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Leadership in Athletic Coaches

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LEADERSHIP IN ATHLETIC COACHES

A Dissertation

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Requirements for the Degree

Doctor of Education

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The purpose of this study is to examine excellent leadership in a coach as potentially exemplified by two wrestling coaches, both widely recognized for their success and effectiveness. The leadership of the two coaches will be assessed using the principles found in the Transformational Leadership Theory, the Attribution Theory of Achievement Motivation, and the Self-efficacy Belief construct, a component of Social Cognitive Theory.

The following three major questions guided this qualitative study:

(a) Transformational theory posits that leaders are charismatic, show strong morals and values, set high standards and motivate, and make their followers want to emulate them. Therefore, this research will determine whether or not these two coaches were transformational leaders. Will the subjects interviewed describe the coaches in terms that would be consistent with a transformational leader? (b) The four attributes of the Attribution Theory of Achievement Motivation are effort, ability, luck, and difficulty of task. This theory provides a way for an individual to understand the cause and effect of an event by recognizing these four attributes. This research will determine if the two coaches were attributional leaders. Did the subjects interviewed describe the coaches in terms that would be consistent with an attributional leader? (c) Self-efficacy is an individual's belief about his or her capabilities to achieve a specific task through modeling, mastery experiences, social persuasion and psychological responses. This

research will determine if the two coaches used self-efficacy in their leadership. Will the subjects interviewed describe the coaches in terms that would be consistent with leaders who use self-efficacy? The former wrestlers of the two coaches were the first group to be interviewed. These interviews were done in two stages. The first stage of interviews was conducted over the phone. The second stage of interviews was at predetermined locations. Interviews with two athletic directors and four former coaches will follow the same exact format. The last group of people to be interviewed will be Coach Bubb and Coach Flynn. The same format as previously stated was followed.

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CHAPTER I

INTRODUCTION

The public's fascination with leadership has grown significantly over the last few decades. Bookstores are flooded with books about leadership as people seek more information on how to become effective leaders. Many people believe that leadership is a way to improve themselves and how they present themselves to others, both professionally and socially. In business, education, medicine, government and numerous other professions, there is a continual search for leaders since organizations believe these individuals can provide special assets to their establishment. The importance of leadership became evident in the 2008 Presidential campaign as this asset was at times a focal point used by both parties. With this type of emphasis on leadership, numerous colleges and universities have created programs on leadership. Obviously, leadership is a highly sought after and valued commodity (Northouse, 2004). However, the elements and attributes which are evident in those who show great leadership are varied and somewhat ambiguous.

Background

The need to study leadership is not a new idea. In fact, many persons have grappled with this concept in their scholarly works. Despite this interest, which has led to much speculation and theorizing, leadership still is a quality that many people have a difficult time defining or even describing. Be that as it may, using the knowledge and insights provided by some of these scholars and leaders, perhaps some understanding of the qualities of leadership can be explained.

When speaking about leadership, however, many well-known leaders and leadership theorists themselves stress various qualities which they feel are inherent in great leaders. Stephen Covey (1991), a noted motivational speaker and author, asserts, “Effective leadership is putting first things first. Effective management is discipline, carrying it out” (p. 140). Karlene Sugarman (1999), Sports Psychology Consultant in California and author of *Winning the Mental Way*, suggests that a leader must be a good communicator and be able to say the right thing at the right time in the right way (p. 89). Gary Barnett, one-time head football coach at the University of Colorado, was quoted in *The Seven Secrets of Highly Successful Coaches*: “The mark of a truly great leader is the ability to lead him or herself first” (Janssen & Dale, 2002, p. 57). These people can be considered leaders in certain areas of our society, but there is no absolute within their views on leadership.

This is also true when the words on leadership theorists are considered. Kouzes and Posner (1995) state: “Leaders communicate their dreams so that others clearly understand and carry them out as if they were their own” (p. 164). Goleman (1995) indicates, “Leaders know what motivates their constituents” (p. 78). When Hesburgh (1990), former president of Notre Dame University, was asked about leadership he stated, “The real secret to handling the demands upon [oneself] is possessing inner peace” (p. 309). Clearly, the qualities inherent in leaders are unclear, even to those who are considered effective leaders, as well as those who have studied leadership.

Peter Northouse (1997), a distinguished leadership theorist, identifies thirteen leadership theories in his book entitled *Leadership Theories and Practice*. Among the theories listed are: the Trait Approach, the Skills Approach, the Style Approach, the

Situation Approach, the Contingency Approach, Path Goal Theory, Leader-Member Theory, Team Leadership, the Psychodynamic Approach, Women and Leadership Ethics, and Transformational Leadership. Looking only at this theorist's ideas confirms the diversity of ideas concerning leadership and its components.

Northouse sees the trait approach, skills approach, and style approach working very differently from the other approaches because these focus exclusively on the leader and not the followers or the situation. The trait approach emphasizes that having a leader with a certain set of traits is crucial to having effective leadership or possessing skills. Very similar to the trait approach, the skills approach views the leader as possessing skills and are the center of the organization. The style approach also emphasizes the behavior of the leader but focuses exclusively on what the leader does and how the leader acts. In other approaches, Northouse focuses on various other areas affecting leadership (p. 65).

Looking at the definitions and descriptions of leadership given by these leaders and theorists, the ambiguity of this all-important quality is obviously what so many people seek answers to. When speaking of leadership and its ambiguity, perhaps Dr. Jamie Williams, CEO of YMotion Media, really summed it up best when he said, "Leadership is like gravity. You know it is there, you know it exists, but how do you define it?" (as cited in Sugarman, 1999, p. 67).

The Problem

Because people are always searching for persons with leadership skills to fill positions in various areas of our society, it is important to understand this concept and to become aware of its components. However, as stated earlier, leadership is difficult to

define or explain. In fact, at present, there are few specific methods to measure a person's leadership skills or to assess the qualities or traits that go into making a successful leader.

Everyone is aware of those who show leadership skills since they can be found in all areas of our society. This study, however, will focus only on leadership in the area of collegiate coaching. Few studies have touched upon the leadership of athletic coaches, but by looking at effective and successful coaches some components of this type of leadership may become clear.

Coaches are usually judged on their win-loss records, and there are numerous collegiate programs throughout the country whose coaches have excellent records. There are many famous coaches and their storied programs such as John Wooden and the UCLA basketball program, Mike Krzyzewski and the Duke University basketball program, Joe Paterno and the Penn State University football program, Dan Gable and the Iowa University wrestling program, and Pat Summit and the University of Tennessee women's basketball program.

There is always speculation about why these and other outstanding programs have attained the success and fame that they have. Great athletes, money, commitment and excellent coaching are a few reasons often mentioned. To many, it is obvious that it is the coach who produces the quality collegiate athletic programs by attaining the good athletes, the funds, and the commitment. Additionally, if a coach is to succeed, strong leadership skills seem to be mandatory, and like leaders in many other fields, the coach must be able to inspire and motivate. Few have studied the leadership of athletic

coaches, but by looking at effective and successful coaches, some components of this type of leadership may become clear.

Purpose

The purpose of this study is to examine excellent leadership in a coach as potentially exemplified by two wrestling coaches, both widely recognized for their success and effectiveness. The leadership of the two coaches will be assessed using the principles found in the Transformational Leadership Theory, the Attribution Theory of Achievement Motivation, and the Self-efficacy Belief construct, a component of Social Cognitive Theory.

Research Questions

These broad research questions were developed to allow for in-depth discussion by participants and to aid in identifying quality leadership in two exemplary wrestling coaches:

1. Transformational theory posits that leaders are charismatic, show strong morals and values, set high standards and motivate, and make their followers want to emulate them. Therefore, this research will determine whether or not these two coaches were transformational leaders. Will the subjects interviewed describe the coaches in terms that would be consistent with a transformational leader?
2. The four attributes of the Attribution Theory of Achievement Motivation are effort, ability, luck, and difficulty of task. This theory provides a way for an individual to understand the cause and effect of an event by recognizing these four attributes. This research will determine if the two coaches were attributional leaders. Did the

- subjects interviewed describe the coaches in terms that would be consistent with an attributional leader?
3. Self-efficacy beliefs are an individual's beliefs about his or her capabilities to achieve a specific task through modeling, mastery experiences, social persuasion and physiological responses. This research will determine if the two coaches used self-efficacy beliefs in their leadership. Will the subjects interviewed describe the coaches in terms that would be consistent with leaders who use self-efficacy beliefs?

Theoretical Framework

Numerous leadership theories have evolved as scholars and leaders alike have studied this elusive quality. These theories are very diverse and offer a variety of approaches which can be used for investigating all types of leadership. Two of these leadership theories and one belief system will be used as the basis for examining and comparing the leadership of two collegiate coaches. The Transformational Leadership Theory, The Attribution Theory of Achievement Motivation, and Self-Efficacy Beliefs are the theories and belief system which were selected as the basis for this research.

Transformational Leadership

The Transformational Leadership Theory addresses the place of motivation in the role of a leader. Transformational leaders live by strong values and morals, and they have the ability to motivate people to do things for the greater good rather than their own self-interest (Kuhnert, 1994). They are people who are not motivated by the power of the position.

Bass, Bass, and Avolio (1993) state that transformational leadership contains four components: charisma or idealized influence (attributed or behavioral), inspirational

motivation, intellectual stimulation, and individualized consideration. Steven Covey (1991) wrote: "The goal of transformational leadership is to transform people and organizations in a literal sense—to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building" (p. 287). Transformational Leadership Theory is one of the theories that shaped this study and provided a theoretical framework.

Attribution Theory of Achievement Motivation

The Attribution Theory of Achievement Motivation is one of the most popular frameworks in social psychology and is considered one of the cornerstones of social psychology (Hewstone, 1983). Its central focus is on how and why people explain their everyday lives, that is, common-sense explanations (Hewstone, 1983). People strive for prediction and understanding of daily events to give their lives predictability and stability (Cox, 1994). The Attribution Theory of Achievement Motivation relies on the linking of conditions and causes to an event in order to give it meaning: it is the process by which people can interpret an event and make causal explanations (Heider, 1958; Kelley, 1967). Many causes may be used to explain an outcome, but the Attribution Theory of Achievement Motivation provides clear understanding of the relationship between behavior and outcome.

The basis for the Attribution Theory of Achievement Motivation is that individuals attribute outcomes to internal or personal forces or external or environmental forces. Weiner (1985) indicates four attributes of the Attribution Theory of Achievement

Motivation, which are effort, ability, luck, and difficulty of task. He believes that individuals attribute successes and failures to at least one of these four attributes.

Self-Efficacy Beliefs

Self-efficacy beliefs can be defined as an individual's beliefs about his or her performance in a particular context or a specific task or domain (Bandura, 1997). For example, a person might have high self-efficacy beliefs for writing speeches but lower self-efficacy beliefs for giving a speech, depending on past failures and successes. These self-efficacy beliefs are distinct from general self-concept beliefs or self-esteem (Bandura, 1997).

Self-efficacy beliefs are an individual's beliefs about his or her capabilities to achieve a specific task. These judgments stem from information gathered from actual experience, vicarious experience, verbal persuasion, and/or psychological arousal (Bandura, 1977). Efficacy beliefs will also determine how much effort to put in to an activity, how a person will persevere when confronting obstacles, and how resilient he or she will be in the face of adversity (Schunk, 1981). The lower the sense of efficacy, the lower the effort, resilience and persistence of the individual. Efficacy beliefs are influenced by the amount of stress and anxiety individuals experience as they engage in the activity (Pajares & Miller, 1994).

In the Self-efficacy Belief construct, personal confidence also is a factor in determining desired outcomes. Individuals who are confident anticipate successful outcomes (Bandura, 1997). Individuals who are confident in their abilities anticipate great rewards and expect high quality in their work. These individuals, of course,

anticipate successful outcomes. Confident individuals will approach a difficult situation or task as a challenge (Bandura, 1977).

Self-efficacy beliefs consist of the following four areas which affect them: experience modeling, social modeling, social persuasion and psychological factors. Performing a task successfully strengthens one's self-efficacy, but failure in a task or failure to meet a challenge can often weaken self-efficacy.

In Chapter II, these theories will be explored in more depth. When looking at the leadership of the subjects of this study, components of their leadership will be compared and assessed by looking at the Transformational Leadership Theory, the Attribution Theory of Achievement Motivation, and Self-Efficacy Beliefs.

Definition of Terms

1. Attribution Theory of Achieved Motivation: Attribution Theory of Achieved motivation explains behavior by using causes to explain outcomes. The individual interprets causes and reasons for outcomes (Weiner, 1980, 1985).
2. Division I: The highest level of intercollegiate competition is Division I. These institutions have agreed to make a commitment of resources at the highest level. This includes having the most number of athletic programs, providing funding for the maximum allowable number of scholarships, paying top salaries to coaches, and building the best facilities (NCAA Manual, 2007-08).
3. EWL: The Eastern Wrestling League is an NCAA Division I wrestling-only conference. It is made up mostly of schools from the northern United States whose primary conferences do not sponsor wrestling as an NCAA-qualifying event. The league was founded in 1976 (NCAA Manual, 2007-09).

4. NCAA Divisions: The three competitive groups of the NCAA based on sports sponsorship minimum criteria, football and basketball scheduling requirements, academic and eligibility standards, and financial aid limitations (NCAA Manual, 2007-08).
5. PSAC: The Pennsylvania State Athletic Conference is a college athletic conference that participates in the NCAA's Division II. Organized in 1951, the PSAC was historically made up exclusively of public schools in the Pennsylvania State System of Higher Education. The PSAC is the second largest conference in NCAA Division II (NCAA Manual, 2007-2008).
6. Self-efficacy: Self-efficacy is a person's beliefs about his or her capabilities to produce designed levels of performance that exercises influence over events that affect our lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave (Bandura, 1997).
7. Transformational Leadership: Transformational leaders carry a high level of influence. They have the ability to inspire followers to go beyond acceptable levels of commitment. These leaders move followers to emotionally attach to the leader and the organization. They motivate followers to envision an anticipated future for the organization (Weese, 1994, p. 180).

Criteria for Selection of Coaches

To be thorough in examining the leadership of a collegiate athletic coaching, it is necessary to consider that successful coaches need to achieve in several areas. In selecting the coaches for this study, the following criteria were used. The coach must have (1) a consistent winning percentage over an extended period of time, (2) achieved

both team and individual awards or success, (3) won league championships, (4) had athletes who remained in the sport as part of their professional life, and (5) been recognized for outstanding accomplishments by his or her peers.

One of the coaches who meets these criteria and was chosen for this study was Mr. Robert Bubb, head wrestling coach for Clarion University of Pennsylvania for twenty-six years. He came to the Clarion campus when the school had about 2,000 students and the wrestling program was not a Division I program. During his tenure he amassed a 322-121-4 record and had only two losing seasons. His teams placed in the top twenty-nine in scoring at the national tournament in nineteen seasons, and he coached twenty-seven Division I All-Americans. He is only the fourth NCAA Division I wrestling coach to ever reach 300 career dual meet wins. He is also the coach with the most wins in the Pennsylvania State Athletic Conference (PSAC) history.

The leadership that Coach Bubb displayed was evident in so many facets of the program which he directed. His win-loss record was exceptional. His ability to recruit excellent wrestlers to a small school and make them into national contenders speaks for itself. Perhaps even more important was his influence on the young men he coached. For instance, his graduation rate was one of the highest in the conference and fifty-five of his past wrestlers remain tied to the field in some way. Through his work, it is evident that Coach Bubb was a person with strong leadership. After his retirement, Coach Bubb continued his involvement in the sport of wrestling by serving on several NCAA wrestling committees.

The second coach selected for this study was Timothy Flynn. Flynn was a very successful collegiate wrestler for Penn State University and presently serves as head

wrestling coach at Edinboro University of Pennsylvania. Flynn has served in this position for the last eleven years and quickly has transformed Edinboro's wrestling program into a perennial powerhouse. In the 2007 season Edinboro finished with an 11-3 record, including a perfect 6-0 Eastern Wrestling League record. It was the third straight year that Edinboro University finished undefeated in EWL dual meet competition.

In December of 2008 Edinboro won its third straight PSAC championship and ninth in the last eleven years, and then went on to capture its sixth consecutive EWL Tournament and tenth in the last eleven years. Edinboro qualified a school-record ten wrestlers for nationals and finished twenty-first.

Flynn has now been named the PSAC Coach of the Year seven times in his eleven-year tenure as the Fighting Scots' head coach, including three of the last five years. In addition, he has been selected as the EWL Coach of the Year four times. Flynn owns a 122-35-3 career record, just thirteen wins shy of a school-record 135 wins.

Overview of Methodology

Qualitative methods will be used to obtain the data for this study. In-depth interviews will be used to disclose whether or not Coach Bubb and Coach Flynn used characteristics found in the Transformational Leadership Theory, the Attribution Theory of Achievement Motivation, and Self-efficacy Beliefs in their successful coaching careers. A more detailed description of the methodology will be presented in Chapter III.

Significance of the Study

Even though the study will focus on the leadership of two successful collegiate coaches, the findings and insights could uncover relationships between the coaches and

the leadership theories and give other coaches insight on how to use this leadership information that presents evidence that may be applied to a more general audience. By identifying the leadership characteristics exhibited by these individuals and examining theories and concepts, a better perception and understanding of leadership in all fields could emerge.

Limitations of the Study

Even though the study will focus on leadership, the limitations are that the researcher will only be examining two coaches in one sport as the study just involves the sport of wrestling. Both coaches are males, and both coaches are located in the same geographical location. Therefore, the results may not be able to be generalized. By identifying the leadership characteristics exhibited by these two coaches and examining specific leadership concepts, a better perception and understanding of leadership may emerge.

Chapter Summary

The focus of Chapter I was to inform the reader of the study being performed. The Transformational Leadership Theory, the Attribution Theory of Achievement Motivation, and the Self-Efficacy of Belief are the theoretical basis for the study and will be used to look at the leadership characteristics of two outstanding coaches. The study will be a qualitative study and focus on Robert B. Bubb, former wrestling coach at Clarion University, and Timothy Flynn, the current wrestling coach at Edinboro University. Methodologies that will be used to gather information in this study are interviewing Coach Bubb and Coach Flynn, two athletic directors who supervised the

coaches, four former assistant coaches, and several wrestlers who wrestled for these coaches.

Chapter II will examine the literature that was used as a basis for this research.

CHAPTER II

REVIEW OF LITERATURE

There are many experts and much information in the field of leadership, thus many theories have surfaced in studies of leadership, and many of these theories claim to be the most relevant under specific conditions. This study centers on the leadership qualities of two exemplary coaches, Robert Bubb and Tim Flynn. Bubb was a very special leader and coach. He was the most successful coach in Pennsylvania State Athletic Conference history. Tim Flynn has served as head wrestling coach at Edinboro University for the last eleven years and quickly has transformed Edinboro's wrestling program into a perennial powerhouse.

There are many possible reasons for the special style of leadership that these two coaches exhibit. Their success, not simply isolated to one certain strength or character trait, could be associated to a combination of factors. While examining these factors, it became obvious that Robert Bubb and Tim Flynn may have incorporated at least three theories into their coaching and leadership styles. The purpose of this study is to analyze the success of two wrestling coaches by studying their leadership style.

Leadership is a quality that is sought after in all areas of our lives. Leadership has been defined as "the process of influencing the activities of an organized group toward goal achievement" (Roach & Behling, 1988, p. 46, as cited in Watkins & Rikard, 1991). Because of its importance in the world today, many studies and resulting theories have evolved. Some of these apply to a specific field or endeavor, while others are more broad-based. An interesting study was done by Mike Haahes in 2002 entitled, "Transformational Leadership Theories, Attribution Beliefs, And Self-Efficacy: A

Qualitative Study Of One Successful NCAA Wrestling Coach.” In this study, Hahey investigated coaching and leadership theories. Although this study proved helpful, very few studies have been done on leadership in the athletic field.

The purpose of this chapter is to review literature, which provides the basis for the study. Transformational Leadership Theory, Attribution Achievement Theory, and Self-Efficacy Belief Theory, which is part of Social Cognitive Theory, will be examined and reviewed in relationship to the type of leadership studied. These theories were selected because they do not focus entirely on the leader. Also, literature that relates to these three theories and their influence on coaching will be reviewed. The results of the review of this literature will impact the methodology that will be used in the extensive interviews of this study.

Since this research centers on the leadership characteristics and the style of two exemplary leaders, Coach Robert Bubb and Coach Tim Flynn, it is necessary to look at this literature to understand what components of each of these may have been evident in their leadership.

Leadership Theories

One style of leadership to be reviewed in this study is Transformational Leadership. Bass (1985) compared transformational leadership with transactional leadership styles. He stated that transformational leadership builds on transactional leadership. Transactional leaders tend to be less creative and more inhibited. Bass added that transformational leaders are leaders who inspire and transform people to believe in a goal. Transformational leaders live by strong values and morals, and they have the ability to motivate people to do things for the greater good rather than their own self-

interest (Kuhner & Lewis, 1987). They are people who are not influenced by the power of the position; rather, they are leaders who are based on perception and commitment that are created by their followers.

Another theory, the Attribution Theory of Achievement Motivation, includes causal elements and causal dimensions. Weiner (1980) summarizes the theory by stating, “Attribution theorists assume that individuals utilize a number of ascriptions both to postdict (interpret) and to predict the outcome of achievement-related events” (p. 328). This theory postulates that a person will react in situations based on previous experience, which, in turn, determines how he or she will react to the next experience. Individuals who are successful believe that success is controllable, especially if the person can internalize the success or lack of success according to effort and ability. An example of this would be an individual who swims in a race and is beaten. This person would then go back and swim longer and harder at practice. Swimming longer would enhance his ability and swimming harder would show an increase in effort. Conversely, an individual may perceive failure as not controllable and attribute it to luck and difficulty of the task. Accordingly, a failure could be attributed to a difficult opponent (task difficulty) and/or a bad break (luck).

Self-efficacy, which is a component of Social Cognitive Theory, will also be examined. N. E. Miller and J. Dollard (1941) proposed that Social Cognitive Theory stemmed out of work in the area of social learning theory. Miller and Dollard state that if humans were motivated to learn a particular behavior, then that behavior would be learned through clear observation. By imitating these observed actions, the individual observer would solidify that learned action and would be rewarded with positive

reinforcement. A component of this theory emphasizes that past performance affects future performance. Self-efficacy is defined as an individual's belief that he or she can successfully execute the behavior required to produce a certain outcome. Positive self-esteem is stressed in this theory.

Transactional and Transformational Leadership

Bass (1985) compared transformational leadership with transactional leadership styles. He stated that transformational leadership builds on transactional leadership, but not vice versa. Transactional leaders tend to be less creative and more inhibited in their solutions, while transformational leaders tend to be more proactive than reactive and more creative (Yammarino & Bass, 1990).

Transactional Leadership

Bass (1985) states that in transactional leadership the relationship between leader and follower does not extend beyond the bargaining process. Using this style of leadership, the relationship between the follower and the leader is working in an exchange of mutual benefits. Each person is aware of the power of the other, and the exchange works because of psychological, economic, or political reasons. This is in contrast to a transformational leader. Transformational leaders are considered moral leaders because they appeal to the values and ideals of their followers and not to the personal needs or desires of either themselves or the followers.

Burns (1978) views transformational and transactional leadership as distinct. However, Bass (1985) feels that a leader may use both types of leadership, theorizing that these two leadership types have independent dimensions consisting of distinct factors. Seltzer and Bass (1990) state that transactional leadership consists of two behaviors,

while transformational leadership consists of four behaviors. The two behaviors for transactional leadership are contingent reinforcement and management-by-exception, while the transformational behaviors are charismatic influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Transactional leadership is identified by the behaviors of contingent reward and management-by-exception (Bass & Steidlmeier, 1999). Bass (1998) believes that leaders using contingent rewards have an understanding with their subordinates of what needs to be accomplished and promise rewards if the assignment is accomplished according to the plan. This behavior has been found to be fairly effective in improving achievement and performance.

Transactional leaders who use management-by-exception wait to intervene until something goes wrong (Bass & Avolio, 1993). Management-by-exception can be either passive or active. Bass (1998) states, “The leader arranges to actively monitor deviancies from standards, mistakes, and errors in the follower’s assignments and take the necessary action” (p. 7). If done passively, the leader waits for mistakes and makes corrections only when necessary.

Transactional leaders strive to assign and clarify the roles of their subordinates. These leaders understand the needs and desires of the subordinates and make it understood that if they work to fulfill their requirements, then their needs and desires will be met. Leadership is an exchange process in which subordinates’ needs are met if their performance is consistent with what was originally contracted with the leader (Bass & Avolio, 1990). There is an exchange between the subordinate and leader. Kuhnert and

Lewis (1987) state, “The leaders give followers something they want in exchange for something the leaders want” (p. 649).

Transformational Leadership

Closely related to transactional leadership is the transformational leadership theory. Transformational leadership emerged as an important theory through the work of Burns in his book titled *Leadership* (1978). Burns describes transformational leadership by stating, “When a person or persons engage with others in such a way that leaders and followers are raised to higher levels of motivation and morality, their purposes, which might have started out as separate but related, become focused” (p. 20). In his book Burns discusses the importance of accepting the team or group philosophy of working together. He emphasizes that individuals must go beyond their own interests and work for the good of the organization. Oakley and Krug (1991) define transformational leaders as people who not only have a vision, but also have the ability to get their employees to accept that vision as their own and to bring the vision into reality.

Burns (1978) states, “Leaders can also shape and alter and elevate the motives and values and goals of followers through the vital teaching role of leadership” (p. 425). This type of leadership is a marriage of the needs and goals of the followers as well as that of the leader.

Transformational leadership contains four components: charisma or idealized influence (attributed or behavioral), inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985, 1998; Bass & Avolio, 1993).

Charisma

The first component of transformational leadership identified by Bass is idealized influence or charisma. This leadership trait requires the leader to be a strong role model and to articulate a clear vision to convince the followers to believe that this mission is the right thing to do. Kouzes and Posner (1987) explain that role modeling and emotional leadership play a key role in effective transformational leaders. These leaders possess a trait that is unique to some individuals. With this unique ability, a transformational leader stands out in a crowd, and he or she can grab the attention of everyone in the room.

Shamir, House and Arthur (1993) as well as Conger and Kanungo (1988) conceive all components of transformational leadership as falling under the category of charismatic leadership. Charisma is a special trait that gives leaders exceptional powers. Weber (1947) states, "These powers are reserved for few and result in the person being treated as a leader." Charismatic leaders possess great influence and inspire loyalty to an organization. Subordinates have a high degree of trust and confidence in them. Charismatic leaders excite, arouse, and inspire their subordinates (House, 1977).

Followers identify with the charismatic leaders' aspirations and want to emulate the leaders. If the leadership is transformational, its charisma or idealized influence is envisioning, confident, and sets high standards for emulation. If such transformational leadership is authentic, it is characterized by high moral and ethical standards in each of the above dimensions (House, 1977).

Inspirational Motivation

Another characteristic of transformational leadership is inspirational motivation. Inspirational motivation is the ability to motivate and inspire individuals to become

committed. Transformational leaders must know what motivates their constituents (Kouzes & Posner, 1995). The emotional needs of the followers of a transformational leader are evaluated to raise the group spirit. Raising the spirit transforms the individuals with the philosophy that group unity can achieve more than the individual on his or her own. This is done by getting the followers to transcend their own self-interest for the sake of the group, and it moves followers to address higher level needs (Bass, 1985). The vision and mission of a transformational leader is well communicated, which enables the organization to resolve conflicts. The subordinates share this vision, and it helps to motivate the group.

Intellectual Stimulation

A third characteristic of a transformational leader is the ability to be innovative and allow for intellectual stimulation. This intellectual stimulation helps followers to question assumptions and to generate more creative solutions to problems. In order for this to occur, the leader must be knowledgeable, experienced and possess a level of understanding. Intellectual stimulation allows creativity and innovation in the followers. The leader uses innovative ideas and supports new methods and ideas. These leaders need to be qualified, flexible, and knowledgeable and able to show the subordinates new ways of looking at old problems (Kouzes & Posner, 1987).

Individualized Consideration

The final component of a transformational leader, individualized consideration, “involves treating people individually and differently on the basis of their talents and knowledge” (Shin & Zhou, 2003, p. 704) and “with the intention of allowing them to

reach higher levels of achievement than might otherwise have been achieved” (Stone, Russell & Patterson, 2003, p. 3).

Transformational leaders are leaders who perform assigned tasks and assist individuals based upon their needs. This type of leader treats his followers individually, satisfying their needs and assisting them, while motivating (Northouse, 1997). These people have great vision and discipline, often raising the level of morality in both the leader and the follower. This type of leader sets very high goals and expectations. These are people who are proactive (Covey, 1991).

Transformational leadership is part of a continuum, starting with a nonleadership level, continuing with transactional level, and finishing with the highest level, which is transformational leadership (see the Table 1 below).

Table 1 illustrates non-leadership, transactional leadership and transformational leadership characteristics.

Table 1

Transformational Leadership Continuum

Non-Leadership	Transactional	Transformational
Laissez-faire	Contingent reward	Idealized influence
	Management-by-exception	Inspirational motivation
		Intellectual stimulation
		Individualized consideration

Note. From *Leadership Theory and Practice* (p. 175), by P. Northouse, 1997, Thousand Oaks: Sage Publications.

The first part of the continuum is the non-leadership style. In this style the leader gives no feedback and decisions are delayed. There is no effort to help the subordinates or meet their needs and a laissez-faire attitude is present (Burns, 1978).

Next on the continuum is transactional leadership. The leader uses a management-by-exception and contingent reward style. The reward is contingent upon the completion of requirements. Confidence is gained by the subordinates when meeting the requirements. B. J. Avolio and B. M. Bass (2003) suggest that transactional leadership that deals with intrinsic motivators and personal recognition may overlap with transformational leadership, providing a link between the two forms of leadership, particularly when recognition is individualized.

The third stage in the continuum is transformational leadership, containing four components. The four components are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence requires the leader to be a strong role model and be able to articulate a clear vision and convince the followers to believe that this mission is the right thing to do. Inspirational motivation is the ability to motivate and inspire individuals to become committed with high expectations and aspirations. Intellectual stimulation is the knowledge and experience of the leader to process a level of understanding and expertise. Individual consideration allows leaders to treat their assigned tasks and assist individuals based upon their individual needs. This type of leader treats his group members individually, satisfying their needs and assisting their followers, while motivating (Northouse, 1997).

Murray and Mann (1998) suggest that transformational leadership can be defined as superior leadership performance that is seen when leaders broaden and elevate the

interests of their followers. Bass (1985) states, “Transformational leaders motivate those they lead to transcend their own self-interest for the good of the group, organization, or country” (p. 15). According to Koonce (1997), such leaders are created, not born. They develop “teachable points of view” (p. 15). Also, the research of Kouzes and Posner (1987) indicates that “transformational leadership is an observable, learnable set of practices” (p. 13).

Transformational Leadership in Sports

Transformational leadership in sports is not necessarily viewed as a strict top-to-bottom hierarchy; the “transformation” occurs in both directions. The edification of the group tends to raise not only the effectiveness of the subordinates, but that of the leader as well (Liontos, 1992). Athletes are treated with respect and are encouraged to develop as leaders. Successful coaches learn quickly that productivity of the team is measured by the effectiveness of the organization. Empowering team members to become leaders themselves increases the overall effectiveness of both team and coach (Kouzes & Posner, 1987).

Bennis (1989) states that transformational leaders in sports have a vision that is contagious and compelling. Effectiveness is often determined by whether the coach or team becomes one in their mission; individuals’ attitudes and relationships will likely change in this process. One of the characteristics of transformational leaders identified by Kouzes and Posner (1987), “inspiring a shared vision,” can be accomplished by articulation of goals by the leader or coach and acceptance of these goals by the team members (p. 9). Crawford and Dierk (1995) explained that coaches must rally their teams in the direction of reachable goals.

Developing a shared vision will help individual commitment. By establishing a shared vision, the individuals understand the desired outcome, yet the transformational coach allows flexibility for the individuals to use whatever methods they prefer to fulfill their responsibilities. Bennis (1989) suggests that the leader or coach's vision for the future is compelling and contagious. He concludes that the effectiveness of the organization is determined more by whether the coach and team become one in their mission.

Transformational leaders are often described as "charismatic" (Bass, 1985). Charismatic leaders typically are determined and self-confident and generally are held in very high esteem by their team or group. Bass insists that these leaders "can generally inspire emotional support that will transform their level of motivation beyond original expectations" (p. 35). Of course, motivation is a definite key to successful coaching and the building of a successful team.

Bass and Steidlmeier (1999) suggest that transformational leaders "set examples to be emulated by their followers" (p. 182). They continue by stating that athletes will be less likely to practice inappropriate behaviors if their coaches exhibit exemplary behavior. Also, Freeman (1991) asserts that coaches "should set ethical limits to striving" (p. 5). In other words, personal health or wealth should not come at the expense of success. Maintaining ethical standards in sports means more than just following the rules of the game (Berlow, 1994). Transformational leaders who exhibit high standards often have subordinates (teams) who maintain the same standards.

McGuire (1992) defines the coach as the "provider and deliverer of experience for the athlete" (p. 12). McGuire further explains that the experience is a direct reflection of

the coach's philosophy, beliefs, values and priorities; and the quality of an athlete's experience can never exceed the quality of the leadership providing it" (p. 12).

Subordinates have a high degree of trust and confidence in leaders who possess charisma. Charismatic leaders excite, arouse, and inspire their subordinates (House, 1977). In sports such ability is a definite asset.

In athletics, the traditional expectation in a coach-player relationship is for the player to meet the coach on his or her terms. The transformational coach uses the opposite approach. The transformational coach tends to conform to the team members' needs by accepting individual differences, then uses those differences to capitalize and enhance individual satisfaction and team performances. Field (1991) suggests that effective coaches demonstrate a people-centered attitude.

Hollaway (2006) also believes that at the heart of effective leadership is individualized consideration, which communicates the unconditional message of the value of each individual. Acknowledging, understanding, and celebrating the reality of individual differences is an empowering leadership strategy, ultimately increasing individual coaching influence, player satisfaction, and team performance.

Trust and understanding between the coach and the player are critical to create a supportive and cooperative environment. Grace (1988) suggests that a successful coach demonstrates sensitivity to an athlete's needs both in and out of the competitive venue, while an unsuccessful coach has a tendency to use athletes for his or her personal needs. Grace further points out that successful coaches use athletics to help their athletes learn lessons about life and to use this knowledge to make better decisions. Transformational

leaders and coaches value their team members as individuals and are sensitive to their needs.

A transformational coach tries to effectively blend individual talent. Hollaway (2006) states, “The advantage of practicing individual consideration is that it supports the overarching purpose of the coach/leader, to strategically blend the natural unique giftedness of each member in a way that promotes group achievement and individual self-actualization.” The transformational leader recognizes the power in the unity of diverse human resources.

In his research on the effects of transformational leadership on group work, Sosik (1997) suggests that groups under high transformational leaders reported higher levels of perceived performance, extra effort, and job satisfaction with their leader than did other groups. The transformational leader or coach raises both leader and subordinates to higher levels of motivation and morality (Burns, 1978).

A study by O. A. Ipinmoroti (2005) investigated the exhibition of transformational leadership behavior of Nigeria College coaches and its impact on athletes’ satisfaction on individual performances. A total of 196 athletes were selected from those who participated in the Nigeria College of Education Games (NICEGA). The study, having found that the independent variable of transformational leadership behaviors of Nigeria College Coaches was statistically significant, stated that “one can infer from this result that a significant relationship exists between transformational leadership behaviours and their athletes’ individual performances. The implication of this is that athletes who evaluate their coaches as highly transformational were more likely to be satisfied with their task performance than their colleagues who evaluated

their coaches as low in transformational leadership behaviors” (p. 9). Literature on transformational coaches substantiates the effectiveness of this type of leadership in the athletic coaching field.

Attribution Theory of Achievement Motivation

Motivation is often discussed when mentioning leadership theories. In reality, the Attribution Theory of Achievement Motivation is sometimes considered a theory of motivation. This theory rests on the supposition that humans can explain the events in their lives. It is concerned with causality or the perceived reasons a behavior, event or outcome has occurred (Graham, 1995, p. 43). This theory stresses that an individual is motivated to try again by success in the endeavor. Conversely, an individual who is not successful in a situation may not want to undertake the same task or face the same situation again. The Attribution Theory of Achievement is not, however, a theory of self-esteem, but an individual’s self-esteem will most likely be affected by his or her successes and failures, for a person will likely interpret the environment in such a way as to engender a positive or negative self-image (Weiner, 1979, p. 3).

The Attribution Theory of Achievement of Motivation is concerned with perception, interpretation, judgment and evaluation of behaviors and actions (Kelley, 1973). Attribution activities are a process of “making sense” by individuals attempting to identify the cause of actions in order to determine how they should respond (Wong & Weiner, 1981).

Attribution theorists contend that the reason people want to make attributions about their behaviors is that they need to render their environment more predictable and controllable (Heider, 1958). Kelley (1971) states, “The attributor is not simply an

attributor, a seeker of knowledge, but his latent goal in attaining knowledge is the effective management of himself and his environment” (p. 22).

Fritz Heider, the acknowledged founder of the Attribution Theory of Achievement Motivation, believes that internal and external forces combine to determine behavior. He suggests that people attempt to enhance or protect their self-esteem by denying responsibility for failure and taking credit for successes. Heider considers his work an investigation of common-sense psychology (as in science psychology); the result of an action is felt to depend on two sets of conditions, namely factors within the persons and factors within the environment (p. 134). He goes on to say: “One may speak of the effective force (ff) of the person or the environment when one means the totality of forces emanating from one or the other source. The action outcome, x, may then be said to be dependent upon a combination of effective personal force, and effective environmental force, thus $x = f(\text{ff person}, \text{ff environment})$ ” (p. 314).

Heider concludes that there are four factors that people use to explain the success or failure of a task. These four factors are ability, effort, difficulty of task, and luck. He continues by classifying these factors in two causal dimensions: internal and external. The internal forces are ability and effort. External forces are difficulty of task and luck.

Internal Forces

Ability is defined, according to Heider (1958), as “the quality or condition of being able: power to perform or accomplish in conjunction with the perceived difficulty of the attempted tasks” (p. 182). Thus, if a task is perceived as reflecting a general level of ability, then success or failure at that task is not likely to alter one’s perception of

ability. High ability can be attributed to repeated success, early success and performance peak (Weiner & Kulka, 1970).

Effort, defined as the use of energy and strength to achieve a particular end, can be both physical and mental. It is understood that successful individuals believe they try harder than unsuccessful individuals, even though the outcome may be more of a matter of chance (Weiner, 1974).

External Forces

Task difficulty is perceived by the outcome of others doing the same task. Task difficulty is largely beyond the individual's control. If many succeed at the task, then it is thought that the task is easy. If many fail at the task, then it is thought that the task is difficult (Weiner, 1986). If an individual succeeds at a task while others fail, then it is thought that the individual success is self-attributed. Other factors to be considered when determining task difficulty are length and complexity of the task and the exposure to or experience of the task (Weiner, 1980). However, these factors often are not considered when determining task difficulty.

The definition for luck is that which seems to happen or come by chance (Heider, 1958, p. 91). Randomness of the outcome may indicate that luck is a highly inconsistent occurrence (Whyte, 1943, p. 17). Flipping a coin or pulling a number from a hat results in luck ascriptions for success or failure. Randomness in patterns of outcomes indicates that luck is the causal determinant. If an individual can consistently pull a winning number from a hat, then luck is no longer perceived as the sole outcome determinant.

However, some may infer that a task is not solely determined by chance on the basis of the perceived repetitions (Heider, 1958).

Kelley expanded the Attribution Theory of Achievement Motivation in 1967 when he wrote a book entitled *Attribution Theory in Social Psychology*. Kelley states, “The attribution theory concerns the process by which an individual interprets events as being caused by a particular part of a relatively stable environment” (p. 193). Kelley determines that the cue of prior performance at a specific task was believed by the individual and that the consistency of the present outcome with the prior performance results in attributions to ability or task difficulty, while discrepancies between past and present performance result in ascriptions of luck and effort (p. 192). This clarification of the theory was supported by Weiner in his article “Attribution Theory: Achievement Motivation, and the Educational Process,” in *The Journal of Educational Research* (1972).

In addition, the two causal dimensions, locus of controllability and of stability, have repeatedly been shown to be essential in predicting behavior, both in and out of achievement contexts (Weiner, 1985). Lefcourt (1976) defined perceived locus of control as follows: "Perceived control is defined as a generalised expectancy for internal control of reinforcements" (p. 27). The two causal elements that are connected internally are ability and effort with the two external dimensions being task and luck. The dimensions of stability, stable or unstable, indicate if the cause will change or not and is directly related to the individual's subsequent expectations of success or failure (Chandler, Lee, & Pengile, 1997).

Many explanations provide reasons for success or failure, but Weiner developed a two-dimensional model to show the importance of attributions, centering on the stability dimension and locus of causality. Table 2 illustrates the locus of causality in relationship to stable and unstable dimensions.

Table 2

Attribution Theory Locus of Causality

		Locus of Causality	
		Internal	External
Stability Dimension	Stable	Ability	Task Difficulty
	Unstable	Effort	Luck

Note. From “Internal Versus External Control of Reinforcement” (p. 206), by H. M. Lefcourt, 1966, *Psychological Bulletin*, 65.

The table illustrates that an individual can attribute the cause of success or failure to internal or external factors and the dimensions of the locus of causality. The locus of causality refers to whether a person attributes the success or failure of a task to be within the person, internal, or outside the person, external, while the stability dimension shows the likelihood that the event will reoccur. Giving attributions to ability, which is considered stable, will probably lead a person to further success, but when stable attributes are given for failure, then failure is likely to follow. The locus of causality is often linked to emotions, causing an individual to feel proud when the outcome is good or despondent or shameful when a positive response is not achieved (Weiner, 1979).

Successful individuals often experience high self-esteem and internal confidence. Conversely, unsuccessful individuals often experience low self-esteem and poor internal confidence. Events with negative outcomes are often attributed to external forces, while events with positive outcomes are often attributed to internal forces. Research results show significant interaction between the differences of event causes (internal-external) and that of event outcomes (positive-negative) (Goodling & Kinicki, 1995).

To further explain prior success or failure and how it relates to achievement, an individual is constantly assessing his or her level of ability with the amount of effort expended, the difficulty of the task, and the luck experienced. People are more motivated to enter situations in which they expect to succeed than to enter situations in which they expect to fail (Zuckerman, 1979). Future expectations of success and failure would then be based upon one's perceived level of ability in relation to the difficulty of the task as well as an estimation of the intended effort and anticipated luck (Weiner, 1979).

The Attribution Theory of Achievement Motivation describes how expectations, emotions, and performance at achievement tasks are determined by the attributions that individuals make on outcomes of prior achievement tasks (Chandler, Lee, & Pengile, 1997). In other words, if an individual loses an event (prior achievement) there is a strong possibility that the person will lose again (achievement task) in his next competition based on his previous experience.

Attribution Theory in Sports

Considering the Attribution of Motivation Theory, Weiner (1980) suggests that an athletic coach can get the best from an athlete if the coach understands to what the athlete attributes his success or failure. He goes on to say that athletes with an internal locus of

control show more consistent performance under stress than those with an external locus of control (p. 362).

In an online article, “Attribution,” the author Lee Crust (n.d.) reminds coaches that when they are evaluating a player’s performance, it is important that the player is asked how he or she sees his or her performance and that the coach listens carefully before expressing his or her opinion. The author also asserts that this will build a strong relationship between the coach and the athlete, thus the coach will be able to assist the athlete in future endeavors.

Crust continues by advising all coaches to pay particular attention to athletes who are self-blaming and tend to inaccurately attribute their failures to internal and stable factors, such as a lack of ability or physical capacity. In such cases, the coach may need to correct these attributions and make the athletes aware that problems can be solved and improvements are possible. Otherwise, a negative emotional state known as “learned helplessness” can ensue (Crust, n.d.).

Furthermore, this article addresses the athletes’ need to evaluate their own performance and seek out those they trust to review their performances. These persons who are chosen should help by affirming and/or challenging the attributions the athlete has, and in this way, the athlete can work on the real problems he or she may have, not just ones that he or she perceives. Looking at their perceptions of a performance and the reality of these perceptions should help the athletes to solve the weakness in their performances (Crust, n.d.).

Duttweiler (1984) states that athletes should use a loss as a beginning point for improvement. On the other hand, an athlete must not become overly confident if external

factors may be the reason for success (p. 211). Obviously, a coach or mentor can aid an athlete in seeing his or her performance objectively and will be able to guide him or her in clarifying attributions about a performance and help the athlete become more successful.

Locus of control in athletics is referred to as the athlete's perception as to whether he or she is in control of his or her performance or whether he or she perceives it to be due to forces outside his or her control (Weiner & Kulka, 1970). In many instances it has been found that athletes with an internal locus of control perform more consistently than those with an external locus of control (Lefcourt, 1976). This type of knowledge can be helpful to an athletic coach.

Coaches need to help athletes evaluate their performance and make certain the athletes' attributions are accurate. Inaccurate attributions cannot aid in an athlete's improvement, but monitoring and clarifying attribution patterns of an athlete can help to develop a high level of internal locus of control which can lead to more success and consistency in performance (Rotter, 1975).

Attributions in athletics are sometimes generated by extraordinary or unexpected outcomes (Biddle, 1993). According to Biddle (1993), "It is likely that athletes who lose, especially unexpectedly, and/or those who are dissatisfied with their performance, will engage in more attributional thought than others" (p. 443). In fact, athletes are generally more likely to look for reasons for a loss than for a win. One of the simplest ways in which to illustrate how attributions are managed in conversation is through a consideration of the way that athletes are asked about and respond to questions on losing (Stipek, 1988).

There is evidence that self-attributions can affect individuals' perceptions of themselves. Some researchers believe that it is necessary to have individuals realize that their failure is because of lack of effort instead of low ability (Weiner, 1986). Also, when individuals connect outcomes to their causes, they can reduce stress associated with uncertainty and can understand themselves better (Weiner, 1986, 1992 as cited in Stage et al., 1998).

Roesch and Amirkham (1997) found that more experienced athletes made less self-serving external attributions. Their ability to make correct attributions led them to find and address real causes, and they were then able to improve their performance.

An example of how a setback can be viewed as a positive and how personal accountability can help aid future progress appeared in the case of a Canadian boxer named Eric Lucas. Lucas lost several bouts to tough opponents during the early part of his career, but was quick to attribute each loss to lack of experience. This was a factor that was clearly subject to change and could be improved by personal commitment. These losses were lessons since Lucas took personal responsibility for his losses, gained more experience, and in 2001 became WBC Super Middleweight World Boxing Champion (Neeman & Lucas, 2008).

Coaching techniques and philosophies are also important when discussing the attribution theory. Coaches and sport psychology consultants alike serve their athletes well when they encourage a well-timed search for personal accountability and control over their athletic endeavors, especially after an athlete suffers a setback (Rettew & Reivich, 1995). Because there is an increase in emotional investment following a poor performance, a search for solutions can challenge a person's self-esteem; however, it will

subsequently direct the person toward a cognitive shift or more analytical thought. This can aid the person to look for new strategies and methods so there will be no future failure (Schinke, da Costa, & Andrews 2001).

Researchers from a University of Florida study (1998) found that the pep talk is better than the locker room tirade. UF Professor Robert Singer found that changing people's attributions, or how they feel about themselves, which is often done in the pep talk, influenced their performance positively. Because faultfinding and criticism are often the focal point of a tirade, athletes are often demoralized.

In another study, published by *The Sport Psychologist*, Singer and UF colleagues Iris Orbach and Sarah Price (1999) divided thirty-five college-age beginning tennis players into three groups, each given different instructions regarding personal failure. The first group was told they could control their attributions through effort and could control their performance. The second group was told their failures were due to a lack of innate ability. The last group was told nothing.

In four trials, the first group scored consistently better in emotional control, perception of success, expectations and performance. They stated, "The first group scored twice as high as the control group and won all of their matches, while the second group scored below the control group" (Orbach, Singer, & Price, 1999).

Orbach, Singer, & Price (1999) state, "What has been observed is that those individuals who tend to have more constructive attributions tend to persist longer and tend to achieve more than those who do not have the constructive attributions." They continue by stating, "Most studies associated with attribution training techniques have been conducted in the area of education, with the goal of raising the standards for

children who are underachievers in the classroom.” Why not try this in a sports setting? They believe that, in sports, there is a negative attitude and a lot of criticism that goes on. Probably many athletes and coaches don’t realize the significance of what we’re talking about and the relevance of how people think, thus they conclude by suggesting that positive feedback and instruction given to athletes could make a difference (Orbach, Singer, & Price, 1999).

Self-Efficacy, a Component of Social Cognitive Theory

Albert Bandura (1997), a professor at UCLA, expanded on the Social Learning Theory which was proposed by N. E. Miller and J. Dollard in 1941. A basis for this theory suggests that if a person were motivated to learn a particular skill or behavior, the person would learn it through observation. Thus, acquisition of learning and knowledge comes through direct observation, and the individual observer can be affected in two different ways. A positive punishment action occurs when an observer sees the action of an individual in a social situation being punished for that action. This is called inhibitory effect. A disinhibitory effect occurs when an individual is praised for the action and the observer learns from and imitates that action (Miller, 2005). Through this vicarious reinforcement the observer does not necessarily expect actual rewards or punishments, but anticipates similar outcomes when he imitates the behaviors he or she has observed.

Widely known as observational learning or modeling, this type of learning can be used to explain a wide variety of behaviors. In his famous “Bobo Doll” studies, Bandura (1975) demonstrated that people do imitate behaviors they have observed in others. In Bandura’s studies children observed an adult acting violently toward a Bobo

doll. When the children were later allowed to play in a room with the Bobo doll, they began to imitate the aggressive actions they had previously observed (Mazur, 1998).

Also, in further development of the Social Cognitive Theory, which is synonymous today with the Social Learning Theory, Bandura focused on self-efficacy beliefs. According to Bandura, self-efficacy is “the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations” (1995, p. 2). In other words, self-efficacy is a person’s belief in his or her ability to be successful in a given situation. Bandura described these beliefs as determinants of how people think, behave, and feel (1994). In fact, Bandura and other researchers believe self-efficacy impacts everything from psychological states to behavior to motivation.

Everyone can identify goals they want to achieve, things they would like to obtain, and accomplishments they would like to achieve. However, most people also realize that putting these plans into action can be very difficult. Bandura and others have found that an individual’s self-efficacy plays a major factor in how people approach these goals and challenges.

People who have a strong sense of self-efficacy view challenges as tasks that can be mastered, develop a more intense interest in the activities in which they participate, form a stronger sense of commitment in these activities, and recover much more quickly from defeats and disappointments (Bandura, 1994).

Conversely, people with a weak sense of self-efficacy tend to avoid challenging tasks, believe that difficult tasks and situations are not worth the risk and are beyond their abilities, focus on the negative outcomes of failure, and quickly lose personal confidence (Bandura, 1994).

Experts theorize that self-efficacy begins to form in early childhood as children deal with a wide variety of experiences and situations. However, the growth and development of self-efficacy does not end during youth but continues to evolve throughout life as people acquire new skills, experiences, and understanding (Bandura, 1992).

Sources of Self-Efficacy

According to Bandura (1986), there are four major sources of self-efficacy, which are mastery experiences, social modeling, social persuasion, and psychological responses. The most effective way of developing a strong sense of efficacy is through mastery experiences, Bandura explained (1994). Performing a task successfully strengthens one's sense of self-efficacy. However, failing to adequately deal with a task or challenge can undermine and weaken self-efficacy.

Watching people successfully completing a task is another important source of self-efficacy. According to Bandura (1994), "Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities to succeed."

Bandura (1992) also asserts that people can be persuaded to believe that they have the skills and capabilities to succeed. Often positive and encouraging words helped people achieve a goal. Verbal encouragement from others can help people overcome self-doubt, and then they instead focus on giving their best effort to the task at hand.

The person's own responses and emotional reactions to situations also play an important role in self-efficacy. Moods, emotional states, physical reactions, and stress levels can all impact how a person feels about his or her personal abilities in a particular

situation. A person who becomes extremely nervous before speaking in public may develop a weak sense of self-efficacy in these situations. However, Bandura (1994) also notes, "It is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted." By learning how to minimize stress and elevate mood when facing difficult or challenging tasks, people can improve their sense of self-efficacy.

Bandura published his 1977 seminar paper, "Self-Efficacy: Toward a Unifying Theory of Behavioral Change." After the study was published, the subject has become one of the most studied topics in psychology.

Self-Efficacy in Sports

Bandura (1997) states in his book *Self-efficacy: The Exercise of Control*, "Success in athletic competition requires more than physical skills. It is now widely recognized that cognitive factors play an influential role in athletic development and functioning" (p. 369).

A strong sense of self-efficacy has long been recognized in athletic circles as key to optimal performance. Athletes must labor long and hard to master the skills of their trade, and they also must have the ability to ride out the tough times. Beliefs in athletic efficacy help to determine what sport to pursue and how much can be gained through the process. The athlete who survives this process has natural talents for his chosen pursuit and the self-motivation to propel himself through the exhausting experience of perfecting his athletic skills. In order to perform the skills that he has developed, the athlete must control several factors. Among these factors are stress, disruptive or negative thoughts,

setbacks and even injuries. The successful athlete is able to control these factors by maintaining a high sense of self-efficacy.

Most coaches will say that success breeds more success and that losing is contagious, especially if losing becomes a pattern. Self-efficacy theory explains that past performances directly affect future performances (either negative or positively). A study done by Martens (1987) reviewed the data on the belief that self-efficacy predicts sports performance. It is better described as a situationally specific self-confidence that changes depending on the task, situation, or experience of the individual (Bandura, 1977). Self-efficacy expectations can influence choices of activities, amount of effort expended, degree of persistence in completing a task, kinds of thought patterns, and emotional reactions in anxiety-provoking situations (Bandura, 1986). The athlete will accept the risks as part of the price to pay for achievement. Conversely, the athlete who is less self-assured and has less self-efficacy is more likely to worry about the risk, the difficulty of the competition, and the cost of the sacrifice both socially and emotionally.

The successful athletes have the ability to evaluate prior experiences and use those experiences to motivate themselves for future situations. An athlete's reaction to the situation is then as effective as his insights and his skills will permit (McTeer, 1972). Athletes are very different and some will learn from their experiences while others may dwell on the past. These experiences can be either positive or negative, depending on the athlete. Athletes who choose not to learn from these experiences and dwell on past failures will continue to be unsuccessful (McTeer, 1972).

There are several ways for athletes to develop self-efficacy. One of the easiest and most effective ways is through modeling. The individual observes a performed skill

and he gains knowledge about the dynamic structure of the skill being acquired. The more one observes effective skills, the more essential skills that individual is able to gain and become proficient at (Carroll and Bandura, 1990). It is important that the information gained from modeling is broken down into symbolic codes or imagery or words. By using this reclassifying, the information can be stored and retained. The benefits of symbolic coding are reflected in performance. Thus, people remember more, learn faster, and construct physical skills better with the use of cognitive aids and codes than without these aids (Bandura, 1986).

Vicarious experiences are those in which someone else models a skill. The more closely the observer identifies with the model, the stronger the impact on efficacy (Bandura, 1977). When a credible model teaches well, the efficacy of the observer is enhanced. When the model performs poorly, the expectations of the observer decrease. Social or verbal persuasion may entail a "pep talk" or specific performance feedback from a supervisor, colleague, or students. Student evaluation of instructions can be a form of verbal persuasion, for better or worse. Social persuasion, though limited in its impact, may provide a "boost" to counter occasional setbacks; the potency of persuasion depends on the credibility, trustworthiness, and expertise of the persuader (Bandura, 1986).

When considering cognitive factors in modeling, it is essential to discuss the two different skills involved. These skills are the fixed skills and the generative skills (Schwarzer, 1992). The fixed skills are generally considered to be solo skills where the athlete executes a skill in a prescribed way. An example of this would be long-jumpers in track and field. They perform one skill and the situation is predictable and the

cognitive operates in sub functions of observational learning. However, most athletic events demand generative skills. The reason for this is the amount of uncertainties and unpredictable elements in an athletic event. Using generative skills, the athlete must be able to adjust to game situations, adjust strategies, predict actions of his opponents, and improvise according to the event. Physical demonstration, verbal instruction, and pictorial portrayal that describe the activity can model information needed for learning, but experience is the best teacher (Bandura, 1986).

Another form of effective modeling in the early cognitive phase is the use of technology. Visual feedback, such as using video cameras, allows the athlete to see the action and improve the performance. This accelerates the development of the athlete and the performance. Computerized self-modeling of optimal performances is also used to perfect athletic skills (Grayson, 1980). Using this technique, the athlete's performance is captured on film and electronically analyzed for correctness. The film is edited to demonstrate a perfectly executed task and the athlete can watch the film and make the necessary corrections. Using this technology, the athlete is able to watch the skill over and over and compare performances to master the skills needed. This self-modeling has the ability to raise efficacy and improve athletic performance more than does traditional instruction (Scraba, 1990). Conversely, providing delayed, unguided feedback, as is commonly done in videotaped replays, usually produces poor results (Hung & Rosenthal, 1981; Rothstein & Arnold, 1976).

Lirgg and Feltz (1991) state that research has shown athletes are more likely to imagine themselves performing a difficult task if they see similar athletes performing these tasks compared to witnessing elite athletes performing these same tasks. Exposure

to a model exhibiting useful motor skills raises the observer's efficacy beliefs and performance. However, when compared to exposure to unskilled modeling, perceived efficacy is lowered and produces deficient performance. Based on this information the conclusion can be made that skillful modeling can directly enhance efficacy and proficiency. These findings indicate that perceived self-efficacy is one of the mechanisms by which modeling improves performance. Athletes who focus on improving remain more involved in the activity and practice with more purpose and intensity. Also, these athletes tend to focus on their activity more in their free time than those who measure their ability against the performance of others (Lirgg and Feltz, 1991). Many successful coaches, including John Wooden, who won ten national championships while coaching college basketball at UCLA, have used this method of modeling (Tharp & Gillimore, 1976).

Elite athletes also use modeling methods to improve performance. These athletes who make it to the top of their fields not only make greater use of cognitive skills, but also do it more vividly and exercise better control over it than their less successful counterparts (Highlen & Bennett, 1983). This may be due to the fact that few athletes are trained in cognitive awareness at an early age. Most young athletes are trained at skill mastery first, and cognitive awareness is not stressed. Visualizing accurate enactments improves subsequent performances, whereas visualizing faulty ones impairs them (Murphy & Jowdy, 1992). Almost all elite athletes practice visualization before an event in an effort to optimize their performance (Ungerleider & Golding, 1991). Visualization and cognitive awareness also help to eliminate the disruptive thoughts of stress and outside influences that may impair a performance. The greater the experience and

aptitude in the skill being perfected, the more people benefit from cognitive rehearsal (Corbin, 1972). Athletic skillfulness involves much more than mastering the techniques of a particular activity.

Referring to self-efficacy, feedback about negative performance needs to be laced with enabling instructions to be effective (Tharp & Gillimore, 1976). Negative comments without positive feedback can destroy a relationship with a coach and deteriorate efficacy in the individual. To build efficacy, coaches should place athletes in situations and have them execute techniques that they have practiced and have a good chance of success until they have built confidence in their abilities and built confidence in their teammates. Successful efficacy builders not only structure tasks for developing players in ways to bring success, but avoid placing players prematurely in situations where they are likely to fail (Walsh & Dickey, 1990). When using this method, athletes will learn how to deal with success and failure while building resilient self-efficacy.

In self-efficacy, it is considered to be a critical determinant to athletic performance for the athlete to have control of his or her thoughts. Consummate athletic survivors have remarkable efficacy to block out and control disruptive negative thinking (Highlen & Bennett, 1983). Athletes with strong self-efficacy do not dwell on the past poor performances with disruptive emotional reactions or thoughts. On the contrary, they divorce each new attempt from previous results and attack each new contest with a task-oriented focus. Coaches will focus athletes on one contest at a time in an effort to eliminate thoughts and explain that every event should begin with the mindset of a fresh beginning (Lirgg & Feltz, 1991).

It is evident self-efficacy plays an important role in athletics. Coaches who try to build self-efficacy in their players will see the long-term gain in their performances.

Chapter Summary

In Chapter II the Transformational Leadership Theory, the Attribution Theory of Achieved Motivation and Self-Efficacy, a component of the Social Cognitive Theory, were reviewed. These theories will be used primarily because they examine the leader and the followers. Both parties are essential components when examining the qualities of leadership in exemplary coaches.

Also, literature which applied these concepts to sports was considered. This review of the literature will aid in identifying qualities in the leadership of the subjects of this study. In the next chapter the methods and procedures used to gather data will be discussed.

CHAPTER III

METHODOLOGY

This chapter provides a description of the methods and procedures, which were used to gather data for the study. The methodology selected for use in obtaining the data was driven by the fact that this study looked at the leadership of two collegiate wrestling coaches and endeavored to distinguish what characteristics of the Transformational Theory, the Attribution Theory of Achievement Motivation, and the Self-Efficacy Belief are evident in their leadership.

The broad research questions are presented here, as well as the specific questions which were used to interview the two coaches and several other persons who were affiliated with them. In addition, specifics surrounding data collection and analysis are presented in this chapter.

Qualitative Versus Quantitative

The two types of methodology in research are qualitative and quantitative. These offer two very different approaches to research. Merriam (1998) states, “Qualitative research can reveal how all parts work together to form a whole. Conversely, quantitative research takes apart a phenomenon to examine component parts” (p. 6). Merriam also designed the following Table 3 that further defines the difference in qualitative and quantitative research.

Table 3

Qualitative Versus Quantitative Research Characteristics

Focus	Qualitative Research	Quantitative Research
Focus of research	Quality (nature, essence)	Quantity (how much, how many)
Associated phrases	Fieldwork, grounded	Experimental, statistical
Design styles	Flexible, evolving, emergent	Predetermined, structured
Data collection	Researcher primary instrument	Inanimate instruments
Findings	Comprehensive, descriptive	Precise, numerical

Note. From *Qualitative Research and Case Study Applications in Education* (p.

9), by S. B. Merriam, 1998, San Francisco, CA: Jossey-Bass.

The first category in the chart is the focus or center of attention. This is followed by a description of how that focus is achieved using qualitative research versus quantitative research.

The focus of the research in a qualitative study is usually subjective. Using a qualitative approach, a researcher usually interprets events through interviews and observations. However, the focus of quantitative research is objective. The researcher seeks precise measurements. The second category of focus in the chart is associated phrases. The goal in qualitative research is to complete a detailed description of the event, while the goal of quantitative research is to classify features, count them, and explain what was observed. The third category of focus for qualitative research, design styles, will emerge as the study unfolds while the study is carefully designed before the

data is collected for the quantitative research. In data collection, the researcher gathers the data for the qualitative study using tools to collect the numerical data for a quantitative study. The last category of focus listed is findings. For a qualitative study, the findings are in pictures, objects or words, while in a quantitative study, the findings are usually presented in numbers or statistics.

Also, Creswell (1994), Firestone (1987), Lincoln and Guba (1985), and McCracken (1988) cite differences in qualitative and quantitative research. These differences are illustrated in Table 4.

Table 4

Qualitative and Quantitative Research Differences

Qualitative	Quantitative
Reality is subjective and multiple as seen by participants	Reality is objective and singular, apart from the research
Value-laden and biased	Value-free and unbiased
Informal	Formal
Personal voice	Impersonal voice
Inductive process	Deductive process
Accurate and reliable through verification	Accurate and reliable through validity and reliability

Note. From *Naturalistic Inquiry* (pp. 313-316), by Y. S.

Lincoln & E. G. Guba, 1985, Beverly Hills, CA: Sage

Publications, Inc.

These authors see qualitative research as subjective and personal. It is value-laden and biased using an informal style. The opposite can be said of quantitative research. Using this style, the researcher is objective and impersonal. Quantitative research is unbiased and value-free, and it is carried out and presented in a formal style. Qualitative research may have a personal voice, but quantitative research has an impersonal voice. The inductive process of going from the specific to the generalization is used in qualitative research while the opposite, the deductive process, is used in quantitative research. The results of a qualitative research are judged accurate and reliable through demonstration, evidence, testimony or some type of confirmation. However, results in a quantitative research study must be valid and reliable.

Other differences in qualitative and quantitative research are further explained by Creswell (1994). He states, "Quantitative research calls for instruments to be used to collect data. The designing of an instrument is important as the researcher wants the data to be valid and reliable but needs to eliminate bias and carefully select a representative sample from the population" (p. 116).

Surveys and questionnaires are common instruments used in quantitative research. Utilizing this method of research allows the researcher to measure a large number of people in a short time period. Usually the instruments are precise and structured, but not very personal. The results produced are numerical or statistical in nature. However, case studies can be used when working with quantitative research, and conversely quantitative methods are a valuable tool sometimes used to supplement qualitative research.

Qualitative Research

The nature of this study determined that the qualitative research methods be used.

Foster (1994) lists the following as essential features in conducting qualitative research:

1. The groups should be selected for the study because the subjects are an archetype of the particular event of interest.
2. The researcher should defer the hypothesis and conclusions about the subjects until the entire data collection is completed. Therefore, the researcher should include unfamiliar settings and subjects. This would help to prevent biased conclusions.
3. As the study progresses, the researcher must be sensitive of the need to make ongoing methodological choices relative to the data gathering process.
4. The report of the findings should seek to convey holistic presentation of the subject(s). This holistic portrayal must devote attention to both the individual's unique phenomenology and the broader social context in which these subjective meanings are acted out (p. 35).

Researchers who conduct this type of research face several challenges.

Marshall and Rossman (1999) state that researchers who conduct qualitative research face three challenges. The first challenge is to develop a conceptual framework that is thorough, concise, and elegant. The next challenge is planning a design that is systematic and manageable, yet flexible. The last challenge is convincing the readers that the study should be done, can be done and will be done (p. 9).

Due to the nature of this study, qualitative methods are used. The study contains all of the characteristics essential for a qualitative study. The researcher is the collector of the data. It is comprehensive and descriptive. It has value. It uses an inductive process, and it will be accurate and reliable through comparing the answers of the persons interviewed.

Merriam (1998) has noted that qualitative research comes in many forms and it builds on theory rather than testing it. Some of the terms used to describe qualitative research are the following: inquiry, interpretive research, field study, case study, naturalistic, inquiry, participant observation, inductive research, and ethnography. This qualitative study is a case study.

Case Study

The purpose of a case study is to gain an in-depth understanding of a phenomenon. To accomplish this, a researcher will need to interview a limited number of people. Merriam (1998) also believes that qualitative studies can be divided into three categories. These categories are heuristic, descriptive, and particularistic. Heuristic case studies help the reader to understand the phenomenon of the study. This style of study extends the reader's experience or confirms what is known. The descriptive case study provides a detailed investigation. This style provides a rich description of the phenomenon under study. Particularistic case studies focus on particular individuals or programs. The case study is important because of what it reveals about the individuals or phenomenon, and insights gleaned from the case study can directly influence policy and future research (p. 19).

Since this case study was about leadership in coaching displayed by two individual coaches, a particularistic case study approach was used. The study was intended to gain insight and understanding of the successful leadership displayed by two college wrestling coaches.

Additionally, Stake (1995) looks at case studies as intrinsic or instrumental. He concludes that if the researcher has an intrinsic or a personal interest in the study, it is called an intrinsic case study. Studies where there is no intrinsic or personal desire are called an instrumental study, and the goal of an instrumental study is to uncover an understanding of the subject in which the researcher has no personal relationship. This study is an intrinsic case study since the researcher has known Coach Bubb for over twenty-five years, has been acquainted with Coach Flynn for nine years, and has a personal interest in the topic.

Overview of Methodology

Qualitative methods were used to obtain the data for this study. In-depth interviews were used to disclose if Coach Bubb and Coach Flynn used characteristics of the Transformational Leadership Theory, the Attribution Theory of Achievement Motivation, and the Self-Efficacy Belief, a component of the Social Cognitive Theory, in their successful coaching careers.

Interviews were held with Coach Bubb; Frank Lignelli, the Athletic Director who supervised Bubb for most of his career; Ken Nellis and Dave Caslow, both who served as assistant coaches under Coach Bubb; and two athletes who wrestled for Bubb.

Also, the researcher interviewed Coach Flynn; Bruce Baumgartner, the Athletic Director who supervised Flynn for all of his career; Gary Astorino and Mike Hahesy,

both who served as assistant coaches under Coach Flynn; and two athletes who wrestled for Flynn.

Different levels of questions were generated for the individuals to be interviewed. This will allow the interviewees to express thoughts and insights. The answers from the interviewees helped to examine the leadership exemplified by Coach Bubb and Coach Flynn. The leadership of the two coaches was assessed using the principles found in the Transformational Leadership Theory, the Attribution Theory of Achievement Motivation, and the Self-efficacy Belief, a component of the Social Cognitive Theory.

Subjects

This case study is centered on the leadership of two exemplary coaches, Coach Bubb and Coach Flynn, who both took over small, unsuccessful wrestling programs. Both coaches were able to build their programs into NCAA Division I perennial powerhouses. The following is a summary of the coaches. The summary of Coach Bubb appeared as a news release in the *Clarion Alumni Association* newsletter (2005):

1986 NCAA "COACH OF THE YEAR"

ROBERT G. BUBB WRESTLING COACH 1967-92

Clarion's outstanding wrestling coach, Robert G. "Bob" Bubb finished his 26th and final season as head coach in 1992. Directing one of the nation's finest NCAA Division 1 programs annually, Bubb became only the 4th NCAA Division 1 coach to ever reach 300 career dual meet wins. He also became the all-time winningest coach in Pennsylvania State Athletic Conference history.

During Bubb's tenure he posted an amazing 322-121-4 dual record (72.5%), including placing the Eagles in the top 29 in team scoring at Division 1 Nationals in 19 of his final 22 seasons. At nationals Clarion ended 4th in 1973, 6th in 1972 and in 1987 and 8th in 1992. Bubb coached 7 NCAA Division 1 and 3 College Division National Champions, 27 Division I All-Americans, 29 EWL Champs and 68 PSAC winners. Clarion also won 11 PSAC Team Titles under Bubb. During his twenty-six years of coaching, Bubb's teams finished with 10 or more dual meet wins 23 times, experiencing only two losing seasons. Among Bubb's prestigious awards are his induction in the Clarion Sports Hall of Fame in

1998, Tyrone Area High School Wrestling Hall of Fame in 2003, Western Pennsylvania and Clinton County "Halls of Fame" in 1988, the PSAC (1995) and EWL (1997) Wrestling "Halls of Fame," the NCAA (2005) "Hall of Fame" plus his NCAA "Coach of the Year" award in 1986, when Bubb led Clarion to a 17-0-1 dual record. He has earned NCAA College Division "Coach of the Year" honors in 1972, Pa. Coaches Association "Hall of Fame" in 1977, CUP's Distinguished Faculty Award in 1982 and the 1987 Award of Distinction from the University of Pittsburgh's Varsity Letter Club. Bob was voted EWL and PSAC "Coach of the Year" in 1992 and 1986, plus earned EWL honors in 1980. Bob retired as a full professor at Clarion University in the Health and Physical Education Department in 1995 (1966-1995).

Formerly the Chair of the NCAA Wrestling Committee (1987-89), he has been the Secretary-Editor of the NCAA Wrestling Rule Book from 1990-present, and was Executive Director of the NWCA (National Wrestling Coaches Association) from 1995-99.

Next is a summary of Coach Flynn and his accomplishments which appeared in the *Sports Media Guide* at Edinboro University (2007):

Coach Tim Flynn led the 2006-2007 Edinboro University Wrestling Team to an 11-3 finish, including a perfect 6-0 Eastern Wrestling League record. It marked the third straight year that the Fighting Scots finished undefeated in EWL dual meet competition.

Also, the Edinboro wrestling team won its third straight Pennsylvania State Athletic Conference championship and ninth in the last eleven years in December, then went on to capture its sixth consecutive EWL Tournament and tenth in the last eleven years. Edinboro qualified a school-record ten wrestlers for the NCAA National Wrestling Championship and finished 21st as a team.

Flynn has now been named the PSAC Coach of the Year seven times in his 11-year tenure as the Fighting Scots' head coach, including three of the last five years. In addition, he was chosen as the EWL Coach of the Year four times. Flynn owns a 122-35-3 career record, just 13 wins shy of the school-record 135 wins.

Because of these coaches' outstanding achievements and leadership skills as they built successful wrestling programs, they were selected as the subjects for this study. The researcher interviewed two former wrestlers, two former assistant coaches, and two former athletic directors who worked with Coach Bubb and Coach Flynn. This gave the researcher insight and perspective into their coaching success.

Settings

Most of the interviews took place in Clarion, Pennsylvania or Edinboro, Pennsylvania. All other interviews took place at predetermined locations, depending on the individuals and availability.

Clarion University is an accredited university located on a 100-acre campus in Clarion, Pennsylvania and one of fourteen universities of the Pennsylvania State System of Higher Education. Clarion University, originally called Clarion State Teacher's College, was founded in 1867. In the mid-1960s the college was renamed Clarion State College and most recently was renamed Clarion University of Pennsylvania. The enrollment of the college has grown from several hundred students in the early stages of the college to the current 5,200 students. The university's location is on the eastern side of Clarion, which has a population of about 6,000 people.

The main campus of Edinboro University is located only eighteen miles from Erie, Pennsylvania and is one of fourteen universities of the Pennsylvania State System of Higher Education. The main campus has forty-two buildings on a spacious 585-acre campus, including a five-acre lake, open fields and woods, and six on-campus residence halls for approximately 4,000 students. Edinboro University of Pennsylvania offers 100 degree programs and fifty-seven minors. The university is located on the eastern side of Edinboro, Pennsylvania, which has a population of about 7,000 people.

Data Collection

In this case study, the researcher used the primary method of data collection, consistent with qualitative research. This research was done by using in-depth interviews of both Coach Bubb and Coach Flynn. Athletic Directors, Frank Lignelli of Clarion

University and Bruce Baumgartner of Edinboro University, were also interviewed as these two individuals supervised these coaches at their respective schools. Two assistant coaches who served under each coach were also interviewed for this study. Ken Nellis and Dave Caslow gave insights and perspective about Coach Bubb, while Garry Astorino and Mike Haheisy were interviewed about their experiences with Coach Flynn. To complete the study, two wrestlers who were coached by Coach Bubb and two who were coached by Coach Flynn were asked to comment in depth about the leadership of their respective coaches.

Interviewees

The wrestlers who were interviewed were not selected randomly. In an effort to narrow the choices of potential interviewees, a criteria list was formulated. The wrestlers were selected based on the following criteria:

1. The candidates must have wrestled four years at Clarion University or Edinboro University under Coach Bubb or Coach Flynn,
2. the candidates must have achieved a varsity letter while wrestling for the university,
3. the candidates must have graduated from the university, and
4. the candidates must have continued involvement in wrestling after graduation.

As a result of the selection procedures, two wrestlers from each school were selected. The following summarizes the accomplishments of the four wrestlers.

Information about the assistant coaches and athletic directors who will be part of this study are also given.

Garry Barton was Clarion's first NCAA Division I National Champion, winning at 134 pounds in 1972. He had a career record at Clarion of 46-25-1. A 1972 Clarion

graduate in elementary education, he earned a master's degree in physical education from Rhode Island University in 1979. Barton served as head wrestling coach at Rhode Island University for three years and coached at Clifton High School, Clifton, New Jersey for three years. Gary also coached at Clearfield High School, Clearfield, Pennsylvania, from 1982-1990. He was named Class AAA "Coach of the Year" in 1986 and inducted into the PSCA Wrestling Hall of Fame in 1987. A native of Fairview, Pennsylvania, he currently resides in Clearfield, PA with his wife and two children.

Mike Gill wrestled for Clarion University from 1976-1979. Mike's wrestling career, shortened because of a shoulder injury, had a combined record of 2-3. After graduation, he returned to his hometown of Clearfield, Pennsylvania, where he teaches and coaches wrestling.

Gregor Gillespie wrestled for Edinboro University from 2005-2009. Gregor was a National Champion in 2006 at 149 pounds and became the first four-time All-American wrestler and the winningest wrestler in Edinboro University history. The senior ended his career by earning All-American honors at 157 pounds for the fourth straight year, finishing fourth at 157 pounds and was named the Most Valuable Wrestler for the 2008-2009 season. He also won his third straight PSAC and EWL titles and was named the Outstanding Wrestler at the EWL Tournament. Gillespie finished his career with a 150-12 record.

Jim Gibson wrestled for Edinboro University from 2003-2007. Gibson competed at 197 pounds and earned his first trip to Nationals following a second place finish at the EWL Tournament in 2007. He also won his first PSAC title in 2007. Gibson ended his

senior year with a 21-11 record and concluded his career with a 61-45 record. Jim is currently working as a graduate assistant at Clarion University.

Dave Caslow is a graduate of Hempfield High School and Clarion University, where he amassed a 42-5-1 record and placed fourth in the 1963 national tournament before Clarion University became a Division I NCAA team. Caslow began his coaching career at Tyrone, Pennsylvania as an assistant wrestling coach under Bubb before becoming Warrior Run's head coach in Warrior Run, Pennsylvania. From there, he went to Philipsburg-Osceola High School, Philipsburg, Pennsylvania, where he posted a 378-156-4 record. In thirty-seven years at Warrior Run and Philipsburg High Schools, he amassed a 405-171-4 mark, becoming in 2005 only the tenth coach in state history to reach the 400-win plateau. Coach Caslow started coaching summer wrestling camps with Coach Bubb shortly after graduating from Clarion University in 1965. They began the very successful camp at Clarion University that still exists today. Coach Caslow worked with Coach Bubb at the wrestling camps for more than twenty years.

Ken Nellis wrestled at Clarion from 1981-86 under Coach Bubb. As a competitor, Nellis compiled an outstanding overall record of 113-28-5 and was a four-time NCAA Division I National Qualifier. He returned to his alma mater in 1990 and was appointed assistant coach under Bubb. Nellis worked in this capacity for six years. He was named Clarion's head coach on May 7, 1997. Nellis coached at Clarion University for four years from 1997-2001. He lives in Clarion, Pennsylvania with his wife and three children.

Mike Haheisy wrestled for Edinboro University in 1984 and 1985. A transfer from Iowa, he won the 1985 NCAA Division II National Championship at 185 pounds

and was the Division II runner-up in 1986 to earn All-American honors for a second time. His seventy-one career wins ranked second all-time at Edinboro. Haesy recorded thirty-eight wins in the 1984-1985 season, the sixth best single season total in Fighting Scot history. Mike is now an assistant wrestling coach for Edinboro University under Coach Flynn. He lives in McDowell, Pennsylvania with his wife and three children.

Gary Astorino wrestled for Edinboro University from 1976 through 1980. Injuries limited Gary's wrestling action while at Edinboro. Gary is now an assistant coach for Edinboro University, serving as Head Recruiting Coordinator. He lives in General McClaine, Pennsylvania with his wife and two children.

Frank Lignelli devoted thirty-seven years to Clarion University. He was a student-athlete from 1946-50 and returned to his alma mater in the fall of 1957 as a teacher. Lignelli also coached wrestling from 1960-1966. He succeeded Waldo S. Tippin as the Clarion University Athletic Director and held that title for 23 ½ years. He led Clarion to unprecedented athletic success as the number one athletic department in the conference, and it was recognized nationally among the elite athletic programs. He hired Bubb in 1969 as head wrestling coach at Clarion University and supervised him for twenty-six years. Lignelli spent 33½ years at Clarion as a teacher, coach and Athletic Director. He retired from Clarion University in 1996 and still lives in Clarion, PA.

Bruce Baumgartner, a four-time U.S. Olympian in wrestling (1984, 1988, 1992 and 1996) and two-time gold medalist, is one of only eight U.S. Olympians to win medals in four different Olympiads. He won his first gold medal in wrestling at the 1984 Olympic Games in Los Angeles. He went on to win a silver medal in 1988 and a gold medal in 1992. At the 1996 Centennial Olympic Games in Atlanta, Baumgartner was

elected U.S. flag bearer and U.S. Olympic Team captain. In his last Olympic Games, Baumgartner won a bronze medal. In 2002, he was selected as a Distinguished Member of the National Wrestling Hall of Fame. For many years, he served as the head wrestling coach for Edinboro University before taking over as the Director of Athletics in 1997. He hired Tim Flynn to take over the head coaching position.

Interviews

Interviewing is the most common method of collecting qualitative data. There are three general types of interviews: highly structured, semi-structured, and unstructured. The highly structured interview occurs with predetermined questions with an order in the questioning. Semi-structured questioning is a mixture of structured and unstructured questions, and the unstructured questioning is flexible with open-ended conversation. [The researcher used all three types of interview structures to gain the information needed for this study.]

Table 5 shows the three types of interviews.

Table 5

Types of Interviews

Highly Structured	Semi-Structured	Unstructured
Structured questioning in a predetermined order	Mix of structured and unstructured questions	Open-ended questions

Note. From *Qualitative Research and Case Study Applications in Education* (pp. 81-83), by S. B. Merriam, 1998, San Francisco, CA: Jossey-Bass.

This table shows the three types of interviews and the characteristics of each type of interview questions.

Questions were developed to evaluate leadership theories, which may be evident in Coach Bubb's and Coach Flynn's leadership. The three leadership theories (Transformational Leadership Theory, Attribution Theory of Achievement Motivation, and Self-Efficacy Belief of the Social Cognitive Theory) guided the questions devised for the interviews. In each stage of interviewing, the components of each of the three theories were addressed.

When interviews were conducted to gather information, direct observation and participation in the setting were used as the researcher conducted the interviews. Observations may be structured and detailed or holistic descriptions of experiences and behaviors. Observations usually begin very basically without predetermined motives, but evolve into selected patterns that observe patterns of behavior (Patton, 2002). Weick (1968) believes the researcher may observe several different events during a qualitative observation. "Nonverbal behavior (body movements, facial expressions, posture, eye contact), spatial behavior (the distance between different people), extralinguistic behavior (characteristics of speech such as tone, rate, and volume) and linguistic behavior (what people say) are several observational guidelines to look for to obtain reliable research data" (p. 365).

Additionally, Marshall and Rossman (1999) agree that qualitative researchers can collect data through various methods such as participation in the setting, direct observation, and in-depth interviewing (p. 105). These are supplementary methods to support the data gathered.

Participation of the researcher is critical in qualitative research because it allows the researcher to be a part of the study. This gives the researcher insight into experiences

of the interviewees and enables the researcher to not only draw from the experiences of others, but from his or her own experiences (Patton, 2002).

Procedures

Initially, all of the interviewees were contacted by telephone. During this call, the participants were told that this is a study comparing two collegiate wrestling coaches. The study looks at the coaches' leadership in relationship to components of three leadership theories, which provide the background for the questions and final analysis. All of the second round of interviews were conducted in person on a one-on-one basis.

The first group of people who were interviewed were the former wrestlers who were athletes for the coaches. These interviews were done in two stages. The first stage of interviews was conducted over the phone. The second stage of individual interviews were at predetermined locations. Interviews with two athletic directors and four former coaches will follow the same exact format.

Interviews followed with Coach Bubb and Coach Flynn. The same format as previously stated was followed.

Interview Questions

The following are questions which were be asked of all wrestlers, assistant coaches, and athletic directors in a phone interview:

1. Why did you come to Clarion University? (Why did you come to Edinboro University?)
2. What was the wrestling program like when you got there?

3. What did you know about Coach Bubb before you got involved with the wrestling program? (What did you know about Coach Flynn before you got involved with the wrestling program?)

The following are questions which were asked in person of all wrestlers, assistant coaches, and athletic directors:

1. Transformational leaders live by strong morals and values. What examples can you give to demonstrate the coach had strong morals and values?
2. The goal of a transformational leader is to transform the organization. Was the leader able to transform his wrestling program, and if so, how was he able to do it?
3. The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to difficulty of the task? Explain.
4. Did the coach attribute success or failure of an individual wrestler due to luck? Explain.
5. Self-efficacy is the individual's beliefs about his or her capabilities to achieve a specific task. In what way did the coach help his wrestlers to increase their belief in themselves thus increase self-efficacy?
6. There are several ways for athletes to develop self-efficacy. One of the easiest and most effective ways is through modeling. How did the coach use modeling to increase self-efficacy?
7. Transformational leaders have the ability to motivate people. If this was evident in the coach, how did he motivate his wrestlers?

8. If a leader is transformational, he sets high standards. What standards did the coach set for his wrestlers?
9. Again, the four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. To what extent did the coach attribute success or failure of an individual wrestler due to ability? Explain.
10. To what extent did the coach attribute success or failure of an individual wrestler due to effort? Explain.
11. Familiarity is an important component to self-efficacy. When individuals are familiar with the task, they are more likely to call on self-efficacy beliefs that have been developed from previous experiences. How was it evident that the coach helped wrestlers develop this familiarity, which would enable them to compete more successfully?
12. Followers of a transformational leader identify with the charismatic leader. To what extent was the coach charismatic?
13. Followers of a transformational leader want to emulate the leader. If the wrestlers emulated the coach, how was it evident?
14. One of the simplest ways in which to illustrate how attributions are managed in conversation is through a consideration of the way that leaders are asked about and respond to questions on losing. How did the coach respond to a wrestler after an individual loss?
15. Attributional leaders rely on linking conditions and causes of an event to give order or meaning to the event. How was the coach able to explain events to his wrestlers so they could link the results of the competition to the cause or condition?

16. Again, attributional leaders rely on individualizing instruction to meet the needs of their team. To what extent did the coach individualize his instruction to meet the needs of his wrestlers?
17. Effective modeling is another form of developing self-efficacy. This can be done through the use of technology. Visual feedback, such as using video cameras, allows the athlete to see the action and improve the performance. This accelerates the development of the athlete and the performance. Was the coach able to use technology to help his athletes to develop self-efficacy, and, if so, what modeling methods did he use?
18. To develop self-efficacy, visualization and cognitive awareness also help to eliminate the disruptive thoughts of stress and outside influences that may impair a performance. Was the coach able to incorporate visualization into the wrestler's routine, and, if so, how was this done?

The second group of people who were interviewed were the athletic directors who worked with Coach Bubb or Coach Flynn. The following are the questions which were asked to both athletic directors in the phone interview:

1. Why did you come to Clarion University? (Why did you come to Edinboro University?)
2. What was the wrestling program like when you joined the university?
3. What did you know about Coach Bubb before you hired him to direct the wrestling program? (What did you know about Coach Flynn before you hired him to direct the wrestling program?)

The following are questions were asked of both athletic directors in a one-on-one

interview.

1. According to transformational theory, transformational leaders live by strong morals and values. What examples can you give to demonstrate Coach Bubb or Coach Flynn had strong morals and values?
2. The goal of a transformational leader is to transform the organization. Was the coach able to transform his wrestling program, and if so, how was he able to do it?
3. The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of the program due to difficulty of the task? Explain.
4. Did the coach attribute success or failure of the program due to luck? Explain.
5. Self-efficacy is the individual's beliefs about his or her capabilities to achieve a specific task. In what way did the coach help his wrestlers to increase their belief in themselves, thus increasing self-efficacy?
6. There are several ways for athletes to develop self-efficacy. One of the easiest and most effective ways is through modeling. Was it evident the coach used modeling to increase self-efficacy in those with whom he worked?
7. Transformational leaders have the ability to motivate people. If this was evident in the coach, how did he motivate his wrestlers?
8. If a leader is transformational, he sets high standards. What standards did the coach set for himself and his program?
9. The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. To what extent did the coach attribute success or failure in his program due to ability? Explain.

10. To what extent did the coach attribute success or failure in his program due to effort?
Explain.
11. Familiarity is an important component to self-efficacy. When individuals are familiar with the task, they are more likely to call on self-efficacy beliefs that have been developed from previous experiences. In what ways was it evident that the wrestlers grew from their previous experience to meet continued success?
12. Followers of a transformational leader identify with the charismatic leader. Give examples to demonstrate that the coach has charisma.
13. Followers of a transformational leader want to emulate the leader. If the wrestlers emulated the coach, how was it evident?
14. One of the simplest ways in which to illustrate how attributions are managed in conversation is through a consideration of the way that leaders are asked about and respond to questions about losing or lapses in the program. How did the coach respond when his program was losing?
15. Attributional leaders rely on linking conditions and causes of an event to give order or meaning. How was the coach able to link events with conditions and causes?
16. Attributional leaders rely on individualizing instruction to meet the needs of their team. To what extent did the coach meet the needs of his athletes?
17. Effective modeling is another form of developing self-efficacy. This can be done through the use of technology. Visual feedback, such as using video cameras, allows the athlete to see the action and improve the performance. This accelerates the development of the athlete and the performance. Was the coach able to use

technology to help his athletes to develop self-efficacy, and, if so, what modeling methods did he use?

18. To develop self-efficacy, visualization and cognitive awareness also help to eliminate the disruptive thoughts of stress and outside influences that may impair a performance. Was the coach able to incorporate visualization into the wrestler's routine, and, if so, how was this done?

Coach Bubb and Coach Flynn were the last group interviewed. The following are questions that were asked of both coaches in a phone interview:

1. Why did you come to Clarion University? (Why did you come to Edinboro University?)
2. What did you know about the wrestling program at Clarion University before you were hired? (What did you know about the wrestling program at Edinboro University before you were hired?)
3. What was the wrestling program like when you got there?

The following are questions which were asked to both coaches in person:

1. Transformational leaders live by strong morals and values. What examples can you give that you were a strong moral leader?
2. The goal of a transformational leader is to transform the organization. Were you able to transform his wrestling program, and if so, how were you able to do it?
3. The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did you attribute success or failure of an athlete due to difficulty of the task? Explain.
4. Did you attribute success or failure of an athlete due to luck? Explain.

5. Self-efficacy is the individual's beliefs about his or her capabilities to achieve a specific task. In what way did you help your wrestlers to increase their belief in themselves, thus increasing self-efficacy?
6. There are several ways for athletes to develop self-efficacy. One of the easiest and most effective ways is through modeling. How did you use modeling to increase self-efficacy?
7. Transformational leaders have the ability to motivate people. If this was evident, how did you motivate your wrestlers?
8. If a leader is transformational, he sets high standards. What standards did you set for yourself, your wrestlers, and your program?
9. The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. To what extent did you attribute success or failure of your wrestlers due to ability? Explain.
10. To what extent did you attribute success or failure of your wrestlers due to effort? Explain.
11. Another important component to self-efficacy is familiarity with the task. When individuals are familiar with their assignment, they are more likely to call on self-efficacy beliefs which have been developed from previous experiences. How did you use the wrestlers' previous experience to increase their success?
12. Followers of a transformational leader identify with the charismatic leader. To what extent do you believe that you were charismatic?
13. Followers of a transformational leader want to emulate the leader. If the wrestlers emulated you, how was it evident?

14. One of the simplest ways in which to illustrate how attributions are managed in conversation is through a consideration of the way that leaders are asked about and respond to questions on losing. How did you respond to a wrestler after an individual loss?
15. Attributional leaders rely on linking conditions and causes of an event to give order or meaning. How were you able to link events to the wrestlers so they could understand the results of the competition?
16. Attributional leaders rely on individualizing instruction to meet the needs of their team. To what extent did you individualize your instruction to meet the needs of your athletes?
17. Effective modeling is another form of developing self-efficacy. This can be done through the use of technology. Visual feedback, such as using video cameras, allows the athlete to see the action and improve the performance. This accelerates the development of the athlete and the performance. Were you able to use technology to help your athletes to develop self-efficacy, and, if so, what modeling methods did you use?
18. To develop self-efficacy, visualization and cognitive awareness also help to eliminate the disruptive thoughts of stress and outside influences that may impair a performance. Were you able to incorporate visualization into the wrestler's routine, and, if so, how was this done?

Data Analysis

Creswell (1994) states that qualitative research is an inquiry process of understanding a social or human problem, based on building a holistic picture formed

with words, reporting detailed views of the informants, and conducted in a natural setting. Conventional studies in leadership often neglect to take into account the views of those being led. Therefore, to complete this case study, interviews were conducted with Coach Bubb and Coach Flynn (the leaders), colleagues (former assistant coaches and former athletic directors), and former wrestlers. The focus of analyzing the data made meaning of the information obtained by the researcher.

Two strategic ways to reach meaning about case studies are through examination of the direct interpretation of the specific situations and through aggregation of situations, until something can be said about them as a class (Stake, 1995). Thus, the researcher will look for patterns and themes in the data. Johnson and Christensen (2004) state: “It is here that the researcher describes fundamental features of the experience that are experienced in common in virtually all the participants” (p. 368). The researcher searched for significant statements. These statements may have particular relevance to the phenomenon being studied (p. 367). For example, the researcher may ask an athlete to describe what it was like to participate on a specific coach’s team. The athlete may respond, “We felt like we were part of a family.” If this statement fits with other statements made by other athletes who competed on the same team, then the statement is probably relevant. However, a researcher may also find individuals describe experiences differently. This information too was useful in understanding the leadership of these two coaches.

Chapter Summary

This chapter described the steps required to complete the case study. The researcher provided information on qualitative research, qualitative versus quantitative

research, case study, the role of the researcher, data collection methods and procedures, interviews, and data analysis.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to examine the leadership qualities of two wrestling coaches, Robert Bubb and Tim Flynn, both widely recognized for their success and effectiveness. The leadership of the two coaches was assessed using the principles found in Transformational Leadership Theory, the Attribution Theory of Achievement Motivation, and the Self-efficacy Belief construct, a component of the Social Cognitive Theory.

To complete this study ten people who interacted with these two individuals in various capacities, and the coaches themselves, were interviewed. The responses of the interviewees were used to assess the characteristics of the leadership of these two individuals.

Overview

This chapter described the interviewing process required to complete the study. The researcher provided the research questions, interview questions, a list of the interviewees, responses, summaries, and analysis of the interviewees.

Research Questions

These broad research questions were developed to allow for in-depth discussion by study participants and to aid in identifying the leadership qualities of these two exemplary wrestling coaches:

1. Transformational theory posits that leaders are charismatic, show strong morals and values, set high standards and motivate, and make their followers want to emulate them. Therefore, this research will determine whether or not these two coaches were

- transformational leaders. Will the subjects interviewed describe the coaches in terms that would be consistent with a transformational leader?
2. The four attributes of the Attribution Theory of Achievement Motivation are effort, ability, luck, and difficulty of task. This theory provides a way for an individual to understand the cause and effect of an event by recognizing these four attributes. This research will determine if the two coaches were attributional leaders. Did the subjects interviewed describe the coaches in terms that would be consistent with an attributional leader?
 3. Self-efficacy beliefs are an individual's beliefs about his or her capabilities to achieve a specific task through modeling, mastery experiences, social persuasion and psychological responses. This research will determine if the two coaches used self-efficacy beliefs in their leadership. Will the subjects interviewed describe the coaches in terms that would be consistent with leaders who use self-efficacy beliefs?

Telephone interviews, as well as one-on-one interviews, were conducted. The interviewees were asked six questions that pertained to transformational leadership. These questions were intended to reveal how the individuals viewed the coach, either Bubb or Flynn, and if the characteristics of a transformational leader were evident in their leadership. The next seven questions were specifically designed to determine if the interviewees' responses would show the evidence of an attributional leader. These questions were designed to reveal how the individuals perceived their leaders and how these leaders may have relied on elements of the Attributional Theory. The last five questions were designed to determine if the responses of the interviewees would indicate the use of components of the self-efficacy belief by the coaches.

Interviewees

This research was done by using in-depth interviews of both Coach Bubb and Coach Flynn. Athletic Directors, Frank Lignelli of Clarion University and Bruce Baumgartner of Edinboro University, were also interviewed as these two individuals supervised these coaches at their respective universities. Two assistant coaches who served under each coach were also interviewed for this study. Ken Nellis and Dave Caslow, who coached under Bubb, gave insights and perspective about him while Gary Astorino and Mike Haesy, who coached under Coach Flynn, gave their insights and perspective about this coach. To complete the study, two wrestlers who were coached by Coach Bubb and two who were coached by Coach Flynn gave insights and perspective about the coach. These individuals will be asked to comment about the leadership of their respective coaches. The responses were analyzed to determine if the two coaches used the Transformational Theory, the Attributional Theory or the Self-efficacy Belief in their leadership style.

Interview Questions

Initially, the researcher contacted the interviewees by telephone and explained that this study was a comparison of the leadership of two collegiate wrestling coaches. It was also explained that three leadership theories provided the background for the questions and final analysis. After the initial phone contact, the interviewees were asked to meet individually to further explore the leadership of these coaches. The following questions were asked that stressed the leadership style of the Transformational Theory, the Attributional Theory and the Self-efficacy Belief.

1. Transformational leaders live by strong morals and values. What examples can you

- give to demonstrate the coach had strong morals and values?
2. The goal of a transformational leader is to transform the organization. Was the leader able to transform his wrestling program, and if so, how was he able to do it?
 3. Transformational leaders have the ability to motivate people. If this was evident in the coach, how did he motivate his wrestlers?
 4. If a leader is transformational, he sets high standards. What standards did the coach set for his wrestlers?
 5. Followers of a transformational leader identify with a charismatic leader. To what extent was the coach charismatic?
 6. Followers of a transformational leader want to emulate the leader. If the wrestlers emulated the coach, how was it evident?
 7. The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to difficulty of the task? Explain.
 8. Did the coach attribute success or failure of an individual wrestler due to luck? Explain.
 9. Again, the four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to ability? Explain.
 10. Did the coach attribute success or failure of an individual wrestler due to effort? Explain.

11. One of the simplest ways in which to illustrate how attributions are managed in conversation is through consideration of the way that leaders are asked about and respond to questions on losing. How did the coach respond to a wrestler after an individual loss?
12. Attributional leaders rely on linking conditions and causes of an event to give order or meaning to the event. How was the coach able to explain events to his wrestlers so they could link the results of the competition to the cause or condition?
13. Again, attributional leaders rely on individualizing instruction to meet the needs of their team. How did the coach individualize his instruction to meet the needs of his wrestlers?
14. Self-efficacy is the individual's beliefs about his or her capabilities to achieve a specific task. In what way did the coach help his wrestlers to increase their belief in themselves, thus increasing self-efficacy?
15. There are several ways for athletes to develop self-efficacy. One of the easiest and most effective ways is through modeling. How did the coach use modeling to increase self-efficacy?
16. Familiarity is an important component to self-efficacy. When individuals are familiar with the task, they are more likely to call on self-efficacy beliefs that have been developed from previous experiences. How was it evident that the coach helped the wrestlers develop this familiarity, which would enable them to compete more successfully?
17. Effective modeling is another form of developing self-efficacy. This can be done through the use of technology. Visual feedback, such as using video cameras, allows the athlete to see the action and improve the performance. This accelerates the

- development of the athlete and the performance. Was the coach able to use technology to help his athletes to develop self-efficacy, and, if so, what modeling methods did he use?
18. To develop self-efficacy, visualization and cognitive awareness also help to eliminate the disruptive thoughts and stress and outside influences that may impair a performance. Was the coach able to incorporate visualization into the wrestler's routine, and, if so, how was this done?

Clarion Interviews

The following interviews were from Clarion University coaches and wrestlers who worked with Coach Bubb.

Mike Gill--Wrestled for Clarion University from 1975-1979

Mike Gill (from Clearfield High School, in Clearfield, Pennsylvania) was a runner-up in the Pennsylvania Interscholastic Athletic Association State Wrestling Champion in 1975. He came to Clarion University in 1975 on a wrestling scholarship. While wrestling for the university, a reoccurring shoulder injury kept him out of the starting lineup and essentially ended his career. However, Gill stayed active with the wrestling program working in the wrestling office for Coach Bubb. While working in the coach's office, the wrestler was able to witness Coach Bubb in many areas of his coaching responsibilities. Some examples of these areas were recruiting, parent phone calls, scheduling, budgeting and organizing details about the wrestling program. After graduating from Clarion University in 1979, he went on to teach social studies at Clearfield High School and coached wrestling at his alma mater. He has done this for the last thirty years.

The researcher has known Gill for almost thirty-five years as we grew up in neighboring towns and competed against each other in wrestling. The researcher has developed a great friendship with Gill and looked forward to meeting with him to discuss his experiences in the wrestling program at Clarion University.

After speaking with Gill previously at a wrestling function, a phone interview was arranged for January 2, 2009. During this conversation, the wrestler was given a brief explanation of the study and asked the first three questions for background information.

Researcher: Why did you come to Clarion University?

Gill: I was comfortable with the program and the coach. I had gone to camp at Clarion for several years and knew the coaches and thought this was a good fit for me.

Researcher: What was the wrestling program like when you got there?

Gill: Oh my! When I got here, they were solid. The year I got there we had finished in the top ten in the country. We had several national place-winners returning and the sport was very popular. We had Don Rohn, Chuck Coryea, Pete Morelli, [and] Tom Turnbull. I would say the sport was at one of its highest levels of existence when I got there. Now, before I left, I would say that the program dropped.

Researcher: What did you know about Coach Bubb before you got involved with the wrestling program?

Gill: I had attended a summer camp and I knew him from that experience. My high school wrestling coach, Neil Turner, was a personal friend with Coach Bubb. Because of that relationship, Coach Bubb came to Clearfield on occasion. I knew him, what I thought, pretty well and felt very comfortable around him.

After the phone interview, the researcher agreed to meet with Mike Gill at his home in Clearfield, Pennsylvania, on Saturday, January 10, 2009, at 9:00 a.m. On the day of the interview, the researcher drove to Gill's home. He just recently moved into a new home and before starting the interview Gill showed the researcher around his beautiful and spacious home. The researcher was offered a water and the conversation began.

Researcher: Transformational leaders live by strong morals and values. What examples can you give to demonstrate the coach had strong morals and values?

Gill: Through the association with Neil Turner, who was my wrestling coach in high school and was very involved in Athletes In Action, and through my exposure to the coach [Bubb], I could tell he was an honest and honorable guy. I thought Turner and Bubb were two out of the same mold. I thought [Bubb] had a high sense of morals. Sincerity comes through, even if you're a high school kid and you're not that aware of the things going on around you; sincerity comes through right away. I obviously knew he was a Christian man. My attraction for Coach Bubb was mostly through Coach Turner. My respect for Turner switched to Bubb almost immediately. Then I began to question my devotion to Turner on occasion. But, Turner was the introduction. He was the guy that opened the door.

Researcher: The goal of a transformational leader is to transform the organization. Was the leader able to transform his wrestling program, and, if so, how was he able to do it?

Gill: At that time, they had two full scholarships a year that they could offer to student athletes. Coach Bubb made it very clear that he wanted a team with Christian athletes with a high sense of morals and values. He wanted a team that could not just compete, but could become good moral leaders in the community. He made that very clear to me very early. I had never had anyone approach me from that perspective, and if he were that interested in me, I might be interested in being a part of his program.

This statement was said with strong conviction as he nodded his head and folded his arms.

Researcher: Transformational leaders have the ability to motivate people. If this was evident in the coach, how did he motivate his wrestlers?

Gill: When I was there and very young, I called it motivation through guilt. Now I think I would call it diplomatic. I didn't want to disappoint the man. I didn't want to disappoint him in my campus life; I didn't want to disappoint him my academic life; I didn't want to disappoint him in wrestling. Because he had shown so much faith in his wrestlers and dedication toward his wrestlers, he deserved that back. For me, he did that very quickly. For other [wrestlers], I think it took longer. You know that I roomed with Jack Campbell for about a year and a half. I got roomed with Jack so I could temper him down and keep him under control; I honestly believe that. After a wild weekend or it could've been a wild weeknight, I really don't remember, Jack gets a phone call from Coach Bubb. An hour later, Jack comes back and his head is kinda down. I said, "Well, how did it go?" Jack said, "Well, let's put it this way, when I walked into the room, Coach Bubb closed the door. When I left, he didn't have to open the door, I could just walk out through the crack at the bottom of the door." That's the effect he had on his wrestlers.

Researcher: If a leader is transformational, he sets high standards. What standards did the coach set for his wrestlers?

Gill: I can't say that we had a list of written rules. Bubb did go over a list of things that were the policies of the program. They included non-alcohol activities, sleep, nutrition, weight training, conditioning on your own and things you need to do to be a successful wrestler. But, he also included a list of expectations that were required to be a good person in society. His expectations and your life style were not spelled out, but you could just tell by watching him, that the expectations were quite high. He would do anything for you; he would go the extra mile.

Researcher: Followers of a transformational leader identify with the charismatic leader. To what extent was the coach charismatic?

Gill: He had a way about him, whether he was confronting a parent that was fearful of sending their young wrestler to a camp or a senior athlete that just got caught drinking by the campus police. Bubb was a great communicator. He was never doom and gloom. He was able to be honest and up-front with his wrestlers and their parents. He would tell wrestlers what he expected from them, and if they were not able to meet those expectations, he would tell the wrestlers that maybe Clarion was not the best place for [them]. He turned several great wrestlers away from the program because he felt they were not a good fit for the program. That's why Gene Mills went to Syracuse. He sat at the desk while Gene sat in the chair. He had the door blocked or I would have left the office. Gene was talking to Bubb in a way that I thought, How can you talk to this guy like that? But, he kept his cool and remained very professional and calmly stated to Gene, "Then maybe this isn't the best place for you." He was also able to make people feel very special. I think parents really appreciated this in him.

This statement was said with a great sense of admiration as he leaned back in his chair and looked off into the distance.

Researcher: Followers of a transformational leader want to emulate the leader. If the wrestlers emulated their coach, how was it evident?

Gill: You're talking about upper teens or early twenties on an open college campus. However, preseason workouts were never missed. Preseason was a bonding time to Coach Bubb. They were hard and all of this training was done outside of the wrestling room. He would train with us at noontime. He would run the training course with us, which was 3.2 miles of Cemetery Hill; he would play racquetball with us. He was the first one there and the last one to leave. I don't ever remember him sending an assistant to call someone to find a wrestler. There were never any excuses. That's true about practice. I saw very few people quit. People left the program, but they never left angry. They either left the program because they couldn't compete at that level or their life style could not meet the expectations. Now, at the same time, he had other coaches there like Al Jacks and Gene Sobolewski. Clarion University's athletic program had a fabulous

coaching staff during my tenure. That began to change after I left. You had men that were pillars in the community; it wasn't just Coach Bubb.

Researcher: The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to difficulty of the task? Explain.

Gill: Well, I was never in the locker room for one of those big events. I never went to a national qualifying tournament to see what that was like. I can remember going to Pittsburgh for a big dual [match]. It was very clear that he was looking for performance; performance would yield whatever result it does. But, I think back on what he must've done when dealing with guys like Garry Barton, Elbows Simpson, Don Rohn and Jack Campbell. So it was improvement and doing your best. It wasn't a do or die type thing. There was never any false reason for motivation. It wasn't for the greater good. It was for Clarion; it was for you; it was for the program. He didn't often dwell on best accomplishments. It was real time, most all of the time.

Researcher: Did the coach attribute success or failure of an individual wrestler due to luck? Explain.

Gill: No, coach was not a believer in luck. He would say, "You make your own luck."

Researcher: Again, the four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to ability? Explain.

Gill: I don't think it was ever discussed in the practice room. It could've been discussed behind a closed door meeting with an individual wrestler, but it was never part of a team meeting. I'm sure he would've had some disappointments like Rohn winning nationals his freshman year and not getting to that level again. So, I'm sure they were there and I'm sure, in fact, I know he counseled Rohn. I think those were more of a one-on-one meeting. He didn't air laundry. He would never point fingers or name names. Now, if there had been an incident where kids got in trouble with off-campus police or something like that, he wouldn't name names. He would just talk about what happened and say that this [behavior] was unacceptable. He wouldn't say that you guys let us down. He would never point fingers. Again, guys like Dale Gilbert and Jay Hockenbrock didn't need the same kind of motivation. Guys like that don't need to be told. Those were guys that would've fit right in to Bubb's mold. Whether this is true or not, I think Bubb would've recruited guys like myself or guys that maybe placed second or third at the state tournament instead of recruiting a state champion that had some character issues. Again, Bubb was interested in having a Christian team with strong morals.

Researcher: Did the coach attribute success or failure of an individual wrestler due to effort? Explain.

Gill: I'll tell you, just as he never pointed out a flaw in reviewing the performance of a dual meet, he very seldom pointed out a stellar, stellar effort in front of the team. I'm sure those things were done in private. Maybe he would make a brief comment while going through the locker room or after practice, but seldom in front of the team. Now, you see, he and Turner were different in that Turner would blow his lid. I very seldom heard Bubb lose his composure.

Researcher: One of the simplest ways in which to illustrate how attributions are managed in conversation is through consideration of the way that leaders are asked about and respond to questions on losing. How did the coach respond to a wrestler after an individual loss?

Gill: He hated losing. Before a match was over and we knew that we were going to lose, you could see his shoulders slump. He often had a towel around his neck and he would take the towel off and place it on the floor. You would see his shoulders round out, and it hit him. It hit him hard. For someone like me, you didn't want to see that happen. You didn't want him to feel like that. It had nothing to do with the way you performed; maybe you were the one that let him down that night. But, he would just deflate. I saw it the last couple of years that I was at Clarion. We didn't have the dual meet teams that we had previously and I saw that happen. On the other hand, even when I was in high school, I would go up and watch them wrestle an Iowa or somebody like that. I was there for the Oklahoma match, which was the largest crowd to ever watch a wrestling match at Clarion University. But, with the excitement and exuberance, the man wouldn't be able to sit down. But, when he could see the door closing, he would sit down in the chair and just slump. Not that he quit coaching; you could just tell that he was devastated.

Researcher: Attributional leaders rely on linking conditions and causes of an event to give order or meaning to the event. How was the coach able to explain events to his wrestlers so they could link the results of the competition to the cause or condition?

Gill: You could see the progression that he used in his practices. If the team was scheduled to wrestle an Iowa or Oklahoma, the practices would get progressively tougher until the night before the competition. It was what you were supposed to do, to be the maximum person and wrestler that you wanted to become. It wasn't a day-to-day occurrence or a match-to-match occurrence; it was what he felt should be your daily way of life. I think that anyone that watched Coach Bubb knew that he gave 100% every day. I think his philosophy was to be a good human being in all aspects of his life. I remember Pete Morelli running the steps at the stadium. He would run the steps with reckless abandon. I would ask him, "Pete, aren't you afraid that you are going to get hurt?" He said, "Mike, if I get hurt, I probably will not be able to wrestle again. But, if I run these sprints as hard as I can, I will only get better." I don't know how many people could've brought that out in Pete to do the very, very best.

Researcher: Again, attributional leaders rely on individualizing instruction to meet the needs of their team. How did the coach individualize his instruction to meet the needs of his wrestlers?

Gill: I really never thought he did. Coach Bubb was not a technical coach. He laid a solid foundation for all of his wrestlers to follow, but gave them some individual freedom to use and perfect their own individual style. He allowed his wrestlers to be the artist of their own technique.

Researcher: Self-efficacy is the individual's beliefs about his or her capabilities to achieve a specific task. In what way did the coach help his wrestlers to increase their belief in themselves, thus increasing self-efficacy?

Gill: Through example. He didn't waver.

The interviewee did not hesitate at this question. He sat back in his chair and shook his head repeatedly when answering.

Researcher: There are several ways for athletes to develop self-efficacy. One of the easiest and most effective ways is through modeling. In what way did the coach help his wrestlers to increase their belief in themselves, thus increasing self-efficacy?

Gill: It's that whole loop that we've talked about the whole time you've been here. He modeled what, at least what Bob Bubb felt, was an example of achieving his master plan. That plan was to become a contributing, moral member of society. His job in society was to build men, not to build a wrestling team. It was not to build titles; it was to build men. In fact, a couple of little correspondences that I've had with him always begin and end talking about, don't forget the goal that we're here to develop young men. But, he's not developing them to be champions. That's a by-product. He exemplified that in everything that he did. I felt special and included that he involved me in remodeling the wrestling office. Everyone on the team felt like a member of his family. We all did. He included us in many of his family functions. To this day, those are the kind of people that I am attracted to. This [experience] was so much more than wrestling.

Again, this statement was said with a great sense of admiration and respect as his face glowed with pride.

Researcher: Familiarity is an important component to self-efficacy. When individuals are familiar with the task, they are more likely to call on self-efficacy beliefs that have been developed from previous experiences. How was it evident that the coach helped the wrestlers develop this familiarity, which would enable them to compete more successfully?

Gill: There was never any question about what you were going to face in any upcoming competitions. Bubb would give us every detail that we were going to do so that we all knew every detail before the event. There was no wonderment when the event

happened. If we were going to Pittsburgh, he would explain every detail. He would explain in this manner: We will meet in the lobby at 8:30 a.m. and leave at 9:00 a.m. We will get there at 11:00 and weigh in at noon. We will go to lunch at the college cafeteria and go back to the hotel and relax. We'll have two hours of free time to walk around the campus or just relax. At 5:00 p.m., we will meet at Fitzgerald Field House in the visitor's locker room to prepare for the match. He answered all of the questions before the event so there were no unexpected surprises. He might even make a diagram of a gymnasium and give the team details about the arena to make our team less nervous about the experience. He takes all of that worryment out of the mix.

Researcher: Effective modeling is another form of developing self-efficacy. This can be done through the use of technology. Visual feedback, such as using video cameras, allows the athlete to see the action and improve the performance. This accelerates the development of the athlete and the performance. Was the coach able to use technology to help his athletes to develop self-efficacy, and, if so, what modeling methods did he use?

Gill: There wasn't much technology available to us during my time at Clarion. I think he was very willing to try new technology in training. I think he was very willing to grab new ideas in training. So, he started with something real simple like the Airdyne stationary bike, and then it progressed into the Climax Stairmaster. Then you can just keep going from there. He was always interested in new training techniques. He was always looking for new ways to train his athletes.

Researcher: To develop self-efficacy, visualization and cognitive awareness also helps to eliminate the disruptive thoughts of stress and outside influences that may impair a performance. Was the coach able to incorporate visualization into the wrestler's routine, and, if so, how was this done?

Gill: I can't remember Bubb using visualization. No, it was real and it was you. He used a realistic approach. He believed that the wrestler was the artist of his own canvas. He allowed his wrestlers to paint their own pictures.

Summary of Mike Gill

Gill provided the researcher with information concerning Robert Bubb and his leadership style. The following summary was collected from the interview with Gill and would indicate components of a Transformational leader:

- Bubb wanted a team that could compete and had high moral and ethical values.
- Gill wanted to please Bubb out of respect for him.
- The coach was a great communicator that was always positive.

- It was clear that he was looking for performance; performance would yield results.
- The expectations were high for everyone on the team. Few people left the program mad. Most people who left the program understood that they could not meet the demands and expectations of the program.
- The wrestling team was a Christian team with strong morals.
- Bubb insisted that everyone become a contributing moral member of society.

The following comments would indicate components of an Attributional leader:

- You make your own luck.
- Bubb was a big believer that effort was a very important aspect in wrestling.

The following comments would indicate components of the Self-efficacy Belief:

- He modeled his master plan.
- The wrestler was the artist of his own canvas. He allowed his wrestlers to paint their own pictures.

Garry Barton--Wrestled for Clarion University from 1968-1972

Garry Barton was Clarion University's first NCAA Division I National Champion, winning at 134 pounds in 1972. He wrestled for Clarion from 1968 to 1972 and had a career record at Clarion of 46-25-1. A 1972 Clarion graduate in elementary education, he earned a master's degree in physical education from Rhode Island University in 1979. Barton served as head wrestling coach at Rhode Island University for three years and coached at Clifton High School, Clifton, New Jersey for three years. Barton also coached at Clearfield High School, Clearfield, Pennsylvania from 1982 to 1990. He was named Class AAA "Coach of the Year" in 1986 and inducted into the

PSAC Wrestling Hall of Fame in 1987. A native of Fairview, PA, he currently resides in Clearfield, PA with his wife and two children.

The researcher has known Barton for almost twenty years as we grew up in neighboring towns and coached against one another in wrestling. Barton was always a fun-loving guy and a great storyteller.

After calling Barton, a phone interview was arranged for January 9, 2009. During this conversation, the wrestler was given a brief explanation of the study and asked the first three questions for background information.

Researcher: Why did you come to Clarion University?

Barton: Well, I'd been to three colleges and I came to Clarion University because I was impressed with the coaching staff. I didn't have a very good high school wrestling career, so my options were limited and my college choices were few.

Researcher: What was the wrestling program like when you got there?

Barton: They were developing. Coach Bubb had just taken over the program.

Researcher: What did you know about Coach Bubb before you got involved with the wrestling program?

Barton: I didn't know anything about the program or the coaches. When the assistant coach called to talk to me about coming to Clarion, I asked him, "Where is Clarion?"

This response was a typical answer from Barton, who is known as a very funny person.

After the phone interview, the researcher agreed to meet with Gary Barton at his home in Penfield Mountain, Pennsylvania, on Saturday, January 17, 2009, at 9:00 a.m. On the day of the interview, the researcher drove to Barton's home. Barton is teaching at Clearfield Area School District where he has taught elementary physical education for almost thirty years. He recently announced his plans to retire after the end of the school

year. Barton is known for his humor and quirky personality. Because of this fact, the researcher knew that this interview would be very different and entertaining.

Researcher: Transformational leaders live by strong morals and values. What examples can you give to demonstrate the coach had strong morals and values?

Barton: Oh boy! Bubb had one rule and that rule stood for everybody. He demanded respect from you. Coach B treated you like family. He invited us to his home many times throughout the season. He wanted us to be close. He was fair. He wouldn't bend his integrity to win. I've never seen him cheat to win.

This statement was said with a great deal of thought. During this response, he paused several times to think and often looked confused as he looked off into the distance to gather his thoughts.

Researcher: The goal of a transformational leader is to transform the organization. Was the leader able to transform his wrestling program, and, if so, how was he able to do it?

Barton: He started by bringing in good people. He was trying to develop people to go to the nationals, because we hadn't had any national qualifiers or place-winners at that time. Les Bressler was the first person to win a national title, but that was an NAIA title. What was the question again? Oh, now I remember. He set down a work ethic, and he made everybody conform to that work ethic, which was pretty demanding. If you did not conform to that work ethic, or put your whole heart into that effort, you wouldn't make it through the program. If you didn't conform to those rules, he threw people off the team. He threw some talented people off the team because he wanted to clean up the program. He kicked a state champion off the team because he wouldn't commit himself to the program. He cleaned out the riff raff. Either you committed yourself or you didn't. You weren't there.

Researcher: Transformational leaders have the ability to motivate people. If this was evident in the coach, how did he motivate his wrestlers?

Barton: He set an example and set goals and told us what his goals were. As success came to the program, his goals changed. With this success, our expectations changed also. We started to expect to win. We didn't always win, but we expected to win. As the program grew, an excitement followed the program. People started talking about our program and started coming to the matches. The gym started to fill up. This was a great motivator for everyone in the program.

Researcher: If a leader is transformational, he sets high standards. What standards did the coach set for his wrestlers?

Barton: You committed yourself to the program, kept your grades up, and kept your nose clean. I mean, that was the big thing. He demanded you totally. He kept track, somehow, of *everything* that you did.

Barton laughed about his last statement, but smiled in a manner that displayed his respect for his coach. He emphasized the word "everything."

Researcher: Followers of a transformational leader identify with the charismatic leader. To what extent was the coach charismatic?

Barton: If you wanted to be part of the program, you followed. The people who finished the program had to commit to the program. It was something that you wanted to do. I mean, you had to give up the party life and all of that different stuff. I developed a bond with him. I would say that right now my dad, my uncle and Coach Bubb were the three people who had the most influence on my life and [whom] I respect the most. He is like family to me. I would run through a wall for him. He developed a team. Everybody on the team was supposed to look out for everybody else on the team. It was kinda your responsibility to help or look after the people to keep them together.

Barton's facial expression changed, and he got emotional after this statement as he tilted forward in his chair while tapping his fingers on the table.

Researcher: Followers of a transformational leader want to emulate the leader. If the wrestlers emulated their coach, how was it evident?

Barton: I think after we got out of college, you tried to run a good program. We tried to instill the values of winning and good character. Winning is nice, but it isn't everything. He had close family ties. We got together with his family. His wife and his kids were part of the program. In my experience, he took us into his family. I mean, he trusted you not to hurt his family. If you did, there was problems [consequences].

Researcher: The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to difficulty of the task? Explain.

Barton: Ah, no! He felt that if you tried, there was always a possibility. He felt if you accepted defeat before you went out to wrestle, you were defeated. He made challenges for us and sometimes we could not meet those challenges, but he never attributed success or failure due to difficulty of task.

Researcher: Did the coach attribute success or failure of an individual wrestler due to luck? Explain.

Barton: Bubb never directly attributed winning or losing to luck. You have to put yourself in the situation to take advantage of the situation. I mean, that is luck or whatever. I mean, if you put yourself in a situation to win you have a possibility to win.

But if you don't, there's no possibility of winning. You have to take advantage of your situation. If you're fortunate enough to get a call, not to get injured, and to stay healthy all season, that's part of luck. But I don't think he ever believed in luck.

Researcher: Again, the four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to ability? Explain.

Barton: Oh yes! We had Wade Schalles. He had God-given ability. Then he had people that developed their talents or worked hard to do that. I would not classify myself to be in Wade's shoes, but I probably had the drive to try to do what he could do. Bubb imparted to us that those who worked hard would succeed. If you didn't put the effort into getting better, you didn't.

Researcher: Did the coach attribute success or failure of an individual wrestler due to effort? Explain.

Barton: Those who did not work, did not win! I learned that he expected the best of you at all times and he would let you know when he felt you were not doing your best. You didn't want to disappoint him!

Researcher: One of the simplest ways in which to illustrate how attributions are managed in conversation is through consideration of the way that leaders are asked about and respond to questions on losing. How did the coach respond to a wrestler after an individual loss?

Barton: Well, depending on the effort that you put into it. I remember a situation in my junior year. I had a little problem with mental preparation. To put it into mild words, he told me if I felt that I wasn't ready to wrestle, to let him know and he would just pull me off. I think it may have had something to do with beating a national place-winner one week and then losing to a freshman from Indiana the next match. I was just having some mental problems getting ready to wrestle. But, if you lost, he would try to make you learn from losing. What did you do wrong or what can you do better next time so you could win. I had several of those moments. He called those learning moments. If you lost to someone that he felt you shouldn't have lost to, he would let you know.

Barton laughed after this statement, revealing that Bubb often seemed frustrated with him and tried to motivate him frequently.

Researcher: Attributional leaders rely on linking conditions and causes of an event to give order or meaning to the event. How was the coach able to explain events to his wrestlers so they could link the results of the competition to the cause or condition?

Barton: He would analyze each match and ask each wrestler, "What can you do to make it easier on yourself?" You were winning the match with fifteen seconds to go and you stopped wrestling. The guy scored five points on you. Now, is that a hint? He would

relate winning and losing as a learning experience, both in wrestling and in life. Bubb would explain to his wrestlers that the effort you put in might not produce the results that you want. Everybody wants to win, but that's not always going to happen. But, he would explain that a good attitude and good work ethics would give you the best chance to win.

Researcher: Again, attributional leaders rely on individualizing instruction to meet the needs of their team. How did the coach individualize his instruction to meet the needs of his wrestlers?

Barton: I think he taught the basics and he expected you to do the basics. He would instruct each wrestler on areas to work on. He might say, "Garry, I know you like to shoot single leg takedowns. Today, in the wrestling room, you have to come up with a different takedown." He would also work with you individually on what he thought you needed to work on, but he would help demonstrate moves to the team if he thought the team would benefit. Very sneakily, I bit my tongue on this. I had worked individually on a move for three weeks to beat one of my teammates for an elimination match. Unbeknownst to me, right before my elimination match, Bubb brought the team together and stated, "I want to show you a move that Barton has been working on." After the demonstration I thought, Coach, the thing I worked on to make it easier to get a takedown on these guys in the room, and you just showed everybody my secret move. Coach Bubb wanted to help everyone. I think one good thing he did was to try to conform everybody to the basics, and then he worked with you individually. He took your strong points and developed those, but he didn't take your strengths away. I mean, we had crazy Wade and crazy Garry and then you had others who were hard-nosed and straight shooters.

Researcher: Self-efficacy is the individual's beliefs about his or her capabilities to achieve a specific task. In what way did the coach help his wrestlers to increase their belief in themselves, thus increasing self-efficacy?

Barton: He lied to us! Bubb was always saying, "I know you can do [it]." Coach B always challenged his wrestlers to do as much as they could do to achieve their goals. He would challenge us by asking us, "Have you done everything you needed to do?" This [question] always seemed to put the responsibility on the wrestlers, which gave me more confidence in myself. At nationals [NCAA Tournament] my senior year, I went out and won my first match at 134 pounds, and Wade pins his first guy at 150 pounds. I tell Coach Bubb, I think I can win this thing. Coach Bubb rolls his eyes and says, "Sure you can." So, I got out and won my second bout and again Wade pins his guy. Even though Coach B might've said in his mind, there was no way that Barton was going to win this thing, he kept helping and encouraging me. I guess he kept making me believe. I kept winning and Wade kept winning. We both won the national tournament that year, but Wade is still mad at me for becoming the first national champion at Clarion University. I still joke with Wade when he says that he really wanted to be the first national champion. I tell him that the good Lord put me there first to humble [him] a little bit.

Barton laughed repeatedly as he answered this question.

Researcher: There are several ways for athletes to develop self-efficacy. One of the easiest and most effective ways is through modeling. How did the coach use modeling to increase self-efficacy?

Barton: He had a very high work ethic that he put forward. You had to do what he demanded. He got his leaders to work hard and everyone else just followed his lead. It was very hard in my mind not to work as hard as the next guy. He would not let you slack. I didn't want to disappoint him, so I did everything that he did. He demanded respect from everyone.

Researcher: Familiarity is an important component to self-efficacy. When individuals are familiar with the task, they are more likely to call on self-efficacy beliefs that have been developed from previous experiences. How was it evident that the coach helped the wrestlers develop this familiarity, which would enable them to compete more successfully?

Barton: We drilled our moves everyday so that we could do our moves without thinking. In the wrestling room, he would put you in situations to simulate competition. He would practice at different times and he set up a routine that he followed throughout the year. He also tried to model a life style that would help you to win. He would tell you what you had to do to win.

Researcher: Effective modeling is another form of developing self-efficacy. This can be done through the use of technology. Visual feedback, such as using video cameras, allows the athlete to see the action and improve the performance. This accelerates the development of the athlete and the performance. Was the coach able to use technology to help his athletes to develop self-efficacy, and, if so, what modeling methods did he use?

Barton: We didn't have much technology back then. He would scout a match and basically we would know the strengths of a team. We did tape our matches and we would watch films. But, technology was not a big integral part of the program because it was not around then.

Researcher: To develop self-efficacy, visualization and cognitive awareness also helps to eliminate the disruptive thoughts of stress and outside influences that may impair a performance. Was the coach able to incorporate visualization into the wrestler's routine, and, if so, how was this done?

Barton: Oh, yes we did! We drilled without partners, going through the steps of our moves. He called this shadow wrestling. I don't know if he did this with other guys, but he blindfolded us and we had to practice without seeing. We would have to go by feel. You don't really know how hard that is to do until you try it. Bubb always thought that you should be able to do the move without looking at it. Coach would follow this up by saying, "If you can't see yourself winning, you can't win!" Some of the things he did in the beginning, he had to change. I think he found things that worked and improved on them and the things that didn't work he threw out.

Summary of Garry Barton

Barton provided the researcher with information concerning Robert Bubb and his leadership style. The following summary was collected from the interview with Barton and would indicate components of a Transformational leader:

- Bubb had one rule and that rule stood for everybody. He demanded respect from you.
- Right now my father, my uncle and coach Bubb are the three most influential people in my life.
- Barton was afraid to disappoint the man.

The following comments would indicate components of an Attributional leader:

- He expected great work ethics from his wrestlers. If you didn't conform to his work ethics, or put your whole heart into that effort, you wouldn't make it through the program.
- He set an example and set goals and told us what his goals were.
- He demanded you totally.
- Bubb felt that if you tried, there was always a possibility.
- I don't think Bubb ever attributed winning or losing to luck.
- According to Bubb, those who did not work, did not win.

The following comments would indicate components of the Self-efficacy Belief:

- Bubb was able to increase self-efficacy by positive reinforcement. Barton explained by jokingly stating that he lied to us.
- In the wrestling room, we simulated competition and shadow wrestled.

Ken Nellis--Assistant Wrestling Coach from 1986-1996 under Coach Bubb

Ken Nellis was a two-time Pennsylvania state wrestling champion from Shaler High School in Pittsburgh, Pennsylvania. He came to Clarion University in 1981 on a wrestling scholarship. While wrestling for the university, he was a four-time letter winner, a three-year captain of the wrestling team, and a four-time NCAA qualifier. After graduating from Clarion University in 1986, he went to work in the private sector and returned to Clarion in 1990 as an assistant wrestling coach under Coach Bubb until 1997, when he became head wrestling coach at Clarion University. He held this position until the university hired him in 2007 as Fund Raising Coordinator.

After speaking with Nellis at a school function, a phone interview was arranged for December 29, 2008. During this conversation, the coach was given a brief explanation of the study and asked the first three questions for background information.

Researcher: Why did you come to Clarion University?

Nellis: I came to Clarion because my brother Craig was here wrestling. I probably would've gone to wherever my brother was. I really wanted to be at the same school where he was. Also, I knew about the tradition of wrestling at Clarion University, and I wanted to be a part of that tradition.

Researcher: What was the wrestling program like when you got there?

Nellis: When I got here, they were solid, but the wrestling program was having limited success. The last time they had won EWLs was in 1980.

Researcher: What did you know about Coach Bubb before you got involved with the wrestling program?

Nellis: I just knew that he was a straight shooter and an honest guy. He was very outgoing and friendly. He made people feel comfortable. That was the biggest thing that I remembered.

After the phone interview, Nellis agreed to meet for the second round of questions at the Clarion Area High School office on Saturday, January 3, 2009, at 9:00 a.m. On the

day of the interview, Nellis forgot about our appointment. The researcher called him at 9:25 a.m. and reminded him of our engagement. He stated that he had forgotten and that he could be at the school in five minutes, but his wife corrected him, stating that he would have to shower first and he would be at the school in about twenty minutes. The researcher assured him that there was no hurry, as it would be appreciated if he showered before coming to the interview.

Researcher: Transformational leaders live by strong morals and values. What examples can you give to demonstrate the coach had strong morals and values?

Nellis: I guess it was the way he treated everyone. He treated everyone the same. It didn't matter if you were the starter or the last guy on the roster; he treated everyone the same. That was very apparent. He treated everyone like they were family, part of the wrestling team. He included the team with his family and invited the team to his house. That kinda brought his personality from the wrestling side of it to the family side of it.

As he mentioned Bubb's family orientation, it was said with strong conviction by his repeated nodding of his head.

Researcher: The goal of a transformational leader is to transform the organization. Was the leader able to transform his wrestling program, and, if so, how was he able to do it?

Nellis: As far as leadership, [Bubb] developed and gave individuals leadership responsibilities, which built a bit of a teamwork structure. He displayed his confidence in other people by delegating responsibilities. The other thing was he also had high standards and expectations, so that if you were a captain or a leader you took those roles seriously. He also made everyone aware of the tradition of Clarion wrestling. I was a captain for three years. I was a captain during my junior year, my redshirt year and my senior year, so I took this role very seriously.

Again, Nellis felt strongly about this response as he answered with pride and satisfaction while leaning back in his chair.

Researcher: Transformational leaders have the ability to motivate people. If this was evident in the coach, how did he motivate his wrestlers?

Nellis: I think he motivated different kids [in] different ways. He would challenge some kids and praise others. His demeanor, his looks, or even his body language had a way of motivating people. The other thing was his belief in the individuals to do better. He trusted and believed in kids. He always looked for the best in people even when there was little to found. He always found something positive and then built off it. I think that

was important. Again, sometimes you don't realize that until you're past that point. When you're nineteen or twenty years old, you don't see that. Another way I think Bubb motivated us was the expectations he had. His goals were very high and he wanted to be around people that had the same goals. There was no magic formula, just hard work and dedication. He used to say when we were going to wrestle the Penn States or teams that had a better pedigree than us, "They are A-type athletes and we are the B- or C-type athletes. You just have to work harder and compete with them." I think we all realized that we weren't all on that same level of athletic ability as some of the other athletes at the top level schools. But, we did compete with them and succeed at times because of the motivation through the hard work.

Researcher: If a leader is transformational, he sets high standards. What standards did the coach set for his wrestlers?

Nellis: I think just conduct, how we handled ourselves. In practice we weren't allowed to curse. If we did, we would have to do sprints and stuff like that. Language and appearance were very important to him. [Bubb] was not big on earrings and jewelry. At that time, I don't think tattoos were as popular as they are today. He discouraged that, also. He also discouraged team members from joining a fraternity. He considered the members of the wrestling team to be your brothers. Also, expectations of schoolwork were very high. When I had a bad semester, he pointed out that having a 2.0 QPA would keep me eligible, but it's like having a .500 record. He simply asked me, "Are you happy with that?" He equated the academic side of it to the wrestling side of it. I also think he tried to draw a correlation to being a successful person. He was interested in the whole individual, not just the wrestler. His Christian values were always there. He didn't put them out there, but they were apparent. He knew that he had a sound foundation for who he was and when times were needed, he would draw upon those values. Usually, he could relate to wrestlers when they were going through tough times. Many wrestlers dealt with difficult family situations, academic concerns, weigh loss or just having a bad time at wrestling. He was very good at knowing what to say and how to handle those kinds of situations. And there were many!

Researcher: Followers of a transformational leader identify with the charismatic leader. To what extent was the coach charismatic?

Nellis: His emotions were very easy to read. If he was having a bad day and he would step into the practice room, you could tell. We knew that when he was having a bad day, we needed to step it up and tow the line. On the other end of it, if we had a 7:00 a.m. practice, he would be in the practice room clapping and singing and getting us pumped up. Bubb was a great communicator. He loved to teach kids and loved to talk with parents of the wrestlers. He showed a great deal of respect to the parents of all of the wrestlers, whether they were a starter or a role-player. He always emphasized the positive to all parents. He always found something positive to say about that wrestler that made that parent feel special. He was also fun to be around. He would make fun of people on the wrestling team. He would make fun of Charlie Heller's walk or imitate how some of the guys would react when they won. It would help to take the edge off and

kinda show the softer side of the coach. I wrestled for him and coached with him, so that helped to open my eyes to a different side of Coach Bubb. I saw his competitive side and his compassionate side. Just like any good coach, you have good years and not so good years. From the coaching side of it, I saw how hard it was when you're dealing with kids ranging from eighteen- to twenty-two-year-olds. Another revealing aspect of coaching with Bubb was witnessing all the hard work that was done and realizing that sometimes it falls flat. That was difficult. But, it's very satisfying when the cream does rise to the top and watching a young man mature and grow and become a successful wrestler and a person. There are usually many heartaches and headaches along the way. There are no guarantees in the sport of wrestling.

Researcher: Followers of a transformational leader want to emulate the leader. If the wrestlers emulated their coach, how was it evident?

Nellis: On the wrestling side as an athlete, he treated all of his wrestlers the same. He respected everyone for the abilities that they had. It didn't matter if you were the starter or the third string person. He expressed how important it was to have the role players on the team. We had several guys on the team that were good wrestlers, but not great wrestlers. He respected everyone for their contributions to the team. They respected him for that and wanted to please him. That was one way that they emulated him; by treating everyone on the team with respect. Bubb also wanted to make sure that we represented our school, our university, and ourselves in a first-class manner. I think he stressed that to the wrestlers all of the time. Bubb convinced his wrestlers that the way they acted was a direct correlation of their parents and their families. I think everyone tried to emulate those things while wrestling for Bubb. As a coach, I learned that he wasn't a real rah-rah type of coach. When he did become angry and upset, he didn't get too emotional. I don't ever remember him cursing, but I'm sure he did on occasion. I think his emotions were never real high or real low. I guess our team kind of related to that emotional mindset. We seemed to wrestle with the same set of calmness and confidence. I tried to emulate that aspect of him later in my coaching career.

Researcher: The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to difficulty of the task? Explain.

Nellis: I don't think he related success to the difficulty of the task. I do think he encouraged many of his wrestlers by stating that the difficulty of the task would be a building block for many things in future endeavors. By completing this difficult task, you will be prepared to face many challenges along the way. It's like saying, the older wrestlers have paid their dues and now you are paying yours. If you can see the big picture, you will understand. If you stick with it and follow it through, you will see the fruits of your labor. Just don't quit. So many people just don't see the immediate satisfaction or they are not willing to go through the hard work; they don't want it that bad.

Researcher: Did the coach attribute success or failure of an individual wrestler due to luck? Explain.

Nellis: No, coach was not a believer in luck. He believed that preparation and ability to work would provide you with many opportunities in life. You kinda reap what you sow.

Researcher: Again, the four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to ability? Explain.

Nellis: Yeah, I think coach was a realist. He would say that he did very little for Wayne Schalles or Kurt Angle. He believed that some of his wrestlers had far more ability than others and that he provided the perimeters for them to work in. He took very little credit for making them as successful as they were. He felt that they already had the ability, the quickness, and the skill level. He just helped them to hone their skills. I remember him saying, "I just created the perimeters for them to operate in." He gave them good workout partners, surrounded them with good people, pushed the right buttons and motivated them. He would not take credit for expanding on their ability. But, he would also go to some of the wrestlers that had little ability and tell them that they had things to offer that would be helpful to the team. He would remind these athletes this experience would serve them later in life. He would explain that this would help them in tough times, whether it would be sticking it out through a tough marriage, or working at a job you didn't like. It's too easy to quit. Because we've quit other things, it becomes too easy. I think he put that into perspective for the wrestlers.

Researcher: Did the coach attribute success or failure of an individual wrestler due to effort? Explain.

Nellis: Oh yeah, I think that is what [Bubb] did best. He shined the light on the people that were overachievers. He always looked for those types of people when recruiting. He was successful because he outworked people. We had several talented kids who didn't have the drive or determination to work hard. They let some great opportunities go by the wayside. Bubb let them know about it and tried to use it as a motivating factor. He would preach to his wrestlers that they had a short window of opportunity. He always stated, "If you want to be successful, you must work hard and give a maximum effort to achieve your goals."

Researcher: One of the simplest ways in which to illustrate how attributions are managed in conversation is through consideration of the way that leaders are asked about and respond to questions on losing. How did the coach respond to a wrestler after an individual loss?

Nellis: He hated losing. I didn't realize that until I started coaching with him. Sometimes as an athlete, you focus on yourself and you don't see things that happen around you. But as a coach, I realized that losing really affected him. I think he hated losing more than he liked winning. When our team collapsed at nationals in '86, he

wanted to find out what he did wrong. He thought that there must've been something that he did wrong. He was always looking for ways to improve his performance. He always blamed himself when things went wrong and asked what can [he] do differently to go forward to get better. I know I had that conversation with him after my senior year. Losing always motivated him to do better. Sometimes it wasn't losing that got to him, it was the performance.

Researcher: Attributional leaders rely on linking conditions and causes of an event to give order or meaning to the event. How was the coach able to explain events to his wrestlers so they could link the results of the competition to the cause or condition?

Nellis: After our collapse in '86, I graduated and moved away from Clarion. The next season I felt we would be an average team. After an uneventful dual meet season, Clarion surprisingly placed three wrestlers in the national tournament. Ken Haselrig, Mike Cole and Paul Clark all became All-Americans and Clarion University took sixth as a team at the NCAA tournament. Whether Bubb did anything different, I don't know because I was gone. But, there was a definite change in results. I didn't think they were as talented as we were the year before, so whatever he did to tap into their mindset and develop them into successful wrestlers and build that transition from sub-performance to good performance was certainly evident. Another example of linking results to competition happened when Bubb was able to make connections with wrestlers about poor training habits versus poor performance. An example was if the wrestler struggled with his weight for a week, it would affect his performance on the mats. Bubb would explain that if you would lose weight better, then you would probably have better results, and most of the time they did.

Researcher: Again, attributional leaders rely on individualizing instruction to meet the needs of their team. How did the coach individualize his instruction to meet the needs of his wrestlers?

Nellis: He laid a solid foundation for all of his wrestlers to follow, but gave them some freedom to use and perfect their own individual style. He realized that there is more than one way to win. Many coaches would discourage wrestlers from being creative. He encouraged this by not discouraging it, if that makes sense. He let the individual's abilities flourish by not squelching it. He would not take their individualization away from them. I remember another situation during my first year of coaching with Bubb. We didn't have any good workout partners for Kurt Angle. He went out and brought in Lou Bannick for Iowa. He was able to come in and work out with Kurt three days a week. This helped to meet the needs of his most talented wrestler, [Angle], at a time where the talent was not there. He would do whatever he could to help an individual that was in need.

Researcher: Self-efficacy is the individual's beliefs about his or her capabilities to achieve a specific task. In what way did the coach help his wrestlers to increase their belief in themselves, thus increasing self-efficacy?

Nellis: I think he learned to do this after he had those first few years of success. Wrestling is a sport where you expose yourself both physically and emotionally to what you really are. Coach Bubb was able to know people's levels of how they were going to push themselves, whether it would be the mental challenge, physical challenge or their pain threshold. We did have very hard practices. He was able to convince people to train hard and to believe mentally that other people were not willing to go to the limits that you were to win. The other side was the emotional side. Coach knew that I was an emotional kind of wrestler, and he tapped into my emotional needs. If I was having a bad practice, he knew I might need a break to blow off steam. He would say, "Kenny, go take a break and get your head together, but get your butt back in here as soon as you're ready to go." Bubb was able to tap into the emotional side of his wrestlers. He realized that the emotional side of wrestling was very important. I think that's important to know because everybody trains and reacts differently and all have unique personalities.

Researcher: There are several ways for athletes to develop self-efficacy. One of the easiest and most effective ways is through modeling. How did the coach use modeling to increase self-efficacy?

Nellis: He didn't take himself too seriously. I guess sometimes he would be self-deprecating. He didn't think that his way was the only way. He had a good example of the right way to do things, but he would give you some leeway. Usually we would try something our way and eventually we would come back to him and say, "Ok Coach, what way do you think I should do this?" He opened himself up and let the kids know the personal side of him to let them know that he really cared. Also, he was such a solid citizen, and he modeled that everyday to his wrestlers through his work habits, his dedication and his commitment to everything that he did. I saw this in my later years in wrestling, but really understood it when I coached with him.

Researcher: Familiarity is an important component to self-efficacy. When individuals are familiar with the task, they are more likely to call on self-efficacy beliefs that have been developed from previous experiences. How was it evident that the coach helped the wrestlers develop this familiarity, which would enable them to compete more successfully?

Nellis: He made the practices a part of the event. Our practices were as intense as the matches. Also, if we were going to the NCAA tournament and the tournament was scheduled to start at 9:00 a.m., we would practice at that time. He thought that this would help us become familiar for the real competition. Some guys would complain to the coach saying, "We're not morning people." Coach would jokingly say, "Well, guess what guys? They're not going to change the tournament 'cause you're not a good morning person. I'll ask them. Maybe they will change it, but probably not." He also had a routine. It really didn't change much. So, you knew that in the fall you probably would be doing long hallways and running the stadium steps. During the season you would be doing a lot of drilling and live situational wrestling. As the season winded down, we change our focus on the national tournament. He would prepare us to wrestle

three or four times a day. Those are some of the ways that he prepared his team or made his team familiar for the competition.

Researcher: Effective modeling is another form of developing self-efficacy. This can be done through the use of technology. Visual feedback, such as using video cameras, allows the athlete to see the action and improve the performance. This accelerates the development of the athlete and the performance. Was the coach able to use technology to help his athletes to develop self-efficacy, and, if so, what modeling methods did he use?

Nellis: We always taped all of our matches. The wrestlers were expected to review [their matches] with the assistant coaches and evaluate their performances. I came from a background that I used this in high school and I depended on it in college. My last two years in college, including my redshirt year, I was in charge of the athletes to get them in to watch their tapes. We did this extensively. We didn't have too much technology, but he made do with what we had.

Researcher: To develop self-efficacy, visualization and cognitive awareness also helps to eliminate the disruptive thoughts of stress and outside influences that may impair a performance. Was the coach able to incorporate visualization into the wrestler's routine, and, if so, how was this done?

Nellis: My high school coach was big with that so I had some background with it. I don't think Coach Bubb did a lot of this directly with the wrestlers. Indirectly, he was able to convince his wrestlers to visualize themselves as a successful athlete and as a successful person. He stressed that you're not wrestling the singlet, you're not wrestling the blue and white stripes of Penn State, you're wrestling the individual. So mentally, how we approached it was brought into play. He always preached that you must believe that you would win the match, and if you couldn't do that, then the battle was lost before you stepped out on the mat. This may be an offshoot of visualization, but he believed that you must be able to see yourself successful before it could happen.

Summary of Ken Nellis

Nellis provided the researcher with information concerning Robert Bubb and his leadership style. The following summary was collected from the interview with Nellis and would indicate components of a Transformational leader:

- Bubb treated everyone like they were family, part of the wrestling team.
- The coach motivated kids in different ways. He would challenge some and praise others.
- Bubb was a great communicator and loved to work with kids.

- He convinced his wrestlers that the way they acted was a direct correlation of their parents and their families.

The following comments would indicate components of an Attributional leader:

- The difficulty of the task would be a building block for many things in the future.
- Preparation and ability to work would provide you with many opportunities in life.
- He would shine the light on the people who were overachievers.
- He was able to convince people to train hard and to believe in themselves.

The following comments would indicate components of the Self-efficacy Belief:

- Bubb was a solid citizen and modeled that to his wrestlers everyday.
- Our practices were as intense as the matches.

Dave Caslow--Assistant Wrestling Coach in summer wrestling camps at Clarion University from 1970- 2003

Dave Caslow graduated from Hempfield High School in 1959. He was a walk-on wrestler at Clarion University from 1960 to 1964 and became a four-time letter winner and two-time captain of the varsity wrestling team. While wrestling for the university, he placed fourth at the National Association of Intercollegiate Athletics (NAIA), becoming Clarion's first national wrestling place-winner. After graduating from Clarion University in 1964, he began his teaching career at Tyrone High School. He taught at Tyrone for two years and at Warrior Run High School for three years until finally settling at Philipsburg-Osceola Area School District. He taught social studies and was the head wrestling coach at Philipsburg for thirty-four years, retiring in 2005. He has been very active in the wrestling community for many years and has won several awards during his

tenure as wrestling coach at Philipsburg High School. He was inducted into the Pennsylvania Hall of Fame in 2001. His affiliation with Coach Bubb began in 1970 when he was hired as curriculum director for the Eagle Wrestling Camp, which was started by Coach Bubb. It is this work experience that the researcher will ask Caslow to draw from when interviewing him for my research.

The researcher has known Coach Caslow for almost forty years, first competing against him as a high school wrestler when Caslow was coaching at Philipsburg High School. Also, the researcher coached against him in the early 1980s as a wrestling coach and worked with him as a camp clinician at the Eagle Wrestling Camp at Clarion University from 1982 through 2003.

After speaking with Caslow at a Clarion University wrestling match, a phone interview was arranged for January 19, 2009. During this conversation, the coach was given a brief explanation of the study and asked the first three questions for background information.

Researcher: Why did you come to Clarion University?

Caslow: I came to Clarion by accident. I didn't go to college directly after graduation. I sat out a year. A wrestler from Clarion came home and practiced with my high school wrestling team. I heard him talking about wrestling at Clarion, and he asked me if I wanted to go up to Clarion and practice with the wrestling team. I decided that I wanted to try it. I went up and practiced with the wrestlers and beat most of the guys in the room. The coach asked me if I wanted to come to Clarion to wrestle. That was it.

Researcher: What was the wrestling program like when you got there?

Caslow: It was the first year for the wrestling program. It was Lignelli's first year as a coach.

Researcher: What did you know about Coach Bubb before you got involved with the wrestling program?

Caslow: I met Coach Bubb when he was leaving Tyrone High School. He was just hired as head wrestling coach at Clarion University, and I had just graduated from Clarion University. He interviewed me and showed me around the high school and the town [Tyrone], and we became friends for life.

After the phone interview, The researcher agreed to meet with Coach Caslow at his home on Saturday, January 24, 2009, at 9:00 a.m. On the day of the interview, the researcher drove to Osceola, Pennsylvania where Caslow resides. He lives in a modest home with his wife, his adult daughter and her three young children. Dave introduced the researcher to his family and then we retreated to his upstairs office where his memorabilia from his years of coaching is exhibited. We spent several minutes viewing and discussing many of the pictures and awards that were proudly displayed on his office walls. He informed the researcher that his collection originally was hanging on the walls in his living room until the items started to overtake the room. His wife eventually informed him that his memorabilia needed to be moved to his office. Even though his office was very small and cluttered, he knew where everything was and even found a poem that he wrote and recited for Coach Bubb at his fiftieth birthday party. His sense of pride and accomplishment and his ability to recall with great detail each picture and award was impressive. It was an honor to tour Caslow's office and talk with him about his experiences in wrestling.

Researcher: Transformational leaders live by strong morals and values. What examples can you give to demonstrate the coach had strong morals and values?

Caslow: I think that his whole life style and his religious convictions are his top priorities. He speaks boldly about his faith and has very strong family connections. He is the ultimate host. He has a gift of hospitality. One of the things in his development of his summer wrestling camps was he established a practice of inviting all of the visiting coaches to his house for a barbecue. This was his way of making the other people feel connected to the program. With his gift of hospitality, he could make other people feel important. Those coaches came back year after year. His program grew to be, in my mind, the most successful summer wrestling camp in the country.

Researcher: The goal of a transformational leader is to transform the organization. Was the leader able to transform his wrestling program, and, if so, how was he able to do it?

Caslow: I think he did this through personal relationships. I think that's his strength. He has the ability to adapt to people of all levels. For example, he and Dr. Gimmell, [the president of the university], had a very respectful relationship. He could express his disagreements with his superiors. He also had a great relationship with Bucky, the janitor; I mean a great relationship. He was able to create relationships with people below him in rank as well. He developed a great rapport with everyone who he worked with. He made us feel like we were an integral part of operating that camp. He had the ability to make you feel trusted and needed. The people around him had a deep sense of service toward him that was unusually strong. I got the title of curriculum coordinator. He knew our strengths. He knew Dutrow's strengths, so he made him the dorm boss and the authority figure. I think Bubb would surround himself with people with specific talent and make them feel very important and used them to maximize their collective talents.

This question was answered with great pride and devotion toward Coach Bubb. Caslow's face glowed with pride when sharing this response.

Researcher: Transformational leaders have the ability to motivate people. If this was evident in the coach, how did he motivate his wrestlers?

Caslow: He did not try to mold his wrestlers into one style. He took his wrestlers from where they were and got the best out of them; just like his coaches. He made everyone feel important regardless of their ability. He didn't try to make Wade Schalles into Elbow Simpson, nor did he try to make Elbow Simpson into Wade Schalles. He could take a person from where they were and allow them the freedom to grow into their own style. Like the Penn States, he didn't want everyone to wrestle the same, like machines. He related to everyone so well, and that they wanted to do their best.

Researcher: If a leader is transformational, he sets high standards. What standards did the coach set for his wrestlers?

Caslow: He was a very driven person. You didn't have to be around him long to know that if you didn't share his passion for wrestling and his passion for achievement, you probably weren't going to be around long. He also had a sense of wisdom and maturity about him that everyone respected. Even if you were older than him, you still respected that sense of maturity. When it came to personal relationships, he certainly had common sense. I think that is what made him so special.

Caslow leaned back in his chair and gazed off for a moment, pausing to regain his thoughts.

Researcher: Followers of a transformational leader identify with the charismatic leader. To what extent was the coach charismatic?

Caslow: If you didn't see Bubb for a while, he made you feel important and like you were missed and he was happy to see you. Sometimes, in my earlier years, he could put on different hats. He had great political attributes. Whether it was the president of the college or the people under him, he had the diplomacy to relate to everyone that he talked to and give that person the impression that he really cared. This was one of the most important qualities that he displayed and one that many people admired about him as a leader. I had seen him do this so many times in my personal experiences with him that I wasn't sure whether it was real or diplomacy.

Caslow laughed loudly after this statement.

Researcher: Followers of a transformational leader want to emulate the leader. If the wrestlers emulated their coach, how was it evident?

Caslow: This is my thought through a biased point of view. I tried to model myself after him because I had such great respect for his leadership abilities. I took notes while he was lecturing and tried to emulate him when I lectured. Still to this day if you were to ask me what people were most responsible for my achievements, I would have to give credit to Coach Bubb. I consider him my mentor. I consider myself a product of Bubb and Turner, [Bubb's longtime assistant]. I only saw him and his leadership style during the summer wrestling camps. I can't answer the question about how his wrestlers emulated the coach, but I know I emulated the coach in many, many ways.

Researcher: The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to difficulty of the task? Explain.

Caslow: Bubb scheduled the best teams in the country. Very few schools the size of Clarion were willing to take on schools like the Iowa and Oklahoma. If reaching for the stars was an attribute, he had it. Protecting his personal record was never a consideration. I was never in on the conversation when they discussed his schedule, but I know that he brought in those kinds of people to better his competition. He liked to extend himself. He was a risktaker, which is an essential attribute for achievement.

Researcher: Did the coach attribute success or failure of an individual wrestler due to luck? Explain.

Caslow: No, I never heard him talk about luck. I don't think he believed in luck. He would never give any credit to luck. He always believed that if you worked hard you would get the credit that you deserved. He is a humble person. I think his humility causes him to cast off credit. I think humility enhances human relationships. Bubb never put his picture on a camp brochure or never included his name in the summer camps. He always gave credit to the institution. I think humility and class together. I think Coach Bubb had both.

Researcher: Again, the four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to ability? Explain.

Caslow: I don't know. I don't think his humility would allow him to do this. That goes back to what I said before about him never having his picture on the summer wrestling camp brochure. He connected his achievements to the university. I think that is one of the reasons why he got so much support from within the university. He connected his achievements to the university and I think that is one of the reasons that he got so much support within the university. He always paid great homage to his superiors. He really didn't recruit wrestlers with the best ability. He was looking for good athletes with great character.

Researcher: Did the coach attribute success or failure of an individual wrestler due to effort? Explain.

Caslow: Effort was a huge factor in his style of coaching. Bubb was an extremely hard worker. He was driven. It's only driven people who worked as hard as he worked. He was always in the office putting in his time and doing the work that needed to be done. I think he expected the same from his athletes. His identity was in the sport of wrestling. He was a born leader. You can nurture leadership, but you can't get leadership out of a book. On occasion, he would mention how he thought he put too much effort into the wrestling program and how he should've put more time into his family. He still feels like he missed out on many of the special moments in his family's life because of wrestling.

Researcher: One of the simplest ways in which to illustrate how attributions are managed in conversation is through consideration of the way that leaders are asked about and respond to questions on losing. How did the coach respond to a wrestler after an individual loss?

Caslow: He didn't like it. He could be confrontational with officials. He could be very intimidating and had the ability to sell his point in an argument. He would plant seeds in the argument that would make people think about the disagreement. He had so much respect, when he did have a disagreement and expressed his views, they would listen.

The coach broke out in loud laughter as he made the first statement.

Researcher: Attributional leaders rely on linking conditions and causes of an event to give order or meaning to the event. How was the coach able to explain events to his wrestlers so they could link the results of the competition to the cause or condition?

Caslow: I can talk more about the camps than I can the competition because I was only around in the summer. He incorporated life skills into his wrestling instruction. It didn't matter how talented the wrestler was; the message didn't change. If Wayne Schalles came in, it didn't matter. He was going to have the same life skills message. Bubb

believed that the battles in wrestling would be the same battles you would face in life. He stressed that these lessons shaped your character and stayed with you for life.

Researcher: Again, attributional leaders rely on individualizing instruction to meet the needs of their team. How did the coach individualize his instruction to meet the needs of his wrestlers?

Caslow: I always used the Simpson and Schalles analogy. Simpson was much less creative as an athlete. He had a style that worked for him. Bubb didn't try to change his style. Wade Schalles was one of the most creative athletes that ever existed in the sport of wrestling. Coach Bubb allowed him to be creative and to be himself. He allowed all of his wrestlers to express their creativity. He has taken some very successful wrestlers and built on their success, and also he has developed some athletes who weren't so successful in wrestling and made them successful. Dale Gilbert from Brookville was a great example of how Bubb worked with Gilbert and improved his talents in college. This was the core of his coaching style.

Researcher: Self-efficacy is the individual's beliefs about his or her capabilities to achieve a specific task. In what way did the coach help his wrestlers to increase their belief in themselves, thus increasing self-efficacy?

Caslow: I think it was his own firmness in his standards, morals, and work ethic. He acquired those in his success in coaching. He established a belief in his program that through hard work, accomplishments could be made. He developed the philosophy that hard work pays off. Dedication, drive and determination are all of those characteristics that create positive results. He was not an instant success himself, so therefore he believed that champions could be made and he passed that on to the people around him. My first experience with Coach Bubb happened in college. Some of his high school wrestlers came to Clarion and became my teammates. There were three of them, Woods, Cunningham and Crust . . . those kids would tell stories about Coach Bubb. His image in Tyrone was spectacular. People looked up to him. He had only been there for seven years, but in that time his program grew significantly. When he left the program, it was among the best in Central Pennsylvania. I knew I really wanted to get to know this guy. I heard things like, Bubb said this, Bubb said that. I'm like, I really want to meet this guy. Sure enough, I get out of the army and the rest is history.

Researcher: There are several ways for athletes to develop self-efficacy. One of the easiest and most effective ways is through modeling. How did the coach use modeling to increase self-efficacy?

Caslow: He certainly is not a hypocritical person. He practiced what he preached. He didn't ask any more than what he gave. In fact, he always gave more than what he asked and his athletes knew it. Bubb felt guilty because he spent so much time in wrestling that he neglected his family. His wife, Marsha, would go with him to most of the big tournaments. She was a big supporter of wrestling. As a matter of fact, he knew her in college and was kind of dating her. His elimination partner at Pitt was Ralph Clark.

Ralph was kind of interested in Marsha, also. So, when they eliminated, it was like a wrestle off for Marsha.

The statement about Bubb's family was said with loyalty toward Bubb, as the coach nodded over his shoulder at a picture of Coach Bubb that was displayed on the wall.

Researcher: Familiarity is an important component to self-efficacy. When individuals are familiar with the task, they are more likely to call on self-efficacy beliefs that have been developed from previous experiences. How was it evident that the coach helped the wrestlers develop this familiarity, which would enable them to compete more successfully?

Caslow: I think that goes back to what I already said, "He always had to work for what he got." He never achieved the highest honor throughout his wrestling career. At Tyrone he was a little bit away. At Pitt he ended up fourth in the nation. He lost to Ron Grey in the national semis and then he lost his consolation match to finish in fourth. He put his heart and soul into all of his previous roles. He wasn't a Mike Johnson on his feet. I think he was a product of the values that he tried to instill in others. He had a sense of honor and wanted to win in an honorable way.

Researcher: Effective modeling is another form of developing self-efficacy. This can be done through the use of technology. Visual feedback, such as using video cameras, allows the athlete to see the action and improve the performance. This accelerates the development of the athlete and the performance. Was the coach able to use technology to help his athletes to develop self-efficacy, and, if so, what modeling methods did he use?

Caslow: His lectures were very animated. His animation allowed him to capture attention and allowed people to engage in his thoughts. I don't know if that counts for anything or not. We had very little technology available while I worked with Coach Bubb. He was always interested in exploring new ways to improve the quality of wrestling at Clarion University. Technology did not become available until later in my coaching experience with Coach Bubb.

Researcher: To develop self-efficacy, visualization and cognitive awareness also helps to eliminate the disruptive thoughts of stress and outside influences that may impair a performance. Was the coach able to incorporate visualization into the wrestler's routine, and, if so, how was this done?

Caslow: I did not experience any visualization techniques that Coach Bubb may have used with his wrestlers. My experiences with the coach happened throughout the summer and were involved mainly with the summer wrestling camps. He did always say that if you can't see yourself winning then you probably wouldn't. He was a firm believer that the confident wrestler would have the advantage over the wrestler who was questioning himself. I guess I would say that he was a very confident person and his confidence was contagious.

Summary of Dave Caslow

Caslow provided the researcher with information concerning Robert Bubb and his leadership style. The following summary was collected from the interview with Caslow and would indicate components of a Transformational leader:

- I think that his whole life style and his religious convictions are his top priorities.
- He took his wrestlers from where they were and got the best out of them.
- Bubb had diplomacy to relate to everyone who he talked to.
- He was looking for good athletes with great character.
- Caslow tried to model himself after Bubb because of his respect for his leadership abilities.

The following comments would indicate components of an Attributional leader:

- Clarion University scheduled the best teams in the country to wrestle.
- I don't believe that he ever gave any credit to luck.
- Effort was a huge factor in his style of coaching.
- Bubb established a belief in his program that through hard work, accomplishments could be made.

The following comments would indicate components of the Self-efficacy Belief:

- He practiced what he preached. He never asked more than what he gave.
- Very little technology was available, but he was always interested in improving.
- The confident wrestler would always have an advantage over the wrestler who was questioning himself.

The next person interviewed from Clarion University was the athletic director who worked with Coach Bubb.

Frank Lignelli--Athletic Director at Clarion University from 1966-1992

Frank Lignelli was a graduate of Clarion University in 1950. He was hired as a physical education instructor and head wrestling coach in 1957. He coached wrestling for seven years until he was hired as Athletic Director in 1966. Mr. Lignelli's first job was to hire a wrestling coach. He hired Robert Bubb as head wrestling coach in 1968.

Mr. Lignelli was instrumental in building and developing a strong athletic program at Clarion University in the 1970s and 1980s. Clarion University won fifty-nine PSAC titles and eleven national titles throughout his tenure. Football, basketball, swimming, gymnastics, and wrestling were among the most successful programs, and Lignelli was credited for developing many of these programs. Also, Clarion University had one of the highest graduation rates for student-athletes among the PSAC schools during this time.

Personally, this researcher attended Clarion University from 1977-1981 and participated in football and wrestling. A strong working relationship was developed with Mr. Lignelli during this time as the researcher worked for Mr. Lignelli in the work-study program for four years and admired his dedication and commitment to Clarion University. Mr. Lignelli was present at almost every event, often either on the sidelines or behind the benches encouraging and cheering on the teams. He was nominated for several awards, including the Distinguished Service Award in 1986 for outstanding contributions to Clarion University, Clarion University Sports Hall of Fame in 1994, and the National Association of College Athletic Directors Hall of Fame in 2006.

After speaking with Lignelli previously at a church function, a phone interview was arranged for December 22, 2008. During this conversation, Lignelli was given a

brief explanation of the study and asked the first three questions for background information.

Researcher: Why did you come to Clarion University?

Lignelli: I came to Clarion by mistake. Originally as a student I started at California University, but my transcripts never got sent to the university so I ended up at Clarion. At that time, few people even knew where Clarion University was. Some even said that if I ended up in Clarion it would be the biggest mistake I ever made. I've been here ever since. That was in 1946.

Researcher: What was the wrestling program like when you joined the university?

Lignelli: They didn't have wrestling when I came. They started the program in 1946, which was my freshman year. The fellow that coached left my sophomore year. So, Tippen said to me, "Frank, how about you being a student coach." I said, "Why me?" He said, "You're doing a good job and the kids all have your respect." So I coached the team for two years. When I graduated from Clarion in 1950 they dropped the program. I was hired at Clarion State College in 1957 as a physical education instructor and restarted the wrestling program in 1959.

Researcher: What did you know about Coach Bubb before you hired him to direct the wrestling program?

Lignelli: I had four of his high school wrestlers in the early '60s who had wrestled for Coach Bubb at Tyrone High School and were wrestling for me at Clarion. I was so impressed with their work ethic and commitment. I didn't recruit any of these athletes; they just came to Clarion. I started asking questions about Coach Bubb. I asked them where Coach Bubb wrestled and where did he come from. They told me that he was a native of Lock Haven and wrestled for Pittsburgh University. I kept asking them all kinds of questions about Bubb. Then, the president of the university hired me as the athletic director in 1966. . . . My first task was to hire a new wrestling coach. The president of the university was a Penn State graduate, and he had asked me to hire a Penn State graduate for the wrestling program. I interviewed several college wrestling coaches, but none were interested in coming to Clarion. Most of them didn't even know where Clarion was. Finally, I explained to the president that Coach Bubb was being recruited to coach at Washington University in Pullman, Washington. He was so impressed that he immediately gave me permission to hire Bubb. Bubb was very attached to the community and did not want to leave Tyrone. I had to convince him that the job at Clarion University was a good opportunity for him.

After the phone interview, the researcher agreed to meet Lignelli at the researcher's office in Clarion, Pennsylvania, on Saturday, December 27, 2008, at 9:00

a.m. On the day of the interview, Mr. Lignelli seemed very excited, explaining that his wife ordered him to shave because she wanted him to look good for his interview.

Researcher: According to transformational theory, transformational leaders live by strong morals and values. What examples can you give to demonstrate Coach Bubb had strong morals and values?

Lignelli: Absolutely! With my conversations with his wrestlers while they were at Clarion they would tell me what kind of individual he was. They told me that he was a religious man. They also stated that he was very strict. Bubb insisted that his wrestlers become good citizens in the community. He was that type of a person. Those were the things that convinced me that this is what I was interested in having here at Clarion.

Researcher: The goal of a transformational leader is to transform the organization. Was the leader able to transform his wrestling program, and, if so, how was he able to do it?

Lignelli: Well, I was able to provide him with some incentives. When I was talking to him on several occasions, I pointed out to him what I was interested in doing to the wrestling program. I told him that we had a plan to build a new gymnasium, which would help to create interest in the program. Also, I told him that I was going to start raising funds for scholarships. That impressed Bubb. I also told him that I was interested in him starting wrestling camps. I told him the value of wrestling camps was to supplement his income and also provide an opportunity to recruit these athletes that came to his camps. Those things really impressed Bob because we never had anything like that. The new gym was built in 1968. We practiced in the basement of Davis Hall and the steam pipes were so low that if you weren't careful you would hit your head. Bubb couldn't believe that we practiced in this area. I told Bubb if you had to do the things that I had to do you would never take a job like that. But, these are things that I had to do to sell Bob to come to Clarion. I had to sell him because he was not easy to convince. He was so attached to the people in the community at Tyrone. He was that type of person.

Researcher: Transformational leaders have the ability to motivate people. If this was evident in the coach, how did he motivate his wrestlers?

Lignelli: Again, you don't motivate attitude. It was the method Bubb used to create atmosphere and environment where his wrestlers could become motivated. In the environment he created, you couldn't help but to be motivated.

Researcher: If a leader is transformational, he sets high standards. What standards did the coach set for himself and his program?

Lignelli: Bubb set very high standards for himself and for his program. I'll give you one example. Coach Bubb recruited a wrestler who was not a strong student named Charlie Heller. Bubb really worked on him and put the pressure on him. He was able to convince this wrestler how important it was to become a better man and a better student.

This was a great example of how a wrestler became motivated through Bubb. He set the standard and created the environment to help all of the wrestlers meet their potential. The end result was that this former wrestler is now an assistant superintendent at a local school district. A weak student that eventually developed himself to the point that he was able to mature and to take his studies serious. Now he is an assistant superintendent of a school. This again reflects on Coach Bubb. He expected all of his wrestlers to be better students, better wrestlers and better people in the community.

Researcher: Followers of a transformational leader identify with the charismatic leader. Give examples to demonstrate that the coach had charisma.

Lignelli: To a certain degree, yes, and to a certain degree, no. Bubb was very charismatic. He had a way about him that was very impressive. Everyone liked to be around him and he loved to talk to people. But, he was not the type of person to put his chest out and brag about his success. This is why I say yes and no. When you talked to him, he would be the first to say, I don't deserve any credit. That was his attitude. He wanted to say that his wrestlers deserved all of the credit.

Researcher: Followers of a transformational leader want to emulate the leader. If the wrestlers emulated their coach, how was it evident?

Lignelli: Oh, they had the greatest respect for him even though many of the wrestlers presented many problems for him. Some of his greatest and most talented wrestlers often gave him many problems. He wanted to kick Schalles off the team. I told him that he is your bread and butter. You can't kick him off the team. Bubb would not tolerate some of the things that they did. Even though he had problems with some of his wrestlers, they all respected him and tried to emulate and please him.

Researcher: The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of the program due to difficulty of the task? Explain.

Lignelli: No, in fact I think he contributed to it. He took his teaching as serious as his coaching. This is what impressed the students, both male and female. He taught a health class and they were very impressed with his preparation and way he lectured to them. On the coaching side, he convinced his wrestlers that the more difficult the task, the greater the accomplishment. Bubb was able to convince his wrestlers to thrive on the concept that success was measured by the difficulty of the sport, the toughness of the team, and competing with a demanding schedule.

Researcher: Did the coach attribute success or failure of the program due to luck? Explain.

Lignelli: No. It's pretty hard to attribute his success to luck. Again, his success was attributed to several factors: One was recruiting, and another was his ability to instill the proper attitude among his wrestlers. You don't teach attitude. You create the

environment whereby wrestlers are able to grow and mature. He was hard on his wrestlers, but at the same time he was fair.

Researcher: Did the coach attribute success or failure in his program due to ability? Explain.

Lignelli: Bubb always stressed that you must improve on the abilities that you have. He really never stressed ability to his wrestlers, just improving on whatever they had. I remember a wrestler that Bubb recruited who was not very talented named Garry Barton. When Barton was in high school, he never got out of the regional tournament, but he recruited him anyway. He was able to convince him how he could become a better wrestler. Through hard work and dedication to the program, this wrestler went on to become a team leader and a national champion.

Researcher: Did the coach attribute success or failure in his program due to effort? Explain.

Lignelli: He was able to convince all of his wrestlers that effort was a huge factor in success. Bubb recruited an athlete that came to Clarion as a great football player and wrestler named Kurt Angle. Kurt was an outstanding high school football player. He tried to do both sports during his freshman year. Bubb was able to convince him that his future was in wrestling. He told Angle that if he would concentrate on wrestling only and increase his commitment and effort that he could achieve great things. Of course, Kurt went on to win two NCAA National Championships in wrestling and won a gold medal in the 2000 Olympic Games in Atlanta.

Researcher: One of the simplest ways in which to illustrate how attributions are managed in conversation is through a consideration of the way that leaders are asked about and respond to questions about losing or lapses in the program. How did the coach respond when his program was losing?

Lignelli: He was very upset. He always blamed himself, but he never doubted himself. He hated losing. He was just down on himself, and I had to tell him that you can't win them all. Bubb was a very conscientious person.

Researcher: Attributional leaders rely on linking conditions and causes of an event to give order or meaning. How was the coach able to link events with conditions and causes?

Lignelli: At first he was down. The first couple of years I had to convince him that Rome was not built overnight. It's going to take a little time. As you are able to get more funds, it will enable you to recruit better wrestlers. After the first few years, he started to have some success. Then his program took off. His program was built on a solid foundation. He was able to stay the course in good times and in bad. He was able to instill this belief into his wrestlers.

Researcher: Attributional leaders rely on individualizing instruction to meet the needs of his team. How did the coach meet the needs of his athletes?

Lignelli: He took as much interest in his athletes as his did in his students that he taught. In other words, to him, his wrestlers were just as important to him as his students. He was interested in his wrestlers on and off the mat. He wanted to know how they were conducting themselves in the classroom and in the community. He would send notices to the professors to see if any of his wrestlers were skipping classes or if they were not working to their capabilities. He wanted to know if they were working in the classroom. He would meet with the wrestlers and talk about their personal lives. They would come into the wrestling office and just sit and talk. This created a bond. The wrestlers felt very connected to Bubb and the other coaches and trusted them. I guess they felt like a family.

Researcher: Self-efficacy is the individual's beliefs about his or her capabilities to achieve a specific task. In what way did the coach help his wrestlers to increase their belief in themselves, thus increasing self-efficacy?

Lignelli: Again, I have to emphasize his success. As the program was improving, the wrestlers' confidence improved. He had two great wrestlers, Schalles and Barton, early in his coaching career that helped to make his program known nationally. This helped to get better recruits. This was his steppingstone. Success helped to breed the self-efficacy that you're talking about. You have to remember that we were a very small division II school and placing in the top twenty in the nation. Then we had the year when we had three national champions and ended up fifth in the country. Most people still didn't know where Clarion was. In 1966 we joined the NCAA. Up till that time we were in the NAIA and attended the NAIA national tournament. We started going to the NCAA tournament, so the NAIA placed us on probation for changing conferences. I had to go to Kansas City for a hearing in front of the NAIA panel. They asked me why we switched to the NCAAs. I told them that we wanted to be in the same conference as the teams that we competed against. At that time most of the teams in the state competed in the NCAAs.

Researcher: There are several ways for athletes to develop self-efficacy. One of the easiest and most effective ways is through modeling. Was it evident the coach used modeling to increase self-efficacy in those with whom he worked?

Lignelli: He did model many ways while teaching and coaching. He was very involved in the community and demanded that his wrestlers do the same. He was also very religious and held a Bible study for his wrestlers once a week. This Bible study was open to all students. Most of the wrestlers attended these Bible study meetings regularly. Most of the wrestlers tried to model [Bubb] out of respect for him. They didn't want to disappoint the man.

Researcher: Familiarity is an important component to self-efficacy. When individuals are familiar with the task, they are more likely to call on self-efficacy beliefs that have

been developed from previous experiences. In what ways was it evident that the wrestlers grew from their previous experience to meet continued success?

Lignelli: Oh yeah, very much so. You could see the improvement in his wrestlers from the start of the season to the end. He would talk with his wrestlers and discuss what they did right and what they did wrong after each match. You could see the improvement.

Researcher: Effective modeling is another form of developing self-efficacy. This can be done through the use of technology. Visual feedback, such as using video cameras, allows the athlete to see the action and improve the performance. This accelerates the development of the athlete and the performance. Was the coach able to use technology to help his athletes to develop self-efficacy, and, if so, what modeling methods did he use?

Lignelli: Technology was not available right away when he started coaching. Later, when technology was available, he was able to implement it into his program. They used video cameras and taped the matches and then viewed these matches with the wrestlers.

Researcher: To develop self-efficacy, visualization and cognitive awareness also helps to eliminate the disruptive thoughts of stress and outside influences that may impair a performance. Was the coach able to incorporate visualization into the wrestler's routine, and, if so, how was this done?

Lignelli: Oh yeah, absolutely. He could see the abilities in a wrestler and could convince them to change their style or technique. That was one his many strengths. If he had a wrestler that wanted to be a leg wrestler and Bubb didn't think he had the proper techniques, Bob would change that. I noticed the other night at the Pitt versus Clarion University wrestling match the heavyweight shot a double leg takedown and he was going to the hips. I thought, You're not going to take a big guy down by aiming at the hips; you got to go for the leg. Bubb had the ability to see the strengths and weaknesses in his wrestlers and help them to improve. He could visualize in his mind what the wrestlers needed to do to improve. He had the ability to recall situations in a match and replay those situations in great detail to the wrestlers. He advised his wrestlers to try to visualize their techniques to improve on their wrestling style.

Summary from Frank Lignelli

Lignelli provided the researcher with information concerning Robert Bubb and his leadership style. The following summary was collected from the interview with Lignelli and would indicate components of a Transformational leader:

- Bubb was a strict and religious man. He insisted that his wrestlers become good citizens in the community.

- You don't motivate attitude. Bubb was able to create an environment that motivated his wrestlers to become successful.
- Everyone liked to be around him and he loved to talk to people.
- He expected all of his wrestlers to become better students, better wrestlers, and better people in the community.
- His wrestlers had the greatest respect for him.

The following comments would indicate components of an Attributional leader:

- I think he attributed to the difficulty of the task by scheduling tough opponents.
- He never talked about luck. It's pretty hard to attribute success to luck.
- Bubb always stressed that you must improve on your abilities that you have.
- He was able to convince his wrestlers that effort was a huge factor in success.

The following comment would indicate components of the Self-efficacy Belief:

- Bubb would talk with his wrestlers and tell them how to improve.
- The wrestlers felt very connected to Bubb and the other coaches and trusted them.

The last person interviewed concerning the Clarion University program was Coach Bubb himself.

Robert Bubb--Head Wrestling Coach at Clarion University from 1966-1992

Robert Bubb was a graduate of Lock Haven High School in 1954. He went to the University of Pittsburgh and wrestled from 1955 to 1959, finishing in fourth place in the NCAA Tournament in 1959. After graduation, Bubb was hired as a teacher and wrestling coach at Tyrone High School. In 1966 Bubb was hired as physical education instructor and head wrestling coach at Clarion University. Coach Bubb served in this capacity until he retired in 1992.

During Bubb's tenure he posted an amazing 322-121-4 dual record (72.5%), including placing the Clarion University Golden Eagles in the top twenty-nine in team scoring at Division 1 National Championships in nineteen of his final twenty-two seasons. Bubb coached seven NCAA Division I and Division III National Champions, twenty-seven Division I All-Americans, twenty-nine EWL Champs and sixty-eight PSAC winners. Clarion also won eleven PSAC team titles under Bubb. During his twenty-six years of coaching, Bubb's teams finished with ten or more dual meet wins in twenty-three seasons, experiencing only two losing seasons.

Personally, this researcher attended Clarion University from 1977 to 1981 and participated in wrestling for one year. Also, the researcher worked with Coach Bubb at his summer wrestling camps for almost thirty years. A strong working relationship was developed with Coach Bubb during this time. The researcher frequently communicates with Coach Bubb as both still live in Clarion, Pennsylvania.

After speaking with Bubb at a chance meeting at Sheetz, a phone interview was arranged for January 22, 2008. During this conversation, Bubb was given a brief explanation of the study and asked the first three questions for background information.

Researcher: Why did you come to Clarion University?

Bubb: After I graduated from college we moved to Tyrone, PA and I started teaching and coaching wrestling. I was very comfortable at Tyrone. It was a great community with a good wrestling tradition. Mr. Lignelli started calling me and asking me to take the wrestling job at Clarion University. I did not want to move. I had a good friend at Tyrone that coached the high school basketball team. He explained to me that I did not have a choice. He stated that this was a step-up and a great opportunity. He emphasized that if I did not take advantage of this opportunity, I would always regret it. So, we decided to take the job and move to Clarion. The day we left, my daughters were both in the backseat of the car crying, and my wife was in the front seat of the car crying. So we left the safety net. It was a very difficult decision to make.

Researcher: What did you know about the wrestling program at Clarion University before you were hired?

Bubb: I had a number of kids that had graduated from Tyrone and had gone to Clarion to wrestle. So, I knew that the program had great potential. Also, I knew that the university really wanted to build a good wrestling program and that they were planning on building a new gym and wrestling room to help promote the program.

Researcher: What was the wrestling program like when you got there?

Bubb: Mr. Lignelli laid the groundwork for a good program. He became the athletic director at Clarion University, which made it nice for me. He supported the wrestling program and encouraged me throughout my transition. The biggest change occurred with the schedule. Clarion wrestled mostly Pennsylvania State Colleges and did not wrestle any Division I schools. We started adding some powerhouse schools to wrestle like Penn State University, University of Pittsburgh, and West Virginia University. We kept adding to the schedule. Also, I coached the first year by myself. I was given an assistant during my second year, which really helped. My assistant, Neil Turner, was able to recruit some good athletes. He was responsible for recruiting Garry Barton, Wade Schalles, and Bill Simpson. Then we started a summer wrestling camp that created some opportunities for high school wrestlers to see our campus and experience our program. From there we just started moving up the ladder.

After the phone interview, the researcher agreed to meet Coach Bubb at his home in Clarion, Pennsylvania, on Saturday, January 31, 2009, at 9:00 a.m.

The researcher was nervous to interview the coach because of his respect for the coach and Bubb's status in the wrestling community. However, Coach Bubb seemed calm, explaining that he was going to Florida for the winter soon and was glad we had arranged the interview before he left. His home, located about six miles south of Clarion, is nestled in a rural area surrounded by woods. The researcher and Bubb sat at Bubb's kitchen table that over-looked his wooded back yard where several bird feeders were strategically placed. This tranquil setting was a great place to interview the man whom the researcher had known and admired for almost thirty-five years.

Researcher: Transformational leaders live by strong morals and values. What examples can you give that you were a strong moral leader?

Bubb: I'm not good at talking about that kind of stuff. I guess the number one thing is that everyone is equal on your team. I treated everyone the same, regardless of their position on the team. I think you have to be up front with your team and be fair with the discipline. Favoritism is the quickest way to destroy a coach. I tried to portray the type of person that the wrestlers would respect. Also, I always told the parents of the wrestlers that we will take care of your son, both on and off the mat. I emphasized that the education component was the most important thing to concentrate on and that wrestling was just a portion of their lives. I think you treat them as equals. Then you try to live the type of life that you are preaching to them. They are very young and impressionable. If someone doesn't care for them, there is a chance they will have some problems. Another thing, I think there is a bonding. We worked very hard. When you do this type of training with a group of young people, they hurt together, they sweat together, they win together, and they lose together. There are a lot of good things that occur from just being a part of a winning atmosphere.

As this statement was made, Bubb leaned back in his chair, clasped his hands behind his head and stared out the window with a sense of pride.

Researcher: The goal of a transformational leader is to transform the organization. Were you able to transform the wrestling program, and, if so, how were you able to do it?

Bubb: I think it would be more like, how were we able to transform Lignelli's program from what he did and then what I put into it. I leaned very heavily on my assistant coaches. I wanted them to feel very much a part of the program. When we won, they won also. Unfortunately, the head coach gets a lot of the credit, but I tried to take great pride in including my assistant coaches to make them feel important and a part of the program. Also, I relied very heavily on my team captains. I used them as a sounding board for where we were and how we were doing. I think the transformation started with being able to recruit better perspective student athletes. I think upgrading the schedule really helped. As we added more powerful schools to our schedule, we were able to recruit better student athletes. This also became a problem at one point of our building process. Some of the bigger schools were reluctant to wrestle us. They would explain that they were afraid to wrestle Clarion because they were afraid of losing. These coaches stated that it was understandable to lose to schools like Penn State, Pittsburgh, or Ohio State, but to lose to Clarion would be suicidal. Another factor that helped to build the program was we started to run clinics for wrestling coaches and wrestlers to help introduce them to the sport and to promote our program. We also invited local schools to the matches. We encouraged coaches from local schools to bring their teams to our matches. This helped to create an exciting environment. We also tried to bond with the athletes. We constantly preached this message: "We are in this together." This helped to create a tight-knit group.

Researcher: Transformational leaders have the ability to motivate people. Were you able to motivate your wrestlers and other audiences, and if so, how?

Bubb: I always had a theory that my job was to motivate my wrestlers from Monday through Friday. When the wrestlers left on Friday night, it's up to them for the match on Saturday. You see this in football all of the time. An underdog team that takes an early lead on another team was probably motivated very well by their coach. If that team was individually motivated, they will continue to battle and possibly win. But, if that team is not individually motivated and are unable to come up with the motivation to sustain it, the favored team will start to catch up and eventually beat the underdog team. You have to know your kids. Some kids you can challenge and some kids are self-motivators. Sometimes I would simply say, "No one expects you to win. What do you have to lose? Any reversal or takedown that you can get will be done against the best in the country." A lot of times I think that really helped a lot of kids. It's got to be an individual thing. It's not always suitable for everybody. You have to know your kids well enough and spend enough time with your kids individually and know what motivates them. Sometimes I would ask a coach or a team captain and ask them to talk to a wrestler. Motivation did not always come from me.

Researcher: If a leader is transformational, he sets high standards. What standards did you set for yourself, your wrestlers, and your program?

Bubb: Preparation! You've got to prepare your team physically, skillfully, and mentally. That's the coach's job. The standard of how you live and the type of person you are and how you treat everyone the same was my standard. For the kids, I wanted the same thing. I was not a very happy camper when the police called me about a wrestler or if I found out that someone was not going to class. We set high standards from the wrestling standpoint, but my top priority was a college degree. Some of the wrestlers would say, "Coach, I am going to go into my dad's business, and I don't need a college degree." I would try to tell them that someday you may want to take over that business. You will need to be able to keep the books and manage people. Also, I would ask them, "What if someday you don't want to run the family business? What will you do then? Finish your college degree, and you will have the degree in your back pocket as an insurance policy." The two things we stressed, besides wrestling, were the character of the wrestlers themselves and the character of wrestling program for the community. The last thing the community wanted to hear was that a wrestler got caught shoplifting downtown. The community at Clarion took pride in their wrestling program and we wanted to reward that with having good kids. Every coach likes to hear somebody from the community come up and say, "Ya know, I met that new wrestler and he is just the nicest guy. He carried some packages in for me and he didn't have to do that." That's what coaches want to hear and that is what you want to put in their hearts too. We asked as much of them off the mat as we did on the mat. We tried to instill a pride in them. I would say, "Do you realize who you're representing? When you fall down, you put a cast not only on yourself, but your teammates, your coaches, your school, and your community." All that is rhetoric, but it is true.

Researcher: Followers of a transformational leader identify with the charismatic leader. To what extent do you believe that you are charismatic?

Bubb: There are two sides to me. One side is quiet and introverted and the other side is gregarious, outgoing, and reaches out to kids. I believe I'm an excitable person that wears off on kids. I think you get respect from kids when they know you are honest and up-front with them. I think that was born in me. I disagree that leaders are made. I think you can grow up and try to lead. I've watched people try to lead that were not leaders. I really believe that certain leaders just have those qualities that are inborn. I think there are so many qualities that go into being a leader and that not everyone can be a leader. I knew a guy in college that was very successful. He was a two-time national champion and became a longtime assistant coach at Michigan State. He finally decided to go out on his own. No matter where he went, he never could make it. He just didn't have that leadership quality. He was tough as nails and he would beat the living tar out of kids. Your object is not to beat the tar out of kids. Your object is to help them learn. Certain people have certain qualities that are born in them. I don't think everybody can be a leader.

Researcher: Followers of a transformational leader want to emulate the leader. If the wrestlers emulated you, how was it evident?

Bubb: I don't know if I can answer that one squarely. All I know is what some of my wrestlers have come back and said to me. Mike Cole was in here a couple of years ago for the PSACs and he is now working for Merrill Lynch Investments and moving up the corporate ladder. He explained it best to me. Mike said, "I am surrounded by very successful people who graduated from schools like Harvard and Yale. Coach, if I got something that has to be done, I get it done. We're not done until we get it right. I don't leave until it's done. I learned that from wrestling and working with you. I'm moving ahead of these people." Brigadier General John Smather was the second in command when our troops went into Afghanistan. John credited his time in the wrestling room for making him the type of man that he was as a military leader. He said, "I'd never forget my days in the wrestling room." Although he only wrestled for Clarion University for a couple of years, John was a bull in a china closet. Many people have come back to me and stated that the lessons they learned in the wrestling room have been carried with them throughout their life. I think that people leave this program with the understanding that the harder they work, the better their chances of winning.

Researcher: The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did you attribute success or failure of an athlete due to difficulty of the task? Explain.

Bubb: Yeah, wrestling teams like Iowa and Oklahoma made us a better team. I think that was why we upgraded our schedule. I also believe having a difficult schedule helped us to recruit better student athletes. When we went into an athlete's home on a recruiting trip, we always tried to appeal to the wrestler by stating, "We will wrestle the best competition we can get." I would say, "That's why we are recruiting you." Also, I believe that wrestling a difficult schedule is a great motivator.

Researcher: Did you attribute success or failure of an athlete due to luck? Explain.

Bubb: No, not at all. I don't believe in luck. I think you make your own breaks.

This was said with very strong convictions and his body language confirmed his statements as he sat back in his chair and his body tensed.

Researcher: Did you attribute success or failure of your wrestlers due to ability? Explain.

Bubb: Yeah, I think so. I think most of the wrestlers we recruited had some ability both academically and physically. We always tried to develop and improve these qualities while working with the athletes to maximize their abilities. We always tried to find the athletes that had ability, but really had a strong work ethic. I think Garry Barton was a good example of that. He may not have had the greatest ability, but he was willing to work hard and improve. We always told our wrestlers, "If you can keep it close until the third period, you have a chance." We always thought that we had an advantage over most of our opponents because of our work ethic. This was one of the ways that we became successful.

Researcher: Did you attribute success or failure of your wrestlers due to effort? Explain.

Bubb: Yeah, no doubt about it. This was critical. Wrestling is a raw sport that is unrelenting for seven minutes. Effort could be the difference between winning and losing. It is the one element in wrestling that you can control. I think we talked about this in our last question. Ability and effort go hand and hand. Effort and training is measured in success. We talked about this to our wrestlers all of the time. We stressed to our wrestlers that we always wanted to be the last one to score, regardless of the situation or score of the match. We felt that we always wanted to end the match on the positive.

Researcher: One of the simplest ways in which to illustrate how attributions are managed in conversation is through a consideration of the way that leaders are asked about and respond to questions on losing. How did you respond to a wrestler after an individual loss?

Bubb: I think it depends on the wrestler and how he lost. Was it because of his effort, a problem with his diet, training regiment, or attitude? All of these were factors in how I handled a wrestler that lost. I always walked up to the wrestler and met him on the mat after a match. I think that was important. Then, after the match, I would meet privately with the wrestlers and talk about their results.

Researcher: Attributional leaders rely on linking conditions and causes of an event to give order or meaning. How were you able to link events to the wrestlers so they could understand the results of the competition?

Bubb: As I stated previously, I met with the individual wrestlers after the match to discuss their results. This was done either after the match or the next day in my office. I tried to identify the factors that contributed to their success or their failure. Many times

the wrestlers would identify these factors themselves. I think this helped the wrestlers to understand that they had control of their own destiny.

Researcher: Attributional leaders rely on individualizing instruction to meet the needs of his team. How did you individualize your instruction to meet the needs of your athletes?

Bubb: Oh, I think that is a vital part of coaching. That's one of the biggest problems with young coaches today. I had it when I was young; you want to go in and work out and show everybody how tough you are. But, when you work with one individual, there are thirty more wrestlers in the room that you haven't worked with. So, halfway through my coaching career, probably for my own health, I quit wrestling live, other than one-on-one instruction. I would sit back and survey the whole room and pick up things that I wanted to make sure that I imparted to my assistant coaches to help wrestlers with. You've got to open your coaching to all of your assistants to help with the instruction. That's why in football you have offensive and defensive coordinators. The head coach is sort of free to look over the whole field. You can't correct a mistake that these two guys are making if you are working with one wrestler. That's a hard thing to lose. Wrestlers have a thing. Wrestlers want to be wrestlers all of their lives and they still want to go out and compete. Live wrestling is a different thing; you can still wrestle live with your wrestlers. But, I wanted all of my coaches not to be involved during drilling or instructional time. They were to look!

Researcher: Self-efficacy is the individual's beliefs about his or her capabilities to achieve a specific task. In what way did you help your wrestlers to increase their belief in themselves, thus increasing self-efficacy?

Bubb: Well, I probably had a harder time with this than the kids did. I'm not sure I can impart confidence to an individual that doesn't have it to begin with. Now, I qualify that by saying, you give him all of the tools and if you reinforce him, he will gain confidence. I don't think, as a coach, you can get a kid to pull up and put in his gas tank a whole load of confidence. I think confidence, within the individual, has to be built on his training, his knowledge, and past experiences. One of the things that you can do is reinforce the wrestler in practice. Let's say that he does something good on his feet. You could say, "That is a great takedown. Good job. See, I told you you could do it. You can do that anytime you want." How many times do you see a wrestler that gets a takedown in the last minute of a match? All of a sudden that wrestler becomes a clock-watcher. He got that takedown because he was out there going after it. Now he is on his heels. Wrestlers are not good wrestling on their heels because you don't practice that. You don't practice being on your heels and running. You practice by being aggressive and winning. They don't know how to do it, so consequently they get taken down. I think that's a confidence factor. I think you can help confidence by building it through praise. But, the wrestlers are the ones who will eventually pull themselves over in a confident situation. Some are never able to do it. Those are the wrestlers that consistently lose 6-5, especially against good teams. They just couldn't visualize themselves being a winner. I always used to tell my teams, especially after we'd lose to one of those good teams, I'll take a kid from the streets who is built very well and put him in an Iowa uniform, and you guys

will waltz around for two and a half periods before you find out that he doesn't know anything. It's that uniform; again, it's another confidence factor. I gotta believe in myself. That's a worldly problem. That's not just an athletic problem. There are a lot of people out there that just don't believe in themselves.

Researcher: There are several ways for athletes to develop self-efficacy. One of the easiest and most effective ways is through modeling. How did you use modeling to increase self-efficacy?

Bubb: I had a routine from the time we would weigh in. I was always nervous before the match. I had a procedure that I would do during the five hours leading up to the match. I would run several miles on the indoor track in the gym and then sit in the sauna before the match. I think visually, the wrestlers watched me and understood that I was preparing. Hopefully they would think if he's getting ready to go, maybe I better get ready to go. Also, the night before the match, I always had a short speed workout and then I would put them on their own. That was one of my individual times when I tried to talk to different guys. I think this would help the wrestlers to understand that I really enjoyed the competition and loved the challenge.

Researcher: Another important component to self-efficacy is familiarity with the task. When individuals are familiar with their assignment, they are more likely to call on self-efficacy beliefs, which have been developed from previous experiences. How did you use the wrestlers' previous experience to increase their success?

Coach Bubb joked before answering this question stating, "I'm just glad I don't have to go back to grad school to answer all this stuff." He asked me to repeat the question while he thought about his answer.

Bubb: We always tried to simulate the competition. If we had weigh-ins at 8:00 and a match at 9:00, we would weigh in at 8:00 and practice at 9:00. If we had two matches in a day we might practice twice in a day. I've done it different ways and I can't say that one's any better than the other. I think it's what kids believe that matters. It's like the military; you try to simulate battle conditions. The more you do that, the better prepared your wrestlers become. Make it like they have been there before. Another concern is hostile environments. We've been in some. You learn to live with it. You really do. Another thing is we used to tell our kids, "When you're on the road, you're not going to get any breaks. You have to clearly win a match to beat your opponent. You can't let anything up for chance. You clearly got to win it."

Researcher: Effective modeling is another form of developing self-efficacy. This can be done through the use of technology. Visual feedback, such as using video cameras, allows the athlete to see the action and improve the performance. This accelerates the development of the athlete and the performance. Were you able to use technology to help your athletes to develop self-efficacy, and, if so, what modeling methods did he use?

Bubb: We didn't have a lot of technology available to us. We did use the video camera and taped all of our matches. The next day we would break down the matches and discuss them with the wrestlers. This was done primarily through my assistant coaches. They were responsible for breaking down the matches and reviewing them with the wrestlers. This was very important and vital to our program. We also had a dietician to work with our wrestlers with their diet and weight loss.

Researcher: To develop self-efficacy, visualization and cognitive awareness also help to eliminate the disruptive thoughts of stress and outside influences that may impair a performance. Were you able to incorporate visualization into the wrestler's routine, and, if so, how was this done?

Bubb: I'm not sure what you mean by visualization. I guess we did some things that helped us to visualize ourselves competing on the mats. One of the things we would do was shadow wrestle. When the wrestlers did this, they would practice their moves without a partner. They would visualize their opponents shooting on them and they would sprawl. They visualize their opponents getting out of position and then shoot their best takedown. They would visualize themselves being down by a point with ten seconds to go and trying to hit a series of moves to get out of the bottom. This helped them to anticipate their moves and improve their technique. I always told the wrestlers, "You must drill your moves at least one hundred times before you should attempt it in a match." Also, another form of visualization we attempted was wrestling blind. We did this by blindfolding our wrestlers and asked them to wrestle without seeing their opponent. My feeling was that if they could feel the move, then they would have a better understanding of how and when the move worked. Wrestling is about pressure and instincts. You don't always see the move. Most of the time you must feel the move. The NCAA has a rule that if you are wrestling a visually impaired wrestler you must keep contact at all times, so we would follow that rule when wrestling blindfolded. This would also prepare us if we had to wrestle an opponent that was blind. I think those are the only ways we used visualization. I guess the last thing I did was to preach to the wrestlers, "If you can't see yourself winning, you probably won't." That may be the most important form of visualization and that comes with experience and confidence.

Summary from Robert Bubb

Bubb provided the researcher with information and insight concerning his leadership styles. The following summary was collected from the interview with Bubb and would indicate components of a Transformational leader:

- Everyone on the team is an equal. I treated everyone the same.
- I motivate my wrestlers from Monday through Friday. On Saturday night it was up to them.

- The standard that I set for my team was the same standard that I set for myself.
- I am an excitable person who wears off on kids.
- If people try to emulate me, it's because of the success that they had while wrestling for me at Clarion University. I don't like to take credit for their success.

The following comments would indicate components of an Attributional leader:

- We will wrestle the best competition that we can get. That's how you get better.
- Effort could be the difference between winning and losing.
- I don't believe in luck at all.
- Effort could be the difference between winning and losing.

The following comments would indicate components of the Self-efficacy Belief:

- I'm not sure I can impart confidence to an individual that doesn't already have it.
- I enjoyed the competition and loved the challenge. I had a routine before every competition and I encouraged the wrestlers to do the same.
- Picture yourself winning. That may be the most important form of visualization.

Edinboro Interviews

After interviewing two wrestlers who wrestled for Bubb, two coaches who coached with Bubb, and the athletic director who hired and supervised Bubb, and Coach Bubb himself, the researcher started to contact the Edinboro people to try to organize the dates and times for the interviews. It became immediately evident that getting this group of people together would be very difficult. It was suggested by Mike Haheesy in a phone conversation that many of the second round of interviews could be done at the end-of-the-year wrestling banquet, which was usually set at the end of March or early April. Mike Haheesy started to contact Coach Flynn to see if this would be possible. In a follow-

up conversation with Mr. Haheesy, he stated that Flynn had agreed to allow the interviews to take place before and after the wrestling banquet.

As before, the researcher planned on interviewing two wrestlers who wrestled for Coach Flynn, two coaches who coached with Coach Flynn, the athletic director who hired and supervised Flynn, and Coach Flynn himself. The first group the researcher scheduled to interview from Edinboro University was the coaches and wrestlers who worked with Coach Flynn.

Jim Gibson--Wrestled for Edinboro University from 2002-2007

Jim Gibson graduated from Kennedy Catholic High School in 2002 and was a State runner-up in wrestling in 2002. He wrestled for Kennedy Catholic High School for four years and was the only member of his wrestling team his senior year. The school decided to drop wrestling in the 2001-2002 season. Parents convinced the school to reinstate the sport for one year, allowing the wrestler to compete for a state title. Gibson, wrestling several tournaments that year as a one-man team, was coached by his dad throughout his senior season. After graduation, Gibson enrolled at Edinboro University and wrestled for the Fighting Scots. He was a four-year starter and a national qualifier in 2007. Gibson graduated from Edinboro University in 2007 and was a graduate assistant at Clarion University working with the university wrestling team. He graduated in the spring of 2009 from Clarion University with a master's degree in Health Science.

The researcher has known Gibson for almost ten years, coaching against Jim while he wrestled for Kennedy Catholic High School and sitting with his family many times at tournaments while Gibson competed. The researcher was anticipating the interview because of the personal relationship he shared with Jim and his family during

Gibson's career. Gibson has shown an amazing passion for the sport of wrestling while competing in wrestling at Kennedy Catholic as the only member of the varsity wrestling team.

After talking with Gibson at a wrestling match at the university, a phone interview was arranged on February 26, 2009. During this conversation, Gibson was given a brief description of the study and asked the first three questions for background information.

Researcher: Why did you come to Edinboro University?

Gibson: I was recruited by Edinboro and [the school was] close to home. They were the best program and the closest to home. That's mainly why I chose to go to Edinboro.

Researcher: What was the wrestling program like when you got there?

Gibson: When I went to Edinboro, they were a good program. They were usually placing 1-3 All-Americans per year. They weren't as good as they were when I graduated, but the program was pretty solid.

Researcher: What did you know about Coach Flynn before you got involved with the wrestling program?

Gibson: Not a whole lot. I knew that he was the coach at Edinboro and that he had wrestled for Penn State University. That was about it.

After the phone interview, the researcher agreed to meet Jimmy Gibson at Clarion University's wrestling office on Tuesday, March 10, 2009, at 9:00 a.m. to discuss his experiences with Coach Flynn and the Edinboro wrestling program. He was preparing to depart for the National Wrestling Championships in St. Louis, Missouri just hours after our interview. The researcher was anxious to meet with Gibson and learn about his memories with Coach Flynn and his experiences in wrestling at Edinboro University.

Researcher: Transformational leaders live by strong morals and values. What examples can you give to demonstrate the coach had strong morals and values?

Gibson: Hum, quite a few. I would say that Flynn made you part of his family. He was always there for anything that you needed. He would invite us to his house for family dinners and his family was always around. You could see the way that he treated his

family, and his wife that he always exemplified good morals and values in every aspect of his life.

Researcher: The goal of a transformational leader is to transform the organization. Was the leader able to transform his wrestling program, and, if so, how was he able to do it?

Gibson: I think with just his attitude. He portrayed it very well, and makes you believe the things that he believes. Obviously, his feelings, beliefs, and attitude toward wrestling, obviously have been right because he has been very successful, so you want to do the things that he thinks are important to become successful. He is very good at making you believe in the same things that he believes in.

Researcher: Transformational leaders have the ability to motivate people. If this was evident in the coach, how did he motivate his wrestlers?

Gibson: I think sorta along the same lines; he was able to do this by reinforcing the right things. I think after every practice he would just pull us in and have some type of little talk. He talked to us about working out, diet, grades, rest, and work habits. He was always pushing us to do the right things whether it was athletically, academically, or socially. All those things in college play a major role. He reinforced more than just wrestling.

This statement was said with a sense of pride, made apparent by his smile and continual nodding of his head.

Researcher: If a leader is transformational, he sets high standards. What standards did the coach set for his wrestlers?

Gibson: Basically, this may seem like a cliché, but you were expected to win. This was the first thing we were told when we were recruited at Edinboro. Whether you're in the starting lineup or a backup, you are here to win. If you're not in the starting lineup, then someday you may have a chance to make the lineup. It doesn't matter what your circumstance, you are expected to win when you get your chance. You are expected to work like you want to win. It was very simple and understood by all.

Again, this statement was said with a sense of pride as evidenced by his body posture, which became very tense and straight when talking about working and winning.

Researcher: Followers of a transformational leader identify with the charismatic leader. To what extent was the coach charismatic?

Gibson: Wow, that's a tough one. I think Coach Flynn was a very charismatic leader. I think he showed it more in the practice room than he did during competition. Flynn doesn't get too emotional. He's there to support you, but he wasn't a screamer or a yeller. He would argue a call if he disagreed and he would always back you, but he never got too emotional. In practice he was always there to reinforce something good. He

would let you know if you were doing something positive. Sometimes he would yell a comment all the way across the wrestling room or come running over to tell you how well he thought you were working. He always tried to be a positive coach, and I think he tried to live his life in the same manner.

Researcher: Followers of a transformational leader want to emulate the leader. If the wrestlers emulated their coach, how was it evident?

Gibson: Flynn had a goofy kind of way of doing things. Flynn was always busy. He was never idle. Not only was he always working hard at his job and in wrestling, he was always on top of everything. That's the kind of things I tried to emulate. Occasionally we would hold a junior wrestling tournament and have to set up the gym. He was always busy getting things done. He was pushing a mat, sliding a table, setting up chairs, and getting things done. He was never not busy. This taught me how to work hard if you wanted to be successful at wrestling or at everything that you do. That's why I tried to emulate the coach. After spending five years with him, those are the kinds of things that you pick up on just as much as the wrestling. Not only does he work hard at his job and with the wrestling, but he's working hard and always on top of things every other time too. I kinda wanted to emulate that a little bit. You don't want to just be successful at one aspect; you want to be successful at everything.

Researcher: The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to difficulty of the task? Explain.

Gibson: No! I don't think I ever heard him talk about this. He would only talk about things that you could control; things that would make you get better.

Researcher: Did the coach attribute success or failure of an individual wrestler due to luck? Explain.

Gibson: No! Again, I don't think he talked about luck. I guess he felt that you made your own luck.

Researcher: Again, the four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to ability? Explain.

Gibson: No, I don't think so! I think we talked about this several questions ago. We were told and expected to win as soon as we stepped on the campus and ability or talent was never mentioned.

Researcher: Did the coach attribute success or failure of an individual wrestler due to effort? Explain.

Gibson: Yea, that was probably his main thing. Effort does a lot. You could win or lose a match, in my opinion, just due to effort. I think this comes from just being around him. Even if you are not the same type of wrestler that your opponent is, ability wise, I think that effort plays a large role in the outcome of a match. I think he stressed this a lot to his wrestlers.

Researcher: One of the simplest ways in which to illustrate how attributions are managed in conversation is through consideration of the way that leaders are asked about and respond to questions on losing. How did the coach respond to a wrestler after an individual loss?

Gibson: Very well. In the five years that I wrestled for Flynn, I can only remember one or two times that we were sitting on the bus or in the locker room and waiting for Flynn to give us “the speech.” We did get speeches after we lost, but they were never the old, “I can’t believe that we wrestled that poorly.” He was always very controlled and very positive. There was never any screaming or yelling. He never emphasized the negative. He would never say we weren’t good at something, he would always say that we needed to work harder at something. We were never not good at a double leg; it was more like we just needed to work harder on our double leg. That was really important to me. I always respected him for that and try to use that in my life.

Researcher: Attributional leaders rely on linking conditions and causes of an event to give order or meaning to the event. How was the coach able to explain events to his wrestlers so they could link the results of the competition to the cause or condition?

Gibson: Oh, I don’t know about a particular event in a match, but something that kinda sticks out in my mind [it] is body mass. Coach Flynn emphasized being at the right weight with the correct body mass. We made a joke around the wrestling room about “quarter-pounders.” These were people that had a body fat of 25 percent or higher. Flynn always wanted everyone to be very conscious of their body fat. He had a poster in his office of an Olympic Champion wrestler, and he would often refer to it by saying, “Look at the lean, muscular body mass of this wrestler.” He would use that poster to start a discussion about diet, work habits, our social life, and doing the right things. This made us want to emulate a Olympic Champion.

Researcher: Again, attributional leaders rely on individualizing instruction to meet the needs of their team. How did the coach individualize his instruction to meet the needs of his wrestlers?

Gibson: Just being at practice- if you needed something he was always there. He was always in the room trying to help. There would be days that we would work together in small groups. He would go around and work with each group. Also, then there were days that he would let us work individually and do our own thing, which was important. When he was in the room you could ask him anything. He was always willing to help anyone that needed help. I think that is what made him special. There would be days

that he would go from group to group, going over things from previous matches and correcting mistakes. He was very good like that.

Researcher: Self-efficacy is the individual's beliefs about his or her capabilities to achieve a specific task. In what way did the coach help his wrestlers to increase their belief in themselves, thus increasing self-efficacy?

Gibson: I think it is back to the positive reinforcement in everything that we did. If you were doing something good, you always knew about it. It was nice to hear that from him. You knew that if you were doing something special, you were going to get rewarded. You wanted to do better because you wanted to hear from him that you were doing well. On the flip side, if you were not performing, he would get on you. But, it was always good reinforcement. Whether it was the right thing or the wrong thing, he was always in your ear. It just seemed like he had the right thing to say. It didn't matter what the situation; you kinda respected what he had to say because Coach Flynn explained it and it always made sense.

Researcher: There are several ways for athletes to develop self-efficacy. One of the easiest and most effective ways is through modeling. How did the coach use modeling to increase self-efficacy?

Gibson: Back to the hard work. He was always working just as hard as he could. Even in the practice room he worked as hard as the wrestlers, often leaving the room covered in sweat. You always wanted to emulate that because of the success that he has had. It is my belief that if you want to be successful you emulate the people that are successful. That is what I tried to do. Like I was saying about working, we would be moving mats, and he would always be covered in sweat. Whether it was in or out of the practice room, Flynn was always working hard. Sometimes, I think he may have outworked some of the wrestlers. He's not even wrestling; he was just coaching there. You definitely want to model that.

This statement was said in an unassuming way that seemed to come from the heart.

Researcher: Familiarity is an important component to self-efficacy. When individuals are familiar with the task, they are more likely to call on self-efficacy beliefs that have been developed from previous experiences. How was it evident that the coach helped the wrestlers develop this familiarity, which would enable them to compete more successfully?

Gibson: One of the things that he did was he would insist that we wrestle our matches in order from smallest to largest. At that time, coaches had the option to start a dual meet at any weight class. He did not like that idea. His thought was that the twenty-five pounders always start the national tournament and the heavyweights always ended the national tournament. He wanted to run the dual meets with that same format. That was the way that he wanted to do it. He wanted our twenty-five pounders to weigh in first

and then wrestle first. We did that in our dual meets and for all of our tournaments. You gotta be ready to go.

Researcher: Effective modeling is another form of developing self-efficacy. This can be done through the use of technology. Visual feedback, such as using video cameras, allows the athlete to see the action and improve the performance. This accelerates the development of the athlete and the performance. How was the coach able to use technology to help his athletes to develop self-efficacy?

Gibson: We had an athletes' lounge where the wrestlers could go to hang out and watch the previous matches. There were a few couches and a couple of chairs. This room also has a television, VCR, DVD [player], and a closet with videos of all of our matches. After every match the tapes were brought back and stored in the closet for the wrestlers to watch. The wrestlers were encouraged to watch their videos. This was never mandatory, but the wrestlers were always encouraged to preview their tapes. It was very nice and convenient to have this room right beside the locker room.

Researcher: To develop self-efficacy, visualization and cognitive awareness also help to eliminate the disruptive thoughts of stress and outside influences that may impair a performance. Was the coach able to incorporate visualization into the wrestler's routine, and, if so, how was this done?

Gibson: I don't think it was a routine. It wasn't like we would all get together and go through a visualization of our matches like some coaches do. But, we would talk about it occasionally at our meetings that I mentioned earlier. Also, Flynn would ask us to picture yourself in certain positions on the mat. After weighing in he might say, "Picture yourself pinning your opponent, or picture yourself shooting a takedown." He would even ask the wrestlers to picture yourself losing, not that you wanted to lose, but he thought a previous loss might ignite you. Most importantly, Flynn would often ask the wrestlers to picture yourself on the national podium getting your arm raised as a National Champion!

Summary of Jim Gibson

Gibson provided the researcher with information concerning Tim Flynn and his leadership style. The following summary was collected from the interview with Gibson and would indicate components of a Transformational leader:

- He always exemplified good morals and values in every aspect of his life.
- I think he motivated us by always doing the right things.
- Flynn is a very positive person and tried to live his life in the same manner.

- He was never not busy. This taught me how to work hard if you wanted to be successful in wrestling or at anything in life.

The following comments would indicate components of an Attributional leader:

- Coach would only talk about the things that he could control; difficulty of the task was not mentioned.
- I guess he felt that you make your own luck.
- We were told and expected to win as soon as we stepped on the mat and ability or talent was never mentioned.
- Effort does it all. You win or lose through effort.

The following comments would indicate components of the Self-efficacy Belief:

- I think the positive reinforcement was so important in everything that he did.
- Flynn always said to picture yourself on the podium as a National Champion

Gregor Gillespie--Wrestled for Edinboro University from 2005-2009

Gregor Gillespie graduated in 2005 from Webster Slater High School in New York and was a five-time state place winner and a two-time state champion in wrestling from 2001-2005. He wrestled for Webster Slater High School for five years and was the first five-time place winner in the school's history. After graduation, Gillespie enrolled at Edinboro University and wrestled for the Fighting Scots. He was a four-year starter and a National Champion at 149 pounds in 2005. Gillespie completed his eligibility from Edinboro University in 2009 and currently will graduate from Edinboro University in 2010. He plans to continue working out with the university wrestling team. He will graduate in the spring of 2010 with a B. S. in Business Administration.

The researcher did not know Gillespie so a phone interview was arranged by Mike Haahes, an assistant wrestling coach at Edinboro University. The phone interview was scheduled to occur on April 8, 2009. During this conversation, Gillespie was given a brief description of the study and asked the first three questions for background information.

Researcher: Why did you come to Edinboro University?

Gillespie: A lot of reasons. I was looking for a good Division I wrestling program that was close to home. In New York you have Cornell and Hofstra. I knew I couldn't cut it at Cornell, and Hofstra is a little too far away. I talked to Coach Flynn and he was like we will come and visit you at your house. It was really cool when [the coaches] came to my house and they seemed like a lot of fun. They brought me in for a visit, and at first I thought that Edinboro was a small school in Pennsylvania. When I came here, I met the guys and they took me out. I really liked the guys and I was really impressed with the coaching staff. The coaching staff really attracted me. They had a lot of success, and Edinboro was only three hours away. My family, especially my dad, was able to come and watch me wrestle every match. He's a trooper in a car. That was about it.

Researcher: What was the wrestling program like when you got there?

Gillespie: When I came to Edinboro, the program was really solid. My freshman year we had three All-Americans and were eighth in the nation. For a small school like Edinboro, that was huge. I guess for me it was really important to come to a successful program. My team in high school wasn't very good. I didn't expect to lose, but I didn't expect our team to win. It was cool to come to a school where losing was not acceptable. Ya know that every guy in the lineup was expected to win. Where I came from, we were just trying to find someone to put in to the lineup.

Researcher: What did you know about Coach Flynn before you got involved with the wrestling program?

Gillespie: Not much until he came to my house. I actually knew more about the assistant coach, Tim Roselli, than I did Flynn. Coach Roselli was really a cool guy. You could talk to him about anything. I had met Roselli at a clinic in high school, and I really liked him. I just kinda hung out with the whole day at the clinic, and I learned a lot in a couple of hours. I thought, "Boy, that would be cool if I could wrestle for a guy like Roselli." I think I was in tenth grade then.

After discussing the first set of questions, The researcher agreed to meet with Gillespie at the wrestling office at Edinboro University on Saturday, April 18, for the

second round of questions. He was preparing to attend the end-of-the-year wrestling banquet just hours after our interview. The researcher was very eager to interview this wrestler because he had watched this very talented athlete wrestle at Edinboro for the last four years. Also, Gillespie had just become the winningest wrestler and the first four-time All-American in Edinboro's history.

Researcher: Transformational leaders live by strong morals and values. What examples can you give to demonstrate the coach had strong morals and values?

Gillespie: I'll give you a perfect example. Obviously, the goal for every wrestler is to win a NCAA National Championship. Obviously, I'm not talking about me, but for the other guys, it's a letdown when seniors don't achieve All-American status. Flynn is a huge advocate on instilling in the guys that it's not the end result that counts, it's the journey. He's a big advocate on the journey is what really kind of turns you in to a man. In his coaching style, he would never do anything to cheat. He always wants to win with class. I guess his morals as far as wrestling goes are unbelievable. This is kind of a stupid example, but he would never want one of his guys to win by a slam.

This statement was said with pride and confidence as he sat back in his chair and nodded his head repeatedly.

Researcher: The goal of a transformational leader is to transform the organization. Was the leader able to transform his wrestling program, and, if so, how was he able to do it?

Gillespie: I think he is able to do a lot with a little, and I've told a lot of people this. He takes guys that are good out of high school and turns them into great guys. He can take an average guy and make him good. A good example is Bradshaw, who was good in high school but not great. I think Bradshaw is going to be a monster next year. [Flynn] does a lot with a little. He is very charismatic and enthusiastic. He is the kind of guy that everyone wants to be around. I remember the summer of my sophomore year, he would call me every day in the summer and pretend to be Dustin Slader and ask me, "How many chin-ups did you do today? I'll bet I can do more." He would tell me that you are going to be the guy that beats Dustin Slater. He drilled this into my brain. This would make me want to work harder. I have a lot of faith in the system, and he lets us know that we should believe in ourselves and the system. If you believe in that you will have a lot of success. I don't think that I would have been a national champion if I would've gone to any other university. Maybe it was coincidence that I fell into Coach Flynn's system, but I think it was a unique situation. It fit me perfectly because sometimes I'm not very accommodating. I'm not always the easiest guy to deal with. Flynn is very accommodating, but he's not going to let you walk all over him. I don't think I would have done it anywhere else, and I really believe that!

Researcher: Transformational leaders have the ability to motivate people. If this was evident in the coach, how did he motivate his wrestlers?

Gillespie: All that stuff that we just talked about. He was really good at making you believe that you can be the best and you can win a national title. He is always telling people, “Why not now, and why not you? You can be the best, and you can be the one who wins nationals.” After a while you start believing him. He is really good at making you think that you can be the best and you can beat the best. He would always ask us, “Give me a reason why you can’t win right now?” You can’t come up with one. He was very good at making things simple. You do this, you do this, you do this, and you win. It’s as simple as that. Two workouts a day, seven days a week, eat right, get your rest, you win! He is good at building guys up (a little bit at a time). After a while you start believing in yourself. I remember my girlfriend when I first started dating her—I would say, “I’m the best.” She would say, “Oh, you’re cocky.” No, I’m confident. I believe that I am the best and you’re never going to win if you don’t believe that you not the best. Maybe I was just lucky, but the guys that are the best believe they are the best.

Researcher: If a leader is transformational, he sets high standards. What standards did the coach set for his wrestlers?

Gillespie: He sets very high standards. He always says, “It’s unacceptable to be mediocre.” If we were wrestling a crappy team he would ask us, “What would a team like Iowa do to this team? I don’t want to just beat these guys. We are a mediocre team if we don’t bop this team. A great team would bop this team, and I want to be great. I don’t want to be mediocre.” So he set the standards really high.

This statement was said with extreme confidence as the wrestler leaned forward in his chair and paused.

Researcher: Followers of a transformational leader identify with the charismatic leader. To what extent was the coach charismatic?

Gillespie: Oh my god, it’s unbelievable. He is very charismatic. That’s one of his greatest qualities. It’s not just in the wrestling room. He’s a fun guy to be around. He’s got a personality like no other. It’s hard to explain unless you’ve met him. Flynn is a great ambassador for the sport of wrestling. He loves to talk about wrestling. If it’s good for the sport, he’ll do it. If you start a conversation with him about wrestling, you better have some time because you will be there for a long time.

Researcher: Followers of a transformational leader want to emulate the leader. If the wrestlers emulated their coach, how was it evident?

Gillespie: I think everyone wants to emulate Coach Flynn. He is a hard worker and believes in a system. He is always telling us to believe in the system. His system is working because he has had three National Champions and many All-Americans in the short time that he has been here. He always says, “Trust me, I know what I’m doing.”

His system really works and he makes you want to be a part of his system. I have a tendency to wear down. I would try to tell Flynn that I need a day off. He would say, "Trust me, you can have a day off in two days. Now you need to work hard today and tomorrow and the next day you can take off." I didn't like it but I trusted him and his system. I was a National Champion because of his system. I don't think I would have achieved near the success in any other system or [with] any other coach. He is that good and I wanted to make him happy.

This statement was said with very strong conviction, which was obvious by his pounding his fist on the table.

Researcher: The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to difficulty of the task? Explain.

Gillespie: No! There was never a time that Flynn didn't expect to win. Never! Flynn always expects to win. I don't think that he has ever gone into a dual meet or a corner of an individual wrestler not expecting to win! That's nice to see.

Researcher: Did the coach attribute success or failure of an individual wrestler due to luck? Explain.

Gillespie: No, definitely not. He always says, "Look at the training we've done. Remember your training. We've been running since the end of August. We've been training for months. We wrestled more matches than most guys in the country. You've got to remember your training. Look back at your training. Know that you've done more work than most guys." It's never about luck.

Researcher: Again, the four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to ability? Explain.

Gillespie: Yes! He knows that there are guys that have to work harder than others. Fortunately, I was one of those guys that didn't have to outwork my opponents. Don't get me wrong, I was one of those guys that worked very hard, but there were guys on our team that did not have great ability and had to work harder just to be competitive. He wouldn't point it out to others, but Flynn knows that there are guys who are more talented than others on the team. He's aware of that.

Researcher: Did the coach attribute success or failure of an individual wrestler due to effort? Explain.

Gillespie: Of course! I'll give you an example. He would always use me as his example. He would say that some wrestlers try to get a near arm chop once and go to another move if they were unsuccessful. Gillespie would chop and chop and chop until he got the near arm. He was persistent. That is what he expected his wrestlers to be.

Effort and persistence was the name of the game. That is what wrestling is all about. You can't quit just because it didn't work the first time. I think this is what we did best. Even if you are not as good as your opponent, ability wise, I think that effort plays a large role in the outcome of a match. I think he stressed this a lot to his wrestlers.

Researcher: One of the simplest ways in which to illustrate how attributions are managed in conversation is through consideration of the way that leaders are asked about and respond to questions on losing. How did the coach respond to a wrestler after an individual loss?

Gillespie: Depends! If you wrestled your best and you got beat by a guy that was better than you, he would pat you on the back and talk to you later about the match. If you wrestled crappy or didn't beat a person that he thought you should beat, he would not yell at you, but he would tell you what you did wrong. He is very good at analyzing a match. He makes it very simple. He would say, "This is what you did. This is what you should've done. If you get better and do this, you win!" We don't see it like he sees it. He says, "It's really easy to see what happens from where I sit." When we looked at the match later we found out he was usually right. He had a very unique ability to tell you what you needed to do to win the match. He had that rare ability to take the emotions out of the moment and give you what you needed.

Researcher: Attributional leaders rely on linking conditions and causes of an event to give order or meaning to the event. How was the coach able to explain events to his wrestlers so they could link the results of the competition to the cause or condition?

Gillespie: He was able to relate results to either practice routines or training methods. He would say, "The reason you were able to get this move was because you drilled that move in the practice room, or the reason you were able to reverse that kid in the third period was because you did those extra workouts over the weekend or you controlled your weight better." He had that ability to connect results to practice or training methods, which made you want to work harder.

Researcher: Again, attributional leaders rely on individualizing instruction to meet the needs of their team. How did the coach individualize his instruction to meet the needs of his wrestlers?

Gillespie: He is very good at tending to each guy's needs, technically, emotionally, everything. If you needed something he was always there. He was always in the room trying to help. When we drilled in the practice room for twenty-five minutes a day, he would come around to each group and tell each individual what they should be drilling on so everyone was getting the individual help they needed. Also, after practice he would stay and work extra with anyone that wanted or needed to stay. He individualized his practices to give time for wrestlers to work on the things they needed to work on. He worked on the physical and emotional needs of the wrestlers. I don't think very many programs are like this. I think most programs are robotic. They try to make everyone wrestle the same. Flynn was not like that. He would also work on the emotional needs of

the wrestlers. Each guy has different emotional needs. Some guys needed to be pushed so they worked harder. Some guys needed to be told that they are the best. I was one of those guys that needed to be told that I was the best and Flynn is really, really good at picking that out.

Researcher: Self-efficacy is the individual's beliefs about his or her capabilities to achieve a specific task. In what way did the coach help his wrestlers to increase their belief in themselves, thus increasing self-efficacy?

Gillespie: Actually, I think it was kind of funny. As I told you, I thought I was going to come in and red shirt. I didn't know what to expect. I'm not a good practice wrestler at all, but I always excelled in front of a crowd. My freshmen year, I'm eighteen years old and I'm wrestling guys at practice that are twenty-two or twenty-three years old and I'm getting destroyed. I remember a guy that I eliminated was beating me consistently like 9-0. I was really getting frustrated and down on myself. Flynn took me aside and told me that the moves that worked for me in high school would still work in college. He really got me to believe in myself and to work hard. He would say that whenever I got the wrist on top, no one would be able to get out. I think the turning point came at my first open tournament in Michigan. My first two matches were against two returning All-Americans. I ended up destroying both of these kids. After that tournament, I started seeing results, and I started to believe in myself and in Coach Flynn. Then he started increasing my goals and my belief in myself. Flynn started getting me to believe that I could become an All-American. Eventually, he started making me believe that I could become a National Champion. He really got me to believe in myself. I have a ton of respect for Coach Flynn; therefore I believe in everything that he told me. I never doubted him!

Researcher: There are several ways for athletes to develop self-efficacy. One of the easiest and most effective ways is through modeling. How did the coach use modeling to increase self-efficacy?

Gillespie: I tried to emulate Flynn because I respected him so much. I never doubted him throughout my wrestling career. If he told me to try a move or take a position to start the second or third period, I would do it without question. When you respect your coach as much as I do it became easy to believe in yourself.

This statement was said in a boastful way, but seemed to come from the heart as witnessed by the glowing smile on his face.

Researcher: Familiarity is an important component to self-efficacy. When individuals are familiar with the task, they are more likely to call on self-efficacy beliefs that have been developed from previous experiences. How was it evident that the coach helped the wrestlers develop this familiarity, which would enable them to compete more successfully?

Gillespie: He is very big about routines. If you ate a sandwich and had a bowl of soup before a match you should not deviate from that routine every single week. Just because you're hungry you don't eat another sandwich. Everything should be the same. He would also stress that your warmup before a match should be the exact same warmup that you do in the practice room. He would emphasize that keeping your same routine before a match was a very important component to become successful. If you have a good warmup system, you don't change it for a competition. This became a routine for all of the wrestlers and helped to create a familiarity for the wrestlers to prepare for their competition.

Researcher: Effective modeling is another form of developing self-efficacy. This can be done through the use of technology. Visual feedback, such as using video cameras, allows the athlete to see the action and improve the performance. This accelerates the development of the athlete and the performance. How was the coach able to use technology to help his athletes to develop self-efficacy?

Gillespie: I remember at one time we really used it. I'm not big on it. I never scouted anyone. I really didn't care. My sophomore year at nationals, the year I won nationals, I had forgotten to bring my tape to the tournament, and I won. From then on, I didn't tape my matches. I guess it was superstition. But, there were times during that year that Flynn watched the tapes with me, and it really helped me out. I had two tough losses to two kids that were pretty tough. I couldn't figure out how I lost. Flynn went back and watched several matches and figured it out. He said that at the beginning of the year my stance was much lower than it was when I lost to those two opponents. Every day Flynn would remind me to get in the lowest stance I could get in to. We corrected that mistake and I beat both kids at nationals. I think that really helped me at nationals so I guess it was worth it.

Researcher: To develop self-efficacy, visualization and cognitive awareness also help to eliminate the disruptive thoughts of stress and outside influences that may impair a performance. Was the coach able to incorporate visualization into the wrestler's routine, and, if so, how was this done?

Gillespie: Yeah, I think he did this. He never came out and said it, but he did this all of the time. He would always remind me to chop that arm and get that wrist. He always said, "Picture yourself winning or picture yourself on the podium winning a National Championship." Definitely! If you can't picture yourself winning, you probably can't win.

Summary of Gregor Gillespie

Gillespie provided the researcher with information concerning Tim Flynn and his leadership style. The following summary was collected from the interview with Gillespie and would indicate components of a Transformational leader:

- Flynn is a huge advocate on instilling in the guys that it's not the result that counts, it's the journey.
- It's unacceptable to be mediocre.
- He is very charismatic. That's one of his greatest qualities.
- I tried to emulate Flynn because I respected him so much.
- I think everyone wants to emulate Coach Flynn.

The following comments indicate the components of an Attributional leader:

- Luck, definitely not. He always says to remember your training.
- He knows that there are guys who have to work harder than others to achieve.

The following comments indicate components of the Self-efficacy Belief:

- Flynn got me to believe in myself and to work hard.
- He was all about routines.
- He always tells us to picture yourself on the podium winning a National Championship.

Mike Haesy--Coached at Edinboro University from 2002-present

Mike Haesy graduated from Cedar Rapids High School in Iowa in 1981 and was a State Champion his senior year in wrestling. He wrestled for Iowa University for three years and transferred to Edinboro University in the fall of 1984. He wrestled for Edinboro University for two years and was a Division II National Champion. He taught high school physical education at several high schools in Pennsylvania for about fifteen years before being hired at Edinboro University. Presently he is an Assistant Professor at Edinboro University in the Health and Physical Education Department and volunteer

wrestling coach for the university wrestling team. He currently resides in McDowell, Pennsylvania with his wife and three children.

The researcher has known Haheesy for almost fifteen years. He coached with him at a local summer wrestling camp and often ran, biked, and played racquetball with him. The researcher met Haheesy at a wrestling event and arranged a phone interview for March 12. During this conversation, Haheesy was given a brief description of the study and asked the first three questions for background information.

Researcher: Why did you come to Edinboro University?

Haheesy: I was a second-stringer at Iowa and I would go to some of these open tournaments and beat the starters from several different schools and I would go back to Iowa and never make the starting lineup. So, I transferred to Edinboro.

Researcher: What was the wrestling program like when you got there?

Haheesy: Bad. They were just making the transition from Division II to Division I. They brought in two new coaches in 1984. Mike DeAnna was the head coach and Bruce Baumgartner was the assistant coach. They also brought in all new wrestlers. They went from zeros to heroes in twenty-four hours.

Researcher: What did you know about Coach Flynn before you got involved with the wrestling program?

Haheesy: He wasn't here when I came here to wrestle. He came later. I didn't know much about him. I knew he wrestled for Penn State University and I knew he was kinda a go-getter. He spoke at a banquet when I was coaching at McDowell High School and I was really impressed with him.

After arranging a phone interview for the first set of questions, the researcher agreed to meet Mike on April 18 at 10:00 a.m. at the wrestling office at Edinboro University for the second round of questions. He invited the researcher to stay and attend the end-of-the-year banquet for the Edinboro University wrestlers, which was at a local country club in Edinboro, Pennsylvania. It was an honor to attend this banquet and meet some of the athletes who competed for the wrestling team at Edinboro. The team just

finished a tremendous season winning the Eastern Wrestling League Championship and finishing an amazing sixth place as a team in the NCAA Wrestling Tournament in March.

Researcher: Transformational leaders live by strong morals and values. What examples can you give to demonstrate the coach had strong morals and values?

Haesy: Well, he is happily married and he puts his family first at all times so he has great morals. He does the same thing with his student athletes. He has rules and he is very strict when enforcing these rules. He sticks with his rules regardless of whether the wrestler is the best kid on the team or the worst kid on the team.

Researcher: The goal of a transformational leader is to transform the organization. Was the leader able to transform his wrestling program, and, if so, how was he able to do it?

Haesy: I think by what I just said. Also, I think he lives a clean life himself. He sets these rules for kids and you got to abide by those rules yourself, which I think he does a pretty good job with.

Researcher: Transformational leaders have the ability to motivate people. If this was evident in the coach, how did he motivate his wrestlers?

Haesy: He's got great people skills. He makes great personal contact with kids. They sometimes look at him sometimes more as a father figure than a coach. I think they want to do well for him for fear of disappointing him.

This was said with strong conviction and sincerity as he leaned back in his chair and nodded repeatedly.

Researcher: If a leader is transformational, he sets high standards. What standards did the coach set for his wrestlers?

Haesy: I think he sets very high standards for them. He expects them to work very hard for him on the mat. He expects them to win. He expects them to take care of themselves. He also expects them to do very well in the classroom. He wants them to be a true total student athlete, not just a good wrestler and a good student. He wants them to be the best at everything.

This statement was said with a sense of pride as he looked up at all of the pictures on the wall of the Edinboro wrestlers, which were displayed throughout the office.

Researcher: Followers of a transformational leader identify with the charismatic leader. To what extent was the coach charismatic?

Haesy: I think he is very charismatic. I think his relationship with kids is very good. He has the rare ability to talk with kids and all of a sudden you feel very attached to him.

Kids relate to him very well. He has that ability which is very important in the sport of wrestling.

Researcher: Followers of a transformational leader want to emulate the leader. If the wrestlers emulated their coach, how was it evident?

Haesy: I think they follow his lead very well. He's very good going in there and setting a game plan and following it through. Some days he will tape things on the wall and the kids have to go in there and go through these stations. Other days he will drill and spare. You never hear a kid bitch or complain about what we are doing. The kids greatly respect what he has to offer.

Researcher: The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to difficulty of the task? Explain.

Haesy: Yeah! If you go out there and lose to an inferior wrestler it's because you did not work hard enough or you did not train hard enough. But, if you got out there and lose to someone like a Cal Sanderson, he would understand. You could train year-around and probably not beat Cal Sanderson. He is very honest with his athletes.

Researcher: Did the coach attribute success or failure of an individual wrestler due to luck? Explain.

Haesy: No! Flynn does not believe in luck!

This statement was said with no hesitation and very strong conviction. Haesy had a determined look on his face and his body language changed immediately when asked this question.

Researcher: Again, the four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to ability? Explain.

Haesy: Yes, a lot of it is. He knows how to push an individual. He knows that there are certain individuals that are able to go higher than others. He expects everyone to work hard to reach their utmost potential, but everyone's potential is different. He knows how hard to push each of his individuals to reach their utmost potential. He knows that he can push you so far, you may become the PSAC champion. But, he knows that you would never become a national champion. Your ultimate lofty goal might be to be a national qualifier. Whereas, he knows if he pushes someone like Gregor Gillespie, winning the PSAC is nothing. He's going to be a national qualifier and he's going to place high.

Researcher: Did the coach attribute success or failure of an individual wrestler due to effort? Explain.

Haesy: Yes, very much so. The harder you work, the more success you will have. He believes this and tells this to his athletes everyday.

Researcher: One of the simplest ways in which to illustrate how attributions are managed in conversation is through consideration of the way that leaders are asked about and respond to questions on losing. How did the coach respond to a wrestler after an individual loss?

Haesy: It all depends. He is very flexible to his approach. I know we wrestled West Virginia and we had a couple of kids that got beat and he didn't think they would lose. One kid was sick and he wasn't hard on that kid at all. The other kid didn't wrestle to his potential so he was very hard on that kid. I think that everybody is not treated the same. That's what makes him a good coach. It depends on the wrestler and the situation. He knows how to handle his athletes in different situations.

Researcher: Attributional leaders rely on linking conditions and causes of an event to give order or meaning to the event. How was the coach able to explain events to his wrestlers so they could link the results of the competition to the cause or condition?

Haesy: I think he is good at playing out stories or situations that happened in the past. He would tell kids about past wrestlers that had very little talent and due to hard work were able to reach their goals. He preaches about work ethics, determination, and dedication to wrestlers and how important those qualities are to have in wrestling. This helps to motivate present athletes to work harder to fulfill their goals.

Researcher: Again, attributional leaders rely on individualizing instruction to meet the needs of their team. How did the coach individualize his instruction to meet the needs of his wrestlers?

Haesy: This is probably not a good answer, but there is not much individualization during our practice time. Wrestlers drill and practice at different times to get the individual instruction that they need. There's not a lot of time for that. They come in early or stay after practice to get individual help.

Researcher: Self-efficacy is the individual's beliefs about his or her capabilities to achieve a specific task. In what way did the coach help his wrestlers to increase their belief in themselves, thus increasing self-efficacy?

Haesy: Well, it probably goes back to the more you're in a successful environment, the more success you will have. I think he does very good at kinda building our schedule so that we have some cream puffs in there. Then we wrestle some good teams and some of our kids are brain washed since they've beaten some of these puds and they can be successful against a good team. Also, Flynn will tell the wrestlers, "Why not you" or "Why not now." This challenges his wrestlers to believe that they can be the best and they can win. He is very good at this.

Researcher: There are several ways for athletes to develop self-efficacy. One of the easiest and most effective ways is through modeling. How did the coach use modeling to increase self-efficacy?

Haehsy: He is a good person and truly cares for people. If you would call him and ask him for a ride at 2:30 in the morning because your car is stuck in a ditch, I think he would get out of bed and come and get you. He's not in a bar trying to hustle women. He is a dedicated family man. He believes in his program and he is able to communicate to his wrestlers. I think those are all great qualities to have as a leader. I think his student athletes see those qualities and believe in him. Those are the things that he models.

Researcher: Familiarity is an important component to self-efficacy. When individuals are familiar with the task, they are more likely to call on self-efficacy beliefs that have been developed from previous experiences. How was it evident that the coach helped the wrestlers develop this familiarity, which would enable them to compete more successfully?

Haehsy: He does a lot of unique things at practice. Sometimes we will practice at 6:00 a.m. and wrestle three matches to prepare for an early competition. He will work on situational wrestling to prepare his wrestlers for competition. He would say that you're down by one point with fifteen seconds to go or you're winning by one point with fifteen seconds to go. He tried to emulate the game or match type situations. Sometimes he will practice at different times in a day to prepare for the NCAA tournament.

Researcher: Effective modeling is another form of developing self-efficacy. This can be done through the use of technology. Visual feedback, such as using video cameras, allows the athlete to see the action and improve the performance. This accelerates the development of the athlete and the performance. How was the coach able to use technology to help his athletes to develop self-efficacy?

Haehsy: I think everybody uses technology anymore. He does it probably no more than anybody else. College wrestling is so competitive that scouting and technology is a must. They tape their matches and their opponent's matches to prepare their wrestlers for the competition. You get to the national tournament and all that you heard during the match is don't lead with your right leg, don't lead with your right leg, or don't reach, don't reach. All of these coaches have taped and scouted you so that they know your tendencies. And, as soon as the guy reaches, he gets taken down. So, they've watched these videotapes and they know what's going to happen. Flynn does that all of the time.

Researcher: To develop self-efficacy, visualization and cognitive awareness also help to eliminate the disruptive thoughts of stress and outside influences that may impair a performance. Was the coach able to incorporate visualization into the wrestler's routine, and, if so, how was this done?

Haehsy: I would say yes, but not to the extent of lying down and closing their eyes. He believes in constant reminders and talks (before and after practice). He constantly

reminds his team about working hard, believing in yourself, eating right, and living a clean life. This is a constant theme with Coach Flynn. He believes it, he lives it, and he convinces his wrestlers to believe it too. This is why he is so successful. This is why he is a great coach and a better person.

Summary of Mike Haesy

Haesy provided the researcher with information concerning Tim Flynn and his leadership style. The following summary was collected from the interview with Haesy and would indicate components of a Transformational leader:

- I think he puts family first at all times and he has great morals.
- The wrestlers want to do well for him for fear of disappointing him.
- He has the ability to form great relationships with kids.

The following comments would indicate components of an Attributional leader:

- If you go out and lose to an inferior wrestler it's because you did not work hard enough or train hard enough.
- Flynn does not believe in luck.
- The harder you work, the more success you will have.

The following comments would indicate components of the Self-efficacy Belief:

- He always challenges kids by asking them, "Why not you and why not now?"
- He does a lot of unique things in practice.
- I think he uses technology as much as everyone else does.

Gary Astorino--Coached for Edinboro University from 1995-present

Gary Astorino wrestled for Punxsutawney High School in Punxsutawney, Pennsylvania from 1973-1976. He came to Edinboro University in 1976 on a wrestling scholarship. He wrestled for Edinboro University for four years and graduated in 1981 with a B.S. Degree in Education. After graduating from Edinboro University in 1981, he

went on to teach and coach wrestling at his alma mater. He eventually moved back to Edinboro, PA, and now teaches at General McClane High School, which is in the town of Edinboro. He also serves as assistant wrestling coach at Edinboro University and has worked with Tim Flynn for the last nineteen years.

The researcher met Astorino at a college wrestling match and arranged a phone interview for March 12. During this conversation, Astorino was given a brief description of the study and asked the first three questions for background information.

Researcher: Why did you come to Edinboro University?

Astorino: I wanted to get away from home and to wrestle. I thought that Edinboro was a place I could wrestle because they were not a Division I program but were very competitive. At that time, they were still a Division II program.

Researcher: What was the wrestling program like when you got there?

Astorino: The wrestling program at that time was competitive, but not in the top echelon. We were probably in the middle of the pack in the Pennsylvania Conference annually. At the time, Clarion, Bloomsburg, and Slippery Rock were top teams but Stroudsburg, Shippensburg, and Edinboro were all in the middle of the pack. I thought, Hey, I can start here.

Researcher: What did you know about Coach Flynn before you got involved with the wrestling program?

Astorino: I did not know him when I came. Flynn came to Edinboro in 1990. I had worked under Bruce Baumgartner for several years before he came. I knew he was an All-American from Penn State and had a very successful wrestling career at Penn State. Bruce Baumgartner brought him here after [Bruce] had decided to step down from the head coaching position. When Tim applied for the job he was still competing. But, I knew that he really wanted the job. There were other guys who really wanted the job. Zeke Jones interviewed for the job but Tim really came on strong in the interviews.

The researcher was anxious to interview Astorino because of the camaraderie that was developed while competing against him in high school and because of Gary's experience with the wrestling program at Edinboro University. After arranging a phone interview for the first set of questions, the researcher agreed to meet him on Saturday,

March 18 at the country club in Edinboro, Pennsylvania for the second round of questions.

Researcher: Transformational leaders live by strong morals and values. What examples can you give to demonstrate the coach had strong morals and values?

Astorino: Consistency. I think the consistency of our program and the results of that consistency show that you cannot achieve without strong morals and values. In our business, you can't compete successfully unless you are consistent and fair. Wrestling is such a close-knit fraternity that if you don't have strong morals and values, the competition will seek you out. Because of those morals and values, Flynn has been able to be consistent and produce winners year in and year out. He instills that in the kids. We try to tell the kids that wrestling is not the end all. Not too many of you will end up with a job that is solely wrestling. Hardly anybody.

Researcher: The goal of a transformational leader is to transform the organization. Was the leader able to transform his wrestling program, and, if so, how was he able to do it?

Astorino: I think that Tim has a good system that he believes in and he is able to convince the student athletes that the system works. He tries to explain to the wrestlers that if they work hard, and do the right things, good things will follow. He recruits good people that are good wrestlers and want to work hard for a common cause. Also, he is able to communicate these goals and beliefs to his athletes.

Researcher: Transformational leaders have the ability to motivate people. If this was evident in the coach, how did he motivate his wrestlers?

Astorino: Tim motivates by example number one. He practices what he preaches. He follows through with whatever he says. It's not about the talk. He is consistent with everyone that he works with regardless of their status on the team. That is very important to him. Another thing, he is exuberant. He stays at it. He is a hard worker. He is always pushing and pushing. He is never satisfied. Sometimes I say, I at the tail end of my career, I should just lay back. But, I would never do that because I would not be here and we would not be winning. He always wants to get better.

Researcher: If a leader is transformational, he sets high standards. What standards did the coach set for his wrestlers?

Astorino: I think national championships, do good in the classroom, and then of course we have the ethical standards that you go out and represent your school well and represent your team well. But, the standards are very high. We expect to win big. Not just to be an All-American but to win a national championship. That is his number one goal. He sets that tone very early in the season. He believes that everyone needs to be part of that goal.

This statement was said with a sense of pride and commitment as Astorino sat back in his chair and nodded repeatedly.

Researcher: Followers of a transformational leader identify with the charismatic leader. To what extent was the coach charismatic?

Astorino: I think Tim is charismatic in his own way. If you saw Tim on the street you might not think he was charismatic because he is quiet. But, I use the word presence. When my son Drew was getting recruited for football, Kirk Ferentz, the head coach from the University of Iowa football [team], came to my house. There's a guy that has charisma. He had presence. Therefore, I would say, Flynn has charisma, but he's a fairly quiet guy. In my definition, he is very charismatic and has a presence.

Researcher: Followers of a transformational leader want to emulate the leader. If the wrestlers emulated their coach, how was it evident?

Astorino: I think the consistency and the work ethic is how they emulate him. Also, I think his motivation, as far as wanting to be the best, is another way that the kids emulate Tim. We don't talk about placing in the top ten. We talk about winning it all. We talk about being the best. That is how the wrestlers emulate him. They want to be the best. They hear it and they believe it. You may not reach that goal, but because your goals were set so high you're still at a high level because your goals were set so high.

This was said with strong conviction as Coach #2 pointed to the National Champions, which are displayed on the wall at the banquet hall.

Researcher: The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to difficulty of the task? Explain.

Astorino: Yes. I think if you're wrestling a two-time national champ and you beat him 4-2, Flynn is always the type of guy that would be trying to find out why you didn't beat him 6-2. But, he also acknowledges that you beat a good guy there. So, if one of our guys is beating themselves up and they beat an All-American, he will recognize that. Usually, if you're losing, there is no rationalization on the difficulty of task. A loss is a loss and Flynn stresses that you need to find a way to beat your opponent in order to reach your goals. That is the way Flynn thinks. Conversely, if you are winning, I think Flynn is always looking for a way to beat your opponent worse. I think that is what drives him. He is always trying to get better and to get his athletes to get better.

Researcher: Did the coach attribute success or failure of an individual wrestler due to luck? Explain.

Astorino: No. That's not in his style. I can tell you that. He doesn't believe in that. You make your luck, and we've all heard that. But he lives by that adage. You train hard and now you have five seconds left in the match and you still have a lot of piss and

vinegar, something may happen luckily. But, it's probably because you weren't lying on your belly.

Researcher: Again, the four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of an individual wrestler due to ability? Explain.

Astorino: Not so much. He would never tell a wrestler that he did not have the ability to beat his opponent. As a coach, you could tell a wrestler that your success will be based on how hard you work and how much you dedicate yourself. He would explain that better weight management, improving technique, and harder workout regiments will increase his chances to beat his opponent. Everybody at this level has ability to differing degrees, but everybody has the ability to be All-Americans, but few people have the ability to be a national champion.

Researcher: Did the coach attribute success or failure of an individual wrestler due to effort? Explain.

Astorino: Oh effort, definitely. That's what it's all about. Not just during the competition, but in the practice room, and other aspects that affect your performance. Tim just had a guy in the office the other day and he told him, hey, you missed almost a week and a half. You'll never gain it back. Because you'll say, we'll I'm going to work extra hard next week. Guess what, your buddy is already working twice as hard. You lost a week and a half. You'll never gain it back! Effort can overcome many obstacles. Flynn will preach, "Usually, it's not the best wrestlers that win a national title. Usually it's the wrestler that has prepared the best that wins a national title."

Researcher: One of the simplest ways in which to illustrate how attributions are managed in conversation is through consideration of the way that leaders are asked about and respond to questions on losing. How did the coach respond to a wrestler after an individual loss?

Astorino: As time has gone by he has changed. I think he has realized that a loss is a great opportunity to explain to the wrestler that they need to prepare to get better. He will ask the wrestler, "What are you going to do to get better?" He will use the loss as a teaching tool to help motivate his wrestlers to get better. I think he handles this in a very mature way. It's also athlete specific. If someone needs to get chewed out, he will do that too. That's one of his best assets.

Researcher: Attributional leaders rely on linking conditions and causes of an event to give order or meaning to the event. How was the coach able to explain events to his wrestlers so they could link the results of the competition to the cause or condition?

Astorino: By example. Gillespie is a great example. Here's a guy that was a four-time All-American. That means that he was an All-American when he was a freshman. His first month of his freshman year he was coming out of the practice room crying saying, I

suck, I can't get out of the bottom, I'm never going to get better. That only happened in a three-month period where now he is an All-American. Also, he will tell some of his younger wrestlers to look at the seniors. These seniors that are national qualifiers and All-Americans are the same wrestlers that came to Edinboro four years ago and were struggling to compete. He encourages his wrestlers to work hard and believe in their abilities and good things will happen. He reminds them that they were successful in high school and they will be successful in college too. Just believe in the system and work hard. The rest will take care of itself.

Researcher: Again, attributional leaders rely on individualizing instruction to meet the needs of their team. How did the coach individualize his instruction to meet the needs of his wrestlers?

Astorino: Flynn has individual drill sessions that help wrestlers that are having problems. He will also talk to his wrestlers individually on a consistent basis to make sure that they are doing the right things and training the right way. He also is very good at charting the course for the younger wrestlers and making sure they have a plan for their future, both in wrestling and in the course work. By the time they are sophomores they have a pretty good plan for their future on the team and in the classroom.

Researcher: Self-efficacy is the individual's beliefs about his or her capabilities to achieve a specific task. In what way did the coach help his wrestlers to increase their belief in themselves, thus increasing self-efficacy?

Astorino: I think he does this very well. He uses people as examples. He has individual meetings and builds a rapport with the wrestlers. You see these things all of the time. Some kids can handle all of that pressure and deal with failure with little intervention. Others need constant intervention. He sees that. And then again, he gets them to believe in the system and to believe in themselves. After they start to believe in themselves, then he starts to set goals. When their goals are set, then he starts the constant barrage of reminders. He will call wrestlers and ask them, "Are you working hard enough to be a national champion? I wonder if your competitors are working harder than you? You are going to be on the national podium next year holding the first place trophy." These things really start getting inside of the wrestlers' heads and they start believing.

Researcher: There are several ways for athletes to develop self-efficacy. One of the easiest and most effective ways is through modeling. How did the coach use modeling to increase self-efficacy?

Astorino: I think he does this by just being a good person. That's definitely part of it. I think he is a good communicator and he is a very good listener. I think our kids believe in the coaches and respect our system. We are friends with our wrestlers, but there is a line there. When you establish that relationship, then it is easier to talk to someone and say, "Hey look, I gotta talk to you right now." We are not distant to our kids and we are a little bit older now, but we stay pretty close. It makes it easier when you have this type of relationship.

This comment was especially true as the researcher witnessed many comments from the senior wrestlers at the wrestling banquet that preceded these interviews. The senior wrestlers all spoke individually about their experiences while wrestling for Edinboro University. All of the seniors spoke of a true love and commitment to the program and emphasized their deep respect and admiration of Flynn.

Researcher: Familiarity is an important component to self-efficacy. When individuals are familiar with the task, they are more likely to call on self-efficacy beliefs that have been developed from previous experiences. How was it evident that the coach helped the wrestlers develop this familiarity, which would enable them to compete more successfully?

Astorino: The program is very regimented. It's no secret. Here's what we do. When we recruit, this is what you are going to be doing. We're going to have a picnic on the first day of school at one of the coaches' house. From that day, there will be about four days go by then we'll have a meeting. But, during those four days people will be in the wrestling room. On the fourth day people are going to run. So, there is that familiarity. You know exactly what you're getting into. Therefore, all of your athletes know exactly what they are doing. The upperclassmen go and do the routine and the freshmen understand, so this is the drill and follow. We've told them and it pretty much stays the same. Everyone is asked to follow this schedule. They know what is expected of them before the season starts. They know the commitment and they know the dedication that is required. There are no exceptions. Everyone follows this schedule through the year. This helps to eliminate any questions.

Researcher: Effective modeling is another form of developing self-efficacy. This can be done through the use of technology. Visual feedback, such as using video cameras, allows the athlete to see the action and improve the performance. This accelerates the development of the athlete and the performance. Was the coach able to use technology to help his athletes to develop self-efficacy, and, if so, what modeling methods did he use?

Astorino: Of course we watch films. Everyone watches films. We ask all of our kids to use this technology to help them improve. Some use it and some choose not to use it. It is their choice.

This answer was interrupted by a parent coming into the office to thank the coaching staff for all that was done for her son over his four years of wrestling at Edinboro. She was truly appreciative of the efforts. The researcher asked Astorino if the wrestler was successful.

Astorino: He never wrestled one match for us but was a constant contributor to the program.

He went on to explain that this student struggled throughout his college years and graduating from college was a great accomplishment. He struggled throughout his years

at Edinboro both academically and athletically, but his hard work and tenacity paid off. This was just another success story that really impressed the researcher.

Researcher: To develop self-efficacy, visualization and cognitive awareness also help to eliminate the disruptive thoughts of stress and outside influences that may impair a performance. Was the coach able to incorporate visualization into the wrestler's routine, and, if so, how was this done?

Astorino: Yes, yes. That's why when you look in our wrestling room we have all of those pictures on the wall. That's the visualization. Of course, we all do that when we say to a recruit, "This is what you want" and we point to our national champions. "There's where you wanna be!" I just had a recruit come into the office yesterday and I said to them, "That's where you want to be. That's what you want to set your sights on." I think we do this very well.

Summary of Gary Astorino

Astorino provided the researcher with information concerning Tim Flynn and his leadership style. The following summary was collected from the interview with Astorino and would indicate components of a Transformational leader:

- Consistency in our program and the results of that consistency show that you cannot achieve without strong morals and values.
- He practices what he preaches and he follows through with whatever he says.
- Tim is charismatic in his own kind of way.
- The consistency and the work ethic is how the wrestlers emulate him.

The following comments would indicate components of an Attributional leader:

- Usually, if you're losing, there is no rationalization on the difficulty of the task.
- Luck, that is not in his style.
- He would never tell a wrestler that he did not have the ability to beat his opponent.
- Effort, that's what it's all about.

The following comments would indicate components of the Self-efficacy Belief:

- He has individual meetings and builds rapport with all of his wrestlers.
- I think he models by just being a good person.
- The program is very regimented. In our wrestling room we have pictures of the National Champions. That's visualization.

Bruce Baumgartner--Athletic Director at Edinboro University from 1990-present

Bruce Baumgartner was a National Champion his senior year and graduated from Indiana State University, Indiana in 1982. He was hired as an Assistant Wrestling Coach at Edinboro University in 1984. He coached wrestling for several years and continued competing internationally, winning a gold medal in the 1984 and 1992 Olympics respectively. At the 1996 Centennial Olympic Games in Atlanta, Baumgartner was elected U.S. flag bearer and U.S. Olympic Team captain. In his last Olympic games, Baumgartner won a bronze medal. In 2002, he was selected as a Distinguished Member of the National Wrestling Hall of Fame. For many years, he served as the head wrestling coach for Edinboro University before taking over as the Director of Athletics in 1997. He hired Tim Flynn to take over the coaching position.

The researcher was nervous to interview Mr. Baumgartner because of his extensive background and impressive accomplishments in the sport of wrestling. The researcher has known Mr. Baumgartner for several years, but has never had a chance to talk about wrestling with the former Olympic Champion. Mr. Baumgartner presently serves as Athletic Director at Edinboro University and keeps a very busy schedule. Because of this hectic schedule, Mike Haesy, a participant in the study, arranged a phone interview time for the researcher. On April 16, Baumgartner was given a brief

description of the study and asked the first three questions for background information.

Researcher: Why did you come to Edinboro University?

Baumgartner: I came here for a job. Mike DeAnna was hired as the head coach, and he wanted me to come with him. I did have other opportunities, but this job seemed to be the best fit for me. I felt like we were taking a program that was Division II that had limited success in the past. The administration decided to make the commitment to change from Division II to Division I and increased the wrestling budget immensely. I thought this would be a great opportunity to develop a solid program. I figured I could help to build something special.

Researcher: What was the wrestling program like when you joined the university?

Baumgartner: We were very poor the year before I came. I think the team was 0-10. In fact, most of the kids that were here the year before I came did not come out for the team the next year. We recruited just about all new kids into the program and got some Ohio second and third placers. We got some local kids that wanted to come out with a new work ethic. We worked real hard to be as successful as we could be. The first two years, we were Division II and then in the '86-'87 season we made the jump into Division I.

Researcher: What did you know about Coach Flynn before you hired him to direct the wrestling program?

Baumgartner: Originally, I hired Tim for my assistant for five or six years. You could see his excitement for the sport. He had a some what military background because of his dad, but you could just tell by just talking to him that he had very high moral and ethical standards. What I really liked about Tim was that he was out of wrestling in the business world and became very successful. But, he really wanted to get back in the sport of wrestling. I think a lot of kids that go right from college and try to coach; it becomes a living for them, but I don't know if it becomes a passion. Tim went out in the business world and realized that it was not really his passion.

The researcher agreed to meet Baumgartner on Saturday, March 18, after the wrestling banquet, for the second round of questions.

Researcher: According to transformational theory, transformational leaders live by strong morals and values. What examples can you give to demonstrate Coach Flynn had strong morals and values?

Baumgartner: When I hired Tim, you could see his excitement for the sport. Just talking to him, you could tell that he had very high moral and ethical standards. What I really liked about Tim was that he graduated from Penn State University with an M.B.A., and he was working in the private sector, but he really want to get back into the sport of wrestling. I think a lot of kids that go right from college and try to coach, and lose their

passion. Tim did it the other way. He went into the business world and decided that wrestling was his passion. This was evident early in his coaching career that he had very strong morals and values and was able to instill those values into his wrestlers.

Researcher: The goal of a transformational leader is to transform the organization. Was the leader able to transform his wrestling program, and, if so, how was he able to do it?

Baumgartner: I know when he was my assistant, he was a great recruiter. We had decent success over the years. The year I became the athletic director, Tim did a phenomenal job. He started to build the program into a national contender. He has a good balance. He is good at recruiting talent that fits his style and that fits Edinboro. He does a very good job of keeping the young men focused academically, athletically, and socially. He does a great job of taking a good wrestler and improving them. A lot of programs don't do that. They recruit the blue chippers that come in pretty dang good and leave pretty dang good. We get a lot of kids that come in pretty good and leave great. Most of his kids improve immensely over the four years of wrestling for Tim.

Researcher: Transformational leaders have the ability to motivate people. If this was evident in the coach, how did he motivate his wrestlers?

Baumgartner: I think motivation is recruiting the right people. You have to recruit the right people because you're not going to motivate someone who is not motivated. You can ignite your own enthusiasm, but you can't make someone motivated. I think he is excellent at keeping his kids focused on their core beliefs. He is able to convince his kids that he has a good system [and] that they can reach their goals. I know he emphasizes getting good grades, being a good citizen, and being a great wrestler. I think he is a very positive person and is able to motivate his wrestlers even through the darkest of times. Tonight [at the banquet] you heard King, a senior wrestler that became a national champion state, "Flynn believed in me even when I didn't believe in me."

Researcher: If a leader is transformational, he sets high standards. What standards did the coach set for himself and his program?

Baumgartner: I think he sets very high standards for his wrestlers and for himself. I think he is involved in their personal life and knows how to keep them on task. I think he knows that they are college students, and they are going to have to have some autonomy themselves. In coaching and leadership, you have to balance the aspect [of] being involved versus being overly involved to where you start pushing a kid away. It's like being a parent; you learn to balance your involvement. He wants to be the best, and he wants his program to be the best. This is pure and simple. He is able to keep his wrestlers on task and he communicates very well.

Researcher: Followers of a transformational leader identify with the charismatic leader. Give examples to demonstrate that the coach had charisma.

Baumgartner: I think he has respect. I wouldn't necessarily call him charismatic. I don't think he is as charismatic as a John Smith or a Dan Gable with the Olympic medals and national championships, but he is very well spoken and he is able to communicate well with kids and adults of all ages. But my definition of charisma is when you walk into a room there is a "wow" factor. I don't think he has a "wow" factor. I think he is a very caring person and a very genuine person, and I think that people realize that right away. That endears him to most people.

This statement was said with a great deal of respect as witnessed by the interviewee pointing to the room full of banquet goers.

Researcher: Followers of a transformational leader want to emulate the leader. If the wrestlers emulated their coach, how was it evident?

Baumgartner: I don't think kids emulate leaders like they used to. I think the wrestlers take what he has to give much better than most coaches in his position. I think he has a higher level of respect, and the kids listen to what he says and respond to his methods well. I don't know if that is emulation or respecting the leader and wanting to win. I don't think we have thirty kids or even a portion of kids that are going around trying to be Tim Flynn. I know back in the day, Dan Gable had a whole team full of kids that wanted to be just like him. Either way, it is working for him.

Researcher: The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did the coach attribute success or failure of the program due to difficulty of the task? Explain.

Baumgartner: I think he is a realist. We sit down before every match, and you have a good idea of who has a good chance to win and who doesn't. I can't hardly speak for him, but I think he views success not so much as difficulty of the task, but the amount of time and amount of work that a person is willing to commit to that task. I think we have talented kids here at Edinboro that can compete with the Iowas and Oklahomas, and we've done that very well. But, if the kid hasn't put in the work or hasn't made those necessary sacrifices along the way, I don't know if it's the difficulty of task or the lack of preparation that is the result of the success or lack of.

Researcher: Did the coach attribute success or failure of the program due to luck? Explain.

Baumgartner: Again, knowing him, I think he is a realist. You can use all of those stories where luck meets opportunity and all that, but you will win some matches due to circumstances outside of your control. Maybe a guy didn't make weight. Your guy didn't out train him; maybe the other guy got hurt. Also, you may lose some matches because your guy got hurt. Well, you can go back to the question about training. Did the training attribute to the injury and so forth and so on? I would have to think that everybody in coaching that I know of attributes certain things to just chance.

Researcher: Did the coach attribute success or failure in his program due to ability? Explain.

Baumgartner: I would definitely say yes. When talking to him when we're having those conversations—can this guy beat that guy, sometimes it comes down to he's the hardest worker on the team. You can only teach and train so much; you've got to have the physical tools and mental ability.

Researcher: Did the coach attribute success or failure in his program due to effort? Explain.

Baumgartner: Oh yeah, 100 percent. The harder they work, the more success they are going to have. I think this is what he stresses most of his kids.

At this statement, Bruce took a drink of water and looked off into the banquet room with a sense of pride. Coach Flynn just happened to walk over and interrupted the conversation and asked Baumgartner what was going on. Baumgartner simply stated, "I'm lying about ya." This demonstrated to the researcher a sense of friendship and camaraderie that exists between these two men. Flynn broke into a funny story that was told about him at the banquet. He explained that he had broken a mirror during a morning workout because one of his wrestlers was not working very hard and had questioned Flynn's training techniques. Flynn explained that he really just bumped the mirror, and it fell to the ground and broke in pieces. He used that incident to motivate his wrestlers for that workout. The truth of the story was that it was an accident, and the wrestlers interpreted it as a motivating tool to get them to work harder in the practice room. He did confess that he had not yet paid to replace the mirror. Baumgartner ended the brief conversation by stating that he would get a bill in the morning.

Researcher: One of the simplest ways in which to illustrate how attributions are managed in conversation is through a consideration of the way that leaders are asked about and respond to questions about losing or lapses in the program. How did the coach respond when his program was losing?

Baumgartner: He doesn't like to lose. He's not a sore loser, but not a good loser. He always handled it well, but he really hates to lose. Losing makes him analyze, work harder, and to focus in on more things. He doesn't take it negatively but uses it as a stepping stone to try and get better. I think it motivates him to get better.

Researcher: Attributional leaders rely on linking conditions and causes of an event to give order or meaning. How was the coach able to link events with conditions and causes?

Baumgartner: I don't know how he explains wins and losses. I think he uses wins and losses as teaching tools to get better. Sometimes you learn more from a loss than you do from a win.

Researcher: Attributional leaders rely on individualizing instruction to meet the needs of his team. How did the coach meet the needs of his athletes?

Baumgartner: In college it is easier to do than in high school. They do a lot of individual workouts and a lot of your teaching is done in a one on one situation. You analyze, you do the general basics, and so forth. But then you focus in on what Joe Wrestler needs for Joe Wrestler. You watch him wrestle, you watch a film, then you analyze, you go over, and then you improve. I think what's good is that he never tries to change a wrestler totally; he tries to work with what they have.

Researcher: Self-efficacy is the individual's beliefs about his or her capabilities to achieve a specific task. In what way did the coach help his wrestlers to increase their belief in themselves, thus increasing self-efficacy?

Baumgartner: It's a lot of positives. You work hard and do the things that you need to do; good things will happen. You are good. You were good in high school. It's going to happen. He is always very positive with his wrestlers. This is a daily thing. He works on this with his wrestlers every day. This isn't something that you do two minutes before the match. I've been around coaches that they're tearing you down Sunday through Friday and come Saturday they're building you up. I think this is one of the things that Tim does best. He is able to convince his wrestlers that they are good. Now again, he'll also tell you if you're dogging it.

Researcher: There are several ways for athletes to develop self-efficacy. One of the easiest and most effective ways is through modeling. Was it evident the coach used modeling to increase self-efficacy in those with whom he worked?

Baumgartner: I think as a coach you say you lead by example. But, you know that you don't get out there and wrestle with them every day. The modeling for a coach that is say forty years old is a lot less. I would say that is a stretch for most college coaches because they can't do it anymore. He does stay in great shape; he does run and he does lift. So there is a little bit of "do as I say type of stuff." Overall, I do think that he is a good person and he lives right. He is a devoted family man and a fun guy to be around. He believes in himself and his system, and I think this is contagious.

Researcher: Familiarity is an important component to self-efficacy. When individuals are familiar with the task, they are more likely to call on self-efficacy beliefs that have been developed from previous experiences. In what ways was it evident that the wrestlers grew from their previous experience to meet continued success?

Baumgartner: I always think that they look at films, they review, and they analyze. He has a very good memory, and he is able to correct the technical part of a wrestler. He has the ability to watch a match and tell a kid the areas that they need to improve. He is always trying to improve on what his wrestlers did, whether they won or lost. He is always able to talk to a kid after a great win and express how they could've done this to improve. He does this in a very positive manner. That was good; this can be better.

Researcher: Effective modeling is another form of developing self-efficacy. This can be done through the use of technology. Visual feedback, such as using video cameras, allows the athlete to see the action and improve the performance. This accelerates the development of the athlete and the performance. Was the coach able to use technology to help his athletes to develop self-efficacy, and, if so, what modeling methods did he use?

Baumgartner: He uses technology with his wrestlers like most coaches do in college wrestling. He tapes all of the matches and uses this to improve the technique of his wrestlers. The technology that is available today is much more important than it was when I wrestled.

Researcher: To develop self-efficacy, visualization and cognitive awareness also help to eliminate the disruptive thoughts of stress and outside influences that may impair a performance. Was the coach able to incorporate visualization into the wrestlers routine, and, if so, how was this done?

Baumgartner: I know I did when I coached. I have not heard Tim talk about this with his wrestlers, so I really can't speak for Tim. He probably does it more by his positive approach and his talks with the wrestlers. He will tell them to picture themselves winning and see yourself on the national podium as a champion. I'm not sure if that is what you're referring to. I'm not in there everyday anymore, so I don't know. We've not talked about it so I really can't address that.

Summary of Bruce Baumgartner

Baumgartner provided the researcher with information concerning Tim Flynn and his leadership style. The following summary was collected from the interview with Baumgartner and would indicate components of a Transformational leader:

- Just by talking to him, you can tell that he has high moral and ethical standards.
- You have to recruit the right people because you're not going to motivate someone who is not motivated.
- I think he has great respect.

The following comments would indicate components of an Attributional leader:

- Everyone in coaching that I know attributes certain things to chance.
- You can only teach and train so much; you've got to have the physical tools and mental ability.

- The harder you work, the more success you are going to have.

The following would indicate components of the Self-efficacy Belief:

- He is able to convince his wrestlers that they are good.
- Flynn leads by example.
- He has the ability to watch a match and tell a kid the areas that he needs to improve.
- His positive approach and his talks with his wrestlers are the things that he incorporates daily into his program.

Tim Flynn--Head Wrestling Coach at Edinboro University from 1997-1992

Tim Flynn was a graduate of Annapolis High School in Maryland in 1982. He went to the Penn State University and wrestled from 1982-1987 finishing in fourth place in the NCAA Tournament in 1987. After graduation, Flynn was hired as a graduate assistant at Penn State University and helped with wrestling while completing a master's in Business Finance in 1990. Flynn moved to Edinboro and was hired as assistant wrestling coach at Edinboro University in 1992. Coach Flynn served as an assistant under Bruce Baumgartner for five years until when he was hired as head wrestling coach in 1997.

Flynn has served in this position for the last twelve years and quickly has transformed Edinboro's wrestling program into a perennial powerhouse. In the 2007 season Edinboro finished with an 11-3 record, including a perfect 6-0 EWL record. It was the third straight year that Edinboro University finished undefeated in EWL dual meet competition.

Flynn has now been named the PSAC Coach of the Year seven times in his eleven-year tenure as the Fighting Scots' head coach, including three of the last five years. In addition, he has been selected as the EWL Coach of the Year four times. Flynn owns a 122-35-3 career record, just thirteen wins shy of a school-record 135 wins.

For twenty years, this researcher has personally watched Flynn both as a college wrestler and coach. The researcher was honored to interview Coach Flynn and discuss wrestling. The researcher, by chance, met Flynn at a wrestling tournament and scheduled a phone interview for Sunday, April 5, at 7:00 p.m.

Researcher: Why did you come to Edinboro University?

Flynn: Well, going through a graduate program, you're around a lot of people who want to make millions of dollars. Probably, right away, I figured out that wasn't me. I wanted to make a million dollars, but I didn't want to be on Wall Street, and I didn't want to be selling stocks. I realized that I wanted to work with kids. You know, for me, at 3:30 it was always practice time. So when you're always feeling that, even when you're not supposed to be at practice, it kinda lets you know that you should probably be in coaching. So, I kind of realized that was my calling.

Researcher: What did you know about the wrestling program at Edinboro University before you were hired?

Flynn: I didn't know much about it. I did a wrestling camp here with Jay Robinson my sophomore year in college. I spent two weeks here in the summer and I liked it. I didn't even know where it was. I didn't know who the coach was or what league they wrestled in. Coach Lorenzo was the head wrestling coach at Penn State when I graduated and he told me about the job. I was a manager at a newspaper company at the time. Lorenzo knew that I wanted to get into college coaching and he called me and told me that this job was opened. He called someone and told them about me, even though the job was already closed. He really helped me to get the position.

Researcher: What was the wrestling program like when you got there?

Flynn: The program was kinda in a transition. Mike DeAnna had some success, but he was moving on into business. Bruce was head coach for a year or so. But, when I got here the program was not that strong. I came from Penn State and in my senior year we had eight All-Americans on one team and we finished third in the country. I was not used to losing. The team was not strong and the attitude was not good. So, it was a trying year my first year here. It was difficult.

Flynn looked off in the distance when making these comments, which seemed to bring back some emotions of the past.

The researcher and Coach Flynn decided to meet at Coach Flynn's home on Saturday, April 18, at 12:00 noon for the second round of questions. The day that was chosen coincided with Edinboro's annual "Open House" so the campus was alive with parents and students. The weather, warm and sunny, emphasized Edinboro University's beautiful campus. Before meeting with Flynn, the researcher walked the campus and witnessed the annual "Red and Black" spring football scrimmage, which was very enjoyable.

The researcher had arranged to meet with Coach Flynn at his home in Edinboro, PA. Flynn's home is located in a newer development. The researcher and Flynn, sharing a beer, sat on Flynn's deck in the back of his house that overlooked a golf course. This tranquil setting was a great atmosphere to interview the man who has transformed the Edinboro Wrestling Program into a perennial powerhouse.

Researcher: Transformational leaders live by strong morals and values. What examples can you give that you were a strong moral leader?

Flynn: Strong moral leaders? Examples? Yeah, I guess I would say that my family is very important to me. I grew up with a family of six, and my dad was in the military as a marine. My parents are still together so we have a strong family background. I'm very close with my family. So, my immediate family is the single most important thing to me in my life. Every decision I make I run by my wife first. I could get a job anywhere because I have an education. I wanna coach, but the most important thing is that my kids are taken care of and they are happy and my wife is happy. So I guess, that's the number one goal.

Just at that point, his youngest son came up to the coach and asked him a question. Flynn stopped the interview, answered the question, and kissed the child on the forehead before refocusing on the interview. These actions seemed to validate Flynn's previous statement.

Researcher: The goal of a transformational leader is to transform the organization. Were you able to transform his wrestling program, and, if so, how were you able to do it?

Flynn: I wouldn't say I did it. I would say a lot of people did it. We have a lot of good people associated with Edinboro wrestling. It's a matter of putting your hard hat on and going to work everyday. I remember losing to West Virginia my first year, and I was like really ready to quit. We're terrible! But then I was like, ya know, you're not a quitter. I remember telling people this: "Just because we're not good; that's not the worse thing in the world. The worse thing is that you're not trying." So, I said to myself, we need to just get to work. So, the number one thing was to start recruiting better athletes, better people, and harder workers. Our first recruiting class, including Jason Robinson, was critical to the program. I don't know if you remember Jason, but he was huge to our program. We had other good ones too. We had a whale of a first class. But, the most important person was Jason because he had a great work ethic. His work ethic changed what we expected at Edinboro wrestling. He was a hammer. He always trained hard. That's where it started.

Researcher: Transformational leaders have the ability to motivate people. Were you able to motivate your wrestlers and other audiences, and, if so, how?

Flynn: I think if you're recruiting the right guys that have the same goals and vision, it's easier to motivate. If you're trying to motivate someone who doesn't want to do it, you have to be a whale of a motivator. I think if you recruit the right kids that think similarly to you, like Jason Robinson, he and I and were on the same page. Train, train, train and then train some more. So we hit it off right away. I would say that to this day he is the kid that I drilled with the most. Obviously he's a 197 pounder, but I physically worked out with him more than anybody. I think if you have a passion for something, kids see that passion and hopefully it motivates them; they know that you're willing to do whatever it takes and you're willing to do it with them. I also think if you care about the kids, I mean really care about what is really important to them, they will be willing to do more for you. They know that you love them and that you want the best for them academically, athletically, and even off the mat with their girlfriends and families. They are willing to run through a wall for you. I think that's really important.

The researcher could sense Flynn's compassion and commitment for his wrestlers through his hand gestures and voice cracking when answering this question.

Researcher: If a leader is transformational, he sets high standards. What standards did you set for yourself, your wrestlers, and your program?

Flynn: Ya know, when I got here I came from Penn State, our goal was to be a national champion as a team and individual national champions. That's how we trained. I think Bruce always had that because he was an Olympic Champion. But, I don't know if the team had that. Every kid that came in, we made it clear that they could be the best wrestlers that they could be. The kids that we started recruiting were told that we expected to be national champions and All-Americans. The team started competing. We had not been that strong for a couple of years. We had a little dip and we really weren't that good. So, we really started raising our expectations for the recruits so that they knew what we expected.

Researcher: Followers of a transformational leader identify with the charismatic leader. To what extent do you believe that you are charismatic?

Flynn: I don't know if I am charismatic or not. I know that I like to be around kids, and I like to work with kids. I think I connect with kids well, and they believe in the program and me. I think that is more important than being charismatic.

Researcher: Followers of a transformational leader want to emulate the leader. If the wrestlers emulated you, how was it evident?

Flynn: I try to live a good life and do the right things. But, I think the wrestlers understand what I expect from them to be successful. They work hard and do the things that they need to do to get better. I try to instill a sense of pride and confidence in all of my wrestlers. They need to believe in themselves in order to be successful. I think that is very important in every facet of life.

Researcher: The four attributes of the Attribution Theory of Achievement Motivation are difficulty of task, effort, ability, and luck. Did you attribute success or failure of an athlete due to difficulty of the task? Explain.

Flynn: No, I don't think so. I think we concentrate on what we can do to get better. I try to convince my wrestlers that we can beat anyone. I try not to focus on the negative. My efforts are focused on what we can do to get better to beat our opponents. I always say, "Why not you and why not right now."

Researcher: Did you attribute success or failure of an athlete due to luck? Explain.

Flynn: No, I don't ever talk about luck. I don't think we can afford to have our athletes think about luck. We can only worry about the things we have control of, and we can't control luck.

Researcher: Did you attribute success or failure of your wrestlers due to ability? Explain.

Flynn: Yeah probably, but not to the wrestlers. I understand that there are some kids that naturally are more talented than others. I try to emphasize the aspects that are controllable. We work on technique, diet, workout regiments, and strength. These are components that we can control. If you are in control of these components and doing everything in your power to get better, you will succeed. I truly believe that!

This statement was said with very strong conviction as he leaned forward in his chair.

Researcher: Did you attribute success or failure of your wrestlers due to effort? Explain.

Flynn: Absolutely! This is what we do best. If two athletes are wrestling with equal ability, which athlete will win? We believe the athlete that has worked the hardest and

prepared the most will win. That's what our program is all about. We believe that our kids can outwork anyone in the country and that is what we sell our athletes on. This is Edinboro wrestling! This is what we sell to our kids, and we really believe it. I think our kids really believe it too.

Again, this statement was said with very strong sentiment as the coach slapped his hands on the arm of his chair in an excited manner.

Researcher: One of the simplest ways in which to illustrate how attributions are managed in conversation is through a consideration of the way that leaders are asked about and respond to questions on losing. How did you respond to a wrestler after an individual loss?

Flynn: I think it depends on the wrestler. If the wrestler gave a great effort, I would probably react in a different way compared to an athlete that gave a poor effort. I think it depends on the wrestler and the situation. Either way I think the interaction with the wrestler has to be positive and focused on improvement. I think that's important to.

Researcher: Attributional leaders rely on linking conditions and causes of an event to give order or meaning. How were you able to link events to the wrestlers so they could understand the results of the competition?

Flynn: It was difficult at first. I guess we had Lou Roselli, then and he was a tremendous worker. Always the problem with wrestling is that you have kids with natural ability that do well. Maybe they drank or maybe they would go out and carry on and don't do everything right. Lou worked out hard. But, you gotta have the right kids too, though. If you don't have the right kids, it doesn't matter what link there is. So, we got the right kids in the room and what really helped was Jason. He didn't have the most successful freshman year, but I remember Jason lost in the Wiles tournament early in the season, and his roommate was in the finals. He told me, "Coach, that kid doesn't work out." I told him, "Keep doing what you're doing." Over time, he flew over his roommate and others were able to see what hard work was able to do. Jason was such a hard worker that you couldn't break him. You could say, "Carry this over there." He never said how; he never said what. So, when you get a leader that you can point to and will do what you ask, then he becomes your best wrestler. Boy, you have something that you can really sell to recruits. So we were fortunate that we got some kids in like Jason that bought into it and actually had success. When they become a three-time All-American and a national runner-up, it's easy to say, "Boy, you're not doing what he's doing." More recently, Gregor Gillespie is one of the best athletes I've ever been around. But, it really helped having Jared King do well this year and win a national championship. Jared had been through all of the surgeries, and he had a staph infection in the middle of the year, so he had to sit out for three weeks in February. So, we take this kid, and he has to do extra workouts and extra drills. For him to win, again, refocuses your team on doing everything right. I don't want to dog Gregor, but Jared really was the hardest worker in the room. Again, when you can sell your kids and remind them to look at Jared and what he did, wow, that's huge. When your hardest worker wins, that's important for a team.

Researcher: Attributional leaders rely on individualizing instruction to meet the needs of his team. How did you individualize your instruction to meet the needs of your athletes?

Flynn: I think we did that best with our National Champion this year, Jared King. He got sick in February and could not work out for three weeks. We had to devise a program specifically designed for him. He started out doing circuit workouts in the morning and working out individually with him after practice. We tailor-made things to meet the needs of this individual. He needed so much additional conditioning. We were able to design this program for him. This is easier to do in wrestling than any other sport. I think the key is to know your team and have a pulse on your athletes to know what they need. The hard part is knowing what a kid needs physically versus knowing what a kid needs mentally. Every kid is different. That's hard to learn. I had to learn that because I was from Penn State where more is better. I'm a big believer in more is better 90 percent of the time. The other 10 percent you gotta take a step back and say, it's time to take a break. Kids' bodies are different. That's just part of the sport.

Researcher: Self-efficacy is the individual's beliefs about his or her capabilities to achieve a specific task. In what way did you help your wrestlers to increase their belief in themselves, thus increasing self-efficacy?

Flynn: I do this daily. I think this is a really, really important part of the sport. Every day you build confidence. I had three recruits in today. One of the kids was from California. I said to him, "Listen, you won one of the biggest states in the country. You are ready to compete right away." You start building them up from the very first day. I'll use King, our national champion, as an example. I told him the whole year, "Ya know, with your ability, you're the best kid." And so all year he keeps hearing this. Even if he doesn't win, I kept telling him, "You're the best kid in the country." So then he gets hurt; I tell him, all that he's got to do is get in shape. Even if he loses, I tell him, "You lost because this happened, but you're the best kid." It's important for them to know that you think they're the best; you believe in them. It's easy to believe the negative, but it's hard to believe the positive in wrestling and in life. So, it's an every day thing. Also, you need to balance this with honesty. You can't sell something that is not true. You always try to convince your athletes of their destiny. Everything you say; you could be doggin' them, but you're still building them up. I really believe that and King's a great example. We've been telling him that he's the best kid for two years. Finally, something clicked! Every situation, you put your guy on top. When King got into the finals I told him, "Listen, this guy is tough. But, he's a freshman. At this time last year, this kid was at the prom. You got a chance to win a national championship, and you're wrestling a guy that was at the prom 300 days ago. You better lock that down, stud. I don't care. Whatever you need to do in your head, I don't care. This kid was at the prom last year. You've gotta win." So everything that you talk about is building him up. You have to! Again, I told him, "The guy you used to beat, Jake Herbert, is in the finals and he's at 174 and is the favorite. Of course, you're supposed to win. It's your destiny."

Flynn said this in a very humble manner as he leaned forward in his chair and stared me in the eyes.

Researcher: There are several ways for athletes to develop self-efficacy. One of the easiest and most effective ways is through modeling. How did you use modeling to increase self-efficacy?

Flynn: Hard work equals success. I try to live this every day. I like to show our wrestlers that I will do whatever it takes to be the best. I do this through my actions and my work. I truly believe that if you are willing to work hard and persevere, anyone can be successful. I believe it, and you should too. I can outwork my opponents, and I try to prove it every day. If I don't outwork Tom Brands and I'm telling you to outwork the Iowa kid, then that's not cool. I'm telling you to do something that I'm not willing to do myself. This gets harder to do as I get older. This summer we asked our kids to do an eight or nine mile run. Some of the kids laughed and challenged me to run the course. I got pissed off and ran it with the kids. I beat three-quarters of the kids. It's a mind-set. I'm willing to do whatever it takes, and I tell them that all the time. I think this is essential in all aspects of life.

This statement was said in a manner that was very inspiring and believable.

Researcher: Familiarity is an important component to self-efficacy. When individuals are familiar with the task, they are more likely to call on self-efficacy beliefs that have been developed from previous experiences. In what ways was it evident that the wrestlers grew from their previous experience to meet continued success?

Flynn: I do that with our schedule. I make them weigh in two days in a row a lot. I'll give you an example. We had a coach that was wrestling two days in a row, and he didn't want his team to have to weigh in twice. He explained that he had two tough matches in a row, and he didn't want to put his kids through that. I said, "I think just the opposite. I want to weigh in and wrestle someone hard. The next day, weigh in and again wrestle someone hard. That's the NCAA tournament." That's why we fly out to Reno and that's why we fly out to Vegas. We want to go to the big tournament to mimic the NCAA's. Everything aside, no one remembers who won the Edinboro versus Clarion match, but everyone remembers the NCAA tournament. Every kid's dream is not to be 32-4. Every kid wants to be an All-American and to win a national championship. So, everything you do has to mimic the NCAA tournament. Even over spring break, we wrestle at 10:00 a.m. and 6:00 p.m. because that's when the NCAAs are. It's funny because I just visited with Josh Koscheck who is still competing in the sport of ultimate fighting. He doesn't get up early in the morning for his workouts. He trains at 10:00 at night because that's when he fights. He said that's when I fight, and I have to have my body ready to fight at that time. It makes sense.

As Flynn finished answering this question, his cell phone rang with a text message for the sixth or seventh time. He stated that one of his wrestlers needed a tie for the banquet and was asking if he would bring one to the banquet. He answered the text and stated to me,

“It’s like having thirty-five sons.” This was another reminder of his compassion and commitment to his wrestlers and to his program.

Researcher: Effective modeling is another form of developing self-efficacy. This can be done through the use of technology. Visual feedback, such as using video cameras, allows the athlete to see the action and improve the performance. This accelerates the development of the athlete and the performance. Were you able to use technology to help your athletes to develop self-efficacy, and, if so, what modeling methods did he use?

Flynn: We use it more for recruiting and getting information about kids. Information is the key. We don’t use it as much for the scouting. Now you go on *Flowrestling* and you can pull up anybody and watch them wrestle. Almost every high school kid in the country is on this site. You almost don’t have to go off campus to watch a kid wrestle. It has really helped with recruiting, and we use it a lot.

Researcher: To develop self-efficacy, visualization and cognitive awareness also help to eliminate the disruptive thoughts of stress and outside influences that may impair a performance. Were you, as coach, able to incorporate visualization into the wrestler’s routine, and, if so, how was this done?

Flynn: Sure! I don’t know if I work at it, but I believe in it. You have to be able to picture your perfect match. If you can’t see yourself and picture yourself winning the NCAA tournament, then you’re not going to win it. We always tell our kids, “Hey, picture a perfect situation. I wake up, I make weight, I eat, I feel great.” You gotta be able to visualize as an athlete. We should probably work it more and do more with it. But, if you can see it in your head, then it can become a reality. If you can’t possibly see it, then it won’t happen. Even when you’re dreaming about winning, you know what I mean, that’s really important.

As the researcher and Flynn were finishing this question, Flynn’s wife came onto the deck in a panic and asked Tim if he was going to get ready for the banquet. He replied, “We have time,” which was his way of saying we better end the interview. The researcher appreciated and enjoyed Coach Flynn’s interview and thanked him for his time.

Summary of Tim Flynn

Flynn provided the researcher with information and insight concerning his leadership styles. The following conclusions were gathered from the interview with Flynn and would indicate components of a Transformational leader:

- My immediate family is the single most important thing to me in my life.

- You've got to recruit the right guys who have the same goals and vision. It's easy to motivate guys who are goal-oriented.
- The standard that I set for my team was the same standard that I set for myself.
- I like to be around kids, and I like to work with kids. I think I connect with kids very well.

The following comments would indicate the components of an Attributional leader:

- Difficulty of task is not considered. We try to concentrate on what we can do to get better.
- I don't think we can afford to have our wrestlers think about luck.
- I understand that there are some kids who are naturally more talented than others.
- Effort is what we stress daily. If two athletes are wrestling with equal ability, which one will always win. We believe that the athlete who gives the best effort.

The following would indicate components of the Self-efficacy Belief:

- I do this daily. I think this is a very important part of the sport. Every day I try to build their confidence.
- Hard work equals success. I try to live this everyday.
- We try to build confidence and familiarity by wrestling a very demanding schedule.
- We use technology for recruiting and getting information.
- I believe in visualization. You have to be able to picture your perfect match.

With the conclusion of this interview with Tim Flynn all of the interviews had been completed.

Analyzing the Data from Clarion Interviews

After completing the interviews, the researcher looked for emerging themes and patterns. Several common themes appeared throughout the Clarion interviewees. The most obvious reoccurring theme was that Bubb was a Christian man with very high morals and values and that he treated everyone the same. Two of the interviewees got emotional and had to pause to regain their thoughts when talking about Bubb's morals and values. Most agreed that Bubb was very charismatic and loved to talk to parents and wrestlers. Several of the people mentioned that Bubb recruited athletes who were over-achievers with good Christian values. Effort was mentioned often when discussing the attributes that were important to the coach. It was agreed that luck and ability were seldom discussed while wrestling for Bubb, but three of the interviewees stated that they were motivated to perform out of fear of disappointing the coach.

Several comments were made that were unique to the interviewees. One person stated that Bubb believed that the wrestler was the artist of his own canvas. This person finished his thought by tilting back in his chair and smiling with a sense of pride stating, "He allowed his wrestlers to paint their own pictures." Interestingly, one former coach stated that Bubb never achieved the highest honor throughout his wrestling career. He continued stating that he had to work hard for what he got. One wrestler called Bubb a realist, while another stated that Bubb motivated them by lying to them. This statement was said in a joking manner and explained by stating that Bubb would always challenge his wrestlers to reach their goals. Several examples were given explaining how visualization was used throughout the season. Bubb included shadow wrestling as an example.

There were a few statements made by the interviewees that were different and not shared by the group. One of the wrestlers stated that Bubb was a risktaker . One coach shared his thoughts on how Bubb often thought that he paid a severe price for his success by missing important family events and family functions. After this statement was made this coach sat back in his chair and looked off into the distance to reflect. The athletic director stated that Bubb hated to lose and often took the losses personally. He explained sometimes that he had to give Bubb pep talks and remind him, “You can’t win them all.”

There were several examples of ways that Coach Bubb affected the lives of the interviewees. Two stated emphatically that Bubb is one of the most respected persons in their lives and gave examples of how the coach had impacted them personally. One interviewee stopped the interview and dug into his filing cabinet to recover a poem that he had written almost twenty years ago for Coach Bubb for his fiftieth birthday. He read it to the researcher with a great sense of pride. One wrestler stated that he learned from Coach Bubb that a person doesn’t leave until all of his work is done. This wrestler is now working for a large investment firm in New York City and competing against Ivy League graduates. He stated that he was moving ahead of these people due largely to the lessons that he learned while wrestling at Clarion under Coach Bubb.

There were three leadership theories that were the basis for the study. The three theories were the Transformational Theory, the Attribution Theory of Achievement Motivation and the Self-Efficacy Belief. The Transformational Theory posits that leaders are charismatic, show strong morals and values, set high standards and motivate, and make their followers want to emulate them. The Attribution Theory of Achievement Motivation states that individuals attribute outcomes to internal or personal forces, or

external or environmental forces. There are four attributes that are connected to this theory which are effort, ability, luck, and difficulty of task. This theory provides a way for an individual to understand the cause and effect of an event by recognizing these four attributes. Self-efficacy beliefs are an individual's beliefs about his or her capabilities to achieve a specific task through modeling, mastery experiences, social persuasion and psychological responses. The researcher looked for emerging patterns and themes evident in the interviews of the Clarion wrestlers and coaches, which were tied to these leadership theories.

Analyzing the Data from Edinboro Interviews

After completing the interviews, the researcher looked for emerging themes and patterns. Several common themes appeared throughout the Edinboro interviewees. The most obvious reoccurring theme was that Flynn had very high morals and values in every aspect of his life and was able to build confidence in his wrestlers. One wrestler pounded his fist on the table stating that Flynn convinced him that he was the best. He followed this by stating, "After awhile I started to believe that I was the best." Most suggested that Flynn was charismatic and had a way of relating to kids. Both of the wrestlers stated that they were expected to win the minute they stepped onto the campus. Effort was often described as an essential ingredient when discussing the attributes of Coach Flynn. It was agreed that luck and ability were never discussed while wrestling for Flynn at Edinboro, but most of the interviewees stated that they were motivated by Flynn and his positive attitude and optimistic approach to everything. One wrestler summed this up by explaining, "Flynn was a huge advocate on instilling in the guys that it's not the result that counts, it's the journey."

Several comments were made that were unique to the interviewees. The athletic director stated that Flynn has the ability to watch a match and tell his wrestlers the things that they need to incorporate into their daily practice routines. One of the wrestlers stated, "I think everyone wants to emulate Coach Flynn." Flynn himself said that hard work equals success. Flynn tries to live by this everyday. After Flynn made this statement, a sense of pride passed through his face as he sat back in his chair and looked out onto the trees. Several examples were given explaining how visualization was used throughout the season. This seemed to be a reoccurring theme that makes Flynn unique to many other college wrestling coaches. In the researcher's opinion, most college wrestling coaches attempt to tear down their athletes before building them up. Flynn starts immediately building up his athletes from the minute they step on the campus. Again, this is unique at the college level.

There were a few statements made by the interviewees that were different and not shared by the group. Flynn stated that they use technology mostly to recruit and to get information. One of the former coaches stated that consistency in their program and the results of that consistency show that a wrestler cannot achieve without strong morals and values. A former wrestler shared his thoughts by explaining that Flynn motivated them by always doing the right things. After this statement the wrestler readjusted in his chair and looked out the window with pride. The athletic director expounded by saying, "Flynn doesn't like to lose. He always handled it well, but he really hates to lose. Losing makes him analyze, work harder, and to focus in on more things."

There were several examples of ways that Coach Flynn affected the lives of the interviewees. One former wrestler exclaimed, "I was a National Champion because of

his system. I don't think I would have achieved near the success in any other system or [with] any other coach. He is that good and I wanted to make him happy.” Another former wrestler stated that Flynn was always pushing them to do the right things whether it was athletically, academically, or socially. All those things in college play a major role. Flynn reinforced more than just wrestling. That was huge to this wrestler. Lastly, an assistant coach was interrupted during the researcher's interview by a parent. The parent complimented the coach and the wrestling program for helping her son to graduate from Edinboro. After the parent left, the researcher asked, “Did this wrestler contribute to the team?” The answer was given: “This student struggled throughout his college years and graduating from college was a great accomplishment. He struggled throughout his years at Edinboro both academically and athletically, but his hard work and tenacity paid off.”

In both analyses, the Clarion interviews as well as the Edinboro interviews, there were three leadership theories that were the basis for the study. The three theories were the Transformational Theory, the Attribution Theory of Achievement Motivation and the Self-efficacy Belief. The Transformational Theory posits that leaders are charismatic, show strong morals and values, set high standards and motivate, and make their followers want to emulate them. The Attribution Theory of Achievement Motivation states that individuals attribute outcomes to internal or personal forces, or external or environmental forces. There are four attributes that are connected to this theory which are effort, ability, luck, and difficulty of task. This theory provides a way for an individual to understand the cause and effect of an event by recognizing these four attributes. Self-efficacy beliefs are an individual's beliefs about his or her capabilities to achieve a specific task through

modeling, mastery experiences, social persuasion and psychological responses. The researcher looked for emerging patterns and themes evident in the interviews of the Edinboro wrestlers and coaches, which were tied to these leadership theories.

Summary

The purpose of this study is to examine the excellent leadership of two widely recognized wrestling coaches. Through extensive interviews with persons involved with these two men, knowledge about their leadership was gained. Although some of the comments from the interviewees did not completely answer the question, the researcher included these comments to add depth and character to the interviewees. The responses of the interviewees will be analyzed using the principles found in the Transformational Leadership Theory, the Attribution Theory of Achievement Motivation, and the Self-efficacy Belief construct, a component of the Social Cognitive Theory.

Chapter V discusses the findings, draws conclusions, and makes recommendations for further studies.

CHAPTER V

INTRODUCTION

The public's fascination with leadership has grown immensely. Many people believe that leadership is a way to improve themselves and how they present themselves to others, both professionally and socially. Despite this interest, which has led to much speculation and theorizing, leadership still is a quality that many people have a difficult time defining or even describing. Be that as it may, using the knowledge and insights provided by these two leaders, Coach Bubb and Coach Flynn, perhaps some understanding of the qualities of leadership can be better understood.

Purpose

The purpose of this study was to examine the leadership qualities of two wrestling coaches, Robert Bubb and Tim Flynn, both widely recognized for their success and effectiveness. The leadership of the two coaches will be assessed using the principles found in Transformational Leadership Theory, the Attribution Theory of Achievement Motivation, and the Self-efficacy Belief construct, a component of the Social Cognitive Theory.

Findings

The following information describes the findings from the interviewees about the leadership qualities of Coach Bubb and Coach Flynn. The questions were grounded using principles of Transformational Leadership Theory, the Attributional Theory of Achievement Motivation, and the Self-efficacy Belief, a component of the Social Cognitive Theory. Components from the theories and statements from the interviewees were listed under each of the leadership theories.

Transformational Leadership Theory

The Transformational Leadership Theory posits that leaders are charismatic, show strong morals and values, set high standards and motivate, and make their followers want to emulate them. Early in the interviewing process, it became clear that both coaches exhibited many of the characteristics of a Transformational leader. The interviewees from Clarion expressed several comments about Bubb's morals and values. Gill proclaimed, "He treated everyone like they were family." Barton declared, "His life style and religious convictions were his top priorities." Gill did not hesitate when offering, "I think Coach Bubb has a high sense of morals, sincerity, and is a Christian man." Lignelli expounded, "His morals and values were one of the most impressive things about Coach Bubb. Even Bubb himself offered, "I tried to live my life by example. I tried to portray the type of person that the wrestlers would respect." The interviewees from Edinboro expounded about Flynn's morals and values. Haahesy proclaimed, "He is happily married and puts his family first. He does the same thing with his student athletes." Astorino declared, "In our business, you can't compete successfully unless you are consistent and fair. Wrestling is a close-knit fraternity that if you don't have strong morals and values, the competition will seek you out. Because of his strong morals and values, Flynn has been able to be consistent and produce winners year in and year out." Gillespie did not hesitate when offering, "I think Coach Flynn instills this on a regular basis. He always says that it's not the end results that count. It's the journey. He is a big advocate in the journey is what makes you a man. He would never do anything to cheat. He always wants to win the right way."

The second component of the Transformational Leader Theory is the ability to motivate. The Clarion interviewees submitted these thoughts about Coach Bubb and his ability to motivate. Gill stated, “Bubb had a list of expectations that he required you to do to become a good wrestler, but he also included a list of expectations that were required of you to become a good person.” Most of the interviewees made references to Bubb, insisting that his wrestlers learned how to become successful at wrestling, and more importantly, how to become successful at life. Barton specified, “You committed yourself to the program, kept your grades up, and kept your nose clean. He demanded you totally.”

The Edinboro interviews shared these beliefs about Flynn’s ability to motivate. Baumgartner said, “I think he is excellent at keeping his kids focused on their core beliefs. He is able to convince his kids that he has a good system and that they can reach their goals.” Baumgartner asserted that Flynn emphasizes getting good grades, being a good citizen, and being a good wrestler. Gibson added, “I think he was able to do the by reinforcing the right things. He always talked to us about diet, grades, rest, and work habits. He was always trying to talk to us about doing the right things.” Haesy clarified, “Flynn is very good at making you believe that you can be the best and you can win a national title. He was always saying, ‘Why not now and why not you?’ After a while you start believing him.”

The third factor of the Transformational Leadership Theory is charisma. All who were interviewed from Clarion answered without hesitation regarding the question about Bubb possessing charisma. Gill submitted, “Bubb was a great communicator. He was upfront and honest with everyone that he talked to. That was what made him so special.”

Nellis communicated, “ Bubb loved to teach kids and loved to talk to parents of the wrestlers. He showed a lot of respect to the parents of the wrestlers, whether they were a starter or a role player.” Barton illuminated, “My father, my uncle and Coach Bubb were the three most influential people in my life. Coach treated us like family. I would run through a brick wall for him.” Coach Bubb added, “I think you get respect from kids when they know that you are honest and upfront with them. I think that was born in me.”

The Edinboro interviewees had similar responses to the questions about Flynn’s charisma. Gillespie submitted, “Wow, I think he is very charismatic. He is a fun guy to be around. He’s got a personality like no other. He is a great ambassador to the sport of wrestling.” Astorino communicated, “ Flynn has a presence. When you talk to him, you want to be around him more. He’s magnetic. To me, that is my definition of charismatic.” Most stated that the coach was very easy to talk to and fun to be around. Coach Flynn added, “I don’t know if I’m charismatic or not. I know I like to be around kids and I like to work with kids. I think I connect with kids well, and they believe in the program and me. I think that is more important than being charismatic.”

The last component of the Transformational Leadership Theory is the ability to make followers want to emulate the leader. All who were interviewed from Clarion stated that they tried to emulate the coach. Gill expressed, “I think everyone emulated him in the way that we dressed and the way that we acted on and off of the mats. Coach Bubb convinced his wrestlers that they were representing not only Clarion wrestling, but also our school and our family.” Caslow shared the same sentiments when he added, “I had such great respect for his leadership abilities that I took notes while he was lecturing and tried to emulate him while I lectured. Still to this day if you were to ask me what

person was most responsible for my achievements, I would have to give credit to Coach Bubb.” Lignelli added, “Even though he had problems with some of his wrestlers, they all respected him and tried to emulate and please him.” Coach Bubb shared a story of a wrestler who is now working for the successful investor firm of Merrill Lynch. This wrestler credited the Clarion Wrestling Program for his success and stated that he models his work ethics in the investment field by the lessons he learned while wrestling for Coach Bubb.

The Edinboro interviewees voiced these opinions about Coach Flynn’s followers who emulated him. Haesy expressed, “I think they follow his lead very well. He is very good at setting a game plan and following it through. You never hear a kid complaining about what he asks them to do. The kids greatly respect what he has to offer.”

Baumgartner stated, “I think he has a higher level of respect and the kids respond to his methods well. I don’t know if that is emulation or respecting the leader and wanting to win. Either way it is working for him.” Gibson shared this thought: “Flynn had a goofy kind of way of doing things. He was always running around trying to get things done. He was never idle. Not only was he working hard at his job and in wrestling, he was always on top of everything. This taught me how to work hard if you wanted to be successful at wrestling or anything that you do. That is why I tried to emulate the coach.”

Attributional Theory of Achievement Motivation

The next leadership theory considered in the study was the Attribution Theory of Achievement Motivation. The four attributes of the Attribution Theory are effort, ability, luck, and difficulty of task. This theory provides a way for an individual to understand the cause and effect of an event by recognizing these four attributes. Throughout the

interview process, the researcher determined that the Attributional Theory of Achievement was not a major component in the leadership of these two coaches. The first component in this leadership theory is effort, and both coaches exhibited strong beliefs in this component. The interviewees from Clarion stressed that effort was important to Coach Bubb. Nellis voiced, “Oh yeah, I think that is what he did best. He shined the light on the people that were overachievers. He looked for those types of people when he was recruiting.” Caslow reinforced these statements: “Effort was a huge factor in his style of coaching. He gave his best effort all of the time and expected the same from his wrestlers and coaches.” Barton expanded on this point by saying, “Those who did not work, did not win! Bubb expected the best of you at all times and would let you know when he felt you were not giving your best effort.”

The interviewees from Edinboro added that Coach Flynn was also a great believer in the importance of effort. Astorino voiced, “That’s what it’s all about. This is essential in the practice room and all other aspects of wrestling. Effort can overcome many obstacles in a match. Flynn always reminded the wrestlers that it’s not the best wrestlers that win a national title. Usually it’s the wrestler that has prepared the best.” Gibson reinforced these statements illustrating, “Yeah, that is probably his main thing. Effort does a lot. You can win or lose a match just due to effort. Effort was a huge factor in his style of coaching. He gave his best effort all of the time and expected the same from his wrestlers and coaches.” All of the interviewees seemed to emphasize this characteristic in Flynn and stated strong feelings about the importance of effort. Even the athletic director had strong emotions about this topic when asked this question. Baumgartner

confessed, “Oh yeah, 100 percent. The harder they work, the more success they will have. I think this is what Flynn stresses most to kids.”

The second part of the Attribution Theory of Achievement Motivation concerns ability. Did the coach attribute success or failure of a wrestler due to ability? This question, when asked of the Clarion interviewees, got mixed reviews. Some simply stated, “No.” Some went on to explain in more details. Gill qualified his answer saying, “He seldom pointed out a flaw or a stellar performance in front of the team. I’m sure this was done in private. I very seldom saw him lose his composure.” Lignelli surmised, “Bubb never stressed ability. He just focused on improving.”

The interviewees from Edinboro also responded to this question about the importance of ability with mixed reviews. Again, some of the interviewees simply stated, “No.” Some went on to explain in more details. Gillespie qualified his answer saying, “He knows there are guys on the team that have to work harder than others just to be competitive.” Astorino explicated, “Flynn would never tell a wrestler that he did not have the ability to beat his opponent. He would explain that better weight management, improving technique, harder work regiments, or improving dedication to the sport could increase their chances to win.” Finally, Coach Flynn took another view. He replied, “I tried to emphasize the aspects that are controllable. We would work on technique, diet, workout regiments, and strength. These are the components that we can control.”

The third element of the Attribution Theory of Achievement Motivation is luck. Did the coach attribute success or failure of a wrestler due to luck? Everyone interviewed from Clarion answered this question with a very quick, “No.” Nellis and Caslow simply proclaimed, “No, Coach Bubb did not believe in luck.” Gill declared,

“Coach did not believe in luck. He would tell us that you make you own luck.” Bubb confirmed this by sounding off, “No, not at all. I think you make you own breaks.”

These statements confirmed the idea that luck was not an integral part of the leadership of Coach Bubb.

The interviewees from Edinboro also responded to this question with a simple, “No.” Haahesy and Astorino simply proclaimed, “No, Coach Flynn did not believe in luck.” Gillespie declared, “No, definitely not. He would always say to remember how hard you trained. You know that you have done more work than most of your opponents.” Flynn confirmed this by sounding off, “No, I don’t ever talk about luck. I don’t think we can afford to have our athletes think about luck. We can only worry about the things we have control of and we can’t control luck.” Again, these comments reinforce the theme that luck was not an integral part of the coaching philosophy of Coach Flynn.

The last characteristic of the Attribution Theory of Achievement Motivation to be addressed is difficulty of task. Did the coach attribute success or failure of a wrestler due to difficulty of task? This question seemed to be confusing to some of the interviewees from Clarion. Gill offered, “No, he always looked for the wrestlers’ best performances. He always encouraged his wrestlers to do their best and to improve.” Barton added, “No, he always felt that if you tried, there was always a possibility. He felt if you accepted defeat before you went out to wrestle, you were defeated.” But, Lignelli had the opposite approach to this question. He explained, “Yes, in fact I think he contributed to it. He convinced his wrestlers that the more difficult the task, the greater the accomplishment. Bubb was able to convince his wrestlers to thrive on this concept that success was

measured by the difficulty of the sport, the toughness of his team, and competing with a demanding schedule.”

Again, this question received mixed reviews from the Edinboro interviewees. Gibson and Gillespie offered, “No, he always expects to win.” Gibson said, “He always encouraged his wrestlers to do their best and to improve, but he never attributed success or failure to difficulty of task.” But, Baumgartner had an interesting twist to this question. He explained, “I think he was a realist. I think he views success not so much as difficulty of the task, but the amount of time and amount of work that a person is willing to commit to that task.”

Self-Efficacy Belief

The Self-efficacy belief, a component of the Social Cognitive Theory, was also a basis for questions about the leadership of these two coaches. Self-efficacy beliefs are an individual’s beliefs about his or her capabilities to achieve a specific task. The four attributes of the Self-efficacy Belief are mastery experiences, social modeling, social persuasion, and psychological responses. At the end of the interviewing process, it became clear to the researcher that both coaches exhibited many of the characteristics of the Self-efficacy Belief.

The interviewees from Clarion expressed these comments about Bubb’s ability to achieve a specific task through mastery experiences. This question produced several common responses from the interviewees from Clarion. Gill emphasized, “There was never any question about what you were going to face in any upcoming competitions. Bubb would give us every detail that we were going to do and face and we knew every detail before the event. This helped to eliminate the nervousness before the match.”

Barton shared these sentiments, “We drilled our moves everyday so that we could do them without thinking.” Nellis detailed, “He made practices a part of the event. If we were going to the NCAA tournament, and it was scheduled to start at 9:00 a.m., we would practice at that time. He thought this would help us become familiar for the competition.” Coach Bubb replied, “We always simulated competition. I think you try to simulate battle conditions.”

The responses from the interviewees from Edinboro were similar. Gillespie emphasized, “He is very big about routines. If you ate something before a match or had a workout routine before a match, you should not deviate from that routine. He would stress that your warmup before a match should be the exact same warmup that you do in the practice room. He would emphasize that keeping your same routine before a match was a very important component to become successful.” Astorino detailed, “The program is very regimented. We have a schedule that everyone is asked to follow. We give everyone the same schedule at the picnic to start the year. Everyone is asked to follow this schedule. They know what is expected of them before the season starts. They know the commitment, dedication and hard work that is required.” Baumgartner replied, “He is a very good technical analyzer of wrestling. He has the ability to watch a match and tell a kid the areas that they need to improve. He is always trying to improve on what his wrestlers did. He does this in a very positive manner.”

Another element in the Self-efficacy Belief is modeling. Gill stated, “He modeled what, at least what Bob Bubb felt, was an example of achieving a master plan. That plan was to become a contributing, moral member of society. His job was to build that team to contribute to society, not to win matches. He exemplified that in everything that he

did.” Barton conveyed, “He had a very hard work ethic that he put forward. He got his leaders to work hard, and everyone else just followed his lead. I didn’t want to disappoint him, so I did everything that he did.” Caslow continued that thought stating, “He certainly was not a hypocritical person. He practiced what he preached and didn’t ask any more than what he gave. In fact, he gave more than what he asked and his athletes knew it.” Lignelli communicated, “He did model many ways while teaching and coaching. He was involved in the community and demanded his wrestlers to do the same.”

The Edinboro interviewees expressed their comments about Coach Flynn’s ability to use modeling within his leadership. Hahey conveyed, “He is a good person and truly cares for people. He is a dedicated family man. He believes in his program, and he is able to communicate to his wrestlers. I think those are all great qualities to have as a leader. I think his student athletes see those qualities and believe in him. This helps to increase their self-efficacy.” Gibson expounded, “Hard work. He was always working just as hard as he could. Even in the practice room, he worked as hard as the wrestlers, often leaving the room covered in sweat. You always wanted to emulate that because of the success that he has had. It is my belief that if you want to be successful, you emulate the people that are successful. That is what I tried to do.” Flynn communicated, “Hard work equals success. I try to live by this every day. I like to show our wrestlers that I will do whatever it takes to be the best. I do this through my actions and my words. I truly believe that if you are willing to work hard and persevere, anyone can be successful. I believe it, and you should too. I can outwork my opponents, and I try to prove it everyday. I think this is essential in all aspects of life.”

The third part of the Self-efficacy Belief is social persuasion. Did the wrestlers increase their belief to achieve a specific task through social persuasion? This question led to some interesting answers from the Clarion interviewees. Lignelli disseminated this message: “Success! Success helped to breed self-efficacy in his program. The more success the wrestlers experienced, the more they believed in themselves.” Coach Bubb confessed, “I gotta believe in myself. That’s a worldly problem. That’s not just an athletic problem. There are a lot of people out there that just don’t believe in themselves. I think we gave them all of the tools to help them become successful and because of that, their self-efficacy improves. I think training and knowledge are two tools that can increase self-efficacy.” Nellis replied, “Coach was able to convince people to train hard and to believe mentally that other people were not willing to go to the limits that you were willing to go to win. He realized that the emotional side of wrestling was very important.” Caslow went another direction citing that Coach Bubb was not an instant success himself, so therefore he believed that champions could be made, and he passed that on to the people around him.

The Edinboro interviewees shared a different perspective about Flynn’s social persuasion. Astorino claimed, “I think he does this very well. He has individual meetings and builds a rapport with the wrestlers. He gets them to believe in the system and to believe in themselves. After they start to believe in themselves, then he starts to set goals. When their goals are set, then he starts the constant barrage of reminders. He will call wrestlers and ask them, ‘Are you working hard enough to be a national champion? I wonder if your competitors are working harder than you? You are going to be on the national podium next year holding the first place trophy.’ These things really

start getting inside of the wrestlers' heads, and they start believing." Gillespie built on this point illustrating, "I think it was the positive reinforcement. When I came in from high school, he told me not to change. He told me that the moves that worked for me in high school would still work in college. He convinced me to believe in myself and to work hard. When I started seeing results early in my freshman year, I started to believe in myself and in Coach Flynn. Then he started increasing my goals and my belief in myself. Flynn started getting me to believe that I could become an All-American. Eventually, he started making me believe that I could become a National Champion. He really got me to believe in myself. I have a ton of respect for Coach Flynn; therefore, I believe in everything that he told me." Coach Flynn confessed, "I do this daily. I think this is a really important part of the sport. You start building them up from the very first day. I started telling our National Champion this summer, 'You're the best kid in the country.' Even if he loses, I try to explain, 'All that you have to do is correct this or improve here. You are the best kid in the country.' It's important for them to know that you believe in them. It's easy to believe the negative, but it's hard to believe the positive in wrestling and in life. Also, you need to balance this with honesty. You can't sell something that is not true. You always try to convince your athletes of their destiny."

The last element for the Self-efficacy Belief to be considered is psychological responses. Did the wrestlers increase their belief to achieve a specific task through psychological responses? All interviewees from Clarion stated that video cameras were used to improve technique and self-efficacy. Others discussed visualization techniques that were used to improve self-efficacy. Barton reminisced, "Oh yes, we did [use visualization]! We drilled without partners, going through our moves. He called this

shadow wrestling. Coach also blindfolded us and had us wrestle without seeing. We would have to go by feel.” He remembered Coach Bubb saying, “If you can’t see yourself winning, you can’t win.” Caslow reiterated, “Coach Bubb always preached that you must believe that you could win the match. If you couldn’t do that, the battle was lost before you stepped out on the mat.” Lignelli stated, “Bubb advised his wrestlers to visualize their techniques to improve their wrestling styles.” Coach Bubb shed some insight on the subject, describing how he would talk to the wrestlers and tried to express how excited he would be before every match. He stated, “I think this would help the wrestlers to understand that I really enjoyed the competition and loved the challenge.”

All interviewees from Edinboro stated that video cameras were available but used mostly to improve technique. Others were adamant and discussed visualization techniques that were used to improve self-efficacy. Gibson reminisced, “I don’t think it was a routine. It wasn’t like we would all get together and go through a visualization of our matches. But, we would talk about picturing yourself in certain positions on the mat or picturing yourself shooting a takedown. Most importantly, Coach Flynn would often ask the wrestlers to picture yourself on the national podium getting your arm raised as a National Champion!” Baumgartner voiced his opinion by stating, “I believe in this and did it when I coached and wrestled, and I think he does it also. He probably does it more by his positive approach and his talks with the wrestlers. He will tell them to picture themselves winning and see yourself on the national podium as a champion. You must be able to see it to believe it. That is my belief, and I think Tim shares that philosophy.” Haesy reiterated, “I would say, yes, but not to the extent of lying down and closing their eyes. He believes in constant reminders and talks before and after practice. He

constantly reminds his team about working hard, believing in yourself, eating right, and living a clean life. This is a constant theme with Coach Flynn. He believes it, he lives it, and he convinces his wrestlers to believe it too. This is why he is so successful. This is why he is a great coach and a better person.”

Conclusions

Examining the findings, conclusions about the leadership of these two exceptional coaches were be made. Using the two leadership theories and the Self-efficacy Belief to analyze the content of the interviews by those who interacted in some way with Coach Bubb and Coach Flynn, several conclusions can be made.

Transformational Leadership Theory

This researcher believes that both coaches are transformational leaders. Both Bubb and Flynn have strong morals and values, are able to motivate their wrestlers, possess charisma, and possess the ability to make their followers want to emulate them. The difference in the two coaches was that Bubb possesses very strong qualities in this leadership style, and Flynn’s leadership style is stronger in other areas. Coach Bubb is able to command respect by his presence alone and possesses a personality that is very charismatic. He is able to motivate his wrestlers through the need to please the leader; he is the central focus of the program. Flynn gains respect through his actions. By his own admission, Flynn is shy and introverted and thus does not possess a strong charismatic personality, even though some of the interviewees stated that he was very charismatic. Flynn is able to motivate his followers by a strong self-belief system, and his wrestlers emulate him because of his success and popularity.

Attribution Theory of Achievement Motivation

This researcher does not believe that either coach is an attributional leader. The four attributes of the Attribution Theory of Achievement Motivation are effort, ability, luck, and difficulty of task which are used to provide a way for an individual to understand the cause and effect of an event by recognizing these four attributes. Both Bubb and Flynn had a strong belief in the effort of an individual providing a way for that individual to understand the cause and effect of an event, but luck, ability and difficulty of task clearly did not play a significant part in the leadership of either Coach Bubb or Coach Flynn.

Self-Efficacy Belief

Self-efficacy beliefs are an individual's beliefs about his or her capabilities to achieve a specific task through mastery experiences, social modeling, social persuasion and psychological responses. This research determined that the two coaches used self-efficacy beliefs in their leadership and coaching. Both coaches' leadership used modeling and mastery experiences extensively. Self-efficacy in Coach Bubb is displayed more through the confidence of the leader and the effort and dedication of the individual. Bubb concentrates his efforts more on being a good person with strong morals and values. However, Coach Flynn has a strong belief in social persuasion and psychological responses. This researcher believes that this quality is the strongest component in Coach Flynn's coaching style. Coach Flynn does this daily and makes a conscious effort to incorporate this into his wrestlers. Everyone involved in his program is very confident and believes that he will achieve. This evidence became crystal clear throughout all of the interviews with the Edinboro program.

Recommendations for Future Study

This study could serve for a framework for additional studies of leadership. There have been numerous studies done on leadership, but many of these have been based on theories only. This study was based on the leadership on two leaders in the athletic field, using two leadership theories and a belief. The study was carried out by seeking input from people who were directly involved with these leaders. The findings from this study point to several recommendations for future studies and research.

1. Using the same two theories and the one belief system, studies could be conducted to determine what leadership attributes are exhibited by other highly successful athletic coaches in a variety of sports.
2. Using the same two theories and the one belief system, studies could be conducted to see if excellent athletic coaches in other areas of the country have the same type of leadership.
3. Using the same two theories and the one belief system, studies could be conducted to compare the leadership of some excellent wrestling coaches with some excellent coaches in other sports.
4. Using the same two theories and the one belief system, studies could be conducted to determine how applicable they are to exemplary leaders in business.
5. Using the same two theories and the one belief system, studies could be conducted to determine how applicable they are to exemplary leaders in education.
6. Using the same two theories and the one belief system, studies could be conducted to compare the leadership of some excellent wrestling coaches with some excellent female coaches in other sports.

Closing

Even though this study has examined the leadership of two outstanding and effective wrestling coaches, much additional research could perhaps lead to a better understanding of the elusive nature of leadership. Society is continually searching for persons with leadership skills to fill positions in all types of arenas, and today leadership is more important than ever. The world is more transparent and connected than it has ever been. The actions and philosophies of leaders in all areas are scrutinized by the media and the general public as never before. It is important to become aware of the attributes that make a good leader. However, as stated earlier, leadership is difficult to define or explain. In fact, at present, there are few specific methods to measure a person's leadership skills or to assess the qualities or traits that go into making a successful leader. This research has begun to uncover some leadership qualities and theories that may be helpful in the field of leadership. Without question, more needs to be done to determine the qualities of effective leaders, not only in the athletic field, but in almost every other field so that those in these leadership positions can challenge, inspire, and motivate their followers. The world could be a better place if we had more qualified leaders who were willing to lead!

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