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**In it to Win it**

**How Motivated Players feel to Perform Based on Perceived Coaches Communication  
Competence**

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### Abstract

The purpose of this paper was to determine if collegiate athletes' perception of their coaches' communication competence affected how motivated they felt to perform well in their various sporting events. Participants in this study consisted of student athletes from the ten sports teams at Morgan State University. They were given a survey with questions adapted from the Wiemann's (1997) Communication Competence Scale to measure how they perceived their coach's communication competence. Interviews were also conducted to see how motivated they felt to perform well based on their coach's language and tone during practice and games. The results showed that most of the student-athletes that participated in the study perceived their coach to have a high level of communication competence. However, they also reported that they did not feel motivated to perform any better based on their coach's communicative behaviors. Using the definition of motivation provided in the literature review, it was concluded that these student-athletes were not motivated by their coach because their main source of motivation was intrinsic. This study was limited in the sense that a sample of convenience was used, and that the participants were from only one athletic program in one area. Future research can conduct this study at a larger college with a high profile sports team and on different levels including high school or recreation teams.

The notion of communication competence is considered to be important in all communication contexts. The study of how it affects different avenues of communication is very important. There have been many studies in the past about the importance of communication competence in the academic setting (ie. Worley et al, Almeida, P.). However, there has been little research conducted about how communication competence affects performance in a competitive context. Communication competence can be one of the most important factors when attempting to achieve a successful outcome in a competition. Collegiate sports teams are a specific example of a competitive team in which this information could be beneficial, as their motivation to perform could possibly be affected by the level of communication competence, specifically between the coaches and players. The purpose of this research paper is to determine how the player's perception of the coach's communication competence affects how motivated players feel to perform well in collegiate sports events. This research is important because if the perceived level of the coach's communication competence proves to be a significant factor in players' motivation to perform well during competitive events, then coaches can potentially start increasing how motivated their players feel by increasing their level of communication competence. Collegiate sports are a good avenue for this research because in most cases, collegiate sports are a big part of a university and subsequently the community. Researching ways and methods for teams to perform better would not only benefit the players and the coaches but would also have a positive impact on the university and the surrounding community. "Great musicians have their patrons, great teachers their pupils, great leaders have their followers, but great coaches and athletes have their worshipers." This quote by Griffith Coleman (1926), emphasizes how important many perceive coaches and athletes to be.

This research paper will outline definitions, theories, and additional information to provide further understanding of the topic and research question.

### *Communication Competence*

According to Almeida (2004), the term "communication competence" originated in 1972 from the sociolinguistic work of Hymes, who considered it "to be dependent on two things: (tacit) knowledge and (ability for) use. Since Hymes' original research, communication competence has been defined and evaluated in many different communication contexts. Adler et. al. (2004) explain that communication competence is a many-sided idea. They stress that competent communicators adapt their communication to the context. There is not one single way to communicate in all situations. According to Spitzburg (2000), communication competence has two dimensions: effectiveness and appropriateness. Jensen et al. (2006), states that "In order for communication to be effective it must meet its desired goal. To achieve appropriateness, one must operate within the norms of a given context" (p. 3). Adler et al. (2004), also reports that communication competence is a learned behavior. Necessary behaviors that are central to achieving communication competence are empathy and self-monitoring. Finally, Adler et. Al, (2006) adds that "to communicate competently, a person must "construct a variety of different frameworks for viewing an issue," (p. 23) instead of relying on a single method.

Another context for which a definition of communication competence is given is for an instructional climate. According to Worley et. al. (2007) instructional communication competence is "the teacher or instructor's motivation, knowledge and skill to select, enact and evaluate effective and appropriate, verbal and nonverbal, interpersonal and instructional

messages filtered by student-learners' perceptions, resulting in cognitive, affective and behavioral student-learner development and reciprocal feedback" (p. 209). This definition is relevant to communication in sports because in most cases, coaches serve as instructors. The ability of being able to effectively enact verbal and nonverbal, interpersonal and instructional messages is key to the success of the team.

### *Motivation*

Many scholars have reported that the term motivation can be divided into two different types: intrinsic and extrinsic. According to Assor et al. (2009), "intrinsic motivation is characterized by engaging in an activity for its inherent satisfactions rather than for some separable consequence, whereas extrinsic motivation is characterized by engaging in an activity to attain some separable outcome" (p.70). Gass and Seiter (2007), state that intrinsic motivation is a drive that comes from within, and extrinsic motivation is instilled by an outside source. According to Ryan and Deci (1999), because many individuals do not find intrinsically motivated behaviors to be inherently interesting and, therefore, must initially be externally prompted, such behaviors might be motivated by the fact that they are valued by significant others.

Assor et al. (2009), also identify a type of motivation labeled as introjected motivation. Introjected motivations is a process in which people feel as if values or goals were thrown or pressed into them by figures whose appreciation they need, without the option of modifying or even examining those values or goals.

According to Gass and Seiter (2007), motivational appeals are "external inducements, often of an emotional nature, that are designed to increase an individual's drive to undertake some course of action" (p.271). Gass and Seiter (2007), state that motivational appeals can be seen as attempts to jump start and individuals drive to do something. The types of motivational appeals include fear appeals, appeals to pity and guilt, humorous appeals, sex appeals, and warmth appeals.

This information on the different types of motivations is relevant to this research because in order to properly assess how motivated players feel to perform well, we must first understand the type of motivation being used by the coaches. All motivational tactics used by coaches is extrinsic in nature because the coaches are an external source attempting to motivate players. Athletic coaches also use introjected motivation because they press certain goals on their players. The players seek appreciation from these coaches; therefore they are motivated to accomplish the goals thrown on them by the coaches. Athletic coaches also use various motivational appeals to motivate players to succeed and to achieve goals.

### *The Hersey-Blanchard Model of Leadership/ Situational Leadership*

Mackenzie et. al. (2007) states, "Hersey and Blanchard developed the situational leadership model using the earlier leadership style constructs of task and relationship behaviors found in slightly different terms in the Ohio State and Michigan studies as well as in the Managerial Grid" (p.100). According to Bolden et. al. (2003), the Hersey-Blanchard Model of Leadership suggests that the developmental levels of a leader's subordinates play the greatest role in determining which leadership styles are most appropriate. According to Mackenzie et. al. (2007) situational leadership prescribes a continually adapting leadership style by suggesting a particular mix of task and relationship behaviors from the leader depending on the readiness (ability and willingness) of the follower for a particular task. The theory is based on the amount

of direction, the relationship between the leader and the followers, and the level of maturity of the followers. Bolden et al. (2003) reports that Hersey and Blanchard developed four leadership styles. The first leadership style is directing. According to Bolden et.al. (2003), when a person is directing the leader provides clear instructions and specific direction. The next leadership style is coaching which involves the leader encouraging two-way communication and helps build confidence and motivation. The third leadership style is supporting. With this style, the leader and followers share decision making and no longer need or expect the relationship to be directive. The last leadership style reported by Bolden et al (2003) is delegating which is appropriate for leaders whose followers are ready to accomplish a particular task and are both competent and motivated to take full responsibility.

### *Contingency Theory of Leadership*

According to Mackenzie et. al. (2007), “One of the earliest leadership theories to consider situational characteristics facing leaders, Fiedler's Contingency Theory focuses on improving performance at the unit level of the leader” (p. 100). According to Bolden et al. (2003), Fieldler’s contingency theory proposes that there is no single best way for leaders to lead and that the solution to a leadership situation is contingent on the factors that impose on the situation. Bolden et al. (2003) reports that Fielder created three situations that could define the condition of a leadership task. The first is the leader member relations. This is how well the leader and the members get along. The second is task structure. This questions if team or organization is highly structured, fairly unstructured, or somewhere in between. The last is position power. This questions how much authority the leader possesses.

According to Bolden et. al (2003), another aspect of the contingency model theory is that the leader-member relations, task structure, and position power dictate a leader's situational control. Leader-member relations are the amount of loyalty, dependability, and support the leader receives from the other members. It is a measure of how the leader perceives how he or she and they group is getting along. .

### *Multidimensional Model of Leadership (MML)*

According to Schrodtt and Turman (2004), researchers in sport psychology have developed the Multidimensional Model of Leadership (MML) to help explain some of the leadership behaviors often used by coaches in their interactions with athletes. Chelladurai and Saleh (1978, 1980), advanced the MML by identifying five leadership behaviors in which coaches enact. According to Schrodtt and Turman (2004), the first leadership style is an autocratic style which includes behavioral characteristics that establish authority as the coach. The second behavioral style is a democratic style in which coaches foster participation from the athletes when making decisions related to the sport. The third style is a social support leadership style which seeks to satisfy the interpersonal needs of the athletes. The final behavioral leadership style reported by Schodtt and Turman, is training and instruction leadership in which coaches use behaviors that build and enhance the players knowledge and skills. They also report that research has been conducted to show that the differences between a successful sports team and an unsuccessful sports team and found that successful team members perceived their coaches as using more training and instruction, social support, and positive feedback leadership behaviors than coaches from unsuccessful teams.

These theories are relevant to this research because in sports, coaches serve as leaders. Therefore, it is important to understand the different leadership styles and contexts that coaches practice as the leaders of their teams. It is also important to recognize these leadership styles because they have proven to be a factor in the success of sports teams.

### *The Role of Coaches*

According to Smoll et al. (1993), a central figure within the sports environment is the coach. They also report that “coaches not only furnish evaluative feedback, but also, to varying degrees, provide technical instruction that may help the child acquire highly prized athletic competencies”(p.602). Therefore, the interactions between coaches and players have a great effect on self-concept development in athletes. Griffith Coleman, author of *The Psychology of Coaching* (1926) believes that a successful coach must combine the qualifications of an athlete, psychologist, and a physiologist. Griffith states that ““life does not often present to a man a greater opportunity to be a leader, a teacher, a pal, a friend, and a builder of character, than it does to a coach. Great musicians have their patrons, great teachers their pupils, great leaders have their followers, but great coaches and athletes have their worshipers. To the average high school boy the coach may be the realization of more ideals, the creator of greater hopes, the source of greater disappointments than almost any other individual that will come into his life” (p.609). This quotation further emphasizes the important role that coaches play in the development of athletes as players, and as people.

According to Gass and Seiter (2007), Richard Weaver labeled *Ultimate Terms* as powerful persuasive terms as tools for motivating people. Weaver labeled one type *Charismatic Terms*. These terms are associated with something observable and power that is mysteriously given. The term coach can be considered a Charismatic term because of the observable nature of the practice of coaching. The inspirational ways that coaches lead their teams can be observed and applied to other contexts of leadership. Coaches are highly regarded in communities with a large emphasis on sports. This has been illustrated in movies such as “Remember the Titans” and “Friday Night Lights”. In both of these films the inspirational coaches were seen to be the “key” to the success of the team. Through inspirational and motivational tactics, they were able to lead their teams to victory and to gain the unrelenting support of the community. When the football team began to be successful in “Remember the Titans” a scene showed the community standing outside clapping for Coach Boone. This shows that the community see’s the coach as an important person with a great deal of power. Because of this role the community has given coaches, they seem to have a mysterious power over the community that relies on them.

### *The Importance of Sports Teams*

According to Smoll et. al (1993), organized sports are significant because they can play a critical role in developing a child’s self-concept. They report that in the United States alone, more than 26 million boys and girls between the ages of 6 and 18 participate in community sport programs. In this sports setting, “children interact with adults and peers in a manner that provides ample opportunity for both evaluative feedback and social comparison. Moreover, athletic competencies are highly valued by both boys and girls, so that organized sports can be a setting that has considerable personal significance for the developing child’s sense of self” (Smoll et al, 1993, p. 602).

According to Jordan (1999), sports play a key part in human life and permeate social realities both globally and individually. Jordan also states that very few institutions in the U.S.

are unaffected by sports because the values projected in sports- striving for excellence, fair play, sportsmanship, hard work, and commitment to a goal, are connected to our nation's mainstream cultural values. "Sports teach perseverance, encourage respect for rules, fair play, and teamwork," according to Jordan. (p. 55). Jordan also believes that sports can benefit students in at least two ways. The first way is by enhancing their feelings and interests of connectedness to their schools. The second way is by the virtue of intrinsic value of athletic participation itself. Jordan (1999), states that participation in sports, "reinforces school norms, and educational goals." Previous research on the importance of sports for students has suggested that, "involvement in sports increases students overall commitment to the school, more positive attitudes about school, and greater parent-school contact. (p. 56). This research has proven that sports play a very important role in the development of students' self-concept, teaching students important values used by mainstream U.S., and increased students' feelings of connectedness and pride toward their school.

#### *Pressure on Student-Athletes*

The collegiate experience for a student athlete is unique and like no other. According to (Jolly, 2008), "Athletic culture, extreme time demands on student-athletes, and the often uneasy marriage between athletics and academics in the university setting all contribute to the difficulties that many student-athletes face in "making it"(p.146). According to (Ofstedahl, 1991), students not only receive pressure from coaches, but they are also pressured by parents, fans, and teammates. Student-athletes are expected to perform their best at every opportunity. They are subject to demands from the school to keep their academics up and demands from parents to be a part of the family life. This constant attention can make it stressful for students. Ofstedahl, also identifies that student-athletes are under pressure to improve. There is a constant need for the student-athletes to improve their skills. Coaches and fans keep looking toward constantly improving skills, mental attitudes and understanding of strategy.

Jolly (2008), states that Time demands and rigid scheduling are factors of the student-athlete experience that stand out the most. "Nationally, on a typical week when their sport is in session, 82.1% of student-athletes report spending over 10 hours a week practicing their sport, and 40.2% report spending over 10 hours a week playing their sport"( p 147). These relentless, regimented schedules can take quite a toll on student-athletes. Because of the highly-structured time demands, many of my student-athletes, particularly freshmen, exhibit considerable stress and, in some cases, suffer from depression.

It is important to consider pressures from sources other than the coaches that are facing student-athletes because these could also possibly play a role in how motivated they feel to perform well. The main source is the coach; however pressure from fans, parents, teammates and the school can also affect their levels of motivation. The struggle to balance academics and athletics, and the pressure from coaches and others is often very difficult for students, and can affect their overall mindset and morale for the sport.

#### *Methodology*

For this research study, the participants consisted of various members of all ten sports teams on the campus of Morgan State University. Each student-athlete will be given an informed consent form before completing the survey and participating in the focus group. The informed consent form will indicate that this study is about how motivated they feel to perform well in their sporting events based on how they perceive their coach's communication competence. The form also will state that they were not required to participate, and if they did they could withdraw

from the study at any time. It also will explain that participating in this study will have no bearing on their position on their team and that their coach will not see their survey.

### *Population & Sample*

The participants were various classifications of student-athletes from Morgan State University. On the survey, the student-athletes will be asked to identify their sport and gender. The ethnicity of most of the participants in the study will be African American due to the fact that the study was conducted at a predominantly African American university. The survey was initially given to the two representatives from each sport that are members of the Student Athlete Advisory Committee. The two members were asked to give the survey to the other members of their team. Then the surveys were collected during the team's practice time. Surveys were also distributed to athletes receiving medical attention in the Morgan State athletic training room located in the gym. Because a sample of convenience will be used, generalizations to populations should be made with extreme caution.

### *Instruments*

The participant's perception of their coach's communication competence was measured using questions adapted from the Communicative Competence Scale (CCS; Wiemann, 1997). The CCS appears to be internally consistent. According to Rubin et. al,( 2004), "Wiemann reported a .96 coefficient alpha (and .74 magnitude of experimental effect) for the 36 item revised instrument" (pg 125). They also stated that various studies have found evidence of construct validity. (ie. McLaughlin and Cody 1982; Cupach and Spitzberg 1983; Street et. al. 1988) The completed survey can be found in Appendix A.

Individual interviews were also conducted for this study. Four student-athletes from Morgan State were interviewed. The participants were given the opportunity to volunteer to participate in individual interviews after completing the survey. The questions presented during the interview were developed for use in this study. The interviews took place in a classroom of the communications building on the campus of Morgan State University. The interviews lasted about 30 min. The interview questions are located in Appendix B.

### *Method & Procedures*

The participants were asked 20 questions from this scale about their current or past coaches. They assessed their coaches communication competence by responding to the questions using the Likert scale that ranges from strongly agree (1) to strongly disagree (5). The survey also included two questions about their coach's language and tone in practice also using the Likert scale that ranges from always to never. Finally the survey included one short answer question asking about how motivated the student-athlete feels to perform well in their sporting event based on their coach's language during practice and games. Before they began the directions were explained and they had the opportunity to ask questions. They had 20 minutes to complete the survey.

### *Results*

The research was guided by the following question: How motivated do collegiate athletes feel to perform well based on how they perceive their coach's communication competence? To

address this question, a survey using the communication competence scale was given. A point system was used to determine the scores of the communication competence scale portion of the survey. For each of the 20 questions, up to 5 points were awarded based on the answer. For strongly agree answers 5 points was given. For agree 4 points was given, ect. For questions 5, 7, and 8 the points were reversed due to the wording of the question. Once the points were awarded, they were added together to get the final score. For the purposes of this study the following scale will be used to determine the perceived coach's communication competence: 100-89- Very Competent, 79-60 Competent, 59-40- Undecided and 39-20- Not Competent.

There were 32 completed surveys returned to the researcher. Of the 32 student-athletes that completed the survey, 25 were females, and 7 were males. The average score of perceived coach's communication competence out of all of the surveys was 71.1. The average score of the female participants was 70.6. The average score of the male participants was 73.4. Based on the survey, 34% participants perceived their coach to be very competent, 51% perceived their coach to be competent, 12% were undecided, and 3% perceived their coach as not competent in terms of communication skills (see appendix C). The survey showed that 16 student-athletes had a female coach and 16 had a male coach. The average score for student-athletes with a female coach was 70. The average score for student-athletes with a male coach was 72.5.

The survey included a question asking how often their coach yells or screams at practice or games. Of the 16 student athletes with female coaches, 31% reported that their coach always screams, 25% reported the coach often screams, 0 reported undecided, 37.5% reported the coach screams sometimes, and 6.2% reported the coach never screams or yells during practice or games. Of the other 16 student athletes with male coaches, 56.6% reported that their coach always screams, 18.7 reported that their coach often screams, 6% were undecided, 18.7% reported that their coach screams sometimes and 0 reported that their coach never screams during practice or games. (see appendix D) The survey also included a question that asked how often their coach uses inappropriate language during practice or games. Twelve percent of student athletes with female coaches said their coach always uses inappropriate language, 31% said their coach often uses inappropriate language, 0 were undecided, 37.7% said their coach sometimes uses inappropriate language, and 18.7% said their coach never uses inappropriate language. Of student-athletes with male coaches, 34% said their coach always uses inappropriate language, 31% said their coach sometimes uses inappropriate language, 0 were undecided, 18% said their coach sometimes uses inappropriate language, and 18% said their coach never uses inappropriate language during practice or games. (see appendix E).

The final question of the survey was an open-ended question asking student athletes to state how motivated they feel to perform well based on the language their coach uses during practice and games. The answers given by the student-athletes were similar and did not vary according to sport, gender of the athlete, or gender of the coach. Student-athletes who perceived their coach to be very competent or competent reported that their language during practice and games did not matter or to them and did not motivate them to perform well in their various sporting events. Most of these student-athletes also reported that their coach used inappropriate language and screamed during practice always, often or sometimes. The small percentage of student-athletes that perceived their coach as not competent also reported that their coach's language did not matter or that they were not motivated to perform well in their sporting event. These student-athletes also reported that their coach used inappropriate language and screamed

during practice always, often or sometimes. The small percentage of student-athletes that said they were motivated by their coach's language reported that their coach never screams at practice and or games.

### *Discussion*

The first purpose of this study was to measure how motivated players feel to perform based on how they perceive their coach's communication competence. Out of the sample of 32 student athletes, most reported that their coach was very competent or competent in terms of their communication. The participants also reported that they were not motivated by their coach to perform well in their various sporting events. This finding is not consistent with the hypothesis of this research. I expected to find that student-athletes would be more motivated to perform well if they considered their coach to have good communication skills and less motivated if they thought the coach's communication competence was low. I also expected that participants that said their coach always yells or screams at practice and or games would not feel motivated to perform well and not perceive their coach to have good communication skills. As a result of these findings, there are a number of things that can be considered.

It is possible that the student-athletes in this study were not motivated by their coaches because their motivation is intrinsic instead of extrinsic. The definition of motivation in the literature review identifies two types of motivation. According Gass and Seiter (2007), intrinsic motivation is a drive that comes from within as opposed to extrinsic motivation which is instilled by an outside source. Perhaps, the student-athletes in this study motivate themselves more and their drive to perform well comes from within. If this is the case, the reasoning could be because athletes in college have most likely been playing their sport for a long time. At the college level, they no longer need to be motivated by coaches, parents, or fans because they have been playing so long. As seasoned players, their motivation most directly comes from themselves. This could also be due to the fact that there is more pressure on college athletes. As stated in the literature review, student-athletes face pressure from numerous sources. Although they may not feel motivated by parents, coaches, and fans, they still feel pressured to perform well. These pressures can cause student-athletes to motivate themselves to live up to the high expectation set for them. Most of the student-athletes that participated in this study are on scholarship. It is also possible that student-athletes are motivated to play well in order to keep their scholarship money. The fear of losing their scholarship money and not being able to stay in school could also serve as a source of motivation for the participants.

Another point of consideration based on the results of this survey is the context in which the yelling and or screaming during practice or games are taking place. Most of the student-athletes reported that their coach yelled, screamed, and used inappropriate language during practice or games always often or sometimes. However, the context in which the communication acts took place was not reported. It was not stated whether the yelling, screaming, and inappropriate language was used to encourage student-athletes to perform skills better, to work harder, or in attempts to cut down horseplay or to get the team to become more focused. Knowing these distinctions could have affected the research because student-athletes may have felt differently about their coach's communication competence if asked to consider the different contexts in which it occurred.

The student-athletes were asked how often their coach yelled, screamed, and used inappropriate language during practice and games. However it was not asked how often your coach yells, screams, or uses inappropriate language to you directly. This distinction is also something to consider about this research. It is possible that student-athletes still felt their coach's had good communication skills because they never felt their coach was yelling at them. Perhaps, the student-athletes in this study believed the yelling, screaming, and inappropriate language was directed to the group instead of the individual.

According to the data, only 6% of the student-athletes that participated in this study reported that their coach never screams, yells, or uses inappropriate language during games or practice. This 6% consisted of student-athletes from only two sports: tennis and bowling. These student-athletes also reported that they do not feel motivated to perform well based on their coach's communication competence. It is possible that these two sports may have coach's that aren't as aggressive because they are individual performance sports. In both bowling and tennis the player is usually performing by themselves and trying to get the best individual score they can get. This is really a circumstance in which intrinsic motivation is most likely the main source of motivation for the player.

When examining the results of this study, the notion of the roles of female and male coaches should be considered. Although the student-athletes reported that the coach's language and communication skills did not motivate them to perform well in sporting events, the data from the interviews suggest that the coach still serves an important role in their lives. As stated in the literature review, coaches serve an important role in the self-concept and development of athletes as players and as people. In several interviews conducted with the student-athletes, the general theme was that they aren't motivated by their coach, they still cherish the relationship. One interviewee stated that he respected his coach's authority and valued his opinion. Another interviewee stated she looked to her coach for her expertise about her sport. The survey consisted of questions from Wiemann's Communication Competence Scale. One of the questions asked whether they felt the coach liked to be close and personal. Most of the participants replied by stating strongly agree. This can show that most of them have a strong relationship with their coach.

The difference in results between student-athletes with male coaches and student-athletes with female coaches is also a point of consideration in this study. According to the data, no participants with male coaches reported that their coach never screams or uses inappropriate language at practice. This shows that perhaps male coaches are more aggressive in their coaching methods. They may feel that yelling or screaming is the only way to motivate their teams. In this study, more than 50% of student-athletes with male coaches reported that their coach always screams during practice or games. This suggests that male coaches use this method frequently and may deem it to be most effective. Seasoned coaches know which methods are effective and which are not. It is possible that yelling and screaming does motivate the team as a whole instead of individual players.

Most student-athletes with female coaches reported that their coach screams sometimes. This shows that female coaches may not believe that screaming is the best method and only use it when they feel it's necessary. During an interview, one participant said her coach only uses screaming as a last resort. This is consistent with the data from the survey.

This survey yielded interesting results that can lead to many different interpretations, discussions, and analysis. This research can be continued on different levels that can emphasize the findings of this study and lead to more conclusions in the field of sports communications.

### *Limitations and Implications*

There were a number of limitations that should be considered about this research study. This was a pilot study therefore a small sample of student-athletes. This research was also limited by the number responses from male athletes. This research was limited to only evaluating one collegiate sports program in one area. The number of participants from each sport was also a limitation in this research.

This research is heuristic in the sense that much more can be discovered and researched to get more information in the field of sports communication. Further research on this topic can conduct the study on a larger scale at a larger Division I college or university with a more rigorous and demanding sports program. Future research can show how the level of coach's communication competence affects how motivated players feel to perform on different levels, other than college such as high school and youth leagues. Future research should also look into the context in which coaches yell and use inappropriate language, and how it resonates with the individual player. The results of this research can be expanded by finding out what communicative behaviors coaches can use that will be more effective for motivating student-athletes to perform well in their various sporting events. More individual interviews and focus groups could be conducted to determine what methods of coaching and leadership student-athletes deem to be most effective. More open-ended questions on the survey could also give more insight to how players can feel more motivated by their coaches. Future research could also discuss how different methods of leadership and communication skills vary between different sports. More insight into the roles of how the roles of female and male coaches vary in terms of motivating players and communication competence could also be studied in further research of this topic.

## Appendix A

## Sports Communications Survey Questions

Directions: Complete the following questionnaire with a current or past coach in mind. Please circle the number that corresponds with each question based upon whether you strongly agree (SA), agree (A), are undecided or neutral (?), disagree (D), or strongly disagree (SD). Always keep your coach in mind as you answer. Completing this survey will have no bearing on your position on the team and will be kept confidential.

Your Gender: Male/Female

Coach's Gender: Male/Female

Sport: \_\_\_\_\_

	(SA)	(A)	(?)	(D)	(SD)
1. Coach treats people as individuals	1	2	3	4	5
2. Coach is "rewarding" to talk to.	1	2	3	4	5
3. Coach can deal with others effectively.	1	2	3	4	5
4. Coach is a good listener	1	2	3	4	5
5. Coach's personal relations are cold and distant	1	2	3	4	5
6. Coach is easy to talk to.	1	2	3	4	5
7. Coach's conversation behavior is not "smooth."	1	2	3	4	5
8. Coach ignores other people's feelings.	1	2	3	4	5
9. Coach generally knows how others feel.	1	2	3	4	5
10. Coach lets others know he/she understands them.	1	2	3	4	5
11. Coach understands other people	1	2	3	4	5
12. Coach is relaxed and comfortable when speaking.	1	2	3	4	5

13. Coach likes to be close and personal with people. 1 2 3 4 5
14. Coach generally knows what type of behavior is appropriate in any given situation. 1 2 3 4 5
15. Coach is supportive of others. 1 2 3 4 5
16. Can easily put himself/herself in another person's shoes. 1 2 3 4 5
17. Coach is a likeable person. 1 2 3 4 5
18. Coach generally says the right thing at the right time. 1 2 3 4 5
19. Coach likes to use his/her voice and body expressively. 1 2 3 4 5
20. Coach is sensitive to others' needs of the moment. 1 2 3 4 5

Directions: Please circle the word that best describes your coach's communicative behavior.

21. Does your coach yell or scream during practice and/or games?

Always Often Undecided Sometimes Never

22. Does your coach use inappropriate language during practice and/or games?

Always Often Undecided Sometimes Never

23. Overall, how does your coach's language affect how motivated you feel to perform well in your sporting event? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for your time. Completion of this survey implies informed consent.

## Appendix B

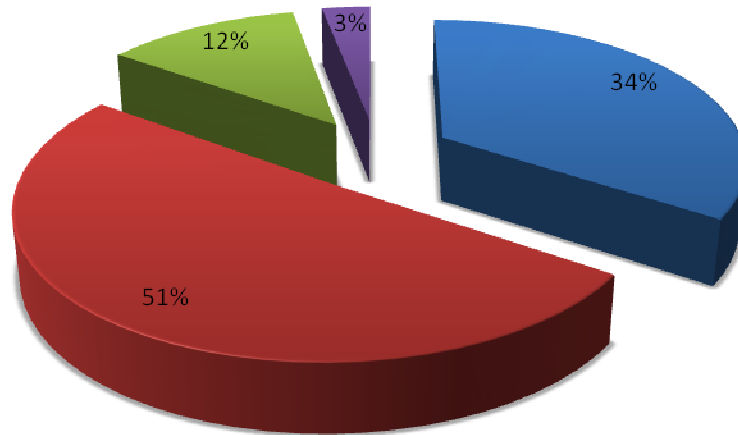
### Interview Questions

1. Does your coach motivate you to perform well?
2. What kind of leadership style do you think your coach displays?
3. Does your coach say the right things at the right times?
4. Does your coach ever use inappropriate language? If so how does this affect your performance?
5. Does your coach ever raise their voice during practices or games?
6. What could your coach say to motivate you the most?

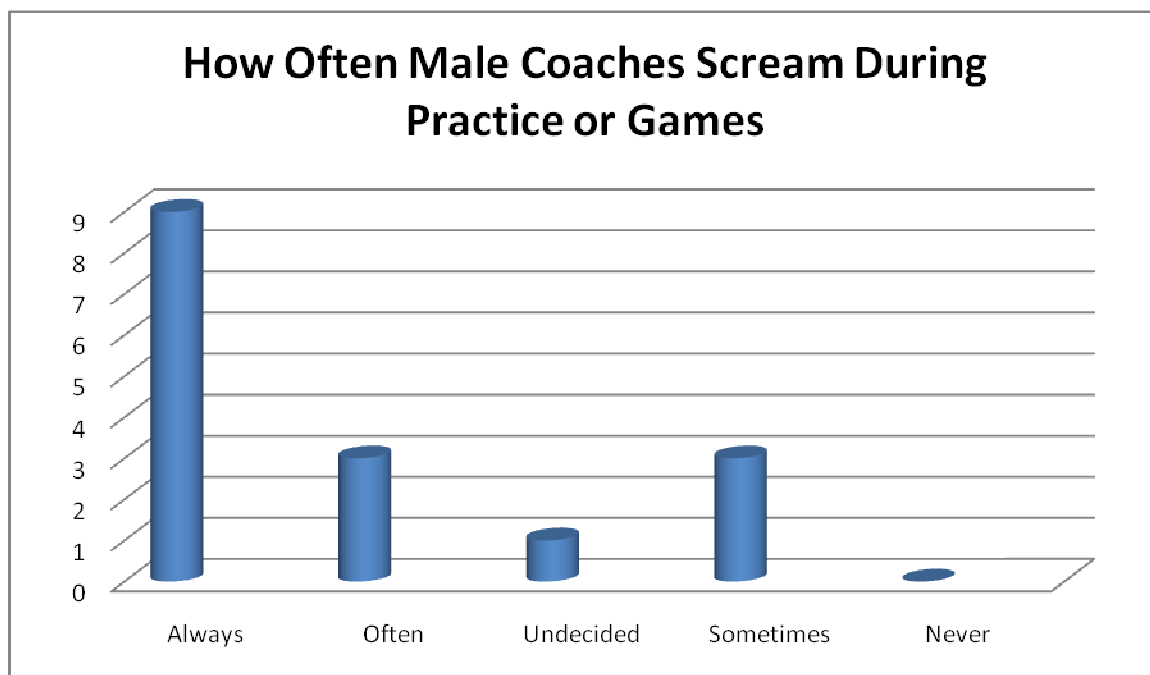
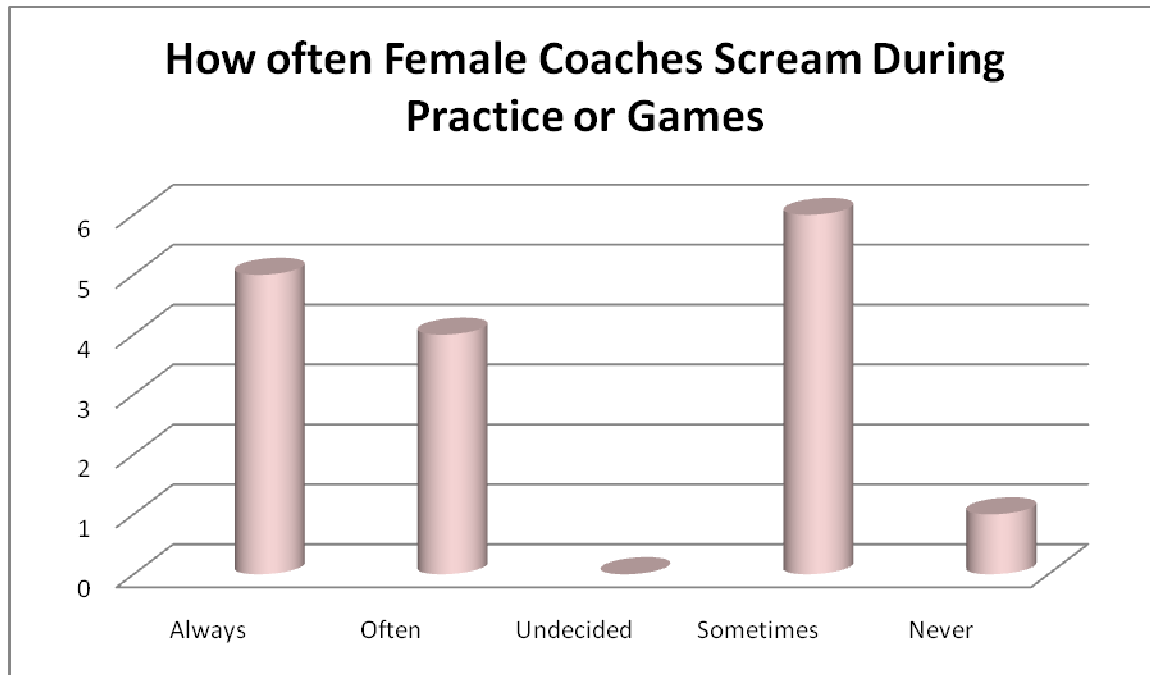
Appendix C

### Percieved Coach's Communication Competence

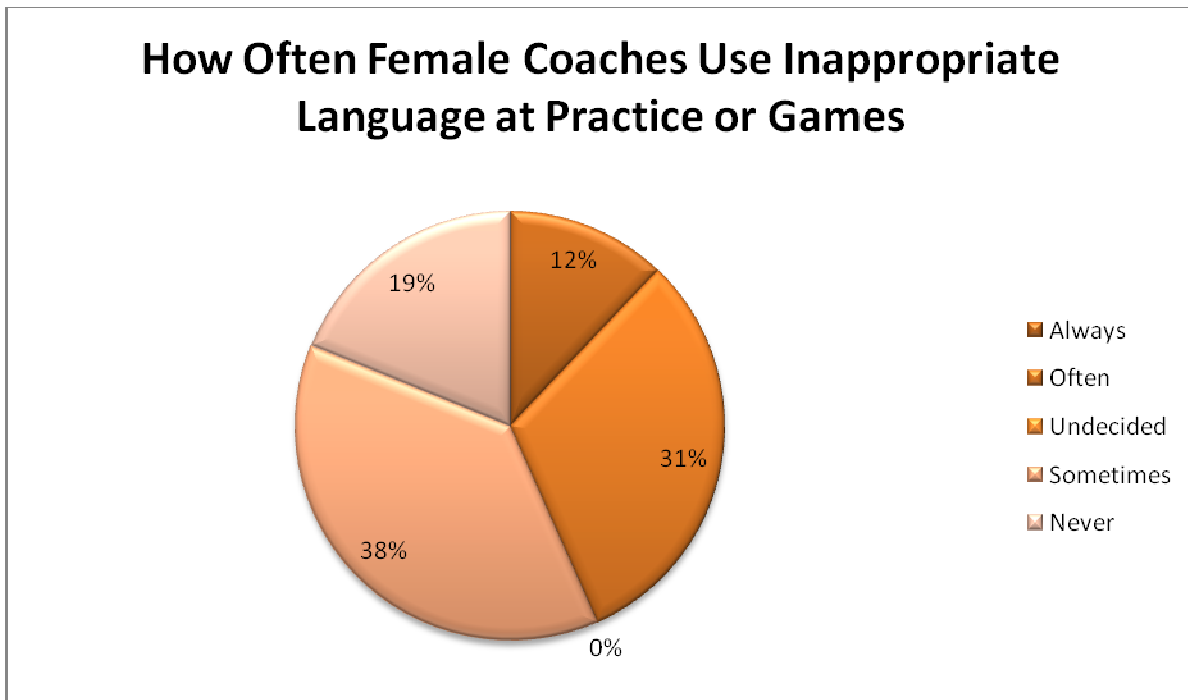
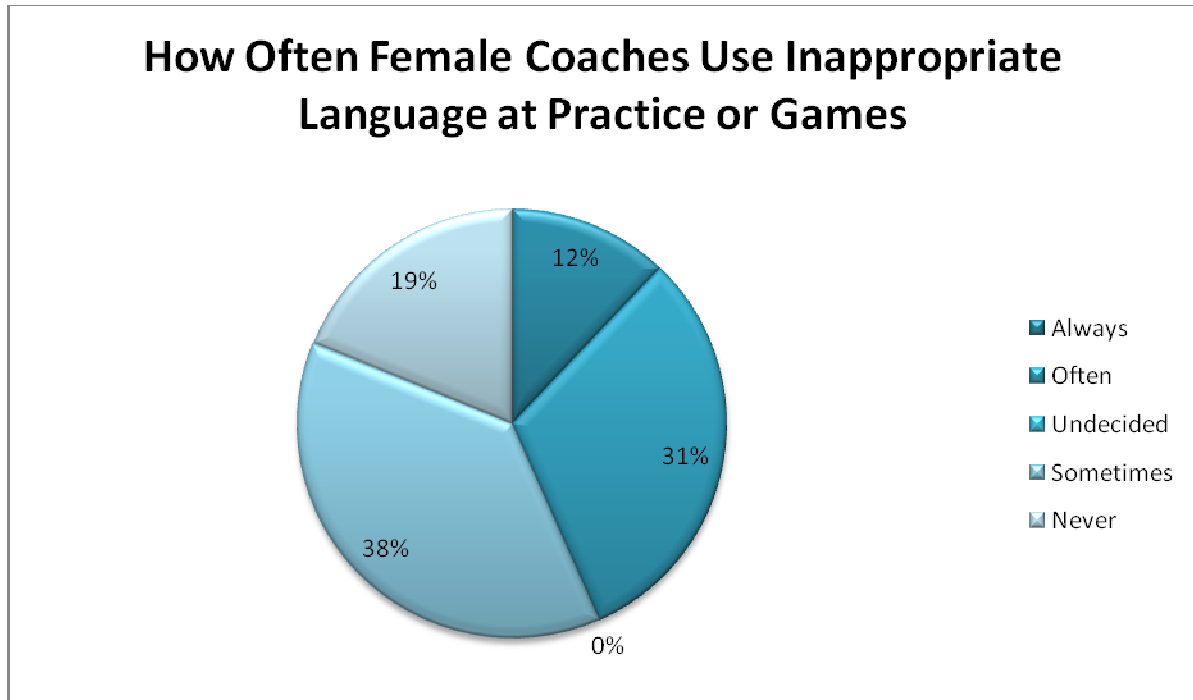
■ Very Competent   ■ Competent   ■ Undecided   ■ Not Competent



Appendix D



Appendix E



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