EXAMINING TURNAROUND LEADERSHIP THROUGH THE LENS OF SUCCESSFUL
HIGH SCHOOL COACHES

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A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

Kinesiology – Doctor of Philosophy

2016

ABSTRACT

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Turnaround leadership is a topic of particular interest within sports as many coaches are

revered for their ability to transform a struggling team into a "winner." A limited amount of

research (Vallee & Bloom, 2005; Schroeder, 2010), however, has examined program building

coaches that have led transformational team turnarounds. Therefore, the methods and intangibles

necessary for achieving a coaching turnaround have remained undetermined to date.

The present study examined high school football coaches (n=11) from the state of

Michigan, who were noted for leading a dramatic turnaround at their high school over the course

of the previous decade. In-depth interviews were conducted with each coach and hierarchical

content analyses were conducted and a grounded theory developed. Prior to accepting their

turnaround coaching positions, the high school teams the coaches chose to lead, had not

experienced a winning season over a prolonged period of time (mean = 7.2 years). Meanwhile,

five of the 11 programs had never qualified for the state playoffs in school history.

Results revealed that upon being hired, these turnaround coaches experienced relatively

quick success as they achieved a winning record (M = 1.73 years), and reached the state playoffs

in a short period of time (M = 1.82 years), with each of the 11 teams achieving a winning record

and qualifying for the playoffs within three years of hiring their new coach. Steps of the

turnaround process observed across the coaches included establishing a vision for program

success, assembling a staff of positive role models, formulating a strong plan, continuously

selling their vision, generating buy-in from players and key members of the program, creating

and celebrating early achievements, sustaining success through the establishment of new goals and benchmarks, and fighting the urge to become complacent once new levels of success were reached.

Each of the turnaround coaches also reported incorporating a respectable strength and conditioning program into their team culture. Meanwhile, the philosophies of the majority of the coaches were characterized as "educational athletics," in which they viewed their job as an extension of the classroom. Coaches often implemented character education into their football program and used their coaching position as a platform for teaching life lessons to their players. However, the most recurrent theme of the turnarounds, and the most recommended approach for achieving a coaching turnaround was establishing positive coach-athlete relationships. Every coach interviewed stressed that good coach-athlete relationships were an important component of their turnarounds.

The steps and processes for generating a coaching turnaround are discussed, along with connections to previous studies and personal accounts of coaching turnarounds. Implications are included, along with limitations and directions for future research.

ACKNOWLEDGEMENTS

coaching high school football and also introducing me to the Bible; Terri Stutzman, who was the unsung hero of so many wonderful projects at Boltz. You gave me confidence in my own visions, plans, and abilities to lead; Dr. Dana Calkins for helping me see my abilities as an educator and believing in me as an academic. Without you, I would have never believed that a graduate degree was within my grasp; Principal Penny Stires for being a turnaround leader at Boltz and having enough confidence in me to appoint me as your athletic director. Coach Ken Taylor, who is the consummate coach, mentor, and friend. You are simply the best at what you do and I feel fortunate to have been mentored by such a fine human being. The former students and student-athletes that I have taught and/or coached at the middle school, high school, or college level; teaching and coaching has been one of the most enriching experiences of my life; I can only hope that you all have learned as much from me as I have learned from you all.

Colorado State University professor, Rod Lucero, for teaching me to, "Never stop reinventing yourself;" Dr. James Lindsay for your mentorship, and allowing me to be a part of your family's life through coaching and mentoring your son, Zachary; Rice Elementary principal, Karen Koehn, for your time, guidance, and support; Kristen Russell for the many hours you spent helping me prepare for the GRE; and, Adrian College president, Dr. Jeff Docking, a quintessential turnaround leader, who taught me that it is okay to dream big, while going distances and undertaking projects that other people do not think are possible.

Members of my program and dissertation committees at Michigan State University: Dr. Dan Gould, Dr. Al Smith, Dr. Karl Erickson, Dr. Francisco Villarruel, and Assistant Athletic Director, Rick Atkinson. My experiences in your classes have been outstanding and your guidance and support at MSU has been second to none. Dr. Gould, thank you especially for four excellent years at the Institute for the Study of Youth Sports, your leadership, mentoring,

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CHAPTER 1

INTRODUCTION

"Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2013, p. 5). Whether it is in the area of sports, business, law enforcement, or education, leaders are often observed, scrutinized, and critiqued for their actions and specifically, the results they produce. While many individuals view leadership as a job to be performed like any other, leadership has been shown to require a complex set of skills that demand a great amount of time and effort. This set of skills is often so complex that leadership has been described as an art form (Bennis, 2007). While leadership itself has been studied for decades, the ability to lead and transform a failing organization, unit, or team into a successful one, is still a relatively new area of study. Therefore, the principles for "turnaround leadership" remain unknown across many settings. While turnaround leadership has been explored in several areas, more often than not, people's understandings of turnarounds have been derived through professional practice literature. Less often have scientific studies been conducted, making them critical to describe this unique phenomenon.

The greatest amount of scientific attention given to turnaround leadership has been through business literature. This is most likely due to the financial gains that can be yielded when a turnaround is achieved. Yet, business turnarounds are often easier said than done, as efforts to restore businesses to profitability have resulted in more failures than successes (Nystrom & Starbuck, 1984). Despite the unknown features of business turnarounds, research has provided a few guidelines. A crucial first step is the replacement of a company's top managers (Grinyer and Spender, 1979; Hofer, 1980; Milburn, Schuler, & Watman, 1983; O'Neill, 1986; Modiano, 1987; Arogyaswamy, Barker, & Yasai-Ardekani, 1995; Barker &

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Duhaime, 1997; Boyne, 2004). Next, business turnarounds require gathering information and analyzing various aspects of the firm (Hambrick & Schechter, 1983). This step involves assessing current conditions along with where the business stands within the competitive structure of the industry (Hofer, 1980). Business turnarounds also involve articulating a clear vision that drives a strong plan (O'Neill, 1986). Common business turnaround strategies include cost reductions and shrinking back to the segments of the business that have the best chance of profiting (Pearce & Robbins, 1993). Restoring profitability sooner is also associated with a greater likelihood of achieving a turnaround, as significant time lags between the initial decline and the attempted turnaround usually lead to fewer successful turnarounds (Arogyaswamy, Barker, & Yasai-Ardekani, 1995). Moreover, business turnarounds require breaking free from the status quo. After all, "business as usual" is what placed them in mortal jeopardy in the first place (Finkin, 1985).

Literature pertaining to law enforcement turnarounds has examined police departments within cities with once high crime rates that were significantly reduced. These major crime reductions generated a turnaround that resulted in decreased violence, safer communities, and reinvigorated neighborhoods. The famous law enforcement turnaround of New York City of the 1990s was grounded in the work of social scientists James Wilson and George Kelling. Their (1982) "Broken windows theory" advanced that small urban incivilities such as drunken behavior, panhandling, and youth gangs – if left unchecked – creates fear among citizens, signals that nobody cares, and eventually leads to more serious crimes. Therefore, if a law enforcement turnaround is to occur, attention must be given to these types of misconducts; all offenses must be met with "zero tolerance." Wilson and Kelling's Broken Windows Theory would become the foundation for New York City's turnaround during the 1990s under Chief William Bratton.

Turnarounds in education have examined a leader's ability to enter low-performing schools overcome with negative cultures, and through a transformative process, convert them into higher performing schools with more vibrant cultures (Barker, 2005). Additionally, educational turnarounds have been noted for better student engagement and enhanced student achievement (Bowles, Churchill, Effrat, & McDermott, 2002). Turnaround schools have been defined as previously being chronically low performers (20% or more of the students failing to meet state standards over two or more years), followed by substantial gains (at least 10 percentage points) in student achievement in no more than three years (Herman, Dawson, Dee, Greene, Maynard, Redding, & Darwin, 2008). Reasons behind educational turnarounds have been listed as appointing a new principal with strong people skills, conducting a thorough review of the school, and making an inclusive plan to fix the school's weaknesses (Ansell, 2004). Turnarounds have also been accomplished through building a committed staff, placing a greater focus on classroom instruction, and achieving visible enhancements early in the turnaround process, which publicly signals rapid improvements to school and community stakeholders (Herman, et al., 2008). Moreover, principals who employ a transformational style of leadership lead many school turnarounds. This empowering form of management has manifested increased student achievement through improved school culture (Barker, 2005) along with improved teacher morale (Leithwood & Jantzi, 2005). Educational turnaround research shares several similarities with business turnaround research. These similarities include hiring a new leader (Ansell, 2004), building a committed staff (Herman, et al., 2008), gathering information (Ansell, 2004), and devising a strong plan (Mintrop, 2004).

Turnaround leadership is often talked about within sport settings, yet it has rarely been examined through the lens of coaches and sports teams from a scientific perspective. Thus, there

is a vital need to scientifically study turnaround leadership in sports, specifically as it pertains to coaches turning failing sports programs into successful ones. While there is a pressing need to study turnaround leadership in sport coaches, there have been a few studies to guide efforts in this area. Vallee and Bloom (2005), for example, interviewed expert coaches who were recognized as program builders. Within their study, four themes were revealed to be the common elements among these types of coaches. These included coaches exhibiting positive forms of leadership, coaches helping their players grow as individuals, coaches possessing incredible organizational skills, and the coaches' vision linking together several elements of the program.

In a study most relevant to the present investigation, Schroeder (2010) sought to better understand turnarounds and team cultures through interviews with 10 NCAA Division I head coaches. Within five years of being hired, these coaches had turned a previously unsuccessful team into a championship level team. Schroeder concluded that in each of these situations, the teams underwent major changes in team culture. Yet, at the core of each of these turnarounds was a clear set of values stemming directly from the head coach. These changes were implemented through relationships, behavioral values, strategic values, and adding new players who fit within the transformed culture of the program.

Research on sport coaching turnarounds is new and underdeveloped. Yet, the program building coaches, as identified by Vallee and Bloom (2005), exhibited positive forms of leadership, desired to help players grow as people, possessed excellent organizational skills, and had a unifying vision for program success. Meanwhile, Schroeder (2010) advanced that turnarounds require coaches who foster greater relationships, uphold common values connected to the team's vision, and added new players that supported the transformed team culture.

Research Purpose

The purpose of the present study is to examine the leadership qualities and practices of high school coaches, noted for their ability to transform a program with a losing record into one with a winning record. Specifically, this study will seek to better understand the particular leadership styles that characterized these individuals, the processes they employed, and the coaching methods they used during the turnarounds of the previously failing high school programs.

Research Question

How do high school sport coaches transform a program with a losing record into one that wins the majority of its games?

Importance of the Study

As the importance of sport continues to rise in the U.S. (Farrey, 2008), many coaches are valued for their ability to turn around a struggling team, thereby making them into a "winner." Conversely, coaches who suffer several consecutive losing seasons are often fired and replaced by coaches who are perceived to have the ability to perform a turnaround. The phenomena of "sports turnarounds" are often discussed in platitudes such as, "this coach will turn this program around," yet the methods, strategies, and procedures for achieving a turnaround are still relatively unknown. Thus, individuals within the arena of athletics and sport coaching often seek the answer to, how to turn a "loser" into a "winner." Until now, much of the coaching literature has focused on leadership, team cohesion, communication, and motivation (e.g. Chelladurai, 2005; Duda, Balaguer, Jowett, & Lavallee, 2007; LaVoi, 2007; Carron & Brawley, 2008). Yet, very little attention has been given to coaches who have proven themselves as turnaround specialists. As Martens (1987) asserted, the essence of coaching is to create a social and

psychological environment that maximizes a team's ability to be successful. Therefore, studying the approaches and methods used by turnaround coaches will be essential to better understanding the craft of coaching and turnaround leadership in general.

Definition of Terms

Leadership. "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2013, p. 5).

Turnaround leadership. Across all sectors, turnaround leadership is "a process whereby an individual enters a perceived negative situation, and, through a transformational process, changes the situation into a perceived positive one" (Westfall, 2015). For the purpose of this dissertation, high school football coaches who turned a perennial "losing" program into a "winning" program were studied. Their form of turnaround leadership was discussed in sport-specific terms and was based upon the following criteria:

- Prior to the coach's arrival or appointment as head coach, the team had to finish (at least) three of the previous four seasons with a losing record (below .500 winning percentage), including a losing season immediately before the coach's arrival or appointment.

- Within five seasons of the coach's arrival, the team enjoyed (at least) three winning seasons (above .500 winning percentage).

This criteria was established for several reasons. The numbers signifying a consistently "losing" program were chosen because a team that meets these figures suffered a losing record three out of four seasons. This amounts to a high school player going through a program (freshman through senior years) and suffering more losing than winning seasons. Additionally, the criterion that a program will have underwent a losing season immediately before a coaching

change signified that the program had not yet experienced a significant uptick in wins and was not (objectively) advancing toward becoming a winning program prior to the coaching change.

The criteria signifying a "winning" program was based on the measure established by former University of Notre Dame president Theodore Hesburgh. In his 35 years as president of Notre Dame, Hesburgh provided coaches with a five-year window to achieve success (Hesburgh, 1990). Prior to the explosion in coaching salaries, most institutions followed Notre Dame's five-year model; however, today's administrators, boosters and fans expect success even sooner (Curtis, 2003). Based on this five-year model, I chose three out of five years as the benchmark for achieving success. This three-out-of-five criterion signifies more winning seasons than losing seasons and is a benchmark for achieving a turnaround from previous losing seasons.

Methodological Approach

Officials from the Michigan High School Athletic Association (MHSAA) assisted the investigator in identifying 11 varsity football coaches who met the above criteria. In-depth individual interviews were conducted with the coaches and results were analyzed using hierarchical analysis with the goal of developing a grounded theory of turnaround high school coaching leadership.

Limitations

The first preliminary limitation of this study was how turnaround leadership would be operationalized as turning around a program with a three-out-of-four-year losing record into a three-out-of-five-year winning record. While these coaches represented examples of turnaround leadership with some consistency, they were not necessarily a 10-20 year sustained turnaround.

Second, while all of the coaches involved were identified as successful practitioners of a coaching turnaround, not all of them were fully able to articulate the methods behind the turnaround of their program.

Third, these coaches were identified primarily because of their coaching records (wins and losses). However, a true practitioner of educational-athletics (using sports as a platform to positively influence young people's lives) would not look exclusively at wins and losses as the criterion to measure a turnaround.

Fourth, while the investigator has training as a qualitative researcher and had the purest intentions to report this study's findings in an impartial manner, his 11 years of experience as a teacher, coach, and athletic director could have unintentionally influenced his approach to the study.

A final limitation to consider may be the social desirability associated with participants' self-reporting. Many turnaround coaches are faced with adversity during the turnaround process and may be forced to enact strict team policies and forms of discipline. However, due to the social desirability effect, some of the study's participants may have been hesitant to report this adversity and/or the strong interventions that could have potentially casted them in a negative light.

Delimitations

Delimitations of this study included the use of high school football coaches within only the state of Michigan. This decision was made for convenience, so the researcher could interview the coaches in person and complete the dissertation in the prescribed amount of time. Due to this delimitation, this study might not be widely transferrable to all coaches in all sports in various parts of the United States or the world.

A second delimitation was the methodological procedure that was chosen. The investigator strongly believes that grounded theory is the best approach for collecting data and analysis, due to the unknown phenomenon of turnaround leadership, along with the methods and processes used by turnaround coaches. However, other approaches to studying turnaround leadership could have been used. These include phenomenography, 'close interviews with a small sample of subjects with the researcher seeking to articulate the interviewee's reflections and experiences' (Marton & Booth, 1997). Meanwhile, phenomenology, 'exploring, describing, and analyzing the meaning of individual lived experience' (Patton, 2005), could have also been an approach to studying turnaround leadership. Phenomenology would allow the researcher to understand the commonalities and differences in the way coaches experienced this phenomenon.

CHAPTER 2

REVIEW OF LITERATURE

Approaches to Studying Leadership

Over the previous century, researchers have used various approaches to study leadership. In the earliest years, the trait approach was investigated as researchers attempted to ascertain whether there were certain innate characteristics shared by effective leaders. When this approach failed to explain leader effectiveness, researchers turned their attention to the behavioral approach. This approach attempted to understand if there were certain behaviors that all great leaders had in common and if these behaviors could be learned. A third approach, the situational approach, contended that leadership depends on the characteristics of a particular situation instead of the leader himself or herself. The most recent approach combined these previous three approaches into the interactional perspective, which dominates leadership research today. Moreover, in recent decades, a new way of looking at leadership has been explored in which a charismatic leader motivates and inspires his or her followers to perform for mutually beneficial goals. This empowering form of leadership is known as transformational leadership. Each of these approaches, along with the evidence supporting them, will be elaborated upon in the following sections.

Trait approach. The trait approach to studying leadership was most popular during the 1920s and 1930s, but got its start as early as the mid 19th Century. Early supporters of the trait theory (Galton, 1869; James, 1880; Terman, 1925; Thrasher, 1927; Dashieli, 1930; Swigart, 1936) suggested that successful leaders were often born with certain heroic character traits that made them effective leaders – no matter the situation into which they were placed. Thereby, this

theory contended that all great political, business, military, sport, and educational leaders possessed innate characteristics that helped make them highly effective leaders.

However, the trait approach lost support when Stogdill (1948) published a paper in which he reviewed more than 100 studies of trait theory leadership. Stogdill found only a few common character traits (included among 15 or more of the studies reviewed) of leaders. These included intelligence, dependability, and social participation in activities. Additionally, Stogdill virtually foreshadowed what was later to come, concluding that the qualities, characteristics, and skills necessary for a leader are often predicated upon the demands of the situation in which he or she is placed.

The trait approach demonstrated that leadership characteristics were believed to be innate and shared only by effective leaders. However, this approach lost support with researchers after Stogdill published his (1948) meta-analysis, and as both the behavioral and situational approaches began to be studied. It should be noted, however, that characteristics of leaders are considered important today and are still being studied – just not as the sole predictor of leader effectiveness (Sternberg, 2007).

Behavioral approach. The behavioral approach to studying leadership focused on determining whether there were universal behaviors shared by effective leaders. Researchers who advanced this theory suggested that individuals could learn the behaviors of effective leaders and then help others develop these behaviors. In turn, it was believed these leaders would become more effective leaders themselves. The behavioral approach differed from the trait approach, because unlike the trait approach, the behavior approach contended that leaders are made and not born.

To better understand leadership behaviors in settings such as business, the military, and education, Fleishman (1953) along with Hemphill and Coons (1957) established a measurement device known as the Leader Behavior Description Questionnaire. Over a period of time, with the assistance of colleagues at Ohio State University, these researchers concluded that most leaders' behaviors fall into two categories: Consideration and Initiating Structure. Leaders who are strong in consideration behaviors are people-oriented and share strong interpersonal relationships with members of their group. Behaviors of consideration leaders include being accessible, friendly, and looking out for the welfare of group members. Conversely, leaders identified as Initiating Structure are very task-oriented and tend to openly define group members' roles while initiating group activities. Behaviors of the structure initiators include setting the schedule, openly communicating expectations, establishing and maintaining standards for performance, and overseeing rules and regulations.

Additional positions suggested that, much like consideration and initiating structure, there are similarly categorized, relationship-oriented and task-oriented leaders, respectively. Much like consideration leaders, relationship-oriented leaders focus on interpersonal relationships, open lines of communication, and positive social interactions where everyone feels involved. Meanwhile, analogous to leaders who initiate structure, task-oriented leaders focus on structure, goals, meeting objectives, and getting the job done (Weinberg & Gould, 2015). Characteristics of each of these leader types are outlined below:

Consideration

- People-oriented
- Interpersonal relationships
- Accessible

- Friendly

- Look out for the welfare of the group

- Builds mutual trust

- Two-way communication

- Rapport

- Concern for employees

Similar to an Expressive leader

Relationship-Oriented

- Interpersonal relationships

- Open lines of communication

- Positive social interactions / where everyone is involved and feeling good

Initiating Structure

- Task-oriented

- Defines people's roles

- Sets the schedule

- Communicates expectations

- Establishes standards

- Oversees rules and regulations

- Accomplishment

Similar to an Instrumental leader

Task-Oriented

- Initiates structure

- Sets goals

- Meets objectives

- Gets task done

Business researchers Fleishman and Harris (1962) used the consideration and structure constructs to study leadership behaviors vs. employee grievances and turnover rate. They concluded that leaders who scored low in consideration and high in structure behaviors had employees with higher occurrences of grievances and turnover. Taken in combination, the consideration behaviors showed to be a more dominant factor than structure initiating (i.e. turnover and grievances were the highest in groups having low consideration leaders). Interestingly, however, leaders high in consideration could increase structure with very little increase in employee grievances and no increase in turnover. In essence, as long as leaders remained high in consideration behaviors, they could increase structure without employee backlash. While consideration and structure-initiating behaviors are independent constructs, they are not mutually exclusive. In fact, Blake and Mouton (1994) asserted that successful leaders often score high in both consideration and initiating structure behaviors.

Leader and subordinate behaviors have been shown to have a reciprocal nature. Lowin and Craig (1968) determined that leaders' behaviors and managerial styles were directly affected by subordinate performance. They concluded that, when leaders were faced with ineffective performing teams, they behaved in a much less close and considerate manner than leaders who encountered effective teams. Accordingly, this study suggested that there might be a cyclical relationship between both the behaviors of subordinates and leader behaviors.

The behavioral approach was a significant step in studying leadership as it advanced the position that leaders are made and not born. Due to this approach, it became accepted that

individuals could learn the behaviors of effective leaders and better understand which category they fell into between consideration and initiating structure. Additionally, this approach demonstrated that people's behaviors had a significant impact on group performance. Above all else, however, this approach showed that being a leader was no longer being the recipient of natural-born traits that people either have or don't have.

Situational approach. In response to the trait and behavioral approaches, a third approach to studying leadership evolved in the 1970s. The situational approach takes into account both the characteristics and stressors of a situation. This approach was important because, despite a leader's traits or behaviors, a situation often influences one's ability to be effective as a leader.

Perrow (1970) argued that the real foundation of effective vs. ineffective leadership lies, not in the traits and behaviors of the leaders, but in the features of the situations for which leaders are called upon. Perrow contended that leadership should be seen more as a dependent variable, determined by situational factors, instead of an independent variable that mediates outcomes.

A major tenet of situational leadership proclaims that a leader's traits and behaviors are only a small part of organizational success. This position was supported by Vroom and Jago (2007) who contend that: (a) leaders have far less power than people think; (b) differences among candidates for leadership positions are drastically curtailed during the screening and selection process; and (c) the remaining differences among people would be overwhelmed by situational demands in the leadership role. In essence, most candidate pools tend to be very homogeneous, and the level of a leader's success is often dictated by the situations that arise during that leader's tenure. Further support for the situational approach came from a book

analyzing the leadership practices of 46 college presidents (Cohen & March, 1974). The authors concluded that the educational leaders had less control than they originally believed. They compared situational leadership to the driver of a skidding car, stating, "Whether he is convicted of manslaughter or receives a medal for heroism is largely outside his control" (p. 204).

The situational approach was an important advancement as it improved people's understanding of leadership and showed that situational qualities can have a large impact on a leader's overall performance. It showed that leaders often possess similar skill sets and that the outcome of a situation is sometimes outside of a leader's control. Yet, limitations with the situational approach still existed, as it did not consider the individual's ability to interact and influence a situation.

Interactional approach. While the trait, behavioral, and situational approaches focused entirely on the key variables represented in their names, these specialized approaches did not consider the importance of the interaction that occurs simultaneously between people and their environments. For this reason, "most social scientists interested in leadership have now abandoned the debate between person or situation in favor of a search for a set of concepts that are capable of dealing both with differences in situations and with differences in leaders" (Vroom and Jago, 2007, p. 20). Specifically, it has been suggested that leadership skills are more likely to be constrained by the parameters of situations, and that individuals with particular traits and skills may be leaders in one situation but not in others (Zaccaro, 2007). Additionally, researchers have contended that effective leaders often possess high amounts of social intelligence and behavioral flexibility that are often affected differently based on particular situations and/or groups of followers (Hooijberg & Quinn, 1992; Zaccaro, Gilbert, Thor &

Mumford, 1992). Thus, it is believed that, leaders' skills and abilities should be optimally matched to the situation or adjusted to align with situational factors.

Through the contingency model of leadership, Fiedler (1967) showed that effective leaders' behaviors might change depending on the situation and that leader effectiveness often depends on his/her style, combined with the favorableness of the situation. Specifically, Fiedler suggested that a task-oriented leader is often more successful in a favorable or unfavorable situation where structure, goal setting, and meeting objectives is paramount. Meanwhile, a relationship-oriented leader is often more successful in moderately favorable situation where positive interactions, open communication, and developing positive interpersonal relationships are more likely to occur. Fiedler's work showed that leaders should be flexible and their leadership approach should be matched to fit the situation.

The interactional approach was the first of the approaches to consider the interface that occurs between people and their situations. Because of this approach different leaders are believed to be better equipped for different situations. Therefore, it can be concluded that in order to achieve an optimal outcome, a leader's skills should be matched to the characteristics of a particular situation, or be able to adjust his or her style, depending on the situation.

Transformational leadership. In recent decades, researchers have begun to examine the methods used by dynamic leaders who were able to motivate their followers to achieve unprecedented levels of greatness. This style of inspirational leadership involves the leader creating a vision, instilling pride and commitment in his or her followers, and leading them through a unified movement. This form of savvy guidance is known as transformational leadership. "Transformational leadership is a style of leadership in which the leader identifies the needed change, creates a vision to guide the change through inspiration, and executes the change

with the commitment of the members of the group" (businessdictionary.com). They often empower those they lead to do more than they think they are capable of doing.

James MacGregor Burns, a famous political scientist and authority on leadership studies, was the first person to use the term, "transforming" leadership (1978). He argued that traditional forms of leadership were "transactional" relationships that involved an exchange between leaders and followers, such as a good performance for recognition, money, and/or advancement. Burns further elaborated that transactional leaders are often more controlling than empowering; they focus more on protecting their interests and using their position to convince followers that compliance is mutually beneficial. Burns contrasted transactional leadership with a more empowering, energizing, and "transforming" style of leadership. He asserted that transforming leaders appeal to the moral values of their followers and are able to mobilize them to make major changes in society. Furthermore, Burns asserted that altruism, sacrifice and moral commitments lie at the heart of transformational leadership, and it occurs when leaders and followers engage together in a way in which they elevate one another to higher levels of motivation and morality. Burns used Abraham Lincoln, Mahatma Gandhi, and Franklin Roosevelt as examples of transforming leaders due to the common goals they shared with their followers, along with the significant effect they had on people's lives.

Bernard Bass (1985) built upon the work of Burns and coined the phrase "transformational leadership." In his research, Bass was able to elucidate the psychological underpinnings of transactional vs. transformational leadership. Bass asserted that transactional forms of leadership are a "recipe for mediocrity" as they appeal to people's lower-level, short-term needs such as money, rewards, and recognition. Moreover, Bass asserted that managers who are transactional leaders discourage their followers, as their primary purpose is to search for

deviations from rules and standards, and only intervene when the standards are not met. On the other hand, Bass proclaimed that transformational leaders appeal to followers through a shared vision, higher-level sense of mission, and intellectual stimulation. They inspire their followers through charisma, a genuine concern for them as individuals, and take steps to consistently challenge them to increase their level of performance. Transformational leaders promote intelligence and problem solving among their followers, while giving them personal attention and meeting their emotional needs.

Bass (1985) employed an instrument called the Multifactor Leadership Questionnaire (MLQ) to evaluate levels of transformational leadership (vs. transactional leadership) behaviors. Results from this questionnaire indicated that managers who were previously identified as being "high performers" by their supervisors were also rated as being more transformational than transactional by their followers in a subsequent survey. When the MLQ was applied to business leaders, those who scored higher in transformational leadership behaviors were noted for running higher-earning companies than the companies that were managed by transactional leaders. Among church leaders, those who were identified as being transformational were noted for having higher church attendance among their congregants. Additional research from Waldman, Bass and Yammarino (1990), Lowe, Kroeck, and Sivasubramaniam (1996), and Rowold (2006) all showed that transformational leadership adds variance beyond what transactional leadership alone provides, and thereby amplifies overall leadership effectiveness.

Transformational leadership has been shown to be an effective approach for motivating one's followers by instilling pride through a shared vision, raising expectations, and elevating organizations to unprecedented levels of performance. Transformational leadership demonstrates greater integrity and respect for one's followers. Accordingly, among followers, it creates a

greater amount of trust, admiration, loyalty and respect for leaders and has been associated with leading organizational turnaround (Burns, 1978). Therefore, within the present study of turnaround leadership among high school coaches, transformational leadership may serve as an appropriate theoretical framework.

Approaches to Studying Coaching Leadership

Within sport psychology and coaching science, there have been a number of scientific articles and books published on leadership. The following sections will describe in-depth the various approaches (trait, behavioral, situational and interactional) to studying coaching leadership, along with transformational leadership in coaching.

Sport trait research. The trait approach to leadership avows that the leader's personal traits will predict his or her leadership success. For example, in a questionnaire assessing the personality traits of 56 successful swim coaches, Hendry (1968) concluded that these coaches were shown to shown to be "father figures," as rated by both swimmers and coaches themselves. In study of authoritarian coaches, Penmann, Hastad, and Cords (1974) examined the personalities of successful football and basketball coaches. It was discovered that the more successful coaches had more authoritarian personalities than the less successful coaches. However, in a thesis comparing authoritarianism to coaches' success in terms of their win-loss records, different results were yielded. Wolfe (1976) surveyed high school wrestling coaches from the state of Iowa with at least three years of experience. He concluded that the amount of years spent in coaching was the only variable that showed a significant relationship with a coach's win-loss percentage and that characteristics of authoritarianism showed no relationship to wins and losses.

The personality approach to studying leadership was seldom pursued in sport psychology since the trait approach to leadership was shown as an unreliable predictor of behavior. In contrast, contemporary research has shown that the interaction of a leader's characteristics and behaviors interact with situational influences to more effectively predict effective leadership (Smoll & Smith, 1989).

Sport behavioral research. Sport behaviors have received a significant amount of attention in sport leadership research with proponents of this view suggesting that behaviors of the leaders are key predictors of leader effectiveness. This section begins by reviewing the various decision-making styles of coaches. These styles are based on a spectrum from autocratic decision-making to group decision-making. Next, the behaviors of successful coaches are examined by studying their tendencies for instruction versus praising and/or scolding player performance. Additional research analyzed the effectiveness of coach training programs aimed at linking specific coaching behaviors and correlating those changes with team cohesion, feelings towards ones coach, and attrition rates serving as the dependent variables. Perceived coaching behavior studies will also be assessed for their impact on player-coach relations, player social cohesion, and levels of intrinsic motivation. Additionally, athlete preferences for coaching will be examined, based on player age, gender, and type of sport. Lastly, this section on sport behavioral research will examine the different instruments used to measure coaching behaviors, such as the Leadership Scale for Sports (LSS) and the Coaching Behavior Assessment System (CBAS). Overall, the sport behavioral research will uncover that coaching behaviors create a significant impact on an athlete's overall athletic experience. Much like other types of leaders, this section reveals that sport leaders are made and not born.

Decision making styles of coaches. Based on the work of Chelladurai and Haggerty (1978), Chelladurai, Haggerty, and Baxter (1989), and Chelladurai and Trail (2001), it has been concluded that decision making within sport generally falls into five primary categories:

1. Autocratic style: The coach solves the problem himself/herself using the information available at the time.

2. Autocratic-consultative style: The coach obtains the necessary information from relevant players, and then decides himself/herself.

3. Consultative-individual style: The coach consults with players individually, and then makes the decision himself/herself.

4. Consultative-group style: The coach consults with the players as a group, and then makes the decision himself/herself.

5. Group: The coach shares the problem with the players and allows them to make the decision without his or her influence.

Behaviors of successful coaches. The behavioral approach to leadership has been closely examined in the sport context. For example, Tharp and Gallimore (1976) sought to uncover the leadership behaviors displayed by legendary UCLA men's basketball coach, John Wooden. Using a data collection method known as event recording, Tharp and Gallimore spent 30 hours observing and chronicling the behaviors exhibited by Coach Wooden. They concluded that the majority (50.3%) of Wooden's behaviors involved giving verbal instruction to his players. Additionally, 12.7% of his behaviors focused on urging players to exhibit previously taught behaviors, or to intensify a previously instructed behavior (i.e. to increase hustle), followed by 8% of his time focused on scolding a previously instructed behavior. Interestingly, most of Wooden's instructions and demonstrations lasted five seconds or less.

Over a quarter-century later, Gallimore and Tharp (2004) published a follow-up study in which they reanalyzed their notes from the original (1976) study. In an attempt to better understand Wooden's teaching methods, they conducted additional interviews with former players and Coach Wooden himself. Some of their new (2004) key findings included Wooden's exceptional ability to plan and organize practices (which he learned from Coach Frank Leahy while visiting a Notre Dame football practice in the 1930s) and Wooden committing himself to improving his learning each year with off-season research projects. "Seek the small improvement one day at a time…. when it happens, it lasts" (Wooden & Jamison, 1997, p. 143). Additionally, it was deduced that Wooden's reserve players received a higher ratio of praise when compared to the starters, due to the starters being automatically reinforced by the amount of attention they received during practice and games from the fans and the media. These follow-up interviews revealed that Wooden considered his time spent on instructing, rather than praising or scolding players, as his own positive approach to coaching.

The paramount leadership behavior as identified by Wooden is the ability to serve as a teacher. When asked about his philosophies on pedagogy, Coach Wooden insisted that everyone is a teacher regardless of who they are. Accordingly, Wooden stated that he created eight laws of learning: "Explanation, demonstration, imitation, repetition, repetition, repetition, repetition, and repetition" (Wooden & Jamison, 1997, p. 144). Perhaps above all else, Wooden's example was modeled through his own personal life, as he was an exemplary leader both on and off the court. When asked about the purposes behind his own orderly code, Wooden explained that anyone in the public eye has a responsibility to conduct themselves in the proper manner in all situations. He traces this viewpoint to a favorite poem that he read in the 1930s, "No written word, no spoken plea can teach our youth what they should be. Nor all the books on all the shelves, it's

what the teachers are themselves" (Anonymous). Years after his retirement, many former players stated that Wooden taught them as much about life as he did about basketball, and that he practiced what he preached on the court, in private meetings, and in his personal life (Gallimore & Tharp, 2004). In a related study, Bloom, Crumpton, and Anderson (1999) used the same methodology as Tharp and Gallimore (1976), to study basketball coach Jerry Tarkanian (then of Fresno State University). Results revealed that Coach Tarkanian employed tactical instruction (29% of the time), compared to praise (13.6% of the time) and scolds (6% of the time).

Other approaches have been used to study the behaviors used by effective coaches. Cote, Salmela, and Russell (1995) investigated 17 expert high-performance gymnastic coaches, examining different coaching settings: competition site, competition floor, and trial competitions. The behaviors most often exhibited by these elite-level coaches were: (a) creating a supportive environment, replete with positive feedback for their athletes; (b) providing technical instruction on the gymnasts' progressions; (c) helping athletes develop mental skills such as dealing with stress, motivation, awareness, self-sufficiency, confidence, intensity, and the ability to deal with pain; and (d) using simulations to deal with the mental and technical aspects of competition.

While the studies conducted with Coach Wooden (Tharp & Gallimore, 1976; Gallimore & Tharp, 2004), Coach Tarkanian (Bloom, Crumpton, & Anderson, 1999), and the 17 elite-level gymnastic coaches (Cote, Salmela & Russell, 1995) differ in their era, subjects, and methodologies, all three have shown similarities in the amount of corrective instruction and clear feedback that is needed to help athletes improve. In addition, other studies have shown that effective coaches spend more time instructing and conveying information, rather than praising good performance or scolding errors (Gilbert, 2002; Gilbert & Trudell, 2004).

Coach training programs. Within youth sports, it has been shown that trainings designed to impact coaching behaviors can have a positive impact on a players' social cohesion, feelings toward their coaches, and attrition rates. In 1979, Smith, Smoll, and Curtis conducted a study in which a group of Little League baseball coaches underwent a preseason-training workshop designed to teach them how to relate more effectively to children. At the end of the season, players in the treatment group (those whose coaches attended this workshop compared to those who didn't) reported liking their teammates more, believed their coaches were more knowledgeable about the game, and indicated they would like to play again the following year. Remarkably, players and teams in the treatment group did not differ from the control groups in terms of win-loss records (i.e. coaches who used more positive and less negative encouragement did not suffer more losses).

In a similar study, Barnett, Smoll, and Smith (1992) conducted a study with Little League baseball coaches to measure the impact of the Coach Effectiveness Training (CET) program on player attrition rates. The program was aimed at creating a positive experience in the coach-athlete relationship. At the end of the season, players in the experimental group evaluated their coaches, teammates, and the sport of baseball more positively than did players in the control group (coaches who did not undergo the training). When player attrition rates were assessed at the start of the following season, the athletes in the control group had a significantly higher attrition rate (26%) compared to the attrition rate in the experimental group (5%). Similar to the results of Smith, Smoll, and Curtis (1979), there was no difference in mean team win-loss records between the players who were retained compared to those who had dropped-out. A review from Smith and Smoll (1997) revealed that coaches who underwent coach-training

programs could better foster intra-team attraction between players, increase self-esteem, reduce performance anxiety, and even lower dropout rates.

Coach training studies such as Smith, Smoll, and Curtis (1979), Barnett, Smoll, and Smith (1992), and Smith and Smoll (1997), revealed that coaches who underwent leadership trainings acquired new coaching skills, which not only enhanced their effectiveness but also benefited the experience of their players. These benefits included greater social cohesion among teammates, enhanced player self-esteem, better feelings toward one's coach, and lower attrition rates. Moreover, these new skills and improved experiences were cultivated with no declines in winning percentages. These results give further credibility to the behavioral approach and the belief that leaders are made and not born.

Perceived coaching behaviors. In a study investigating coach-player relationships, Smoll, Smith, Curtis, and Hunt (1978) presented a mediational coaching leadership approach to athletic situations. They concluded that both observed and perceived coaching behaviors influenced player attitudes toward the coach. In essence, coaching behaviors are related to team attitudes through the manner in which players perceive their coach's behavior and the meaning that players attach to them.

Within high school sports, perceived positive coaching behaviors have been linked to better group cohesion. Westre and Weiss (1991) revealed that high school football coaches, who were perceived by their players as engaging in higher levels of social support, training and instruction, positive feedback, and a democratic style of leadership, were associated with higher levels of task cohesion within their teams. Similarly, results from validation studies of the Interpersonal Relationship in Sport Scale (Losier & Vallerand, 1995) showed the more that athletes perceived their relationship with their coach in a positive light (stronger levels of

relatedness), the more intrinsically motivated they were toward their sport. Furthermore, it has been shown that a coach's behavior can affect athletes' levels of intrinsic motivation. Pelletier, Fortier, Vallerand, and Briere (1998) revealed that swimmers who competed under coaches that employed a controlling approach were less intrinsically motivated than swimmers whose coaches used an autonomy-supportive approach.

Within college sport settings, perceived democratic coaching behaviors have been shown to have significant relationships with athletes' levels of intrinsic motivation. Hollembeak and Amorose (2005) showed that a coach's democratic behaviors positively impacted athletes' autonomy levels, and thereby their intrinsic motivation. Conversely, coaches' with autocratic behaviors had negative effects on the athletes' levels of intrinsic motivation. A secondary finding within this study concluded that coaches who displayed autocratic coaching behaviors had athletes with significant negative feelings of relatedness. Given that autocratic behaviors are often viewed as being authoritarian and dictatorial, it is a logical conclusion that an athlete would feel little connection with one's coach. Additional studies of college teams have shown that leader behaviors can influence both team performance and athlete satisfaction. Weiss and Fredrichs (1986) concluded that college basketball players, whose coaches engaged in more frequent rewarding behavior, social supportive behavior, and used a democratic style of decision-making, had more satisfied players. Moreover, Gardner, Shields, Bredemeier, and Bostrom (1996) showed that coaches who were perceived to be high in training and instruction, democratic behavior, social support, and positive feedback, and low in autocratic behavior, had teams who were more cohesive. Increased athlete satisfaction, increased team performance, and more cohesive teams gives support to the belief that a coach's behavior is a noteworthy antecedent of effective leadership within college athletics.

Studies have also shown that the type of feedback, encouragement, and instruction that athletes receive from a coach can affect their intrinsic motivation. Amorose, Horn, and Miller (1994) showed that coaching behavior (positive feedback, mistake-contingent encouragement, an emphasis on training and instruction, and the facilitation of a task-oriented team climate) was positively related to athletes' intrinsic motivation. Meanwhile, other aspects of coaching behavior (an autocratic coaching style, high frequencies of punishment, no reinforcement, ignoring athletes' mistakes, and facilitating an ego-oriented team climate) were negatively related to athletes' intrinsic motivation. In a follow-up study, Amorose and Horn (2000) showed that athletes' intrinsic motivation was affected by perceived coaching behaviors. Specifically, athletes who were higher in intrinsic motivation perceived their coaches to exhibit a leadership style that was high in democratic behavior and low in autocratic behavior, while emphasizing training and instruction. Moreover, athletes higher in intrinsic motivation reported that their coaches provided high amounts of positive and informational feedback, with low amounts of punishment.

The perceived coaching behavior studies showed that a coach's behavior has a significant impact on an athlete's overall experience. Positive behaviors such as social support, democratic styles, and positive feedback were associated with greater team cohesion. Meanwhile, controlling or autocratic behaviors were associated with negative feelings of relatedness and less intrinsic motivation. These studies provide additional credibility to the behavioral approach along with the belief that coaching behaviors are significantly related to effective leadership.

All of the behavior studies were significant in the fact that they established a direct relationship between coaching behaviors, or perceived coaching behaviors, and players' sporting experiences. In essence, coaches who were able to create a positive interaction with their players

had athletes who enjoyed the sport, developed a positive self-esteem, and kept athletes coming back in subsequent years.

Athlete preferences for leadership. In addition to examining various coaching behaviors and how these behaviors impact athletes' sport experiences, it is also important to consider the preferences of athletes regarding coaching behaviors. The following sections will examine athletes' preferences based on age, gender, and sport.

Preferences by age. While studying leadership behaviors and coaching styles, Martin, Jackson, Richardson, and Weiller (1999) found that early adolescent athletes (10-13 years) along with late adolescent athletes (14-18 years) preferred similar coaching behaviors and characteristics. Both groups of athletes preferred a coach who allowed them to participate in decisions pertaining to team goals, practice methods, and tactics (a democratic style of decision making). These athletes also indicated they preferred a coach who developed warm interpersonal relationships with team members and created a positive team environment (social support motivation). It was also found that young basketball players (12-15 years) preferred more social support and democratic behavior than did older players (17-29 years) (Serpa, 1990, as cited in Chelladurai, 1993).

Preferences by gender. Among boys' and girls' coaching preferences, there are several similarities as both groups have indicated wanting training and instructive behaviors and feedback from their coaches (Horn, 2002). While girls and boys shared many similarities, such as preferring a democratic style of coaching, some gender differences did exist. Specifically, Martin, et al. (1999) showed that girls had a greater preference for having input into team activities, setting team goals, and implementing team strategies than did boys.

Preferences by sport. When distinguishing among sports, researchers have differentiated between interactive sports (such as football, basketball and volleyball) and coactive sports (such as bowling, swimming and tennis). Terry and Howe (1984) concluded that, athletes who participated in interactive (team) sports preferred a coach with more autocratic behaviors. Meanwhile, they showed that athletes who participated in coactive (individual) sports preferred coaches with more democratic behaviors. Additionally, it was shown that athletes may prefer different coaching behaviors according to their (offensive or defensive) position. For instance, defensive players have been shown to prefer more democratic coaching behaviors due to the instinctive and reactive nature of their positions. The democratic coaching behavior naturally generates more feelings of autonomy for the athletes' playing on the field (Riemer & Chelladurai, 1995).

Overall, these findings suggested that adolescent athletes prefer coaches who provide effective instruction, yet have a democratic style of decision-making and provide positive social support, compared to post-adolescent and college-age athletes. Additionally, while both male and female athletes showed a preference for democratic behaviors, the females showed an even greater desire for having input on team decisions. Moreover, interactive (team) sport participants showed a preference for more autocratic styles of decision making than coactive (individual) sport participants. This section suggests that high school coaches, who seek to turn around a program, may need to exhibit behaviors that are consistent with the preferences of the groups they are coaching.

Measuring leadership behaviors: Leadership scale for sports. In order to measure leadership behaviors within sporting environments, the Leadership Scale for Sports (LSS) was developed by Chelladurai and Saleh (1978; 1980) and Chelladurai and Riemer (1998). The LSS

seeks to measure leadership behaviors such as athletes' preferences for specific behaviors, athletes' perceptions of their coaches' behaviors, and coaches' perceptions of their own behaviors. The LSS has five dimensions: training and instruction, social support, positive feedback, democratic behavior, and autocratic behavior. Coaches that are characterized by these varying styles would differ in their coaching behaviors as discussed below.

Training (instructional). These coaches are known for their instructional behaviors, as they seek to improve their athletes' performances by giving technical instruction on skills, techniques, and strategies. These coaches often emphasize rigorous training and coordinate the activities of team members.

Social support (motivational tendencies). These coaches are known for their motivational tendencies. Coaches who score high in this category show concern for the wellbeing of their athletes and seek to establish positive relationships with them. Coaches who score high in social support behaviors also tend to extend these behaviors beyond the arena of athletics and their support is not predicated upon the athlete having a good performance.

Positive feedback (motivational tendencies). These coaches are also known for their motivational tendencies. Coaches who score high in this category consistently praise or reward athletes for good performances. However, this positive feedback is dependent upon the athlete performing well and is limited to only the arena of athletics.

Autocratic decision-making. Coaches who have an autocratic style of leadership generally make decisions themselves. They implement full authority for team decisions and athlete input is normally not requested. Loughead and Hardy (2005) found that during training and instruction times, coaches were perceived as exhibiting autocratic behaviors to a greater

extent than were peer leaders, such as team captains and team members. Autocratic leaders tend to be structured, task-oriented, and focused on wins.

Democratic decision-making. Meanwhile, coaches who use a democratic style of decision-making tend to make decisions in cooperation with their athletes. This allows players to participate in decisions regarding the team, its goals, preparation methods, and overall team direction. Loughead and Hardy (2005) concluded that, in comparison to their coaches, peer leaders exhibited significantly more social support, positive feedback, and democratic behaviors. Democratic leaders tend to be cooperative, relationship-oriented, and focused on their athletes.

Measuring leadership behaviors: Coaching behavior assessment system. In order to assess coaching behaviors, Smith, Smoll, and Hunt (1977) objectively measured 12 coaching behaviors from the natural sport setting, involving both practices and games. The CBAS measures behaviors such as responses to a desirable performance, responses to mistakes, responses to misbehavior, spontaneous game-related behaviors, and general communication in game-irrelevant situations. Overall, these behaviors are broken down into the categories of reactive behaviors (instruction after a player performs) and spontaneous behaviors (instruction initiated by the coach without being prompted). Using the CBAS, Curtis, Smith, and Smoll (1979) observed coaches in a youth baseball program. At the end of the season, players were interviewed regarding their perceptions of their coach's behaviors and attitudes, and how these affected their youth baseball experience. Significant relationships were found between perceived coaching behaviors and player attitudes toward both the coach and the team. These early findings were valuable in applying behavioral science to improving organized athletic programs, particularly those for children.

Sport behavioral conclusion. The behavioral approach to studying coaching leadership has shown that when examining the behaviors of effective coaches, tactical instruction was more prevalent than praises and scolds. Next, coach-training programs were shown to improve athletes' overall experiences. These experiences included increased player cohesion, better feelings towards one's coach, and lowered attrition rates. Meanwhile, perceived coaching behaviors were shown to impact social cohesion, player-coach relationships, and levels of intrinsic motivation. Athletes have also exhibited various preferences for leadership based upon their age, gender, and sport; younger athletes preferred more of a democratic style and warmer interpersonal relationships than older athletes, females had a stronger preference for democratic behaviors than males, and interactive sport participants preferred more autocratic behaviors than coactive participants. This literature also established that there are several instruments to measure coaching behaviors. These include the LSS that measures a coach's technical instruction, social support, positive feedback, and democratic vs. autocratic behaviors. Additionally, the CBAS assess a coach's response to different performances, mistakes, and misbehaviors, while categorizing these responses as either reactive (based on the athlete's performance) or spontaneous (giving instruction without a prompt). Overall, the behavioral approach to coaching leadership has shown that coaching behaviors and perceived coaching behaviors have a significant impact on an athlete's sport experience, levels of team cohesion, and attrition rates. Meanwhile, it has also shown that coaches can learn the necessary skills to become an effective leader. These conclusions support the position that sport leaders are not born, but made.

Sport situational research. Within the arena of sports, it has been concluded that situations often make significant differences in a leader's overall effectiveness. Variables such as

time allotment, team budgets, training facilities, personalities, administrative and community support are just a few of the many factors that can affect an outcome.

   Multidimensional model of sport leadership. The Multidimensional Model of Sport Leadership (Chelladurai, 1978; 1990; 1993; 2007) asserts that leader effectiveness in sport depends on the characteristics of the athletes, along with the specifics of the situation. The antecedents of (what leads to) a leader's behavior include:

   (a) characteristics of the situation;

   (b) characteristics of the leader himself/herself; and

   (c) characteristics of the team's members.

   Chelladurai proclaimed that an athlete's performance and satisfaction (the outcome) are contingent upon three types of leader behavior:

   (d) what is required by the situation;

   (e) what is preferred by the members of the team; and

   (f) the leader's actual behavior that he/she exhibits.

   Required behavior. According to Chelladurai (1993), the leader is required to behave in certain ways, which are often determined by the demands or constraints put in place by situational characteristics. These can include the organizational structure, overt goals for the team, social norms, cultural values, and formal regulations. These required behaviors often act as a transparent guide and underlying structure for leaders as they move forward.

   Preferred behavior. Members of a group will usually have a preference for a leader's behavior. These preferences are largely a function of the individual characteristics of the group members. Personality variables such as the needs for achievement, affiliation, and competence can influence a person's preferences for a coach's behaviors (Chelladurai, 1993). Furthermore, if

there are overt expectations from the organization that a coach conducts himself/herself in a certain fashion, this expected behavior often aligns with the preferred behavior of players and other members of the organization.

Actual behavior. A leader's actual behavior is simply the behavior that is exhibited by the leader. Chelladurai (1993) suggested that a leader's personal characteristics, such as personality, ability, and experience have a substantial influence on the actual behavior of the leader. Furthermore, leaders are often influenced by situational requirements (group preferences or the level at which a person is coaching).

Chelladurai suggested that the most positive outcome would be attained if all three aspects of leader behavior (required behavior, preferred behavior, and actual behavior) were in agreement. For example, if what the situation requires and what the group's members prefer, match the leader's actual behavior, the group will achieve its best performance and feel satisfied. However, if the leader's required and actual behaviors are different from what is preferred, optimal performance can be expected but without optimal satisfaction. Additionally, if the preferred and actual behaviors are different from what is required, optimal satisfaction can be expected but without optimal performance.

While not an empirical study, renowned sport psychologist, Rainer Martens asserted in his (1987) professional practice book that effective coaching often depends on the characteristics of the situation. These situational factors include the sport, time allowance, personnel, and team characteristics. Martens proclaimed that different situations often require different leadership functions to be performed. Thus, coaches and leaders should be sensitive to both the situation and the environment. Martens proclaimed that the most important situational variable is the task

at hand, and that on-field leadership requires quick actions and therefore is not conducive to a democratic style. Some other important aspects outlined by Martens include:

- Whether it is a team or individual sport? Team sports require more structure for group performance than individual sports. Therefore, team sports require more direction from the coach. Conversely, within individual sports, a less directive approach may be preferred by these participants.

- Tradition: A group that has a history of one type of leadership style is not likely to respond well to a change.

- Available time: When little time is available, a task-oriented, autocratic style is more functional than a democratic style.

- Assistants: The more assistants a leader has, the more important it becomes to prepare them to lead in the same direction as the leader.

- The size of the team: As the size of the team increases, it becomes more difficult to administer a democratic style of leadership.

While the work of Martens is consistent with sport situational research, it is important to note that is was not a scientifically tested model and should only be regarded as expert opinion based on existing general leadership research.

Leadership research, regarding the situational approach to coaching, asserted that a situation's parameters often make a significant difference in a leader's overall effectiveness. As shown by the Multidimensional Model of Sport Leadership, leader effectiveness depends on the characteristics of the athletes and the specifics of the situation. Additionally, as posited by Martens, effective coaching often depends on the situation. These variables include time, personnel, team characteristics, the type of sport, a team's traditions, available time, the size of

the team and the amount of assistants. While the situational approach alone does not give much attention to the traits or behaviors of the leader, situational factors have been shown to be a major determinant to the success of a leader.

Sport interactional research. Similar to general leadership studies, sport leadership studies have evolved in a parallel fashion. Accordingly, in many ways, the sport interactional approach consolidates the previously mentioned approaches to combine them into one approach.

Cognitive mediational model of leadership. To emphasize the relationship among situational, behavioral, cognitive, and individual difference variables, Smoll and Smith (1989) proposed a comprehensive theoretical model of leadership. The Cognitive Mediational Model of Leadership examines how a coach's personal characteristics combined with situational factors affects players' attitudes and sport experiences. For example, recognizing the importance of different situations, leaders' behaviors, and their cognitive processes, Smoll and Smith stated, "A truly comprehensive model of leadership requires that consideration be given not only to situational factors and overt behaviors, but also the cognitive processes and individual difference variables which mediate relationships between antecedents, leader behaviors, and outcomes" (p. 1532). In essence, Smoll and Smith's model posited that the coach's personal characteristics and behaviors, combined with situational factors, directly affect players' attitudes toward their coaches and their overall sporting experience.

Research on program building coaches. Vallee and Bloom (2005) conducted qualitative interviews with expert college-level coaches to determine how they were able to build their successful programs. The researchers found that both personal and situational factors contributed to coaches successfully building their programs. Four common elements of these coaches' success included: (a) their personal attributes such as the relationships they formed with their

athletes; (b) their desire to foster players' individual attributes as well as their athletic abilities;

(c) developing thorough organizational skills in order to plan optimum training sessions and

competitions throughout the season; and (d) establishing their vision, which included the

standards, goals, and directions of the program. Moreover, Vallee and Bloom concluded that, in

order for coaches to be most effective, they should consider the situation before determining

which coaching behavior or leadership style they want to use.

Much like general leadership research, the interactional approach was the approach that

was able to combine the trait, behavioral, and situational approaches. As it has been shown, a

coach's personal characteristics and behaviors combined with situational factors directly affect a

players' sporting experience. Additionally, it has been concluded that, in order for coaches to be

most effective, they should consider the situation before employing their leadership style.

Sport transformational leadership research. Originally conceived in business

literature, transformational leadership occurs when the leader adopts a visionary stance, and,

through his/her charisma, inspires people to share and follow this vision, while encouraging

people to work together to achieve new heights and accomplish more than they ever thought they

could (Roberto, 2011). While this style of leadership has shown to be effective in general

leadership studies, many characteristics of transformational leadership have been shown to exist

in sport.

Leadership in the pursuit of excellence. Leadership in sport is often associated with a

coach assisting an athlete or a group of athletes in their pursuit of excellence. Chelladurai (2007)

expanded on his own theory of leadership to include elements of transformational leadership and

devised a model called Leadership in the Pursuit of Excellence. The pursuit of excellence is

characterized by incremental increases in physical, mental and emotional capabilities that lead to

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rises in performance. These gains happen through planned and deliberate practice, which is fostered by a coach who plays a major role in effectively shaping the athlete's skills, abilities, attitudes, and beliefs that facilitate the pursuit of excellence. Moreover, the coach also plays a significant role in the performance stage wherein he or she helps the athlete concentrate on appropriate thoughts and emotions. Based on this model, Chelladurai developed a number of leadership guidelines for coaches to follow in helping their athletes pursue excellence. These included:

- Creating a vision. This involves the coach setting new objectives and implementing new strategies for the performer. In addition, the coach needs to convince the performer of the feasibility of the vision and proclaim his or her confidence that the performer is capable of achieving the vision. Moreover, the coach must secure a commitment from the performer to the new vision. Desjardins (1996) found that expert coaches tend to establish a mission statement for their teams as part of the early process of achieving in their endeavors.

- Provide inspirational communication. Great leaders inspire athletes to dare to achieve excellence. These behaviors include being enthusiastic, building confidence and morale, instilling pride, and sharing adversity with athletes. These behaviors often result in the "Pygmalion effect," whereby performance is stimulated and enhanced based upon a higher expectation being placed upon people (Bass, 1985).

- Provide intellectual stimulation. Intellectual stimulation is a component of talent development whereby the performer becomes able to see his or her activity in its totality while understanding the scheme of things surrounding the performance. This happens when the coach challenges the athlete's pre-existing assumptions or attitudes, while

encouraging creativity and innovation. In essence, the coach aids in the diffusion, conceptualization and understanding of new information prior to action.

- Foster individualized and supportive leadership. This involves a coach bestowing individualized and personal attention upon his/her athletes. Components of this leadership include mentoring through a series of one-on-one interactions and communications. These behaviors include treating them individually, showing concern for their needs, expressing appreciation, giving them special responsibilities, along with showing empathy, care, and concern.

- Give personal recognition. While most performances yield recognition due to the public platform on which they take place, coaches giving recognition for achievement of practice goals is critical to the pursuit of excellence. Therefore, coaches should recognize small achievements and advances while providing rewards such as praise.

- Demanding and directive leadership. Deliberate practice can be tedious and boring for athletes, which can lead to mental and physical fatigue. According to Salmela and Moraes (2003), it is essential that, during these tough times, coaches encourage persistence in order to help athletes carry out and fulfill their training regimen.

- Promote self-efficacy and self-esteem. A coach can help improve an athlete's self-efficacy by extoling the talents and skills of the performer, while expressing confidence in the athlete's ability to achieve a high performance (Feltz & Lirgg, 2001). Additionally, it is important that self-esteem is enhanced through the athlete's belief, respect and confidence in himself or herself (Bass, 1985). Since the pursuit of excellence is a comparative process, it is important that athletes seek and gain the respect and admiration of others.

- Emphasize winning. Based on the way sport is structured and practiced around the world, excellence is best demonstrated through victories in athletic contests. Accordingly, coaches must emphasize high performance and victories in competitions. However, it is important that this is done the right way – through increased practice and additional measures of preparation – and never through illegal or artificial means such as doping, cheating, or willfully injuring an opponent.

- Cultivate self-interest. Having a strong self-interest is fundamental in the pursuit of excellence as athletes try to benefit from and seek rewards for their efforts. However, according to Avolio and Locke (2002), this "egoism" should be constrained and governed by a moral code of associated virtues. Self-interest is, essentially, a double-edged sword that should be used for the purpose of an athlete focusing on and attaining a reward. Yet it is also important that the athlete understand the immortality of any act (such as cheating) that violates the pursuit of excellence.

- Foster (healthy) competitiveness within the team. Competitiveness has been described as, "An enjoyment of competition and a desire to enter and strive for success in competitive sport achievement settings" (Gill, 1993, p. 318). A coach should emphasize the importance of the individual athlete being growth-oriented, competitive, and focused on winning.

- Instill both task and ego orientations, along with task and ego climates. Task-oriented individuals believe that a consistent effort can help them gain the ability to become competent. They judge their successes in the activity by the extents of their learning and improvements they have made. They enjoy the intrinsic value of learning and mastery of the task. In contrast, ego-oriented individuals judge their success based upon how well

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they perform in comparison to others. They judge success as a function of high ability and not effort; trying hard and then losing indicates a lack of competence. Both of these orientations can be beneficial when used at the right time. For example, an individual striving for excellence should be constantly striving to improve personal performance. However, the pursuit of excellence requires that one outperforms his/her peers and demonstrates superiority. The coach should cultivate and maintain task climates the majority of the time in order to foster member satisfaction, enjoyment, and commitment to participation. Given that the pursuit of excellence consists of both practice and performance stages, it is believed that task involvement should be most important during practice, while ego will align better with the performance stage.

- Provide training for technical, cognitive, and emotional skills. Technical training focuses on training different skills and movement patterns of a given sport; facilitated through a coach's instructions to increase athletes' physical and psychological capacities (Janelle & Hillman, 2003). Cognitive training refers to the tactics and strategies along with how and when to use them in various competitive situations. Meanwhile, coaches must understand the impact that emotions have on the pursuit of excellence in both the practice and performance stage. Coaches must recognize his or her own emotions and regulate them to ensure they are serving their athlete in the best way possible. Thus, it is paramount that the coach trains the athlete to recognize and regulate his or her own emotions to ensure an advantage.

- Facilitate the flow experience. Ericsson, Krampe, and Tesch-Römer (1993) asserted that deliberate practice is not intrinsically enjoyable. Additionally, Keating (1964) described tasks, like those seen in deliberate practice, as agonistic to the mind and body. Flow is a

positive experience that occurs when a person meets a situation in which his/her capabilities/skills align well with the demands/tasks (Jackson & Eklund, 2002; Kimiecik & Jackson, 2002). Therefore, the coach's challenge is to design training sessions that allow the person's task to increase progressively with the skills mastered by the athlete.

Leaders who help athletes and teams pursue excellence assist the person by fostering qualities such as self-efficacy, self-confidence, competitiveness, and enhancing morale. Meanwhile, they create an environment that supports their vision and goals, and encourages the correct task/ego motivational environment. Leadership in the pursuit of excellence contains many parallels with the increasingly popular transformational leadership.

In another study supporting transformational styles of leadership in sport, Charbonneau, Barling, and Kelloway (2001) found that transformational leadership indirectly mediates intrinsic motivation in athletes. From their data they were able to develop and test a model, which showed that coaches who employed transformational styles of leadership were able to enhance an athlete's sport performance indirectly through the athlete's increased levels of intrinsic motivation.

In general leadership studies, transformational leadership has been revealed to be an effective leadership style for inspiring followers through a shared vision, coming together for mutually beneficial goals, heightening expectations for performance, and reaching people on higher levels of motivation and morality. Characteristics of transformational leadership are reflected in Chelladurai's Leadership in the Pursuit of Excellence. These include the leader creating a vision while providing inspirational communication, individualized attention, intellectual stimulation, promoting people's self-esteem, a healthy competitiveness among group members, and an experience of flow. Additionally, Charbonneau, et al. (2001) revealed that

transformational leadership contributes to enhanced intrinsic motivation in athletes. While transformational leadership has shown to be very effective in general settings it is now gaining traction within coaching science.

While transformational leadership appears to be one of the most effective advancements in leadership studies, it can be elaborate and complex. Accordingly, employing this dynamic style of leadership often takes a lot of time and practice. Thus, mastering transformational leadership may be considered in part, an art form.

The art of leadership research. Whether it is business or coaching, one clear message is that leadership makes a difference. As Hackman and Wageman (2007) decreed, a leader's actions often spell the difference between success and failure. In addition, research has shown that a leader's characteristics, along with the particulars of the situation, also play an important role and impact leader effectiveness. Yet, predicting which leaders will be successful in certain environments is not easy. Through their qualitative interviews, Little and Watkins (2004) found that within the field of recreation (coaching, community recreation, fitness and outdoor recreation), a leader's success cannot be predicted based solely on general factors such as years of experience, age, and qualification. They urged using caution as these factors are not sufficiently indicative of a leader's performance and that employers should be more aware of a recreation leader's understanding, role capability, and interpretation of leading before being appointed.

Sternberg (2007) argued that effective leadership is a synthesis of creativity, intelligence, and wisdom. One needs creativity in order to generate ideas and products; intelligence (academic and practical) is necessary to implement the ideas and persuade potential followers of their worth; and wisdom is essential in balancing the interests of all vested parties and using one's

intelligence, creativity and knowledge in order to ensure that the leader's actions seek a common good.

Taken as a whole, understanding how to lead, identifying the correct dispositions to undertake with one's followers, and implementing effective leadership can best be described as an art form. Renowned expert in leadership research, Warren Bennis (2007), asserted that exemplary leaders have six competencies:

1. They create a sense of mission

2. They motivate others to join them on that mission

3. They create an adaptive social architecture for their followers

4. They generate trust and optimism

5. They develop other leaders

6. They get results

Moreover, leadership is much like a performance art that requires leaders to have a vision they are able to convey and articulate with their followers (Bennis, 2007).

The art of leadership research conclusion. Leadership makes a difference. Yet, understanding how to lead and identifying the correct methods of leadership can be considered a skill in itself. Similar to the various approaches to leadership, specifically transformational leadership, exemplary leaders create a mission that others want to be a part of, they adapt to the social makeup of the group, engender trust and optimism, and develop other leaders along the way. Yet, and above all else, they generate results. The stance that leadership is an art form is especially important when examining low-performing groups and organizations as these turnaround situations require a leader who can motivate followers, lead change, and create a significant turnaround.

Turnaround Leadership Research

Across all sectors, turnaround leadership is "a process whereby an individual enters a perceived negative situation, and, through a transformational process, changes the situation into a perceived positive one" (Westfall, 2015). Turnaround leadership is a relatively new phenomenon that has received little attention outside of the fields of business and education. In the following pages, turnaround leadership will be discussed though both research and professional practice. Professional sectors in which turnaround leadership has been discussed and studied include business, law enforcement, education, and sport.

Implementing change. Situations that require a turnaround will undoubtedly undergo a significant change from what has been the status quo. Renowned change expert, Dr. John Kotter is a professor of leadership, emeritus, at the Harvard Business School and author of 12 business bestseller books. In his (1996) book, Kotter asserted that successful change is a large-scale, complex affair that happens in eight stages. Kotter stated that in an age of turbulence and constant change like we see today, individuals who handle change well end up succeeding. Meanwhile, those who handle change poorly can cost the organization a lot of resources and a great deal of pain. He declared that in all eight stages of the change process, the central challenge is changing people's behavior. Kotter and Cohen (2004) also concluded that, the heart of change lies in people's emotions. Therefore, change is best executed not only when people's thoughts are altered but also when people can see a truth to influence their feelings. Kotter's eight-stage process of creating major change involves:

1. Establishing a sense of urgency: Examining the competitive realities and crises, potential crises, or major opportunities.

2. Creating the guiding coalition: Putting together a group with enough power to lead change and getting this group to work together as a team.

3. Developing a vision and a strategy: Creating a vision to help direct change and developing strategies to achieve that change.

4. Communicating the new vision: Using every available vehicle to constantly communicate the new vision, while having the guiding coalition model the expected behaviors.

5. Empowering broad-based action: Eliminating obstacles, altering systems that undermine the new vision, and encouraging risk taking, along with new ideas and actions.

6. Generating short-term wins: Planning for and creating visible improvements (wins) and then publicly recognizing people who made the wins possible. As Kanter (2004) proclaimed, in order for leaders to build credibility with the public, they must produce early successes. These early wins can attract investors, enthusiastic fans, attention from the media, and talented recruits.

7. Consolidating gains and producing more change: using the newfound credibility to change systems, structures, and policies that don't fit the new transformational vision. This can include hiring, promoting, and developing new people who can implement the new vision.

8. Anchoring new approaches in the culture: creating better performance through behaviors and effective leadership that supports the vision. Meanwhile, articulating the connections between new behaviors and organizational successes, while ensuring continued leadership development and succession.

Kotter and Cohen (2004) elaborated on these eight steps by highlighting the necessity of emotions during the change process. They proclaimed that, during the process of change, people must *see* and *feel* what is happening.

Seeing. In the beginning, individuals must see and recognize that the status quo is no longer acceptable; colleagues are behaving complacently, no sensible strategy is being developed, and people are letting up before anything is achieved. When change is to be made, an eye-catching, dramatic situation must grab people's attention to help others visualize the problem or a solution to the problem.

Feeling. Once the visualization has transpired, it often awakens feelings that facilitate useful change. Urgency, optimism, and faith may go up. Meanwhile, complacency, cynicism, or fear may go down. Mahatma Gandhi once stated, "If you want something really important to be done, you must not merely satisfy the reason, you must move the heart also" (Iyer, 1973, p. 287). Once the change is both seen and felt, new behaviors of the group take over and begin to reinforce the new direction in which the group is moving. People become less complacent, they try harder to make the vision become a reality, and they don't stop until the work is done.

While Dr. Kotter is a renowned Harvard professor and author a dozen bestselling books on leading change, his work must be met with scrutiny as it is not empirically based.

Business turnaround research. In a study analyzing turnaround strategies of different businesses, Hofer (1980) established that the most frequently encountered turnarounds involved businesses that underwent declines in organizational profitability. However, business turnarounds are often easier said than done; mounting evidence has suggested that traditional efforts to turn around a failing business results in more failures than successes, as described by Nystrom & Starbuck (1984) in a review of case studies on turnaround businesses.

The first step in business turnarounds is to address the leadership. While some theorists believe that turnarounds can happen through strong planning, decentralization, and more inclusive styles of human resource management, an abundance of studies (Grinyer & Spender, 1979; Hofer, 1980; Milburn, Schuler, & Watman, 1983; O'Neill, 1986; Modiano, 1987; Arogyaswamy, Barker, & Yasai-Ardekani, 1995; Barker & Duhaime, 1997; Boyne, 2004) have asserted that nearly all successful turnarounds require replacement of the company's top managers. Additionally, this replacement must usually come from outside of the organization (Tushman, Newman, & Romanelli, 1988). This requisite is due to the company's current management having a strong set of beliefs on how to run the company, many of which must be wrong, or else the current problems would not have arisen. As Brenneman (1998) stated in his reflective analysis on turning around Continental Airlines, "The same team that leads a company into a crisis is rarely able to get it back on track…you have no choice but to sweep out the old to make way for the new" (p. 166). In a meta-analysis of business turnarounds, Boyne (2004) advanced that an appointment of new leaders signals to investors that the company is serious about the company's commitment to a new successful strategy. Therefore, in order for a business to put itself in the best position to achieve a turnaround, it must select and empower a new leadership team, rife with a clear plan for implementing a strategic turnaround.

However, before implementing new sweeping changes, the new leader must first gather information and analyze facts about the firm. This involves examining and assessing the industry's current conditions and where it stands in the competitive structure (Hofer, 1980). In a comparison of case studies of business turnarounds, O'Neill (1986) proclaimed that managerial strategies that produced turnarounds did this by creating changes in the organization, paying

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close attention to a new vision, advancing both strategic and symbolic growth plans, and closely following a systematic plan.

Another component of business turnarounds involves creating a clear vision which helps drive a strong plan. In an empirical study of business turnarounds, Pearce and Robbins (1993) identified key strategies used by turnaround business leaders. These included stabilizing operations and restoring profitability through strict cost reductions, followed by shrinking back to the segments of the business that have the best chance of sizable profit margins. This position was enhanced by an analysis of turnarounds of mature businesses, as Hambrick and Schechter (1983) advanced that turnarounds were most frequently achieved when businesses focused on cost and product efficiency rather than wholesale entrepreneurial changes. Regardless of the new strategy, however, all successful business turnarounds must deviate from the status quo. After all, "business as usual" is what placed them in mortal jeopardy in the first place (Finkin, 1985). Once the leaders have developed a strategic plan, it becomes crucial that they have the autonomy to make necessary changes in order to fully execute their plan. In an empirical analysis of 32 companies, Pearce and Robbins (1994) asserted that successful turnarounds happened most often through simplified structures and granting leaders the authority to make important decisions.

It has been shown that sooner response times and quicker upticks in profitability are associated with a greater likelihood of a turnaround. In their meta-analysis of turnaround research, Arogyaswamy, Barker, and Yasai-Ardekani (1995) concluded that significant time lags between the initial decline and the moment management attempts a turnaround are crucial; longer time lags usually led to less successful turnarounds as dysfunctions often gained momentum the longer the problems were disregarded. Thus, businesses can increase their chances of overcoming a downturn by carefully watching for signs of decline, thereby enabling a

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quicker management response and likelihood of a successful turnaround. In their collaborative study, Pearce and Robbins (2008) surmised that companies are best suited for a turnaround when their executives can construct a new strategy that can empower the company to successfully compete in the changed competitive environment.

Business turnaround research has revealed there are several key components to achieving a turnaround. First, an organization must address its leadership, which usually means replacing the company's managers with a new competent management team. These new managers should come from outside of the organization since it was the old management team that was in charge during the original downturn. Next, the new leadership team must gather information about the business. This gathering phase allows them to understand various aspects of the business and puts them in a position to create a vision. The organization must then articulate their vision and share it with the group's members. The organization must also create a strategic plan. It was asserted that plans should be implemented as soon as possible, as companies that have longer lag times are less likely to achieve an actual turnaround. The business turnaround research reflects several of Kotter's (2004) stages of implementing change. For instance, Kotter's second step decreed that change requires a guiding coalition. This step is similar to establishing a new business leadership team (Hofer, 1980). Kotter's third and fourth steps recommend developing a vision and strategic plan and broadly communicating them. These exact guidelines were resonated by Pearce and Robbins (1993). Finally, Kotter's fifth step recommended empowering broad-based action. This step parallels attacking underperforming areas of the business (Pearce & Robbins, 1993). Altogether there are several turnaround suggestions within the business turnaround literature that are reflected in other areas of turnaround research.

Law enforcement turnaround research. Another area where turnaround leadership has been examined is law enforcement. Writing on this topic in a 1982 article, Wilson and Kelling outlined their "Broken windows theory." This theory was partially based upon Zimbardo's (1969) research on the human struggle between order and chaos. In his experiment, Zimbardo measured how long it would take an abandoned automobile to be attacked by vandals once communal barriers were lowered to signal, "nobody cared." Accordingly, Kelling and Wilson's Broken windows theory advanced that small social disorders in society, if ignored, will compound to create fear and social chaos that eventually leads to more serious and violent and crimes. This theory would become a major stanchion for the massive crime reduction the New York City Police Department underwent during the 1990s under Chief William Bratton. The Broken windows theory is best summarized with three points:

1. Neighborhood disorder, such as drunken behavior, panhandling, youth gangs, prostitution, and other urban incivilities creates fear among regular citizens.

2. Much like unrepaired broken windows signal to regular citizens that nobody cares about a building (and can lead to further vandalism), untended disorderly behavior can signal that people no longer care about the community (which leads to more serious disasters and crimes). These signals include untended property, disorderly persons, drunks, and hostile youth create fear among citizens and attract predators who are capable of worse crimes.

3. If police are to deal with disorder to reduce fear and crime, they must rely on citizens for legitimacy and assistance.

Scientific research on law enforcement turnarounds is still very rare today. However, Wilson and Kelling's (1982) Broken windows theory subsequently laid the groundwork for one

of the greatest law enforcement turnarounds in American history. It contends that if a law enforcement turnaround is to take place, attention must be paid to the small urban incivilities that create fear among citizens, previously unchecked social disorders must be met with "zero tolerance," and enforcement is paramount at all times.

Education turnaround research.

Secondary schools. In a systematic review of turnaround schools, Herman, et al. (2008) defined turnaround schools as schools that met two criteria:

1. They began… as chronically poor performers; 20% or more students failing to meet state standards over two or more consecutive years.

2. They showed substantial gains in student achievement in a short time (no more than 3 years). Substantial gains meant reducing by at least 10 percentage points the proportion of students failing to meet state standards.

In a series of interviews, Ansell (2004) provided several factors of secondary turnaround success. These included engaging experts in school improvement to provide guidance; appointing a new principal when possible – which brings rapid cultural change; selecting an experienced principal with strong intrapersonal and interpersonal skills; conducting a thorough review of the school's weaknesses and devising strategies to correct them; carefully monitoring the implementation of the plan; being clear about everyone's role in the leadership team; and contracting external providers for functions such as financial management. Measuring school improvement is dependent upon student academic growth; student achievement is the number one goal (Borman, Rachuba, Datnow, Alberg, MacIver, Stringfield, & Ross, 2000; Housman & Martinez, 2001; Malen, Croninger, Redmond, & Muncey, 1999). Moreover, in a review of district interventions, Bowles, et al, (2002) espoused that school turnarounds entail improved test

scores, school capacity built upon a strong staff, continuous and sustained improvement, and data-driven decision-making.

In their systematic review, Herman, et al. (2008) revealed several turnaround practices of low performing schools. These practices included:

1. A dramatic change: Things are not going to be the same as before, signaling to those inside and outside the school that a significant interruption is occurring. It will no longer be business as usual. Two-thirds of the England's turnaround schools identified by the National Audit Office's report (2006) changed their principals.

2. A consistent focus on instruction: Test scores usually determine student performance because they are the cheapest means to define performance. Differentiating instruction and making sure it aligns with the measurement is a key element of improvement.

3. Select improvement that is visible and easy to secure: Choose the improvements that have the best chances of succeeding early. Early wins provide confidence to those inside and outside of the school and shows that better times are to come.

4. Build a committed staff: There must be a critical mass of like-minded professionals who are committed to the improvement. There has to be a concerted effort for advancement, execution and change. The principal connecting with and exciting teachers and staff is pivotal in school improvement. The leader must be out front but can't be the only one in front. The leader must find ways for many people to shine.

In a study of English secondary schools that successfully overcame challenging circumstances, West, Ainscow, and Stanford (2005) concluded that, while there is no one proven recipe for turnarounds, the most appropriate step is to match the plan to the circumstances and context of the individual school. Moreover, they stress that the most crucial step is when schools

first accept that improvement is possible and make a deliberate effort to achieve a turnaround. A mixed method approach, consisting of document analysis, observations, and interviews conducted by Schaffer, Nesselrodt, and Stringfield (1997), concluded that the key issues necessary for a secondary school turnaround include finance, leadership, commitment, the general public's perception, quality staffing, a quality curriculum, political pressure, positive race relations, sufficient facilities, and communication among staff.

 Transformational principals. A review of school leadership research between 1996-2005 revealed that transformational leadership had indirect effects on student achievement and student engagement; these effects were mediated through improved school culture, teachers' commitment to, and overall satisfaction with their jobs (Leithwood & Jantzi, 2005). Additionally, in a study testing the effects of transformational leadership on teachers and students, Leithwood and Jantzi (2006) concluded that principals who employed transformational styles of leadership significantly impacted teachers, their classroom practices, and student learning. Additional studies support the assertion that transformational leadership influences teachers' opinions about school conditions along with their commitment to assist with change (Bolger, 2001; Day, Harris, & Hadfield, 2001; Fullan, 2002). While it has been theorized that school leadership has a substantial impact on student performance such as test scores, a case study from Barker (2005) concluded that school leaders' greatest impacts are seen through improvements on the climate, culture, and organization of the school.

 Education turnaround research has shown to have many similarities with several articles from the business research and Kotter's (2004) work on implementing change. The "dramatic change," as mentioned by Herman, et al., (2008) reflects Kotter's first step, establishing a sense of urgency. Hiring a new principal to create a culture change, as mentioned by Ansell (2004),

mirrors business recommendations from Grinyer and Spender (1979); Hofer (1980); Milburn, Schuler, and Watman (1983); O'Neill (1986); Modiano (1987); Arogyaswamy, Barker and Yasai-Ardekani (1995); Barker and Duhaime (1997); and Boyne (2004) to hire a new management team. The recommendations from Herman, et al. (2008) to build a committed staff reflects Kotter's (2004) second stage of building a guiding coalition. Next, Ansell's (2004) suggestion to conduct a thorough review of a school's weaknesses parallels the information gathering stage that was outlined by Hambrick and Schechter (1983) in the business literature. Mintrop (2004) advised that all turnaround schools must devise a strategic plan. This is reflected in both Kotter's third stage and O'Neill (1986) from the business literature. Altogether, school turnaround research shares many similarities with both business turnaround research and Kotter's eight steps for implementing change.

Sport coaching turnaround research. Martens (1987) asserted that the essence of coaching is to develop a culture that will enable team success. Team culture is vital to team success because it creates an environment where players "think alike, talk alike, and act alike so they can support and reinforce the best in one another" (Voight & Carroll, 2006, p. 324). While some leadership experts have espoused that culture is leader-driven (Martin, 2001), others such as Schein (1992) have contended that leadership and culture are not mutually exclusive, nor can they be understood entirely on their own.

Vallee and Bloom (2005) interviewed expert coaches who were recognized as program builders. Among these coaches, four themes were revealed to be the common elements among these coaches. These included: (a) coaches having personal attributes enabling them to exhibit behaviors positively associated with leadership; (b) coaches having a personal desire to help their players grow as individuals; (c) coaches possessing organizational skills that enabled them to

plan the season and help the team prepare for their games; and (d) the coaches' vision linked these elements together as the athletes bought into the goals, philosophy, and personality that was prescribed by the coaches for the team's success.

In a study very relevant to the present investigation, Schroeder (2010) sought to better understand turnarounds and team's cultures through in-depth qualitative interviews with 10 NCAA Division I head coaches. These coaches were chosen for turning a previously unsuccessful team into a championship level team within five years of being hired. Schroeder concluded that in each of these situations, the teams underwent major changes in team culture. Also, at the heart of these turnarounds was a clear set of values stemming from the head coach. Within each of the turnarounds in Schroeder's study, the coaches implemented changes through relationships, behavioral values, strategic values, and adding players who fit within the new culture of the program.

Relationship values included such things as improving the way coaches interacted with players and how players interacted with each other. Coaches communicated with the purpose of showing athletes that they cared about them as a person, opposed to just an athlete. These relationships were the foundation of building trust on the team. Once trust was established, coaches were better able to give direct feedback to athletes to improve strategic and behavioral values. Strategic values were manifested through the amount of time that coaches spent on fundamental techniques of their sports. To increase awareness, statistics were kept during both games and practices, replete with videotapes and practice logs.

Perhaps the most important values that were developed on these turnaround teams were the behavioral values established by the coaches. They preached values such as, hard work, discipline, having a positive attitude, putting forth outstanding efforts, and maximizing one's

potential. However, defining all of these values was sometimes a challenge for coaches, as there were sometimes gaps between the coach's definition and the player's interpretation of each value. The coaches found that players best learned through explanation, modeling, and reinforcing when they did them correctly.

For players to most effectively learn the new values, coaches relied on an assortment of teaching tools, such as modeling, giving assignments, incorporating technology, and giving players ownership. Coaches reported that modeling the desired behaviors quickly won the respect and trust of their players. When the coaches demonstrated the appropriate values, the players were more likely to buy into the team's culture. In some of the scenarios, coaches taught the desired values through assignments. These included lectures, stories, examples, or bringing in professional guest speakers to convey a particular value's relevance. Additionally, several coaches assigned players articles and books, and conducted group discussions about the readings – some even required written essays.

Many coaches incorporated sport-specific software programs in order to help athletes see ways to improve particular skills and strategies. These technologies included video recorders and video stations so athletes could review certain skills. A final teaching tool that coaches used to cement their program's culture was giving their players ownership of the team by increasing player input and providing more opportunities for more responsibilities and leadership. Player input often centered on game strategy, team leadership, and responsibility for uniform selection and team meals. One coach summed up this approach by saying, "When we get out on the field, there is nothing I can do to help them. They are going to be able to do it or not."

Schroeder's study avowed that team cultures are often best changed by the addition of new players. When adding new players, coaches reported that it is important to find the "right"

players who are coachable, have high character, low ego, and are team-oriented. His study also noted that it is essential to orient all organizational actions toward team values, especially rewards and punishments. While rewards and punishments varied from program to program, one consistency among the turnaround coaches was their ability to connect rewards and punishments to their program's values in explicit and symbolic ways. Rewards included playing time, scholarships, and artifacts such as helmet stickers. Causes of punishments included poor grades, tardiness, truancy, or improper social conduct. Common punishments included extra study hall hours, early morning runs, and even suspensions. Team punishments were sometimes used in programs where "family" or "team" was a central theme of the program. These team punishments took place with the offender watching his/her teammates suffer the consequences for his/her inappropriate actions. Other team punishments involved the entire group meeting early in the morning to pickup trash on campus.

Research on sport coaching turnarounds is both new and scarce. Program building coaches, as identified by Vallee and Bloom (2005), had positive personal attributes, desired to help players grow as people, possessed excellent organizational skills, and had a unifying vision for program success. Meanwhile, the results of Schroeder's study offers coaches new possibilities for leading turnarounds. While none of the tactics listed in this study are new or innovative, the manner by which the turnaround coaches implemented and reinforced these tactics were always consistent with team values and can help transform their teams. To change a team's culture, coaches must clearly establish the values of a team, and then orient all organizational actions toward these values. While sport turnaround research is still very underdeveloped, we can already deduce that it requires a leader who consistently implements his/her vision in an attempt to help players on both an athletic and personal level.

It is also interesting to think of Schroeder's results relative to high school sport settings where coaches have less ability to recruit new players into the program. They may also need to work with other coaches (a varsity coach may need to work with a JV and varsity coach). High school coaches also have other school responsibilities (e.g., teaching) and may not be able to focus all their attention on turnaround around their team. Research looking at turnaround literature in high school sports in certainly needed.

Turnaround leadership conclusion. The research on turnaround leadership has offered us several insights on how to transform a failing organization into a successful one. From the research on change (Kotter, 1996; Kotter & Cohen, 2004) we understand that successful changes happen in eight steps. These include (1) establishing a sense of urgency by examining realities; (2) creating a coalition of people with enough power to lead change; (3) developing a vision and strategy to help direct change; (4) communicating the new vision by using every possible outlet; (5) empowering broad-based action by overcoming obstacles and empowering new ideas; (6) generating short-term wins to attract support; (7) producing more wins through newfound credibility; and (8) anchoring new approaches while ensuring continued leadership and succession. Additionally, we learned through the business turnaround research there are several crucial steps in order to achieve a business turnaround. These include replacing the company's leaders with management from outside of the organization; gathering information about the business to better understand the circumstances they are facing; creating a vision and articulating it to group members; formulating a strategic plan, and implementing it as soon as possible to increase the likelihood of a turnaround.

Research on law enforcement turnarounds, while still very scarce, asserts that turnarounds are best implemented with zero tolerance for behaviors that detract from a city's

ultimate goal. Even the smallest disorders have the potential to signal that nobody cares, which ultimately undermines the unified movement that is necessary to achieve a turnaround. Education turnaround research has shown similarities to business turnaround research. These include hiring a new leader, assembling a committed staff, conducting a thorough review, and devising a strategic plan. Research from sport coaching turnarounds has shown that program building coaches tend to be positive, seek to help players grow as people, are organized, and implement a vision for their program's success. Meanwhile, quicker team turnarounds have been shown to happen by changing a team's culture. This happens by establishing team values and orienting all actions to reinforce these values.

While we understand that turnarounds require a new leader, a compelling vision, change in culture, and a leader who is able to implement the plan, there are still several questions to answer. These include the methods for empowering broad-based action and overcoming obstacles, generating short wins in the face of adversity and continuing to make new changes. Overcoming obstacles is often easier said than done; existing systems and structures that have been in place for long periods of time are often very difficult, costly and time consuming to change. Meanwhile, generating short wins in the face of adversity sounds great in theory, but what should be done if turnaround efforts are not producing early results? Finally, continuing to make new changes can only happen if initial achievements have been made first. While we have a good blueprint for the early stages of implementing change, there are still several application questions that must be addressed before we fully understand "how" to execute a turnaround.

Professional Practice Literature

Within the fields of business, law enforcement, education, and sport, there have been dozens of articles and books written on turnarounds. While these personal accounts do not hold

as much credibility in the world of academia as formal research studies, they are still important sources of knowledge when attempting to better understand the phenomenon of turnaround leadership. The next section will describe personal accounts from each of the aforementioned fields of business, law enforcement, education, and sport. From the business literature, Ford's amazing comeback during the mid-2000s under CEO Alan Mulally will be summarized. From the field of law enforcement, New York City's turnaround during the 1990s under new police chief, William Bratton will be explored. Next I will examine the various turnaround principals that have transformed secondary schools from poor performing into satisfactory (or better) institutions. Moreover, I will explore turnarounds in higher education in which colleges have escaped bankruptcy and closing to emerge as thriving institutions. Finally, I will examine turnarounds in sport coaching. Teams that will be examined include Tufts University Men's Lacrosse, Mt. Olive Women's Soccer, Baylor Women's Basketball, and the University of Washington Women's Volleyball.

Personal accounts of turnarounds in business.

Alan Mulally at Ford Motor Company. According to Hoffman (2012), when former Boeing CEO Alan Mulally took over as Ford's CEO in 2006, the automaker was a wreck. Ford's time cycle for developing new vehicles lagged behind the Japanese and they had lost 25% of their market share since 1990. Labor costs were $76 per hour within Ford's unionized workforce and the company was about to post a $12.7 billion loss for the year. Additionally, Ford's stock price had fallen drastically low (as low as $1.01 in 2008) and it was speculated that Ford would eventually file for bankruptcy. Bill Ford's decision to hire an outsider as the new CEO of his family's company was a radical decision. However, Alan Mulally is no regular CEO; he is a business turnaround specialist.

Gathering information. Once Mulally took over he immediately began gathering information about the company by asking questions and listening to longtime Ford employees. In his first weeks on the job, he often stopped people in the hallway and asked them what they did and what he could do to improve the company. During lunchtime he ate in the company cafeteria, standing in line with his plastic tray chatting with accountants. This was a dramatic shift as previous CEOs ate in the corporate dining room. Through these interactions, Mulally started to discern why Ford was losing so much money. After a few weeks on the job, Mulally was convinced that things needed to change and they needed to change fast. "According to the numbers," Mulally exclaimed, "the company has been going out of business for 40 years."

Company culture changes. Mulally began implementing company culture changes through his executive team. He scheduled a mandatory weekly meeting for all executives and upper managers called the Business Plan Review (BPR). Within these meetings, Mulally immediately changed the way meetings were conducted and how people were treated at Ford. Before Mulally took over, meetings at the "old Ford" were like "mortal combat." Executives often looked for vulnerability among peers and practiced self-preservation instead of collaboration. Additionally, it was common at these meetings to see executives scanning their Blackberries for sports scores and playing brick breaker. However, Mulally immediately altered these practices by making meetings a safe environment where people openly listened to one another and data could be openly shared without finger pointing or blame. Mulally's 10 (new) rules for meetings were:

1. People first
2. Everyone is included
3. Compelling vision

4. Clear performance goals

5. One plan

6. Facts and data

7. Propose a plan. "Find a way" attitude

8. Respect, listen, help and appreciate each other

9. Emotional resilience

10. Have fun. Enjoy the journey together

Mulally used these weekly meetings as a bully pulpit to drive accountability. Mulally had a data-driven approach and the new Ford became about the numbers. "The data sets you free," as Mulally would exclaim. While Mulally pushed his team, he also made each executive feel a part of a team – a team that could win. He once asserted, "You have a problem. You are not the problem." He eliminated the layers of insulation between the CEO and his executive team. "My team reports directly to me," Mulally exclaimed. He relied on his mid-level executives and business leaders to know their departments inside and out, present at meetings, and explain the minutest of details.

Mulally operated with an incredible amount of energy and positivity. He arrived to work extra early (he always was the first to arrive at Ford headquarters each morning) and often worked seven days a week. You didn't hear Mulally say the word "I" a lot. It became, "we," and "the team." The culture of personal attacks and covering your backside that had long dominated Ford's culture was being replaced by a new regime of results. The new culture was based upon transparency, honesty, and accountability. This was unprecedented as Ford's executives were used to trumpeting their successes, not dissecting their failures. Before Mulally's arrival, previous failures had been quickly swept under the rug.

However, Ford's culture change didn't happen right way. There was still a high amount of skepticism among Ford's management team as people were afraid to be completely honest. After all, if executives truly divulged how poorly their departments were performing, they might be out of a job. The defining moment in Ford's turnaround came when Mark Fields, President of Ford North America, announced in a weekly BPR that the launching of the new Ford Edge would be delayed because of a grinding noise from the suspension. Within the old culture of Ford, vehicles of poor quality that were not road-ready, were shipped to dealerships because the company refused to slow down production. Accordingly, when Fields announced there would be a delay in the Edge's launch, everybody in the room assumed he would be fired. However, shortly after Fields' gut-wrenching announcement, somebody in the room started clapping – it was Alan Mulally. He was smiling and saying, "Mark that is great visibility. Who can help Mark with this?" Ford finally had a leader who listened and that people could trust. Mulally would later call this the defining moment in Ford's turnaround. He had always believed he could save Ford Motor Company. After that meeting, he knew that he would.

Assembling the team. While people were slowly starting to realize they could trust Mulally, there were still members of his management team that weren't buying into his new style of leadership. Mark Schultz, President of Ford in Asia and Europe, was obstinately missing Mulally's mandatory weekly BPR. After he repeatedly undermined Mulally's authority and refused to join the team, Schultz was fired. As Mulally continued assembling the team, he was putting his executives positions where he felt they would be successful. To everybody's surprise, instead of figuring out whom to get rid of, Mulally was trying to figure out where each of Ford's executives could make the biggest contribution to the company's turnaround effort. To

paraphrase Jim Collins from *Good to Great* (2001), Mulally was trying to, 'Get the right people

on the bus, the wrong people off the bus, and the right people sitting in the right seats.'

Creating a common vision. Once the team was assembled, Mulally began to pull all

stakeholders together around a compelling vision. This vision included:

- Respecting the heritage of Ford

- Including everyone

- Assembling a skilled and motivated team

- Assembling a team with a "One Ford" vision

- Committing the company to continuous improvement

- Making the best designed vehicles in the world

Sharing the vision. October 13, 2006 Mulally sent an email to Ford's employees around

the world outlining his excitement, vision, and turnaround plan. An excerpt from this email read:

> "We can re-stake our claim as history's best example of a company that
>
> enriches the lives of all its stakeholders, investors, customers, dealers, suppliers,
>
> employees, our union partners and the countries and communities in which we
>
> live…We need to have a universally agreed to and understood business plan. It
>
> needs to be a single plan, and it needs to work for the entire company… We need
>
> to set such a plan in place and ensure that everyone knows how we're doing
>
> against it. We need to agree on the urgent issues and we need to work together as
>
> never before to achieve our objectives. I know that the people of Ford have been
>
> through some tough times in the past few years. I wasn't here to share that with
>
> you, but I am here now to help move us forward. For me it is at once the most
>
> humbling and exciting prospect of my professional life. But I can tell you from

previous experience that as demoralizing as a slide down may be, the ride back up

is infinitely more exhilarating. And there is no better feeling than knowing that

your personal contribution is helping to move this great enterprise forward again.

Everyone loves a comeback story. Let's work together to write the best one ever.

Thank you!"

Mulally's email did an excellent job of connecting, communicating, and empathizing

with all of Ford's employees. He outlined the need to change and began preparing them for the

hard work and achievements that lied ahead. Mulally's ability to inspire through a shared vision,

empower through a greater sense of mission and challenge Ford's employees to increase

performance shows strong parallels with transformational leadership.

Devising a plan. Once the vision was created, Mulally began devising a plan. The

essence of his plan was outlined through his "One Ford" vision and summed up everything his

revolution stood for. Mulally's "One Ford" innovation plan consisted of four main points.

Mulally hammered home these four points during every meeting, every speech, and every

interview:

1. Aggressive restructure to operate profitability at the current demand and changing model
   mix.
2. Accelerate development of new products that customers wanted and valued.
3. Finance the plan by leveraging Ford's assets.
4. Work together effectively as one global team.

Implementing the plan. Once Mulally communicated his vision and devised his plan, it was

time to implement his plan. Each facet of his plan was aligned with each of the four (previously

mentioned) points of his vision. Mulally's new plan included:

1. Reducing inventory through divestment of all of the non-core brands (Astin Martin, Volvo, Jaguar, Land Rover).

2. Developing new cars and trucks that consumers wanted to buy.

3. Borrowing as much money as they could ($23.6 billion and mortgaging everything Ford owned – including the rights to Ford's trademarked blue oval).

4. Coming together to work as one company that was all pulling in the same direction.

After implementing the plan, Mulally was quoted as saying, "I don't care if everyone believes in the plan 100 percent, as long as they act like they do. Because once you start acting like you do, you'll find yourself in the light – and you won't want to go back into the darkness."

Small wins. Upon Mulally's arrival, the unionized Ford workforce was earning $76 per hour. These labor costs were too high if Ford were to achieve a turnaround and have the financial stability to pay back its loans. An early win came when Mulally reached an agreement with the United Auto Workers (UAW) union. The UAW agreed to make certain changes to help improve Ford's profitability in return for the company's guarantee to bring production jobs back to the United States. Another early win came through the consolidation of Ford's purchases from auto part suppliers who were willing to partner with the company, thereby driving down costs, in return for a greater share of the business.

Consolidating gains/anchoring new changes. Once information was gathered, team assembled, vision created/communicated, plan implemented, and early victories achieved; Alan Mulally's transformation began to happen at Ford Motor Company. By 2009, the iconic automaker returned to profitability. The price of Ford's stock rose from $1.01 in 2008 to above $18.00 by 2011. By 2012 the company had achieved a record profit of $20 billion. When looking back on this remarkable transformation, Mulally stated that the turnaround wasn't about the

executives or their brilliant strategy. It was about finding a way to get every employee to understand the vision of the company, buy into the plan, and feel supported in their jobs.

Mulally's remarkable turnaround at Ford Motor Company is one of the great comeback stories of the 21st Century. While many onlookers ponder how such a transformation was possible, his brilliant turnaround performance aligns very closely with Kotter and Cohen's (1996) eight steps for change. Upon his arrival, Mulally created a sense of urgency by exclaiming, "We have been going out of business for 40 years." Mulally then gathered information about the company by talking to longtime Ford employees and better understanding how and why the company was hemorrhaging money. Next, he assembled his management team mostly by assessing people's strengths and determining the positions in which his executives could flourish. Mulally then created a vision around "One Ford," shared this vision with every stakeholder in the company, and let "One Ford" become the foundation of his plan. Mulally then implemented his plan by downsizing inventory, borrowing money for their transformation, and setting out to build the best cars and trucks in America. Early wins were achieved through agreements with the UAW and partnering with their auto suppliers. Finally, Mulally achieved all of the goals he set out to accomplish and helped establish Ford's new culture as one that was lasting.

While Ford's turnaround followed Kotter and Cohen's (2004) recommendations for change very closely, Mulally's leadership also reflected many characteristics of a transformational leader. Upon entering Ford, Mulally inspired others through his energy and positivity. He demonstrated sacrifice through his long hours and weekends spent on the job. Mulally proposed a common vision, in which Ford would return as a company that enriched the lives of all its stakeholders. This shared vision helped employees see a greater level of

importance attached to their jobs, which created greater buy-in among workers. Moreover, Mulally challenged the company and its employees to reach new heights. In the end, Mulally stated that the backbone of Ford's turnaround was people's ability to come together to share the vision, buy into the plan, and feel supported in their jobs. These words epitomize a transformational leader.

Personal accounts of turnarounds in law enforcement. Throughout the 1970s, 1980s, and early 1990s, New York City suffered through the highest and most horrific crime epidemic their city had ever seen. Violent crimes such as murders and assaults were at an all-time high and morale within the New York Police Department was at an all-time low (Bratton & Knobler, 1998). However, in the mid 1990s, New York City appointed a new police commissioner who immediately began implementing sweeping changes that led to a drastic reduction in both violent and non-violent crimes.

New police commissioner, William Bratton, helped turn around New York City's crime epidemic through leading, inspiring, and directing police middle management (Kelling & Bratton, 1998). An approach that Bratton adopted was his commitment to the "Broken windows theory" (Wilson & Kelling, 1982). This police mantra espoused that even the little things, such as graffiti, vandalism, and turnstile jumping, mattered. In essence, the police should not let any disorder go unaddressed, essentially "zero tolerance."

Bratton approached his role of "top cop" in New York City with a clear plan:

1. Have a clear understanding of what was causing the crime (info gathering).

2. Developing a vision on how to prevent crime (pooled ideas).

3. Implement an organizational strategy (develop a plan).

4. It was pre-tested with great success in NYC's subways (evidence it would work).

5. Do not let any disorder go unnoticed – zero tolerance (even the little things matter). (Kelling & Bratton, 1998).

Bratton's approach to fighting New York City's crime epidemic worked immediately and began transforming New York City from a dangerous crime-ridden metropolis into one of the safest large cities in the United States. Between 1993 and 2002, New York City's murders dropped from 1,946 down to 587. Bratton's strategic plan worked and he showed the type of turnaround one can implement through a competent and empowered team of middle managers.

Personal accounts of turnarounds in education. Fullan (2006) stated that the best way to achieve a turnaround is to give schools more resources while reducing distractors (such as unnecessary paperwork and red tape) so they can evolve into a place where all excuses are off the table. Once these resources are in place, teachers and principals have no excuse not to accomplish great things in their schools. In essence, give schools that are starting turnarounds full funding and resources and they will often feel this positive pressure and rise to the challenge. Moreover, Young (2014) asserted that a turnaround becomes much easier when the district, its consultants, and state officials work with schools as partners and not opponents. Turnaround schools should receive all of the necessary resources to succeed – regardless of budgeting issues.

The most important job of a school leader is to change the culture of a school or "the way we do things around here." Culture is often more influential than any outside person, from the superintendent to the president of the United States. Although one leader cannot change school culture alone, they can, however, provide the leadership that invites others to join as an architect of change (Barth, 2002).

Characteristics of turnaround principals. Leaders of turnaround schools are resilient by nature. They know they are going to be challenged and understand that they might suffer some

setbacks and even become wounded. Yet, they are strong and stay the course (Ackerman & Maslin-Ostrowski, 2002). Leaders who incorporate effective change combine a resolute moral purpose with an impressive amount of empathy. They act with an unwavering focus, yet they truly understand the people they are leading. Moreover, effective leaders execute change among even their most incredulous followers when they experience increased effectiveness. Without the lived experience of increased effectiveness, change is only a mirage of improvement (Fullan, 2011).

According to Young (2014), there are several necessary characteristics for principals to lead turnarounds in schools. These include common sense, confidence, strong principles, innovation, experience, decisiveness, motivation, positivity, time management skills, and dedication. Furthermore, principals must make the school a place where high expectations exist and a fun place to work and learn.

- Common Sense: Common sense can help fix half of all problems at turnaround schools.

- Confidence: Turnaround principals should display confidence that borders on cockiness; their confidence should resemble that of a boxer – not a tennis player; they should be guaranteeing victory before the fight even starts.

- Strong Principles: Genuinely care about the performance of the school and work extremely hard to improve student performance.

- Innovation: Willing to try what hasn't been done.

- Experience: Learn from successful leaders before you and request placement with highly effective turnaround principals.

- Decisiveness: Decisions often need to be made that aren't popular. Because of the pressure and shortness of time associated with turnarounds, leaders cannot waver or equivocate in their decisions.

- Motivation: Great turnaround leaders are also great motivators. Strategies to motivate teachers include listening to them; respecting them; showing appreciation by giving them thanks for going the extra mile; not focusing on the negative; implementing their ideas and giving them credit.

- Positivity: Every school has an identity. Whether it's positive or negative is up to the leader. Incorporate images that positively reflect the school you are and want to be.

- Time Management Skills: Good turnaround leaders do not spend valuable time on things that do not affect the ultimate goal. Good leaders delegate managerial tasks to competent staff members.

- Dedication: Turnarounds require leaders who want to be there. It is essential to have a principal who is fully invested in the job.

Higher education. Since 2004, more than 30 U.S. colleges and universities have closed their campuses for good (Brown, 2014). In 2005, Adrian College (MI) was on the verge of financial collapse. Its campus was full of outdated buildings, student enrollment had shrunk to 840, and staff morale was at an all-time low. As seen in other places in the U.S., small liberal arts colleges, such as Adrian, had undergone a decline in enrollment and a shrinking pool of financially qualified students to fill its classrooms. However, in 2005, Adrian College hired a new president, Dr. Jeffrey Docking, to fix this downturn and save the institution from financial ruin. In response to this evolving crisis, Docking and his leadership team developed a model focused on revenue building through increased student enrollment (Docking & Curton, 2015).

Docking's bold plan included borrowing $35 million to build several new athletic facilities on Adrian's campus, renovating dining halls and dormitories, and making their college lecture halls state-of-the-art facilities.

Almost immediately, Docking's plan began to work as Adrian attracted more qualified applicants and new enrollees than ever before. Their new facilities began to attract attention, along with student-athletes to fill its newly created athletic teams. By 2015, Adrian added 21 new athletic teams and increased their student enrollment to over 1,700 (Docking & Curton, 2015).

Skills of higher education turnaround leaders. Docking outlined the necessary leadership skills for a turnaround to happen in higher education. He stated that leadership, which seeks to implement a "sea of change," is similar to other professions such as business, church, and politics, but it also requires some different qualities that can help grow admissions. According to Docking, the necessary qualities of a turnaround leader in higher education are:

- Realism: Leaders in higher education must be willing to confront reality. They must be realists – not optimists; not pessimists – but realists.

- Transparency: Bold changes are required to fashion a new model that allows a college to flourish. Leaders should make these changes openly and without apology. In doing so, they build trust and a clear vision of the future. Without boldness and transparency leading the way, the plan will not succeed.

- Impatience: Patience is not a virtue. Turnaround leaders need to be impatient. Transformations require new hires and new programs to be put in place, and this requires leaders to push ahead with lightning speed. Despite calls to slow down, to form additional committees, and discuss why it hadn't been done this way before, a

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turnaround leader must forge ahead. A firm decision to move forward quickly and to make big changes immediately, is the key to success.

- Creativity: The ability to transcend traditional ideas, rules and patterns. Leaders must be creative and tweak visions to fit the culture of their campuses and surrounding areas. Understanding the environment and how you can accentuate the qualities of your surrounding area will be key to gaining additional buy-in.

- Ingenuity: Ingenuity is a close cousin to creativity. Ingenuous people take creative ideas and clearly refine them to better meet the needs of particular situations.

- Trust: Two types of trust are essential for turnaround success: Trust in the leader; and trust in the plan. Board members, faculty and staff must be able to trust that the leader will execute his/her position and hold people accountable. Meanwhile, these individuals must also trust the plan itself. They must believe that their plan will work and it will produce.

- Risk-taking: Leadership is not for the faint of heart. Remember that nothing is cheap and nothing is free. The greatest risks bring the greatest rewards.

- Focus: Once you decide on your plan, you need to remain focused on bringing it to fruition before embarking on several additional ideas. There is a tendency to become unfocused because, once the plan starts working, many individuals will encourage you to use it to leverage their own area of interest. It is important to remain focused and not be susceptible to every proposal.

- Accountability: Leaders must hold people accountable. If an employee cannot achieve his/her goals in one or two years, then that person must be terminated and

replaced by someone who can get the job done. Let employees understand the benchmarks and know that they will be accountable for their results.

- Results-Oriented: Your plan will only work if you expect and demand results. To fall short of accountable results risks the entire investment. Know the goal of each team and each activity and hire employees who will get the results you need. In order to help foster better results, provide constant feedback to employees regarding their efforts. When people fall behind, be sure to talk to them about it. This means that no one is surprised.

- Agility: No one bats a thousand. At some point there will be a part of your plan that simply does not work. Leaders must be willing to admit failure, know when to cut their losses, and be nimble enough to change direction quickly when they need to take the plan in a new direction. Remember that your plan isn't about following every aspect to the letter, it is about achieving results.

- Courage: Courage inspires. Especially when it produces visible results. Turnaround leaders (presidents) who have the courage to implement the right plan with sweeping changes will see great results. These results will inspire others to pitch in, get involved, be creative, and work harder. Morale will then improve, revenue will increase, visible change will take place, and a great sense of momentum will overtake your institution.

Fullan and Scott (2009) identified modeling, teaching, and learning as essential practices of higher education turnaround leaders. They intentionally model the change they would like to see in the behaviors, attributes, and culture at their institution. Turnaround leaders teach. They put this principle into action by helping staff identify their perceived weaknesses and then help

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them improve these areas. Turnaround leaders also serve as learners themselves. They do this by building their capabilities through focus and utilizing their experiences as learning opportunities. Leader learners transcend learning only through trial and error; they continuously seek out ways to improve while reflecting on previous experiences in order to improve themselves as leaders (Fullan & Scott, 2009).

As was seen through the transformation at Adrian College (Docking & Curton, 2015), turnarounds within higher education involve implementing a plan that will create a major change, and one in which all parties can follow. Fullan and Scott (2009) advanced that turnarounds within higher education involve listening with empathy, linking through collaboration, and leading with the mindset of enacting change. Moreover, characteristics of turnaround leaders include realism, transparency, creativity, risk taking, courage, and a results-oriented mindset.

When taken together, characteristics of educational turnarounds share several similarities. These include developing a vision and credible plan that unifies a group and implementing this plan with resilience, showing empathy, having creativity and innovation. These concepts are similar to Kotter and Cohen's (2004) third step for implementing change.

Personal accounts of turnarounds in sport coaching.

Tufts University lacrosse turnaround. Frontiera and Leidl (2012) gave an account of the Tufts University lacrosse program and the dramatic turnaround they underwent between 1999 and 2010. Under the leadership of coach Mike Daly, the Jumbos were transformed from an "anemic" team (by far the worst in their conference) who had won only three games in two years (1997-1998), into the Division III NCAA champions (2010).

Something else to note is that, prior to being hired, Mike Daly had only one year of coaching experience and had never coached lacrosse. In fact, he had never even played lacrosse! To compound matters, Tufts University plays in, arguably, the strongest lacrosse conference in Division III – the New England Small College Athletic Conference (NESCAC) and they hadn't won a league game in over five years.

When Daly was hired at the age of 26, he had to deal with the obvious – having no experience with the sport and only one year spent as a graduate assistant in football. The players knew he lacked experience and questioned the hire. Yet, Daly viewed this situation, not as an obstacle, but as an opportunity. What Daly lacked in coaching experience and lacrosse know-how, the Tufts players also lacked in skill, work ethic, and dedication to the program. Thus, Daly challenged the players to outwork him – to commit themselves and improve as fast as he was (Daly spent much of his first years reading lacrosse books, attending conferences, and meeting with the top Division I coaches in the nation) and to get their skills to a place where they could justify criticizing him. Daly pushed his players to take responsibility for themselves, develop their skills, and instilled a love and passion in the game that would drive players to go out and be their best.

To foster a love and passion for the game, Daly stacked copies of lacrosse magazines inside his office, kept his door open at all times, and invited his players to come by and watch game film. Additionally, he ordered extra team gear like t-shirts, shorts, and gloves. Players started to enjoy what they were doing, began committing themselves to the program and for the first time, held each other accountable for achieving goals. In his first season, Tufts nabbed its first conference win in years. The players could start to see that their hard work was beginning to pay off. While Tufts celebrated their first conference victory in years, they wouldn't stop there.

They continued to push each other to get better and improve their skills, working "really, really hard on the really little things." They even placed a unique focus on being the fittest team at the university. Tufts challenged conventional methods of play and began tweaking their game into a quirky style that demands impeccably conditioned athletes to play at a breakneck pace.

Off the field the players began to redefine success; they took more pride in being students and leaders. Players challenged each other to earn good grades at a premiere academic institution. Additionally, Coach Daly began to set aside time to practice leadership skills, assigning the players book chapters he selected to read, and gave them formal leadership education. As this positive momentum continued, promising players and recruits became attracted to the new mantra of Tufts lacrosse. The team was growing, improving, and advancing with Coach Daly pushing along the way.

In 2010, Daly and his team achieved the ultimate measure of success by winning the Division III national championship. They had come out of nowhere; they rose up from nothing and became the most successful Division III lacrosse team in the nation. They followed-up in 2011 with an NCAA runner up, and additional NCAA championships in 2014 and 2015. The Tufts transformation took 10 years to complete and was peppered with memorable challenges and achievements. However, their success can be traced back to Coach Daly challenging his players to outwork him; advancing their skills and pushing their fitness. He transformed the Tufts program by fostering a dedication, love, and passion for the game, while focusing on the smallest of details and encouraging athletes to be the best they could be as players, leaders, and people.

Mount Olive women's soccer turnaround. In a 2007 article, Chris Shaw chronicled the dramatic turnaround experienced by the NCAA Division II Mount Olive Women's Soccer team.

In the fall of 2004, Shaw and the Mount Olive Trojans women's soccer team performed one of the greatest turnarounds in Division II soccer history. The small college from eastern North Carolina rebounded from a 3-15 (0-11 conference) record in 2003 (Shaw's first season at Mount Olive), to 20-3 (8-2 conference) in 2004. In 2003 the Trojans scored just 26 goals; in their turnaround season of 2004 they amassed 95 goals.

In Shaw's article, he attributed this massive turnaround to team chemistry and player leadership. Going into the 2004 season, 11 new freshmen joined the team. This made the preseason a very important time to establish team chemistry. At the first meeting, Shaw made it clear that there would be no preferential treatment of players – even those with more seniority. Additionally, he decreed that there would be no initiating or hazing, and they would be 100% united as a team. Shaw exalted his decision to hold a team training camp off- campus where players not only trained together, but interacted, ate, stayed, and bonded together. He proclaimed that this put people in a situation where they had to get to know each other fast. Moreover, Shaw made sure that he and his coaching staff treated the players like a championship team. During away games, they ate at nice restaurants, and they even spent more money on nicer team gear. Finally, to create even better team chemistry, Shaw made sure that having fun was a top priority. This was seen through the pre-season team trip, holding team bonding activities, and approaching competitions with a positive, relaxed attitude to enjoy the experience.

Mount Olive's team leadership also took on a new look in 2004. During the pre-season Shaw and the team openly discussed expectations for the team captains. Then he and the team selected three team captains together, based on their unique abilities to lead by example, boost people's confidence, and motivate on the field. Shaw and his staff held meetings with the captains on a regular basis (2-3 times per week) to learn what was happening, both on and off the

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field. Shaw and his coaches used the captains to build a bridge between themselves and the rest of the team.

Reflecting on the lessons he learned as a coach during this turnaround season, Shaw praised their decision to put time and energy into training both on and off the field. He felt that by doing this, when the team did face adversity, they had the tools and techniques in place to overcome it. Moreover, Shaw pointed to the team focusing their energy and resources on team chemistry and leadership. These two assets were the pillars for Mount Olive's success and one of the greatest turnarounds in Division II history.

Mount Olive's drastic turnaround can be attributed to many variables. However, one interesting similarity between Shaw's article and Schroeder's study of turnarounds and team culture is the addition of the right new players to the team and how it more easily contributes to a changed team culture.

Baylor women's basketball turnaround. Additional work from Frontiera and Leidl (2012) chronicled the turnaround of the Baylor University women's basketball, under the leadership of Coach Kim Mulkey. A former standout college and Olympic player, Mulkey was a longtime assistant coach at Louisiana Tech before taking the job at Baylor in 2000. In the season prior to her arrival, Baylor had suffered through a 7-21 season, and at one time, sustained an 11-game losing streak.

Upon arrival, Mulkey immediately began to instill the intensity, work ethic, and discipline that had been at the core of her previous championship experiences. Yet, the players first needed to learn what needed to be done, how to do it, and then have the appropriate reinforcement. Mulkey stated, "You must discipline players for anything that you can deem inappropriate in representing your school and your program" (Frontiera & Leidl, 2012, p. 78).

Mulkey's approach was to be forgiving and understanding, yet also firm and disciplined. When she drew a line, the players were expected to meet her standards. In one instance she had a starting player who had continuously skipped classes and defied team rules. Mulkey told the player 'no more,' but the player continued to defy her. Despite it being the middle of the season, Mulkey cut the player. This decision immediately sent a message to the rest of the team that there would be significant consequences for players crossing the line and not living up to the team's expectations.

Reinforcement was a big part of Mulkey's success. She often got on the floor and demonstrated how she wanted the game played. She often encouraged them with high-fives and displayed that she, too, was willing to put in hard physical work. Along with these on-court efforts, Mulkey was also deliberate in celebrating team success. In her first year, when the team eclipsed the total wins from the previous season, they had a celebration. Similarly, when they won a game that guaranteed them a winning season, they celebrated again. And, when they beat their first nationally ranked opponent, they celebrated yet again. Acknowledging and celebrating each milestone provided them with proof that the behaviors and crucial steps toward improvement were working and that they were on the right track.

Mulkey's first year culminated with a berth in the NCAA basketball tournament, but she didn't stop there. Over the course of the next 11 seasons, the Baylor Women's Basketball Team went to nine NCAA tournaments, made five Sweet Sixteen appearances, advanced to two Final Fours, and won the 2004-2005 NCAA National Championship.

Coach Kim Mulkey taught her team how to play like champions by supporting them, motivating them, and reinforcing her expectations with consequences and celebrations. When the players fell below the set standards, Mulkey disciplined them; when the players elevated

themselves to new levels, Mulkey celebrated with affirmation. Mulkey was always clear about the expectations and the consequences (bad or good) were consistent. In the process, players paid closer attention to detail, increased their effort, and therefore increased their performance. Due to these values, Mulkey turned a perennial losing program into an NCAA championship squad within only five years (Frontiera & Leidl, 2012).

University of Washington women's volleyball turnaround. In his (2010) book, Frank Zaccari chronicles the dramatic turnaround of the Washington Huskies volleyball program. During the 1998, 1999, and 2000 seasons, the University of Washington Huskies volleyball team deteriorated to an all-time low performance level. What was once a proud, competitive program, with high-caliber players and a national reputation for success, the Huskies had fallen to a 25-52 record, along with 7th, 8th, and 10th place finishes in the Pac 10 Conference, from 1998-2000, respectively. The team's culture was permeated with large amounts of frustration, interpersonal grudges, and disputes over playing time. Moreover, the program was suffering a lot of disorganization, holding onto the status quo, and losing out on talented recruits.

Three weeks before the start of the 2001 season, Washington's head coach, Bill Neville, resigned his position, citing burnout and the huge time commitment that it required. This opened the door for Washington to hire Jim McLaughlin, a nationally respected men's coach who had just led Kansas State to a top 20 national ranking. Known for his impeccable organization, and reliance on film and empirical data for his coaching decisions, McLaughlin boldly proclaimed, "We will win the national championship within 5 years."

What would transpire in Seattle between 2001-2005 was nothing short of a miracle. In 2001, McLaughlin brought seven freshmen into the program – a number that is unheard of in college volleyball due to limited roster space. Yet this freshman class redefined the face of UW

volleyball. The first year resulted in an 11-16 record and 8th place finish in the Pac 10 – a slight improvement from the previous season.

While the 2002 season saw a quantum leap in the UW volleyball program, it certainly wasn't without its adversity and growing pains. Three of the upperclassmen felt they were entitled to starting positions due to their seniority on the team, and often brought negative attitudes to practice. While the underclassmen were excited and eager to perform, the three seniors were constantly stifling their enthusiasm and passion. After a series of heated conversations between players, some of the underclassmen left practice in tears, fearing they had made a mistake coming to UW. When Coach McLaughlin sensed that things had gone far enough, the three negative players were dismissed from the team. A players-only meeting ensued and the young Huskies team started to identify and encourage the type of passion they wanted to play with. As player Sanja Tomasevic stated, "The first coupe of practices after the meeting had a few exaggerated displays of emotion, but all-of-a-sudden all the players started to cheer and compliment an outstanding play or effort. We started encouraging and cheering for each other. We started to hold each other accountable…we started to come together as a team and a program" (Zaccari, 2010). At the end of 2002, Washington finished with a 20-11 record and a fourth place finish in the Pac-10.

The 2003 and 2004 seasons saw the Huskies start to hit full stride. Talented recruits began joining the program and several of the players were being considered for all-conference and even All-American status. By the end of the 2004 season, the Huskies' accomplishments included a seven week run as the number one team in the nation, averaging over 3,500 fans per home match, Pac-10 conference champions, 28-3 overall record, NCAA regional champions, and a birth in the NCAA Final Four.

The 2005 season was Jim McLaughlin's fifth year as head coach of the Washington Huskies – and the year by which he had boldly predicted they would win a national championship. Although the Huskies were returning four All-American players, the 2005 season was marked by its noteworthy changes. "If you are not changing, then you are not growing. If you are not growing, then you are dying" (Dr. Alfred E. Osbourne, Anderson School of Business – UCLA, as quoted in Zaccari, 2010). Although this need to change was not evident with the 2005 Washington volleyball team, it made a huge difference in the end. The three changes that Coach McLaughlin implemented included: bringing in an assistant coach to focus on and improve UW's blocking; switching a player's position to middle blocker in order to create the best blocking tandem in the country; and moving their best player from the front left to the front right side in order to insert another talented young player on the left side. While much of the Washington fan base and the college volleyball world initially admonished Coach McLaughlin's moves, all three of them proved to be spectacular decisions as all of the people flourished in their new positions.

The 2005 season culminated in the Huskies finishing second in the Pac-10 tournament, achieving a 32-1 record, and winning the Division I NCAA Championship. The turnaround could not have been more scripted or deliberate for Coach McLaughlin. Chronicling the steps to a turnaround, Zaccari outlined what he believes are the 10 rules to achieving a team turnaround. These include:

1. Find the right leader: For the University of Washington, this was Coach Jim McLaughlin.

2. Clearly articulate the vision: If you don't know where you are going, you'll never know if you get there. Every organization must have a vision or plan. Everyone must know that vision and make it his or her own.

3. Inspire people to believe: Small improvements will begin to create a "buzz" around your program. This excitement will start to attract better athletes and the program will begin to sell itself.

4. Clearly define what needs to be done and what pieces are necessary to get there: Leaders must have candor when describing the journey's destination and how the team will get there.

5. Select the right people and put them in the best position to succeed: The most difficult task in turning around any organization is evaluating and/or replacing the people you inherit. Two concepts Coach McLaughlin used for selecting the right people are from the book, *Good to Great* (Collins, 2001). These include:

      i. Getting the right people on the bus, the wrong people off the bus, and the right people sitting in the right seats.

      ii. The hedgehog theory that essentially reduces all challenges and dilemmas to simple ideas. This concept is an understanding of what you can be the best at. Anything that does not somehow relate to the central idea holds no relevance.

6. Focus on the details and training: Make sure everyone knows not only what to do but how and why to do it: Once the leader starts getting the right people on the bus, the leader has to make sure everyone knows not only what to do but how and why to do it. This comes from having simple and consistent visions, processes, and procedures.

Many leaders call this falling into a routine; I prefer to call it finding your stride. The leader must constantly preach three things:

  i. This is what we do.

  ii. This is how we do it.

  iii. This is why we do what we do.

7. Everything must be documented: The organization must be able to operate without key people present. Great leaders will think everything through with coaches and advisors. They will create written practice plans, training plans, travel plans, meal plans, position plans, and recruiting plans. These plans must prepare everybody in the program for when the unthinkable happens such as a coach being absent or a key player going down with an injury.

8. Review all aspects of the organization. Make adjustments as needed to stay on course: The one constant in the world is change. A leader's job is to change the things the team did do well to make them better and have the courage to eliminate the things the team did not do well.

9. Continue to bring in people that are better than the ones already in place: Great turnaround leaders constantly raise the bar. As the organization grows, leaders will look for more of the right people to join the organization and continue to replace average people who have left with the right people.

10. The leader cannot lose sight of the goal: As a leader, the worst thing you can do is relax when your business or organization is doing well. When things are going well, turnaround leaders should condemn complacency and work even harder to continue the success.

Zaccari finished his 10 rules to turnarounds by proclaiming that, with the right leader, these are applicable in sports, business, and other areas of life. Although they are not easy and will test and challenge a person in ways they never imagined, in the end they work.

Personal accounts of coaching turnarounds conclusion. The professional practice literature on coaching turnarounds shares many characteristics with the research on coaching turnarounds. Much like Schroeder's (2010) study, each of these coaches immediately created a new culture within their teams. At Tufts University, this was done through Coach Daly developing ways to increase player enjoyment while fostering an environment of goal setting and accountability. Mount Olive Women's Soccer Team's culture change happened through new players, paying extra attention to team cohesion, eliminating seniority, and fostering culture of accountability. At Baylor University, Coach Kim Mulkey created accountability within her program by focusing on the smallest details. Additionally, her strict discipline was seen through her decision to release a starter who was noncompliant with team rules. Within the University of Washington volleyball program, bringing in new players while ushering out negative behaviors transformed team culture. Additionally, player accountability and implementing data-driven decision making was a key to the Huskies' transformation.

Before hiring a new coach, each of these programs had suffered through several losing seasons with very few victories. Each of these programs had cultures described as negative, entitled, with low amounts of team chemistry. Yet, upon their arrival, each of these coaches changed the culture, demanded accountability, and brought a sense of enjoyment back to the sport. Moreover, each of these programs reached the pinnacle of their sport, with three out of the four winning an NCAA national championship under their turnaround coach.

Professional practice conclusion. Across the professional practice literature on turnarounds there are many similarities within the fields of business, law enforcement, education, and sport. Within each of these domains there exists three reoccurring themes. These include developing a vision / implementing a plan, focusing on small details, and changing culture.

Developing a vision / implementing a plan was essential to the turnarounds in the professional practice literature. Within Ford Motor Company, Alan Mulally created a vision around "One Ford." This shared sense of togetherness became the rallying cry and backbone for Ford's transformation. Within law enforcement, a shared vision is crucial for bringing people together. When trying to lower crime rates, a shared vision among city government, police, and community members is absolutely essential. Literature pertaining to both secondary and higher education showed that creating a vision was essential to enacting change. Turnaround principals have shown to use a vision to inspire students and staff. Meanwhile, Adrian College's "Renaissance Plan" inspired staff members and helped shape their transformation in the mid-2000s. Although visions and plans were not explicitly mentioned within the sport literature, evidence existed that all of these turnaround coaches entered their jobs with a great amount of foresight on where the program was headed. For example, at the University of Washington, Coach Jim McLaughlin correctly projected that his Huskies volleyball team would win a national championship within five years.

Legendary UCLA basketball coach John Wooden was quoted as saying, "Success is doing a thousand little things the right way – doing many of them over and over again" (Williams, 2014). Within the turnaround literature it was revealed that mastering the little things was often what made the biggest difference. In Ford's turnaround, Alan Mulally was noted for paying attention to the smallest facets of the business and stressing that executives cover even

the minutest of details in their weekly presentations. In New York City's turnaround, Chief

Bratton was noted for cracking down on even the smallest of crimes such as graffiti,

panhandling, and turnstile jumping. Although these are only small nuisances and are not directly

dangerous to the community, adopting a "zero tolerance" attitude toward small crimes is what

helped extinguish big crimes. Small details, such as those seen in law enforcement turnarounds,

are also necessary in education turnarounds. Lesser-known aspects of educational turnarounds

such as culture changes, staff morale, parent communication, and staff-student relationships are

all intricate details of the turnaround process. Additionally, there are various social and

emotional aspects that educational leaders must balance, including one's enthusiasm for their

job, their ability to empathize with those around them, and their knack for empowering others

toward greatness. Small details such as these are essential when it comes to balancing the

required tasks of the job with the other social and emotional factors.

Above all other factors within the professional literature on turnarounds, changing culture

was the most prevalent. Upon arriving at Ford, Alan Mulally changed many aspects of Ford's

executive culture. This was best seen through their weekly BPR meetings, wherein Mulally

mandated that executives could no longer leisurely peruse their cell phones during presentations

or divert difficult questions to subordinates. Mulally also changed how Ford's management

treated one another; what was previously a culture of survival, watching one's back, and hiding

shortcomings, was quickly converted into a culture of honesty, transparency, collaboration, and

accountability. William Bratton empowered his middle managers to crack down on crime within

their precincts changed law enforcement culture in New York City. These changes were first

noticed through a drastic decrease in petty crimes. However, they were soon recognized through

decreased violent crimes and New York citizens reporting they felt safe in their city for the first

time in decades. Culture changes were fundamental in the education turnaround literature. Variables such as leader enthusiasm, staff morale, parent support, and student buy-in were all essential. Moreover, culture changes were ubiquitous amongst the turnaround teams. Coach Daly transformed Tufts Lacrosse from a group that did not enjoy practicing or playing their sport into a team that loved the game and challenged one another to set lofty goals to improve. Coach Mulkey changed the Baylor Women's Basketball culture by instilling discipline in her players. When players continuously crossed the line and broke team rules, they were no longer a part of the team. Coach Shaw improved the Mt. Olive Women's Soccer culture by eliminating entitlements such as team seniority; he increased accountability, team cohesion, and enjoyment of the game. Moreover, Coach Jim McLaughlin transformed University of Washington's volleyball program by implementing data-driven analysis on important factors such as playing time. Previously, playing time had been determined by seniority or reputation. However, Coach McLaughlin's approach was to film every practice and then make determinations based on player performance on different criterion.

Within the professional practice literature on turnarounds there were numerous similarities across the fields of business, law enforcement, education, and sport. While there is a strong recurrence in the areas of implementing accountability and working together, the most prevailing themes were developing a vision / implementing a plan, focusing on the small details, and changing a group's culture. When executed in combination with turnaround research, these recommendations place an aspiring practitioner of turnaround leadership in a far greater position to be successful when attempting to transform a business, city, school, or team.

While this professional practice literature certainly adds to the body of knowledge on turnaround leadership, it does have limitations. First, most of the popular reports paint these

leaders as heroes or heroines and do not focus on the mistakes they made or their weaknesses. Rival hypotheses for turnaround leader success have not been emphasized. In addition, because these were not controlled studies, leaders who tried to implement turnarounds but failed were not examined.

Literature Review Conclusion

This comprehensive review of literature showed that there has been a tremendous amount of information written regarding turnaround leadership. However, while much has been learned, there is still a great deal of knowledge to be gained. In general turnaround research, further inquiries must be made regarding the methods employed by leaders to overcome barriers during the turnaround leadership process. In addition, there is still much to be learned on sustaining success once a turnaround has happened (and not falling back into the trouble that plagued an organization to begin with). Sport coaching turnarounds are still a new frontier. While scant research (Vallee & Bloom, 2005; Schroeder, 2010) exists on building a program and the importance of culture transformations, there is still much to be learned about turnaround coaches, such as the approaches, styles, methods and processes they use to generate a team transformation. Finally, the coaching turnaround literature has focused on college athletics where coaches can more easily recruit new players and are dealing with young adults versus adolescents.

CHAPTER 3

RESEARCH DESIGN

Turnaround leadership is an uncommon phenomenon but one that is highly sought after in business, law enforcement, education, and sport. Coaching turnarounds, while often talked about, are difficult to achieve. After all, if transforming a failing team into a successful one were an easy task, there would not be such an abundance of coaching vacancies each year.

In order to best understand this extraordinary and complex phenomenon, an inductive qualitative study was used in this dissertation. A qualitative methodology was most appropriate for this study for several reasons. First, research studies examining turnaround leadership in coaching are exceedingly rare so there were few studies to draw knowledge and measures from. Second, using a qualitative methodology provided the flexibility and depth needed to uncover a novel topic that was thought to be dynamic in nature (Bogdan & Biklen, 1998). Third, previous studies of expert coaches relied on similar qualitative interviews (e.g., Vallee & Bloom, 2005; Gould, Collins, Lauer, & Chung, 2007) when exploring seldom-studied topics. Finally, a qualitative methodology allowed for the identification of the broad range of leader, follower, and situational factors that have been shown to characterize effective leadership in general.

Epistemology

Aligning with best practices in qualitative research, it was important to delineate the researcher's paradigmatic beliefs about qualitative methodologies along with how knowledge is constructed (Creswell, 2013). Many paradigms and epistemological positions exist to guide qualitative inquiry. However, there is no one paradigm that completely encompassed my beliefs. I do not deem all psychological characteristics and sociological behaviors to be shared among all

people. While some characteristics and behaviors are specific to subgroups of individuals, others are tied to each individual's unique perspective of the world.

As a researcher, I recognized that I do not fully align with any singular paradigm. However, my perception best aligned with various aspects of three paradigms. These included post-positivism, constructivism, and pragmatism.

Post positivism. Within the post-positivistic paradigm, knowledge is constructed through ways other than what is strictly observed. As Creswell (2013) stated, postpositivists do not believe in strict cause and effect. Instead, they acknowledge that all outcomes are a probability that may or may not occur. Postpositivists accept that truth and universal laws exist, but unearthing these truths is very difficult (Levers, 2013). Moreover, postpositivist scholars accept that knowledge is fallible because it is molded by contextual and human influences (McEvoy & Richards, 2003).

As a researcher, I believe that due to the subjective nature and difficulty in measuring social-psychological constructs, I may never fully understand what this reality may be. However, I can certainly uncover some aspects of reality. Moreover, I understand through studying the social sciences, that individuals may construct their own reality of the world.

Constructivism. While I identify with some aspects of the post-positivistic paradigm, I also believe in some of the key tenets of the constructivist paradigm. Constructivists believe that knowledge is built through one's understanding of the world and reflecting on their experiences. Creswell (2013) asserted that within constructivism, individuals seek understanding of their world by developing subjective meanings of their experiences. Therefore, the researcher relies heavily upon the participants' view of the situation. Creswell also stated that constructivists' questions are often broad and general so that the participants can construct meaning of a

situation; therefore, the more open-ended the questions, the better. Consistent with a constructivist view, I also believe that a participant's interaction with others, or in this case, the researcher, can influence what that reality may signify to them. For example, if individuals are interviewed about their process for turning around a previously failing team, the fact that they are being asked about this phenomenon may influence their behavior and perception of reality. By asking coaches about their methods for achieving a turnaround, I am prompting them to reflect on the topic, and this action influences how they may perceive the experience and influence their future behaviors. At the same time, by asking similar questions of all individuals, I standardize my influence to some degree.

  Pragmatism. I subscribe to some of the aspects of postpositivism based upon the belief that knowledge is constructed in other ways than what is observed. I also identify with aspects of constructivism due to its assertion that knowledge is constructed through people's views of situations. Yet, there is one final approach that helped guide my research. The pragmatic approach assesses truths based upon the success of their practical application. Pragmatism is a philosophy of knowledge construction that underscores practical solutions to applied research questions (Giacobbi, Poczwardowski, & Hager, 2005). Patton (2005) stated that pragmatism focuses on the applications, outcomes, and solutions to problems. It has also been avowed that pragmatism is not committed to any one system of philosophy and reality. In essence, pragmatism is the social science approach to democracy and action (Greenwood & Levin, 2006). Consequently, it gives individual researchers the freedom to choose the methods, techniques, and procedures of research that best meets their needs and purposes (Cherryholmes, 1992; Murphy, 1990). The freedom of pragmatism allowed me to dig into the unknown phenomenon of turnaround leadership without having to adhere to any restrictions of a single paradigm.

Pragmatism is also an excellent approach to solving "real world" problems due to its practical application.

In this study, I attempted to interpret the turnaround processes used by the study's participants. While I wanted to represent the participants' processes in the most realistic way possible, I also wanted to interpret these experiences to try to gain information and understanding. In doing so, I gave explanations for these interpretations as parsimoniously as possible without losing any of the explanatory power. If two or more explanations were possible, I identified all but took the more pragmatic of the group, as this is more likely to explain the phenomenon of interest. In the current study, I hoped to better understand the methods used by the coaches to achieve a turnaround, and better understand if there are similarities in these experiences, while also understanding why differences may exist.

Approach

The post-positivistic, constructivist, and pragmatic paradigms are the epistemologies that I most closely identify with. It has been suggested that the postpositivist framework is often exemplified within the procedures of grounded theory (Strauss & Corbin, 1998). Meanwhile, based on participants' experiences that are closely documented, the constructivist worldview is manifested through both studies using both phenomenological (Moustakas, 1994) and grounded theory (Charmaz, 2006) approaches. Meanwhile, those who have a pragmatist worldview are allowed to use multiple methods of data collection and will emphasize the importance of conducting research that best answers the research question (Creswell, 2013).

Based on the recommendations for the post-positivist, constructivist, and pragmatic paradigms, along with my epistemological views and the purpose of this study, a grounded theory approach best aligned with the scope of this study. Grounded theory was recommended

within post positivism; it was encouraged as one of two options within constructivism, and it was left as one of many open options within pragmatism.

Grounded theory. As Charmaz (2011) advanced, grounded theory is a method of social scientific theory construction. It pushes researchers to go back and forth between analysis and data collection as each one of these steps advances the other. By asking analytic questions during each step of the process, the researcher advances the level of the analysis and strengthens its power. Charmaz (2011) also stated that grounded theory encourages researchers to become active engaged analysts who participate in abductive reasoning during inductive data collection. This type of reasoning generates a simple explanation, thereby creating a shorter bridge between observation and theory. According to Creswell (2013), the intent of grounded theory is to move beyond the description and to generate or discover a theory for a process or an action. It is a research design in which the inquirer generates a general explanation (a theory) of a process, an action, or an interaction, shaped by the views of a large number of participants. Meanwhile, Holt and Tamminen (2010b) stated that grounded theory is useful for issues where adequate theories do not exist. Additionally, Strauss and Corbin (1998) asserted that a key to grounded theory is that it does not come "off the shelf," but rather is generated or "grounded" in data from participants who have experienced the process. Moreover, research studies that rely on semi-structured interviews can cover a wide range of topics as questions can be tailored to participant responses (Bogdan & Biklen, 1998). Based on these descriptions of grounded theory, and since turnaround leadership is a unique phenomenon that has received almost no attention in coaching research, grounded theory was a logical choice for this study's approach.

Procedures

An interview guide was developed based on Burns' (1978) and Bass' (1985) conceptualization of transformational leadership, along with Kotter's (1996) guides to leading change. Original questions centered on the state of the program upon arrival (previous record, team culture, etc.), the coach's vision, the coaching staff, the turnaround plan, and how the coach gained buy-in from athletes (See Appendix C). To assess the quality of the questions, pilot interviews were conducted with two high school coaches from other sports (basketball and hockey) who had previously performed a coaching turnaround. After these pilot interviews were conducted, it was determined that changes should be made to the initial interview guide. These changes included adding questions and altering the order in which questions were asked. New questions included the importance of coach-athlete relationships, the importance of player character development within the team, and the methods coaches used to build relationships with, and develop character in their players.

Investigator training. The investigator and research assistant have learned the crucial steps needed to conduct a grounded theory study. Both of them have taken courses in qualitative research, have read several books on conducting qualitative research and grounded theory (Charmaz, 2006; 2011; Creswell, 2013; Corbin & Strauss, 2015), and have conducted research studies using qualitative methodologies. Additionally, both the researcher and the assistant have passed the certification provided by the Michigan State University Institutional Review Board (IRB).

Data collection and analysis. Based on the core characteristics recommended by the leading practitioners of grounded theory research (Charmaz, 2011; Corbin & Strauss, 2015; Creswell, 2013; Holt & Tamminen, 2010a), the data collection and analysis process involved the

following steps: (1) an iterative process, (2) theoretical sampling, (3) interviews, (4) interview transcribing, (5) researcher reflexivity and memo writing, (6) constant comparison, (7) theoretical saturation, (8) coding and developing conceptual categories, (9) multiple coder checking, (10) developing a model. While these phases encompass the core characteristics of grounded theory studies, these phases and this study did not progress in a linear fashion. Rather, there was a continuous back-and-forth process between the theoretical sampling of participants, data collection, and data analysis (Charmaz, 2006; Creswell, 2013). Specifically, the researcher employed the iterative process during data collection and data analysis in which he conducted interviews, transcribed the interviews, performed reflexivity and memo writing, compared the new data to the previously collected data, followed by repeating the cycle and collecting additional data for analysis. This study's iterative process continued until there was undeniable data saturation.

Theoretical sampling. This study employed theoretical sampling in which data was collected in an open and flexible manner. Theoretical sampling enables analysts to follow the lead of the research and conduct data collection in the areas that will best serve the developing theory. It allows the research process to keep moving forward, driven by its own power (Corbin & Strauss, 2015). Within this study, the researcher conducted interviews, transcribed the data, employed reflexivity, coded and compared the data to data from previous interviews, and then started the data collection process again. Corbin and Strauss (2015) also asserted that theoretical sampling has advantages over other forms of sampling because it enables the researchers to discover relevant concepts while allowing them to explore these concepts in depth. Moreover, theoretical sampling is also especially important when studying new or uncharted areas because

it allows researchers to explore questions from different angles while keeping their minds open for discovery (Corbin & Strauss, 2015).

Participant selection. The participants were selected based on their contribution to the unique phenomenon known as turnaround leadership. Due to the fact that coaching turnarounds are so rare and the criteria to qualify for this study was rather strict, the sample of participants was tremendously exclusive and difficult to locate. The pool of participants was built slowly over the course of this study. To help identify potential participants for this study, officials from the Michigan High School Athletic Association helped identify high school football coaches who met a number of criteria. These included:

- Prior to the coach's arrival or appointment as head coach, the team finished (at least) three of the previous four seasons with a losing record (below .500 winning percentage), including a losing season immediately before the coach's arrival or appointment.

- Within five seasons of the coach's arrival, the team enjoyed (at least) three winning seasons (above .500 winning percentage), with a clear indication that the program is still climbing toward success (signs of a positive team culture, lower attrition rates, etc.).

After participants were identified and contacted, in-depth individual interviews were conducted with 11 male high school football coaches who, through their coaching records, showed to be turnaround coaches.

Interviews. Using a semi-structured format, each coach was interviewed at the location of his choice. These locations included the coaches' high school classroom, office, an off-site coffee shop, a restaurant, and personal (business) office. While all of the interviews were based on an initial interview guide, each interview featured open-ended question and probes in order to generate extensive responses. Each interview was recorded and copious notes were taken.

Data transcription. After each interview was completed, the primary investigator transcribed all audio files of the interviews and handwritten notes into word-by-word transcripts for analysis. During the transcription and coding processes, coaches were guaranteed anonymity and given a pseudonym. Throughout the interview and transcription process, the primary investigator and one trained doctoral student from the Institute for the Study of Youth Sports (ISYS), with extensive qualitative training, in accordance with university IRB protocol, converted the transcripts and handwritten notes into codes for data analysis. Throughout the analyses, the researcher and his assistant employed the constant comparison method by continuously comparing the new data to the previous data, and repeating the cycle of data collection, transcription and analysis.

Researcher reflexivity and memo writing. As the interviews were being conducted and data was being transcribed, extensive researcher reflexivity, memo writing, and voice memoing took place. During this period of reflexivity, the researcher made notes on: (a) initial codes that emerged from the data, (b) different ways to ask questions (tone of voice and repeating important parts of questions) in order to expand upon and elucidate participants' responses, (c) participants' responses that varied from the original interview guide or altered the line of inquiry (i.e., significance of coach-athlete relationships; importance of player character development programs; methods of building relationships and improving athletes' character), (d) the sequence of the interview questions, in order to make it a more chronological line of inquiry (early questions: before the coach was hired; receiving the job; culture of the program when they arrived; middle questions: the turnaround process; later questions: reflections on the turnaround). All but one of the 11 interviews were fully transcribed and reflected upon before another interview took place. Often, the researcher immediately recorded voice memos in the parking lot

and on the drive home in order to ensure that none of his immediate reactions to and reflections on the interviews would be lost.

Constant comparison. As Charmaz (2011) advanced, grounded theory is a method of social scientific theory construction. It pushes researchers to go back and forth between analysis and data collection as each one of these steps advances the other. To ensure that the crucial tenets of grounded theory were being met, the researcher employed the iterative process, while also constantly comparing new data and reflective notes to the ones that were previously collected. Constant comparison of the new data to the old allowed for several new questions to be added to the interview guide, while also adjusting the original questions so they helped the interviews flow better. Altogether, through researcher reflexivity and constant comparison, nine changes were made to the interview guide between the pilot interviews and Interview #11 (See Appendix E).

Theoretical saturation. Corbin and Strauss (2015) described data saturation as being both simple and complex at the same time. It is simple from the standpoint that researchers continue to gather data until no new categories or relevant themes emerge. Yet, it is complex in the sense that arriving at true saturation is not easily attained, as researchers must continue data collection until the theory is dense and logical and there are no gaps in the explanations. In anticipation of this study, the researcher planned to interview 10 coaches in order to reach data saturation. By the seventh and eighth interviews the researcher had reached a point in which the participants' responses became very similar to previous interviews, and at times, even predictable. Corbin and Strauss (2015) stated that it is difficult to set a number that provided sufficient data saturation. Yet, in reflection of this study, data saturation was reached after the seventh interview. Although saturation was achieved at this point, the researcher continued conducting interviews in hope that

he might uncover new concepts and themes that could add new dimensions to this emerging

grounded theory. By the end of data collection, the interviewer exceeded the recommended 10

interviews by conducting 11. Although no new concepts or themes emerged after the seventh

interview, this continuance of collecting data was beneficial as it gave the researcher even more

confidence that all concepts and themes had been explored and there were no "gaps" in the

explanations.

   Coding and developing conceptual categories. Data were analyzed using hierarchical

analysis with the goal of developing a grounded theory of turnaround high school coaching

leadership. Using Corbin and Strauss' (2015) recommended procedures each transcript was

broken down into sections using natural cut-off points such as paragraph endings. Analysis

proceeded with line-by line open coding in which the researcher and the assistant independently

underlined the main ideas being expressed in each section. It is recommend that during this stage

of analysis, the researcher should ask questions such as, "What is being said or done? Who is

doing it? And, why?" (Corbin & Strauss, 2015, p. 87). The answers to these questions and

comparing with other coders, validates the original codes and allows the researcher to begin

developing concepts in terms of their properties and dimensions.

   After the researcher and assistant coded independently, they compared and contrasted

their codes in order to further analyze the data for the most relevant meaning units. After the

researcher and assistant compared their codes, the next step involved constant comparison with

previous data sets and employing axial coding in order to form categories and eventually themes.

The purposes of axial coding are to sort, synthesize, and organize large amounts of data after

open coding, in order to reassemble them in new ways (Creswell, 1998). Axial coding is an

important step of the coding process as it takes the open codes, and through an inductive process, begins combining similar terms and descriptions into related categories.

Multiple coder checking. Within this study, multiple coder checks were performed. First, throughout the process of data analysis, the researcher and mentor/dissertation chair met semi-regularly to discuss the codes and categories that were emerging from data analysis. Second, the researcher and the assistant met regularly to code independently and then compare their findings in order to extract the most important features of each meaning unit. Additionally, the mentor helped the researcher and assistant work through any uncertainties they encountered, as codes became categories, categories became themes, and themes merged into the grounded theory. Employing multiple coders allowed the researcher to engage in meaningful reflection through the analysis, while also giving him two dependable outside opinions to help advance data analysis and the results that were produced.

Developing a model. According to Charmaz (2006), diagramming is a valuable tool for visually demonstrating components and relationships that represent the data. Accordingly, the researcher and mentor developed the theoretical model, which resulted in Turnaround Leadership in Coaching (See Figure 1). This model was developed based upon the themes that emerged through rigorous analysis of the original codes and concepts within the data.

Research Design Conclusion

In order to best understand the dynamic and rarely studied phenomenon of turnaround leadership, a qualitative methodology was chosen for this study. The researcher's paradigmatic beliefs are a combination of post positivism, constructivism, and pragmatism. A grounded theory approach was chosen for this study because turnaround leadership in sport has been seldom researched to date. Grounded theory gave the researcher the freedom to explore this novel topic

while letting the data steer the direction of the research. While an initial interview guide was developed based on components of transformational leadership, the grounded theory approach allowed the researcher to conduct semi-structured interviews in order to address a wide range of turnaround components. Data collection and analysis closely followed the core steps of grounded theory research. These steps included an iterative process, theoretical sampling, interviews, transcribing, reflexivity, constant comparison, theoretical saturation, coding and developing categories, multiple coder checking, and developing a model.

Employing the iterative process gave the researcher the opportunity to continuously collect and analyze data until saturation was reached. The researcher chose to exceed data saturation in hopes of uncovering new data. These extra interviews assured the researcher that all categories had been investigated and a sound theory had emerged from the data. During the coding process, the investigator sought the help of a research assistant in order to employ multiple coder checking. Once all coding was completed and categories had been established, themes began to emerge from the data. These themes gave rise to the model of turnaround leadership in coaching (See Figure 1).

Research on turnaround leadership in sport is a new frontier. The methodology and approach chosen for this study gave the researcher the flexibility needed to delve into this unique phenomenon. These results and the model they generated are simply a starting point. Future researchers of this topic will be encouraged to test its hypotheses in a reductionist fashion.

CHAPTER 4

RESULTS

This study was designed to examine the leadership qualities and practices of high school coaches, noted for their ability to transform a program with a losing record into one with a winning record. Specifically, this study sought to better understand the particular leadership styles that characterized these individuals, the processes they employed, and the coaching methods they used during the turnarounds of the previously failing high school programs. This results section will present the coaches' characteristics and backgrounds, the idiographic profiles of each coach, and the content analysis across coaches relative to key questions asked and related to the overall purpose. Based upon these analyses, a grounded theory of transformation coaching leadership will be presented.

Coach Characteristics and Background

The coaches were all males (n=11), who coach football, with a mean age of 49 (See Appendix F). Among the 11 coaches, the average number of years spent in the coaching profession was 26.4, ranging from a low of 14 to a high of 48. When the turnarounds began, the coaches averaged 17.4 years of coaching experience. Upon the completion of the interviews, the average number of years each coach had been the head coach at his school was 8.55. Of these 11 coaches, 10 of them are still the head football coach at the school where they led their turnaround. The coach who stepped down as his school's head football coach still teaches in the building and has recently been hired as the school's head varsity basketball coach.

Of the 11 coaches, 10 of them hold bachelor's degrees, while one holds an associate's degree. Four of the coaches have received a master's degree. Three of the coaches indicated that they had attended the Coaches Advancement Program (CAP) offered by the Michigan High

School Athletic Association (MHSAA). Meanwhile, two of the coaches indicated that they had served as a graduate assistant on a college football coaching staff. Moreover, five of the 11 coaches indicated they had played at least one year of college football. One of the coaches had NFL playing experience. Eight of the 11 coaches work at the school in which they coach; seven of them are teachers while one is the school's athletic director.

The average age of the school structures in which these coaches worked are 49.5 years old with a wide range of facilities with different conditions. These varied from brand new football fields, weight rooms and training equipment, to aged facilities in need of repair, smaller than regulation sized gymnasiums, and poor outdoor fields. The one commonality among all of the facilities was the time and effort each of the coaches has put into ensuring the quality of their school's weight rooms.

The demographics of the students at each of these coaches' schools varied. While the overwhelming majority of the students were white, there were a moderate amount of other races mentioned, such as African-American, Hispanic, Native American, Arab, and Asian. The socioeconomic status of the schools varied drastically from poverty to upper class, with middle class being the most-often mentioned socioeconomic status. Student receiving a free or reduced lunch averaged 41.5%, with the state average being 43.8% and the national average being 46.8%. All turnaround cases met the turnaround criteria as described in chapter 1:

- Prior to the coach's arrival or appointment as head coach, the team finished (at least) three of the previous four seasons with a losing record (below .500 winning percentage), including a losing season immediately before the coach's arrival or appointment.

- Within five seasons of the coach's arrival, the team will have had enjoyed (at least) three winning seasons (above .500 winning percentage).

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Prior to the turnarounds, the schools had a combined record of 20 wins and 79 losses. On average, the schools had not experienced a winning season in 7.2 years and five of the 11 schools had never qualified for the MHSAA state playoffs. Upon being hired, the average time it took the coaches to achieve a winning record was 1.73 seasons. Moreover, the average time it took the coaches to qualify for the MHSAA state playoffs was 1.82 years. Every single team qualified for the playoffs within three years of the coach being hired, and the most common season that it took place was in year number two, with five of the 11 teams qualifying during this season. Meanwhile, four coaches qualified for the playoffs in their first season, while two coaches qualified in their third seasons.

Idiographic Profiles of Each Coach

Qualitative inquiry is especially well suited to provide a holistic understanding of some phenomenon and/or person. Because of the importance of establishing a holistic understanding of the coach and the context in which he coached, idiographic profiles or stories of each coach's turnaround experience were developed based upon the in-depth analysis of each interview. Each of these profiles is included in this section.

Coach profile #1.

Coaching background. Coach #1 has been coaching 30 years (16 years as a head coach) and was hired as the head football coach at his school eight years ago. He also serves as a math and social studies teacher at his school. Coach #1's educational background and coach training includes a Bachelor of Arts degree, taking a sport psychology course, attending numerous coaching clinics, and undergoing some leadership training.

School facilities. Coach #1's school was built in approximately 1950. It has "average facilities," utilizing much of the school's original structure. The school's gymnasiums were built in 1965 and 2000, and they added a new weight room in 2011 through fundraising.

Demographic information. The students at Coach #1's school are 98% white. The other races include African-American, Native American, and Middle Eastern students. There is a wide range of socioeconomic statuses at this school; however, the majority of the students are middle class to upper middle class. Seventeen percent of the students at this school receive a free or reduced lunch.

Previous record. Before Coach #1 was hired in 2008, the team's record over the previous four seasons was:

2004: 3-6

2005: 3-6

2006: 4-5

2007: 3-6

*Coach #1 also remarked that there had only been nine winning seasons in school history.

Turnaround record. After Coach #1 was hired as the head football coach, the team's record over the next five seasons was:

2008: 5-4

2009: 7-2 (7-3)*

2010: 9-0 (11-1)* **

2011: 6-3 (7-4)*

2012: 6-3 (6-4)*

*Record in parentheses denotes the season record including playoffs.

**In both 2010 and 2013, Coach #1's team went through the regular season with an undefeated (9-0) record and reached the state quarterfinal game. They finished 2013 with an 11-1 record.

Specific issues or problems. Before arriving on the job, there was a very negative culture in the football program where coaches held a great deal of doubt regarding the players' capabilities. Coach #1 described it as an atmosphere where the previous coaches and players often had negative interactions and the program experienced very low participation numbers. Upon receiving the job, Coach #1 stated that he set out to treat the kids well, create common goals, make it a family-oriented program, support kids on and off the field, and create a bond with them for life.

Coaching philosophy. The coaching philosophy of Coach #1 is manifested through a positive approach to coaching, replete with high expectations for his players. This is seen through his mantra of, "Rep it 'til it's right," meaning that their timing and footwork in practice must always be perfect before they move on. Accountability is also paramount for Coach #1, as he never wants to see his players taking plays off.

Strengths and weaknesses. Coach #1 listed his strengths as having a positive attitude. This is displayed by him saying hello to every student he sees in the hallway every day. He takes pride in the entire school seeing that he is a positive person who has enthusiasm and passion for teaching and being around kids. Other strengths include strong relationships with fellow teachers; he often assists them with discipline problems – especially if they are dealing with a football player. Coach #1 holds his players to a high standard academically and behaviorally as well. Coach #1 stated that these high standards and accountability stem from caring about the kids as people. Meanwhile, Coach #1 listed his weaknesses as not delegating enough, taking on too much pressure and stress, and at times, being a little too intense.

Transformation blueprints and strategies employed. The keys to Coach #1's turnaround were positive relationships with players, implementing a sound strength and conditioning program, encouraging players to compete during the season and in the off-season, and incorporating a lot of small traditions into the football program. Positive relationships and proper player treatment were seen through the coaches viewing the entire football program as a family. To emphasize this point, all of their team t-shirts have the word "family" written on them. Coach #1 stressed the importance of good treatment of players, even the ones who look or act different, and loving them all the same. To demonstrate this commitment, Coach #1 is very visible in the building and at his player's events outside of football. Coach #1 also stressed the importance of intense yet positive forms of coaching and giving feedback after every play in practice. He also stressed the importance of building proper, positive relationships with players. He strives to build an environment that people want to come back to, stays connected with kids after they graduate, and wants to see players succeed in life. The implementation of a quality strength and conditioning program was also an important key in this turnaround. Coach #1 and his staff strived to get the most out of their players and stressed the importance of hard work during the off-season. They employed competitions in the weight room, often giving away t-shirts to the winners. Competition was a major component of this transformation. Coach #1 explained that he and his staff were brand new so the players had to prove themselves to their new coaches (no positions were automatically secured from the previous year). He stated, "We competed like crazy. I wanted to get the most out of them that I could. It was a brand new coaching staff, so they were in the mode where they had to show us." This need to prove themselves fueled a healthy competition on the team as players were often pushing themselves during summer weight training and 7 on 7 football scrimmages. A final key to this turnaround was incorporating

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traditions into the program. Coach #1 made it a priority during home games to walk from the school's locker room through the parking lot to the stadium. This way they walked through the area where parents and fans were tailgating; this gave the players an extra sense of encouragement and pride as they walked toward the stadium. Next, after returning home from road wins, the coaches and players would exit the bus, sing their fight song, and ring the bell next to their practice field, signaling to all of the neighbors they were victorious. Coach #1 stated that these are the things that players get in to and it helped increase pride in the program and build their new winning tradition.

   Relationships in turnarounds. Regarding relationships in turnarounds; Coach #1 stated that relationships are 100% the most important thing. Coach #1 insists on lifelong coach-athlete relationships where the players will want to come back to the high school for future games, homecomings, and be associated with the program.

   Reflections on this interview. The interview with Coach #1 went very well. He was very open and honest in his answers. He went as far as telling the interviewer how he was recently disappointed by his school's administration for their lack of support on a discipline issue. Relationships stood out as a huge motivator for him as he continuously reflected on his 2010 team and how great it was to hold a reunion with them the previous summer. If there was just one word that I could use to describe this coach is would be "bond," as everything he mentioned connected back to the bond that he and his assistant coaches continue to share with current and former players. Based on the depth of his answers, his tone, and body language, I deemed the credibility of this interview to be very high (9 out of 10).

Coach profile #2.

Coaching background. Coach #2 has been coaching 35 years, beginning his coaching career during college. Coach #2 has coached various sports for the past 17 years at his school, including the 10 years spent as the head football coach. He stepped down as the head football coach several years ago and has recently assumed the head basketball coaching duties. Coach #2 also serves as a social studies teacher at his school. Coach #2's educational background and coach training includes a Bachelor of Arts degree in social studies, psychology and education, and, "Learning at the feet of other coaches."

School facilities. Coach #2's school was built in approximately 1957. It's facilities are "somewhat old but well-kept." The football field, press box, and locker rooms were all renovated in 2006 through a millage, while the school's gymnasium was refurbished in 2014. Coach #2 stated that they have good training equipment, a great weight room, and are supplied with everything they want in it.

Demographic information. The students at Coach #2's school are 99% white. Coach #2 describes it as both a farming community and a bedroom community, where its professionals commute outside of town to work. From a socioeconomic standpoint, Coach #2's school is predominantly middle class, with a handful of affluent farming families. Approximately 17% of the student population receives free or reduced lunch.

Previous record. Before Coach #2 was hired in 2002, the team's record over the previous four seasons was:

1998: 1-8

1999: 0-9

2000: 0-9

2001: 0-9

Coach #2 also remarked that there was a 33-game losing streak when he took over, and the school only had experienced five winning seasons in the previous 32 years.

Turnaround record. After Coach #2 was hired as the head football coach, the team's record over the next five seasons was:

2002: 3-6

2003: 7-2 (8-3)*

2004: 5-4

2005: 9-0 (10-1)*

2006: 5-4 (6-4)*

*Record in parentheses denotes season record including playoffs.

**In 2007, Coach #2's team went through the regular season with an undefeated (9-0) record and reached the state championship game. They finished 2007 with a 13-1 record.

Specific issues or problems. Coach #2 stated that before arriving on the job, there was an apathetic culture surrounding the football program. He explained that it ran deep – through the student body and into the community. Coach #2 stated that while there were some kids who wanted to work hard, the football team was generally known as the "Bad News Bears," or the "Loveable losers." Coach #2 said the first thing he set out to change was the attitude of the kids and the school when it came to football.

Coaching philosophy. The coaching philosophy of Coach #2 is manifested through the mantra of, 'The team always comes first.' Coach #2 feels that personal goals do not matter and individuals should always be last. Coach #2 wants his players to play hard and be fully

committed and unselfish. He feels that great teams are often made up of average kids who play well as a unit.

Strengths and weaknesses. Coach #2 described his strengths as being able to get his kids to play hard. Coach #2 divulged a statement they have in their program: "It's not about the X's and O's, it's about the Joes and Schmos." Meanwhile, Coach #2 listed his weaknesses as being very simplistic in his approach to offensive and defensive football schematics. He feels that it is so simplistic or conservative that it may even be predictable at times.

Transformation blueprints and strategies employed. Coach #2's turnaround happened through communicating the vision, being demanding, requiring player discipline and positive attitudes, and connecting football to life lessons. Coach #2 stated that the transformation of a football program requires strong leadership. This person must be wiling to take the plunge and make decisions. Furthermore, they must have a vision and stick to it. This leader must also constantly communicate the vision to the players and other members of the program. This includes how to look, act, walk, and talk. Coach #2 began his turnaround by being demanding. He made football very difficult by requiring weight lifting sessions three days per week, year-round. Making football difficult showed that the team was an extraordinary group and earned people's respect. Coach #2 also mandated player buy-in; if he did not receive proper buy-in he simply got rid of them. The phrase he used was "weeding the roses," whereby he removed old players who accepted a losing culture, in order to make way for the players who were eagerly buying into the new program. He stated, "The only way I knew how to do it was to push-push-push hard, and at the risk of losing some kids. But eventually, I knew that if we were patient, we would get the right kids – the ones who were dedicated and willing to lift weights three days per week year round." Coach #2 also stressed the importance of running a disciplined team. This

type of discipline requires players to be well behaved, hard-nosed, respectful, and always on-time. Players would not accumulate penalties on the field, get mouthy, or play sloppy. Moreover, attitude was a huge component of his turnaround as he would never start a practice or even a drill if a player had a poor attitude. He fostered a culture where team-oriented attitudes were paramount; he eliminated selfishness while pushing total dedication to the team. Finally, Coach #2 always connected football to life lessons. He made a point to relate the hard work and struggles players experienced in a big game to the obstacles and adversity that players would face later in life. He encouraged his players to always pay attention to the process and understand that all of their hard work such as weight lifting, extra efforts, and early morning film sessions would help them down the road.

Relationships in turnarounds. Regarding relationships in turnarounds; Coach #2 stated that they are very important. Coach #2 described some of the events that he and the team would do together. These included team meals, pool parties after summer lifting sessions, and a senior cookout at his house before the start of the season. Coach #2 cited a quote about relationships: "Kids don't care how much you know, until they know how much you care." Finally, Coach #2 asserted that he and the assistant coaches cared about the kids more than just as football players, and they often focused on teaching life lessons and connecting their hard work to the challenges they would face later in life.

Reflections on this interview. The interview with Coach #2 was an outstanding experience. He was incredibly sincere and professional. Coach #2 struck me as an "old school" kind of coach, who believes that although times may change, the underlying principles of coaching do not. His methods seemed to be strict (player expectations such as player conduct and appearance), yet he also seemed to care about them in a fatherly sense and views coaching as a

way of bringing out the best in his players. If there is just one word that I could use to describe this coach is would be "attitude," as everything he mentioned related back to player attitude. In fact, he stated that his 2007 state finals team was not his most talented squad, but his team that had the best attitude. I deemed the credibility of this interview to be very high (9.5 out of 10).

Coach profile #3.

Coaching background. Coach #3 has been coaching 26 years and has spent the past 10 years as the head football coach at his school. Coach #3 lists his current occupations (in order) as, "Father, husband, social studies teacher, and football coach." Coach #3's educational background and coach training includes a Bachelor of Arts degree, a sport psychology course, and reading a lot of books on leadership, change, and coaching. Some of his favorite books include *Season of Life* and *The Tipping Point*, which he believes are great reads for a person who wants to understand how to perform a turnaround in coaching.

School facilities. Coach #3's school was built in approximately 1923, but the original high school was constructed in 1898. Its facilities are somewhat old and going through a "transitioning period" where a potential millage could help with renovation. The football field is an older surface and needs replacement. However, they have one of the best weight rooms in their district, which was built through fundraising.

Demographic information. The students at Coach #3's school are predominantly white with a strong Polish background. However, there is some racial diversity, such as moderate Hispanic, African American, and Arab populations. From a socioeconomic standpoint, Coach #3's school is middle class and somewhat transient. Approximately 45% of the student population receives free or reduced lunch.

Previous record. Before Coach #3 was hired in 2006, the team's record over the previous

four seasons was:

2002: 5-4

2003: 3-6

2004: 2-7

2005: 1-8

Turnaround record. After Coach #3 was hired as the head football coach, the team's

record over the next five seasons was:

2006: 6-3 (7-4)*

2007: 8-1 (9-2)*

2008: 8-1 (10-2)*

2009: 7-2 (7-3)*

2010: 9-0 (10-1)*

*Record in parentheses denotes season record including playoffs.

Specific issues or problems. Coach #3 stated that before arriving on the job, there was a

losing culture in the football program. He disclosed that there were some players that had not

won a home game for their entire football career. Coach #3 lamented that their quarterback used

to cry after every game because they had never won a game on their home field. Upon arrival,

Coach #3 said that he set out to build confidence in the players by opening the weight room,

implementing a strength training program, and challenging the players to improve themselves.

Coaching philosophy. The coaching philosophy of Coach #3 is manifested through their

team acronym of "ADC," which he borrowed from Steve Mariucci and Tom Izzo. "ADC" stands

for Aggressive, Discipline, and Confidence. Coach #3 asserted this is what he wants from

virtually all of his athletes; be aggressive, have discipline, and to play confident. Coach #3 also touts their phrase, "Bear for Life," where former players who competed in the program are encouraged to remember where they came from, and to come back and support the team.

Strengths and weaknesses. Coach #3 described his strengths as being organized and giving a certain level of ownership to his coaches. He encourages the assistant coaches to bring creativity into the program. He also wants them to feel that they have an important role; he tries to fulfill this by giving them important responsibilities. Meanwhile, Coach #3 stated that one of his weaknesses is that he sometimes cares too much. He takes a lot of pride in helping his players experience success and wants to provide a good football experience for them. Therefore, any negativity (angry parents or community members) can sometimes bother him. Another weakness he listed is his reluctance to accept innovations or changes to the game. Coach #3 is a traditional "I-formation kind of coach" and doesn't like seeing new schemes such as the spread option.

Transformation blueprints and strategies employed. The keys to Coach #3's turnaround were bringing his coaching staff with him, generating player buy-in, developing players in the weight room, involving players in community service projects, implementing a character development program, and simply outworking his opponents. The first key of the turnaround was bringing his (established) coaching staff with him. Most of his assistants had coached together on the same staff for 15 years, and they work very well as a unit. Coach #3 emphasized the importance of generating player buy-in, asserting that once players are bought-in, the rest of the football community (parents, administrators, boosters, etc.) tend to jump on board. Next, Coach #3 emphasized player development in the weight room. Although it was not easy at first to get players to show up for lifting sessions, Coach #3 and his staff talked with players and established a time when everybody could commit to weight lifting. A surprising finding was Coach #3's

testament that the turnaround was partially stimulated by the team performing community service. He stated, "When you start doing things for other people, it makes you feel good about what's going on." Coach #3 also stressed the importance of his team's character development program; he and his staff try to go beyond winning football games and build the player as an entire person. He declared, "We want our kids to grow up to be good husbands, good fathers, and productive leaders in our community." Finally, Coach #3 stressed that there is no magic formula and it often comes down to having a good work ethic. Regarding his work ethic, Coach #3 asserted, "Show up and be ready to work. All of my life I've outworked people I've been up against, and that's the mentality that drives our players. Our players and coaches have done a great job of working harder than our opponents. I pride myself on that. There is no substitute for hard work."

Relationships in turnarounds. Regarding relationships in turnarounds; Coach #3 stated that players have to be able to trust you. Coach #3 stated that if you say you are going to do something, then you had better do it. He also said that you must be loyal as a coach. Trust and loyalty were his two biggest components for being successful in any relationship.

Reflections on this interview. The interview with Coach #3 was a great experience. He spent the most amount of time with me out of any of the participants, and gave me a personal tour of their weight room, equipment room, and facilities. One very interesting aspect of Coach #3's program is their strong commitment to developing their player's character and implementing community service programs. Their team's projects have included a cemetery cleanup, reading in elementary classrooms, the Salvation Army's food drive, and helping with the battered women's shelter. Coach #3 was very genuine. If there was just one term that I could use to describe this coach it would be "life lessons," as his efforts as a coach are intended to

develop character in his athletes, teach life lessons, and have them want to give back to their community. I deemed the credibility of this interview to be high (9 out of 10).

Coach profile #4.

Coaching background. Coach #4 has been coaching 25 years and has spent the past 10 years as the head football coach at his school. Coach #4 described his current occupation as a manager of labor relations at General Motors. Coach #4's educational background and coach training includes a Bachelor of Arts degree in business, along with leadership training through his time spent in the business field. Coach #4 has also attended the Michigan High School Athletic Association's Coach Advancement Program (CAP) to further his coaching abilities.

School facilities. Coach #4's school was built in approximately 1969 and renovated in 2014. Coach #4 stated that their school's facilities are, "Well taken care of and some of the best in their county." The football field is a new turf stadium and they have new athletic facilities, replete with an excellent weight room.

Demographic information. The students at Coach #4's school are mostly white (96%). Coach #4 describes it as a "white-collared small town with several lakes in the area." From a socioeconomic standpoint, Coach #4's school is middle and upper-middle class, where approximately 28% of the student population receives free or reduced lunch.

Previous record. Before Coach #4 was hired in 2006, the team's record over the previous four seasons was:

2002: 4-5

2003: 3-6

2004: 0-9

2005: 1-8

Turnaround record. After Coach #4 was hired as the head football coach, the team's record over the next five seasons was:

2006: 1-8

2007: 2-7

2008: 8-1 (8-2)*

2009: 6-3 (6-4)*

2010: 6-3 (8-4)* **

*Record in parentheses denotes season record including playoffs.

**In 2010, Coach #4's team reached the state quarterfinal game.

Specific issues or problems. Coach #4 stated that before arriving on the job, the football program was a disaster. The program was down, people were embarrassed, and participation was low. The year before Coach #4 arrived, the school had to cancel the JV season due to low numbers. Kids who played football were frowned upon or laughed at because the team was so bad. Upon arrival, Coach #4 said there were some rebel youth coaches who were trying to take things in their own direction, so it was a challenge to get everybody on all levels working together and moving in the same direction. Upon arrival, Coach #4 felt that culture was the biggest thing that needed to be changed. There was a losing mentality that was widely accepted; Coach #4 felt that he needed to immediately change this mindset.

Coaching philosophy. Coach #4 described his coaching philosophy as developing young men to be better people. This includes being good in their future jobs, being better fathers, better husbands, and teaching life lessons through the experiences of football. Coach #4 has a full-time job outside of education, so he sees coaching as his way of touching a lot of people. Another part

of Coach #4's philosophy is lifelong relationships, as he loves reconnecting with former players; Coach #4 has five current assistant coaches who previously played for him.

Strengths and weaknesses. Coach #4 said that his greatest strength is his organization. This helps a lot when it comes to knowing the entire football program from the youth leagues to the high school and everything in between, along with being the "face of the program in the community." Meanwhile, Coach #4 noted that his weakness is not being in the school. Since he works a job many miles away and in a very different industry, Coach #4 must be incredibly organized and plan three steps ahead; in case something happens he must always have a contingency plan in place. However, he stated that with the advent of social media and various forms of communication, he is often able to overcome this disadvantage.

Transformation blueprints and strategies employed. Coach #4's turnaround happened through creating a vision/implementing a plan, getting everybody at all levels of football onto the same page, creating player buy-in, utilizing the weight room, and getting parents on board. Coach #4 stated that it is very important to have a vision and then put a plan in place to achieve your goals. Much like Coach #2 avowed, Coach #4 stressed that somebody has to be the leader. He strives to empower others because he knows that he cannot do it all by himself. He stated, "I've always looked at it from the standpoint of trying to empower as many people as I can that had the same vision and let them do their thing so they can grow as a person as well." Next, Coach #4 worked to get everybody at all levels of football (youth, middle school, freshman and JV) all on the same page and teaching the same schemes, terminologies and philosophies. To do this he called a meeting with every coach in the system. He declared that youth football has to be a good experience for kids, or else they won't have a desire to continue playing. He told the youth coaches that he expected at least 20 football players in the senior class every year. He then

announced that they were either on board with his plan or else they had to leave. Next, Coach #4 stressed the importance of creating player buy-in. To make this happen, he and his coaches showed the kids that they cared about them. They took players to power lifting meets, 7 on 7 competitions on college campuses, and spent a lot of time with them during the off-season in various team activities. Coach #4 said that generating player buy-in was relatively easy, stating, "There's no rocket science in it. It is just caring about kids." Much like other coaches' strategies for success, Coach #4 asserted that much of his blueprint was utilizing the weight room. In the off-season he created a power lifting team and emphasized the importance of players lifting weights regularly. Finally, Coach #4 stressed the importance of getting parents on board. He feels that coaches need parental support in order to make it a great football program. In order to do this he stressed the importance of letting parents know that you have their kids' best interests in mind.

Relationships in turnarounds. Regarding relationships in turnarounds; Coach #4 said that relationships are huge when it comes to team success. Additionally, he stated that having good relationships between the players and all of the coaches, not just the head coach, is very important. Coach #4 also expanded on the concept of lifelong relationships and how special they are. He shared how neat it is when you can talk with players 20 years after they finished playing and they can remember some of the things you taught them and how they apply it to their life today.

Reflections on this interview. The interview with Coach #4 was a fantastic experience. He spent a considerable amount of time detailing his team's turnaround and the battles he fought to restore credibility across the football program, from the youth levels up to the high school. Relationships and coaching for the purpose of instilling life lessons was a very high priority for

Coach #4. Coach #4 was the first coach I interviewed who was not a teacher at the school where he coaches. While this was somewhat of a disadvantage for this coach, he has found creative and innovative ways of overcoming this absence from the building. If there is just one term that I could use to describe this coach is would be "organizer." Due to his separate work schedule and needing to be several steps ahead, Coach #4 must be organized at all times. Additionally, the amount of stability and consistency he has given his community's football program has required a great amount of organization. Coach #4 views it as running a business with 400 people, comprised of players, coaches, and other important people. I deemed the credibility of this interview and his answers to be very high (9.5 out of 10).

Coach profile #5.

Coaching background. Coach #5 has been coaching 25 years total. His first stint as the head coach at his school lasted seven years. After moving away for several years, Coach #5 has returned to his school, where he has resumed the head coaching duties for the last three seasons. Coach #5 described his current occupation as a financial advisor for an investing firm. His educational background and coach training includes a Bachelor of Arts degree in education, a Master's of Arts degree in kinesiology / sport management, along with time spent as a graduate assistant at a major Division I (FBS) university. Coach #5 also took a sport psychology course and reads a lot of books on leadership and football in his spare time. Some of his favorite authors are John Maxwell and Bill Walsh.

School facilities. Coach #5's school was built in approximately 1993 and has "solid facilities," with a nice gym, a new weight room, fairly new training equipment, and "mucky fields."

Demographic information. The students at Coach #5's school are mostly white, with some African American and Hispanic students. From a socioeconomic standpoint, Coach #5 describes it as a community with lower middle to middle class families, where approximately 42% of the student population receives free or reduced lunch.

Previous record. Before Coach #5 was hired in 2000, the team's record over the previous four seasons was:

1996: 3-6

1997: 5-4

1998: 4-5

1999: 4-5

Turnaround record. After Coach #5 was hired as the head football coach, the team's record over the next five seasons was:

2000: 7-2 (7-3)*

2001: 9-0 (9-1)*

2002: 9-0 (11-1)*

2003: 7-2 (8-3)*

2004: 5-4

*Record in parentheses denotes season record including playoffs.

**Prior to Coach #5's arrival in 2000, this high school had never made the MHSAA state playoffs – dating back to 1950.

Specific issues or problems. Coach #5 stated that before arriving on the job, there was a losing culture and bad attitude in the football program. He said that the players didn't know how to win more than four games; the atmosphere was only one of *wanting* to win, but not knowing

how to get there. Upon arrival, Coach #5 felt that the previous head coach had struggled with leadership and he needed to change that. He set out to create an atmosphere where meaningful learning could take place so the players could learn how to play the game the right way.

Coaching philosophy. Coach #5 views coaching as an integral part of the educational system and uses it to influence young people's lives in a positive way. When he was younger, Coach #5 had coaches who made a huge impact on him, which motivated him to get into coaching. Coach #5 has often seen this happen with the players he has coached; their experiences from football produce life lessons that they carry with them the rest of their lives.

Strengths and weaknesses. Coach #5 said that his strength is his ability to evaluate personnel and put players in a position where they can be successful. Meanwhile, Coach #5 cited his weakness as game day adjustments.

Transformation blueprints and strategies employed. The keys to Coach #5's turnaround were strong leadership, good personnel, a guiding philosophy, creating buy-in toward a clear vision, implementing a strength and conditioning program, and creating positive relationships with players. Coach #5 stated that strong leadership is essential when leading any turnaround. He defined leadership as influence, and because turnaround situations require coaches influencing players to achieve unprecedented levels, strong leadership is paramount in turnaround situations. Meanwhile, good personnel equates to having both quality assistant coaches and talented players. Coach #5 attributed much of his success to the quality of his assistant coaches, stating, "They were the hands and feet of implementing the details of the plan and the process." However, he also pointed out that no matter how good of a coaching job he and his staff does, they still need talented kids to win games. A guiding philosophy helps a team come together and excel. When he took over the program, Coach #5 set out to change the entire philosophy of the program. He

stated, "It's the psychology of the kids; if you come in doing the same stuff as they did before, the kids aren't going to buy-in. So you'd better have something that separates you from the previous coach." He also asserted that a guiding philosophy is what helps a team push through adversity when it strikes. Coach #5 stressed the importance of developing a clear vision for turnarounds and then getting players to buy into the vision. He stated, "As a head coach, you have to let them know where they are going… you are always selling kids, your staff, and your administration on what you are doing. You must exude confidence and enthusiasm. Enthusiasm is number one." Regarding his team's strength and conditioning program, Coach #5 stressed that it is important to improve players' attitudes, work ethic, and overall commitment to the weight room. He also stressed that players should be told that their training is comprised of modern, cutting-edge practices that will help them physiologically. Finally, Coach #5 emphasized that positive coach-athlete relationships are absolutely critical because there is more to winning football games than knowing X's and O's. To build these relationships, he and his coaches spend a lot of time with the players and do team-building activities such as paintball wars and video game competitions. Coach #5 feels that these types of activities create player camaraderie and team cohesion.

Relationships in turnarounds. Regarding relationships in turnarounds; Coach #5 asserted that relationships are absolutely critical. Coach #5 does not understand how, when it comes to working with other humans, one could not see relationships as being important. Moreover, Coach #5 does not see coaching as only X's and O's; he believes there is so much more to winning football games than just schematics.

Reflections on this interview. The interview with Coach #5 was a great experience. He disclosed a lot about his coaching turnaround, how kids bought in, and how he was able to create

a change at his school. Additionally, he also told me about the frustrating aspects of his job, such as a lack of administrative support and their refusal to fund assistant coaches for his staff in comparison to the other teams in their conference. If there is just one term that I could use to describe this coach is would be "influence." Coach #5 takes his responsibilities as a coach very seriously; he sees coaching as an influential part of the educational system and extols its ability to impact young people's lives. Coach #5 turned this program around in the early 2000s but left due to lack of administrative support in 2006 (during this time the team's record fell to 12-42). However, he returned three years ago and has begun a second turnaround at this high school (they have gone 11-7 the last two years, and made the playoffs this season for the first time in eight years). Coach #5 is a true turnaround coach. I deemed the credibility of this interview and his answers to be very high (10 out of 10).

Coach profile #6.

Coaching background. Coach #6 has been coaching 22 years and has been the head football coach at his school since 2002. Coach #6 also serves as a science teacher, and science department chairperson at his school. His educational background and coaching training includes a Bachelor of Arts degree in science. Coach #6 has attended the Michigan High School Athletic Association's (MHSAA) Coach Advancement Program (CAP) sessions #1 and #2 to further his coaching abilities.

School facilities. Coach #6's school was built in approximately 1992 and has nice facilities with a good weight room, training room, locker room, and fields.

Demographic information. The students at Coach #6's school are mostly white and are from a rural area. From a socioeconomic standpoint, Coach #6 described the community as being

a wide range of lower class, middle class, to middle-upper class families, where approximately 18% of the student population receives free or reduced lunch.

Previous record. Before Coach #6 was hired in 2002, the team's record over the previous four seasons was:

1998: 1-8

1999: 1-8

2000: 2-7

2001: 1-8

Turnaround record. After Coach #6 was hired as the head football coach, the team's record over the next five seasons was:

2002: 2-7

2003: 6-3 (6-4)*

2004: 6-3 (6-4)*

2005: 4-5

2006: 6-3 (6-4)*

*Record in parentheses denotes season record including playoffs.

**Prior to Coach #6's arrival in 2002, this high school had never made the MHSAA state playoffs – dating back to 1950.

Specific issues or problems. Coach #6 stated that before arriving on the job, the program was in disarray. The school was used to losing and did not see any value in their football program. The school's best athletes did not play football because the program was a joke. Prior to 2002, Coach #6 coached at a rival school, so he had a clear vantage point of the team's problems. He remembers looking at them and thinking, "That is embarrassing for their town."

He described the program during that time as being, 'Rag-tag, a doormat, everybody's homecoming, a laughing stock, and like the Bad News Bears.' "The school always had talented athletes but no toughness. Their players were not used to putting in time in the weight room or doing any of the extra things that you need to do."

Coaching philosophy. Coach #6's described his philosophy as being "old school." He believes in his team working hard, being classy and doing things the "right" way. His players do not talk to the officials and they play the game in an old school type of way. He preaches being a great teammate and players being held accountable in the classroom and outside of the team setting on the weekends. Coach #6 had a favorite quote from Bob Knight: "Do what you're supposed to do, when you're supposed to do it, do it to the best of your ability, and do it that way over time." Coach #6 also believes in character development and his players becoming better people by being a part of his program.

Strengths and weaknesses. Coach #6 stated that his strengths as a coach are his experience, passion for the game, and understanding of the transferrable life lessons that can be achieved through football. His experience is seen through the 20+ years he has spent coaching and learning. His passion is seen through his intensity on the field, the love he has for the game and how it is played. Finally, Coach #6 talked about the life lessons that can be achieved from playing football. These include how to be a man, how to handle adversity, and how to be dependable as a teammate and as a brother. He also sees himself as being accessible and caring for his players. Meanwhile, Coach #6's weakness is his time management. When running drills, he often has to have other people manage the clock because he will keep working on one thing until the team gets it right.

Transformation blueprints and strategies employed. Coach #6's turnaround happened through changing the culture of the program, changing the look of the team, increasing participation in the weight room, creating buy-in among the players, and deliberately talking with players about good character and helping them with plans for their future. Coach #6 implemented team culture changes through a serious approach to academics and mandating proper conduct from his players. He required his players to attend a 30-minute study hall in his classroom every day after school. He quipped, "They will never be ineligible and they will all graduate." Regarding proper conduct, his vision was for his players to always be respectful and the model of class; they will be so well behaved that if a teacher ever needs to leave the classroom, they will leave a football player in charge. He concluded these expectations by declaring, "If you want to play here, this is the type of person you are going to be." Another key to the turnaround was changing the look of the team both on the field and in school. Upon arrival their practice uniforms, helmets, and game jerseys were in poor condition. He changed this immediately by ordering new jerseys/equipment with a different look. On game days, he directed his players to approach the school day with a business-like attitude. They were required to wear collared shirts tucked into khaki pants. Regarding his team's new jerseys and game day look, he stated, "I wanted them to look and feel different." Another key to this turnaround was a major increase in weight room participation, making it a team goal of 100% participation during the season and 75% player participation during the off-season. Although it was a challenge at first, through his and his coaches' tireless efforts, they were able to express the importance of weight lifting to the players. He stated, "There was a commitment by the coaches to attend off-season workouts and weight room sessions. It was a big obstacle at first, but eventually they figured out that if they put in the time in the weight room, they can reap the benefits later on." A major

stepping stone for this turnaround was generating player buy-in. Coach #6 set out to make the kids feel like they were a part of an important team and that their hard work was worth recognition. At the end of two-a-day (summer) practices, he and his coaches gave a team t-shirt to every player who successfully completed the difficult practices. He stated, "It was sort of like them earning their stripes." Additional buy-in was generated through other forms of recognition and even awards. He reflected, "We created special weekly awards for outstanding play... If they attended weight lifting we would get ice cream. T-shirts, food, pizza parties, just getting them something tangible they can have their hands on." A final key to the turnaround was talking to the kids about good character and helping them make plans for their future. To promote positive character, Coach #6 held weekly gatherings with his team. He gave them scenarios and asked them what they would you do in these situations. Regarding their character he stated, "When they leave our football program, hopefully they are a better man and person at the end of it. Regardless if they're a great football player, I want these kids to be better people." To help players with future aspirations, Coach #6 holds annual meetings with every member of the team. In these meetings he asks them to evaluate themselves both athletically and personally. In these meetings he asks them about their life goals 10 years after they graduate and how he can help them get there. Overall, Coach #6 sees a real value in talking to them about things that aren't just football related but are human related.

    Relationships in turnarounds. Regarding relationships in turnarounds; Coach #6 asserted that they are absolutely important. He stated that the turnaround would not have been possible without the relationships that he and his assistant coaches built with the players. He feels that back in the day, coaches might have been able to boss kids around and get them to

submit to their demands. However, he said that kids today are much different, so relationships are very important in coaching and in turnarounds.

Reflections on this interview. The interview with Coach #6 went very well. It was apparent that he coached to teach life lessons and believes there is a right way of doing things. If there is just one term that I could use to describe this coach it would be "old school." Coach #6 approaches his profession with an old fashioned mentality, where players act appropriately at all times; they are respectful in the classroom, on the field and in the community. Also, Coach #6 coaches his team with a lot of passion and intensity and demands a lot out of his players during the off-season strength and conditioning program. Moreover, Coach #6 sees coaching as a vehicle for teaching life lessons and teaching life skills that players will carry with them the rest of their lives. Coach #6 had a lot of insight on his team's turnaround and the process that it took to go from the "doormat" of his conference to an annual playoff team. I deemed the credibility of this interview and his answers to be very high (9 out of 10).

Coach profile #7.

Coaching background. Coach #7 has been coaching 26 years and has been the head football coach at his school for six years. Coach #7's current occupation is a buyer for an office furniture company. His educational background and coach training includes community college and taking some leadership courses.

School facilities. Coach #7's school was built in the late 1990s and has very good facilities with a great field but an old weight room.

Demographic information. The students at Coach #7's school are approximately 80% white, with a moderate amount of Hispanic and African American students. From a

socioeconomic standpoint, Coach #7 described the community as being very middle class, where approximately 40% of the student population receives free or reduced lunch.

Previous record. Before Coach #7 was hired in 2010, the team's record over the previous four seasons was:

2006: 3-6

2007: 3-6

2008: 4-5

2009: 4-5

Turnaround record. After Coach #7 was hired as the head football coach, the team's record over the next five seasons was:

2010: 7-2 (9-3)*

2011: 7-2 (10-3)* **

2012: 8-1 (11-2)* **

2013: 9-0 (12-1)* **

2014: 5-4 (6-5)*

*Record in parentheses denotes season record including playoffs.

**In 2011, 2012 and 2013, Coach #7's team reached the state semifinal game.

Specific issues or problems. Coach #7 stated that before arriving on the job, the culture of the football program was really bad. They were coming off of four straight losing seasons and there weren't a lot of kids who wanted to play football. Upon being hired, he and the other coaches had to talk kids into coming out for the team. There were talented athletes in the school; they just happened to play other sports.

Coaching philosophy. Coach #7 indicated that his coaching philosophy has changed over the years. Early on, it was more about football. However, as the years have gone by, he has started to realize that it's about the kids. For him, it's about how he can get the most out of the kids every year; this includes getting them to believe in themselves.

Strengths and weaknesses. Coach #7 described his strengths as being his ability to develop relationships with kids and motivate them. Meanwhile, Coach #7 listed his weakness as dealing with parent issues, describing them as a challenge.

Transformation blueprints and strategies employed. The keys to Coach #7's turnaround were building a great coaching staff, attracting talented kids to the team, implementing a solid weights program, placing an emphasis on academics, and outworking everybody. Upon being hired, Coach #7 built an exceptional coaching staff, and empowered them to connect with kids in order to get them interested in the game of football. This importance of this was revealed when he stated, "You have to have the staff. If I were to advise a young coach I'd tell them it's all about the staff. When I was young I tried to do everything myself; however, I learned how important my staff is and that I need to empower them." When building his staff, he went to great lengths by hiring the school's wrestling and baseball coaches as his two of his assistants. Although these men had never coached football previously, he saw their ability to connect with kids. The next thing Coach #7 did was walk the school's hallways in order to meet kids and get them interested in playing football. He targeted many of the school's athletes, told them about the program, and then held meetings with them and their parents. This was a chance for the kids and the parents to get to know him as the coach and (hopefully) become sold on the program. Another way of attracting kids was through off-season workouts. Although only one kid reported for the first day of weight lifting, Coach #7 encouraged him to bring a friend the next day. Then

those two kids brought two others; soon the new kids invited others and it snowballed from there. Another key to this turnaround was placing a heavy emphasis on the team's strength and conditioning program. Coach #7 stated, "The number one thing we had to do was sell the weight room and off-season stuff to the kids. We had to show them it was important." He and his coaches did this by opening the weight room twice per day (mornings and afternoon) five days per week. Meanwhile, they also placed an importance on academics, and set a goal to be one of the top academic teams in the state. He posited, "If you are going to be good on the field, you are going to be good in the classroom. There's definitely a connection there." Finally, Coach #7 stressed the importance of outworking everybody. He affirmed that turnarounds are generated by coaches who put in the hours and work harder than anybody else.

Relationships in turnarounds. Regarding relationships in turnarounds; Coach #7 avowed that relationships are the reason for coaching. He stated, "I don't know why you coach unless those are important. I coach because I love working with kids. I don't have a perfect relationship with every kid, but I think most guys that go through our program are going to tell you they made lifelong memories. It's something they value and love."

Reflections on this interview. The interview with Coach #7 went well overall. While there were some questions that he struggled to articulate upon, I felt that overall, he gave strong answers for how he was able to turn around his school's football program. If there is just one term that I could use to describe this coach it would be "enlister." Coach #7 described his turnaround through his and his coaches' tireless efforts to meet, recruit, attract, and enlist kids in their school's football program. The very first day of workouts included only one player. However, he asked that player to bring another person the next day, and it grew from there. I deemed the credibility of this interview and his answers to be high (9 out of 10).

Coach profile #8.

Coaching background. Coach #8 has been coaching a total of 48 years and has been the head football coach at his school for seven years. Coach #8 is officially retired, but he comes into the school every day in the role of a substitute teacher, or to spend time in the hallways and lunchroom connecting with the students. He believes that as the head football coach, it is very important to be in the building. Coach #8's educational background and coach training includes a Bachelor of Arts degree in physical education and a Master's degree in counseling. He has taken some coaching courses over the years and has been mentored by great coaches – many of whom have been inducted into coaching hall of fames.

School facilities. Coach #8's school was built in approximately 1970 and has old facilities with a smaller-than-regulation-sized gymnasium, no home game field, but good training equipment and a newer weight room. Coach #8's team plays its home games at a junior high school several miles away.

Demographic information. Coach #8 coaches at a private Catholic high school. The students are mostly white, but there are a moderate amount of African American, Hispanic, and Oriental students. From a socioeconomic standpoint Coach #8 describes the school community as being an extreme range of families from various economic backgrounds. There was no available data on the free or reduced lunch numbers.

Previous record. Before Coach #8 was hired in 2009, the team's record over the previous four seasons was:

2005: 1-8

2006: 3-6

2007: 6-3 (6-4)*

2008: 2-7

Turnaround record. After Coach #8 was hired as the head football coach, the team's record over the next five seasons was:

2009: 6-3 (6-4)

2010: 9-0 (9-1)*

2011: 9-0 (13-1)* **

2012: 8-1 8-2)*

2013: 5-4 (6-5)*

*Record in parentheses denotes season record including playoffs.

**In 2011 and then again in 2014, Coach #8's team achieved a 9-0 regular season record and reached the state championship game.

Specific issues or problems. Coach #8 stated that before arriving on the job, the football program was an absolute mess. Things were unorganized and there were assistant coaches who were bringing shame upon the program. Coaches often yelled and screamed at the players, and two coaches even got into a fistfight during halftime of a game. The parents were unhappy because of the way the program was being run and how their kids were being treated. Numbers were very low, and there was no off-season training program. Overall, the kids did not have a positive outlook on football.

Coaching philosophy. Coach #8 stated that he wants kids to feel like they are treated fairly and they have learned some life lessons while playing football, such as sacrifice, teamwork, and the value of hard work. Coach #8 believes there is a lot more that kids can learn from football than just X's and O's.

Strengths and weaknesses. Coach #8 described his biggest strength as being a very good offensive coach. His schematics have been published in a coaching book and are also being used by one of the top teams in the state of Michigan. Additionally, Coach #8 has been very successful in working with quarterbacks and is often asked to work summer passing camps at major colleges. Meanwhile, Coach #8 views his biggest weakness as not being tough enough on his assistant coaches and the players. He stated that he allows some things to slide that he probably shouldn't.

Transformation blueprints and strategies employed. Coach #8's turnaround happened through building trust via positive relationships, changing players' attitudes, and implementing a solid off-season training program. Coach #8 disclosed that the first thing he set out to do was build trust between himself and his players. He stressed that once trust is established, only then will players start to believe in what you are teaching them, and only then will they buy-in. He stated, "You've got to get the kids to trust you. I would tell them they had to get stronger and be in shape and all of this stuff. But I had to earn their trust before they really bought into it all." In order to earn their trust, Coach #8 and his staff formed strong relationships with the players. He remarked, "The only way they trust you is if they get to know you. Relationships are huge; I don't know how you can build trust without them." Next, Coach #8 underscored the importance of changing players' attitudes, yet he also mentioned how difficult this can be. He stated, "When you are coming into a turnaround situation, the biggest thing you have to change is the attitude – and it's the hardest thing in the world to change. In order to do this, we had to do things a lot different than they did before." Finally, he stressed the importance of establishing a quality off-season training program. Upon receiving the job, Coach #8 learned that previously, there had not been an off-season training program and his new approach would be very different for the

players. He reflected, "Before, there was no off-season program. I got the job in April and I passed out some of the stuff to them and talked to them about the summer program and you could see in their eyes, 'Are you kidding me? Like we actually have to do something in the summer?' So that was probably the first eye opener for them." No matter how much of a culture shock it was for the players, Coach #8 stressed the importance of players buying into a strong off-season training program, especially weight training.

Relationships in turnarounds. Regarding relationships in turnarounds; Coach #8 stated that relationships are huge. Relationships are the reason that he is in the building every day (instead of relaxing and only coming to practice). Coach #8 feels that you must have positive relationships with kids if you are going to get things done. He feels that kids have to get to know you and trust you; he doesn't believe that turnarounds can happen without strong relationships.

Reflections on this interview. The interview with Coach #8 was outstanding. He spent a lot of time reflecting on his storied 48-year career and how he ended up at his current school. Coach #8's demeanor was very calm and he seemed to possess a lot of wisdom. If there is just one term that I could use to describe this coach is would be "poised" due to his easy-going personality and calm outlook on turnaround coaching. I deemed the credibility of this interview and his answers to be very high (9.5 out of 10).

Coach profile #9.

Coaching background. Coach #9 has been coaching 23 years and has been the head football coach at his school for four years. Coach #9 also serves as a physical education teacher. Coach #9's educational background and coach training includes a Bachelor of Arts degree in physical education and a Master's degree in educational leadership. He has taken a few online coaching courses over the years and served as a graduate assistant coach at the college level.

School facilities. Coach #9's school was built in approximately 1953 and has a mixture of older and newer facilities; their locker room is from 1953, but they have a brand new football field. Their training equipment is between 10-15 years old but they have a new blocking sled. Coach #9 always tries to purchase a new piece of training equipment for his team each year.

Demographic information. The students at Coach #9's school are mostly white, but the school has a significant Arab population. From a socioeconomic standpoint Coach #9 describes the community as being lower to middle class, where approximately 60% of the student population receives free or reduced lunch.

Previous record. Before Coach #9 was hired in 2012, the team's record over the previous four seasons was:

2008: 2-7

2009: 2-7

2010: 3-6

2011: 1-8

Turnaround record. After Coach #9 was hired as the head football coach, the team's record over the next five seasons was:

2012: 1-8

2013: 5-4 (5-5)*

2014: 8-1 (8-2)*

2015: 9-0 (12-1)* **

2016: TBD

*Record in parentheses denotes season record including playoffs.

**In 2015, Coach #9's team achieved a 9-0 regular season record and reached the state semifinal game.

Specific issues or problems. Coach #9 stated that before arriving on the job, the culture in the football program was not good. They were not winning many games for multiple reasons. There was little commitment and dedication, and although the players liked the former coach, they had very little faith in him.

Coaching philosophy. Coach #9 described his philosophy as doing things the "right" way. This includes treating kids well, refusing to take short cuts, and applying this philosophy to everything they do. Coach #9 cares about each and every one of his players and considers his team one big family. Coach #9 emphasizes that his teams always exhibit sportsmanship and class on the field; his team does not excessively celebrate or rub things in the other team's face. He described this style as, "Playing the game the way you're supposed to play."

Strengths and weaknesses. Coach #9 listed his greatest strength as dealing with kids. Coach #9 is very good at relating with them and to them; he is strict enough to enforce rules, but also can get things out of them at the same time. Additionally, Coach #9 often tries to learn new things each season. Meanwhile, Coach #9 sees his biggest weakness as (sometimes) getting taken advantage of. When it comes to things such as players missing practices, Coach #9 always tries to give his players the benefit of the doubt. If he errs, he always tires to err in the kid's favor; he wants to give the kids as many chances as possible.

Transformation blueprints and strategies employed. The keys to Coach #9's turnaround were surrounding himself with a great coaching staff, the players believing in him, building strong coach-athlete relationships, and taking the team to a pre-season camp. After he was hired, Coach #9 assembled a strong coaching staff. These are men who he describes as great people and

have a remarkable knowledge of both coaching and the game of football. Most importantly, however, his assistant coaches have created a great experience for the players and make them want to play football the next year. Coach #9 revealed that, despite being the head coach, he often collaborates with his assistants when it comes to major decisions, due to the high level of respect he holds for them. An interesting feature of his staff is that five of the coaches have previously served as a head high school football coach (two of them he has worked for). With five former head coaches, an outsider might assume there are a lot of egos on his coaching staff. However, Coach #9 explained that his coaching staff is special because everybody puts their egos aside for the betterment of the program. The next key to Coach #9's turnaround was getting the kids to believe in him as their coach and new leader. In order to do this, Coach #9 tried to always be himself and show the players that his philosophy and plan were going to be good for them, and that he was their advocate. Along these same lines, Coach #9 built strong relationships with his players. He stated, "I think the number one way to turn around a program is through relationships. When you build a relationship with somebody, they know you care. If I know you care about me, I'm going to have your back. That's what we try to build on the team; if the kids care about each other; they learn to respect and value one another and act like teammates, they are more likely to be successful." One final key to this turnaround was taking the team to a pre-season camp on the eve of the start of the season. Coach #9 described it as four days of football 24/7. At this camp it's only the players and the coaches; they hang out, build camaraderie and come together as a team. Coach #9 feels this pre-season camp is the number one thing he has done that's helped turn around his program.

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Relationships in turnarounds. Regarding relationships in turnarounds; Coach #9 emphasized that they are the most vital thing. He feels that he can get more out of a kid if he has a relationship with him than if he doesn't. He knows that he can have the, "I'm the adult and in-charge and you're going to do what I say" stance, but he doesn't see that working beyond a couple of instances or in the long run. Coach #9 stated, "I wholeheartedly believe that if you don't have relationships then you aren't going to be successful for very long. You might be successful because of great talent or smart kids, but in the long run, you're not going to survive because you have to have relationships to build anything – especially if it's going to last."

Reflections on this interview. The interview with Coach #9 was outstanding. Along with the positive facets of the turnaround process, he also shared several unpleasant aspects of the turnaround, including community backlash over the selection of some assistant coaches and an intra-team skirmish in year two that ended up being a springboard for their team's turnaround. If there is just one term that I could use to describe this coach it would be "connector." I chose this term because of his desire to connect the community to the football program. Coach #9 described a "Friday Night Lights" vision he has where the entire community gets excited about their town's football team and the team's success creates a buzz every week in the fall. Additionally, I chose "connector" due to Coach #9's ability to connect the current program to former coaches (three of his assistant coaches used to coach at this school). I deemed the credibility of this interview and his answers to be very high (9.5 out of 10).

Coach profile #10.

Coaching background. Coach #10 has been coaching 16 years and has been the head football coach at his school for five years. Coach #10's current occupation is a teacher, part-time administrator and the head football coach. Coach #10's educational background and coach

training includes a Bachelor of Arts degree in science and a Master's degree in educational leadership. He has learned from some outstanding mentor coaches and has tried to incorporate their philosophies and methods into his program.

School facilities. Coach #10's school was built in approximately 1964 and has good facilities overall. Their school has three gymnasiums, a nice grass field, and an okay weight room. Due to a lot of team fundraising, Coach #10 has been able to purchase a moderate amount of new equipment every season.

Demographic information. The students at Coach #10's school are approximately 80% white and 20% African American. From a socioeconomic standpoint, Coach #10 describes the community as being wide-ranging, from lower to upper class, and approximately 48% of the student population receives free or reduced lunch.

Previous record. Before Coach #10 was hired in 2011, the team's record over the previous four seasons was:

2007: 3-6

2008: 3-6

2009: 5-4

2010: 2-7

*Coach #10 also remarked that before his arrival, the school had never made the MHSAA state playoffs, dating back to 1964.

Turnaround record. After Coach #10 was hired as the head football coach, the team's record over the next five seasons was:

2011: 1-8

2012: 4-5

2013: 7-2 (7-3)*

2014: 8-1 (12-2)* **

2015: 9-0 (10-1)*

*Record in parentheses denotes season record including playoffs.

**In 2014, Coach #10's team achieved an 8-1 regular season record and reached the state championship game.

Specific issues or problems. Coach #10 stated that before arriving on the job, the culture in the football program was ineffective. There was a lack of player accountability, such as voluntary film sessions on Sundays and the off-season training program not being emphasized. They were also losing athletes to a rival school, the assistant coaches weren't very dedicated, and the school's administration did not give the program their full support.

Coaching philosophy. Coach #10 described his philosophy as being an educator number-one. He believes that the players are a reflection of him. That includes not only their football abilities, but also their academic performance and their character. Coach #10 is also a huge proponent of community outreach. This is seen through his team's time spent reading to elementary kids, helping feed homeless people, and showing his players the satisfaction that is felt when they help others. Ultimately, he sees it as the football program's responsibility to help ensure that the players end up being good sons to their parents, and someday, good husbands and good fathers. Additionally, a large portion of Coach #10's philosophy is comprised of relationships and "loving on kids." He often checks on kids' grades and makes sure that they have what they need. Finally, Coach #10 proclaimed that he and his staff outwork their competition. He doesn't claim to be the smartest coach schematics-wise, but he does avow that nobody will outwork him.

Strengths and weaknesses. Coach #10 listed his greatest strength as building

relationships. He feels that his players can come to him with anything. This is seen through the

12 players who choose to eat lunch in his classroom every day, instead of spending that time in

the cafeteria with their friends. Meanwhile, Coach #10 sees his biggest weakness as being

hardheaded when it comes to their offensive schematics. He likes running the option and is

hesitant to change to another style that might better fit his personnel.

Transformation blueprints and strategies employed. Coach #10's turnaround happened

by establishing a great strength-training program, promoting multi-sport participation,

developing positive relationships with players, leading events that fostered team cohesion, and

adhering to the process while outworking everybody. Upon receiving the job, Coach #10

immediately implemented both an after school strength-training program and a powerlifting

team. Additionally, he started an early morning workout club called "Perfect 13s," partially to

get his players in better shape, but also to test which players were the most committed to the

team. As an ancillary part of the strength-training program, Coach #10 also opened a fifth hour

weights class at the end of the day to accommodate players who played other sports and

therefore could not lift weights after school. Whether it was the strength-training program, the

powerlifting team, Perfect 13s in the morning, or 5th hour weights at the end of the day, strength

training was a major pillar of this turnaround. Next, Coach #10 promoted multi-sport

participation, believing that training in one sport will actually help an athlete in another sport. He

asserted, "I didn't want any kid to specialize in just football. I think every sport feeds off each

other. I tell the kids to be a multi-sport athlete because everything they do, it's using different

muscles. I think specializing is the dumbest thing because it makes kids more prone to injuries

because they're using the same motions over and over and over. By doing other sports you are

strengthening different stuff." A major building block of Coach #10's turnaround was the positive relationships that he built with players. He explained that when his players look at him, he wants them to feel like they can count on him. He continued by saying that he truly loves his players and uses the word "family" every single day when he describes his team. He said, "When I got here I wanted those players to know I love them; I wanted them to know that I care about them; I wanted them to know that we are there for them. We see the value in them as the person they can be – and the person we want them to be." To foster team cohesion, Coach #10 and his assistants are constantly holding events where players come together to spend time with one another or work to better their community. These activities include open gym, movie night and basketball games. However, they also include altruistic pursuits such as reading to elementary school kids and sponsoring a food truck to feed the homeless. Activities are both football and non-football related. However, as he pointed out, the key to these activities is they are always done *together*. Finally, Coach #10 stressed the importance of adhering to the turnaround process and outworking everybody. Regarding the turnaround process, he believes in establishing a system, a philosophy, and a plan. He recommends setting goals and having steps for getting to those goals. The process also involves getting in, building relationships, and establishing your expectations. Regarding outworking everybody, Coach #10 stated, "We say all of the time, if you want to win the conference you better have a conference champion work ethic. You want to win the state championship? Then you'd better have a state championship work ethic. Don't expect to go 9-0 if you have a 5-4 work ethic."

   Relationships in turnarounds. Regarding relationships in turnarounds; Coach #10 stressed that relationships are number one. He feels relationships are the first thing one must achieve in a turnaround. He feels that kids have to want to play for their coach and that having a

dictatorial approach on all things all the time will not lead to success. Coach #10 feels it is important to build relationships and do things outside of football.

Reflections on this interview. The interview with Coach #10 was an amazing experience. His energy was contagious. When talking to kids he had the ability to know all of their names, interesting facts about them, and make a unique connection with them. We sat down for the interview a couple of days before the holiday break. On this day, many of his former players were returning from their fall semesters at college and were continuously flooding in to see him to say hello. If there is just one term that I could use to describe this coach it would be "community builder." I chose this term because of his ability to build relationships with students and players, his knack for making people excited about his school's football program, and also his tremendous outreach programs such as the elementary reading, food truck for the homeless, and holiday team caroling. Another interesting fact about this coach is that a book was recently published about him and his school's turnaround. I deemed the credibility of this interview and his answers to be very high (10 out of 10).

Coach profile #11.

Coaching background. Coach #11 has been coaching 14 years and has been the head football coach at his school for 10 years. Coach #11's current occupation is the athletic director (K-12) and head football coach at his school. Coach #11's educational background and coach training includes a Bachelor of Arts degree in criminal justice. Coach #11 has attended various coaching clinics, along with the Michigan High School Athletic Association's Coach Advancement Program (CAP). Additionally, Coach #11 learned from a collection of very good professional coaches when he was a player in the NFL.

School facilities. Coach #11's school was built in approximately 1953 and has old facilities that often need repairs. Their school's weight room has slowly been built into a nice facility, and their school's football field has also slowly been built into one of the nicest fields in their area.

Demographic information. The students at Coach #11's school are approximately 98% African American, 80% of which come from single-parent households. From a socioeconomic standpoint, Coach #11 describes the community as being among the lowest 5% in the state (poverty to lower class), 52% of the adults are unemployed, and 100% of the student population receives free or reduced lunch.

Previous record. Before Coach #11 was hired in 2006, the team's record over the previous four seasons was:

2002: 3-6

2003: 3-6

2004: 4-5

2005: 1-8

*Coach #11 also remarked that the team was 11-34 in the five years prior to his arrival and they had not reached the MHSAA state playoffs in 13 seasons.

Turnaround record. After Coach #11 was hired as the head football coach, the team's record over the next five seasons was:

2006: 2-7

2007: 7-2 (8-3)*

2008: 6-3 (7-4)*

2009: 9-0 (9-1)*

2010: 6-3 (7-4)*

*Record in parentheses denotes season record including playoffs.

**In 2013, Coach #11's team reached the state semifinal game.

*** As of the conclusion of the 2015 season, Coach #11's team had made the playoffs nine consecutive seasons (2007-2015).

     Specific issues or problems. Coach #11 stated that before arriving on the job, there was a culture of apathy in the football program. Morale was at an all-time low, facilities were devastated, and the team barely had enough players to field a team. The low morale was manifested from losing and the kids holding a defeated attitude. Additionally, the facilities at the school were literally crumbling; the bleachers at their football field were rotting and falling apart, there was no concession stand or ticket booth, the coaches had to use cell phones for headsets, and there was no weight room. Finally, participation levels were very low; the team would start with approximately 30 players, but lose many throughout the course of the season and finish with fewer than 20 (not enough to field a separate offense and defense).

     Coaching philosophy. Coach #11 said that his coaching philosophy has changed over the years due to changes in the kids. To best summarize his approach, he called it educational athletics. He strives to teach the kids how to be good people and citizens, along with good football players. Much of what he teaches he attempts to tie into society.

     Strengths and weaknesses. Coach #11 listed his greatest strength as his knowledge from playing the game for so long. Another strength is his ability to lead, as Coach #11 always tries to lead by example. Meanwhile, Coach #11 sees his greatest weakness as trying to fix some things that perhaps he shouldn't. He stated that sometimes he gets overly involved with some of the things that happen in the school. Part of it could be caring too much.

Transformation blueprints and strategies employed. The keys to Coach #11's

turnaround were building a new coaching staff, teaching fundamentals, instilling discipline,

changing players' mindsets, rebuilding facilities, and outworking opponents.

Upon being hired, Coach #11 sought to get the "right" people around his players. He fired the

previous staff and brought in new coaches whom he knew personally and was assured were

positive role models. Next, Coach #11 and his staff set out to better understand what the players

did and did not know about the game of football. After assessing their skills, they determined

that most of the players had never been taught proper fundamentals, so they began teaching the

most basic techniques. A major pillar of this turnaround was instilling discipline in the players.

This was seen through their overall attitudes, their behavior in school, and their level of

commitment to the team. Before his arrival, kids were often getting kicked out of class for

mouthing off to their teachers, receiving poor grades, and often missing practices yet still getting

to play on Fridays. However, Coach #11 made immediate changes to the team's culture by

enacting firm discipline. He stated, "I told the kids that we are going to do it one way – the right

way' and I never waver." Although it was a challenge in the first year, things slowly started to

improve as the players figured out that these were the new mandates and there were no

exceptions. Once things started to change in the football culture, it also transferred into player

behavior in class. Coach #11 stated, "The whole discipline transferred over into the classroom.

Teachers were coming up to me saying kids were different students and different people – they

have more confidence. They're not getting kicked out of class and getting all mouthy." Next,

Coach #11 and his staff needed to change players' mindsets since the players were used to a

losing culture. In the past when they were in close games, the team would reach a turning point

and find a way to lose the game on a turnover or a blown coverage. However, after months of

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significant culture changes and strict discipline, the players started gaining confidence in themselves and began to fight until the end of the game. This newfound toughness soon created a culture of, anything less than their best efforts would be unacceptable. One remarkable aspect of Coach #11's turnaround was the physical labor that he and his coaches performed rebuilding their football facilities. He piecemealed their weight room through a small budget and purchasing equipment at auctions. He physically rebuilt the ticket booth and concession stands. Meanwhile the players rebuilt the stadium's bleachers as part of their senior project. Reflecting on his program's amazing turnaround, Coach #11 asserted, "You just have to continue to outwork your opponents. That's the main thing. I'm up at 3:00 or 4:00 in the morning breaking down film. That's what I did from day one. There ain't no magic carpet. I'm a firm believer in outworking them."

Relationships in turnarounds. Regarding relationships in turnarounds; Coach #11 feels they are extremely important. He feels that in order to get the most out of his players, he must understand them, along with what makes them tick. By building relationships with his players, he better understands them and what buttons he can and cannot push. Additionally, he feels it is important for his players to know they can trust him, and that he will do anything within his power for them.

Reflections on this interview. The interview with Coach #11 was an absolutely incredible experience. He was a celebrated professional athlete who was able to write his own ticket after his retirement from the NFL. However, he chose to return to his childhood home to help the football program rise from the ashes. The circumstances at this school were so devastating that one might think they were out of a movie; the uphill climb that he faced was daunting. However, he and his coaches transformed a place that most people did not dare visit into a flourishing

football program. If there is just one term that I could use to describe this coach it would be "Superman." I chose this term because of his ability to take the worst conditions (mental, physical, structural, and monetary) and transform them into a success. There has already been a short documentary movie made about this coach's turnaround, however, it would not surprise me if someday an actual movie was made about this turnaround. I deemed the credibility of this interview and his answers to be very high (10 out of 10).

Content Analysis Across Coaches

While the idiographic profiles provided a holistic understanding of each coach's turnaround experience, there was also merit in looking for patterns in responses across coaches regarding key questions and/or issues pertaining to turnaround leadership. These results are organized around key questions asked and common themes that emerged.

Common coaching characteristics. Across all 11 coaches, there were similar characteristics pertaining to each of their reasons for pursuing this position, along with their strengths, weaknesses, and overall coaching philosophies.

Motivation to pursue/accept the turnaround position. Various motivations/reasons to pursue/accept this coaching job emerged. As shown in Table 1, nine of the 11 coaches indicated that, although the program was struggling, they viewed the job as an opportunity. This opportunity was described by five of the coaches as "seeing potential." This potential was seen through a large student body, talented athletes, or good support from the school's booster club and/or administration. Additional forms of "opportunity" were seen through the situation being a good match for the coach's skill set, the coach needing a new direction in his career, and/or the coach feeling like he could make a difference in the program.

Meanwhile, seven coaches indicated that they had a previous connection with the school either as a teacher in the building, by living in the district, previously attending the school as a student, or, as one coach indicated, his father was the head coach at the school many years ago and it was a job that he had always wanted. Regarding seeing potential and having a previous connection with the school, Coach #1 stated, "I was teaching here for nine years before coaching here. Teaching here I knew there were great kids from great families. I grew up here. Teaching here I knew there was plenty of ability in the hallways."

Moreover, five coaches cited "challenge" as being the most attractive feature of the coaching position. Coach #5 stated, "For me it was the challenge and the opportunity to turn it around. I love challenges." Additionally, Coach #6 asserted, "I knew I could help this school be better. I knew that if I put my heart into it I could give them what they were missing. I saw it as a challenge and an opportunity."

Table 1

Attraction to this coaching position

Opportunity	Saw Potential	Saw potential 1
		Low risk 2
		Potential 3
		Talent here 10
		Good youth club 10
		Attractive job/large school 6
		Administration guaranteed support 10
	Opportunity	No pressure/little downside if not successful 2
		Intriguing opportunity 3
		Good opportunity 4
		Job was a good fit for my skill set/I was a good fit for the school 4
		Opportunity 5

Table 1 (cont'd)

Opportunity	Opportunity	Opportunity 6
		Could make difference 6
		Needed new direction 8
		Lord's guidance 8
		Job opened 11
		Called upon 11
Connection with School	Taught in school	I was teaching here 1
		Easy transition/already in the building 1
		Coach where teaching 3
		Taught here 6
	Attended This School	Played here 9
		Graduated from here 9
		Played here 10
		Graduated from here 10
		Graduated from here 11
	Dad coached here	Dad coached here 9
	Job I always wanted	Job I always wanted 9
	Lived in district	Lived closely 7
		Kids attended district school 10
Challenge	Challenge	Challenge attracted him 2
		Challenge 4
		Challenge 5
		Challenge 6
		Fix bad environment/program 11
Passion	Passion for coaching	Loved coaching 2
		Loved football 2

Note. **The number in the far right column denotes which coach made each individual statement. This number coincides with the coaches from the idiographic profiles (Ex. 1 = Coach #1).**

Altogether, the motivations/reasons to pursue/accept this job boiled down to seeing the job as a great opportunity, having previous connection with the school, and/or viewing it as a challenge in which they believed they could make a difference.

Coaching strengths. While expected qualities such as years of experience and knowledge of the game emerged as strengths among these extraordinary coaches, the greatest strengths were seen through their leadership and coaching skills. Ten coaches and 18 codes coalesced into "coaching and leadership skills" (see Table 2). This theme was comprised of several categories including organizational skills, management skills, leadership skills, being a motivator, adhering to high standards, coaching/scheming ability, and the ability to evaluate talent. Regarding his leadership skills, Coach #4 avowed, "I think my strength is my organization. Being able to lead a program and I don't mean just the X's and O's, but the entire thing from the youth leagues to the high school and everything in between and being the face in the community."

An additional strength that emerged was the coaches' abilities to build relationships with their players. Responses such as developing relationships, being accessible or being supportive were all deemed to be characteristics of coaches who were skilled in developing relationships with players. Altogether, six coaches indicated this was one of their major strengths as a coach. Coach #9 stated, "I think that one of my strengths is dealing with the kids. Being able to relate with them – and to them, along with being strict enough to enforce rules and get things out of them at the same time. Additionally, Coach #10 affirmed, "I think my number one strength is building relationships. I think my players know that they can come to me with anything. I might be pissed; I might get in their butts, but I think that one of my strengths is building relationships."

Table 2

Coaching strengths

Coaching and Leadership Skills	Organization	Organized 3
		Organized 4
	Management Skills	Delegates to coaches 3
		Gives coaches responsibilities 3
		Business management skills 4
	Leadership	Leadership 4
		Ability to lead 5
	Motivator	Gets kids to play hard 2
		Motivating kids 7
	Adhering to High standards	High standards 1
		Accountability 1
		Enforce rules 9
	Experience	Experience 6
	Coaching/Scheming	Knowledge of game 11
		Offensive scheming 8
		Coaching QBs 8
	Evaluate Talent	Evaluate personnel 5
		See potential 5
Relationships	Relationships	Good relationships 3
		Developing relationships 7
		Relate with kids 9
		Building relationships 10
	Supportive	Assists teachers with kids 1
		Support for kids 1
		Caring 6
	Accessible	Accessible 6
		Kids can come to me 10
Intrinsic Coaching Values	Passion	Enthusiasm 1
		Passion for game 5
		Loves game 6
		Intensity 6
	Positivity	Positive attitude 1
	Teaching Life Lessons	Teaching life lessons 6
	Continuous Learning	Continuous learning 9

Across the 11 coaches, the most powerful themes that emerged were coaching/leadership skills and developing relationships. Based on these responses, the majority of turnaround coaches tended to be superior leaders/organizers but also knew how to connect very well with their players.

Coaching philosophy. Across the 11 coaches, educational athletics emerged as the strongest theme pertaining to coaching philosophy. Seven coaches and 22 codes coalesced into educational athletics (see Table 3). It was comprised of several categories including transferrable life skills, character development, educational athletics, and doing things the right way at all times. Coach #4 stated, "I have the responsibility to develop young men into better people. Whether it's in their future job, being better fathers or better husbands, we try and teach football through life experiences. We're coaching football but we're also doing some bigger things that teach kids life skills." Coach #10 elaborated upon this sentiment by emphasizing, "You're an educator and that's number one. Your players are a reflection of you, and that's character-wise, what you teach football-wise, what you stress academically and how you want your kids to be in the classroom and the community. My philosophy is as a coach you are an educator – and that's not just X's and O's." Moreover, Coach #11 affirmed, "If I could put a sentence together it would be that I teach educational athletics. We're going to teach the kids how to be good people and good citizens, along with teaching them how to be good football players."

Table 3

Coaching philosophy

Educational Athletics	Transferrable Life Skills	Transfer of life skills 3
		Life experiences learned from football 4
		Reach people 4
		Have players be successful as adults 4
		Transfer to later in life 5
		Positively impact kids 5
		Learn life lessons 8
		Learn hard work, sacrifice and teamwork 8
	Character Development	Teach character 3
		Develop young men into better people 4
		Character development 6
		Character 10
		Developing good people 10
	Educational Athletics	Educational athletics 5
		Coach as educator 5
		Educator first! 10
		Academics 10
	Do it the right way	Do it right 6
		Be classy 6
		Do things the right way 9
		Being classy 9
		No short cuts 9
Player Focused	Player Focused	High expectations 1
		Accountability 1
		Repetition 1
		Focus on average kids 2
		It's about the kids 7
		Get most out of kids 7
		Get kids to believe 7
		Involve everyone - Play a lot of kids 8
	Treat kids well	Positive coaching 1

Table 3 (cont'd)

Player Focused	Treat kids well	Create a positive experience 5
		Treat kids fairly 8
		Treat kids right 9
	Build Relationships	Build relationships 10
Good Player Values and Characteristics	Hard work	Work hard 6
		Hard work 10
	Overcome adversity	Grit 6
		Perseverance 6
		Persistence 6
	Community	Build community 10
		Community outreach 10
	Aggressive	Play hard 1
		Aggressive play 3
	Disciplined	Have discipline 3
	Confident	Play confident 3
	Commitment	Strong commitment to program 3
Team Environment	Great Teammate	Be a great teammate 6
	Family environment	Care for kids 9
		Family Environment 9
		Love on kids 10
		Caring 10
	Selflessness	Team first 2
		Be unselfish 2
		Commit to team 2

Educational athletics was the strongest theme that emerged regarding coaching philosophies. Other philosophies, such as being player-focused, promoting good player values and a team environment arose, yet, educational athletics was the strongest theme amongst all of the turnaround coaches.

Program culture before coach's arrival. The term "program culture" or "team culture" refers to the norms, values, and practices recognized and/or shared by members of a particular team. A team, for example, may have a culture that emphasizes hard work and discipline, or

partying and drinking. Akin to team cultures, sport psychology researchers have also talked

about motivational climates when referencing the types of goals and achievement focus that

teams adopt. There are many factors that influence a team's culture or climate. These factors

include what is valued in the larger society, the institutions in which the athletes function, along

with the influence athletes receive from significant others such as coaches, parents, and peers.

Within the present study, the investigator was particularly interested in the coach's influence on

team culture. It is important to note, however, that culture, as it is used here, is less broad than

how it is viewed from a sociological perspective, where culture often focuses on the larger values

and norms of an entire society. Accordingly, it is important to delineate the differences between

team culture and an entire society's culture. Throughout this study, for the purposes of this

question and all references to "culture," it is the researcher's intention for culture to be

interpreted as team or program culture, and not the culture of a larger society.

In all 11 interviews, every coach indicated that before their arrival as head coach, the

culture of the program was negative to some extent. The responses ranged from "ineffective" on

the lesser end, all the way to "doom and gloom" on the extreme end. The only (somewhat)

positive response was given by Coach #5 who stated that there was "some desire" when he

arrived.

Negative mentality was the largest theme that emerged from the data as 32 individual

codes from 10 different coaches coalesced into eight categories (See Table 4). These categories

included negative mentality, apathy, doubt, sad, embarrassed, losing mentality, lack of mental

toughness, and not good. Regarding this negative mentality, "embarrassed" was the strongest

category, with three coaches and nine codes merging into this category. Within the embarrassed

category, two coaches said that the football program was literally laughed at, while two other

coaches described the team as the "Bad News Bears." To emphasize this negative mentality, Coach #4 reflected, "When I arrived, the program was a disaster! It was so down. It was embarrassing. You were frowned upon or laughed at if you played football because they were that bad." Coach #6 added, "I remember that I was coaching at a rival school, and they (his current school) came to play us. They arrived, stepped off the bus, didn't have their equipment on, came onto the field, shirts off, bare chested, punting footballs all over the field, completely in disarray. They were rag-tag, like the Bad News Bears. I just remember looking at them going, 'That is embarrassing for their town.' Anybody who didn't know better would think they were idiots and a laughing stock."

In addition to negative mentality, "Lack of program building" emerged as the second strongest theme. This theme was comprised of three categories, low numbers, no player development, and low commitment or dedication. Five of the coaches noted that there were low numbers when they arrived and they needed to attract more players – and talented players – in order to become successful. Coach #7 described, "The first thing was, we had to get the kids to want to play football. Our athletes were not playing football so it was tough to win. You have to get those kids on board, so we spent a lot of time in the hallways making sure we got the best kids out for football." Regarding "no player development," four coaches reported that there was a lack of a team training program and players were not being developed. Coach #10 exclaimed, "There was voluntary film on Sundays. How are they going to learn if you don't care if they show up? Weightlifting was not a big deal here at all." Regarding "Low commitment/dedication," Coach #10 stated, "There was *voluntary* film on Sundays. How are they going to learn if they aren't expected to show up? Weights weren't a big deal here at all. We had lost great athletes to other schools."

Table 4

Program culture before arrival

Negative Mentality	Negative mentality	Doom and gloom 1
		Dark cloud 1
		Negativity 1
		Frustration 5
		Negative outlook 8
	Apathy	Apathy everywhere 2
		Apathy 11
	Doubt	Player doubt 1
		Potential wasn't realized 1
	Sad	Players crying after games 3
		So down 4
		Beat down 11
	Embarrassed	Bad News Bears 2, 6
		Loveable Losers 2
		Frowned upon 4
		Laughed at 4
		Embarrassing 4, 6
		Laughing stock 6
		It was a joke 6
	Losing mentality	Losing culture 5, 6
		Losing attitude 5
		Defeated attitude 11
	Lack of toughness	No toughness 6
		Used to giving up 6
		Doormat 6
		Lack of discipline 11
	Not good	Not good 9
		Ineffective 10
		Bad culture 11
Lack of Program Building	Low Numbers	Low numbers 1, 4, 7, 8, 11
		Cancelled programs Fr, JV 4
		Kids didn't want to play 7
		Had to beg kids to play 7
		Lack of participation 11
		High attrition 11
	No Player Development	Not developing players 4
		No off-season program 8

Table 4 (cont'd)

Lack of Program Building	No Player Development	No wt. training program 10
		Lack of fundamentals 11
		Low resources 11
	Low commitment or dedication	Not much commitment or dedication 9
		Voluntary attendance 10
Program Disarray	Disorganized	Disorganized 4
		Unorganized 8
	Disarray	Disaster 4
		Disarray 6
		Really bad 7
		Coaches fighting 8
		A mess 8
Poor Relations	Poor coach-athlete relations	Poor coach-athlete relations 1
		Didn't believe in the former coach 9
	Poor Treatment of Kids	Coaches yelling and screaming at players 8
		Poor treatment of kids 8
	Poor coach-parent relations	Parental unrest 8
Losing Program	Losing	Failure 3
		No home wins in 4 years 3
		Easy win for opponents 6
		4 straight losing seasons 7
		Not winning 9
		Low success 11
Some Potential	Some potential	Some desire 5

While there were various individual responses regarding the program's culture, an unequivocal majority of the coaches emphasized that the culture was very negative. This negativity was seen foremost in the mentality of the players and people connected to the program, yet it was also shown through the lack of program building that was taking place; this included a low numbers of players in the program(s), small amounts of player development activities occurring, and a lack of player commitment/dedication to the program.

Turnaround goals and objectives. All 11 of the coaches indicated to some degree that they had set goals for their team's turnaround. Whether it was identifying what needed to be changed, forming a vision, or setting specific goals, every coach indicated that upon arrival, things must be changed in order to generate a turnaround.

Perception of what needed to change. Several themes emerged pertaining to what needed to be changed in order to generate a turnaround. They ranged from improved coach-athlete relationships and core team values to team cohesion and a better commitment to off-season training. However, the strongest theme that emerged was a "change in program culture" as 14 individual codes from six coaches complied this theme (See Table 5). Within changed program culture, the most salient category was a "change in attitude" as three different coaches cited it. Attitude was especially important to Coach #2 as he exclaimed, "First and foremost what needed to be changed was the attitude of the kids and the school. To this day, in our locker room, the biggest word we have on the chalkboard is the word 'attitude.' If you had to pick one word to describe our program, that would be it. It wouldn't be anything else. It would be attitude, and that had to be changed immediately."

Table 5

Necessary changes to generate a turnaround

Program Culture	Atmosphere	Practice atmosphere 5
		Atmosphere of meaningful learning 5
	Culture	Culture 4
		The culture 10
	Positive Player Experience	Make youth football a good experience 4
		Make it fun 4
	Change Attitude	Attitude of kids 2
		Attitude of school 2

Table 5 (cont'd)

Program Culture	Change Attitude	Tougher defensive philosophy 5
		Attitude 8
	Changed Mindset	Change losing mentality 4
		Change mindset 4
	Appearance	Look 6
		Equipment condition 6
Coach-Athlete Relations	Build Trust	Get kids to believe 7
		Level of trust 8
		Needed to believe in me 9
	Support	Support 1
		Support athletes in other areas and interests 1
	Treat kids well	Treat kids well 1
		Let them be individuals off field 1
Core Team Values	Work Ethic	Work Ethic 3
	Leadership	Leadership 5
	Accountability	Accountability 6
	Discipline	Instill discipline 11
	Dedication and Commitment	"It would take dedication and hard word to get where we wanted to go" 9
		Commitment to football 10
Team Cohesion	Family atmosphere	Family-oriented 1
	Create bonds	Create bonds 1
	Shared goals	Shared goals 1
		On the field everybody is the same 1
	Team activities	Team activities 10
Off-Season Training	Off season training	Off season program 7
		Off season training 10
	Commitment to Weight Room	Commitment and work in Wt. Room 3
		Wt. room participation 6
Academic Priorities	Academic priority	Academic priority 6
	Checking on grades	Checking on grades 10
	Better academics	better academics 11
Increase Numbers	Increase Numbers	Get kids out for football 7

Table 5 (cont'd)

Community Pride	Restore Pride	Restore Pride 11
	Get community involved	Get community involved 11

While several themes emerged from this question, it is unquestionable that program culture was something that coaches sought to change immediately.

Turnaround goals. As previously mentioned, all coaches indicated that they set some type of goal upon taking the job. "Successful outcomes" was unquestionably the strongest theme that emerged; as nine out of the 11 coaches indicated that their goal was based on some type of measurable success (See Table 6). Within this theme, "winning" and having a "championship team" were the strongest categories. Codes within these categories ranged from "win all home games" and "beat rivals," to "make the playoffs" and "win the state championship." Other themes that emerged under goals were for the team to "have a changed mindset" along with improved "community engagement."

Table 6

Turnaround goals

	Be Successful	Be successful 8
		Improve each game 11
	Winning	Win all home games 3
		Beat rivals 3
		Make playoffs 5, 6, 7
		Have a winning season 6
Successful Outcomes		Be a playoff team every year 6
		Advance in playoffs 7
		Winning seasons 8
		Playoffs 10
	Increase Participation	75% participation in off seas 6
		100% participation during season 6

Table 6 (cont'd)

		Win League 3
Successful Outcomes	Championship Team	Win District 3
		Win league championship every year. 4
		Other teams are playing for 2nd place 4
		Compete for a league title 6
		Play for a championship 6
		Win a championship 6
		Conference champions 7, 10
		Getting to Ford Field 1
		Get to state caliber level 4
		Get back to State 8
		Win the State championship 10
		Undefeated 11
Changed Mindset	Mental Goals	Mostly mental goals 1
	Play Inspired	Playing harder 1
		Playing with passion 1
		Playing inspired 1
	Compete	Goals: Be competitive 2
	Sense of Pride	People having pride in team 4
	Do things right	Do things right and wins will follow 9
Community Engagement	Community program	Make a community program 9
		Create ownership in team 9
	Make community proud	Make people proud of our team 9

Team culture changes needed. All 11 of the coaches indicated that, upon arrival, they intentionally implemented changes to the team's culture. Ten of the coaches gave an emphatic yes, while Coach #9 answered a refined "yes," implying they were subtle changes at first.

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Among the 11 coaches, several themes emerged. However, the three most powerful themes documented were, "team workouts," "changed everything," and implemented "positive role models" (See Table 7).

Regarding team workouts, seven coaches indicated that implementing player weightlifting, and team workouts were very important to changing the team culture. Coach #3 stated, "We focused on developing players. We placed an emphasis on getting into the weight room." Meanwhile, " Coach #8 reflected, "I would tell them that they've got to believe that it is necessary to get stronger if they wanted to be successful."

"Changed everything" was comprised of five smaller categories such as "changed everything," "changed appearance," "changed how it was done before," changed schemes, and "changed practice sessions." Regarding this theme, Coach #4 shared, "We changed everything. Everything from uniforms to the school's logo. You now see it flying around town. We did that right when we came in to change it. New uniforms right off the bat. Everything we could do culture-related we did." Coach #5 added, "I changed the philosophy of almost everything…it's the old adage; if you do the same thing expecting different results, it's insanity. It's the psychology of the kids; if you come in doing the same stuff, they aren't going to buy-in. Although maybe what the guy was doing before was good stuff, in kids' minds it wasn't good…so you'd better have something that separates you or makes you unique or the kids don't buy-in as quickly."

Implementing positive role models also emerged as a major theme as six different coaches indicated that placing positive role models in front of the kids was an important step in changing their team's culture. These positive role models included the coach himself, the assistants on the staff, and even former student-athletes from the area who were known as quality

people and doing things the right way. Coach #11 described, "It has been the people that I've brought around them. I've tried to bring positive male role models around the kids. It is them seeing the opposite from when they go to the corner store, or seeing guys selling street narcotics and doing things they shouldn't be doing. I wanted to show them there's a different way out. It was getting the right people around them and from there, always tell the kids that we are going to do it one way – the right way." Coach #11 later added, "We have pastors who come out to practice. We've got former (famous) athletes who are from our city. They come up and talk to these guys. If they are in town or down in Detroit, I say how about you come up? Whenever I have an opportunity to get some positive people in front of these kids I take that opportunity….Anytime we can add to them as a human being we do it."

Table 7

Changes to team culture

Team Workouts	Off-Season Program	Changed off season program 7
		Implement off-season program 8
	Player Development in Weight Room	Focus on player development in weight room 3
		Develop kids in weight room 3
	Strength and Conditioning	Strength & conditioning 5
		Focused on wt. lifting 6
	Weight room competitions	Weight room competitions 1
	Team Workouts	Perfect 13s weekly team workout in weight room 10
Changed Everything	Changed everything	Changed everything 4, 5
	Changed appearance	Changed uniforms 4
		New logo 4
		Changed the look 6

Table 7 (cont'd)

Changed Everything	Changed Appearance	Adopted a business approach and appearance on game days 6
		Changed uniforms and helmets 10
	Changed how it was done before	Change how it was done before 7
	Change Schemes	Changed O and D schemes 7
	Practice sessions	Different practice sessions 5
Positive Role Models	Build right coaching staff	Bringing trusted staff 3
		Right people (coaching staff) 11
		Positive role models 11
	Stay Positive	Stayed positive 7
	Positive atmosphere	Good vibes - no negativity 1
	Patience	Be patient 2
	Be yourself	Be yourself 9
Team Activities	Team building activities	Team competitions 6
		Team building 6
		Team Fundraising 6
		Earned team t-shirt 6
	Team rituals/traditions	Build team traditions 1
		Stadium walk 1
		Rituals - Ring the bell, sing the fight song 1
	Competitions	Powerlifting team 10
		7 on 7s 10
Built Relationships	Connect with kids	Understand mindset of kids 11
		Connect with kids 11
		Having meaningful conversation 11
		Empathize with kids 11
	Treat kids right	Treat kids right 9
	Built Trust	Get kids to trust 8
		Built trust 11

Table 7 (cont'd)

Improved Mindset	Changed mindset	Psychology of kids 5
		Implement obvious changes 5
		Focused on little things 6
	Get Kids to Believe	Get kids to believe 8
		Believe in selves 9
Created Buy-In	Create Buy-In	Mandate buy-in 2
		Make it important 2
		Met with kids and parents 7
		Get everybody on board 7
	Share the Vision	Establish expectations 4
		Share the vision with players 7
Do Things Right	Never Waver	Never waver 11
	Do things the right way	Set right tone 11
		Do things right way 11
	Discipline	Laying down discipline 11
		Instill discipline11
		Discipline in classroom 11
	Accountability	Athletes had to prove selves/ earn it 1
		Accountability 11
"Weeding the Roses"	Weeding the Roses	Find dedicated athletes 2
		Weeding the Roses! 2
	Separate from those not committed	Separate from kids who weren't committed 10
	Get rid of kids not committed	Get rid of kids not committed 11
Increase Toughness	Increase toughness	Increase difficulty 2
		Generate culture of toughness, dedication, and commitment 2
		Pushed hard 2
	Create Toughness/Fight	Create toughness 10
		Create fight within them 10
		Get most out of them 1
Improved Youth Football	Improved Youth Football	Better organized youth levels 4
		Different Jr. high league 4
		Get everybody in youth football on same page 4
		Same terminologies 4
		Met with all community football coaches 4
		Coaches get on board or leave 4

Table 7 (cont'd)

Community Outreach	Community Outreach	Community service projects 3
		Community involvement 3
		Creating momentum with community service 3
	Connect with supporters	Connect supporters and community 1
Miscellaneous	Promote multi sport athletes	Promote multi sport athletes 10
	Focus on academics	Focused on grades 6
	Winning	Winning 1

While there were various methods of implementing changes to the team's culture, the most salient themes that emerged were prioritizing team workouts, changing everything, and putting positive role models in front of the players.

Vision for the turnaround. When asked whether they had a vision for where they wanted the program to go, all 11 coaches responded in the affirmative. Some coaches responded with a subtle "yes," while others replied with an emphatic "absolutely" (See Table 8).

Regarding the vision for their program, two themes emerged as being the most powerful. Becoming a "top level program" was comprised of four categories, which were coalesced through codes from eight different coaches. The four categories comprising "top level program" included "win," "win championships," becoming "top in state," and "being like the best teams." Regarding the importance of winning, Coach #3 explained, "We wanted to win. If you don't win, you aren't around very long. It's as simple as that." Meanwhile, Coach #7 focused on being a top team in the state exclaiming, "I said number one, we are going to be one of the top teams in the state in our division…I look around every year and see who the best teams are. It's hard to be one of those teams but we are going to be one. So that was our vision from the beginning." Meanwhile, Coach #1 set his sights on being the best in the state of Michigan, exclaiming, "Our

vision was Ford Field (where the state championships are held). That's where I wanted to go in the first three or four years." Whether it was developing a winning program, winning conference championships, or becoming the top team in the state, it is safe to say that the majority of these turnaround coaches envisioned themselves as a successful program that won many of its games.

While winning games was part of the vision, an equally important theme also emerged. Responses from five coaches and 11 codes coalesced into "Developing quality human beings." This theme was comprised of five different categories: developing "young men of integrity," "personal development," "players as role models," "using football to teach life skills," and "becoming a "top academic team." The "quality human beings" theme was epitomized by a few of the coaches. Coach #2 stated, "We wanted to be a disciplined, well-behaved, hard-nosed, tough but respectful team. We're not going to get penalties. We're not going to be mouthy. We're going to be on time." Coach #3 added, "Early on there was a focus on winning, but we started asking 'How can we take our winning ways and encompass the entire person as a whole?' We want our kids to grow up to be good husbands, good fathers, productive leaders in our community. I'll be honest, the winning part takes care of itself!" Coach #7 also added, "We wanted to be one of the top academic teams as well….If you are going to be good on the field, you are going to be good in the classroom. There's definitely a connection there." While winning was a major component of the turnaround vision, "developing quality human beings" emerged to be just as important as the wins themselves. As Coach #3 mentioned, if your players take care of business in school and out in the community, the wins often follow suit.

Table 8

Vision for the turnaround

Develop Quality Human Beings	Young men of integrity	Do things right 2
		Well behaved 2
		Respectful 2
		Character development 3
		Become respectable 11
	Personal Development	On time 2
		Disciplined 2
	Players as role models	Have players serve as good role models 9
	Use football to teach life skills	Transfer to later in life 3
		Teach camaraderie and brotherhood 11
	Top Academic Team	Be a top academic team 7
Top Level Program	Win	Win 3
		Top tier D2 team in Michigan 4
		Multi faceted defense 4
	Win Championships	Play for championships - League and State 5
		Compete for a conference title every year 6
	Top in State	Get to Ford Field 1
		One of the top D4 teams in state 7
		Get back to States 8
	Be like best teams	Be like Muskegon 10
Well coached	Coach them well	Do better job coaching them 2
		Teach football right way 11
	Team training	Sunday throwing 10
		Power lifting 10
		5th hour weights 10
Community Connection	Community Connection	Community service 3
		Get the community to care 9
		Community buy in 9
		Good community support 9
		Create "Friday Night Lights" atmosphere in the town 9

Table 8 (cont'd)

	Act like a team	Look alike, act alike, etc. 2
Strong team drive	Fear nobody	Fear nobody 6
	Toughness	Tough 2

Characteristics of the turnaround. The following section includes information on the coach's mindset and projections of success upon accepting the job. Specifically, the following sections examine how long each coach thought it would take to implement their vision, along with how long it actually took.

How long they thought it would take. Data analysis revealed that nine coaches thought it would take between 2-7 years to implement their vision, with two coaches indicating they were unsure how long they thought it would take. The largest group of coaches thought it would take 3-4 years, indicated by five of the coaches (See Table 9).

Table 9

Projected length to implement the vision

	1-2 Years	1-2 years (7)
1-2 years	2 Years	2 years (1)
	3 Years	3 years (5)
3-4 years	3-4 years	3-4 years (3)
		3-4 years (6)
		3-4 years (10)
		3+ years (11)
5+ years	5 years	5 years (4)
	6-7 years	6-7 years (9)
Miscellaneous	Wasn't sure	Wasn't sure (2)
	Wasn't Sure	Wasn't sure (8)

How long it actually took. In eight of the nine projections, the coaches actually implemented their vision sooner than they had originally expected it would take (See Table 10).

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While coaches may have underestimated how fast their vision could be implemented, they certainly did not short sell the importance of the players buying into the vision. Coach #7 declared, "I told the kids, 'the quicker you buy-in, the quicker we win.' I don't have sayings or slogans on the backs of the shirts, but I just kept preaching that to the kids."

Table 10

Actual length to implement the vision

1-2 years	1-2 Years	1 year (7)
		1-2 years (3)
		1 year, but we haven't won State yet (5)
		1-2 years (8)
		<2 years (9)
		2 years, but year 3 was our best record (6)
	2 years	2 years (10)
		During year 2 (11)
3 years	3 years	3 years (1)
		3 years but maybe sooner (4)
Ongoing	Ongoing	It's ongoing - needs to be taught every day (2)

Turnaround plan/blueprint. Regarding each coach's plan or "blueprint" for achieving their turnaround, most responses were very straightforward. The two most powerful themes that emerged were "forming coach-athlete relationships" and "implementing off-season programs" (See Table 11).

Three coaches and 12 codes coalesced into the coach-athlete relationships theme. Regarding the significance of relationships in a turnaround, Coach #6 stated, "I sat down with the kids after every season and asked them what they liked and what worked for them. I constantly met with them about where they're at and what their plans are. I have them evaluate

themselves athletically and personally. I ask them what are their life goals in 10 years and how I can help them get there."

"Implementing off-season programs" was the second most powerful theme, which was comprised of nine codes from four coaches. Regarding the importance of off-season programs Coach #7 stated, "Kids didn't understand that the weight room and off-season stuff was important. The number one thing we had to do was sell that, so we opened it five days per week, mornings and afternoons."

Table 11

Plan/blueprint for the turnaround

Player-coach relationships	Build relationships	Individual player meetings 6
		Talk to them about non football related items 6
		Life goals 6
	Be Engaging	Engaging practices - everybody involved 1
		Up tempo 1
		Intensity 1
		Keep it fun 1
		Bring established staff 3
	Positive Feedback	Positive coaching 1
		Coach every play 1
		Encouragement 1
		Immediate feedback 1
Off-season programs	Implement Off-Season Program	Implement off season program 7
		Open the weight room 7
		Teaching lifts 7
	Off-season commitment	Coaches commit to off season 6
		Off season training plan 6
	Weight Room	Utilize Wt. Room 4
	Competitions	7 on 7s 7
	Create buy-in	Getting people going in same direction 5
		Creating buy-in 5
Accountability	Accountability	Accountability 1

Table 11 (cont'd)

Accountability	Enforce Rules	One rule: Be at practice! 8
		Enforce the rules 8
Start With Basics	Small goals	Field a team but nothing long-term 2
	Offense	Implement offense 4
	Basics and fundamentals	Basics and fundamentals 11
	Constant improvement	Constant improvement 11

The major tenets of the coaches' plan for achieving a turnaround included strong coach-athlete relationships and implementing a team workout program. The coach-athlete relationships were seen through the coaches actively developing relations with players, being engaging leaders, and giving immediate feedback in a positive manner. The off-season programs included strength and conditioning programs in their schools' weight rooms, holding summer competitions such as football seven on sevens, and getting the players to buy-in and move in the same direction. Surmise to say, coaching turnarounds take positive coach-athlete relationships and extra commitments in the off-season.

Implementing the plan/blueprint. All great plans require strong implementation, incredible amounts of buy-in, support, and follow through. Therefore, the implementation of these turnaround plans was equally as important as the turnaround plans themselves. The following sections will outline the amount of buy-in each coach received, along with what they specifically did to create the buy-in.

Amount of buy-in received. Regarding player buy-in, seven of the 11 coaches indicated that they received good buy-in from the players regarding their turnaround plan. Coach #2 stated, "Really good. Great kids here. Everybody wanted a change, there was no question. That was a real positive. Nobody fought me." Coach #8 added, "It was a good group of kids. They wanted to

win so badly that they would try anything you suggested." However, four of the 11 coaches indicated that the players did not immediately buy-in and that it took some time as they needed to see themselves having success before they were entirely sold on all aspects of the new plan for the program. Coach #4 stated, "The players weren't on board right away because of self-doubt. Most of them saw their freshman and JV seasons cancelled." Upon arrival, Coach #6 had some players who did not want to buy-in to their summer strength program. He lamented, "The players didn't buy-in at first. Some of the kids were comfortable in their big houses and on their boats over the summer." Coach #9 added, "It took until the third or fourth game of my second year until they actually bought in. That was our homecoming game against a rival. After we won that game they bought in….that's what kind of shifted everything in the direction we wanted to go." During turnarounds, obtaining player buy-in is crucial. Whether the buy-in happened on the very first day of practice or if it did not happen until the second year, the important aspect is that all of the coaches eventually experienced good buy-in regarding turnaround plan. What we can deduce from this question is, that sometimes buy-in does not always happen immediately and some kids have to see proof that the plan will work before they are fully sold on it.

How they got buy-in. Methods of generating player buy-in varied across interviews. The top five themes that emerged included "team activities," "relationships," "sold the vision," "quality assistant coaching," and "previous expertise" (See Table 12).

Responses from five coaches and 13 open codes coalesced into "team activities" as their way of obtaining player buy-in. These activities included off-season competitions, team camps, and team activities outside of football. Coach #9 stated, "The number one thing I've done since taking over is, we go to a camp the first three days of practice. It's football 24/7 and we're a team and for four days, it's only the coaches and the players. Build the team camaraderie; hang out

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and do what kids do, together. It brings them together as a team. That's probably the number one thing that's helped turn this program around. That's been phenomenal for us."

Five coaches and nine open codes merged into "relationships" as another method of obtaining player buy-in. Coach #4 stated, "Showing them we cared by doing things like powerlifting or taking them to college campuses for 7 on 7s. When you do those things it quickly becomes obvious that this new group of coaches cares. There's no rocket science in it. It is just caring about kids. All of our coaches are passionate and the players saw that right away." Coach #11 added, "Showing them love. Showing them tough love. Just showing them love, man."

Four coaches and seven open codes merged into "sold the vision" as another method of obtaining player buy-in. Coach #1 stated, "I had a meeting right away in January where I introduced myself to the families as the head football coach. I had a PowerPoint and it went through the plan…the excitement was right away." Coach #5 stated, "Number one, sell your vision and the plan for the program. Sell, sell, sell, sell, sell! I think that's why a lot of coaches make great salesmen. As a head coach you are selling kids, your staff and your administration on what you are doing. Exude that confidence and enthusiasm." Coach #5 went on to stress, "The other thing is to help them understand the 'why' behind what you're doing – the process. Because nowadays especially, authority doesn't always mean they are going to do it. They have to understand *why* or they aren't going to do it. Or they will do it and fight you on it – they will do it begrudgingly or half-heartedly."

Three coaches and six open codes merged into "quality assistant coaching" as a method of gaining player buy-in. For example, since he worked outside of the school, upon being hired as the new head football coach, Coach #7 strategically hired the wrestling and baseball coaches as two of his assistants. Although these men had never coached football, they were excellent

coaches in their own sports and had a great rapport with kids. He stated, "I went out and got the wrestling coach on my staff. He knew nothing about football but he knew how to coach kids and kids loved him. I knew I could put him on the staff and since he was in the school, he could get kids to play football. Now we have the wrestling coach and head baseball coach on my staff. When you tie all of that together, good things happen."

Finally, four coaches and five open codes coalesced into "previous expertise" as a method of gaining player buy-in. Upon being hired as the head coach, Coach #10 drew upon his previous success as an assistant and a head coach in a successful program. He stated, "A huge thing that helped was having credentials from having successes. I wasn't just a guy coming in saying it will work because I said it will. When I first met with the kids, I had my two state championship rings on. I took them off my fingers and I threw them to the kids around the room and said, 'this is what we want to do.' I put the evidence in their hands so it wasn't just me blowing smoke. That had a lot to do with gaining buy-in." Coach #11, who had previously played in the NFL stated, "It helped that I was a professional football player returning home. That gave me instant credibility. They weren't second-guessing me. They were thinking 'Coach knows because he played in the pros.' I used that initially to get everything in."

Table 12

How coaches got players to buy in

Team Activities	Off-season competitions	Create competitions 1
		Power lifting competitions 4
		Summer football 7 on 7 camps 4
	Team camp	Team camp 1
		Go to team camp 9
	Team Activities Outside of Football	Team dinners 6
		Pizza parties 6
		Hanging out 9
		Build camaraderie 9

Table 12 (cont'd)

Team Activities	Team Activities Outside of Football	Team activities outside football 10
		Movie night 10
		Open gym 10
		Basketball 10
Relationships	Start with players	Started with players 3
		Build strong foundation 3
	Care for kids	Caring about kids 4
		Show we cared 4
	Love players	Show love 11
		Taught love 11
	Family atmosphere	Family 1
		Support teammates in other sports 1
	Be myself	Being myself 9
Sold the vision	Contacted Players	Called players 7
		Sent players to others houses 7
	Meetings	Parent meeting 1
		Team meeting 7
		Met with kids to present program 10
	Sell vision	Sell the vision! 5
	Helped players understand "Why."	Help players understand "Why." 5
Quality assistant coaching	Strategically hired coaches	Hired the wrestling coach 7
		Hired the baseball coach 7
	Increased expectations	High expectations for coaching staff 1
	Coaches had to be in wt. room	Coaches had to be in wt. room 7
	Empower Assistants	Let coaches coach 7
		Empower assistants 9
Previous expertise	Past successes	Had been there - reputation 2
		Showed highlight reels 4
		Used past experience of winning 7
		Used credentials from having previous success 10
		Two State rings! 10
	Instant creditability of being former pro athlete	Instant creditability of being former pro athlete 11

Table 12 (cont'd)

Incentives	Player incentives	Weekly awards 6
		Ice cream 6
		T-shirts 6
		Tangible rewards were important 6
		Team dinners 6
		Pizza parties 6
		Incentives for participation 7
		Bring a friend day 7
	Rewards	Rewards - free team gear 3
Created excitement	Created excitement	Exude confidence 5
		Exude enthusiasm 5
		Create excitement around off-season training 5
		Generating enthusiasm 2
	Showed Passion	Being passionate 4
Eliminated dissenters	Fired Dissenters	Fired those not on board 4
	Got rid of coaches who dissented	Got rid of coaches who dissented 5
	Players who didn't buy-in left program	Players who didn't buy-in left program 11
Plan	Made plan	Set realistic plan 8
	Consistency	Consistency 11
	Simplify	Made it simple 8
	Focus on process	Focus on process 5
Gaining outside support	Parents	Get parents on board too 4
		Then parents 3
	School staff	Then admin 3
		Then Faculty 3
Started Winning	Start Winning	Winning created more buy-in 1
	Success	Kids started seeing a difference 1
		We had to start winning first 7

While various themes emerged on how to create buy-in, the top five themes that surfaced included "team activities," "relationships," "selling the vision," "quality assistant coaching," and "previous expertise." Therefore, if a new coach is looking to turnaround a previously failing football program, he would want to consider implementing team activities, developing positive

relationships with the players, selling the vision often, stocking the coaching staff with quality assistants, and/or displaying some sort of previous expertise.

Monitoring the turnaround. The following sections pertain to how coaches monitored the turnarounds of their programs. Specifically, the points where they noticed a turnaround was starting to happen, the point at which progress took place, along with the clear indicators of a turnaround.

The point they noticed it was happening. All 11 coaches noticed that a turnaround was starting to happen either in their first or second years after taking over the program (See Appendix G). Some of the early indicators included reaching a milestone, such as an unprecedented level of success or the team making significant strides off of the field. Six of the 11 coaches indicated they noticed the turnaround was starting to happen during their first year. Among these six, four coaches referenced a significant win or win streak that helped signify that a turnaround was beginning. One coach stated that he noticed the turnaround was starting to happen during the summer between years one and two. Meanwhile, four coaches indicated that they noticed their turnaround starting to happen during their second season.

An early indicator of an on-field turnaround was recapped by Coach #7 who stated, "It was after our loss to the team that was in the semifinals the year before. Although we didn't beat them, they went on to win the state championship. At halftime we were down 6-0, and lost 24-12, but we never quit and we believed we were going to win that football game until the end….We battled the state champs and it helped us believe that we were a good football team. It was at that moment that I knew."

An early indicator of an off-field turnaround was mentioned by Coach #9 who reflected, "The summer between my first and second year during the lifting sessions, and some of the

relationships that I had built with the kids, made me realize we were going in the right direction. I didn't know if we were going to win or not, but I knew because of the relationships we had with the kids, and the way we interacted, that we were doing things right."

Sources of success. In regards to sources of success that signified that a turnaround was occurring, three themes emerged: "winning games," "changed mentality," and "increased player commitment" (See Table 13).

Winning games was unquestionably the strongest theme, as it was comprised of thirty open codes from all 11 coaches. The winning games category was comprised of three categories including "becoming competitive," "milestone victories," and, "major accomplishments." Within the "becoming competitive" category, many coaches reflected on the first time they felt their team began to show signs of emergence. Coach #11 stated, "Our second year we won a game in the last minute of the game. Before that, we always found a way to lose those close games – back then they didn't have that resolve – but we actually won this game. The kids fought from the beginning all the way to the end of the game." Within the "milestone victories" category, Coach #6 stated, "During our second year at a conference power (also one of the top teams in the state), we hadn't beaten them in like 20 years. They rushed for 350 yards, but we never went away. In years past when they scored on us, it was enough to put us under. But we kept coming back on them. We never quit and we ended up winning that game." Within the "major accomplishments" category, Coach #7 stated, "In year three we had a good team and made the state semi finals. We played the number-one ranked team in the state, who had five kids go on to play college football and had already ordered championship rings. Their coaches were laughing at us. We ended up beating them 16-7 and it was like we won the state title. Our fans and community were going crazy. It was a lot of fun. You have to have a major win like that."

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Table 13

Early signs of progress

Winning Games	Becoming competitive	Being competitive in games 5
		No longer lost close games 11
		Winning close games 8
		4 game win streak 1
		First year wins 1
		Won final two games 4
		Never quitting in game 6
		First win in Year 1 8
	Milestone victories	Beat Coopersville for first time in 5 years 7
		Beating Sturgis in year 2 for Homecoming - first time in 3 years 9
		2nd year win over good team 11
		Year #2 - beating PW for first time in 20 years 6
		Year 1 Beating our rivals in the first game 2
		Year 1 - Game 2 beat good team 2
		Beating rival in front of 7,000 fans 3
		8-1 record in Year Three 4
		Beating rival in year three 4
		Beating Detroit McKenzie 3
		Won powerlifting meet 10
	Major accomplishments	Year 1 making playoffs and beating a team they were picked against 7
		Year 3: Beating #1 team in state 7
		District championship 1
		Year 1 playoff win 3
		Year 2 playoff win 3
		Competing with top teams 4
		Beating state power 4

Table 13 (cont'd)

Winning Games	Major accomplishments	Making playoffs 5
		Qualifying for playoffs for first time ever 6
		Winning district championship 7
		Year 3: Making state semi finals 7
Changed Mentality	Changing dialogue around football	Changing dialogue around football 11
	Change of Attitude	Change of attitude 7
	Changed Mindset	Started doing things right 4
		Kids starting to believe 4
	Changed mentality	Changed mentality 4
		New mentality 6
		Wanting to be successful 6
		New goals 6
		Expecting to make the playoffs 6
Increased Player Commitment	Increased numbers	Seeing the numbers increasing at workouts 2
	Buy-in	Kids starting to buy into everything 1
		Players/coaches expending all effort 1
	Workout Attendance	Attendance at summer workouts 9
		Off season between years 1 and 2 10
	New amount of weight room commitment	New amount of weight room commitment 11
	Kids recruiting kids to play	Kids recruiting kids to play 11

Clear indicators of a turnaround. Regarding a clear indicator of a turnaround, "new mentality" and "unprecedented levels of success" emerged as the strongest themes (See Table 14). Seven coaches and 11 codes merged into the "new mentality" theme. Coach #2 stated, "It's not always wins. What we were looking for was commitment, attitude, kids coming to practice on time, and meeting our expectations of behaviors." Conversely, Coach #6 stated, "During year number three we expected ourselves to make the playoffs and expected to have a winning

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season! At that point we wanted more and I knew the kids had bought in." While these coaches had different ways of measuring the changed mindset of their teams, they both undoubtedly sought a new mentality.

Five coaches and 11 codes combined to form the "unprecedented levels of success" theme. Among the responses of a clear indicator of a turnaround, Coach #10 reflected, "Year three we made the playoffs and put three kids into D1 and D2 college football. On top of that, Michigan was in our school; MSU was in our school. These schools that had never come around before were starting to say, 'Hey maybe they have some players?' I thought that year three, we went 7-2 regular season, so that was the year."

Table 14

Clear indicators of a turnaround

New Mentality	New mentality	Player expectations became a winning season and playoffs 6
		Established trust 2
		Everybody was excited 5
	Confidence	Confidence 1
	Seeing the kids were believing	Seeing the kids were believing 9
	Kids playing well and buying in	Kids playing well and buying in 8
	Different expectations within team	Different expectations within team 11
	Heightened expectations	Expectations of success and recognition 2
		Players meeting expectations 2
		True disappointment over (playoff) loss 1
	Intensity	Intensity in practice 1
Unprecedented Levels of Success	Undefeated season	9-0 record in years 2 and 3 5
		Year 2 going undefeated 8
	Sustained Success	Following 8-1 season with district championship 4
	Getting to the State finals	Getting to the State finals 8

Table 14 (cont'd)

Unprecedented Levels of Success	Beating good opponent	Key victory over Marshall 9
		Beating Gull Lake without 5 starters 9
	Beating Rival	Beating Sturgis 9
	Winning season	Year 3 went 7-2 (10)
	Made playoffs consistently	Making playoffs consistently 5
	Competing with best	Close loss to state semi final team 9
	Year 3 playoffs	Year 3 playoffs 10
Newfound Respect	Respect	Gaining respect from other teams 4
		Other teams not wanting to schedule them 4
		Playing up a division in non conference season 4
	College Football Attention	3 kids went to play in college 10
		D1 recruiters in school 10
	Packed Stands	Packed Stands 3
		Packed bleaches at games 11
Higher Levels of Commitment	Increased Participation	Going from 1-55 kids in weight room participation 7
		Increase in numbers 8
	Increased Commitment	Player commitment 2

Among the turnaround coaches, nine of the 11 stated that the clear indicator of a turnaround happened when the players adopted a new mentality and/or when the program reached an unprecedented level of success. Thus, clear indicators of turnarounds can be detected both objectively (wins and losses) and also subjectively (through observation of a team's attitude and collective psychology).

Developing player character. In the initial interview guide, character development was not included as a topic or line of inquiry. However, during the first four interviews, coaches often mentioned the importance of having players with good attitudes and using coaching along with the game of football as a vehicle for teaching players life lessons. Through the iterative process

of grounded theory and continuously examining the data, the researcher brought the idea of "player character development" to the committee chair. After extensive discussions, it was determined that there was sufficient evidence to warrant inserting a question into the interview guide regarding character development, and whether it helps foster turnarounds. Starting with interview #5, character development became a topic and interview question for the remaining seven interviews.

Responses from all seven of the coaches asked, along with 10 codes combined to reveal that character development helps foster turnarounds (See Appendix H). Specifically, Coach #10 affirmed, "I tell people this, that our best players are our best kids. If you can get a kid with good character – those are the kids that are going to fight for you. Character is everything for us. We say it all of the time, character is who you are when no one is looking. An old lady drops a $20 in front of you and it's laying on the ground and she doesn't even know she dropped it – what the hell do you do about it? Character is everything in our program." While all of the coaches answered that character is important for turnarounds, Coach #6 enhanced this view by explaining that character is important for long-term success. He stated, "You can win in the short term with badly behaved kids, but you'll never have a program. I think that if you're not doing things right by your kids, your program will never last. You might be able to win with superior athletes at time, but I don't think you can create a winning, championship culture if you're not developing character."

Teaching player character. While all coaches were in agreement that character helps foster turnarounds, there were several different methods by which the coaches teach character to their players. Responses from five coaches and seven codes combined to form, "Teach character at practice/use football as the vehicle." On a smaller scale, this theme was comprised of "talk

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with them," "teach it at practice," and "enforce it" (See Table 15). Coach #10 stated, "They have

to be taught. A lot of it, obviously, has to do with parenting. But when they are with us, we do

character development. We get out in the community; we read to elementary kids; we work a

food truck for the homeless; we go Christmas caroling. I bring up the family thing. If you are a

coach in this program, you need to be this type of person. You set the example. You do the

example every day."

Regarding enforcing good character, Coach #9 stated, "You have to sit them down when

they are not doing things right. In our second playoff game, one of our best players reacted badly

on the field and got a 15-yard penalty. We pulled him from the game; when he got to the

sidelines he threw his helmet. We said, 'you're done, you're not playing anymore tonight.' I

don't care how good they are, that doesn't fly. He didn't play the rest of the game. Not only are

you teaching it, but you have to follow through."

Table 15

Methods coaches use to teach character to their players

	Talk with them	Talk with them about it 9
		Talk with them 11
		Teach it in practice 8
		Character building in practice 6
Teach Character at Practice / Use Football as the Vehicle	Teach it in practice	Teach it during sport psych sessions during practice 6
		Teach character development 10
		Quote about elder woman dropping a twenty dollar bill - how will the player respond? 10
	Enforce it	Call them out when they do it wrong 9
		Going out in community 10
Connect to Areas Outside of Football	Connect to outside	Go to church 11
		Caroling 10
		Food truck 10

Table 15 (cont'd)

Connect to Areas Outside of Football	Connect with life/life lessons	Connect with life/life lessons 11
	Promote academics	Good students 7
Employing Positive Role Models	Former athletes talk with teams	Former athletes talk with teams 11
	Positive people in front of them	Put positive people in front of them 11
	Coach needs to set example	Coach needs to set example 10
Preach What is Right	Making good decisions	Making good decisions 7
	Do what's right	Do what's right 11
	Sportsmanship	Sportsmanship 8
		Stress being a good sport 8

Through their responses, coaches agreed unanimously that character development is important when it comes to team turnarounds. They advised using football as a vehicle for teaching character through opportunities such as community service and teachable moments, thereby, establishing high expectations, and then enforcing these high expectations when the players do not meet the standards.

Barriers/challenges to the turnaround. This section pertains to the obstacles or barriers that the coaches faced when they received the job and began implementing their plan for a turnaround. This section has been broken into "early on" and "over time." "Early on" pertains to the first three years after they were hired. Their ideas were new and they began their attempt to transform the culture and the football program at their school. This time period was selected due to all coaches accomplishing a winning record and reaching the playoffs within the first three years on the job. "Over time" refers to the time after the turnaround occurred (beyond three years), and the new obstacles or barriers that presented themselves to the coach and the continued success of the program.

Early barriers. Seven coaches reported 11 citations, which coalesced into "mental challenges" as the greatest early barrier. Four categories comprised this theme; these included, "mental obstacles," "lack of trust," "negative perceptions," and "negative team culture" (See Table 16). Regarding mental obstacles, Coach #2 stated, "The first barrier was confidence! 'What do you mean we are going to be competitive? We haven't been in a game in over three years.' Confidence, trust, believing we could win. Nothing other than that."

Comments from five coaches and six codes merged into "parental challenges," as the second greatest barrier to implementing a plan for a turnaround. Regarding parental challenges, Coach #4 stated, "We had some strong-willed fathers who didn't want their kid playing in a program that was broken, or believed that their son should be playing a different position; they had a *better* plan. When you're not successful for a long time it's hard to manage that – somebody always has a better idea." Coach #9 added, "One of the biggest barriers was parents. The belief that you can't win. You're always going to have criticism because of the decisions you make. In our town, that's been one of the major problems – the parents know better than the coaches do. You go to any program that has struggled and I promise you it's the same thing. Those were some of the battles we had to fight." Coach #11 had a more drastic situation where parents actually interfered with practices. He stated, "They were accustomed to having practice and parents were on the practice field and literally in the fricken huddle. I actually had some verbal jousting, we'll call it, with a couple of dads who felt they were supposed to be on the practice field while we were coaching. They were like, 'This is what we did in the past.'"

Table 16

Barriers coaches faced early on

Mental challenges	Mental obstacles	Low confidence in selves 2
		Lack of believing 2
		Mental side of it 2
		Player self doubt 4
	Lack of trust	Trust 2
	Negative perceptions	Negative perception of school 11
	Negative Team Culture	Players' attitudes 5
		Player work ethic 5
		Wt. room attendance 6
		Losing culture 7
		Entitlement 10
Parental Challenges	Lack of parental support	Dissenting dads with a "better idea" 4
		Parents not believing 9
		No parent support for team meals 6
	Parental backlash	Backlash over hiring of coaches 9
	Not used to extra commitments	Parents not used to Sunday film 10
	Parental interference	Parents interfering with practice 11
Resources	Facilities	Grounds Dept. 1
		Field quality 1
	Resources	Finding right coaching staff 5
		Funding for equipment 6
		Terrible facilities, equipment, and resources 11
		Establishing an off season program 7
Talent	Lack of Talent	Getting top kids out for team 7
		Lack of talent 8
Low Admin Support	low support from AD	low support from AD 1
	Lack of administration support	Not having full support from administration 9

Table 16 (cont'd)

Miscellaneous	No competition	No teams to play at school 11
		No league/conference 11

Based on the responses, it is apparent that player mental challenges and parental challenges were the greatest barriers that coaches faced early on. Mental challenges were seen through a lack of player confidence, needing to trust the new coach and believing he could be successful. Meanwhile, parental challenges were often hatched due to a lack of success in the program. This was apparent through a lack of parental support for the coaches doing their jobs, which in one case even metastasized into dads overtly interfering with practice.

Looking ahead, coaches who undertake a turnaround coaching position might expect to encounter mental challenges within the players, along with potential challenges with members of the parent population.

Barriers over time. Barriers that coaches encountered over time refer to the new obstacles that were presented to the coach once a turnaround was achieved. Although the turnaround was complete, this did not alleviate the coaches from encountering a new set of problems regarding sustained motivation and continued success. Responses from nine coaches and 26 codes coalesced into "complacency" as the greatest barrier they faced over time. This was unequivocally the strongest theme that emerged from this question. "Complacency," "entitlement, "sustaining" and "loss of buy-in" were the categories that comprised the complacency theme (See Table 17). Coach #1 explained, "Over time it's complacency – kids thinking we are going to win just by stepping on the field. Kids thinking we are going to win just because the previous group did, and it's not like that. They don't show up to the weight room here and there. They make decisions that are poor for themselves….Keeping the program going

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is much harder than starting the energy and enthusiasm." Coach #3 added, "I use the reference, 'Feeding the monster.' Once you get to the point where your program is performing at a high level year-in and year-out, you have to deal with the complacency of everybody that's connected to your program. They automatically expect you to win. Once we got it going it became, how do we maintain it? How do we feed the monster – and that's the most difficult challenge." Coach #4 stated, "Keeping kids motivated. Most of next year's seniors don't even remember when we weren't very good. So there becomes some complacency – like winning is just going to happen." Coach #6 shared, "Kids get used to things and what was once seen as a gift that was earned (winning), now appears to be something entitled or expected. Coach #9 stated, "Our biggest challenge now is sustaining what we've built. That's the true measure of a program, I believe. Building it is one thing but now you have to sustain it and keep that high level of play and expectations, and you've got to get the kids to buy-in and make that commitment and sacrifice." Coach #11 added, "Success breeds kids thinking it's easier than it is and are not as hungry. Success makes kids think we are big and bad and teams are just going to lie down for us. People forget the work and the struggles to get where they are. Once you establish a good program, kids have to understand that now you are the measuring stick for other teams. Getting kids to understand that and stay focused is a challenge."

Table 17

Barriers coaches faced over time

Complacency	Complacency	Complacency 1, 2, 3, 4, 6, 8, 11
		"Feeding the monster" (fighting complacency and maintaining what has been built) 3
		Keeping them motivated 4
		Keeping them hungry 6

Table 17 (cont'd)

Complacency	Complacency	Keep working hard 8
		Lose hunger 11
		Forgetting what got you here 11
	Entitlement	Expecting to win because of previous success 1
		Entitlement 2, 6, 8
		Expecting to win 3
	Sustaining	Sustainability 6, 9
		Staying at the top 8
		Keeping high level of play 10
		Kids staying focused 11
	Loss of Buy-in	Loss of buy-in 1
		Kids not showing up 1
		Keeping good buy in 9
Mental challenges	Burnout	Coach burnout 5
	Pressure	Coach's self-imposed pressure 2
		Heightened expectations 2
	Lack of toughness	Lack of toughness 6
		Lack of grittiness 6
Lack of support	Lack of Administration support	Full support from administration (not hiring teacher-coaches) 5
	Lack of coaching support	Lack of paid assistants 5
		Not hiring teacher coaches 10
		Youth coaches not pushing fundamentals 2
Resources	Keeping up with competitions resources	Keeping up with competition 10
		Facilities 10
		Money 10
	Public vs. private disparity	Public vs. private school unfair advantages 4
Miscellaneous	Social Media	Social Media 3
	Lower Numbers	Dropping numbers because of concussions 4

Whether it's sustainability, avoiding complacency and entitlement, or maintaining buy-in, nine out of the 11 coaches mentioned, that over time, a major barrier is the complacency that tends to creep in with players. As several of the coaches mentioned, many of the players on today's teams do not even remember when their team was considered bad or broken. Instead, they are used to a winning football programs and they think the success happens automatically. In essence, success can breed success, but it can also breed complacency and inattention to detail.

Sources of turnaround support. According to Coach #8, "Football is one of the few games that you can't coach by yourself. You have to have a lot of people around you that buy-in, that are willing to put in the time. If you don't then you struggle." This section pertains to the people that were instrumental in helping the coaches turn the programs around. It will examine the people who were especially helpful; then it will specifically look at what these people did to help the coaches turn around their programs.

Who was helpful. Ten coaches cited 12 codes formed the category, "assistant coaches," as the people who were most helpful in turning the program around (See Table 18). As Coach #3 stated, "It's been a collaborative effort along the way and I just happen to be the head coach and get a lot of the credit. You're only as good as the people you have around you."

Table 18

People who were particularly helpful during the turnaround

	Coaching Staff	Football staff 2
		Coaching staff 11
		Assistant coaches 1
		Assistant coaches 3
		Assistant coaches 4
Assistant Coaches	Assistant Coaches	"You're only as good as the people you have around you." 3
		Assistant coaches 5
		Old high school coach now on the staff 6
		New PE Teacher/Asst. coach 6
		Assistant coaches 7
		Assistant coaches 8
		Assistant coaches 9
	School administrators	School administration 2
		Administration 8
School Administration	Administration	Administration: Principal and AD were amazing 10
		Administration 11
		Brother in law (Coach) 4
Family	My Family	Wife 4
		Kids 4
Player Parents	Parents	Parents 8
Teachers	Teachers	Teachers 11

How they were helpful. Eight coaches cited 20 codes that merged into the "supporting me" dimension as the way that assistant coaches were especially helpful during the turnaround (See Table 19). More specifically, the categories comprising this theme are "tangible support," and "psychosocial support." Tangible support includes administrative duties and taking on tasks such as the strength and conditioning programs. Coach #7 stated, "They were helpful by being in the school. All of the administration stuff. Going to talk to the kids if they're struggling with

grades. My offensive and defensive coordinator's responsibilities are huge. They help a lot with scheming, but also the strength and conditioning program and administration stuff." Coach #5 added, "My assistants were the hands and feet of implementing the details of the plan and the process."

Psychosocial support is seen through understanding, engagement, believing in them, and giving advice. Coach #6 stated, "My assistants have given me advice and helped me when I wanted to go crazy. They believed in me and that kept me going."

Table 19

How these people helped the head coach generate the turnaround

Supporting Me	Tangible Support	Finances, equipment, uniforms 2
		"They were the hands and feet of implementing the details of the plan and the process." 5
		Implemented the plan and process 6
		Good Coach to Athlete ratio 6
		Administration stuff 7
		Took on a lot of responsibilities 7
		Support and administration of tasks 8
		Parents-Team meals 8
		Money 10
		Money 11
	Psychosocial Support	Supportive 4
		Understanding 4
		Engaged 4
		Advice 6
		Support 6
		Belief in him 6
		Talking on phone with old coach 6

Table 19 (cont'd)

Supporting Me	Psychosocial Support	Support 10
		Consistency 11
		Tough/hardnosed 11
Supporting and Developing kids	Good treatment of kids	Good treatment of kids 9
		Create great experience for kids 9
	Compassionate	Compassionate 11
	Contact with Kids	Talk to kids 7
	Proximity to Kids	In the school 7
	Checking in on kids	Checking in on kids 11
	Teaching them leadership	Teaching them leadership 11
	Character Development	Character development program 3
Time	Time	Wt. room supervision 3
		Time 8, 11
		Overseeing the strength & Cond program 7
		Being there 10
	Sacrifice	Sacrifice 11
Knowledge	Knowledge	Attended clinics, knowledge acquisition 1
		Coaching knowledge-Experience 3
		Knowledge 3, 9
		Expertise 9
	Football knowledge	Scheming 7
	Experience	Experience 9
Bought Into Vision	Shared philosophy	Shared philosophy 9
	Buying in	Buying in 9
	Work together/Synergy	Work together/Synergy 9

As previously mentioned, football is not a sport that one person can (optimally) coach by himself. It takes a group of like-minded coaches who buy-into the same ideas, visions, and plans. As reflected in this section, assistant coaches are the most instrumental people when it comes to turnarounds. They provide help through both tangible and psychosocial support. They are willing to take on duties such as team administration and overseeing strength and conditioning sessions.

Additionally, however, support for the head coach is also seen through social support methods, in which the assistants provide support through understanding, engagement, giving advice, and showing belief in the head coach.

   Sustaining turnaround momentum. In a previous section pertaining to obstacles that the coaches faced over time, the major theme that emerged was complacency. This section will address how coaches sustained the momentum created by the turnaround, once the turnaround happened. In essence, this section addresses how coaches avoided a "let down" or guarded against complacency from setting in. Six coaches reported 13 codes that merged into "Keep reaching higher," as the strongest theme for sustaining momentum once a turnaround had been achieved (See Table 20). Regarding this theme, Coach #1 stated, "I didn't have to do much for our (undefeated) 2013 team. They grew-up watching the (undefeated) 2010 team and they wanted to be better than them." Coach #2 added, "From the first year on, kids were hungry and we talked about wanting more. We very rarely talked about wins – it was all about the process. We have to work hard. We have to lift. We sustained by just doing what we did, but doing it better. Getting bigger, getting stronger, working at the game – that's how we did it." Coach #4 added, "It's giving the teams new goals. We talk to the kids all of the time about what it takes to get one game further. We ask them, 'What's your legacy going to be?' So, it's talking to them and trying to keep them engaged and motivated. Coach #10 added, "We've had some really good teams the last three years and our best players were the dudes getting after it in the weight room. So now, for our younger kids, that's the norm. They say, 'Well this is how you do it; this is the blueprint.' When kids see that's the norm and there's no other way, I think that's how you sustain success."

Table 20

How coaches sustained momentum

Keep Reaching Higher	Winning Important Games	Win important games 7
		Making the playoffs 7
	Out-perform predecessors	Less talented but did more with it 1
		Wanting to out-do predecessors 1
		They were self-motivated to achieve success 1
	"Success breeds success"	"Success breeds success." 10
		Success created high expectations and a new norm 10
	Continuous Improvement	Doing what we did but better 2
		Getting bigger, faster, stronger 2
		Setting new goals 4
		Keeping motivated 4
		Learn and try new things 9
		Keep trying to get better 9
Avoid Complacency	Avoid Complacency	By avoiding complacency 4
		Stop complacency 6
		Fight complacency 7
		No complacency 9
	No Let Downs	Keeping engaged 4
		Staying focused on goals 4
		No letdowns 7
		Stay hungry 7
		Keep training hard in the off-season 8
	Maintain buy-in	Keep buy-in high from everyone 5
Focusing on the Process	Do things right	Keep doing things right 6
	Focus on process	Focusing on process 2
	Stick to plan	Stick to plan 11
	Preparation	Be prepared 3
	Discipline	Have discipline 11
Transformational Leadership	Transformational Leadership Components	Give ownership 3
		Listen to people 3

Table 20 (cont'd)

Transformational Leadership	Transformational Leadership Components	Empower players to problem solve 3
	Management	Manage people well 3
	Good coaching	Good coaching 5
		Hire teacher-coaches 5
Through Team Cohesion	Team activities	Team activities/talks 11
	Fun things	Fun things 11
	Show loyalty	Showing loyalty 11

Avoiding complacency and sustaining momentum is important for any team in order to experience a full turnaround and enjoy long-term success. In order to "keep reaching higher," the coaches recommend that players look at previous successful teams and try to surpass their levels of success. Coaches should talk to players about what they want; they should set new goals as a team, and talk about what each group wants their legacy to be. Additionally, it is recommended that coaches use former successful athletes as the models of success and underscore the process while stressing that little, yet, crucial things such as weight lifting will get them to their goals.

Importance of coach-athlete relationships. Throughout the results section, the importance of coach-athlete relationships has emerged several times. Six out of the 11 coaches reported it as one of their key coaching strengths. Meanwhile, it was described as one of the important ways the coaches went about implementing a change in team culture. Additionally, it was a main theme of many of their turnaround plans. Meanwhile, it was one of the major ways that they were able to get good player buy-in for their turnaround plan. Finally, it was an early (off-field) indicator of the turnaround happening. Although we already have sufficient evidence regarding the importance of coach-athlete relationships, this section specifically addresses the importance of coach-athlete relationships in a turnaround.

Eleven out of 11 coaches asserted that relationships are important in a turnaround. Answers ranged from "utmost importance," and "most important thing" to "most vital," "they are huge," and "absolutely critical" (See Appendix F). Coach #5 stated, "I think relationships are absolutely critical. I just don't know how you can work with people and not say that relationships are important. I just don't get that. I don't think this business is only X's and O's. There's so much more to winning football games than just X's and O's." Coach #6 added, "There would be no turnaround without the relationships we built with our players! It would not have happened if I didn't have the relationships with the kids, period. That's an absolute." Coach #8 stated, "I think they are huge. That's why I am here every day. I think that you have to have that relationship with the kids. Otherwise, I don't know how you get things done. They've got to know you and trust you. The only way they trust you is if they get to know you. I think they are huge. I don't know how you could do it without them." Coach #10 stated, "Relationships are number one. That's the very first thing that you have to do. It's not coming in and being a dictator. They've got to want to play for you."

Regarding the importance of relationships in a turnaround and cultivating sustained, long-term success, Coach #9 stated, "I think relationships are the most vital thing. I honestly do….I wholeheartedly believe that if you don't have relationships that you aren't going to be successful for very long. You might be successful because of great talent or smart kids, but in the long run, you're not going to survive because you have to have relationships to build anything – especially if it's going to last."

All 11 of the coaches who were interviewed responded that relationships are important in a turnaround. More specifically, 10 out of the 11 stated that relationships are "very important." Additionally, it was stressed that relationships are crucial for long-term sustained success. While

coaches may experience short-term wins with players who possess superior talent, relationships will help sustain success over the long run. Relationships are the most repeated theme in all of the questions regarding a turnaround. It is because of this recurrence, along with each coach's passion for and stressing the importance of relationships, that I deem them to be of the highest order when building a grounded theory of turnaround leadership.

How to build coach-athlete relationships. Regarding the coaches' methods of building coach-athlete relationships, eight coaches reported 21 codes that coalesced into the "spending time with players" theme. This theme was comprised of five categories, "spend time," "team activities," "non-football activities," "team events," and "leading workouts." Coach #4 stated, "It's just by spending time with the kids. It's about getting to the know the kids beyond just being your player. What makes them tick? How are their grades? What's going on in their family life? Because a lot of times we have to get through the shell so they will share. When they trust you they'll share things that maybe are happening that maybe aren't good and then you can help." Regarding time and team activities, Coach #5 added, "Spending time with the kids and doing team-building activities. Paintball fights, videogame competitions; I think a lot of times you can create camaraderie by competing amongst yourselves and doing team building-type things. Doing activities together always builds that camaraderie and cohesion. You build relationships with those kids; it's not just, 'Oh, he's my coach'." Regarding workouts, Coach #7 added, "During workouts in the off-season we are building relationships. After workouts we can take the kids out to eat, watch film with them, and make it more personal."

Eighteen codes were reported by nine coaches, which combined to form the second strongest theme, "show you care." This theme was comprised of "show you care," "let guard down," "(make) college contacts for (player) scholarships," "set high expectations," and "go to

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players' events" (See Table 21). Coach #8 stated, "I try to go to all of the basketball games so the kids see you there. I think it's important that they know you care about some of the stuff – like if things are going on in their families, you check with that. How their classes are going – things that aren't football related, let them know those things are important too….Showing you're interested in them as more than a football player." Coach #1 added, "We have a kid who plays the viola. He is a 4.0 student; he is probably going to go to Harvard. He was out backup left tackle. We support him by going to one, even though we are bored off our asses, we go to one orchestra concert every year to watch him play. That type of stuff is important." Coach #10 avowed, "You've got to build those relationships and do things outside of football. You have to be at their basketball games. You have to…what did the kid ask me to do that was so weird…he had…a….Jujitsu match so I went to it! You've got to do shit like that and show you care."

Table 21

How coaches built relationships with players

Spending Time With Players	Spend Time	Spend time with kids 4, 5
		Attend every session 6
		Be present 6
		Take kids out to eat 7
		Watch film with kids 7
		Being around 8
		Going to other events 8
	Team Activities	Team building activities 5
		Activities that promote cohesion and camaraderie 5
		Activities with them 11
	Non-football activities	Do things with players 10
		O line movie night 10
		Bowling 10
		X Box tournament 10
		Fun times 11
	Team events	Team meals 2
		Team pool parties 2

Table 21 (cont'd)

Spending Time With Players	Team Events	Team competitions 5
	Leading Workouts	4 man workouts in off season 7
		Attending strength and conditioning 8
Show You Care	Show You Care	Coaches were personable with kids 2
		Coaches cared about athletes as individuals 2
		Know them personally 4
		Appreciate them as people 4
		Staying in touch with kids 4
		Be there for kids 6
		Support 6
		Make it personal 7
		Caring 8
		Showing interest in them as a person 8
		Checking in with them 8
		Treat kids right 9
	Let guard down 11	Let guard down 11
		Letting into personal space 11
	College contacts for scholarships	College contacts for scholarships 8
	Set high expectations	Have high expectations 9
	Go to other events	Viola concert 1
		Jujitsu match 10
Establish Trust	Trust	Develop player trust 3
		Own up to mistakes 3
		Build trust 3
		Do what you say you'll do 3
		Trust 6
	Loyalty	Be loyal 3
	Be truthful	Be truthful 10
Incorporate Life Lessons	Life-lessons	Life lessons learned from games 2
	Long-term connection with team	Make them want to come back 1
		Stay connected to team and program 1
	Male role model	Be male role models 11

Building relationships was a central theme among the turnaround coaches. While the methods these coaches use to build relationships varied slightly, they mostly combined into two themes, "spend time," and "show you care." Spending time with players can include both football and non-football activities. These can be structured weight room sessions or team building activities designed for cohesion and camaraderie, or they can be non-football activities such as paintball fights or videogame competitions. "Show you care" was best summarized as showing an interest in them outside of football. This includes checking on their home life, their grades, and going to their events such as other sports or performances.

Philosophies on turnaround leadership. Toward the end of the interviews, the coaches were asked a question regarding their philosophy of turnaround leadership. Three themes emerged as the most common philosophies on turnaround leadership. "Transformational leadership components," "outwork competition," and "build relationships" (See Table 22). Seven coaches cited 11 codes that coalesced into the transformational leadership theme. Within this theme, codes revealed phrases such as "empower others," "grow as people," and "influence everyone." Regarding transformational leadership, Coach #4 stated, "You have to have a vision. I look at myself as the leader of that vision for the team. And then you have to empower others because you can't do it all by yourself. So I've always looked at it from the standpoint of trying to empower as many people as I can that had the same vision and let them do their thing so they can grow as a person as well."

Six coaches cited 11 codes that merged into the "outwork competition" theme. This theme was comprised of categories such as "outwork opponents," "hard work," "live it as a coach," and "being in weight room and at workouts." Regarding "outwork competition," Coach #3 shared, "My turnaround philosophy is show up and be ready to go to work. My dad was a

factory worker and that was the mentality that he brought. All my life I've outworked the people I've been up against. There's no substitute for hard work and that's what I learned from my dad." Coach #7 added, "You have to be prepared to work harder than anybody. That's sort of cliché, but you have to put in the hours. You have to have that mentality of I'm not going to go home and rest." Coach #11 added, "Just continue to outwork your opponents. That's the main thing. I'm up at three or four in the morning breaking down film. That's what I did from day one. There ain't no magic carpet. I'm a firm believer in outworking them."

Five coaches cited 11 codes that combined into the "build relationships" dimension. This theme was comprised of categories such as, "build relationships," "caring," "valuing one another," and "support." Regarding relationships, Coach #1 stated, "Again, going back to the relationships thing, I think you need to build proper, positive relationships with your kids." Coach #7 added, "You have to build relationships. I keep going back to that, but we are going to build relationships with kids and have success." Coach #8 added, "If I had to say one thing, I think it's that if the kids know you care, that's the biggest thing. Also, when you care, it can't just be the stars either. You have to care about John and Joe that's out there and can't walk and chew gum." Coach #9 added, "I do think the number one way is relationships. I really do. Because when you build a relationship with somebody, they know you care. If I know you care about me, I'm going to have your back. That's what we try to build in the team."

Table 22

Philosophies on turnaround leadership

Transformational Leadership Components	Transformational leadership	Empower others 4
		Grow as people 4
		"Change leadership" 4
	Positivity	Positive relationships 1
	Be Fair	Be fair 8
	Stay consistent	Stay consistent 11
	Respect	Respect 9
	Challenging but fun	They are challenging but fun 2
	Influence	Influence is critical 5
		Influence everyone 5
		Leadership! 4
Outwork Competition	Outwork Opponents	Outwork opponents 3, 11
		Outwork everybody 7
		Have mentality to outwork others 7
	Hard Work	Show up 3
		Be ready to work hard 3
		It takes hard work 6
		It takes sacrifice and hard work 8
		Don't forget about hard work and sacrifice 11
	Live it as a coach	Live it as a coach 10
	Being in wt. room at workouts	Being in wt. room at workouts 10
Build Relationships	Build Relationships	Coaches connect with players 1
		Build relationships with kids 7
		Build relationships 8, 10
		Relationships 9
	Caring	Let kids know you care 8
		Care about all players equally regardless of talent 8
		Kids need to know you care 8
		Caring 9
	Valuing one another	Valuing one another 9
	Support	Support 1
Establish the Vision/Plan	Vision/Plan	Vision 4
		Plan 4

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Table 22 (cont'd)

Establish the Vision/Plan	Vision/Plan	Communicate with admin 6
		Share the vision 6
		Sharing expectations 6
	Establish Expectations	Establish expectations 10
		Set norms 10
		Establish goals 10
		Establish system and philosophy and back it up 10
Educational Athletics	Life lessons	Wants them to succeed in life as people 1
		Incredible lessons for life 2
	Teach Life Lessons	Teach life skills 8
		Be yourself 8
	Coaches Are Educators	Coaches are educators 2
	Character building	Character matters 6
	Academics	Academics matter 6
Miscellaneous	Wins	Wins are the objective measures 5
		Make playoffs 5
	Build Good Staff	Have the right staff 7
		Trust coaches 7
	Evolve with times	Evolve with times 11

Regarding the coaches' philosophies on turnaround leadership, three major themes emerged: transformational leadership components, outworking the competition, and building relationships. Components of transformational leadership included empowering others toward a common vision, helping others grow, and influencing people. Aspects of outworking the competition included having a "blue collared" or hard-working mentality, spending extra hours on the job, waking early to watch film, and there's nothing magical – it's just hard work and outworking your competition. Finally, building relationships included caring about your players – and not just the stars, but also the less talented players. Caring is excellent for team cohesion, relationships, and ultimately, team turnarounds.

Content analysis conclusions. This study produced many results and recommendations for executing a coaching turnaround. Coaches' motivations for pursuing/accepting their turnaround coaching positions resulted from having a previous connection with the school, seeing the job as a great opportunity, or viewing it as an enticing challenge where they felt they could make a difference. Among the turnaround coaches, the greatest strengths were revealed to be coaching/leadership skills such as the ability to organize, manage, and lead a team, along with developing strong coach-athlete relationships. Meanwhile, the coaching philosophies of the majority of the turnaround coaches involved components of educational athletics. These factors included doing things the right way, promoting character development, using football as a vehicle to teach life skills to players, and viewing their coaching profession as an extension of the school and educational system.

Upon arrival, all of the coaches entered a perceived negative situation with poor team culture. These situations were characterized by losing streaks, cancelled seasons, dilapidated facilities, poor role models on the old coaching staffs, along with parental pushback and interference. Team cultures were often negative from an attitude standpoint as players and community members were frequently embarrassed by their association with the football program. Additionally, there was a lack of program building occurring as many of the teams experienced low numbers, very little player development, and low amounts of commitment to the overall program.

Coaches unanimously agreed that upon their arrival, immediate changes needed to be made to the team's culture. These changes included prioritizing team workouts, altering visible elements, such as the organization of practices, offensive and defensive schemes, team logos, along with placing positive role models in front of the players. The coaches also believed that

improving team culture included shifting players', students', and community members' attitudes toward football. Other changes to team culture happened through improved coach-athlete relationships, giving players a better football experience, and purging the program of negative people. Coach #2 used the term, "Weeding the roses," which means getting rid of the negative people in the program in order to let the positive people grow and prosper. Upon arrival, all of the coaches set goals, which were measured by a successful outcome. These outcomes included building a winning program or becoming a team that won various championships (at the league, district or state levels). Other process-oriented outcomes included a changed mindset and improved community engagement.

All of the coaches developed some type of vision for their program. The most common visions were transforming their team into a top-level program and for their players to conduct themselves as quality human beings. Winning games, competing with the best teams in their division and playing for state championships were markers of a top program. While winning was a major component of the coaches' visions, developing quality human beings was revealed to be just as essential. This was evident as several coaches remarked that their most well-behaved kids were also their most productive players, and that doing things right in school and in the community often equates to wins on the football field.

The majority of the coaches believed it would take three to four years to implement their vision. However, nearly all of the coaches employed their vision sooner than they had originally anticipated. Most coaches felt their vision was implemented within the first two years, with all coaches feeling it was implemented within three years. While coaches may have underestimated how fast they would be able to implement their vision, they certainly grasped the importance of

players buying into the vision. As Coach #7 decreed to his team, "The quicker you buy-in, the quicker we win."

To build upon their visions, each of the coaches formulated some type of plan or "blueprint" to execute their turnarounds. The majority of the coaches' plans were constructed around developing positive coach-athlete relationships and employing off-season strength and conditioning programs. While all of the coaches' plans yielded a great amount of success, not all parties bought into them initially. Some of the players needed to see proof that the team could win games before they were completely sold. In order to create buy-in, the coaches used various approaches to connect with players and sell their plan. These methods included team activities, cultivating relationships, continuously selling the vision, retaining quality assistant coaches, and entering the situation with some sort of previous expertise.

According to all 11 coaches, they noticed the turnaround began in either their first or second years on the job. Early indicators that a turnaround was commencing included winning games or the team making significant strides off of the field through positive coach-athlete relationships. Sources that signaled prolonged changes were occurring included a win streak, a changed mentality among players, or an increased level of commitment from the players. Clear indicators that the program had turned around included the players adopting a new mentality filled with trust and confidence, along with the program reaching unprecedented levels of success, such as competing with the best teams, completing an undefeated season, and/or making the playoffs consistently.

Although it was not included in the initial interview guide, character development emerged as a strong component for fostering turnarounds. Character development was defined as the practice of coaches intentionally teaching players ethical and moral qualities for the purpose

of building them into a responsible young citizen. When asked about character development, 100% of the coaches reported that it is significant in fostering turnarounds. The coaches also indicated that they deliberately teach character in practice and use coaching as a platform for player character development.

In hindsight, an outside observer may assume that these coaches were destined to succeed and their plans were met with little resistance. However, after examining their roads to turnaround success, it is obvious that the coaches met several barriers along their way. Early obstacles included mental challenges among players such as a lack of confidence and a lack of trust. Other early barriers included parental pushback and some overt parental interference. After the turnarounds were complete, the coaches' problems did not disappear; they simply changed form, as player complacency became the new problem of the team. A potential root of this complacency was new players entering the program thinking that success would happen automatically simply because of the program's prior achievements.

The coaches were quick to acknowledge that the turnarounds would not have been possible without the excellent support they received. Their greatest source of help came from their assistant coaches who gave incredible tangible and psychological support. Tangible support was seen through the assistants performing administrative duties and overseeing strength and conditioning sessions. Meanwhile, psychosocial support came in the form of listening, giving advice, and showing belief in the head coach. As Coach #3 stated, "You're only as good as the people you have around you."

Team turnarounds are not officially complete until a team maintains what it has built. In order to avoid complacency and sustain momentum, the coaches recommended that coaches and players find ways to keep reaching higher. In order to do this, coaches recommended talking to

players about their team goals and what they want their legacies to be. To help sustain momentum, coaches stressed that it is often the little things that matter the most.

The strongest theme that emerged from this study was the importance of coach-athlete relationships. All of the coaches revealed that relationships are imperative to fostering turnarounds. In addition, it was emphasized that relationships are crucial for long-term sustained success. In essence, coaches may experience some short-term success by taking shortcuts with superior talent, however, strong relationships are the "X-factor" that will sustain program success over the long run. Relationships were the most recurrent theme throughout this study and they are of the highest importance for team turnarounds. While the approaches of building relationships were diverse, what mattered the most was coaches spending time with players in structured and unstructured team activities, and simply showing players that they cared about them as people as much as they did as football players.

Finally, regarding the coaches' philosophies on turnaround leadership, the most important themes were revealed to be possessing various components of transformational leadership such as empowering others and helping them grow as people, while also outworking one's opponents, and building strong relationships between coaches and players.

According to these respondents, there are several vital steps to the process of creating turnarounds in coaching. Coaches must find a situation that needs to be turned around. They must create, share and sell their vision. They must then construct a strong plan and work to generate buy-in among players and other important members of the football program. Coaches must be able to overcome early barriers such as player doubt and a lack of outside support; essentially, they must believe and display enthusiasm for their plan even when others are skeptical. Coaches must be able to spot early achievements and then transform these into

consistent successes. Once there is evidence of the turnaround happening, coaches must forge ahead while also being cautious for signs of complacency; they must challenge their players to continue to reach higher.

While the previous steps are vital in turnarounds, the intangibles of turnarounds are often the most crucial parts of the process. These are the small things that many people cannot see or do not talk about. They include positive relationships, displaying an undeniable belief that the vision and the plan will produce successful results, creating player buy-in through team activities, outworking your opponents in everything you do, and demanding excellence of players off the field as people. If the vital steps of coaching turnarounds are combined with the crucial intangibles of being a turnaround coach, one stands a much greater chance of performing a coaching turnaround on a team that others might consider impossible to fix.

A Grounded Theory of Turnaround Coaching Leadership

In accordance with the recommendations from leaders in the field of qualitative research and grounded theory analysis (Charmaz, 2006; 2011; Creswell, 2013; Corbin & Strauss, 2015), this study employed a grounded theory approach. Steps of this grounded theory approach included an (1) iterative process, (2) theoretical sampling, (3) interviews, (4) interview transcribing, (5) researcher reflexivity and memo writing, (6) constant comparison, (7) theoretical saturation (8) coding and developing conceptual categories, (9) multiple coder checking, (10) developing a model. While these core characteristics of grounded theory were met, they purposefully did not proceed in a linear fashion. Instead, there was a great deal of interplay among these various phases as data was collected, analyzed, and then collected again. Data analysis driving the research process was most evident as there were nine changes made to the interview guide between the initial pilot and the final (eleventh) interview.

As the capstone for this grounded theory, a model has been designed in order to illustrate the components and relationships that represent the data. This model was developed by the investigator and his mentor, and is based upon the themes that emerged through rigorous analysis of the original codes and concepts within the data.

Turnaround Leadership in Coaching

(Westfall, 2016)

Make Change Stick
- Fight the complacency urge
- Keep setting new goals
- Continuous improvement
- Reach higher

Later Adversity

Complacency
-Entitlement
-Sustaining
-Loss of buy-in

Unprecedented success
- Win streak
- Winning season
- Making playoffs
- Undefeated season

Build Upon The Momentum

Hired For Position
- Demonstrate good coaching/leadership skills
- Focus on developing positive coach-athlete relationships

Create & Celebrate Early Wins
- Adding new players
- Improved coach-athlete relationships
- Winning games

Early Adversity

Mental Challenges
-Lack of trust
-Negative perception
-Negative culture

Change Behavior
Change Mentality
Change Culture

Parental Challenges
-Lack of support
-Backlash
-Interference

Assemble a Staff
- Quality assistant coaches
- Positive role models
- Knowledgeable coaches
- Provide support

Generate Buy-in
- Positive relationships
- Players
- Parents
- Other key people

Create a Vision
- Set goals
- Top level program
- Quality human beings
- Sell the vision

Make a Plan
- Communicate the plan
- Give reasons behind the plan
- Express enthusiasm

Figure 1 A model of turnaround leadership in coaching

The process for turnaround leadership in coaching. As was shown in Figure 1, the process for turnaround leadership in coaching often happens in a direct fashion. The first step, "Hired For Position," encompasses the attributes and skills demonstrated by the majority of the coaches. These included good coaching and leadership skills, along with the ability to focus on developing positive coach-athlete relationships. This phase of the turnaround is very early, and although the team now has a new leader, there is still much work to be done before the program can expect to show any signs of improvement.

The second step, "Assemble a Staff," is an important stage as it establishes the supporting members of the leadership team that will help lead the turnaround. In Kotter's (1996) steps for leading change, this step was known as, "Creating the guiding coalition." In the present study, assembling a staff was especially important as 10 out of the 11 coaches indicated that their assistant coaches were the most instrumental people in helping the coach turn the program around. When hiring assistants, coaches looked for positive characteristics. These included being a good role model for the players on and off the field, being knowledgeable, and providing a great amount of support for the head coach.

The third step, "Create a Vision," is when the turnaround starts to be conceptualized. During this step, the coach envisions what the program can become and he begins setting goals. Among the coaches interviewed in this study, coaches overwhelmingly envisioned their team becoming a top-level program. Yet, they also envisioned the program producing quality human beings as well. This step is also the time when the coaches began to sell their vision to their assistants, the players, and other important people connected to the program.

The fourth step, "Make a Plan," illustrates when the abstract vision becomes a tangible plan. During this stage, many coaches will write an actual plan while others will simply describe

it to their followers. A significant characteristic of this step is the manner in which the leader communicates the plan. It should be communicated often and the leaders should take the time to explain the reasons behind what they are doing. Additionally, when communicating the plan, they should emanate as much enthusiasm as possible in order to create buy-in and sway those who may be in doubt. Making a plan is a significant stage in the turnaround process and it is the final step before action begins and the team starts to lift itself out of a negative situation and begin executing a turnaround.

The fifth step of the model, "Generate Buy-in," demonstrates when the plan begins to take action and the team moves (upwards) in a positive direction. Components of this step include building positive relationships between the coaches and the players, parents and other key people connected to the program. After buy-in is initiated, the three changes that must be actuated are a change in culture, a change in mentality, and a change in behavior. Once culture, mentality, and behavior have been truly reformed, the program will be ready to move in the right direction.

During turnarounds there are always obstacles that must be overcome. Early forms of adversity include both mental and parental challenges. Mental challenges include a negative team culture, a lack of trust among the players, and a negative perception of the program. Meanwhile, parental challenges can range from a lack of parental support including backlash, all the way to covert and even overt parental interference. Regardless of the early forms of adversity, it is important that the coach and the team find ways to forge ahead in order to overcome these obstacles.

The sixth step, "Create and Celebrate Early Wins," illustrates the first time that the turnaround is noticeable. At this point, the team has added new players, improved relations

between the coaches and the players, and/or started winning games. During this time, people outside of the program often notice that things are changing and there is a "buzz" around the team. It is recommended that coaches use this momentum to continue building their programs and reaching for even greater levels of success.

The seventh step, "Unprecedented Levels of Success," marks an extraordinary point in the turnaround process. At this stage the team has achieved success that is often unparalleled in (recent) program history. These achievements include a win streak, a winning season, making the state playoffs, and/or experiencing an undefeated season. While many outsiders may think that the program is "fixed" at this point, there is future adversity the team will need to combat and important obstacles for the program to overcome, as they take their final step in their turnaround.

When teams undergo turnarounds there are various forms of adversity. As previously mentioned, early adversity includes both mental and parental challenges. However, as time goes by and programs reach new levels of greatness, adversity does not stop, it simply changes forms. Later forms of adversity include some variation of complacency. Complacency is manifested through a loss of player buy-in, difficulties in sustaining what the program has built, and players feeling entitled to automatic success based on what previous teams accomplished.

When teams reach the top they often forget the sacrifices and hard work that got them there. Additionally, many of the new members of the team who were not present during the turnaround may expect success simply by wearing the uniform. The eighth step, "Make Change Stick," addresses the later forms of adversity while also solidifying the program's new place at the top. The overarching component of this step is fighting the urge to become complacent. Combating complacency happens when a team sets new goals, strives to continuously improve, and keeps reaching higher. When teams make their change stick, they have fully committed

themselves to the same levels of work their predecessors underwent to achieve a turnaround and

they refuse to let the program regress to their old losing ways.

A Comparison to Kotter's Eight Steps for Leading Change

While Dr. John Kotter's work is not empirically based, his recommendations for

implementing change did show striking similarities to the turnarounds led by the coaches in this

study (See Table 23). As Kotter has asserted, turnaround situations require a significant change

from what was previously the status quo. Additionally, successful change is a large-scale,

complex affair that happens in eight stages. Table 23 illustrates Kotter's recommendations for

implementing change in businesses as they are compared to the conclusions for implementing a

turnaround in coaching.

Table 23

A comparison of Kotter's eight steps to turnaround leadership in coaching

Step	Coaching Turnaround	Coach #1	Coach #2	Coach #3	Coach #4	Coach #5	Coach #6	Coach #7	Coach #8	Coach #9	Coach #10	Coach #11
1	**Hired for the position:** Coaches should approach this position by demonstrating good coaching and leadership skills. Additionally, they should focus on developing positive coach-athlete relationships.	X	X	X	X	X	X	X	X	X	X	X
2	**Assembling a staff:** The head coach should hire quality assistant coaches who can be positive role models for players. They are knowledgeable about the game of football, yet provide a great amount of support for the players.	X	X	X	X	X	X	X	X	X	X	X
3	**Creating a vision:** Coaches set goals such as becoming a top-level program and developing quality human biengs. This is the stage when they begin to sell the vision	X	X	X	X	X	X	X	X	X	X	X
4	**Making a plan:** The coach takes the abstract vision and transforms it into a tangible plan. Additionally, the coach communicates this plan to the players and other important stakeholders. The coach often describes "why" they are doing the things they are doing and he does this with great amounts of enthusiasm to overcome initial skepticism.	X	X	X	X	X	X	X	X		X	X
5	**Generating buy-in:** This is the first stage where change begins to happen. Buy-in is generated through positive coach-athlete relationships, and the coach making strong connections with the players, parents and other key people. Just after buy-in is obtained, a coach can expect to see early changes in the team's culture, player mentality, and player behavior.	X	X	X	X	X	X	X	X	X	X	X
6	**Creating and celebrating early wins:** Early forms of improvement include adding new players to the team, improved coach-athlete relationships, and winning games on the field.	X	X	X	X	X	X	X	X	X	X	X
7	**Unprecedented success:** Achieving unprecedented levels of success means that the team has reached a level of success that is new for the program and has not previously been reached. At this point one might deem that a turnaround has been achieved although not yet sustained. These new levels include establishing a winning streak, having an outright winning season, making the playoffs, and/or achieving an undefeated season.	X	X	X	X	X	X	X	X	X	X	X
8	**Make change stick:** When a team reaches this level, they have completed their turnaround and sustained a high level of success. In order to make change stick, teams fight the urge to become complacent, they keep setting new goals, they strive for continuous improvement and keep reaching higher.	X	X	X	X	X		X	X	X	X	X

As was shown in Table 23, some practices of the turnaround coaches' follow Kotter's recommendations while others do not. Kotter's first step, establishing a sense of urgency, was employed by five of the 11 coaches. In these cases, the coaches reported entering their turnaround situation, taking a close examination of the predicament and taking swift action. Meanwhile, the other six coaches did not stress this enough during the interviews to qualify as establishing urgency. While these five coaches were the only participants who asserted that they created a sense of urgency upon being hired, it cannot be determined that the other six coaches did not follow this step; rather, did not report it as one of the major steps of their individual turnarounds.

As was shown in Table 23, Steps #2 - #7 were followed to some degree by all 11 of the coaches. Step #2, "Creating a guiding coalition," translated into assembling a coaching staff. Step #3, "Developing a vision and strategy," closely resembled creating a vision and making a plan. While all 11 coaches followed this step, something to note is that Coach #9 created a vision, yet did not have a strong plan in his first year as the head coach. However, this would change in subsequent years as he began writing down his yearly plan and goals. All coaches closely adhered to Step #4, "Communicating the new vision." Whether it was done overtly through enthusiastic descriptions of the vision, or covertly through subtle expectations such as weight room attendance and increasing the tempo in practice, all of the coaches certainly communicated the new vision to their players. Step #5, "Empowering broad based action," was also followed by all 11 coaches, as they altered systems, implemented new ideas, and tried to overcome obstacles as they presented themselves. Step #6, "Generating short-terms wins," was matched by all 11 coaches from the standpoint of creating and celebrating early accomplishments of the turnaround. Early wins included adding players, improving coach-athlete

relations, and/or winning games. Meanwhile, Step #7, "Consolidating gains and producing more change," resembled the coaches reaching an unprecedented level of success. Coaches producing more change was seen through them using the established momentum to continue altering the structure and systems of the organization.

Ten out of the 11 coaches adhered to the principles of step #8, "Anchoring new approaches in the culture." Kotter's eighth step asserted that once change has been effected, things are different moving forward. The adherence among the coaches was seen through changes to both team culture and player behaviors, through a strong vision and effective leadership. The one coach who did not fully adhere to this step was Coach #6. While he certainly generated a turnaround in his first five years on the job, Coach #6 openly shared that several years after the turnaround was executed, there came a period where things started to unravel and the team reverted back to how things were when he was initially hired. In his eleventh and twelfth seasons, Coach #6's teams posted a losing record. Thus, he had to reassert the values and steps that generated the original turnaround.

While Kotter's eight steps for leading change are non empirical and recommendations for changes and not turnarounds, they certainly share some strong characteristics with the turnaround processes employed by the coaches in this study.

CHAPTER 5

DISCUSSION

Team turnarounds can happen under the darkest of circumstances. Even the most

unfavorable conditions can be overcome, as demonstrated by the coaches in this study. Lack of

tradition, losing streaks, dilapidated facilities, cancelled seasons, parental interference, and even

being the laughing stock of the school are all solvable problems. With the appropriate vision,

plan, changes in team culture, player buy-in, supporting staff, player character development, and

positive coaching qualities, even the "Bad News Bears" can be turned into winners.

Coaching turnarounds require the correct vision, which involves a promising picture of

what the program can become. This includes success on the field and model player conduct both

in school and in the community. These visions must be continuously sold by the head coach and

other leaders within the program. Turnarounds also require coaches to construct strong plans.

The best plans are formulated around the development of positive coach-athlete relationships and

the implementation of solid off-season strength and conditioning programs.

The execution of a plan often runs concurrent with changes in team culture. These culture

changes often involve drastic changes to team workouts, practice schedules, team symbols, and

the types of role models that are placed in front of the student-athletes. Culture changes are most

often seen through strong coach-athlete relationships, eliminating negative elements from the

program, and players having a quality football experience. True culture changes are most often

reflected through people's attitudes toward football.

All of the coaches' plans yielded a great amount of success, yet not all of their players

initially bought into their turnaround plans. While some players immediately respected coaches

based upon their previous successes as a player or a coach, other groups of players needed to see

actual proof that their team could win games before they were completely sold on the coaches' vision and plan. In order to create buy-in, coaches used various approaches to connect with players. Methods of connecting with players included developing relationships, holding team activities, and bringing quality assistant coaches onto the staff. A proper support staff showed to be paramount for team turnarounds as virtually all of the coaches credited excellent assistant coaches as their greatest source of support in helping lead the turnaround. These support staffs were valuable resources for team administration, monitoring workouts, building rapport with the student athletes, and giving the head coach constructive feedback on their decisions.

Regarding player development, molding quality people was shown to go hand-in-hand with developing skilled football players. Coaches often stressed the importance of character development, community outreach, and using the game of football as a vehicle to teach life lessons to players. Community service projects included reading to elementary students, working a food truck to feed homeless people, and Christmas caroling as a team during the holidays. Meanwhile, coaches used practice time to address players about life scenarios; they often invited positive role models to speak to their players about the importance of good character.

Positive coaching qualities included being a transformational leader, possessing a strong work ethic, and developing meaningful coach-athlete relationships. Transformational leadership characteristics were displayed through coaches empowering others to grow as people. Specifically, coaches influenced players while keeping things fun, and challenging them to continuously reach higher while always showing them respect. Strong work ethics were seen through coaches deliberately outworking their opponents by putting long hours into planning, being innovative, studying film, and scheming for maximum team output. Moreover, the development of strong coach-athlete relationships was the most consistent theme throughout this

study. These strong relationships were built through coaches connecting with players, spending time with them, and letting them know that they cared about them as people as much as they did as football players. Relationships were mentioned so often that they have become the foundation of this study's theory on leading coaching turnarounds.

Previous Research

Research on sport coaching turnarounds is still a new and emerging line of investigation. Program building college coaches, as identified by Vallee and Bloom (2005), were positive leaders, helped players grow as people, were great organizers, and had a vision for success. Meanwhile, Schroeder (2010) advanced that team turnarounds require college coaches who foster relationships, uphold common values connected to the team's vision, and add new players that support the transformed team culture.

Positive forms of leadership and helping players grow as individuals, as shown within Vallee and Bloom (2005), are closely related to the transformational leadership components that were found in the present study. As several open codes revealed, components of transformational leadership include positive relationships, empowering others, and helping them grow as people. Organizational skills were also identified as one of Vallee and Bloom's major themes of program building coaches. Similarly, in the present study, coaching and leadership skills were the strongest theme that emerged regarding coaches' strengths. Within this theme, organizational and management skills were tallied several times through open coding. Moreover, Vallee and Bloom revealed that it is important to have a unifying vision that brings athletes together in order to facilitate buy-in to the team's goals and philosophy. Analogous to these findings, all of the coaches in the present study held a specific vision for their program's success. While it was split between producing successful outcomes and developing quality people in their programs, the

underlying tenets that produce these results were very similar to those found with Vallee and Bloom. Based on the comparisons between Vallee and Bloom and the present study, one can logically deduce that findings from both studies are very similar to each other.

In a separate study on turnarounds of college teams, Schroeder (2010) concluded that in each of the programs studied, major transformations were found within the team's cultures. At the crux of these turnarounds was a set of values stemming from the head coach. These changes were implemented through relationships, behavioral values, strategic values, and the addition of new players who fit within the transformed culture of the program.

Positive relationships from Schroeder's (2010) research are very similar to the strong coach-athlete relationships that are described throughout the present study. Although the athletes in Schroeder's study were various athletes at the collegiate level, and the athletes in the current study are football players at the high school level, the underlying principles of relationships built upon trust, time spent together, and coaches showing athletes they care about them, are generally the same. The behavioral values as described by Schroeder are very similar to the educational athletics philosophies described by many of the coaches in the present study. Specifically, implementing character development throughout the season and using the game of football as a platform to teach life lessons to players. Schroeder's study also revealed that team cultures are often best changed through the addition of new players. Schroeder reported that when adding new players, it's essential to find the "right" players who are coachable, have high character, low ego, and are team-oriented. Much like Schroeder's findings, the present study affirmed that changing team cultures sometimes required coaches to subtract dissenters altogether. As one coach explained, on a team it is sometimes necessary to "weed the roses" and remove negative people from the program.

There were no major differences between Schroeder's (2010) conclusions and the findings of the current study. Both studies stressed the importance of team culture, values, relationships, and growing the program through the addition of new players. If any differences were to be noted, it would be that additional intangibles and steps are recommended in order to execute a true turnaround. In a final comparison, Schroeder's outcomes did not pose any contrasting evidence to the present study.

Previous research conclusions. The studies from Vallee and Bloom (2005) and Schroeder (2010) stressed the importance of creating positive team cultures. Specifically, the results of their studies revealed the significance of coaches having a clear vision, fostering positive relationships, and helping players grow as people. These common factors were associated with building a program and/or transforming team culture.

Personal Accounts of Turnarounds

As previously discussed in the literature review, personal accounts of turnarounds involved the NCAA Division III Tufts University men's lacrosse team under Coach Mike Daly, NCAA Division II Mt. Olive women's soccer program under Coach Chris Shaw, NCAA Division I Baylor University women's basketball team under Coach Kim Mulkey, and NCAA Division I University of Washington women's volleyball under Coach Jim McLaughlin. In each of these personal accounts, the coaches created a new culture in order to execute their turnarounds. These personal accounts are very similar to the results of the present study, which also cited a change in culture as an important early step in the turnaround process.

In the lacrosse program at Division III Tufts University, Coach Mike Daly improved his player's lacrosse experience by fostering an environment that valued goal setting and accountability. Mount Olive Women's Soccer Team's culture change happened through the

addition of new players, paying extra attention to team cohesion, and fostering a culture of accountability. At Baylor University, Coach Kim Mulkey created accountability within her program through discipline and by focusing on the smallest details. Within the University of Washington volleyball program, Coach Jim McLaughlin changed his team's culture by recruiting and bringing in new players with positive attitudes while ushering out old players with negative attitudes.

The personal accounts of these NCAA coaches are analogous to many of the findings of the coaches in the present study. Goal setting, player accountability, adding new players, team discipline, paying attention to the small details, and positive player attitudes were parallel to the responses given by the high school coaches in the present study. These coaches described the importance of setting goals as a part of their turnaround plans while stressing the importance of accountability. Coaches in the present study also talked about adding new players to the team while not being afraid to cut ties with old players who were intent on poisoning the team's culture. Team discipline was a major theme among several of the coaches in this study; they stressed the importance of player discipline both on and off the playing surface. Similar to the NCAA coaches, paying attention to the small details within the program was also an important aspect of the turnaround process among the high school coaches. Finally, positive attitudes, as mentioned by the NCAA coaches, were also a central theme to changing team cultures at the high school levels.

Personal accounts of turnarounds conclusions. In the personal accounts of four NCAA turnaround coaches, a new team culture was created in order to execute their coaching turnarounds. This was carried out by adding positive players while also removing negative team

members in order to enhance team culture, and by stressing small details such as team discipline, player accountability, and positive attitudes.

There are strong connections between the previous research/personal accounts and the present study. As a result of these connections, one can deduce the importance of coaches having a clear vision, fostering relationships, and employing components of transformational leadership. Meanwhile, it should also be noted that in order to change team culture, it is important to incorporate positive role models into the program while always stressing the small details such as player conduct and strong player-coach relationships.

Uniqueness of This Study

This is a unique study as it specifically addressed the leadership qualities and practices of successful turnaround coaches during the transformation of their once struggling football programs. While there have been some research studies conducted on program building coaches and the cultures of turnaround programs, this is the first study that specifically addressed the leadership styles, processes, and methods used by successful turnaround scholastic coaches.

Key Takeaways

The present study supported much of the previous research on business and educational turnarounds, along with many of the professional practice writings. Common themes included creating a vision, constructing a plan, forming positive working relationships, and helping the organization/team reach heights that had not been achieved. This study also added to our knowledge on the topic. Specifically, we now know that within coaching turnarounds, there are actual stages of a turnaround process, and each step happens in a direct fashion: Build the staff; create the vision; form the plan; generate buy-in; create and celebrate early wins; reach unprecedented levels of success; and, make

change stick. However, the most important takeaways are the intangibles of a turnaround. These include the importance of positive coach-athlete relationships, incorporating a respectable strength and conditioning program, generating player buy-in through team activities, the importance of player character development, and that little things often matter the most. Based on what these coaches revealed, only following the prescribed steps of a turnaround without incorporating these intangibles simultaneously, would likely be ineffective.

Theoretical Implications

Transformational leadership. Leadership has been examined for over a century (Galton, 1869; James, 1880). During this time, there have been several theoretically driven lines of research, including the trait, behavioral, situational, and interactional approaches. However, in recent decades, transformational leadership has shown to be an effective style of leadership in which leaders adopt a visionary stance that encourages followers to achieve new heights. This style is renowned for leaders motivating their followers through a shared vision, increasing morale, and raising expectations via inspirational communication, and helping them understand the big picture of what they are doing, which consequently, instills a greater amount of pride in their followers (Chelladurai, 2007; Roberto, 2011). Appropriately, transformational leadership served as the theoretical framework of this study.

Within this study, turnaround coaches were shown to create a vision and set lofty goals such as becoming a top-level program and helping groom responsible young citizens. Throughout their turnarounds, coaches continuously sold this vision to players and other important members of the program via inspirational communication. Expectations were clearly set; plans were constructed and communicated with enthusiasm. Additionally, coaches often

shared the purposes behind their plans in order to help followers better understand their motives and the reasons why they were doing what they were doing. Moreover, turnaround coaches generated buy-in through positive relationships, team activities, and making followers feel like they were a part of something special. During this stage, leaders were able to transform the team cultures, mentalities, and behaviors of those connected with their football programs.

Much like transformational leaders in business, education, and law enforcement, the turnaround leaders in this study were able to elevate their program to unprecedented levels of success. This success was marked by winning seasons, making the playoffs, and playing for championships. Although these forms of unprecedented success differed from the economic targets of business leaders, the improved school cultures and test scores of educational leaders, and the improved crime rates of leaders in law enforcement, these coaching benchmarks were unprecedented in recent program history and were an undeniable sign that a transformation had taken place.

Coach-athlete relationships. The importance of coach-athlete relationships was revealed to be an essential "intangible" of coaching turnarounds. While this was a revelation for coaching turnarounds, it certainly was not an original concept for coaching success. Schroeder (2010), along with additional researchers, have extoled the importance of coach-athlete relationships in previous studies. For example, Mageau and Vallerand (2003) cited the coach-athlete relationship as a key component of effective coaching. This is seen through coaches helping athletes fulfill their practical, emotional, social, and psychological needs. Meanwhile, Jowett and Cockerill (2003) avowed that the coach-athlete relationship plays a central role in the psychosocial development of athletes. Specifically, they identified three particular components that influence the coach-athlete relationship. Closeness focused on the trust and respect between the coach and

athlete. Co-orientation demonstrated their shared values, goals, and expectations. Meanwhile, complementarity showed the types of interactions that took place between the coach and athlete. Overall, Jowett and Cockerill (2003) contended that the stronger the closeness, the greater the co-orientation, and the better the complementarity, equated to a stronger coach-athlete relationship. While these advancements were not directly tested, results from the present investigation suggest that turnaround leaders, who began with less than optimal coach-athlete relationships, were able to overcome these initial dispositions by increasing closeness, co-orientation, and complementarity. Thus, positive coach-athlete relationships can now be viewed as an important aspect of not only the positive psychosocial development of athletes, but also a crucial component of fostering team turnarounds.

Methodological Strengths

The methodological approach chosen for this study was grounded theory. This was beneficial as it gave the researcher the ability to interview coaches and then reflect upon their answers in order to adjust and create a better interview guide. Specifically, employing the iterative process, as found within grounded theory, allowed the researcher to analyze and reflect upon participant interview transcripts and employ the initial steps of open coding and data analysis. Additionally, taking this approach also allowed the interviewer to consult with members of his committee regarding the responses he was receiving in his early interviews and whether or not it was appropriate to add new questions in the next round of interviews. For example, in the original interview guide, there were not any questions pertaining to coach-athlete relationships. However, after the pilot interview, it was obvious that coach-athlete relationships were strongly connected to the turnaround process. Accordingly, this became an important question to ask future participants. Without the iterative process and using only a fixed interview

guide, the researcher would have only been able to pursue this research project with preconceived ideas and questions based only on the literature review.

Limitations

As grounded theory becomes more popular with the growth of qualitative research, there is a need to better delineate what constitutes a grounded theory. As Weed (2009) cautioned, in recent years, grounded theory has become an increasingly fashionable label that qualitative researchers have used to legitimize inductive research within sport and exercise psychology. Across the sport sciences, theory is generally described as a set of interrelated facts that present a systematic view of a phenomenon in order to describe, explain, or predict future occurrences (Weinberg & Gould, 2015). A general limitation of grounded theory research is its failure to thoroughly operationalize what grounded theory involves. For example, the investigator in the present study developed a more heuristic model, which identified the importance of variables involved with coaching turnarounds. However, unlike more developed theories, not enough information currently exists in order to precisely identify predictions between variables, nor are there currently measures of these variables. In addition, the model does not focus attention on the underlying mechanisms for why turnarounds are successful or unsuccessful. Future investigations should strive to develop more detailed components and well-developed theories.

Prior to conducting this study, the investigator identified a number of limitations thought to be inherent to the design proposed. The first limitation was formulating an operationalized definition of a turnaround. Second, while all of the coaches involved in this study were identified as successful practitioners of a coaching turnaround, not all of them would necessarily be able to fully articulate the methods behind the turnaround of their program. Third, these coaches were identified primarily because of their coaching records (wins and losses). However, a true

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practitioner of educational-athletics (using sports as a platform to positively influence young people's lives) would not look exclusively at wins and losses as the criterion to measure a turnaround. Fourth, while the investigator was trained as a qualitative researcher and had the purest intentions to report this study's findings in an impartial manner, his 11 years of experience as a teacher, coach, and athletic director could have possibly influenced his approach to the study. A fifth limitation to consider was the social desirability associated with participants' self-reporting. Many turnaround coaches are faced with adversity during the turnaround process and may be forced to enact strict team policies and forms of discipline. However, due to the social desirability effect, some of the study's participants may be hesitant to report this adversity and/or the strong interventions that could potentially cast them in a negative light.

After conducting this study, some additional limitations have surfaced. First, this study only analyzed the turnaround process of high school football coaches. While there were strong similarities between the high school coaches in the present study and the NCAA coaches in previous studies, one cannot conclude that the turnaround practices of high school coaches would be effective at all levels of sport. Additionally, turnarounds in female sports cannot necessarily be addressed based on the information provided through this study since football is a predominantly male sport. Second, this study only used male coaches as its participants. The turnaround processes used by female coaches may be different than what was found in this study. Third, this study examined the head coaches of large team sports. This approach does not necessarily generate generalizability to smaller team sports with fewer coaches, or even individual sports. Fourth, this study's approach was limited to conducting interviews with only the head coaches. Interviews with assistant coaches, athletic directors, parents, and players may have produced some additional perspectives that could have helped the researcher better

understand the process of coaching turnarounds. Moreover, the researcher conducting detailed observations of the turnarounds while they took place would have further enhanced the strength of the study. A fifth limitation was only interviewing coaches who successfully achieved a turnaround. Comparing these coaches to those who unsuccessfully attempted a turnaround, or asking the turnaround coaches mistakes they made along the way could both be valuable approaches to better understanding this phenomenon. A sixth and final limitation was the nature of the responses from the coaches themselves. While they were all polite, informative, and forthcoming in their answers, many of them downplayed their achievements. The majority of the coaches were quite humble and even struggled at times to boast about their coaching accomplishments. Most of them answered the interview questions with "we" instead of "I," and were quick to point out how they were fortunate to be surrounded by great assistant coaches and/or talented kids.

Future Research/Directions

Researching sport coaching turnarounds is a new frontier. Further inquiries must be made regarding the methods employed by leaders to overcome barriers during the turnaround leadership process. In addition, there is still much to be learned about sustaining success once a turnaround has happened (and not falling back into the trouble that plagued an organization to begin with). Limited research (Vallee & Bloom, 2005; Schroeder, 2010) exists on building a program and the importance of culture transformations, so there is still much to be learned about turnaround coaches. New directions include but are not limited to turnarounds in female sports, turnarounds led by female coaches, and turnarounds from various perspectives, such as those of the players, the parents, the assistant coaches, and the athletic directors. Additional future research could also include the missteps of a coaching turnaround. This could be achieved by

asking successful turnaround coaches about their mistakes along the way, or interviewing coaches who were unsuccessful in their attempts to turnaround a failing program.

Practical Implications

In the modern age of competitive sport, coaches are valued for their ability to turn around a struggling team, thereby making them into a winner. Conversely, coaches who suffer several consecutive losing seasons are often replaced by coaches who are perceived to have the ability to perform such a turnaround. While scientific in its approach, this was a very pragmatic study. It addressed a huge coaching question that is often talked about, debated, and often results in the hiring and firing of coaches. Before now, the methods, strategies, and procedures for achieving a turnaround were relatively unknown. It is the hope of this researcher that this study can help fill a void in the research and better answer the question of how to turn a "loser" into a "winner."

APPENDICIES

Appendix A

Human Subjects Approval

MICHIGAN STATE
U N I V E R S I T Y

**Initial IRB
Application
Determination
*Exempt***

October 22, 2015

To: Daniel Gould
     Rm 210 IM Sports Circle

Re: **IRB# x15-1116e** Category: Exempt 1,2
     Approval Date: October 22, 2015

Title: Examining Turnaround Leadership Through The Lens of Successful High School Coaches

The Institutional Review Board has completed their review of your project. I am pleased to advise you that **your project has been deemed as exempt** in accordance with federal regulations.

The IRB has found that your research project meets the criteria for exempt status and the criteria for the protection of human subjects in exempt research. **Under our exempt policy the Principal Investigator assumes the responsibilities for the protection of human subjects** in this project as outlined in the assurance letter and exempt educational material. The IRB office has received your signed assurance for exempt research. A copy of this signed agreement is appended for your information and records.

Renewals: Exempt protocols do <u>not</u> need to be renewed. If the project is completed, please submit an *Application for Permanent Closure*.

Revisions: Exempt protocols do <u>not</u> require revisions. However, if changes are made to a protocol that may no longer meet the exempt criteria, a new initial application will be required.

Problems: If issues should arise during the conduct of the research, such as unanticipated problems, adverse events, or any problem that may increase the risk to the human subjects and change the category of review, notify the IRB office promptly. Any complaints from participants regarding the risk and benefits of the project must be reported to the IRB.

Follow-up: If your exempt project is not completed and closed after <u>three years</u>, the IRB office will contact you regarding the status of the project and to verify that no changes have occurred that may affect exempt status.

Please use the IRB number listed above on any forms submitted which relate to this project, or on any correspondence with the IRB office.

Good luck in your research. If we can be of further assistance, please contact us at 517-355-2180 or via email at IRB@msu.edu. Thank you for your cooperation.

Sincerely,

Ashir Kumar

Ashir Kumar, M.D.
BIRB Chair

c: Robert Westfall, Jennifer Nalepa

**Office of Regulatory Affairs
Human Research
Protection Programs**

**Biomedical & Health
Institutional Review Board
(BIRB)**

**Community Research
Institutional Review Board
(CRIRB)**

**Social Science
Behavioral/Education
Institutional Review Board
(SIRB)**

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MSU is an affirmative-action,
equal-opportunity employer.

Appendix B

Human Subjects Consent Form

Examining Turnaround Leadership
Through The Lens Of Successful High School Coaches
Research Participant Information and Consent Form
Institute for the Study of Youth Sports
Michigan State University Department of Kinesiology

You are being asked to participate in a research study. Researchers are required to provide a consent form to inform you about the research study, to convey that participation is voluntary, to explain risks and benefits of participation, and to empower you to make an informed decision. You should feel free to ask the researchers any questions you may have.

You are being asked to participate in a study being conducted by Scott Westfall, a doctoral candidate, under the supervision of Dr. Dan Gould from Michigan State University. The purpose of this study is to examine the leadership qualities and practices of high school coaches, noted for their ability to transform a team with a losing record into one with a winning record. You have been selected as a possible participant in this study because you are a high school coach from the state of Michigan who has been identified for your ability to transform a "losing" team into a "winning" team. From this study, we hope to learn the particular leadership styles and processes you employed, along with the coaching methods you used during the turnaround of your previously failing high school program. Your participation in this study will take about 45 minutes.

If you agree to be in this study, you will be asked to participate in an interview with Scott Westfall, where he will ask you approximately 20-25 questions surrounding your practice of turnaround leadership.

You will not benefit directly from your participation in this study. However, your participation in this research study may contribute to a better understanding of how coaches transform failing teams into winning teams. This research study may provide valuable information to coaches and administrators.

There are no foreseeable risks associated with participation in this study.

The data for this project will be kept confidential. Interview guides will be locked inside of a filing cabinet, inside of a locked room, inside of a locked office. The only access to the surveys will be the Researchers and Research Staff involved in the study and the Institutional Review Board (IRB) at Michigan State University. The results of this study may be published or presented at professional meetings, but the identities of all research participants will be kept confidential.

Participation is voluntary. Refusal to participate will involve no penalty. You may discontinue participation at any time without penalty. You have the right to say no to participating in the

study. You may change your mind at any time and withdraw. You may choose not to answer specific questions or to stop participating at any time.

You will not receive money or any other form of compensation for participating in this study.

Your participation in this research study would be greatly appreciated. If you have any questions concerning your participation in this study, please contact the principal investigator, Dr. Dan Gould at (517) 432-0175 or Scott Westfall at scottwestfall99@gmail.com

If you have questions or concerns about your role and rights as a research participant, or would like to obtain information or offer input, or would like to register a complaint about this study, you may contact, anonymously if you wish, the Michigan State University's Human Research Protection Program at 517-355-2180, Fax 517-432-4503, or e-mail irb@msu.edu or regular mail at 202 Olds Hall, MSU, East Lansing, MI 48824. Thank you for your time and cooperation.

DOCUMENTATION OF INFORMED CONSENT
Your signature below means that you voluntarily agree to participate in this research study and that you are at least 18 years of age or older. If you need to report an injury, please contact the principal investigator, Dr. Dan Gould.

_____   _____
Signature   Date

Appendix C

Tentative Interview Guide

Background Questions

1. How long have you been coaching?

2. What sports do you coach?

3. How long have you been coaching at your school?

4. What is your current occupation?

5. What is your educational background and training?

    -Teacher training

    -Coaching training

    -Sport psychology course

    -Leadership training

6. What was the team's record the four years prior to you becoming the HC?

7. What was the team's record the five years after you became the HC?

8. What attracted you to this position?

Interview Questions

9. What was the culture of the program like when you arrived?

10. What did you think needed to be changed to turn the program around?

    -Did you set any goals?

11. Did you have a vision for where you wanted the program to go?

    -What was your vision?

12. Was there a blueprint (plan) for your turnaround?

13. How long did you think it would take to implement your vision?

-How long did it take?

14. How much "buy-in" did you receive from staff and players regarding this plan?

15. Did you intentionally implement any changes to the team's culture?

16. What were some specific challenges and/or barriers that you faced early on?

17. Was there any direct resistance form administration, staff, players, parents, community members, etc.?

18. Who, if anyone, was particularly helpful in helping you turn the program around?
-How were they of help?

19. At what point did you notice that a turnaround was happening? What were your "early wins" that signified progress?

20. Who were your most pivotal assistants who helped you create a turnaround?

21. What was the clear indicator of a turnaround?

Once there was a clear turnaround, how did you sustain momentum?

Appendix D

Final Interview Guide

1. Context of High School and Community:

   -Approx. year built?   -Demographics (race/culture)?   -SES/FR Lunch?

   -Facilities?   -Condition of Gym/Fields?   -Train Equip?

2. How long have you been coaching?

3. What sports do you coach?

4. How long have you been coaching at your school?

5. What is your current occupation?

6. What is your educational background and training?

   -Teacher training   -Coaching training

   -Sport psychology course   -Leadership training

7. What was the team's record the four years prior to you becoming the HC?

8. What was the team's record the five years after you became the HC?

9. What attracted you to this position?

10. What do you see as your strengths and weaknesses as a coach?

11. What is your coaching philosophy?

12. What was the culture of the program like when you arrived?

13. Upon arrival, what did you think needed to be changed to turn the program around?

    -Did you set any goals?

14. Upon arrival, did you intentionally implement any changes to the team's culture?

    -If so, how did you do this (going beyond the "what" to the "how")?

15. Upon arrival, did you have a vision for where you wanted the program to go?

-If so, what was your vision?

-If so, what values drove this vision?

16. Upon arrival, how long did you think it would take to implement your vision?

-How long did it take?

17. Upon arrival, did you make an actual "plan" or "blueprint" for this turnaround?

18. How much "buy-in" did you receive from staff and players regarding this plan?

-What did you <u>specifically do</u> to create buy-in?

19. What were some specific challenges and/or barriers that you faced?

-Early on?

-Over time?

20. Was there any direct resistance from administration, staff, players, parents, community members, etc.?

21. Who, if anyone, was particularly helpful in helping you turn the program around?

-How were they of help?

22. At what point did you notice that a turnaround was starting to happen?

-What were your early successes or "wins" that signified this progress?

23. What was the clear indicator of a turnaround?

24. If there was a clear turnaround, how did you sustain momentum?

25. In my reading, some people have talked about the importance of coach-player relationships while others have not. What's your take on the importance of relationships in a turnaround?

-If they are important, how did you and your assistant coaches build these relationships?

26. What is your philosophy on turnaround leadership?

27. Regarding teams turnarounds, some people have mentioned the importance of teaching character development while others haven't. Do you think that character development helps foster turnarounds?

-If character development is important, how do you and your coaches go about teaching or developing character in your players?

28. Is there anything that I haven't asked that you think I should know about turnaround leadership?

Table 24

Changes to the interview guide

Question	Pilot	Int 1	Int 2	Int 3	Int 4	Int 5	Int 6	Int 7	Int 8	Int 9	Int 10	Int 11
9	What attracted you	What attracted you	What attracted you	What attracted you	What attracted you	What attracted you	What attracted you	What attracted you	What attracted you	What attracted you	What attracted you	What attracted you
10	Strengths / Weaknesses	Strengths / Weaknesses	Strengths / Weaknesses	Strengths / Weaknesses	Strengths / Weaknesses	Strengths / Weaknesses	Strengths / Weaknesses	Strengths / Weaknesses	Strengths / Weaknesses	Strengths / Weaknesses	Strengths / Weaknesses	Strengths / Weaknesses
11	Coaching philosophy	Coaching philosophy	Coaching philosophy	Coaching philosophy	Coaching philosophy	Coaching philosophy	Coaching philosophy	Coaching philosophy	Coaching philosophy	Coaching philosophy	Coaching philosophy	Coaching philosophy
12	Culture when arrived	Culture when arrived	Culture when arrived	Culture when arrived	Culture when arrived	Culture when arrived	Culture when arrived	Culture when arrived	Culture when arrived	Culture when arrived	Culture when arrived	Culture when arrived
13	Upon arrival what change Did you set any goals	Implement changes to culture If so, how	Implement changes to culture If so, how	Implement changes to culture If so, how	Implement changes to culture If so, how	Implement changes to culture If so, how	Upon arrival, what change Did you set any goals	Upon arrival, what change Did you set any goals	Upon arrival, what change Did you set any goals	Upon arrival, what change Did you set any goals	Upon arrival, what change Did you set any goals	Upon arrival what change Did you set any goals
14	Vision for program to go If so, what vision	Upon arrival what change Did you set any goals	Upon arrival, what change Did you set any goals	Upon arrival, what change Did you set any goals	Upon arrival, what change Did you set any goals	Upon arrival, what change Did you set any goals	Implement changes to culture If so, how	Implement changes to culture If so, how	Implement changes to culture If so, how	Implement changes to culture If so, how	Implement changes to culture If so, how	Implement changes to culture If so, how
15	Was there a blueprint	Vision for program to go If so, what vision	Vision for program to go If so, what vision	Vision for program to go If so, what vision	Vision for program to go If so, what vision	Vision for program to go If so, what vision	Vision for program to go If so, what vision Values drove vision	Vision for program to go If so, what vision Values drove vision	Vision for program to go If so, what vision Values drove vision	Vision for program to go If so, what vision Values drove vision	Vision for program to go If so, what vision Values drove vision	Vision for program to go If so, what vision Values drove vision
16	How long think take How long did it take	How long think take How long did it take	How long think take How long did it take	How long think take How long did it take	How long think take How long did it take	How long think take How long did it take	How long think take How long did it take	How long think take How long did it take	How long think take How long did it take	How long think take How long did it take	How long think take How long did it take	How long think take How long did it take
17	How much buy in	Was there a blueprint	Was there a blueprint	Was there a blueprint	Was there a blueprint	Was there a blueprint	Was there a blueprint	Was there a blueprint	Was there a blueprint	Was there a blueprint	Was there a blueprint	Was there a blueprint
18	Implement changes to culture If so, how	How much buy in What create buy in	How much buy in What create buy in	How much buy in What create buy in	How much buy in What create buy in	How much buy in What create buy in	How much buy in What create buy in	How much buy in What create buy in	How much buy in What create buy in	How much buy in What create buy in	How much buy in What create buy in	How much buy in What create buy in
19	Barriers: early, over time	Barriers: early, over time	Barriers: early, over time	Barriers: early, over time	Barriers: early, over time	Barriers: early, over time	Barriers: early, over time	Barriers: early, over time	Barriers: early, over time	Barriers: early, over time	Barriers: early, over time	Barriers: early, over time
20	Direct resistance	Direct resistance	Direct resistance	Direct resistance	Direct resistance	Direct resistance	Direct resistance	Direct resistance	Direct resistance	Direct resistance	Direct resistance	Direct resistance
21	Who was helpful How of help	Who was helpful How of help	Who was helpful How of help	Who was helpful How of help	Who was helpful How of help	Who was helpful How of help	Who was helpful How of help	Who was helpful How of help	Who was helpful How of help	Who was helpful How of help	Who was helpful How of help	Who was helpful How of help
22	What point did you notice Early success or wins	What point did you notice Early success or wins	What point did you notice Early success or wins	What point did you notice Early success or wins	What point did you notice Early success or wins	What point did you notice Early success or wins	What point did you notice Early success or wins	What point did you notice Early success or wins	What point did you notice Early success or wins	What point did you notice Early success or wins	What point did you notice Early success or wins	What point did you notice Early success or wins
23	Who were most pivotal	Clear indicator	Clear indicator	Clear indicator	Clear indicator	Clear indicator	Clear indicator	Clear indicator	Clear indicator	Clear indicator	Clear indicator	Clear indicator
24	Clear indicator	Sustain momentum	Sustain momentum	Sustain momentum	Sustain momentum	Sustain momentum	Sustain momentum	Sustain momentum	Sustain momentum	Sustain momentum	Sustain momentum	Sustain momentum
25	Sustain momentum	Relationships	Relationships	Relationships	Relationships How build relationships	Relationships How build relationships	Relationships How build relationships	Relationships How build relationships	Relationships How build relationships	Relationships How build relationships	Relationships How build relationships	Relationships How build relationships
26	Philosophy on TAL	Philosophy on TAL	Philosophy on TAL	Philosophy on TAL	Philosophy on TAL	Philosophy on TAL	Philosophy on TAL	Philosophy on TAL	Philosophy on TAL	Philosophy on TAL	Philosophy on TAL	Philosophy on TAL
27	Anything else	Anything else	Anything else	Anything else	Anything else	Character development	Character development	Character development	Character development Teach character	Character development Teach character	Character development Teach character	Character development Teach character
28						Anything else	Anything else	Anything else	Anything else	Anything else	Anything else	Anything else

Table 25

Turnarounds by the numbers

School	School context		Previous Struggles		Previous Record		Turnaround	
	Age of school	FR Lunch%	Playoffs prior	Years since win	Prev W	Prev L	Yrs to W	Yrs to p/o
1	65	17	Yes	6	3	6	1	2
2	58	17	No	5	0	9	2	2
3	92	45	Yes	4	1	8	1	1
4	46	28	Yes	6	1	8	3	3
5	22	42	No	3	4	5	1	1
6	23	18	No	12	1	8	2	2
7	18	40	Yes	4	4	5	1	1
8	45	NA	Yes	2	2	7	1	1
9	62	60	No	23	1	8	2	2
10	51	48	No	2	2	7	3	3
11	62	100	Yes	12	1	8	2	2
Averages	49.45454545	41.5	N5 / Y6	7.181818182	1.8182	7.18182	1.72727	1.818182

Coaches				
Coach	Age	Total yrs coaching	Year hired at HS	Years at HS
1	47	30	22	8
2	55	35	20	10
3	49	26	16	10
4	51	25	15	10
5	49	25	15	10
6	42	22	8	14
7	43	26	20	6
8	70	48	41	7
9	48	23	19	4
10	39	16	11	5
11	46	14	4	10
Averages	49	26.36363636	17.36363636	8.545454545

Appendix G

Table 26

When the turnaround started to happen

At what point did you notice that a turnaround was starting to happen?	1-2 Years	Year one	First year, second game win (1)
			Year one, four game win streak (1)
			Year one, game one, beating Sand Creek (2)
			First year six game win streak (3)
			Year one (5)
			Year one, losing to the eventual state champs but battling them (7)
			End of year one (11)
		Summer between years one and two	Summer between years one and two (9)
		Year two	End of year two (4)
			Year two (8)
			Year two, starting 4-1 (10)
			Season two (6)
	Reaching unprecedented levels of success	Competing with best	Competing with best teams (10)
		Big Wins	Beat Muskegon CC (10)
			Beat Spring Lake (10)
	Off the field	Lifting sessions	Lifting sessions (9)
		Building relationships	Building relationships (9)

Table 27

Does character development help foster turnarounds

			Yes 5
Regarding team turnarounds, some people have mentioned the importance of teaching character development while others haven't. Do you think that character development helps foster turnarounds?	Yes	Yes	Character and leadership training with captains - not whole team 5
		Important for long term success	It's important 6
			Important for long term success 6
		Yes	Yes 7
			Good character maters 7
			Yes 8
		Absolutely	Yes! 9
			Absolutely 10
			Yes, it's huge 11

Table 28

The importance of relationships in a turnaround

What's your take on the importance of relationships in a turnaround?	Very Important	Very Important	Most important thing! 1
			You need to build those relationships 1
			Very important! 2
			Very important 7
			It's my reason for coaching 7
			"I don't think this business is only X's and O's. There's so much more to winning football games than just X's and O's." 5
			Utmost importance 6
			Absolutely important 6
		Extremely important	Extremely important 11
			Most important 11
		Huge	Relationships are huge! 4
			They are huge! 8
		Vital	They are special! 4
			Most vital! 9
			They are number one 10
			Absolutely critical 5
	Important	Important	Important (3)
	Important for long term success	Important for long term success	Important for long term success 9

Appendix J

Table 29

Amount of buy-in received on the plan

How much "buy-in" did you receive from staff and players regarding this plan?	Good Player buy-in	Good buy-in	Good buy-in 1
			Really good buy-in 2
			Good buy in 3
			Players: Good buy in right away 5
			Players most bought in 11
		Good buy in from players	Buy in from kids and coaches 2
			Good buy in from players 8
		Players: Yes, especially younger	Players: Yes, especially younger 10
	Not Immediate player buy-in	Not immediately	Players didn't immediately buy in bc of self doubt 4
			"Kids were comfortable being in their big houses and on their boats over the summer." 6
			Players: Not until year two 9
		Doubt Existed	There was a lot of doubt 7
	Adult good buy-in	Good buy in from teachers	Good buy in from teachers 6
		Teachers: Immediately	Teachers: Immediately 9
		Good buy-in from coaches	Buy in from kids and coaches 2
			Coaches more than players at first 6
			Good buy in from coaches 8
			Coaches: Immediately 9
			Coaches: Good buy in 10
			Coaches good buy-in 11
	Not immediate adult buy-in	Staff: Not all bought in (holdovers)	Staff: Not all bought in (holdovers) 5

Appendix K

Table 30

Anything else about turnarounds

Is there anything else that I haven't asked that you think I should know about turnaround leadership?	Trust the Process	Stick With Plan	Plan and stick with 11
		Little things matter	Little things matter 1
		Process	Process: Have atmosphere where meaningful learning can happen 5
			Need structure 5
			Need consistency 5
		Vision/Plan	Plan: create a vision and sell it! 5
			It doesn't happen by accident 6
			Need a vision and stick to it 2
			Stick with what got you there 2
		Philosophy	Philosophy: Need a solid belief system 5
			Helps push thru adversity 5
		Guided by beliefs and values	Guided by beliefs and values 9
	It Takes Good Leadership	Leadership	Leadership component 2
		Need good staff	Need good staff 5
			Need the right people in the right role 5
			Need autonomy over coaching staff 5
		Coaching Continuity	Keep coaches on staff 4
		The coach matters	The coach makes a difference 6
	Need Potential	Need a reasonable chance	Need a reasonable chance - Even the best coach can't fix everything 5

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Table 30 (cont'd)

Is there anything else that I haven't asked that you think I should know about turnaround leadership?	Need Potential	Need talent	Need talent 10
			Need good players and staff 5
	Have High Standards	High Standards	High standards 1
		Forceful but respectful	Forceful but respectful 1
		High Expectations	Create a level of expectations 5
	Team Relations	Relationships	How to treat people 1
		Team focus	Eliminate selfishness 2
	Culture Change	Culture Change	It's a change in culture 6
		Attitude	Be gritty 2
			Our state finals team was best attitude team 2
	Need Support	Parental Support	Need parents to help you 4
			Parental support 4
			Empower boosters / Good booster club 4
		Need Administrative Support	Need support of administration 5
	Wins Matter	Early Success	You need early successes 8
		Win	Winning is essential 8
	Adversity Happens	Bumps will happen	Bumps will happen 11
		Not everyone will like you	Not everyone will like you 11
	Miscellaneous	Combination of Things	It's a combination of things 8
		It's not always the wins	It's not always the wins 10

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