014) defined Christian higher education as "universities or colleges that currently acknowledge and embrace a Christian identity and purpose in their mission statements and shape aspects of their governance, curriculum, staffing, student body, and campus life in the light of their Christian identity" (p. 5). The purpose of Christian higher education is to advance the mission of God through the education of students (Kurian & Lamport, 2015; Ream & Glanzer, 2013; Yoho, 2011).

Although the past century has seen many historically Christian institutions of higher education trend towards secularism there is continued growth in explicitly Christian colleges and universities (Baker, 2012; Carpenter, 2014; Ringenberg, 2006). According to Yoho (2011), a major part of the recent growth of Christian colleges and universities is occurring through the nontraditional method of online education. One of the benefits of the growth of Christian higher education is its contribution to the global growth of Christianity (Twumasi-Ankrah, 2013).

The identification of a school as a Christian institution is created primarily through the school's mission and curriculum (Baker, 2012; Castleman, 2013). A Christian college or university is functionally similar but fundamentally different from a secular institution (Eaton, 2011). Christian colleges and universities are also able to self-identify by aligning with a number of Christian organizations, both denominationally based and nondenominational educational associations. The Council for Christian Colleges and Universities, an education association of

Christian institutions, has one hundred and seventeen member campuses in North America (cccu.org). The Southern Baptist Convention, as an evangelical denomination, has fifty-five colleges and universities formally associated with the denomination (sbc.net).

Christian Leadership

Christian leadership is motivated as much by belief as it is by action (Mohler, 2012; Sloan, 2011). A Christian leader is not confined exclusively to the context of a religious organization; rather it is one's beliefs, worldview, and actions that define an individual as a Christian leader (Cummins, Hinks, & MacKinnon, 2015; Malphurs & Mancini, 2004; Sloan, 2011). In order to be an effective Christian leader one must first be an authentic follower of Jesus Christ (MacArthur, 2004; Malphurs & Mancini, 2004; Mohler, 2012; Sanders, 2007).

The development of Christian leaders is vitally important for the advancement of the gospel of Jesus Christ through Christian organizations (Dockery, 2011; Nwokorie-Anaemba, 2010; Stetzer, 2007). Foster (2010) found eighty-eight formal programs of study in the field of leadership at schools affiliated with the Council of Christian Colleges and Universities, showing a commitment from Christian institutions of higher education to develop leaders. Dockery (2011) wrote, "Faithfulness to the gospel and to institutional or organizational mission will not happen apart from the renewing power of God's Spirit and the development of godly and well-equipped leaders" (p. 1). Researchers have found Christian leaders to be in particular need of practical leadership training (Foster, 2010; Lee, 2011; Nguyen, 2015).

Research has shown the importance of leadership development in the context of the local church (Beh, 2012; Hemby, 2007; Robinson, 2014). Unfortunately, many churches lack a clear and intentional plan for developing leaders (Hackett, 2014). In order to effectively develop leaders in the church, the organization must utilize a clear plan or else the church risks

obfuscating the leadership development process. Additionally, Christians need to develop effective leaders who are Christians but work in secular vocations, due to the biblical command for Christians to work effectively regardless of vocational context (Colossians 3:23; 2 Thessalonians 3:10-12). The development of effective Christian leaders will ultimately provide benefits to both secular and Christian organizations (Bonem, 2012; Foster, 2010; Keller, 2012).

Chapter Summary

Leadership is vitally important to the health of an organization. Every organization needs effective leadership. Leadership is a developable skill available to any person. The leader has the responsibility to develop the skills necessary to lead his or her organization effectively. As formal programs of leadership study and leadership development continue to develop in educational institutions, it is imperative to identify best practices for teaching students about leadership.

One of the ways a student can develop his or her leadership skills is through participation in extracurricular activities. Extracurricular activities, particularly athletics, have a demonstrated ability to develop students into capable leaders. However, the effectiveness of a sports program is contingent on the coach who is leading the program. A quality coach can greatly aid the development of the students participating in athletics.

Finally, the context of Christian educational institutions is markedly different from secular institutions of higher education. The need for these unique institutions of Christian higher education to develop competent leaders is clear.

Chapter 3: Methodology

The information provided in this chapter presented the research design, which is a qualitative, multiple case study approach. Within the chapter, the purpose, design, and population of the research study are explained in detail. The purpose of this chapter is to elucidate the validity and design of this study in order to allow the reader to better understand the research and trust the results of the study.

Purpose and Significance of the Study

Organized athletics are prominent in American culture and in the American school system (Bell, 2012; Himel, 2015; Mullen, 2010; Njororai, 2012). Miller (2007) stated,

> The role of sports in American society has been elevated to extraordinary levels over the last century in general, and over the past several decades in particular. What was shared community affection just a few decades ago is now a national addiction (p. 4).

America's interest in athletic endeavors is not waning, and in many cases intercollegiate athletics are increasing in popularity (Bell, 2012; Comeaux, 2015; Himel, 2015). As sports continue to consume much of the attention and budget for colleges and universities it is important to identify potential benefits of intercollegiate athletic (Hesel & Perko, 2010).

Athletic programs at educational institutions should aid in the development of the student-athletes beyond the field of play (Joza, 2013; McFadden & Stenta, 2015). A key area sports can help develop is a student-athlete's ability to lead effectively (Hardin, 2015; Westfield, 2010; Schouten, 2010). The purpose of this research is to examine significant and salient leadership development practices evidenced by collegiate coaches at Christian colleges and universities.

Research Design

The study was designed to examine the practices and prioritization of leadership development among coaches at Christian colleges and universities. A qualitative methodology incorporating a multiple case study design was used for this study. The data was gathered through semi-structured open-ended personal interviews done in person. The data provided the answers regarding the research questions regarding the prioritization and practices of leadership development by coaches in Christian colleges and universities.

A qualitative methodology was used in order to allow each participant the opportunity to share his or her unique approach to leadership development. The qualitative approach allows for greater nuance and detail than is often allowed in purely quantitative research (Drisko, 2013). The function of the interview process was to discover if and how coaches equip their students to lead. A qualitative methodology was determined to be best suited to sufficiently answer the research questions.

A multiple case study was used in order to minimize the effect of possible outliers or inaccurate responses. Klenke (2008) explained, “Multiple cases have distinct advantages compared to the single case design... The evidence from multiple case studies is often considered to be more compelling, and the conclusions tend to be more robust” (p. 65). The multiple case study approach will allow for a more accurate and generalized study than would be possible through a single case study.

The process for gathering data for this study was done through semi-structured open-ended interview format. A semi-structured interview approach was utilized to best guide the interviews to satisfactorily answer the research questions while allowing for flexibility in the research process (Klenke, 2008; Powell, 2011). The flexibility in the respondents’ answers will

be further emphasized through the use of open-ended questions (Turner, 2010). The list of interview questions used for this study can be found in Appendix A.

Research Questions

The purpose of this study is to examine the leadership development practices conducted by coaches at Christian colleges and universities. The following research questions frame this research project.

Question One: Do coaches at Christian colleges and universities prioritize the leadership development of their student-athletes? If so, how?

Question Two: Do coaches at Christian colleges and universities empower their student-athletes to lead? If so, how?

Question Three: Do coaches at Christian colleges and universities motivate their student-athletes to lead? If so, how?

These questions are the foundational elements of the study, but the study will not be strictly limited to exclusively answering these research questions. Powell (2011) wrote, "With most qualitative analysis, further unforeseen questions and discoveries develop during the process of investigation and data examination" (p. 49). Any additional questions or insights provided over the course of the study will be used to supplement the primary research questions.

Research Sample

The sample used for a research study is incredibly important to determining the answer to the research questions (Jones, Torres, & Arminio, 2014). The researcher must be careful to select individuals who will contribute to the project without compromising the validity of the study. Guest, Namey, and Mitchell (2013) contended, "Sampling is one of the most important aspects of research design. … Consider carefully how the items are chosen… The validity of study

findings is related to sampling" (p. 41). The sample for a multiple case study research project is vitally important; therefore the participants interviewed for a research project must be carefully selected (Jones, et al, 2014; Powell, 2011). The participants were intentionally selected in order to clearly answer the research questions while remaining as general as possible. The subjects selected for interviews were individuals who were each a head coach of an intercollegiate athletic team at the time of the interview. The sample for the study is nine different head coaches who are currently employed at a Christian college or university and located in the southeastern United States of America. Specifically, all schools in this study will be associated with the Southern Baptist Convention (Sbc.net) to confirm their Christian identity and minimize philosophical differences between institutions.

As a purposeful sample, the participants were selected based entirely on their professional qualifications, with no intentional grouping based on age, gender, or sport. Each coach was chosen based on his or her professional role, institutional identity, and availability for interviewing. These variables were consistent with each respondent in order to produce reliable answers to the research question. The aforementioned characteristics were chosen rather than purely demographical qualifications such as age, race, sport, or gender.

The participants, while similar, were also varied. Each individual coached a different team, and naturally occurring demographical differences provided a variety of participants. The variation of sports, genders, and institutions were intentionally permitted in order to eliminate idiosyncrasies unique to a specific sport or institution and create more general answers to the research questions.

In summation, the nine individuals interviewed for this study represented four different institutions, both genders, and seven sports. The coaches represented the senior leadership of a

unique team within a Christian institution of higher education located in the southeastern United States. Each coach interviewed represented a different team, and although some participants worked at the same institution, no participants worked together on the same team.

Feasibility of the Study

Restrictions were created in order to ensure the feasibility of the research project. The viability of completing a research project and the clarity of the results are both lowered when a project becomes exceedingly complicated (Rosenblatt, 2016). Leedy and Ormrod (2015) determined, "The researcher can easily be beguiled and drawn off course by addressing questions and obtaining data that lie beyond the precincts of the problem under investigation" (p. 43). The limitations of this research study included controlling the sample and limiting the number of interviews with each subject.

The sample of the research study, as detailed earlier in this chapter, was limited in order to ensure the feasibility of the study. Although there is no specific number a researcher needs for a qualitative multiple case studies, the number needs to be sufficient for gathering data without being overwhelming (Leedy & Ormrod, 2015; Powell, 2011). The selected sample of nine individuals was chosen to provide sufficient data to answer the research questions without become unwieldy.

The sample was strictly limited not only numerically but also according to the qualifications of the individuals who were interviewed. Guest, et al (2013) suggested, "For highly targeted research studies, selecting whom to sample may not be a difficult task. Your study population may be precisely defined by the research objectives", and in such cases, "Your primary inclusion criterion is already defined by your research objective" (p. 42). The specificity of the research questions was critical to identifying the appropriate individuals to be interviewed

in the study. This study focuses exclusively on individuals who work as a head athletic coach in a Christian college or university in order to limit the variables between the subjects being interviewed and most effectively answer the research questions.

Finally, the number of the times each participant was interviewed for the study was intentionally limited numerically in order to ensure the feasibility of the study due to the finiteness of resources. Powell (2011) discussed the necessity of limiting a study when he suggested, "The significant time expenditures invested in planning, executing, transcribing, analyzing, and reporting this data precludes a breadth of interviews" (p. 73). Regardless of the wishes of a researcher, one must remain conscious of his or her finite financial and time resources and act accordingly (Powell, 2011; Rosenblatt, 2016). Therefore, each participant was interviewed in-depth one time with additional contact only if necessary to provide clarification to the original interview and also for the approval of the interview transcripts.

Ethicality and Accuracy of the Study

The multiple case study research design is dependent on data gathered from in-depth interviews. Guest, et al (2013) suggested there are right and wrong ways to conduct an interview when they wrote, "On a basic level, an in-depth interview (or IDI) is just what its name implies, a conversation designed to elicit depth on a topic of interest. But it should be noted that not all interviews produce 'in depth' insights" (p. 113). A researcher must be focused on correctly conducting interviews in order to obtain usable data (Morris, 2015; Seidman, 2013). Ultimately, the interview process must be conducted correctly in order to ensure the ethicality and accuracy of the data collected for the research study (Kvale & Brinkmann, 2015).

Ethicality in the research study is vitally important to the success of the study (Seidman, 2013). A researcher must conduct all interviews according to accepted academic and

professional protocols process in order to ensure the trustworthiness of the research results (Morris, 2015; Seidman, 2013). Merriman (2014) wrote, "Ensuring validity and reliability in qualitative research involves conducting the interview in an ethical manner" (p. 209). How a research project is conducted will influence the reliability of the results, therefore a researcher must conduct his or herself appropriately to create reliable results.

The appropriate actions for a researcher include primarily the selection and treatment of participants. The selection of participants, which is discussed in detail earlier in the chapter, is vitally important to insure the ethicality of the study. Selecting individuals who are both well informed of the research study and capable of adequately answering the questions asked is critical to creating an ethical interview process. Additionally, each individual being interviewed was informed and consented to voluntarily participate in the study.

The treatment of interview participants is crucially important to the success of a research project. Mosley (2013) suggested, "A vital responsibility for any researcher is to protect the privacy, well-being, and dignity of the participants... Accordingly, a fundamental goal of human subjects protection is to ensure that such research entails *minimal* risk to participants in the study" (p. 46). Ensuring the protection and wellbeing of the participants in the study needs to be a priority for a researcher and treating people with dignity is mandatory (Seidman, 2013). The direct contact between the researcher and the interviewee further reinforces the need for appropriate and respectful conduct (Morris, 2015; Rubin & Rubin, 2012).

The voluntary participation of the participants in the research study is incredibly important to establishing and maintaining the ethicality of the study (Rubin & Rubin, 2012). Each participant needs to be fully aware of his or her participation and voluntarily contribute towards the study (Edwards & Holland, 2013; Kvale & Brinkmann, 2014). This research study

will have virtually no risk for the participants; however, while participation is purely voluntary, a formal informed consent form was still utilized for this study (Appendix B).

The results of a study are only beneficial when the conclusions can be deemed trustworthy and accurate (D'Cruz & Jones, 2014). Primarily the data gathered must accurately convey the interviewee's intent (Greer, 2007; Rubin & Rubin, 2012). The researcher must be vigilant to accurately interpret and explain the data gathered in the interview process (Kent, 2015). Utilizing a multiple case study format reinforced the validity of the study. Andrew, Pedersen, and McEvoy (2011) wrote, "When compared with the single-case study, the multiple-case study design is likely stronger and will often produce more compelling evidence and more robust implications" (p. 138). The analysis of the interviews of multiple individuals helped to identify patterns, reinforce concepts, eliminate idiosyncrasies, identify outliers, and better answer the research questions of this study (Klenke, 2008).

Data Collection

Research collection is another vitally important part of the research process. The validity of the research depended on accurate reports and analysis of the data as a whole. The research questions are ultimately answered using the data collected during the research project. Leedy and Ormrod (2014) wrote, "Data collection is field-based, flexible, and likely to change over the course of the study… The only restriction is that the data collected *must* include the perspectives and voices of the people being studied" (p. 147). Qualitative multiple case study research requires a researcher to examine the participant through interaction and discussion.

Specifically, this study will utilize interviews as the primary means of collecting data for the study. Interviews are one of the most prominent tools for conductive case studies (Klenke, 2008). The prominence of interviews in case study based research is due to the success of

interviews as a tool for answering the questions in a qualitative research study. Guest, et al, (2013) stated, "The strengths of in-depth interviews are many… Interviews allow researchers to get 'deep' answers to their questions from 'experts' on the issue" (p. 116). The research questions for this project will be answered most effectively and clearly through interviewing the selected participants.

Particular care must be given to accurate transcriptions of the recorded interview (Seidman, 2013). The quality and accuracy of a transcription is vitally important to ensuring the reliability of a qualitative study using interviews as the primary source of data (Babione, 2015; Morris, 2015). Due to the importance of the accuracy of the transcriptions of interviews, a professional transcription service was used with a 99% accuracy rate (Rev.com). Additionally, all transcripts were proofread by all involved parties before the inclusion of any information in the project.

Interview Methodology

The interviews conducted during this research study utilized a semi-structured open-ended interview format. Morris (2015) defined the semi-structured open-ended interview methodology as, "Semi-structured in that the interviewer has topics that they want to cover that are related to their research question… but there is plenty of scope for digression" (p. 10). The nature of the research questions for this study allows for a natural conversation guided by structured questions. The participant will be free to contribute as much or as little as he or she wishes for each question and the researcher can continue to probe for additional data based on the response of the individual being interviewed. The semi-structured open-ended interview also ensures the researcher will ask a series of identical questions to each participant in the study.

Data Analysis

One of the problematic issues with the open-ended interview format is the analysis of the data obtained from the interviews. Turner (2010) explained, "Since open-ended interviews in composition call for participants to fully express their responses in as much detail as desired, it can be quite difficult for researchers to extract similar themes or codes from the interview transcripts" (p. 756). Using open-ended interviews will allow a researcher to obtain a great deal of valuable data, but a researcher must exercise great care in accurately analyzing the data gathered.

In order to accurately analyze the data each audio interview was converted into a written transcript (Babione, 2015). The transcripts of the interviews provided a written account of the interviews conducted. The interviews were recorded as an audio file on a Zoom H1 portable voice recorder and transcribed by professional transcriptionists contracted through Rev.com. The transcripts were read and any errors in the transcript were corrected using the audio files to clarify any potential omissions or errors. The corrected transcript was then provided to the interviewee for approval. If the interviewee were to have requested any corrections, the audio would have been referenced and any necessary corrections would have been made to the official transcript. The researcher and the interviewee both had a final opportunity for approval, and once all parties confirmed the accuracy of the transcript, the completed file was finalized for use in the research project. After the data was extracted from the transcripts of the interviews the interpretation of the data formally began.

The analysis of the data gathered is a fundamentally important aspect of a research process (Babione, 2015). Leedy and Ormrod (2015) concluded, "Certainly the data from a research study can (and should) answer each research question" (p. 39). Analyzed and

categorized data is absolutely necessary in order to accurately answer the research questions (Morris, 2015; Robinson, 2011). The process of gleaning data from the interviews began with the execution and transcription of the interviews and concluded with the written analysis of the gathered data.

Analyzed and categorized data is absolutely necessary in order to accurately answer the research questions (Morris, 2015; Robinson, 2011). Once the interviews were transcribed and corrected, the digital files were coded. The Portable Document Files were then coded using Atlas.ti 8 qualitative research software. According to Alvira-Hammond (2012) Atlast.ti was "Used by researchers publishing in top journals, such as American Sociological Review, American Journal of Sociology, Pediatrics, American Journal of Public Health, Criminology, and Journal of Marriage and Family" (p.4). Atlas.ti was selected due to its stellar reputation, simple functionality, and compatibility with the Apple operating system *Sierra* used by the researcher.

A research project must have both reliability and validity to be trustworthy (Klenke, 2008; Leedy & Ormrod, 2015; Stanton, Young, & Harvey, 2014). Klenke (2008) stated, "Traditionally, validity in qualitative research involves determining the degree to which researchers' claims about knowledge correspond to the reality (or the research participants' constructions of reality)" (p. 37). The participants' responses to the interview questions clearly coincide with the participants' views and understanding of the intended issues; thusly it can be determined to have validity.

The other major issue in determining the trustworthiness of a research project is the project's reliability. Reliability is determined by whether or not the results of a study are replicable (Leedy & Ormrod, 2015). One tool for determining the reliability of a research project is intra-rater reliability (Gomm, 2008; Stanton, et al, 2014). Carter, Lubinsky, and Domholdt

(2013) stated, "A strict definition of intrarater reliability is 'the consistency with which one rather assigns scores to a singe set of responses on two occasions'" (p. 239). In order to ensure the documents for this research project were coded accurately and interpreted correctly the researcher re-coded three of the nine interviews on Atlas.ti without accessing any of the previous notes three weeks after the original coding. The same conclusions and codes were yielded by this reexamination of the data.

The coding of the interviews was necessary to accurately determine the validity of the data, and the recoding of the interviews was necessary to determine the reliability of the data. The results were then categorized in chapter four with discussion. Final implications and conclusions were discussed in chapter five.

Methodology Summary

The study was designed to examine the practices and prioritization of leadership development among coaches at Christian colleges and universities. The methodology of the research study provides the process used for answering the three stated research questions for this study. The purpose of the methodology section was to show the purpose, research design, sample, feasibility, and ethicality of the study. It has also provided the process by which the data will be gathered and analyzed in order to accurately answer the aforementioned research questions.

Chapter 4: Results

The fourth chapter of this study provides a summary and analysis of the data collected through this qualitative, multiple case study. Within the chapter, the purpose, process, and participants of the study are briefly reexamined. Additionally, the results of the research project and emergent themes in the data are examined in greater levels of detail. The various aspects discussed within this chapter were selected to accurately examine and explain the data collected.

Project Overview

The project was designed to examine the prioritization and practices of leadership development of student-athletes by intercollegiate athletic coaches at Christian universities. The research was qualitative in design and utilized a semi-structured, open-ended interview process to obtain the data used in answering the research questions of the study. Overall, nine coaches were interviewed for a combined total of 6.18 hours.

Project Purpose

Athletic coaches have a unique opportunity to train the student-athletes on their team to be successful competitors in their sports, but also successful professionals after they graduate (Hardin, 2015; McFadden & Stenta, 2015; Westfield, 2010). The purpose of this study was to examine whether or not coaches at Christian colleges viewed the leadership development of their students as a priority and what practices coaches used to train their students to be leaders.

Research Questions

Specifically, three research questions were used to guide the research project:

Question One: Do coaches at Christian colleges and universities prioritize the leadership development of their student-athletes? If so, how?

Question Two: Do coaches at Christian colleges and universities empower their student-athletes to lead? If so, how?

Question Three: Do coaches at Christian colleges and universities motivate their student-athletes to lead? If so, how?

The research questions were the basis for the questions used in the semi-structured, open-ended interview conducted with each of the nine coaches who participated in this study.

Research Summary

The coaches revealed a unanimous desire to develop student-athletes beyond the field of play. As coaches sought to holistically develop their student-athletes, one of the key areas was in the area of leadership development. The nine coaches interviewed for this project varied in their prioritization and in their practices used to develop student-athletes into leaders, but a desire to develop leadership skills in their student-athletes was universal among the participants. Therefore, all three of the research questions were answered in the affirmative. The specific details of the prioritization and practices of the coaches are explained in the results section of this chapter.

The Research Process

The study was designed to examine the practices and prioritization of leadership development among coaches at Christian colleges and universities. The research process for this study consisted of interviewing nine different athletic coaches at four different Christian universities in the southeastern United States. The research formally began after obtaining IRB approval for the project from Dr. David Pitcher and under the direct supervision of Dr. Lori Robertson.

The next step of the research process was obtaining permission to contact coaches from the athletic directors of each institution. Although it is not technically required to contact the athletic directors, the decision to do so was deemed to be the most appropriate course of action. Athletic directors were contacted via email, telephone, and in-person visits.

Of the eighteen universities contacted, only one institution formally declined to participate in the study. Eight universities granted permission to contact the coaches at the school, and from those eight universities four were ultimately represented in this study. Two of the eight athletic directors who granted permission for the study wanted to personally select the coaches used for the study, but both of these athletic directors ultimately failed to produce any participants for the final study. The remaining six universities granted permission to contact their coaches directly.

The coaches were contacted via email and phone calls to set up an in-person interview at their respective institution. Due to the volume of requests that athletic coaches receive to participate in academic studies, obtaining an interview was a more challenging process than initially anticipated. Seventy-eight different coaches were contacted via email, phone call, or both to join in the study and ultimately nine did participate. Once a coach agreed to contribute to the study, a date and time was agreed upon at which time an in-person interview would take place.

The interviews were conducted one-on-one in person at the coach's university. The reason for conducting the interviews in person was twofold. Firstly, conducting all the interviews in the same way as opposed to mixing phone and in-person interviews eliminated a possible variable. Secondly, the in-person interview helped ensure the comfort of the coach, which aided

in building a rapport between the coach and interviewer thus enriching the process (Green & Thorogood, 2014).

In order to maintain ethicality, an informed consent form was presented to each coach before he or she was asked a single on-record question. The forms expressed the voluntary nature of the interview and assured the coaches that they would remain anonymous throughout the process. Before the interview began each coach read and signed both pages of the informed consent form (found in Appendix B). The signed forms were then filed and preserved by the researcher.

Each interview followed a series of scripted questions, allowing for deviation and exploration of ideas that emerged from the interview; therefore, the length of each interview was dependent on the information shared by the interviewee. The interviews were conducted between September 2016 and February 2017. The recorded interviews, which omitted the introductory comments that were not relevant to the study, lasted from 24 to 61 minutes for a total time of 6.18 hours and an average on-record interview time of 41 minutes.

After the interviews were completed, each audio recording was sent to Rev.com to be transcribed. The interviews yielded 123 pages of written data. The transcripts were proofread, edited for clarity, and corrected by the researcher. Each corrected transcript was sent to the interviewee to allow each person the opportunity to read and correct the transcript if they so desired. None of the interviewees corrected his or her transcript.

Once the transcripts were usable in the research process, each transcript was re-read and relevant portions were coded using Atlas.ti qualitative data analysis and research software. The coded areas were highlighted with a color corresponding to an interview question and any pertinent ideas were coded accordingly in the software program. The coded and catalogued data

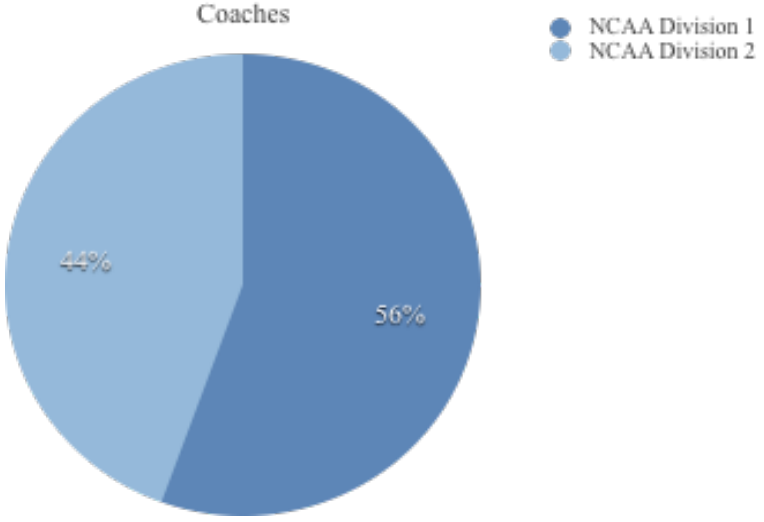
were used to answer the research questions for this study. The ideas identified in the transcripts are presented and discussed later in this chapter.

Research Participants

The data for this research project were obtained in open ended, semi-structured interviews with nine different coaches at Christian colleges and universities in the southeastern United States. Each coach selected for the interview process had shared similarities with the others, such as their occupation and broad geographic location. However, the coaches varied in their NCAA divisional affiliation, gender, university affiliation, sports coached, and the gender of players coached.

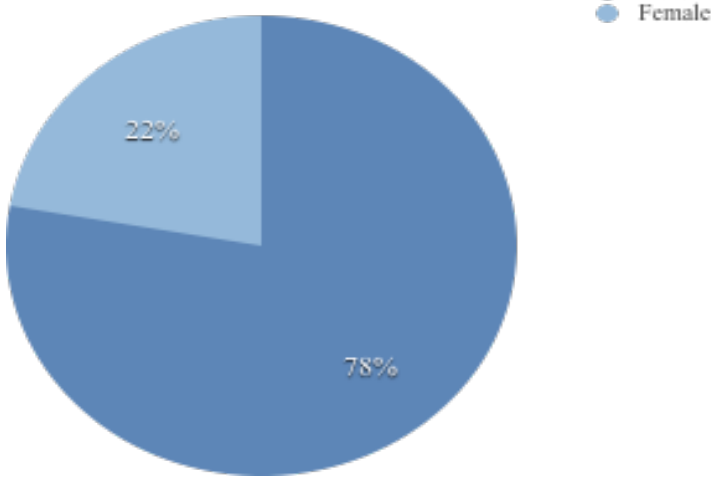
The nine coaches interviewed for this project all coached at a school affiliated with the National Collegiate Athletic Association (NCAA). No NAIA or NCCAA coaches participated in this study. Five of the nine interview participants coached Division I programs, and the remaining four coached NCAA Division II programs. No NCAA Division III coaches participated in this study.

Table 4.1: NCAA Division Represented by Coaches



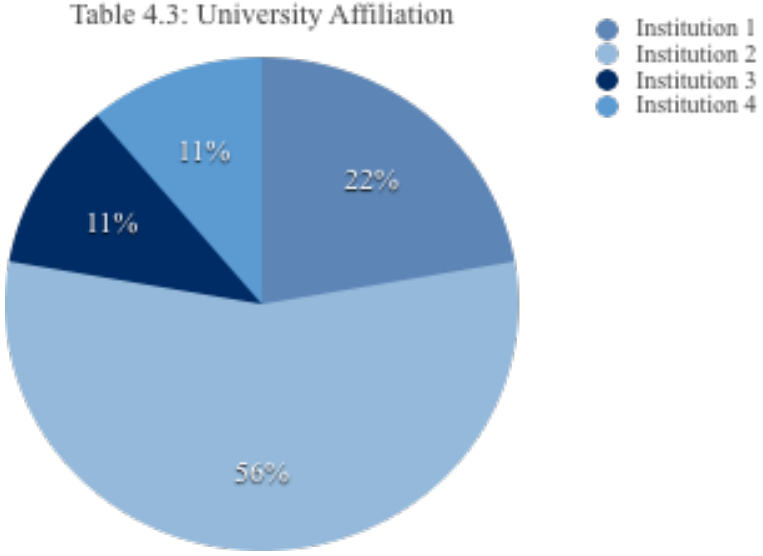
The participants in the study represented both genders. The vast majority of the participants in the study were male (seven men and two women), which seemed potentially problematic for the study. However, 80% of NCAA teams have male head coaches (Acosta & Carpenter, 2012; LaVoi, 2013), which means the percentage of women who are represented in the study (22%) was slightly higher than the national percentage of head coaches who are women (20%).

Table 4.2: Gender of Participating Coaches



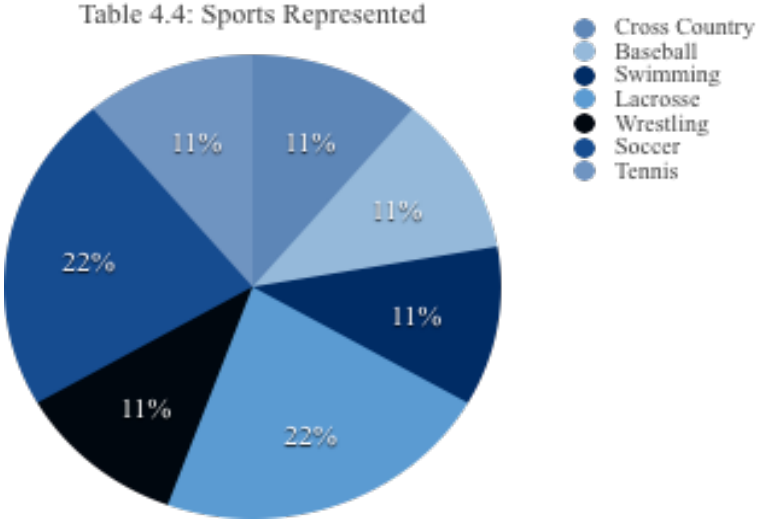
Another important difference was the university affiliation of the participating coaches. Some diversity in university affiliation was sought in order to eliminate any potential cultural idiosyncrasies that could potentially obfuscate the data. Ultimately, four universities were represented in the final study. The highest represented school had five participating coaches, one university had two coaches participate, and two additional schools had one coach participate.

Table 4.3: University Affiliation



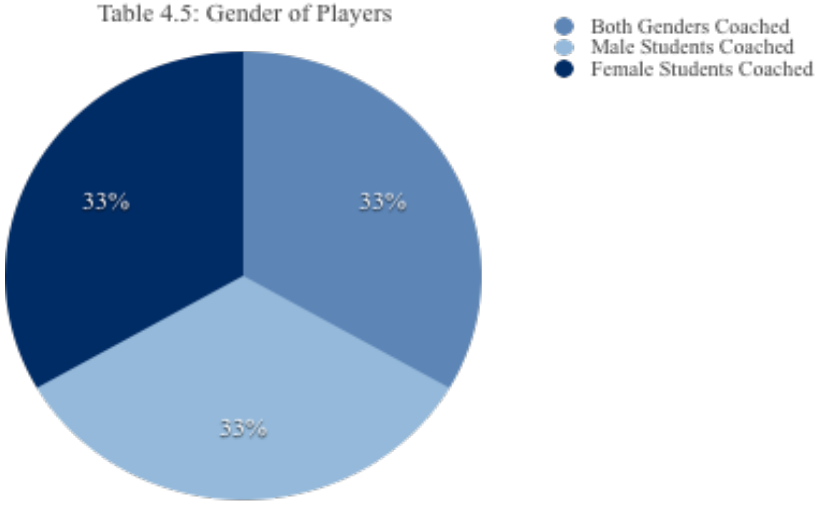
A variety of different sports are represented in the study. Like university affiliation, different sports were selected to reduce context-specific idiosyncrasies. Additionally, talking to coaches of different sports provided a broader overview of intercollegiate athletics than would have otherwise been possible. The nine coaches in this study represent seven different sports; cross country, baseball, swimming, lacrosse, wrestling, soccer, and tennis. Only soccer and lacrosse are represented twice. The coaches in this study represent individual-focused sports and team-focused sports.

Table 4.4: Sports Represented



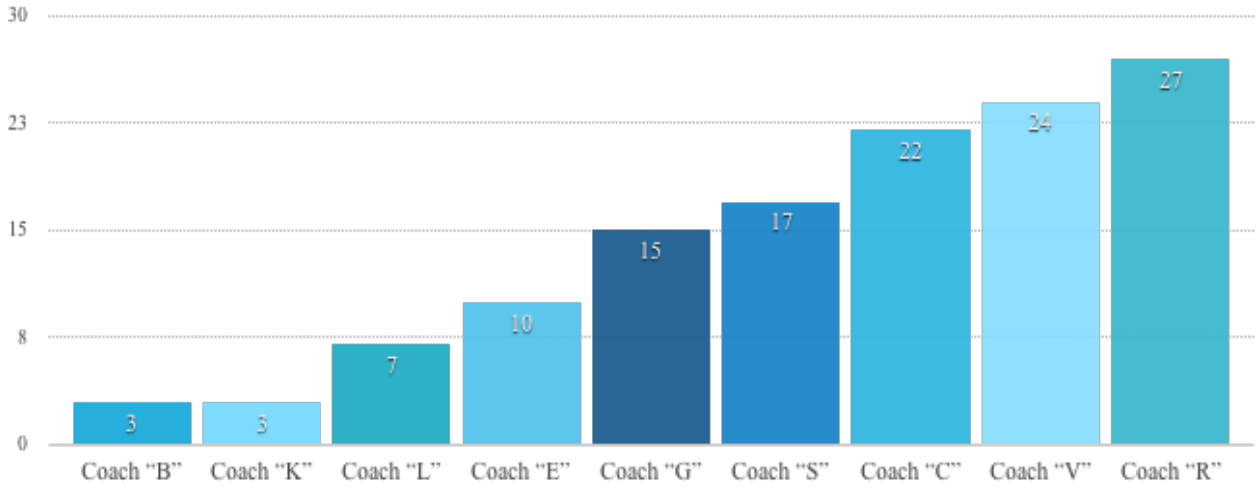
The participating coaches were also varied in the gender of the players they coached. Again, variance was intentionally chosen to avoid potentially finding only gender specific practices. Three of the participants coached both male and females simultaneously, three of the participants coached only men, and three of the participant coached only females.

Table 4.5: Gender of Players



A final difference worth noting is the broad range of coaching experience. The coaches who participated in this study had a minimum of three years of coaching experience and the most experienced coach had twenty-seven years of coaching experience. The grouping was unintentional, but one third of the coaches had less than ten years experience, one third had ten-to-twenty years of experience, and one third had over twenty years of coaching experience. The coaches who participated in this project had one hundred and twenty-eight years of experience between them all, and an average of over fourteen years of experience.

Table 4.6: Coaching Experience



Ultimately, the coaches in this study were similar in many ways such as being employed at a Christian institution, being employed as a head coach, and living in the same geographic region. The coaches also had a wide range of dissimilar traits, such as NCAA division affiliation, gender, sport, university affiliation, team gender, and coaching experience. The similarities exist to reduce unnecessary variables while the dissimilarities provide a more well rounded perspective than would be possible with an entirely homogeneous group.

Research Results

The research project was designed to examine the prioritization and practices of leadership development by head coaches of athletic programs at Christian colleges and universities. The project was guided by three research questions and used semi-structured, open-ended interviews to obtain the data to answer the research questions. The results of the study are written below and organized according to the corresponding research question.

All three primary research questions were investigated with a series of more specific scripted interview questions. As a semi-structured interview, each participant was asked all of the scripted interview questions and additional discussion was interjected when pertinent ideas

were encroached. The relevant scripted interview questions are included in the discussion of each major research question and provide the basis for answering the three research questions.

Research Question 1

The first research question of this study was: Do coaches at Christian colleges and universities prioritize the leadership development of their student-athletes? If so, how?

In order to examine the first broad research question, four specific questions were asked to each interview participant: 1) How do you define success? 2) What are the stated goals for your team? 3) What role do you see sports playing in leadership development? 4) What priority do you give to the leadership development of your student athletes?

After some initial biographical questions, the first two questions for each of the coaches were: "what are the stated goals for your team?" and "how do you define success?" These questions were asked because how an educator defined success revealed his or her priorities (York, Gibson, & Rankin, 2015). The question sought to identify any written and unwritten goals the coaches shared with their teams.

The participants unanimously shared the view that success as a coach extended beyond the field of play. All nine coaches independently asserted that success as a coach and as a team is not exclusively tied to the final record of wins and losses. Coach "B" stated,

> A successful program will be getting athletes who finish school and who build their character along the way and are able to put out and give their most on the tennis court… Of course we'd like to win, of course we'd like to go to the conference playoffs, but those are secondary measures.

The other eight coaches echoed the sentiment of Coach "B" in their own language according to their context. Winning will obviously be one of the desired goals for any competitive sports

team, but the development of the student was a more clearly articulated goal of each of the nine participating coaches.

The stated goals for every coach included academic goals along with goals related to improved athletic performance. However, while five of the coaches cited character development as a goal, and three of the coaches stated that spiritual growth was a goal of the program, none of the coaches directly mentioned leadership development among the stated goals for their team. The lack of leadership development as a stated goal for any of the teams serves as an indicator that leadership development is not a formally projected priority of the coaches who were interviewed.

The third scripted question was: "What role do you see sports playing in leadership development?" This question was used to focus the discussion specifically on leadership development. Once again the coaches were all unanimous that sports does indeed play a role in leadership development. The coaches were less unified regarding how precisely sports played a role in leadership development. In total, five different concepts were mentioned by the coaches as to how sports contribute to leadership development: sports provides a training ground for learning leadership, sports teaches students how to function as part of a team, sports teach students how to handle adversity, sports teams teach students to be accountable, and sports teach student-athletes how to communicate.

A reoccurring concept mentioned in the interviews was that sports are beneficial to leadership development because they provide a training ground for learning leadership skills. Coach "L" stated, "I think the role [sports] plays is that it kind of gives a little bit of a training ground as a young leader… It gives you that lab to play around with things and test different strategies out, because then when you do get out of college you have to know what works and

what doesn't work already." Five other coaches mentioned that athletics is a context in which student-athletes can learn and practice leadership skills. As the interviews progressed the coaches expounded on the idea of sports as a general leadership development tool and provided specific areas in which student-athletes can learn leadership skills through athletic involvement.

One of the specific ideas mentioned by two of the participating coaches was that sports contribute to the leadership development of student-athletes by teaching individuals how to function within the context of a team. Coach "C" suggested,

> I think sports, much more so than other extra curricular activities, are huge ways of developing leadership into a student. In particular, because not only do they have individual responsibilities, they have group responsibilities. They have to work with people. They have to work within the team component.

One coach who suggested this idea coached a soccer team and the other coached lacrosse, which is important because both sports require the players to interact on the field of play. These coaches suggested that working as a team forces student-athletes to work in a cooperative manner as both leaders and followers in order to achieve team success.

Another of the specific ideas suggested by the coaches was that sports work as a leadership development tool by teaching student-athletes how to work through conflict and solve problems. The absolute nature of success and failure in sports makes it highly likely for a student-athlete to encounter failure, loss, and adversity during his or her athletic career. Coach "R" stated, "Sports teach you a lot of things… about how you handle failure, how you handle success, how you handle adversity… You get tested in sports the same way you're going to in life." Five of the nine coaches suggested that sports teach students how to work through adversity.

The measurable wins and losses of athletic programs provide a valuable tool for teaching students to be accountable to themselves and their teammates. Four of the nine coaches identified learning accountability as an important part of student-athlete leadership development. Providing accountability was also an important part of enabling student athletes to lead, according to seven of the nine coaches (the specific practices for providing accountability to student-athletes is discussed as part of Research Question 2).

The final aspect of sports as a leadership development tool is that it teaches student-athletes to communicate with one another. Only one coach espoused this idea, but he was emphatic in its importance. Coach "G" stated,

> Athletics is the last field where you have to now communicate primarily face to face and interact with other human beings and some of our kids struggle with that. It's new to them. They don't do it… [But] that's what leadership is. Leadership is communication. If you're not communicating, you're not leading.

The coach argued that sports forces face-to-face interaction and necessitates a form of communication that would otherwise be foreign to the student-athlete.

Overall, the coaches were all independently in agreement that sports provide valuable tools for developing leaders among participating student-athletes. While there was less unanimity regarding precisely how leadership development occurs, all coaches clearly believed sports did play some role in training students to lead.

The fourth scripted question was: "What priority do you give to the leadership development of your student athletes?" This question was asked to unambiguously determine the prioritization of leadership development among the participating coaches. The answer to this question received significantly more varied answers than the previous three questions. All nine

coaches commented about the prioritization of leadership development in their programs and five of the nine provided evidence for *how* they prioritize leadership development.

Only two of the nine coaches explicitly stated that leadership development was the top priority of his or her program. When asked about what priority he gives the leadership development of his students, Coach "L" answered,

> It's number one. It's the most important thing we do. If you take leadership out of it I don't know that I enjoy my job anymore. I want our athletes to be in charge… If you take the leadership development out of it I'm more or less a babysitter at that point and that's just not fun.

Both Coach "L" and Coach "K" felt that the athletic performance of their students was secondary to the development of leadership skills.

Six of the nine coaches believed that leadership development was a priority of their program but not the primary objective. The focus of these coaches was on teaching athletic skills and seeing leadership as a good, but not the ultimate goal of intercollegiate athletic coaches. Coach "R" stated, "I don't know that I can rank it and say that I would say, 'this is more important than skill training,' but I would say that it's critical to teach leadership." The six coaches who stated that leadership wasn't the primary goal of their program were all insistent that leadership development was a priority of the program, albeit a secondary one.

One final coach stated that while leadership development was good, it was not a forced priority of her program but players were welcome to engage with her regarding leadership issues. Coach "C" stated, "I don't force things on them, but it's important to make sure that we have open dialogue." Her view of leadership development was that it should happen organically in the context of the relationship between the coach and the player.

Five of the nine coaches discussed their practices for prioritizing leadership development among their student-athletes. The primary tool used by coaches to develop leaders among their student-athletes was in the realm of formal leadership classes. Coach “L” and Coach “S” took their teams on retreats before the beginning of their seasons to work on team building and specifically to be taught about leadership. Coach “V” and Coach “E” schedule regular workshops with outside lecturers to educate their students on how to become better leaders. Coach “K” has weekly meetings with her players to discuss team leadership and coach them on how to be better leaders. These are all particularly important because the time spent on learning about leadership is time that could otherwise be spent on skill development.

Leadership development for the coaches is not restricted exclusively to the development of their student-athletes: four of the nine coaches revealed that they spend a significant amount of time working on leadership development with their assistant coaches. Coach “R” stated, “I do feel like I’m training them to be leaders and head coaches someday. I spend an equal amount of time with the players trying to develop those leadership qualities, too. I would say it’s a balance between both.” Coach “E”, Coach “R”, and Coach “S” all formally worked to develop their assistants into better leaders. Coach “K” worked with her assistants, albeit in a less formal capacity.

Ultimately, the coaches showed that they practically prioritized leadership development in their teams although they did not explicitly state a desire to develop leaders as a team goal. The coaches all stated that the holistic development of their student-athletes is a measure of team success, and one of the ways coaches sought to develop their students was in the field of leadership. Coach “R” suggested, “If you're at a private Christian school, you're trying to do something way beyond winning in a sport. You're trying to train people for the rest of their life.

If you're not giving them the leadership qualities, you've failed even if you've won championships." So, although it was not a stated goal for any of their teams, leadership development was prioritized in their actions.

Research Question 2

The second research question of this study was: Do coaches at Christian colleges and universities empower their student-athletes to lead? If so, how?

In order to examine the second broad research question three specific questions were asked to each interview participant: 1) Do you enable your student-athletes to lead? 2) If so, what are some common practices used in empowering student-athletes to lead? 3) How do you appreciate and validate the contributions of your student-athletes?

The first scripted question for the second research question was: "Do you enable your student-athletes to lead?" This blunt question was asked to determine if a coach believed that he or she was actively enabling student-athletes to lead. Asking this direct question was necessary to determine if asking any follow up questions would be necessary. Any coach who answered in the negative would have been excused from the follow up questions.

All nine coaches affirmed that they do empower their student athletes to lead. Six of the nine explicitly stated they try to intentionally develop leaders. Coach "K" affirmed she empowered her student-athletes when she answered, "I believe so, but I wouldn't say that's a blanket statement for all Christian universities, and I wouldn't even say that it's maybe a complete blanket statement for our university." The remaining three coaches all affirmed their desire to empower their student-athletes to lead exclusively by illustrating the specific ways they empower student-athletes to lead.

The second scripted question for the second research question was: “If so, what are some common practices used in empowering student-athletes to lead?” From the responses to this question, five unique practices for empowering student-athletes to lead were identified: putting student-athletes in formal leadership roles, allowing student-athletes to have control over small tasks, having students participate in accountability programs, encouraging communication with coaches, and facilitating student-led Bible studies. All four practices were identified by at least two of the participating coaches. Each of the nine coaches provided at least one practical way they empowered their student-athletes to lead.

A common practice mentioned by the coaches was putting student-athletes in formal leadership positions. The most common of these formal positions was the role of captain. The idea of captaincy was a reoccurring theme throughout many of the interviews. A captain is the most formal and common leadership position on an athletic team (Cotterill, 2012). Seven of the nine coaches formally used captains, while the remaining two coaches used seniors to functionally take on the captaincy roles. The process for selecting captains was one of the primary ways coaches appreciated and validated the contributions of their student-athletes. Being chosen for the formal leadership position of a team captain was one of the key ways student-athletes were enabled to lead.

Another of the common practices used by the interviewed coaches was to allow student-athletes to have control over the certain aspects of the program. Coach “L” summarized the idea when he said, “The most important thing is letting go, the concept of letting go and knowing that you can't control everything and letting the team really be in charge.” Simple, small, and even seemingly insignificant responsibilities were given to certain players to give them the opportunity to grow as a leader. These tasks included warm-ups, deciding the location of team

meals, determining travel schedules, monitoring study halls, maintaining locker room appearance, maintaining equipment, leading occasional practices, and supervising weight training. All of the coaches agreed that as a player gains experience he or she would have the opportunity to take on more of these tasks, but these opportunities were not exclusive to upperclassmen.

An additional common practice was having student-athletes participate in accountability programs. Seven of the nine coaches employed some form of accountability programs in which players could operate as a "coach" with one another. Coach "L" observed, "We talk a lot about leadership in terms of taking responsibility, holding each other accountable, don't feel like it's just holding yourself accountable, but hold your teammates accountable, don't be afraid to bring something up if it concerns you." The accountability programs empowered players to lead by enabling them to instruct other players about appropriate conduct both on and off the field of play. The accountability programs varied in scope, ranging from egalitarian team-wide accountability where everyone was accountable to everyone else to hierarchical one-on-one accountability where older students provided accountability for younger students.

Encouraging open communication between the players and the coaches was another common practice mentioned by the coaches. Six of the nine coaches interviewed specifically cited open communication as a tool for empowering their student-athletes to lead. Most specifically, the captains are given the ability to represent their peers as they converse with the coaches regarding the issues faced by the team. Coach "K" said, "We want the captains to support the coaching staff, and we want the coaching staff to support the captains. We try and keep as open as a communication as possible without giving them information that they don't need to know necessarily that wouldn't be beneficial." The student-athletes and more specifically

the captains' ability to voice concerns to the coaches empowered the students to participate in directing the team. Giving the players the ability to communicate and not just obey empowered them to lead.

A final common practice used to empower student-athletes to lead was facilitating and encouraging student-led prayer and Bible studies. The practice of giving the student-athletes the opportunity to lead prayer or a Bible study provides an outlet for students to lead outside of their traditional athletic context. Coach "V" stated,

> This year we do a team devotion on Wednesday before training, and there's some players I know will volunteer for that immediately. That's within their comfort zone. There are others that it's not comfortable for them to speak in front of the team and will ask them to speak in front of the team. They'll lead the devotion and then they'll say that they feel great that they're able to do it. Just to sometimes put them into positions where we think they're going to succeed, that they're not comfortable with and just help them build that confidence.

Of the practices used by the coaches, this practice was the only one that was distinctively Christian, and only four of the nine coaches mentioned this practice.

The third scripted question in the interview was: "How do you appreciate and validate the contributions of your student-athletes?" How leaders are rewarded for their behavior plays an integral role in their being empowered for the role (Daft, 2011; Gustavson & Liff, 2014). The responses to this question revealed four common practices for rewarding the leadership contributions of student-athletes: verbal acknowledgement, formal leadership roles, increased input, and tangible rewards.

One common practice for appreciating and validating the contributions of student-athlete mentioned by the coaches was verbal acknowledgement. Simple verbal affirmation was used to reward the conduct of a player who led well. Coach "R" summarized his utilization of verbal acknowledgement when he said,

> We make it a point, when somebody demonstrates positive leadership, to make sure it's mentioned to the team, or brought out, or rewarded as being a really good role model. Any chance we get we acknowledge that… In front of the team and sometimes one-on-one with me, I'll just say, 'hey, I appreciate what you're doing.'

The public and private acknowledgement of quality leadership behaviors was used to reward players who led well and highlight a pattern of behavior for others to emulate. Eight of the nine coaches recognized verbal encouragement as a tool to reward their student-athletes for leading well.

Another common practice for rewarding and appreciating the leadership contributions of student athletes was through captaincy and formal leadership positions. The seven coaches who utilized traditional captains all allowed the players to have input, but reserved the right to make the final choice regarding who would be chosen as a captain. Coach "S" summarized, "We do let our team suggest who they would like to be captains the following year based on what they saw that year. Who's leading, who's leading well… We don't go strictly by what they vote for because they're making a recommendation of who they would like to see." The honor of being made a team captain is a common tool for rewarding and validating quality leadership behavior.

Additionally, increased responsibility was a common practice for rewarding and appreciating student-athletes who led well. Six of the nine coaches interviewed rewarded the individuals who are leading well by giving them more responsibility and in turn, more input into

the direction of the program. Coach "G" summarized this idea when he stated, "If you're doing a great job as a leader, we want to take into account your input on games, on offenses, on defenses, maybe even some play calling, some scouting reports, and even practice plan." When a student-athlete leads well, he or she is validated and rewarded by being allowed to lead even more.

Tangible rewards were the final common practice used by the coaches to reward and validate the contributions of student-athletes who led well. The two specific rewards mentioned were scholarships and plaques. Only two of the nine coaches interviewed used these tools, and both coaches mentioned the tangible rewards as being auxiliary to verbal affirmation. Coach "L" stated, "We do a scholarship, so you can definitely reward behavior through that, and we do, and we have, but beyond that I want to put it more on the verbal." The tangible rewards serve as lasting reminders to the player, but do not replace the need for emotional engagement.

The second research question discussed how coaches empowered student-athletes to lead. Continually empowering student-athletes to practice leaderships is critical for the successful development of their leadership skills (Goetsch, 2011; Torrez & Rocco, 2015). The coaches who participated in this study provided ample evidence that they empowered their student-athletes to lead. The participating coaches provided five common practices as to how they empower their student athletes to lead. The coaches also offered four common practices for how they appreciate and validate student-athletes who lead well.

Research Question 3

The third research question of this study was: Do coaches at Christian colleges and universities motivate their student-athletes to lead? If so, how?

In order to examine the third broad research question four specific questions were asked to each interview participant: 1) Do you motivate your student-athletes to lead? 2) If so, what are

some common practices used to motivate student-athletes to lead? 3) Do you sense that your student-athletes have an enthusiasm to develop as leaders? 4) If so, how have you seen students express that motivation?

The first scripted question for the third research question was: “Do you motivate your student-athletes to lead?” Like previous sections, the first question was a binary question used to determine if asking any follow up questions would be prudent. Like the first scripted question for the second research question, any coach who answered in the negative would have been excused from the follow up questions. All of the coaches interviewed answered this scripted question in the affirmative either explicitly or by discussing how they motivate their students.

The second scripted question was a follow-up question to the first, and the question was: “If so, what are some common practices used to motivate student-athletes to lead?” In response to this question, the coaches provided four common practices for motivating student athletes to lead: creating a healthy culture, motivating through instruction, motivating through emotional engagement, and motivating through opportunity. All nine coaches provided at least one common practice, and all four common practices were espoused by at least two coaches.

One common practice, which was used by five of the nine coaches, was creating a healthy culture that allowed student-athletes to lead their peers. Coach “G” defined culture as “The things you do without thinking.” The coaches repeatedly stated that establishing a culture where students can lead well is crucial to motivating student-athletes to lead. The idea of creating a healthy culture that is conducive to leadership development is not something done to students but rather something done for students. Coach “V” stated, “You've got to make sure that your culture is such that it's welcoming and you're not trying to hinder the younger players because in two years they're going to be the upper class rank, so you've got to start to develop that right

away." A culture that embraces selflessness, celebrates effective student-athlete leadership, encourages student-athlete leadership, and allows for student-athlete leadership is vital for motivating student-athletes to lead.

Another common practices used by the participating coaches was motivating through instruction. The coaches would motivate their student-athletes to lead by teaching them how to lead well by verbal and written methods. Coach "L" stated in regards to how he motivated his student-athletes to lead, "A huge part of what we do is try and get them to see the bigger picture and have them understand how they can interact with one another to be leaders within their group." Specifically Coach "L" used verbal instruction, quotes, mantras, and storytelling to teach his student-athletes about leadership. Six of the nine coaches used instruction regarding leadership to motivate their student-athletes to develop as leaders. The coaches used outside lecturers, small group discussions, team building activities, books, and verbal lessons from coaches to motivate their student-athletes to develop as leaders.

The coaches also identified providing increased opportunities for leadership as a common practice for motivating student-athletes to lead. Five of the nine participating coaches said they motivated players by increasing a student-athlete's leadership opportunities as the player developed and exhibited leadership skills. Coach "E" concluded,

> I think you just got to encourage them and give them the ability to grow and lead. You got to give them the opportunity to lead… There are some smart, good kids out there that can bring a lot to the table… You just got to give them the tools and the faith and the confidence to let them do it.

The five coaches who contended that increasing opportunities was a motivational tool for developing leaders all echoed Coach "E"'s thoughts: players who exhibit leadership skills and

embrace the team culture need the opportunity to lead their peers. The coaches were also clearly in unison that not every player has earned the privilege to lead, but the ones who have earned the privilege to lead need to be given more chances to do so.

The third scripted question for the third research question was: “Do you sense that your student-athletes have an enthusiasm to develop as leaders?” The question was asked in order to determine if the coaches felt they were motivating their student-athletes according to a preexisting desire or if the coaches felt they needed to create the desire for student-athletes to develop as leaders. This question proved to be the most divisive of all the binary questions.

In total, six of the nine coaches believed their student-athletes had enthusiasm to develop as leaders, but only two of those six coaches said, “yes” with no qualifications. The remaining four coaches said, “yes” but qualified their answering by saying it was not universally true for their student-athletes. Coach “E” responded, “There are leaders in here, there are leaders on campus. I think that those guys are excited about the development, then you've got… 30 of your guys that could care less; it's just the nature of it.” These four coaches saw desire among some of their students but definitely did not want to give the impression that all of their students wanted to lead.

The three remaining coaches said that their student-athletes are not enthusiastic about developing as a leader. Coach “R” stated, “I think they have an enthusiasm to develop as athletes. In the process, they become leaders. I don't think that their number one goal is, ‘Hey. I want to come here so I can be a great leader.’” These three coaches all still strove to motivate their student-athletes to develop as leaders but admitted that athletic performance was the goal of the student-athlete.

The fourth scripted question was a follow-up to the previous question. The fourth scripted question was: “If so, how have you seen students express that motivation?” This question was asked to the six coaches who said “yes” to the previous question in order to discover how the coaches saw motivation communicated by their student-athletes. The coaches’ answers for how student-athletes expressed their desire to lead fell into three different categories: supporting other students, seeking personal improvement, and seeking formal leadership positions. Each of the categories reflected a way the coaches had sought to motivate their students.

One of the ways coaches motivated their players was through engaging emotionally with their student-athletes, and one of the ways the student-athletes express their motivation is by selflessly supporting other students on the team. Coach “G” suggested that he could identify who wants to lead by identifying who loves and supports the team when he stated, “Who loves the team more than they love themselves? To me, that's what a leader is. The guys that don't really love the team, they love themself, that's not the leader. He may be our best player, but he's not the leader.” Coach “L” shared a similar sentiment when talking about a specific example of an upperclassman on his team who showed a desired to lead by mentoring peers and underclassmen.

Another way the coaches motivated their student-athletes to develop as leaders was through instruction about how the players could improve as leaders. The players likewise expressed their motivation by applying lessons and working on personal leadership development. Coach “S” suggested behavioral changes over the course of a student-athlete’s career were the primary way to see his or her motivation to lead expressed. Coach “S” also suggested those behavioral changes were the direct result of the leadership lessons taught by the coaching staff.

A final way the participating coaches sought to motivate their student-athletes to develop as leaders was through increased opportunities to serve. The players would express their personal

motivation to lead by pursuing opportunities to serve and lead in a formal leadership position. Coach "V" answered, "Who do our current players see as leaders? A lot of them are... giving many names but also putting themselves in the mix… They want to be a leader on the team." Two other coaches agreed with Coach "V" in that the primary way they see student-athletes express a desire to lead are by pursuing the formal leadership opportunities on the team.

The third research question pertained to how coaches motivated their student-athletes. Ultimately, the coaches that participated in this study gave significant evidence that they encourage their student-athletes to lead. The coaches motivated their student-athletes by creating an equipping culture, emotional engagement, instruction, and opportunity. The student-athletes responded to these measures by expressing their personal motivation to lead through supporting other students, applying leadership lessons, and pursuing leadership opportunities.

Emergent Themes

This study was designed to identify how leadership development was prioritized among coaches at Christian colleges and universities, as well as any salient leadership development practices exhibited by the aforementioned coaches. After answering the research questions and analyzing the data from the interviews, five common themes emerged as relevant for the leadership development of student-athletes: seeking the holistic development of the student-athlete, creating a conducive culture for leadership development, engaging in educational communication, engaging in relational communication, and generating opportunities for student-athlete to lead.

The first emergent theme was the holistic development of the student-athlete. The idea of developing a student-athlete both on and off the field of play was an idea that was emphatically shared by each of the participating coaches throughout the interview process. Coach "R" stated,

> We have more intrinsic goals about who we are and what we want to be, and about max effort. Obviously, we want to win a championship. Obviously, we want to win as many games as possible. Our specific stated goal is to grow and excel academically, athletically, socially, and spiritually with a max effort every season as a program. What we feel like is if you succeed or you give your best effort in those four areas, that you are developing a lot of the qualities that make you a champion, whether or not you end up with more points on board than the other team or not.

The concept of developing all aspects of the student-athlete rather than just developing the athletic gifts of the individual reoccurred throughout every single interview. Coaches identified as educators responsible for aiding in the complete development of a student-athlete rather than exclusively as a coach responsible for winning games. The coaches did not dismiss athletic success entirely, but athletic success was secondary to the development of a student-athlete. Leadership development was one of the aspects coaches sought, in practice, to develop in their student-athletes.

The second emergent theme was the creation of a healthy team culture that was conducive to leadership development. The words culture, cultural, environment, atmosphere, and phrases indicating buying into team culture were used a total of eighty-three times by the interviewees over the course of nine interviews. The idea of "buying into" a team culture was vitally important to every coach interviewed. The healthy team culture described by coaches was one in which student-athletes could effectively lead one another. Coach "V" stated, "We're always talking about the culture of our team, and I think we're only as good as our student-athlete leadership. They can hear it from me all the time, but they've got to be able to lead each

other." According to the interviewed coaches, developing a culture in which student-athletes can lead others and are willing to be led by others is absolutely critical to team success.

The third emergent theme that appeared in the interviews was educational communication. The concept of formally educating the student-athletes on effective leadership practices benefited both the student's holistic development and the team culture. Coach "S" spoke from his personal experience when he said, "We spent a lot of time in the fall working on team chemistry, we spent a lot of time working on development, and we spent a lot of time trying to help create better leadership." Later in the interview Coach "S" explained why the time spent on leadership was so necessary,

> We had a meeting, and it was clear as day that there was no leadership being provided or very little, and I had to bring in somebody from the outside to help… so that collectively, as a group, they could lead for the rest of the year. It ended up working out really, really well.

Communicating what healthy leadership looks like is something that the interviewed coaches were all confident was necessary to produce healthy leaders among their student-athletes. The participating coaches mentioned team retreats, formal classes, informal group discussions, books, and individual discussions with the coach as part of the process for communicating what it means to lead well.

The fourth emergent theme identified in the interviews was the need for coaches to engage in relational communication with their student-athletes. All of the participating coaches discussed the need to extend their relationship with their student-athletes beyond just athletics in order to help develop the student-athlete. Coach "B" contended the most important thing for a coach was,

> The one-on-one relationship; to be able to know the person, to listen to the person, to advise the person, to laugh with the person, to communicate… with that person. That's the most important thing in coaching. If they don't know that you care, then they're not going to care what you know.

The relationship between the coach and the student-athlete is the foundation for successfully developing the player as a student, athlete, person, and leader.

The fifth and final emergent theme discovered in the interviews was the importance of generating opportunities for student-athletes to lead. The coaches all universally said there was a need to disperse responsibilities from the coaches to the players in order to give the student-athletes the opportunity to operate as a leader on the team. The coaches voluntarily divested their own leadership opportunities in order to allow the players to gain leadership experience. Coach "L" stated,

> I don't believe in that dictatorship model where I know everything and you just have to listen. It's definitely a struggle because a lot of coaches underestimate the time it take to really have your athletes see the vision and really connect with the vision, but once they do, it's one of the coolest feelings. Yes, we absolutely want our athletes in charge of themselves and in charge of leadership within the team… The most important thing is letting go, the concept of letting go and knowing that you can't control everything and letting the team really be in charge. Even though I have the power… I have to be able to relinquish that [power] and give that to the athletes, give that to the team and let them direct themselves.

The coaches were all adamant that the role of the coach is to equip student-athletes to succeed. A key part of allowing student-athletes to succeed as a leader is by giving them the opportunity to

lead. The coaches allowed student-athletes to lead through captaincy, mentoring younger students, running occasional practices, running weight room sessions, communicating to players from the coaches, overseeing study hall, and other tasks that could have been handled by the coaches.

Summary

This chapter of this study provided a summary and explanation of the data collected through this qualitative, multiple case study. The chapter began with a reexamination the purpose, process, participants of the study, and research questions. Also included in this chapter were the results of the research project, which were discussed along with the scripted questions used in the interviews. After examining the answers to the research questions, emergent themes in the data were examined. The various issues discussed within this chapter were selected to accurately examine and explain the data collected.

The study was designed to determine how leadership development was prioritized by and the how leadership development was implemented by coaches at Christian colleges and universities. The actions reported by the interviewed coaches determined that leadership development does have priority in their program, albeit informally, as part of the holistic development of the student. Coaches practiced leadership development by creating a hospitable culture for leadership development, engaging in educational communication, engaging in relational communication, and generating opportunities for student-athlete leadership.

Chapter 5: Summary and Discussion

The issue of leadership development practices employed by athletic coaches at Christian colleges and universities has been explored in this research study. Specifically, the stated purpose of this study was to examine significant and salient leadership development practices evidenced by collegiate coaches at Christian universities. This final chapter of the study will restate the research problem and reexamine the research methods. Primarily, this final chapter will discuss the results of the study (including findings, implications, and limitations), and make recommendations for future research.

Statement of the Problem

Research indicates that Christian institutions are producing an insufficient number of effective Christian leaders (Dockery, 2011; Kitchen, 2016; Nguyen, 2015). The shortage of effective Christian leaders has handicapped the ability of both Christian and secular organizations to be successful, as both Christian and secular organizations benefit from effective leadership (Bonem, 2012; Han, 2015). Because of the lack of effective Christian leaders, Christian institutions need to determine appropriate and successful practices for developing effective leaders (Beh, 2012; Foster, 2010; Nguyen, 2015). The lack of effective Christian leaders being developed at Christian institutions created an impetus to determine if and how Christian institutions are attempting to develop leaders.

Christian universities are one of the primary institutions that should be intentionally developing effective Christian leaders (Dockery, 2008; Hetzel, 2015). One of the leadership development tools available to Christian colleges and universities is intercollegiate athletics (Hardin, 2015; McFadden & Stenta, 2015; Westfield, 2010). The purpose of this study was to examine if and how coaches at Christian universities were engaging in the leadership

development of their student-athletes and what methods they used to develop effective leaders. The research project was guided by three research questions pertaining to how coaches at Christian colleges and universities prioritized leadership development, as well as how coaches motivated and empowered their student-athletes to lead. These three research topics, along with the more specific scripted interview questions, were used in a semi-structured in depth interview to examine significant and salient leadership development practices evidenced by collegiate coaches at Christian universities.

The research questions were asked only after the conclusion of a study on relevant literature. A key part of the reviewed literature covered the topics of leadership theory and leadership development. The literature review also examined Christian higher education. The final major topic of the literature studied dealt with the issue of extracurricular activities, specifically the role of athletics in education and the role of athletics in leadership development.

The issue of leadership is one that has received increasingly significant academic interest (Lussier & Achua, 2014; Mohler, 2012; Robertson & Timperley, 2011). The theories of leadership are incredibly diverse, but a clear evolution has been seen in how people perceive leadership. One of the earliest leadership theories taught that some individuals were born uniquely capable to lead (Carlyle, 1849); however, most modern leadership theories teach that leadership is a developable skill (Beh, 2012; DuBrin, 2016; Lussier & Achua, 2014; Lopez-Gonzalez, 2012). Understanding leadership as a developable skill is critical to identifying leadership development practices. Because leadership skills are not reserved for a select few individuals, anyone can work on developing his or her skills as a leader (Goleman, et al, 2013; Kouzes & Posner, 2009; Mehrabani & Mohamad, 2013). The basis for this research project was that a coach has the ability to develop leaders among his or her student-athletes.

This research project was limited to coaches who work at Christian colleges and universities, therefore an area of the literature review focused on Christian higher education. Christian institutions of higher education are similar to secular colleges and universities in functionality as an educational institution but different in worldview, thus creating a unique educational context (Baker, 2012; Carpenter, 2014). The uniqueness of Christian colleges and universities is due in part to their mission, which is to advance the mission of God through the education of students (Kurian & Lamport, 2015; Ream & Glanzer, 2013; Yoho, 2011). Due to their distinct mission and worldview, Christian colleges and universities are uniquely equipped and responsible to develop effective Christian leaders (Dockery, 2008; Hetzel, 2015; Sholes, 2010).

The research questions were further reinforced by the examination of literature pertaining to extracurricular activities and more specifically the use of athletics in education. Research has shown educational, mental, and social benefits for students who participate in extracurricular activities (Baldwin, 2013; Kelepolo, 2011; Techaratanaprasert, 2014; Towe, 2011). Athletics has become the dominant extracurricular activity for schools in regards to student participation (Zito, 2013). Due to the prominence of athletics as an extracurricular activity, it is prudent to investigate how exactly athletics can benefit student-athletes beyond the field of play.

The literature revealed that researchers have been investigating the potential leadership development benefits for students who participate in school sponsored athletic teams, and the vast majority of researchers found athletic participation to enhance a student-athletes ability to lead effectively (Bifulco, 2008; Braue, 2008; Grandzol, 2008; Lund, 2013; Menke, 2010). The primary leadership figure and instructor in an athletic program is the head coach (Hughes, 2010;

Longshore, 2015). Therefore, in order to determine how student-athletes are learning to lead, the head coach must be the focus of the study.

According to the studied literature, Christian institutions are lacking effective leaders. Fortunately, the leadership shortfall is not necessarily a permanent problem as leadership is a developable skill for willing individuals. Christian colleges and universities are an ideal place for individual Christians to develop as leaders. Extracurricular activities, particularly sports, are one of the key ways for leaders to be developed. However, while research has been done on how coaches lead (Schouten, 2010), little research has been done on how coaches develop leaders among their student-athletes. Learning if and how coaches at Christian colleges and universities intentionally develop leaders among their student-athletes is vitally important for increasing the coaches' ability to develop leaders effectively.

Review of the Methodology

The purpose of the study was to examine significant and salient leadership development practices evidenced by collegiate coaches at Christian universities. A qualitative methodology incorporating a multiple case study design was used in order to determine if and how head coaches at Christian colleges and universities developed their student-athletes into effective leaders. The data was gathered through semi-structured open-ended individual interviews conducted in person.

The interviews were arranged by first contacting the athletic directors for the eighteen qualified institutions. Eight universities granted permission to contact their coaches for this study. In total, nine head coaches participated in an individual interview for this study.

All of the participants in the study were employed at a university as a head coach. The coaches were all employed at a university that identified as a Christian institution and was

affiliated with the Southern Baptist Convention. The coaches also shared a geographic region as each coach worked at a university located in the southeastern United States of America.

The participating coaches were not an entirely homogenous group. The nine coaches represented four different universities. Five of the coaches worked at an NCAA Division 1 university and four of the coaches worked at universities affiliated with NCAA Division 2. Seven of the coaches were male and two of the coaches were female. The coaches in the study represented a total of seven different sports: baseball, cross-country, lacrosse, soccer, swimming, tennis and wrestling. Three of the coaches worked exclusively with male students, three of the coaches worked with exclusively female students, and three of the coaches worked with both genders. The participating coaches were similar enough to minimize cultural differences but varied enough to provide some variance in their answers.

The interviews took place individually and in person. Each interview occurred at the coach's respective campus. Due to the semi-structured nature of the interviews, the coaches were allowed to deviate from scripted questions in order to provide broader and more robust data. The interviews were recorded on a Zoom H1 digital recorder and sent to Rev.com in order to be transcribed. Each transcribed interview was proofread and sent back to the interviewee to provide him or her the opportunity to have final approval. None of the coaches made any corrections to his or her transcribed interview. The interview transcripts were then reread, and the coaches' responses were categorized according to the research questions their responses answered.

Discussion of the Results

Research has shown that coaches are a major influence on the student-athletes they coach (Clements, 2014; Longshore, 2015; Schouten, 2010). A coach's influence extends beyond the

field of play and affects a student-athlete in a multitude of ways (Coker, 2011; Hughes, 2010). Consistent with these findings, the coaches' responses in this study clearly revealed an awareness of their ability to influence student-athletes both on and off the field.

The focus of this study was not only if coaches influenced student-athletes to be better leaders, but also how coaches influenced their student-athletes in the realm of leadership development. Specifically, the purpose of this study was to examine significant and salient leadership development practices evidenced by collegiate coaches at Christian universities. Through the interviews all three of the research questions were answered and five salient leadership development practices emerged.

The first research question was pertained to the prioritization of leadership development by coaches at Christian colleges and universities. None of the coaches identified leadership development as part of the stated goals for his or her team. However, all of the coaches did identify the holistic development of their student-athletes as part of how they measure success. Additionally, all of the coaches did agree athletics could play a key role in leadership development. While it was not mentioned among the stated goals of the team, eight of the nine coaches indicated that leadership development is a priority of their team. The actions of the participating coaches also provided evidence that leadership development is one of their priorities as part of the holistic development of the student-athlete.

The second research question addressed the empowerment of student-athletes to become leaders. All nine coaches affirmed that they empowered their student-athletes to lead and rewarded the student-athletes who led well. Five salient practices for empowering student-athletes to lead were identified: putting student-athletes in formal leadership roles, allowing student-athletes to have control over small tasks, having students participate in accountability

programs, encouraging communication with coaches, and facilitating student-led Bible studies. Four salient practices for rewarding the leadership contributions of student-athletes were identified: verbal acknowledgement, formal leadership roles, increased input, and tangible rewards. The opportunities to lead and rewards for leading well were critical to developing the leadership skills of the student-athletes.

The third research question pertained to how the coaches motivated their student-athletes to lead effectively. All the coaches affirmed that they motivate their student-athletes to lead. The coaches provided four common practices for motivating student athletes to lead: creating a healthy culture, motivating through instruction, motivating through emotional engagement, and motivating through opportunity. The coaches also provided three ways in which they saw motivation to lead expressed by their student-athletes: supporting other students, seeking personal improvement, and seeking formal leadership positions. Interestingly, the ways student-athletes expressed a desire to lead corresponded directly to the ways the coaches motivated their student-athletes to lead.

The coaches' responses to the interview questions revealed five themes that were foundational for how these coaches develop leaders: Seeking the holistic development of the student-athlete, creating a culture that is conducive for leaders to develop, engaging in educational communication, engaging in relational communication, and generating opportunities for student-athletes to lead.

Research has shown that participating in athletics affects a student's well being physically, emotionally, socially, and psychologically (Chandler, 2011; Comeaux, 2015; Conklin, 2011; Dahnke, 2013; Fauser, 2011; O'Guin, 2012). The conviction that sports can benefit the student-athlete in a myriad of ways was a foundational belief shared by all of the

participating coaches. The coaches' desire to develop leaders was based in their desire to develop the student-athletes both on and off the field of play. The coaches clearly measured their success by the way their student-athletes developed holistically as opposed to defining success exclusively by the number of victories won by their program. Leadership development can be a natural part of a coach's activities if the coach insists on developing his or her players both as an athlete and as a person.

The second theme that emerged in this study was developing a culture that was conducive to developing leaders. The concept of a healthy team culture was both explicitly and implicitly referenced throughout the interviews. The coaches' emphasis on team culture echoes other researchers who have shown that the culture of a team affects the players on the team (Shepard, 2014; You, 2013). If a student-athlete is going to develop as a leader he or she needs to be in a culture in which student-athletes can lead others and are willing to be led by others.

The third concept that emerged was the practice of engaging in educational communication. The participating coaches mentioned team retreats, formal classes, informal group discussions, books, and individual discussions with the coach as part of the process for communicating what it means to lead well. Researchers have shown that actively instructing on how to lead well is an important tool for leadership development in college students (Davis, 2013; Smist, 2011; Weaver & Simet, 2015; Yazdani, 2014). The coaches in this study suggested that actively educating their student-athletes on how to effectively lead was critical to the leadership development process.

The fourth concept that emerged after compiling the coaches' responses was the importance of relational communication. The coaches suggested that the holistic development of the student, which included leadership development, was aided by establishing a relationship

between the coach and the student-athletes. Once again the coaches were in agreement with researchers who have shown that student-athletes benefit when coaches engage their players relationally (Boyd, 2016; Szarabajko, 2015). The relational connection between the coach and the student-athlete was a necessary component for the student-athlete's development as a leader.

The final concept that emerged from the interviews was the need to generate opportunities for the student-athlete to lead others. The coaches gave the student-athletes the opportunity to lead through captaincy, mentoring younger students, running occasional practices, running weight room sessions, handling team communications, leading Bible studies, overseeing study hall, and other tasks that otherwise could have been done by the coaches. According to contemporary research, an individual needs the opportunity to lead in order to develop as a leader (Accardi, 2016; Hughes, 2014; Khalil, 2012). Allowing student-athletes to lead other players was a critical component to developing the student-athlete into an effective leader.

Overall, the interviews with the coaches revealed a desire by the coaches to holistically develop their students. The holistic development of student-athletes included but was not limited to leadership development. The coaches who participated in this study had informal and formal programs in place to develop, empower, and motivate their student-athletes to become better leaders. According to the coaches, not all of the players participated, but the ones who did received substantial leadership development opportunities.

Implications for Practice

The research began with the problem of Christian institutions producing an insufficient number of effective leaders. The leadership development practices of head coaches at Christian colleges and universities were examined in order to determine if and how leaders were being developed through intercollegiate sports at Christian colleges and universities. In particular, the

coaches were interviewed to identify significant and salient leadership development practices evidenced by collegiate coaches at Christian colleges and universities.

The data in this study, based upon the participating coaches' answers to the interview questions, identified certain practices by intercollegiate athletic coaches as viable tools for developing effective leaders. Each coach provided significant evidence of how he or she facilitated the development of leadership skills among student-athletes. Each coach also adamantly affirmed the benefit of athletics as a leadership development tool. Intercollegiate athletics is a tool Christian institutions could strategically utilize as a way to increase the production of effective leaders.

In order to increase the benefit of intercollegiate athletics as a leadership development tool, it would behoove Christian colleges and universities to train coaches on the best practices for developing leaders among their student-athletes. Weaver and Simet (2015) pointed out, "Athletics offers perhaps one of the best practical venues to implement and practice leadership development… Intercollegiate athletics' team structure presents an existing framework that lends itself nicely with the application of thorough leadership development programs, in particular those programs grounded in sound theory" (p. 54). The universities need to capitalize on the capability of sports to train leaders by training coaches to effectively and correctly develop leaders. The coaches were unified in their ideas about the need for the development of the student-athlete but were less unified in precisely how they achieved their goal. The autonomy of each team resulted in coaches being left on their own to determine the best practices for developing the leadership skills of their student-athletes. The practices mentioned by the coaches in this study would provide a starting point for the development of a leadership development program to be utilized by coaches at Christian colleges and universities.

The coaches in this study had many good ideas about leadership development, but no linear, structured, and formal leadership development programs were being used in any of the programs. Researchers have identified formal and structured leadership development programs as being vitally important to the development of effective leaders (Davis, 2013; O'Hara, 2014; Sherman, 2008; Yazdani, 2014). Intercollegiate athletic coaches and academic administrations need to establish a formal leadership program in order to effectively develop student-athletes as leaders. The coaches mentioned providing formal leadership skill development lessons, but these lessons lacked a progressive, structured, and linear leadership development process.

Fortunately for these coaches, there are tools available to create formal leadership development programs. All of the participating schools in this study were affiliated with the NCAA as either a Division 1 or Division 2 institution, meaning that NCAA leadership development grants and the NCAA Student-Athlete Leadership Forum are available tools for these coaches to use (Leach, 2016; O'Hara, 2014; Weight & Ross, 2015). Additionally, the coaches at the participating Division 1 institution are members of the Big South Athletic Conference, which means the Game Plan leadership development software is freely available for their use. The National Association of Intercollegiate Athletics (NAIA) also provides a program for the development of servant leadership among student-athletes. Notably, the NAIA program is decentralized and coaches are trained and given tools to implement the program within their specific team (championsofcharacter.org; naia.org).

Christian colleges and universities would benefit by providing their head coaches with the resources necessary to teach student-athletes how to develop leadership skills. The Christian universities represented in this study could provide leadership development staff to oversee and implement the leadership development programs. The University of Northwestern St. Paul's

Leadership Development Program is an example of an extracurricular leadership development overseen by a dedicated leadership development staff member (unwsp.edu). Hanover College, which is affiliated with the Presbyterian Church, has a renowned leadership development program titled "Leadership for Life" (Velazquez, 2011). The success of Hanover's "Leadership for Life" program is due to the comprehensive, progressive, and planned programming for leadership development that is "tailored to the student's developmental stage" (Velazquez, 2011, p. 118). Similarly, the University of North Carolina at Chapel Hill, while obviously not a Christian institution, provides dedicated leadership development to its student-athletes. The University of North Carolina at Chapel Hill's Richard A. Baddour Carolina Leadership Academy became one of the most successful leadership development programs for intercollegiate student-athletes due to the monthly training it provides for the coaches and its four-year structured program for the leadership development of student-athletes (Weight & Ross, 2015). Replicating the success of the Richard A. Baddour Carolina Leadership Academy or Hanover College's "Leadership for Life" program both require a college or university to invest into creating a leadership development program and training coaches to implement the program with their teams. Leadership development resources could be as unobtrusive as books or as elaborate as formal leadership development programs, seminars, classes, and events. Regardless of the complexity of the program, these educational endeavors would be greatly enhanced by the support of the college or university administration (Weaver & Simet, 2015).

Limitations of the Research Project

The limitations of this study were primarily intentional due to the design of the research project. The limitations of the research project are as follows:

1. The study was limited by geographical constraints. The participants in the study were purposefully and exclusively from the southeastern United States of America. The geographic restriction may reduce the generalizability of the project, but it was done to reduce cultural variables among the participants.
2. The study was limited by exclusively dealing with Christian colleges and universities. Because of the uniqueness of Christian higher education, the results of this study may not be generalizable to secular institutions.
3. The study was limited to nine coaches. The rationale for this limitation was partially pragmatic due to the difficulty of obtaining interviews with athletic coaches. However, a limit on available coaches was not the only reason for limiting the number of participants: after the conclusion of the ninth interview, it was apparent additional interviews would likely prove to be redundant due to data saturation (Guest, et al, 2012).
4. The study was limited due to the coaches self-reporting their behaviors. No outside sources were used to verify the practices or thoughts of the coaches. There was no verification to ensure the coaches were not being blatantly deceitful. The researcher assumed the coaches would be honest due to the anonymity granted to them in the final research project.
5. The study was also limited due to focusing the study on interviewing coaches and not interviewing student-athletes at the participating institutions. Student-athletes were not asked to determine how they perceived and responded to the leadership development practices utilized by their coaches as the study focused solely on the self-reported behavior of the coaches.

Recommendations for Future Research

The leadership development practices of intercollegiate athletic coaches at Christian colleges and universities needs additional research due to the perpetual need for effective Christian leaders and the increasing prevalence of intercollegiate athletics. Continued research into the leadership development practices of coaches and the benefits such practices have on student-athletes would provide valuable data to academic and athletic administrators in order to enhance the coaches' ability to develop leaders.

A significant finding of the study was the importance of intentional leadership development programs such as books, classes, and retreats. Identifying effective books, classes, and programs would be a valuable tool for schools to provide their coaches. Providing a simple and comprehensive leadership development program for coaches would allow the coaches to focus on the relational aspects of leadership development instead of the educational component.

Additional research into the leadership skills learned by student-athletes from their coaches is needed. Such research would allow university administrators to see precisely how student-athletes benefit from these programs and create programs designed to maximize the leadership skills in each participating student. Seeing the data from the coaches' perspective is an important first step, but a natural progression of the research would be expanding the scope of the inquiries to determine how student-athletes receive the coaches' attempts at leadership development.

The research in this project is easily expandable and such expansion could yield important conclusions. Expanding the research of this project to coaches in athletic divisions is an important area of investigation. All the coaches who participated in this study were at either a NCAA Division 1 or NCAA Division 2 program. No NAIA coaches or NCAA Division 3

coaches participated. The lack of scholarship opportunities at NCAA Division 3 schools may create a different outlook on the role of intercollegiate athletics and its role in the life of a student-athlete.

This research project was geographically limited in order to remove potential cultural variables. However, removing limitations and replicating the study could provide additional interesting data now that a collection of controlled data has been collected and examined. Broadening the number of participants from varied backgrounds could potentially increase the diversity of the responses and provide additional insights. Examining if and how cultural idiosyncrasies affect a coach's ability to develop leaders would allow coaches to minimize any potentially harmful cultural biases.

Inversely, increased restrictions and categorization could be implemented in order to highlight and compare how particular factors affect leadership development practices among intercollegiate coaches. One such variable is the size of the institution at which an intercollegiate coach is employed. The universities in this study ranged in size from less than 1400 students to more than 4300 students. Coaches at even larger and smaller universities could be studied and compared. By separately studying coaches at both large and small institutions one could compare those practices of each and identify cultural variances in leadership development practices at large and small campuses.

Another potential comparison study could focus on comparing the leadership development practices of coaches from differing demographics. One such area to explore would be examining the potential differences or similarities between the leadership development practices of male and female coaches. Research has shown insignificant or nonexistent differences in how male and female leaders lead (Avolio, 2010; Twenge & Campbell, 2010).

However, one could still discover valuable information in studying and comparing the leadership development practices of male and female coaches at Christian universities. Likewise, the age and experience of the coaches could be an influential factor on how the coach tries to develop his or her student-athletes into leaders. Ashu (2014) found differences in how athletic coaches perceived their own leadership development differently based upon a coach's age, which indicates a possible difference in how coaches of different age groups would seek to develop leaders.

This study focused on the role of intercollegiate athletic coaches in leadership development. While athletics are most prominent extracurricular activity, sports are not the only extracurricular activity offered by colleges and universities (Zito, 2013). Researchers have identified a wide variety of extracurricular activities as potential leadership development tools (Foreman, 2012; Trujillo, 2009). Replicating this study in order to identify the practices used by the faculty and staff advisors in other extracurricular areas could provide additional valuable information for how to best develop students into effective leaders through student government, Greek life, and the arts.

This study also identified leadership development programs that universities, university associations, and athletic conferences have in place. A beneficial research study would be to compare the leadership development practices of coaches who are employed by an institution with a leadership development plan to other coaches who are employed at an institution without a formal leadership development program. Comparing the leadership development practices of coaches with and without formal leadership development programs could provide interesting insights into the benefits of leadership development programming. Similarly, one could compare and contrast the leadership development behavior of coaches who have and have not completed

formal leadership development training. Studying the variance of behavior from trained and untrained coaches could underscore the potential benefits of leadership development training.

Summary

Effective leadership is vitally important to organizational health, yet Christian institutions are failing to produce effective leaders at a satisfactory rate (Beh, 2012; Dockery, 2011; Kitchen, 2016; Nguyen, 2015). The need to produce Christian leaders urges Christian colleges and universities to identify any available tools for developing students into effective leaders. One of the leadership development tools available to Christian colleges and universities are intercollegiate athletics (Hardin, 2015; McFadden & Stenta, 2015; Westfield, 2010). The coaches of intercollegiate athletic programs have an incredible amount of influence over the student-athlete (Hughes, 2010; Longshore, 2015; Schouten, 2010). The purpose of this study was to determine if and how intercollegiate athletic coaches used their influence to develop leadership skills in the student-athletes on their teams.

The review of the literature indicated that leadership is a developable skill. According the literature review one of the ways that leadership can be developed is within the context of intercollegiate athletics. The literature also impressed that the head coach is the primary influence on any intercollegiate athletic team. However, there was a lack of literature on if and how athletic coaches develop leaders among the student-athletes. This study attempted to identify if and how head coaches developed their student-athletes into leaders.

In order to determine the prioritization and practices of leadership development by intercollegiate athletic coaches, a total of nine different coaches were interviewed in a semi-structured, open-ended format. These coaches were employed at four different Christian universities affiliated with the Southern Baptist Convention in the southeastern portion of the

United States of America. The coaches answered a series of questions regarding their prioritization of leadership development, how they empowered their student-athletes to lead, and how they motivated their student-athletes to lead.

The coaches revealed that they prioritized leadership development as part of the holistic development of the student-athlete. Leadership development was not a stated goal of any of the programs, but the coaches all affirmed that leadership development was an important part of the broad holistic development of the student-athletes. The coaches identified five salient practices for empowering student-athletes to lead: putting student-athletes in formal leadership roles, allowing student-athletes to have control over small tasks, having students participate in accountability programs, encouraging communication with coaches, and facilitating student-led Bible studies. The coaches also identified four practices for motivating student-athletes to lead: creating a culture that encouraged student leadership, motivating through instruction, motivating through emotional engagement, and motivating through opportunity.

However, the coaches lacked a formal, structured, linear, and progressive leadership development program. Research has shown the importance of formal leadership development programs (Davis, 2013; O'Hara, 2014; Sherman, 2008; Yazdani, 2014). The coaches exhibited practices for the development of healthy leaders, but without a formal leadership development program the effective practices produce a less than optimal return on investment (Eich, 2008). Christian universities would benefit from staff members overseeing leadership development programs, leadership development training through the CCCU, educating coaches on available leadership development resources through the NCAA, and utilizing available software to create a formal leadership development program. The coaches in this study provided evidence of good

leadership development activity, but need to implement formal leadership development programs in order to most effectively train their student-athletes to be effective leaders.

The time, energy, and money invested into intercollegiate athletics are vast. This study could be useful in instructing coaches on the best practices for developing student-athletes into effective leaders and further enhancing the benefit of participating in intercollegiate athletics. Coaches, athletic administrators, and educators could be informed on the ways to intentionally pursue leadership development within the context of an intercollegiate athletic team.

References

About Eastern University: Mission, Vision, and Foundational Commitments. (n.d.). Retrieved June 29, 2015, from http://www.eastern.edu/about/mission

About Messiah College. (n.d.). Retrieved June 29, 2015, from http://www.messiah.edu/about

About the CCCU. (n.d.). Retrieved April 1, 2016, from http://cccu.org/about

About Us: Leaders aren't born. They're developed. (n.d.). Retrieved April 7, 2017, from http://www.wearegameplan.com/about/

Accardi, I. (2016). *The role of system leaders in promoting teacher leadership in small schools* (Unpublished doctoral dissertation). The Sage Colleges. Retrieved from http://search.proquest.com/docview/1864630545/B646A5BF8C54457APQ/1?accountid=165104

Acosta, R. V., & Carpenter, L. J. (2012). *Women in intercollegiate sport: A longitudinal, national study thirty-seven year update* [Scholarly project]. In *Acosta-Carpenter*. Retrieved from http://www.acostacarpenter.org/2014%20Status%20of%20Women%20in%20Intercollegiate%20Sport%20-37%20Year%20Update%20-%201977-2014%20.pdf

Adams, T. H. (2010). *The nonprofit leadership transition and development guide: Proven paths for leaders and organizations*. San Francisco, CA: Jossey-Bass.

Akuoko, K. A. (2012). *Examining the dynamics of project key success factors: Implications for organizational leadership in Arizona's mines* (Unpublished doctoral dissertation). University of Phoenix.

Alexander, K., & Alexander, M. D. (2011). *American public school law* (8th ed.). Chicago, IL: Wadsworth.

Alvira-Hammond, M. (2012, Summer). *Introduction to qualitative data management and analysis in ATLAS.ti v.7* [Scholarly project]. In *Center for Family and Demographic Research at BGSU*.

Retrieved from https://www.bgsu.edu/content/dam/BGSU/college-of-arts-and-sciences/center-for-family-and-demographic-research/documents/Workshops/2012-workshop-Introduction-to-ATLAS-ti-version-7.pdf

Andrew, D. P., Pedersen, P. M., & McEvoy, C. D. (2011). *Research methods and design in sport management*. Champaign, IL: Human Kinetics.

Ashu, F. E. (2014). *Effectiveness of school leadership and management development in Cameroon: A guide for educational systems, schools and school leaders*. Newcastle Upon Tyne, UK: Cambridge Scholars Press.

Avolio, B. J., & Bass, B. M. (2004). *Multifactor leadership questionnaire: Manual and sampler set*. Menlo Park, CA: Mind Garden.

Avolio, B. J. (2011). *Full range leadership development* (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Babione, C. (2015). *Practitioner teacher inquiry and research*. San Francisco, CA: Jossey-Bass.

Baker, H. (2012). The State of Christian Higher Education. *Union University: Renewing Minds, 1*(1), 21-29. Retrieved from https://www.uu.edu/journals/renewingminds/1/RM_Issue1_May2012_Baker.pdf

Baldwin, S. (2013). Intramural sports programs and extracurricular activities. In D. C. Wiley & A. C. Cory (Eds.), *Encyclopedia of School Health* (pp. 348-351). Thousand Oaks, CA: Sage.

Barsade, S. G., & Gibson, D. E. (1998). Group Emotion: A View from the Top and Bottom. *Research on Managing Groups and Teams., 1*, 81-102. Retrieved December 12, 2012, from http://www.donaldegibson.com/files/Group%20Emotion.pdf

Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage Publications.

Bass, B. M., & Bass, R. (2008). *The Bass handbook of leadership: Theory, research, and managerial applications*. New York, NY: Free Press.

Bass, B. M., & Riggio, R. E. (2005). *Transformational leadership*. Mahwah, NJ: L. Erlbaum Associates.

Bass, B. M., & Stogdill, R. M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications*. New York, NY: Free Press.

Baucham, V. (2007). *Family driven faith: Doing what it takes to raise sons and daughters who walk with God*. Wheaton, IL: Crossway Books.

Baumgarten, D. K. (2013). *An Examination of the Relationship between Collegiate Student-Athlete's Leadership Role in the Athletic Setting and Their Academic Success* (Unpublished doctoral dissertation). Northcentral University.

Bebbington, D. W. (1989). *Evangelicalism in modern Britain: A history from the 1730s to the 1980s*. London, EN: Unwin Hyman.

Beh, S. Y. (2012). *Leadership Development in the Local Church* (Unpublished doctoral dissertation). Asbury Theological Seminary.

Belasen, A. T. (2012). *Developing women leaders in corporate America: Balancing competing demands, transcending traditional boundaries*. Santa Barbara, CA: Praeger.

Bell, E. L. (2012). *How the popularity of a sport affects the use of athletes in print advertisements: A content analysis using the meaning transfer model* (Unpublished doctoral dissertation). University of South Alabama.

Bennis, W. G. (2009). *On becoming a leader* (4th ed.). New York: Basic Books.

Bifulco, L. D. (2008). *Justifications and perceived effectiveness of leadership academies within collegiate athletics* (Unpublished doctoral dissertation). The University of North Carolina Chapel Hill.

Big South Conference. (n.d.). *Big South Conference Unveils New Brand Identity* [Press release]. Retrieved April 7, 2017, from http://bigsouthsports.com/news/2017/1/13/ALL_0113175605.aspx

Blackaby, H. T., & Blackaby, R. (2013). *Spiritual leadership: Moving people on to God's agenda* (2nd ed.). Nashville, TN: Broadman & Holman.

Blanchard, K., & Hodges, P. (2008). *Lead Like Jesus*. Nashville, TN: Thomas Nelson.

Blessing, L. T., & Chakrabarti, A. (2009). *DRM, a design research methodology* (1st ed.). London, EN: Springer.

Blomberg, C. (2013). *Christians in an age of wealth: A biblical theology of stewardship*. Grand Rapids, MI: Zondervan.

Boateng, I. (2014). *A quantitative case study of transformational leadership characteristics of valley view university in Ghana* (Unpublished doctoral dissertation). Andrews University.

Bonem, M. (2012). *In pursuit of great and godly leadership: Tapping the wisdom of the world for the kingdom of God*. San Francisco: Jossey-Bass.

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research* (3rd ed.). Chicago, IL: University of Chicago Press.

Bornheimer, M. E. (2010). *The influence of leadership development programs on the community college leadership shortage: A case study* (Unpublished doctoral dissertation). Northcentral University. Retrieved from http://search.proquest.com/docview/503624894/C5016B24E8D94EA4PQ/3?accountid=165104

Bott, J. P., & Wheatly, M. (2015). Developing Mentors on the Path to Leadership: A Case Study and Conversion. In R. J. Sternberg, E. Davis, A. C. Mason, R. V. Smith, J. S. Vitter, & M. Wheatley (Eds.), *Academic leadership in higher education: From the top down and the bottom up* (pp. 71-78). London, UK: Rowman & Littlefield.

Boyd, G. A., II. (2016). *Leadership behaviors of effective interscholastic athletic coaches* (Unpublished doctoral dissertation). Concordia University Chicago. Retrieved from http://search.proquest.com/docview/1848680095/208AC278DB8F43BFPQ/19?accountid=165104

Bradley, A. B. (2015). *Black scholars in White space: New vistas in African American studies from the Christian academy*. Eugene, OR: Pickwick Publications.

Braue, L. A. (2008). *Comparing leadership scores of collegiate level basketball players and Army Reserve Officer Training Corps (ROTC) students* (Unpublished doctoral dissertation). Liberty University.

Bryant, J., Anderson, B., & Dunn, J. M. (1994, October). *Rationale for independent administration of collegiate recreational sports programs: A position paper* [Scholarly project]. In *National Intramural-Recreational Sports Association*. Retrieved December 14, 2012, from http://www.nirsa.org/Content/NavigationMenu/Individual/Research/Rationale_For_Independent_Administration.pdf

Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.

Byrd, S., III. (2010). *Middle school students' participation in extracurricular activities: Relationships to school identification and achievement* (Unpublished doctoral dissertation). The College of William and Mary.

Calian, C. S. (2002). *The ideal seminary: Pursuing excellence in theological education*. Louisville, KY: Westminster John Knox Press.

Carlyle, T. (1840). *On heroes, hero-worship, & the heroic in history: Six lectures ; reported, with emendations and additions*. Retrieved December 6, 2012, from http://www2.hn.psu.edu/faculty/jmanis/carlyle/heroes.pdf

Carpenter, J. A. (2014). *Christian higher education: A global reconnaissance*. Grand Rapids, MI: Wm. B. Eerdmans Publishing.

Carter, R. E., Lubinsky, J., & Domholdt, E. (2016). *Rehabilitation research: Principles and applications* (4th ed.). St. Louis, MO: Elsevier.

Castleman, C. D. (2013). *Perceptions of faith integration online versus onsite in Christian higher education* (Unpublished doctoral dissertation). Capella University.

Chandler, J. C. (2011). *Bridging the Chasm: Examining the Emerging Model of Leadership In Intercollegiate Athletics Governance* (Unpublished doctoral dissertation). University of Nevada, Las Vegas.

Christian Leadership Institute. (n.d.). Retrieved November 20, 2015, from http://www.concordia.edu/page.cfm?page_ID=3042

Clements, J. D. (2014). *Life after athletics: A phenomenological narrative study of the long term influence of the coach and athlete relationship* (Unpublished doctoral dissertation). Lamar University.

Coaches can make a difference. (n.d.). Retrieved June 8, 2017, from http://www.championsofcharacter.org/ViewArticle.dbml?DB_OEM_ID=27910&ATCLID=205383043

Coakley, J. J. (2009). *Sports in society: Issues and controversies* (10th ed.). New York, NY: McGraw-Hill.

Cohen, W. A. (2010). *Drucker on leadership: New lessons from the father of modern management*. San Francisco, CA: Jossey-Bass.

Coker, A. M. (2011). *Coach pressure and disordered eating in female collegiate athletes: Is the coach-athlete relationship a mediating variable?* (Unpublished doctoral dissertation). The University of Utah.

Cole, M. T. (2011). Transformational Leadership: Is this the way to the top. In M. A. Paludi & B. E. Coates (Eds.), *Women as Transformational Leaders* (Vol. 1, pp. 239-244). Santa Barbara, CA: Praeger.

Coleman, M., Morrison, M., & Briggs, A. (2012). *Research Methods in Educational Leadership and Management* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

College of Undergraduate Studies. (n.d.). Retrieved November 16, 2015, from https://is.ucf.edu/leadership/about/index.php

Collins, J. C., & Hansen, M. T. (2011). *Great by choice: Uncertainty, chaos, and luck: Why some thrive despite them all*. New York: Harper Collins.

Collins, J. C., & Porras, J. I. (2002). *Built to last: Successful habits of visionary companies*. New York, NY: HarperBusiness.

Collins, J. W., & O'Brien, N. P. (2011). *The Greenwood dictionary of education* (2nd ed.). Westport, CT: Greenwood Press.

Comeaux, E. (2015). *Introduction to Intercollegiate Athletics*. Baltimore, MD: Johns Hopkins University Press.

Conklin, E. R. (2011). *What Do We Measure? Understanding How Leadership Measures the Benefits of After-School Physical Activities in the Continuation School Setting* (Unpublished doctoral dissertation). University of California at San Diego.

Conrad, M. (2011). *The business of sports: A primer for journalists* (2nd ed.). New York, NY: Routledge.

Cotterill, S. (2013). *Team psychology in sports: Theory and practice*. New York, NY: Routledge.

Council for Christian Colleges and Universities. (n.d.). Retrieved July 24, 2015, from CCCU.org

Course Catalog: Master of Arts in Organizational Leadership. (n.d.). Retrieved November 20, 2015, from http://catalog.biola.edu/preview_program.php?catoid=10&poid=899&returnto=564

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed method approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.

Cummins, P. S., Hinks, S., & MacKinnon, G. (2012). *Building Christian leadership in schools*. Crows Nest, AU: CIRCLE.

Daft, R. L. (2011). *Leadership experience* (6th ed.). Stamford, CT: Cengage Learning.

Dahnke, E. J. (2013). *The relationship between athletic and extracurricular participation and academic achievement in secondary and post secondary education* (Unpublished doctoral dissertation). Azuza Pacific University.

David, V. L. (2013). *Leading change: Exploring the relationship between transformational, transactional, and change-oriented leadership and their impact on leadership effectiveness among pastors in a protestant denomination in the mid-western United States* (Unpublished doctoral dissertation). Indiana Wesleyan University. Retrieved from http://search.proquest.com/docview/1512222421?pq-origsite=gscholar

Davis, M. L. (2014). *Intentional practice of shared leadership in the marketplace by Christian leaders: A multi-case study* (Unpublished doctoral dissertation). The Southern Baptist Theological Seminary.

Davis, T. A. (2013). *Leadership Training and the Development of Socially Responsible Leadership in College Students* (Unpublished doctoral dissertation). Grand Canyon University.

Day, D. (2000). Leadership Development: A Review in Context. *Leadership Quarterly, 11*(4), 586. Retrieved July 4, 2014.

Day, D. V., & Antonakis, J. (2012). *The nature of leadership* (2nd ed.). Thousand Oaks, CA: SAGE.

Day, D. V. (Ed.). (2014). *The Oxford handbook of leadership and organizations*. New York, NY: Oxford University Press.

D'Cruz, H., & Jones, M. (2014). *Social work research: Ethical and political contexts* (2nd ed.). Thousand Oaks, CA: SAGE.

Diew, T. N. (2012). *Innovations in leadership development for virtual teams: An exploratory case study* (Unpublished doctoral dissertation). Capella University.

Dockery, D. S. (2008). *Renewing minds: Serving church and society through Christian higher education*. Nashville, TN: Broadman & Holman.

Dockery, D. S. (2011). *Christian leadership essentials: A handbook for managing Christian organizations*. Nashville, TN: B&H Academic.

Dowd, J. (1936). *Control in human societies*. New York, NY: D. Appleton-Century.

Dowling, E. M., & Scarlett, G. W. (2006). *Encyclopedia of religious and spiritual development*. Thousand Oaks, CA: SAGE publication.

Drisko, J. W. (2013). *Qualitative research in social work* (2nd ed.) (A. E. Fortune, W. J. Reid, & R. L. Miller, Eds.). New York, NY: Columbia University Press.

DuBrin, A. J. (2016). *Leadership: Research findings, practice, and skills* (8th ed.). Boston, MA: Cengage.

Eaton, P. W. (2011). *Engaging the culture, changing the world: The Christian university in a post-Christian world*. Downers Grove, IL: IVP Academic.

Eberle, A. K. (2011). *The relationship between adolescents' extracurricular activities and health and/or risk behaviors* (Unpublished doctoral dissertation). Xavier University.

Eccles, J. S., Barber, B. L., Stone, M., & Hunt, J. (2003). Extracurricular Activities and Adolescent Development. *Journal of Social Issues, 59*(4), 865-889. doi:10.1046/j.0022-4537.2003.00095.x

Eccles, J. S., Mahoney, J. L., & Larson, R. (2005). *Organized activities as contexts of development: Extracurricular activities, after-school, and community programs*. Mahwah, NJ: Lawrence Erlbaum.

Edwards, R., & Holland, J. (2013). *What Is Qualitative Interviewing?* New York, NY: Bloomsbury Academic.

Eich, D. (2008). A Grounded Theory of High-Quality Leadership Programs. *Journal of Leadership & Organizational Studies, 15*(2), 176-187.

Evans, G. T. (2008). *Leadership programs sponsored by inter /national sororities as related to key leadership components* (Unpublished doctoral dissertation). University of South Dakota. Retrieved from http://search.proquest.com/docview/304489605/6679193A29DC4849PQ/2?accountid=165104

Extejt, M. M., & Smith, J. E. (2004). Leadership development through sports team participation. *Allied Academics International Conference,* 15-19. Retrieved December 14, 2012, from http://http://www.sbaer.uca.edu/research/allied/2004_maui/organizational_culture_communications_conflict/06.pdf

Fauser, S. L. (2011). *Coaches' and teachers' perceptions of the correlation between athletics and academics in the Capital Area Intermediate Unit high schools* (Unpublished doctoral dissertation). Temple University.

Fingers, E. M. (2005). *Character development and intercollegiate athletics: An analysis of the perceptions, roles, values and behaviors of collegiate coaches, athletic directors, and presidents as related to student -athlete character development* (Unpublished doctoral dissertation). Michigan State University.

Fisher, E. A. (2006). *The relationship between transformational leadership and organizational change: An exploratory study of grassroots social service agencies* (Unpublished doctoral dissertation). University of Maryland.

Fitzgerald, T. T. (2015). *A Study Exploring Transformational Leadership and its Impact on Teacher Efficacy, Teacher Trust, and Change Readiness* (Unpublished doctoral dissertation). Concordia University Chicago.

Foreman, E. A. (2012). *Identifying the relationships among precollegiate characteristics, college experiences, and leadership outcomes* (Unpublished doctoral dissertation). Iowa State University. Retrieved from http://search.proquest.com/docview/1022642392/EAAB4250F98D4550PQ/1?accountid=165104

Foster, A. W. (2010). *A study of post-baccalaureate leadership curricula at select Christian institutions of higher education* (Unpublished doctoral dissertation). The Southern Baptist Theological Seminary.

Foundations of Christian Leadership. (n.d.). Retrieved November 20, 2015, from http://leadership.divinity.duke.edu/what-we-offer/programs/foundation-of-christian-leadership/

Frank, R. H. (2004, May). *Challenging the myth: A review of the links among college athletic success, student quality, and donations* [Scholarly project]. In *Knight Commission on Intercollegiate Athletics*. Retrieved June 19, 2015, from http://www.knightcommission.org/

French, P. A. (2004). *Ethics and college sports: Ethics, sports, and the university*. Lanham, MD: Rowman & Littlefield.

Fulks, D. L. (2012). *2004-2011 Revenues & Expenses: NCAA Division I Intercollegiate Athletics Programs Report*. Indianapolis, IN: National Collegiate Athletic Association.

Game Plan. (2016, December 14). *Big South Conference Partners With Game Plan to Create League-Wide Career Network for Student-Athletes* [Press release]. Retrieved April 7, 2017, from https://globenewswire.com/news-release/2016/12/14/897702/0/en/Big-South-Conference-Partners-With-Game-Plan-to-Create-League-Wide-Career-Network-for-Student-Athletes.html

Gatewood, R. D., Feild, H. S., & Barrick, M. (2008). *Human resource selection*. Mason, OH: Thomson/South-Western.

George, A. L., & Bennett, A. (2005). *Case studies and theory development in the social sciences*. Cambridge, MA: MIT Press.

Gerdy, J. R. (2000). *Sports in school: The future of an institution*. New York, NY: Teachers College Press.

Gill, R. (2011). *Theory and practice of leadership*. London, UK: SAGE Publications.

Ginnan, R. F. (2003). *Developing a Leadership Training Program for the Local Church in the Twenty-First Century* (Unpublished doctoral dissertation). Liberty University.

Gmelch, W. H., & Buller, J. L. (2015). *Building academic leadership capacity*. San Francisco, CA: Jossey-Bass.

Goetsch, D. L. (2011). *Developmental leadership: Equipping, enabling, and empowering employees for peak performance*. Bloomington, IN: Trafford.

Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston, MA: Harvard Business School Press.

Golm, H. (2009). *Examining the relationship between transformational, transactional, and change-oriented leadership and their influence on leadership effectiveness* (Unpublished doctoral dissertation). Columbia University. Retrieved from http://search.proquest.com/docview/304865618/381A880B028840FEPQ/1?accountid=165104

Gomm, R. (2008). *Social Research Methodology: A Critical Introduction* (2nd ed.). New York, NY: Palgrave MacMillian.

Grandzol, C. J. (2008). *Leadership Development of Team Captains in Collegiate Varsity Athletics* (Unpublished doctoral dissertation). Marywood University.

Grant, R. R., Leadley, J., & Zygmont, Z. X. (2008). *The economics of intercollegiate sports*. Hackensack, NJ: World Scientific.

Green, J., & Thorogood, N. (2014). *Qualitative methods for health research*. Thousand Oaks, CA: SAGE.

Greer, E. (2007). *Women's immersion in a workfare program: Emerging challenges for occupational therapists*. New York, NY: Haworth Press.

Griffith, S. D. (2010). *Transformational leadership and change readiness using assessments for near-term prescriptive organizational intervention* (Unpublished doctoral dissertation). Indiana Wesleyan University.

Grudem, W. A. (1994). *Systematic theology: An introduction to biblical doctrine*. Leicester, England: Inter-Varsity Press.

Guest, G., Namey, E. E., & Mitchell, M. L. (2013). *Collecting qualitative data: A field manual for applied research*. Thousand Oaks, CA: SAGE Publications.

Gunzelmann, B. (2014). *Global voices and global visions: Education for excellence, understanding, peace and sustainability*. Plymouth, UK: Rowan & Littlefield Education.

Gustavson, P., & Liff, S. (2014). *A team of leaders: Empowering every member to take ownership, demonstrate initiative, and deliver results*. New York, NY: American Management Association.

Guthrie, K. L., & Callahan, K. (2016). Liberal Arts: Leadership Education in the 21st Century (K. L. Guthrie & L. Osteen, Eds.). *New Directions for Higher Education: Reclaiming Higher Education's Purpose in Leadership Development,* (174), summer.

Hackett, G. (2014). *Pentecostal Leadership Development: A Seminar for the Local Church* (Unpublished doctoral dissertation). Assemblies of God Theological Seminary.

Hackman, M. Z., & Johnson, C. E. (2013). *Leadership: A communication perspective* (6th ed.). Prospect Heights, IL: Waveland Press.

Hamilton, M. G. (2015). *Coaches Who Care: The Ethical Professional Identity Development of Moral Exemplar Collegiate Coaches* (Unpublished doctoral dissertation). University of Minnesota.

Han, S. S. (2015). *Developing an intentional leadership development process through mentoring in the local church* (Unpublished doctoral dissertation). Biola University.

Hardin, S. E. (2015). Leadership Assessment in Collegiate Recreation and Athletics. *New Directions for Student Leadership, 2015*(147), 99-108. doi:10.1002/yd.20147

Harrison, P. A., & Narayan, G. (2003). Differences in behavior, psychological factors, and environmental factors associated with participation in school sports and other activities in adolescence. *Journal of School Health, 73*(3), 113-120. Retrieved December 13, 2012, from http://onlinelibrary.wiley.com/

Hawkins, A. J. (2010). *Extracurricular/Co-Curricular Preparations and the Relationship to Leadership Styles of K-12 Administrators* (Unpublished doctoral dissertation). University of Missouri - Columbia.

Hawkins, P. (2014). *Leadership team coaching: Developing collective transformational leadership* (2nd ed.). Philadelphia, PA: Kogan Page.

Hemby, S. S. (2007). *Enhancing Leader Credibility in Church Leadership Trainees: Effective Mentoring Practices* (Unpublished doctoral dissertation). Regent University.

Hennink, M. M., Hutter, I., & Bailey, A. (2011). *Qualitative research methods* (1st ed.). Thousand Oaks, CA: SAGE.

Hernandez, S. R. (2010). *Strategic human resources management in health services organizations*. Clifton Park, NY: Delmar Cengage Learning.

Hesel, R., & Perko, A. (2010). A Sustainable Model? University Presidents Assess the Costs and Financing of Intercollegiate Athletics. *Journal of Intercollegiate Sport,* (3), 32-50. Retrieved from http://journals.humankinetics.com/AcuCustom/Sitename/Documents/DocumentItem/04_perko_JIS_042009_32-50.pdf

Hickman, T. F. (2010). *The integration of Jesus' Great Commandment with Christian higher education: An analysis of the leadership praxis of Dr. David S. Dockery* (Unpublished doctoral dissertation). Southeastern Baptist Theological Seminary.

Himel, M. T. (2015). *Big game cats and defining football's value: College football's popularity, controversies, and expansion* (Unpublished master's thesis). East Tennessee State University.

Himelhoch, C. R. (2014). *Transformational leadership and high-intensity inverval training* (Vol. 1). Spring Lake, MI: MindBodyMed Press, LLC.

History and Benefits: The Importance of Leadership. (n.d.). Retrieved from http://www.meridianleadershipinstitute.com/history-and-benefits.php

Hogan, R., & Benson, M. (2009). *Advances in global leadership* (Vol. 5) (W. H. Mobley, Y. Wang, & M. Li, Eds.). Bingley, UK: Emerald Group Publishing Limited.

Hollander, E. P. (2009). *Inclusive leadership: The essential leader-follower relationship*. New York, NY: Routledge.

Holy Bible: English Standard Version. (2001). Nashville, TN: Crossway Books.

Horton, P. (2015). *Practical sports coaching* (C. Nash, Ed.). New York, NY: Routledge.

Hout, M., Fischer, C. S., & Chaves, M. A. (2013, March 7). *More Americans Have No Religious Preference: Key Finding from the 2012 General Social Survey* [Scholarly project]. In *Institute for the Study of Societal Issues*. Retrieved August 7, 2014, from http://issi.berkeley.edu/sites/default/files/shared/docs/Hout%20et%20al_No%20Relig%20Pref%202012_Release%20Mar%202013.pdf

Howard, A. (2005). *Counselling and identity: Self realisation in a therapy culture*. Houndmills: Palgrave Macmillan.

Huffman, A. C. (2013). *A Description and Comparison of the Perceptions of NCAA Division II and Division III College Presidents regarding the Impacts of Intercollegiate Athletics at their Institutions* (Unpublished doctoral dissertation). West Virginia University.

Hughes, A. R. (2015). *Leadership development among traditional-age community college students* (Unpublished doctoral dissertation). Northeastern University. Retrieved from http://search.proquest.com/docview/1655594750/B646A5BF8C54457APQ/10?accountid=165104

Hughes, R. (2010). *A Comparison of High School Head Football Coaches' Personal, American Cultural, and Football Values* (Unpublished doctoral dissertation). Michigan State University.

Hynes, S. D. (2015). The intersection of positive psychology and leadership development (R. D. Hetzel, Ed.). In J. C. Wade & L. I. Marks (Eds.), *Positive psychology on the college campus* (1st ed., pp. 279-298). New York, NY: Oxford University Press.

Iszatt-White, M., & Saunders, C. (2014). *Leadership*. New York, NY: Oxford University Press.

Jauhari, H., Singh, S., & Kumar, M. (2017). How does transformational leadership influence proactive customer service behavior of frontline service employees? Examining the mediating roles of psychological empowerment and affective commitment. *Journal of Enterprise Information Management, 30*(1), 30-48. doi:10.1108/jeim-01-2016-0003

Johnson, B. (2007). *The Perceived Leadership Crisis Within the Baptist Church: An Exploratory Empirical Investigation of Selected Churches in Memphis, Tennessee* (Unpublished doctoral dissertation). Capella University.

Johnson, C. E. (2012). *Meeting the ethical challenges of leadership: Casting light or shadow*. Thousand Oaks, CA: Sage.

Jones, R. L. (2006). *The sports coach as educator: Re-conceptualising sports coaching*. London, UK: Routledge.

Jones, S. R., Torres, V., & Arminio, J. L. (2014). *Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues* (2nd ed.). New York, NY: Routledge.

Joshi, M., Sikka, R., Erb, N., & Zhang, S. (2016). *Leading health care transformation: A primer for clinical leaders*. Boca Raton, FL: CRC Press.

Jozsa, F. P. (2013). *College sports Inc.: How commercialism influences intercollegiate athletics*. New York, NY: Springer.

Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology, 87*(4), 765-780. doi:10.1037//0021-9010.87.4.765

Kane, M. J. (2016). A socio-cultural examination of a lack of women coaches in sports leadership positions (N. M. LaVoi, Ed.). In *Women in sports coaching* (pp. 35-48). New York, NY: Routledge.

Katz, R. L. (1974). *Skills of an effective administrator*. Boston, MA: Harvard Business Press.

Kaye, A. D., Fox, C. J., & Urman, R. D. (2012). *Operating room leadership and management*. New York, NY: Cambridge University Press.

Kelepolo, E. N. (2011). *The relationship between participation in extracurricular activities and Utah's proficiency assessments of students in a suburban school district* (Unpublished doctoral dissertation). University of Nevada Las Vegas.

Keller, T., & Alsdorf, K. L. (2012). *Every good endeavor: Connecting your work to God's work*. New York: Dutton.

Keller, T. (2012). *Center church: Doing balanced, Gospel-centered ministry in your city*. Grand Rapids: Zondervan.

Kennedy, D. (2009). Leadership by perpetual practice. In F. Hesselbein & M. Goldsmith (Eds.), *The organization of the future 2: Visions, strategies, and insights on managing in a new era*. San Francisco, CA: Jossey-Bass.

Kent, B. (2015). *The research process in nursing* (7th ed.) (K. Gerrish & J. Lathlean, Eds.). Malden, MA: John Wiley & Sons.

Keohane, N. O. (2010). *Thinking about leadership*. Princeton, NJ: Princeton University Press.

Khalil, D. (2012). *Defining a Youth Leadership Pipeline for Egypt: A Delphi study* (Unpublished doctoral dissertation). University of Phoenix. Retrieved from http://search.proquest.com/docview/1220684440/B646A5BF8C54457APQ/3?accountid=165104

Killgo, J. (2010). *Relationship between success in extracurricular programs and student academic performance in economically disadvantaged high schools* (Unpublished doctoral dissertation). Lamar University.

Kitchens, L. K. (2016). *Spiritual innovation: A faith-based model to equip men to become the spiritual leaders for the American family in crisis* (Unpublished doctoral dissertation). Liberty University. Retrieved from http://search.proquest.com/pagepdf/1845022693/Record/58A344EB90454BDBPQ/2?accountid=165104

Klenke, K. (2008). *Qualitative research in the study of leadership*. Bingley, UK: Emerald Group Pub.

Kline, M. (2006). *The relationship between motivational variables, anxiety, exposure to English, and language learning strategies among adult ESL learners* (Unpublished doctoral dissertation). University of Southern California.

Kombarakaran, F. A. (2002). *Effects of social capital and adolescent extracurricular activities on school truancy* (Unpublished doctoral dissertation). The Ohio State University.

Komives, S. R., Lucas, N., & McMahon, T. R. (1998). *Exploring leadership: For college students who want to make a difference* (3rd ed.). San Francisco, CA: Jossey-Bass.

Kouzes, J., & Posner, B. (2002, May 12). *The Leadership Practices Inventory: Theory and Evidence Behind the Five Practices of Exemplary Leaders* [Scholarly project]. In *The Leadership Challenge*. Retrieved December 3, 2012, from http://www.leadershipchallenge.com/UserFiles/lc_jb_appendix.pdf

Kouzes, J., & Posner, B. (2009). *The organization of the future 2: Visions, strategies, and insights on managing in a new era* (F. Hesselbein & M. Goldsmith, Eds.). San Francisco, CA: Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (1988). *Leadership practices inventory: LPI*. San Diego, CA: University Associates.

Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge*. San Francisco, CA: Jossey-Bass.

Kurian, G. T., & Lamport, M. A. (Eds.). (2015). *Encyclopedia of Christian education*. Lanham, MD: Rowman & Littlefield.

Kvale, S., & Brinkmann, S. (2014). *InterViews: Learning the craft of qualitative research interviewing*. Los Angeles, CA: Sage Publications.

Lafaille, R., & Wildeboer, H. (1995). *Validity and Reliability of Observation and Data Collection in Biographical Research* [Scholarly project]. In *International Institute for Advanced Health Studies - Antwerp, Belgium*. Retrieved August 8, 2013, from http://eurotas.org/uploads/pdf/valideng_full.pdf

Larsen, T. (2007). *The Cambridge companion to evangelical theology* (D. J. Treier, Ed.). Cambridge, EN: Cambridge University Press.

Lavoi, N. M. (2013). *The Decline of Women Coaches in Collegiate Athletics: A Report on select NCAA Division-I FBS Institutions 2012-2013* [Scholarly project]. In *University of Minnesota*. Retrieved from http://www.cehd.umn.edu/tuckercenter/library/docs/research/2012-13_Decline-of-Women-College-Coaches-Report_Dec-18.pdf

Lawler, E. E., & Worley, C. G. (2009). Designing Organizations that are Built to Change (F. Hesselbein & M. Goldsmith, Eds.). In *The organization of the future 2: Visions, strategies, and insights on managing in a new era*. San Francisco, CA: Jossey-Bass.

Lawson, K. (2008). *Leadership development basics*. Alexandria, VA: ASTD Press.

Leach, K. C. (2016, May 11). Annual forum helps students reach potential. Retrieved April 7, 2017, from http://www.ncaa.org/about/resources/leadership-development/annual-forum-helps-students-reach-potential

Leadership Development at Palm Beach Atlantic University. (n.d.). Retrieved November 20, 2015, from http://www.pba.edu/leadership-development

Leadership Development Institutes. (n.d.). Retrieved April 7, 2017, from http://www.cccu.org/professional_development/leadership_and_institutes

Leadership Development Program. (n.d.). Retrieved April 7, 2017, from https://undergraduate.unwsp.edu/leadership-development-program

Lee, J. (2011). *Competency-based leadership development for emerging Christian camp leaders in North American Christian camping* (Unpublished doctoral dissertation). Biola University.

Leedy, P. D., & Ormrod, J. E. (2015). *Practical research: Planning and design* (11th ed.). Boston, MA: Pearson.

Liebler, J. G., & McConnell, C. R. (2012). *Management principles for health professionals*. Sudbury, MA: Jones & Bartlett Learning.

Lincoln Christian University Mission and Vision. (n.d.). Retrieved June 29, 2015, from https://www.lcuredlions.com/f/Mission_and_Vision.php

Longshore, K. (2015). *Helping Coaches Help Themselves* (Unpublished doctoral dissertation). Temple University.

Lopez-Gonzalez, C. (2012). *Leadership performance: Leadership development programs and influence on changing leadership behavior* (Unpublished doctoral dissertation). Capella University.

Loughead, T. M., Mawn, L., Hardy, J., & Munroe-Chandler, K. J. (2014). Athlete leadership: Theory, research, and practice (A. G. Papaioannou & D. Hackfort, Eds.). In *Routledge Companion to*

Sport and Exercise Psychology: Global perspectives and fundamental concepts (International Perspectives on Key Issues in Sport and Exercise Psychology) (pp. 588-602). New York, NY: Routledge.

Lovell, J. J. (2013). *A Comparative Analysis of Physical Activity and Wellness through the Adult Life Stages based upon High School Varsity Athletic Participation* (Unpublished doctoral dissertation). Lindenwood University.

Lund, B. L. (2013). *A Comparison of Leadership Practices of Collegiate Student-Athletes and Non-Athlete Peers: Seeking Solutions to the Leadership Succession Crisis in Corporate America* (Unpublished doctoral dissertation). Middle Tennessee State University.

Lussier, R. N., & Achua, C. F. (2014). *Leadership: Theory, Application, & Skill Development* (6th ed.). Boston, MA: Cengage Learning.

Lyman, B. R. (2011). *Current practices in leadership development for front-line nurse managers* (Unpublished doctoral dissertation). University of Northern Colorado. Retrieved from http://search.proquest.com/docview/847803502/DC205A31CCEA4940PQ/1?accountid=165104

Lynch, M. (2012). *A guide to effective school leadership theories*. New York, NY: Routledge.

MacArthur, J. (2004). *The book on leadership*. Nashville, TN: T. Nelson.

MacDonald, E. B. (2013). *The skillful team leader: A resource for overcoming hurdles to professional learning for student achievement*. Thousand Oaks, CA: Corwin.

MacDonald, J. H. (2012). *A Quantitative Examination of Leadership Styles of Athletic Directors and Coaches' Leadership Outcomes in Massachusetts* (Unpublished doctoral dissertation). Trident International University.

Malphurs, A., & Mancini, W. (2004). *Building leaders: Blueprints for developing leadership at every level of your church*. Grand Rapids, MI: Baker Books.

Marchewka, J. T. (2015). *Information technology project management: Providing measurable organizational value* (5th ed.). Hoboken, NJ: Wiley.

Marguax, M. C. (2014). *Commuter Students' Social Integration: The Relationship Between Involvement in Extracurricular Activities and Sense of Belonging* (Unpublished doctoral dissertation). The George Washington University.

Martens, R. (2012). *Successful coaching*. Champaign, IL: Human Kinetics.

Martin, V. A. (2004). *Leadership skills development: Current practices within Christian high schools to prepare students for leadership roles* (Unpublished doctoral dissertation). Pepperdine University.

Marturano, A., & Gosling, J. (2007). *Leadership: The key concepts*. London: Routledge.

Master of Arts in Executive Leadership (M.A.). (n.d.). Retrieved November 20, 2015, from http://www.liberty.edu/online/masters/executive-leadership/

Masteralexis, L. P., Barr, C. A., & Hums, M. A. (2015). *Principles and practice of sport management*. Burlington, MA: Jones & Bartlett Learning.

Matthews, W. C. (2012). *Spirituality as a component of transformational leadership among selected North Carolina community college presidents* (Unpublished doctoral dissertation). Appalachian State University. Retrieved from https://libres.uncg.edu/ir/asu/f/Matthews,%20Wayne_2012_Dissertation.pdf

McComas, S. (2014). *An Assessment of coaches' knowledge of MTBI in youth sports* (Unpublished doctoral dissertation). John F Kennedy University.

McCrea, N. (2015). *Leading and managing early childhood settings: Inspiring people, places and practices*. Melbourne, AU: Cambridge University Press.

Mcfadden, C. W., & Stenta, D. A. (2015). Connecting Collegiate Recreation and Athletics to Leadership. *New Directions for Student Leadership, 2015*(147), 5-18. doi:10.1002/yd.20139

McMillen, C. T. (2011). Eliminate the Profit Motive [Editorial]. *The Chronicle of Higher Education*.

Meeteer, W. R., II. (2011). *Improving Student Coaches' Learning through Teaching Reflective Techniques* (Unpublished doctoral dissertation). West Virginia University.

Mehrabani, S. E., & Mohamad, N. A. (2015). New approach to leadership skills development (developing a model and measure). *Journal of Mgmt Development Journal of Management Development, 34*(7), 821-853. doi:10.1108/jmd-03-2013-0046

Menke, D. J. (2010). *"Inside the bubble": A look at the experiences of student-athletes in revenue-producing sports during college and beyond* (Unpublished doctoral dissertation). Kansas State University.

Merriam, S. B. (2014). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Miller, H. G. (2007). *High School Athletic Eligibility Policies: A Mixed-Methods Study of the Perspectives of Public School Athletic Directors* (Unpublished doctoral dissertation). Liberty University.

Mission Statement. (n.d.). Retrieved June 29, 2015, from http://www.gordon.edu/mission

Mohler, R. A. (2012). *The conviction to lead: 25 principles for leadership that matters*. Minneapolis, MN: Bethany House.

Moody, E. C., IV. (2011). *Leadership Styles: A Historical Case Study of Leadership Styles at Catalina Foothills High School, 1993-2010* (Unpublished doctoral dissertation). Northern Arizona University.

Moore, E. M. (2007). *The impact of leadership style on organizational effectiveness: Leadership in action within United Way of America* (Unpublished doctoral dissertation). Capella University.

Morris, A. (2015). *A practical introduction to in-depth interviewing*. Thousand Oaks, CA: Sage.

Morris, C. R. (2011). *The Relationship between Church Staff Members' Job Satisfaction and Their Perception of Pastoral Servant Leadership Practices* (Unpublished doctoral dissertation). Tennessee Temple University.

Mosley, L. (2013). *Interview research in political science*. Ithaca, NY: Cornell University Press.

Moyles, J. (2006). *Effective leadership and management in the early years*. Maidenhead, UK: Open University Press.

Mullen, A. L. (2010). *Degrees of inequality: Culture, class, and gender in American higher education*. Baltimore, MD: Johns Hopkins University Press.

Murphy, S. E., & Reichard, R. J. (2011). *Early development and leadership: Building the next generation of leaders*. New York, NY: Routledge.

Murrell, S., & Murrell, W. (2016). *The Multiplication Challenge: A Strategy to Solve Your Leadership Shortage*. Lake Mary, FL: Creation House.

NAIA Champions of Character Live 5. (n.d.). Retrieved June 8, 2017, from http://www.naia.org/ViewArticle.dbml?DB_OEM_ID=27900&ATCLID=205421991

National Christian College Athletic Association. (n.d.). Retrieved July 24, 2015, from http://www.nccaa.org/

NCU Athletics Mission & Vision Statement. (n.d.). Retrieved June 29, 2015, from http://ncurams.com/athletics/mission

Nguyen, K. A. (2015). *An exploratory study of Bass' transformational leadership model with graduates from leadership development programs of Christian higher education serving in California Southern Baptist Churches* (Unpublished doctoral dissertation). Biola University.

Nichols, S. (2008). Somatics and Leadership. In J. L. Noel & D. L. Dotlich (Eds.), *The 2008 Pfeiffer Annual: Leadership Development* (pp. 293-304). San Francisco, CA: John Wiley & Sons.

Nixon, H. L., & Frey, J. H. (1996). *A sociology of sport*. Belmont, CA: Wadsworth.

Nixon, H. L., II. (2014). *The athletic trap: How college sports corrupted the academy*. Baltimore, MD: Johns Hopkins Univ. Press.

Njororai, W. W. (2012). Challenges of being a black student athlete on U.S. College campuses. *Journal of Issues in Intercollegiate Athletics, 5*, 40-63.

Northouse, P. G. (2013). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage.

Nwokorie-Anajemba, D. U. (2010). *Current practices for teacher leadership development within Christian schools* (Unpublished doctoral dissertation). Pepperdine University.

O'Guin, M. J., Sr. (2012). *African American male students participation rates in selected public school extracurricular athletic programs and academic success* (Unpublished doctoral dissertation). Texas Southern University.

O'Hara, J. L. (2014). *Leading the Charge: Investigating the Development of Leadership Skills Among Collegiate Softball Players* (Unpublished master's thesis). Temple University. Retrieved from http://search.proquest.com/docview/1558183732/677A95C70F8541A0PQ/1?accountid=165104

Olson, H. O. (2014). *A Comparison of High School Head Football Coaches' Personal, American Cultural, and Football Values* (Unpublished doctoral dissertation). University of Washington.

Ong, R. A. (2013). *Leadership Development Experiences of Exemplary Roman Catholic Parish Priests: An Exploratory Study* (Unpublished doctoral dissertation). The George Washington University.

Osborne, D. R., Jr. (2011). *In Search of a Universal Transformational Leadership Development Training Program for Diverse Leaders: The Efficacy of the Dale Carnegie Course* (Unpublished doctoral dissertation). Indiana Wesleyan University.

Oslington, P. (2014). *The Oxford handbook of Christianity and economics*. New York, NY: Oxford University Press.

Outdoor Leadership. (n.d.). Retrieved November 20, 2015, from http://www.ccu.edu/academics/outdoorleadership/

Owen, J. E. (2015). *Innovative learning for leadership development: New directions for student leadership* (1st ed.). San Fransisco, CA: Jossey-Bass.

Patsko, S. M. (2016). *Spirituality and leadership: The relationship between self-assessed spirituality and transformational leadership in private school division heads* (Unpublished doctoral dissertation). Our Lady of the Lake University. Retrieved from http://search.proquest.com/docview/1865658381?pq-origsite=gscholar

Pelikhova, J. (2014). *Supporting the Professional Development Needs of High School Athletic Coaches: An Action Research Project to Create a Coaching Resource Guide* (Unpublished doctoral dissertation). University of California, Los Angeles.

Perkins, M. L. (2014). *The relationship between organizational performance and leadership style across organizations* (Unpublished doctoral dissertation). Capella University.

Perko, A. (Ed.). (2009). *College Sports 101: A primer on money, athletics. and higher education in the 21st Century* [Scholarly project]. In *The Knight Commission*. Retrieved June 19, 2015, from http://www.knightcommission.org/collegesports101

Pfeffer, J., & Davis-Blake, A. (1986). Administrative Succession And Organizational Performance: How Administrator Experience Mediates The Succession Effect. *Academy of Management Journal, 29*(1), 72-83. doi:10.2307/255860

Phillips, P. P., Phillips, J. J., & Ray, R. (2015). *Measuring the success of leadership development: A step-by-step guide for measuring impact and calculating ROI*. Alexandria, VA: ATD Press.

Pigza, J. M. (2015). Navigating Leadership Complexity Through Critical, Creative, and Practical Thinking. (J. E. Owen, Ed.). *Innovative Learning for Leadership Development, 146*(Spring), 19-34.

Powell, D. B. (2011). *Leadership Practices and Interim Pastoral Ministry* (Unpublished doctoral dissertation). Tennessee Temple University.

Program Overview. (n.d.). Retrieved March 31, 2016, from https://www.sandiego.edu/soles/academics/phd-leadership-studies/

Quinn, K. G. (2009). *Sports and their fans: The history, economics and culture of the relationship between spectator and sport*. Jefferson, NC: McFarland.

Rao, S. (2009). *The organization of the future 2: Visions, strategies, and insights on managing in a new era* (F. Hesselbein & M. Goldsmith, Eds.). San Francisco, CA: Jossey-Bass.

Ray, A. (2013). *Important leadership theories in the realm of management sciences*. Norderstedt, DE: Grin Verlag.

Ream, T. C., & Glanzer, P. L. (2013). *The idea of a Christian college: A reexamination for today's university*. Eugene, OR: Cascade Books.

Rev - Transcription, Captions, Translation. (n.d.). Retrieved April 19, 2016, from http://www.rev.com/

Riaz, O. (2012). *Spirituality and Transformational Leadership in Education* (Unpublished doctoral dissertation). Florida International University.

Riggio, R. E. (2011). *Leadership studies: The dialogue of disciplines* (M. Harvey, Ed.). Cheltenham, EN: Edward Elgar Pub.

Ringenberg, W. C. (2006). *The Christian college: A history of Protestant higher education in America* (2nd ed.). Grand Rapids, MI: Baker Academic.

Roach, L. W. (2012). *Extracurricular activities, school connectedness, and academic achievement* (Unpublished doctoral dissertation). Alliant International Unviersity.

Robertson, J., & Timperley, H. (2011). *Leadership and learning*. Thousand Oaks, CA: SAGE Publications.

Robertson, L. A. (2008). *A comparison of a Christian and a state institution of higher education: The relationship between religiosity and academic dishonesty among athletes* (Unpublished doctoral dissertation). Liberty University. Retrieved from http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1117&context=doctoral

Robinson, A. G. (2014). *A Study of African American men who Persisted in Higher Education: A Case for Leadership Development through Mentoring* (Unpublished doctoral dissertation). Tennessee Temple University.

Rosenblatt, P. C. (2016). *Restarting Stalled Research*. Thousand Oaks, CA: Sage.

Rubin, H. J., & Rubin, I. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Runde, C. E., & Flanagan, T. A. (2013). *Becoming a conflict competent leader how you and your organization can manage conflict effectively*. San Francisco, CA: Jossey-Bass.

Sabock, M. D., & Sabock, R. J. (2011). *Coaching: A realistic perspective*. Lanham, MD: Rowman & Littlefield.

Sashkin, M. (2014). Management and Leadership in HRD. In N. Chalofsky, T. S. Rocco, & M. L. Morris (Eds.), *Handbook of human resource development* (pp. 62-79). San Francisco, CA: Pfeiffer.

Schein, E. H. (2010). *Organizational culture and leadership*. San Francisco, CA: Jossey-Bass.

School of Leadership and Development. (n.d.). Retrieved November 20, 2015, from http://www.eastern.edu/academics/programs/school-leadership-and-development

School of Leadership. (n.d.). Retrieved November 20, 2015, from http://www.piedmontu.edu/school-of-leadership

Schouten, J. (2010). *Leadership behaviors of athletic coaches in the council for Christian colleges and universities* (Unpublished doctoral dissertation). Florida State University.

Schull, V. D. (2016). Female athletes' conceptions of leadership: Coaching and gender implications. In N. M. LaVoi (Ed.), *Women in sports coaching* (pp. 126-138). New York, NY: Routledge.

Sebald, H. (2010). *Student participation in extracurricular activities, self-concept, academic self-concept, self-determination, and health habits during the middle school year and their impact on academic achievement* (Unpublished doctoral dissertation). Dowling College.

Segall, W. E., & Wilson, A. V. (2004). *Introduction to education: Teaching in a diverse society*. Lanham, MD: Rowman & Littlefield.

Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (4th ed.). New York, NY: Teachers College Press.

Såenz, H. (2011). *The SAGE handbook of leadership* (A. Bryman, D. Collinson, K. Grint, B. Jackson, & M. Uhl-Bien, Eds.). London: SAGE.

Shanlian, M. J. (2013). *Transformational Leadership in Church Revitalization: A Study of Heights Church in Beech Island, South Carolina* (Unpublished doctoral dissertation). Tennessee Temple University.

Shaw, A. (2013). On Not Becoming Gamers: Moving Beyond the Constructed Audience. *Ada: A Journal of Gender, New Media, and Technology, 2*. doi:10.7264/N33N21B3

Shelton, E. J. (2012). *Transformational leadership: Trust, motivation and engagement*. Bloomington, IN: Trafford Publishing.

Shepard, D. (2014). *What effect does the athletic subculture at a Division I institution have on the development of adult identity on student-athletes?* (Unpublished doctoral dissertation). Oakland University. Retrieved from http://search.proquest.com/docview/1879907340/4C8766033124D42PQ/3?accountid=165104

Sherman, W. (2008). *The effects of a formal leadership program on students' views and interactions with diverse others* (Unpublished doctoral dissertation). The University of Alabama. Retrieved from http://search.proquest.com/docview/304683249/325BDC9011BA4680PQ/14?accountid=165104

Sholes, J. R., II. (2010). *Do Christian college students develop into more ethical leaders? An evaluation of moral development and transformational leadership* (Unpublished doctoral dissertation). Capella University.

Shulman, J. L., & Bowen, W. G. (2002). *The game of life: College sports and educational values*. Princeton, NJ: Princeton University Press.

Sloan, R. B. (2011). A Biblical Model of Leadership. In D. Dockery (Ed.), *Christian leadership essentials: A handbook for managing Christian organizations* (pp. 8-23). Nashville, TN: B&H Academic.

Sloan, R. H. (2009). *A quantitative study of the relationship between transformational and transactional leadership styles and strategic change within the State University of New York* (Unpublished doctoral dissertation). Capella University.

Smist, J. A. (2011). Cocurricular Programs. In S. R. Komives & J. P. Dugan (Eds.), *The Handbook for Student Leadership Development* (2nd ed., pp. 287-306). Thousand Oaks, CA: Jossey-Bass.

Smith, D., Bell, G. D., & Kilgo, J. (2004). *The Carolina way: Leadership lessons from a life in coaching*. New York, NY: Penguin Press.

Smith, T., & Kim, S. (2004, July). *The Vanishing Protestant Majority* [Scholarly project]. In *University of Chicago*. Retrieved July 4, 2014, from www-news.uchicago.edu/releases/04/040720.protestant.pdf

Smith, W. K. (2010). *Comparing the perceived relevance of informal and formal learning in skill acquisition in a leadership development program* (Unpublished doctoral dissertation). Indiana State University. Retrieved from http://search.proquest.com/docview/849745043/C5016B24E8D94EA4PQ/17?accountid=165104

Snook, S. A., Nohria, N., & Khurana, R. (2012). *The handbook for teaching leadership: Knowing, doing, and being*. Thousand Oaks, CA: SAGE Publications.

Southern Baptist Convention: Colleges and Universities. (n.d.). Retrieved April 1, 2016, from http://www.sbc.net/colleges/

Sowell, T. (2011). *Economic facts and fallacies* (2nd ed.). New York, NY: Basic Books.

Spreitzer, G., Perttula, K. H., & Xin, K. (2005). *Traditionality Matters: An Examination of the Effectiveness of Transformational Leadership in the U.S. and Taiwan* [Scholarly project]. In *University of Michigan: Ross School of Business*. Retrieved December 7, 2012, from http://webuser.bus.umich.edu/spreitze/traditionalitymatters.pdf

Springette, N. M. (2014). *An encapsulated, on-line mediated, contextualized leadership development curriculum for the Chinese House Church* (Unpublished doctoral dissertation). Regent University.

St. Louis Christian College Mission. (n.d.). Retrieved June 29, 2015, from https://stlchristian.edu/about/mission

Staempfli, M. B. (2000). *The Association Between Extracurricular Involvement, Self-Esteem, and Leadership Skills Among University of Guelph Peer Helpers* (Unpublished doctoral dissertation). University of Guelph.

Stanton, N. A., Young, M. S., & Harvey, C. (2014). *Guide to methodology in ergonomics: Designing for human use*. Boca Raton, FL: CRC Press.

Stetna, D. A., & Mcfadden, C. W. (Eds.). (2015). Student Development Through Recreation and Athletics. *New Directions for Student Leadership, 2015*(147). doi:10.1002/yd.20144

Stetzer, E., & Dodson, M. (2007). *Comeback churches: How 300 churches turned around and yours can too*. Nashville, TN: B & H Pub. Group.

Stetzer, E. (2006). *Planting missional churches*. Nashville, TN: B & H Academic.

Stetzer, E. (2009, August). *Missional Leadership*. Lecture presented at One Day Conference in Falls Creek Baptist Conference Center, Davis. Retrieved from https://vimeo.com/6951915

Stogdill, R. M. (1948). Personal Factors associated with leadership: A review of the literature. *The Journal of Psychology,* (25), 35-71.

Stone, A. G., & Patterson, K. (2005, August). *The history of leadership focus* [Scholarly project]. In *Regent University School of Leadership Studies: Servant Leadership Research Roundtable*. Retrieved from http://www.regent.edu/acad/global/publications/sl_proceedings/2005/stone_history.pdf

Strauss, B. S. (2013). *Masters of command: Alexander, Hannibal, Caesar and the genius of leadership*. New York: Simon & Schuster.

Student-Athlete Leadership Forum. (2016, August 30). Retrieved April 7, 2017, from http://www.ncaa.org/about/resources/leadership-development/student-athlete-leadership-forum

Students Experience Leadership Development Opportunities. (2015, October 13). Retrieved from https://www.okbu.edu/news/2015-10-13/students-experience-leadership-development-opportunities

Sutter, L. A. (2007). *The effect of extracurricular activities on the high school dropout rate of St. Louis County special education students* (Unpublished doctoral dissertation). Capella University.

Swanner, J. T., IV. (2014). *Two by two leadership: A model of Christian leadership* (Unpublished doctoral dissertation). Liberty University.

Szarabajko, A. (2016). *Relationships and Sports: Mechanisms in Relational Motivation and Its Impact on Athletic Performance* (Unpublished master's thesis). Eastern Kentucky University. Retrieved from http://search.proquest.com/docview/1849022369/208AC278DB8F43BFPQ/5?accountid=165104

Techaratanaprasert, S. (2014). *The Associations Between Extracurricular Activities and Mental Health Status in Adolescence* (Unpublished doctoral dissertation). Adelphi University.

Terrell, S. (2011). *How Global Leaders Develop: A Phenomenological Study of Global Leadership Development* (Unpublished doctoral dissertation). George Washington University. Retrieved from http://search.proquest.com/docview/821242799/F08650CAD59A4F98PQ/3?accountid=39317

Thomas, J. R., Nelson, J. K., & Silverman, S. J. (2011). *Research methods in physical activity* (6th ed.). Champaign, IL: Human Kinetics.

Torrez, M. A., & Rocco, M. L. (2015). Building critical capacities for leadership learning. In J. E. Owen (Ed.), *Innovative Learning for Leadership Development* (Vol. 145, Spring, pp. 19-34). San Francisco, CA: Wiley.

Towe, C. R. (2011). *Hispanic students' connection to school: The relation between extracurricular participation and grade point average* (Unpublished doctoral dissertation). University of Oregon.

Treviño, L. K., & Nelson, K. A. (2011). *Managing business ethics: Straight talk about how to do it right* (5th ed.). New York, NY: J. Wiley & Sons.

Trinity Baptist College Athletics Mission Statement. (n.d.). Retrieved June 29, 2015, from http://tbcathletics.com/pages/page.asp?page_id=240099

Trujillo, C. W. (2009). *College involvement and leadership development in higher education: The role of race/ethnicity, sex, and mentoring relationships* (Unpublished doctoral dissertation). University of Illinois at Urbana-Champaign. Retrieved from http://search.proquest.com/docview/304897826/2441763611734967PQ/5?accountid=165104

Turner, D. W., III. (2010). Qualitative Interview Design: A Practical Guide for Novice Investigators. *The Qualitative Report, 15*(3), 754-760. Retrieved from http://www.nova.edu/ssss/QR/QR15-3/qid.pdf

Twenge, J. M., & Campbell, S. M. (2010). Generation me and the changing world of work. In P. A. Linley, S. Harrington, & N. Garcea (Eds.), *Oxford handbook of positive psychology and work* (pp. 25-37). New York, NY: Oxford University Press.

Twumasi-Ankrah, S. (2013). *Determinants of administrators' effectiveness in Christian higher education* (Unpublished doctoral dissertation). Biola University.

Van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership: A guide to understanding leadership development in adolescents*. San Francisco, CA: Jossey-Bass.

Velazquez, S. L. (2011). University education: Leadership development in and outside the classroom. In M. London (Ed.), *The Oxford Handbook of Lifelong Learning* (pp. 117-132). New York, NY: Oxford University Press.

Verhoye, A. M. (2015). *Unfreezing the Organizational Culture of the Catholic Church: A Case Study of Pope Francis' Organizational Culture Change Initiative Using the Transformational Leadership Theoretical Framework* (Unpublished doctoral dissertation). University of Minnesota.

Wallis, J., & Lambert, J. (2016). *Becoming a sports coach*. New York, NY: Routledge.

Watson, A. C. (2016). *An examination of student leadership styles and their relationship to leadership development training and student leader effectiveness* (Doctoral dissertation, Texas A&M University) [Abstract]. Retrieved from http://search.proquest.com/docview/1826358438/C5016B24E8D94EA4PQ/19?accountid=165104

Weaver, A., & Simet, K. (2015). Intercollegiate Athlete as Student Leader. *New Directions for Student Leadership, 2015*(147), 53-64. doi:10.1002/yd.20144

Weems, L. H., Jr. (2013). *Religious Leadership: A Reference Handobook* (1st ed., Vol. 2, pp. 91-98) (S. H. Callahan, Ed.). Los Angeles, CA: Sage.

Weight, E. A., & Ross, S. R. (2015). *Administration of intercollegiate athletics* (E. A. Weight & R. Zullo, Eds.). Champaign, IL: Human Kinetics.

Weight, E. A., & Zullo, R. H. (2015). *Administration of intercollegiate athletics: A leadership approach*. Champaign, IL: Human Kinetics.

Westfield, D. (2010). *The Effects of Participation in Community Service through Intercollegiate Athletics on Servant Leadership Behaviors* (Unpublished doctoral dissertation). University of Nebraska.

Wheaton College Athletics Mission & Vision. (n.d.). Retrieved June 29, 2015, from http://athletics.wheaton.edu/sports/2007/6/14/mission_statement.aspx

Winkler, M. R., & Marshall, E. S. (2017). Creating and Shaping the Organizational Environment and Culture to Support Practice Excellence. In E. S. Marshall & M. Broome (Eds.), *Transformational leadership in nursing: From expert clinician to influential leader* (2nd ed., pp. 247-279). New York, NY: Springer Publishing Company.

Winn, G. L. (2016). *Practical leadership skills for safety professionals and project engineers*. Boca Raton, FL: CRC Press.

Wolf-Wendel, L. E., & Ruel, M. (1999). Developing the Whole Student: The Collegiate Ideal. *New Directions for Higher Education, 1999*(105), 35-46. doi:10.1002/he.10503

Wren, J. T. (2013). *The leader's companion: Insights on leadership through the ages*. New York, NY: Free Press.

Yazdani, R. (2014). *The effect of formal leadership education on leadership behavior of selected college leaders* (Unpublished doctoral dissertation). Colorado State University. Retrieved from http://search.proquest.com/docview/1614529722/7EE6CE85731641B7PQ/3?accountid=165104

Yoho, P. C. (2011). *Exploring the Alignment of Distance Education with Christian Higher Education* (Unpublished doctoral dissertation). Northcentral University.

York, T. T., Gibson, C., & Rankin, S. (2015). Defining and measuring academic success. *Practical Assessment, Research & Evaluation, 20*`(5), 1-20. Retrieved from http://pareonline.net/getvn.asp?v=20&n=5

Yost, P. R. (2014). Training and experience-driven development (D. S. DeRue, P. R. Yost, & S. Taylor, Eds.). In C. D. McCauley (Ed.), *Experience-driven leader development* (3rd ed., pp. 371-374). San Francisco, CA: Wiley.

You, K. (2013). *The relationship among coach's leadership style, team culture, and performance in university soccer teams in Korea* (Unpublished doctoral dissertation). The University of New Mexico. Retrieved from http://search.proquest.com/docview/1507845129/4C8766033124D42PQ/5?accountid=165104

Zito, R. C. (2013). Extracurricular Activities. In J. Ainsworth (Ed.), *Sociology of Education: An A-Z Guide* (pp. 262-265). Thousand Oaks, CA: Sage.

APPENDIX A

INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

Background Information:

1. How long have you been coaching intercollegiate athletics?
2. What made you decide to become an intercollegiate athletic coach?

Interview Questions Pertaining to Research Question One: Do coaches at Christian colleges and universities prioritize the leadership development of their student-athletes? If so, how?

1. What are the stated goals for your team?
2. How do you define success as a team? As a coaching staff?
3. What role do you see sports playing in leadership development?
4. What priority do you give to the leadership development of your student athletes?

Interview Questions Pertaining to Research Question Two: Do coaches at Christian colleges and universities empower their student-athletes to lead? If so, how?

1. Do you enable your student-athletes to lead?
2. If so, what are some common practices used in empowering student-athletes to lead?
3. How do you appreciate and validate the contributions of your student-athletes?

Interview Questions Pertaining to Research Question Three: Do coaches at Christian colleges and universities motivate their student-athletes to lead? If so, how?

1. Do you motivate your student-athletes to lead?
2. If so, what are some common practices used to motivate student-athletes to lead?
3. Do you sense that your student-athletes have an enthusiasm to develop as leaders?
4. If so, how have you seen students express that motivation?

APPENDIX B

RESEARCH CONSENT FORM

Study Purpose:

You are invited to participate in a research study on the leadership development practices of intercollegiate athletic coaches at Christian colleges and universities. The purpose of this study is to examine how coaches at Christian colleges and universities attempt to develop student-athletes into quality leaders. After reading this form and agreeing to participate, please sign your consent.

Researcher:

This study is being conducted by Benjamin Rigney, a PhD candidate at Piedmont International University in the field of Leadership Studies.

Procedures:

If you agree to be in this study, you will be asked a series of interview questions regarding your leadership development practices. The interviewer will record these answers and transcribe them. You will be given a copy of the transcription for your review, comment, and correction.

Voluntary Nature of this Study:

This study has minimal risks and the participants will not be subject to any extraordinary measures. Participation in this study is completely voluntary. Should you begin the process but feel unable to continue for any reason, you may withdraw from this study at any time without penalty. As well, you are free to decline to answer any of the questions asked by the interviewer.

Compensation

No compensation will be offered for your participation in this research study.

Confidentiality

The confidentiality of participants will be guarded throughout the study. All information gathered will be kept privately and securely. Names and identifiers will be removed to ensure all interview participants remain anonymous.

Contacts and Questions:

The researcher conducting this study is Benjamin Rigney. If you need to contact him for any reason, his phone number is XXXXX, and his email is Rigneybt@Piedmontu.edu.

Statement of Consent:

I have read the above information. I have received answers to any questions I may have. I consent to participate in this study.

Signature: _____ Date: _____

Signature of Interviewer: _____ Date: _____

APPENDIX C

POTENTIAL PARTICIPANT SCRIPT

To Whom It May Concern:

My name is Benjamin Rigney and I am a PhD candidate at Piedmont International University studying the field of leadership. My dissertation topic is on the leadership development practices of head coaches at Christian colleges and universities.

At this point in my research, I am seeking individuals who are willing to participate in a one-on-one interview. Specifically, I need participants who are currently employed as a head coach of an athletic team at a Christian college or university affiliated with the Southern Baptist Convention.

If you or anyone you know fit these requirements and would be willing to participate in this research project, please forward this email to them along with my contact information:

Email address: Rigneybt@PiedmontU.edu

Cell phone number: XXXXX.

If you have any questions or need more details, please feel free to contact me. Thank you for your help in identifying individuals for this important study.

Sincerely,

Benjamin Rigney

PhD Candidate

Piedmont International University

APPENDIX D

INSTITUTIONAL REVIEW BOARD APPLICATION FORM

Piedmont International University

Human Subject Research

Institutional Review Board Application Form

Project Title:

The Leadership Development Prioritization and Practices of Athletic Coaches at Christian Colleges and Universities

Principal Investigator:

Mr. Benjamin Rigney, PhD Candidate, Piedmont International University

Projected Data Collection Start Date:

Summer 2016

Projected Data Collection End Date:

Summer 2016

Study Purpose:

The study was designed to examine the practices and prioritization of leadership development among coaches at Christian colleges and universities. The purpose of this study is to examine how coaches at Christian colleges and universities attempt to develop student-athletes into quality leaders. After reading this form and agreeing to participate, please sign your consent.

Study Design:

The study will utilize a multiple case study format. The data will be collected using a semi-structured open-ended interviewing format.

Researcher:

This study is being conducted by Benjamin Rigney, a PhD candidate at Piedmont International University in the field of Leadership Studies.

Procedures:

If approved, the participants will be asked a series of interview questions regarding his or her leadership development practices. The interviewer will record these answers and transcribe them. The participants will be given a copy of the transcription for his or her review, comment, and correction.

Voluntary Nature of this Study:

This study has minimal risks and the participants will not be subject to any extraordinary measures. Participation in this study is completely voluntary. Should a participant begin the process but feel unable to continue for any reason, he or she may withdraw from this study at any time without penalty. As well, the participants are free to decline to answer any of the questions asked by the interviewer.

Compensation

No compensation will be offered to participants in this research study.

Confidentiality

The confidentiality of participants will be guarded throughout the study. All information gathered will be kept privately and securely. Names and identifiers will be removed to ensure all interview participants remain anonymous.

Contacts and Questions:

The researcher conducting this study is Benjamin Rigney. If you need to contact him for any reason, his phone number is XXXXXXX, and his email is Rigneybt@Piedmontu.edu.

Statement of Approval:

Faculty Signature: _____ Date: _____