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**THE ROLE OF HUMAN AND SOCIAL CAPITAL IN THE PERPETUATION OF
LEADER DEVELOPMENT**

A Doctoral Dissertation

Presented by

JEFFREY W. MOTT

**Submitted to the Graduate School of the University of Massachusetts Amherst in
fulfillment of the proposal requirements for the degree of**

DOCTOR OF PHILOSOPHY

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Sport Management

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DEDICATION

To the greatest passions in my life, for their unconditional love and enduring support – my partner for life, Brenda, and my three greatest friends, Carly, Griffin, and Peyton.

ACKNOWLEDGEMENTS

The recognition in the following paragraph can only understate the immense value that many individuals have had on this important accomplishment. My successful completion of this dissertation would have been more difficult without the selfless commitment of each of them.

I wish to express my appreciation to all the individuals at the Naismith Memorial Basketball Hall of Fame in Springfield, Massachusetts. Specifically, I would like to recognize the partnership of Matt Zeysing, who spent countless hours facilitating the data collection of coaching histories and performance results. Further, my ability to obtain access and to interview both active and retired basketball coaches was made significantly easier by the project endorsement and initial contacts made by Scott Zuffelato.

I want to thank each of the interviewed coaches for their incredible generosity of time and genuine interest in the research for this dissertation. Their commitment and support of the historical value of this research was impressive and truly a testament to the importance they place on developing the leaders of the future through mentoring and relational networks.

I was truly blessed with the composition of my dissertation committee, with each individual being highly recognized leaders in their respective fields. I would like to express my thanks and appreciation to James Gladden for his many years of dedicated guidance, support and friendship. Thanks are also due to Carol Barr. Their true belief in my research ideas and directions fueled my passion to make a difference. I would also like to extend my gratitude to Linda Griffin and Charles Manz for their helpful comments

and suggestions, and for their continuous encouragement.

I am grateful to my family and friends who supported and encouraged me through this journey. I am humbled every day with the thought that these incredible people are my biggest supporters and fans. I only hope I can reciprocate with the faith, confidence and love that they have shown me.

ABSTRACT

THE ROLE OF HUMAN AND SOCIAL CAPITAL IN THE PERPETUATION OF LEADER DEVELOPMENT AND PERFORMANCE

MAY 2009

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This dissertation examined the critical role of human and social capital in the evolution of the NCAA Division I men's collegiate basketball product over time. Specifically, it sought to understand the characteristics of coaching networks that were consistently successful in perpetuating leader development over time, thereby theoretically replicating positive performance outcomes over long time spans. Interviews, content analyses and a literature search were performed to evaluate factors such as the processes of identification and selection of assistant coaches, the learning systems associated with their leader development, the strategies for their career advancement and growth, and the support structures of ongoing mentorship and professional networks that are important subsequent to their external promotion. Mixed methods were employed in the study. First, a quantitative analysis was performed in the early phases of the research project to identify the relevant coaching networks to be evaluated as well as to assess statistical relationships between five measures of coaching networks and success outcomes. This analysis was followed subsequently by qualitative ethnographic methods

in relation to the selected coaching networks. The final output was the development of a conceptual model to be utilized for future research. Apart from some limited exploration by members of the popular press, there are no empirical studies known by this author that have examined characteristics of successful coaching networks and development systems.

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CHAPTER 1

INTRODUCTION

When [Doug] Wojcik was hired by Tom Izzo as an assistant at Michigan State, he became an official member of the Jud Heathcote family of coaches -- a fraternity that boasts more [active] head coaches than those of [Dean] Smith, Mike Krzyzewski or Bob Knight... The Heathcote/Izzo coaching tree isn't some Charlie Brown Christmas tree. Since Heathcote handed his program over to Izzo in 1995, the coaches who have coached under Izzo and moved on to their own programs has created a Sequoia -- with Heathcote at the top, watching his pupils develop from his perch in Spokane, Wash... Heathcote still looks at the performances of his former bench mates with pride... He said he owes a lot to Izzo for keeping the "family" going at Michigan State, not to mention passing on common coaching beliefs down to [Tom] Crean and beyond... Knight has hired outside the family. So, too, has Izzo and before him Heathcote. Krzyzewski and Smith, meanwhile, have always tried to keep everything within the two Tobacco Road families... [But] it all starts with Heathcote, the godfather of college coaching "families" (Katz, 2002).

Coaching Networks

It is well documented, as seen by the commentary above of Andy Katz of ESPN, that social as well as developmental relationships exist quite commonly in the college basketball coaching fraternity. Career advancement within the profession requires personal and professional growth that is difficult to obtain through traditional educational and training vehicles. As such, the development of successive generations of coaches and leaders in the profession is critically dependent on those leaders currently active in these roles. This development requirement encompasses not only the knowledge and skills necessary to perform in the job, but also includes enrichment in learning to manage relationships and organizational dynamics that will enable the coach's athletic program to flourish.

Research in the domain of leadership is extremely broad and diverse. However, David Day (2001) draws a conceptual distinction between *leader* development and *leadership* development that is very powerful in its application to many professional contexts. In the case of leader development, the emphasis is on *human capital*, and developing individual-based knowledge, skills and abilities that are associated with

leadership roles. Additionally, there are social resources associated with work environments that take the form of *social capital*. The focus here is on leadership development. Specifically, it relates to developing the knowledge, skills and abilities associated with building the network relationships that enhance the interactions and dynamics involved in creating organizational value (Day, 2001). Specifically, Day states the following: “Leader development can be interpreted as a form of individual-based differentiation in terms of helping individuals enhance a unique self-understanding and construct independent identities. Leadership development can be thought of as an integration strategy by helping people understand how to relate to others, coordinate their efforts, build commitments, and develop extended social networks by applying self-understanding to social and organizational imperatives” (P. 586).

One form of both leader and leadership development is the practice of mentoring. Mentoring has frequently been segregated in research based on its function in both psychosocial development and career sponsorship (Baugh & Fagenson-Eland, 2005; Kram, 1985). In either function, mentoring plays a role in the development of both human capital and social capital, and is certainly an influential element in teaching the importance of social networks for all facets of career growth and development (Day, 2001).

In relation to the professional environment evaluated in this study, collegiate basketball coaching, this distinction is pertinent as well in its application to leaders and leadership (in this dissertation the word “leader” is used generally to refer to a head coach of a basketball program). Leaders play a large part in the success and satisfaction of employees in their roles (O’Driscoll & Beehr, 1994), as they help to shape the cultures

and climates experienced by employees (Kozlowski & Doherty, 1989). Leaders also frequently take on the additional role of being mentors, formally or informally, to their employees (Ragins et al., 2000). Mentors may provide their protégés with various forms of developmental support as well as access to valuable social capital through their own established professional networks.

Leaders often play important roles in contributing to employees' current and future career success, which underscores the importance of proactively assessing their mentoring capabilities. Leaders that have engaged in mentoring behavior in the past may possibly have former protégés who have subsequently advanced progressively in their careers. Yet it is difficult to locate information available to job seekers who wish to assess the mentoring abilities of potential future supervisors. This should be important to potential protégés for understanding the opportunities, both psychosocial and career-related, that leaders can offer their protégés. This dissertation delves into the concept of "coaching networks", defined as the compilation of the protégés of head coach mentors who have subsequently achieved career advancement by obtaining their own head coaching position. These networks may be meaningful indicators of the mentoring potential of head coaches. By mentoring assistant coaches throughout their careers, head coaches build unique professional networks over time which can potentially provide greater social capital to all of those located in those networks.

In this dissertation, data are collected from men's collegiate basketball to explore which head coaching networks produce the greatest contribution to the career advancement of their assistant coaches (protégés). The existence of a successful coaching network may be an indicator of the value that a head coach places on developing the

careers of their assistants as well as their ability to influence promotional career advancement which, in turn, should allow their protégés to likewise gain significant leadership influence. Thus, an understanding of a head coach's coaching network may provide an aspiring assistant coach with important information. Specifically, it can reveal a head coach's potential to help the protégé acquire an influential leadership position which can significantly impact and contribute to the lives of others. Accordingly, an understanding of the roles of mentoring and social networks is important to the evaluation of coaching networks.

This dissertation sheds light on coaching leadership in a way that could be valuable to existing as well as aspiring head basketball coaches seeking to obtain jobs, enhance careers, and improve performance outcomes. It could also be important for presidents and athletic directors at colleges and universities that are spending large sums of compensation and benefits to attract successful head coaches. Apart from some limited exploration by members of the popular press, there are no empirical studies known by this author that have examined characteristics of successful coaching networks and development systems. As such, this dissertation contributes to the literature in a number of meaningful ways. First, it extends the mentoring and social network literature (see literature review in Chapter 2) to a new environment by evaluating the related theories in a new industry, collegiate basketball coaching. Second, it enhances the current sport management literature by introducing new theories related to the mentoring and social network literature. There have been scant publications in sport management literature in social network analysis, and the adoption of this literature stream has not been embraced at any significant level, especially in relation to empirical studies. Moreover, there has

been very limited application of mentoring literature in sport management publications. Young (1990) studied the perceptions of college athletics administrators toward mentoring and networking, outlining their perceived benefits in the findings. Weaver and Chelladurai (1999) developed a conceptual model of mentoring that they later applied in an empirical study of intercollegiate athletics administrators and their mentoring relationships (Weaver & Chelladurai, 2002). However, this study only focused on female administrators in college athletics. Subsequently, Pastore directly called for a focus on mentoring research in sport management in her Earle Zeigler lecture (2003). However, the basis of this call to action was directly grounded in the same mentoring literature already outlined in the field of management. Nevertheless, there has still not been any response to Pastore's call to action since 2003. Therefore, this research was a first attempt at contributing to the mentoring literature in sport management since 2003.

This dissertation further integrated theory across disciplines. For example, the management, leadership, social psychology and sociology disciplines were enriched with new applications of theories that have already been broadly and deeply examined in their fields. At the same time, the sport management discipline was introduced to new domains of theory that have already been conceptualized and empirically tested throughout multiple disciplines. In the spirit of continuing to transcend academic disciplines and create new learning opportunities for all, a conceptual framework was developed that set the foundation for the dissertation's research questions and methodology.

Conceptual Framework

In a perfectly competitive situation, a firm or individual would have equal access to all inputs, equivalent capabilities to manipulate these inputs, and equivalent capabilities to deliver corresponding outputs. No producer or consumer would have any market power to influence these outputs differentially (Cabral, 2000). In reality, this is typically not the case. Access and capabilities vary by firm and/or individual due to historical backgrounds and experience, demographics, economics, and many other factors. The relative mix of these factors, in terms of both quantity and quality, for each individual and/or firm, make up their unique DNA. This heterogeneity in DNA contributes to diversity in outcomes, in which no two outcomes can ever be exactly the same. This may be said for any firm or any individual.

This analysis can be applied to athletics as well. As an extension to the logic just introduced, assume that all the possible differentiating factors (see Figure 1) which could potentially contribute to a variety of performance outcomes (see Figure 2) of a head coach (or athletic program) were equivalently available with identical quality to every head coach (athletic program). In this hypothetical environment, the performance outcomes of every head coach would theoretically be precisely the same over time. Again, this is not reflective of reality. In actuality, every head coach (athletic program) has unique elements that differentiate it from every other head coach (athletic program), positively and negatively. The unique DNA of a head coach (athletic program), in combination with uncontrollable external factors such as the location of the institution, ensures that no head coach (athletic program) is exactly the same as another.

As an example, consider men’s collegiate basketball coaches and programs. As of 2006, at the Division I level there were 327 of these programs and head coaches in the National Collegiate Athletic Association (NCAA) and over 1,000 assistant coaches related to these programs and head coaches (Dortch, 2006). The following conceptual

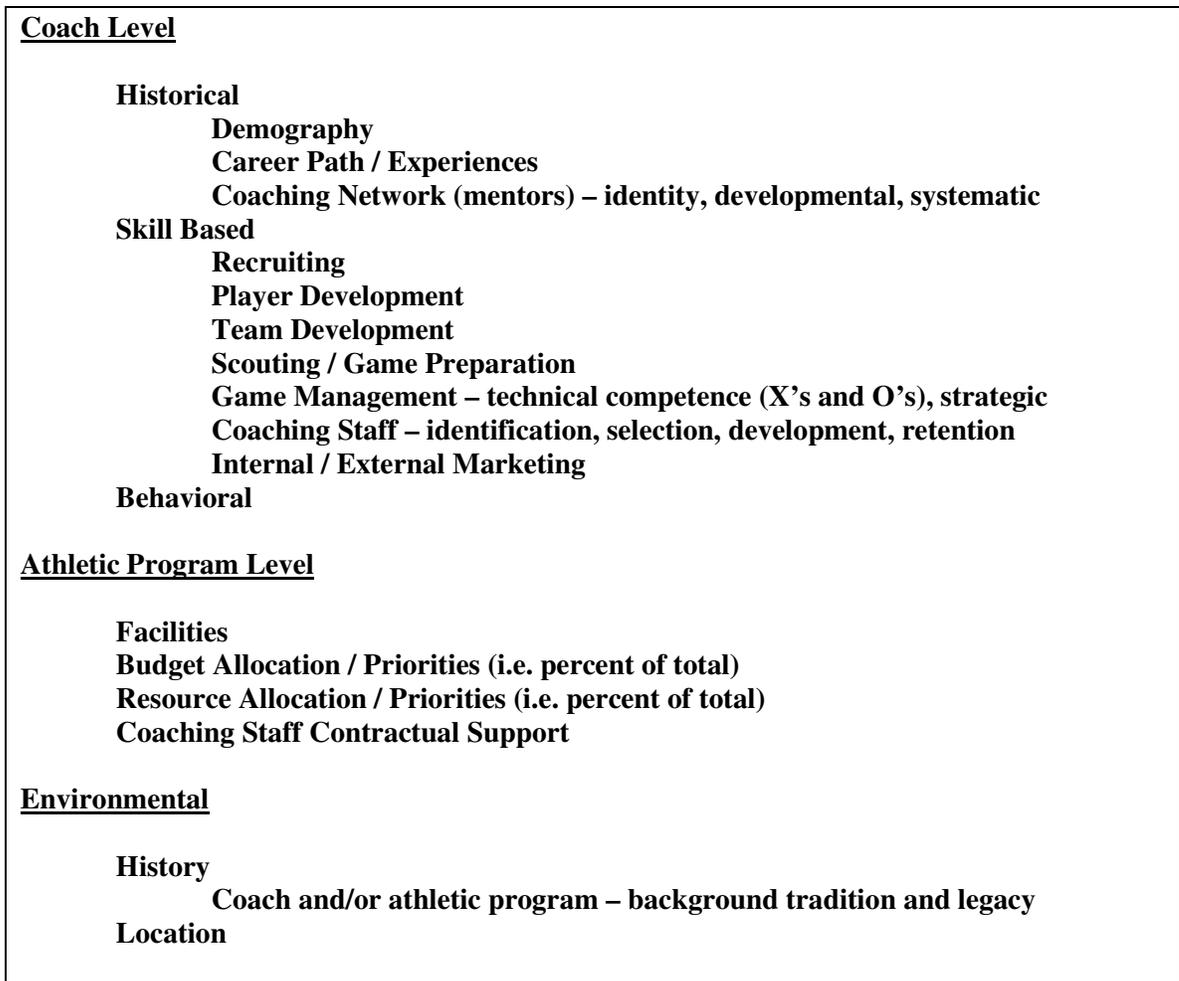


Figure 1 – Differentiating Factors of an Athletic Program

Note: (not an exhaustive list)

framework can be applied and utilized in the evaluation of two levels independently, or both levels simultaneously – the head coach and the athletic department. Accordingly, an athletic ‘program’ is defined as everything pertaining to a specific team (i.e. the men’s

basketball program) and the athletic ‘department’ encompasses all athletic teams and activities for a given institution.

<p><u>On-Court</u></p> <p>Winning Percentage Conference Results Post-Season Results</p> <p><u>Off-Court</u></p> <p>Career/Professional Success of Student-Athletes Community Involvement</p> <p><u>Financial</u></p> <p>Attendance – ticket sales Fundraising</p> <p><u>Academic Integration</u></p> <p>Graduation Rates Academic Progress Rates (APR)</p> <p><u>Legacy</u></p> <p>Coaching Awards Coaching Network – size, success</p>

Figure 2 – Performance Outcomes of an Athletic Program

Note: (not an exhaustive list)

There are three different tiers of competition in college basketball in the NCAA, represented by Divisions I, II, and III of the NCAA’s basketball classifications. The different tiers of competition are artificial attempts to minimize the differences in DNA among competing members within that tier, thereby optimizing the competitive parity within each tier. This is done explicitly through regulatory actions of sport governing bodies, such as the NCAA dividing men’s basketball competition into three divisions. It is also done implicitly by the capitalistic ebb and flow of athletic conference alignment

and re-alignment. Industry analysts subsequently develop perceptions of program strengths and weaknesses within each of these artificial distinctions.

Across competitive tiers at the athletic program level the differences between schools are represented by factors such as the size and/or wealth of an institution, but may also incorporate the athletics philosophy of that school¹. Within competitive tiers the differences may also be represented by these noted factors and possibly additional factors which are truly uncontrollable, such as location and tradition. The key point is that the differentiating factors in Figure 1 contribute to the ongoing maintenance of this differential in competitive levels. These differentiating factors are not equivalently available, equal in quality, or similarly controllable to every athletic program, either within or across competitive tiers. This program level differential acts in combination with head coach level differential to ensure a wide spectrum of competitive excellence.

Conceptually, as the differentiating factors increase for a head coach and/or athletic program, the value of their “offer in the market” increases, which likely results in increased performance outcomes. For example, if a head coach has developed greater individual skills and/or receives greater program level benefits from a stronger support structure in recruiting, he will have a differential advantage over another coach in recruiting the best players. This will certainly be enhanced if combined with an athletic program that has a rich tradition of excellence. And if this coach is strong at player development, team development, game preparation, and technical skills, he will likely

¹ Whereas the philosophy of NCAA Division I athletics focuses on athletics excellence and prominence both regionally and locally, Division II institutions usually attract student-athletes from local or in-state areas. Division I programs will often offer full-ride scholarships, but Division II programs typically provide smaller scholarship opportunities. Division III programs do not allow athletic scholarships and emphasize the participant’s experience rather than the experience of the spectator. Accordingly, a greater external emphasis on revenue typically resides in Division I schools (Barr, 2005).

optimize the talent he recruited. This should lead to greater on-court performance outcomes, which may subsequently lead to increased attendance. In this example, the head coach's "offer in the marketplace" to a high school student-athlete is more valuable for a variety of reasons (i.e. greater visibility to professional scouts, better chance of winning championships, and many others). This increased recruiting success, combined with other differentiating factors, leads to positive performance outcomes, thereby increasing the value of the athletic program's "offer in the market" to the fans as the quality of play and winning percentage improve. Increased revenue from greater fan support leads to greater capability to recruit, and so on. This provides a virtuous growth loop of momentum that becomes self-perpetuating. This loop conceptually applies in the opposite direction as well. This example describes how varying degrees of differentiating factors for a head coach and/or athletic program can alter the value of their "offer in the market", which also results in a range of related performance outcomes.

Given this competitive marketplace of Division I men's collegiate basketball, and under the realistic assumption that a coach's job/career tenure is largely performance based and publicly scrutinized, it is essential for a head coach to maximize these differentiating factors to the extent possible. One method in establishing the ability to maximize these factors is the development of coaching networks. These networks can not only help a head coach strengthen these differentiating factors in a number of ways, but are also essential to career growth and stability. Coaching networks are important for a head coach in the efforts to grow in their skills and abilities and to build a strong staff, but are equally important as well for their future job mobility if that becomes necessary. This is also essential to assistant coaches as they navigate their career path. Therefore, a

clear understanding of which coaching networks are the most productive appears to be a critical piece of information to any number of stakeholders. And yet this understanding is sketchy at best. No prior research has addressed the importance or significance of coaching networks and their relationships to mobility and success.

Additionally, further understanding of how coaching networks contribute to the differentiating factors previously noted is also important. A conceptual dynamic is illustrated in Figure 3. At a high level, this figure of a coaching cycle suggests that the ability of a head coach to maximize differentiating factors influences their subsequent performance outcomes, as described in the self-perpetuating loop discussed previously.

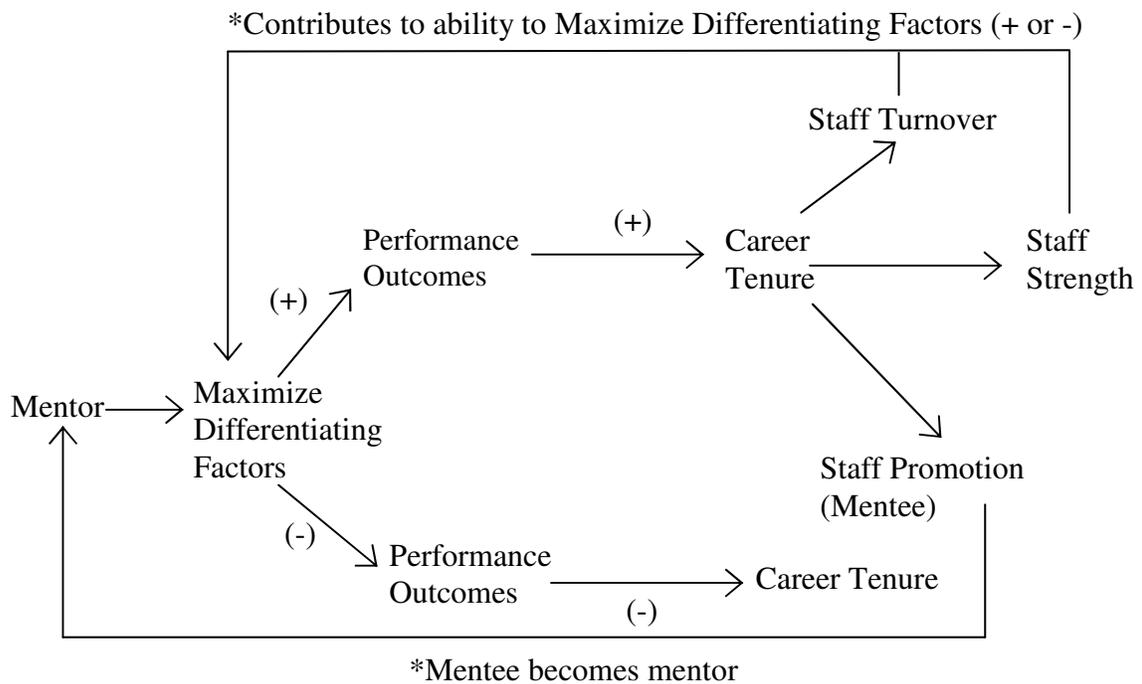


Figure 3 – The Coaching Cycle

These performance outcomes over time subsequently impact the head coach’s job and/or career tenure either positively or negatively. As a result, a head coach’s ability to maintain a longer career will likely result in a greater role of influence on the direction of

their assistants' coaching careers. Throughout their career, coaches may experience a variety of relationships with their assistant coaching staff, which can lead to any of the following situations: 1) volatility in their retention of assistant coaches due to ineffectiveness, relational strains, or alternative desirable coaching opportunities. This leads to a continuous need to hire replacements; 2) a successfully assembled staff that works effectively as a team and chooses to stay together for a long period of time; and 3) turnover in staff as their assistant coaches get promoted by being hired into their own head coaching position at the same or another institution.

In the situation of an assistant coach being hired into a head coaching position, a similar cycle starts anew for the assistant as a newly appointed head coach; the mentee has become a mentor. The success of this cycle is largely influenced once again by the new head coach's independent ability to maximize differentiating factors. This ability is possibly influenced, to some degree, by the learning and development processes the coach experienced throughout his career. If the coach's prior experience as an assistant was strongly associated with broad and/or deep learning and development systems, particularly in relation to critical differentiating factors, the likelihood of success in their new head coaching position will perhaps be enhanced. On the other hand, if the new head coach was associated with a program that was weak in its efforts to fully prepare its assistant coaches to be head coaches, it is reasonable to suggest that the likelihood of success in their new head coaching position is diminished.

The coaching cycle in Figure 3 is a conceptual framework that provides a guideline to answer questions in the future such as the following: What enables one coach to excel over another coach under similar circumstances? Why is this excellence

replicated throughout one coaching network and not another? Nevertheless, these questions were not the particular focus for this dissertation, as they are very complex in their own right. Specifically, this dissertation addressed those elements of leader and leadership development and mentoring processes that contribute to the recycling of assistant coaches into head coaching positions at the Division I level. This is manifested in either the replication of a coaching system that is originally instituted by the mentor and later implemented by his protégés, or in a broader development process that enables the protégé to be innovative in establishing an entirely new coaching system that is successful. Figure 3 therefore provides a productive framework to establish a study with a compelling purpose and thoughtful research questions.

Purpose and Significance of the Study

This dissertation aimed to produce a unique perspective on leader development as reviewed through the analysis of coaching networks in Division I men's college basketball. The primary purpose of this research was to understand and describe the characteristics of specific coaching networks that are consistently successful in perpetuating leader development over time, thereby theoretically replicating performance outcomes over long time spans. The findings of this dissertation may also extend to other professional contexts outside of college basketball as well as outside of sport altogether. Therefore, gaining a greater understanding of the characteristics of systemic teaching and learning patterns that contribute to the reproduction of effective leaders would be valuable to a potentially very large and diverse audience.

Research Questions

As noted above, an NCAA Division I head coach's job/career tenure is largely performance based, highly public, and consistently scrutinized by a variety of stakeholders. Accordingly, coaches within the industry need to establish and nurture coaching networks in order to facilitate their career growth and generate stability. In a practical sense, a clear understanding of which coaching networks are the most productive is a critical piece of information to any number of stakeholders, as noted earlier. Therefore, the core research question for this study was: "How is the reproduction of leaders perpetuated over time?" A secondary question followed as well: "Do the coaching networks of a head coach contribute to success across multiple generations?" Specifically, what role do coaching mentors and associated networks play in the career development and success of their protégés? The following four refining sub-questions guided this study:

- What are the processes of identification and selection of assistant coaches?
- What are the learning systems associated with the leader development of these assistant coaches?
- What are the strategies for the career advancement and growth of the assistant coaches?
- What are the ongoing support structures of mentorship and professional networks that are important subsequent to their external promotion?

Boundaries for the Study

While this research sought to evaluate the questions above, the researcher was also careful not to fall victim to scope enlargement as this topic is very broad and diverse. Accordingly, the study did not attempt to determine cause-and-effect relationships between variables in the guidelines above and performance outcomes. While certain measures related to coaching networks were tested to understand their relationship with

performance results, direct causal inferences were not be drawn. Nevertheless, the results of these tests were highlighted with regard to the performance of highly reproductive coaching networks in comparison to their overall peer set. These statistics served to complement the emergent findings from a deeper qualitative methodology.

CHAPTER 2

LITERATURE REVIEW

Introduction

As outlined more thoroughly in the introduction, the concept of leader development emphasizes human capital, whereas leadership development places an emphasis on social capital (Day, 2001). Mentoring is a set of functions that can positively contribute to both forms of development, and social networking influences the access to knowledge, relationships, and behavioral role modeling necessary to enhance both forms of development. In this chapter a thorough literature review is conducted in relation to both mentoring relationship and social network theories.

Mentor Relationship Theory

The importance of mentor-protégé relationships, for individuals and organizations, has long been recognized by both practitioners and organization scholars (e.g. de Janasz & Sullivan, 2004; Kram, 1985; Levinson et al., 1978). However, the mentoring literature is broad and remains largely fragmented. This is due in large part to the fact that the term ‘mentor’ has been defined in multiple manners, and there is not a popularly accepted definition of what mentoring entails or what its outcomes should be (Chao, 1997; Chao et al., 1992; de Janasz & Sullivan, 2004; Schweitzer, 1993).

Additionally, the types, functions and outcomes of mentoring have been studied from the perspectives of both the mentor and the protégé, though not necessarily integrated across many diverse environments, either conceptually or empirically (Chao, 1997; de Janasz & Sullivan, 2004; Dreher & Ash, 1990; Fagenson, 1989; Higgins, 2000; Kram & Isabella, 1985; Orpen, 1995; Scandura, 1992).

The term ‘mentor’ and the act of ‘mentoring’ have been defined broadly by multiple scholars. Definitions of mentoring generally describe it as an intense, professional relationship that is predominantly devoted to developing the protégé’s career (Carden, 1990). Levinson et al. (1978) noted that a mentoring relationship is one of the most important relationships an individual can obtain early in their career. Ragins & Cotton (1999) refers to the “established” definition of a mentor as “an influential individual with advanced experience and knowledge, who is committed to providing upward mobility and support to your career” (Fowler & Gorman, 2005, p. 52). Several similar definitions, still deeply focused on career advancement and support, submit that mentoring is a relationship between two individuals where one (mentor) is more experienced or tenured in an organization, and is motivated toward the advancement and support of the other (protégé) (Fowler & Gorman, 2005; Hunt & Michael, 1983; Ragins & Scandura, 1994). Some researchers have defined ‘mentoring’ as the provision of psychosocial support, and have separated it from ‘sponsorship,’ or the providing of access to connections and networks (de Janasz & Sullivan, 2004). Other scholars contend that aspiring leaders have a need for both psychosocial and career development, though include sponsorship as just one element of career development (Kram, 1985). In the field of sport management, Weaver & Chelladurai (1999) define mentoring as a “process in which a more experienced person (i.e. the mentor) serves as a role model, provides guidance and support to a developing novice (i.e. the protégé), and sponsors that individual’s career progress” (p. 25). A third perspective suggests that mentoring varies depending on type and amount, and various mentoring roles can be arranged on a continuum (de Janasz & Sullivan, 2004). One of the few definitions that is not strictly

focused on careers and professional endeavors is offered by Schweitzer (1993):
“[Mentors are] individuals who go out of their way to successfully help their protégés meet life goals ... [Protégés are] individuals who have received special assistance from other persons (mentors) in reaching their life goals” (p. 50).

Mentoring research has been fairly straightforward in its organization and development, following a fairly basic conceptual model (see Figure 4). Most research focuses on the effects on outcomes and/or the benefits derived (or costs incurred) of mentors and mentoring relationships. In essence most mentoring research has reviewed the functions of mentors and mentoring roles as antecedents to various outcomes or benefits for either the protégés or the mentors themselves. Research has evolved to include moderator variables, including the type of mentor and/or the phase of the mentoring relationship. In sum, almost all of the research in this field historically has been focused on mentoring functions, types and phases and their influence on outcomes, inclusive of both benefits and costs.

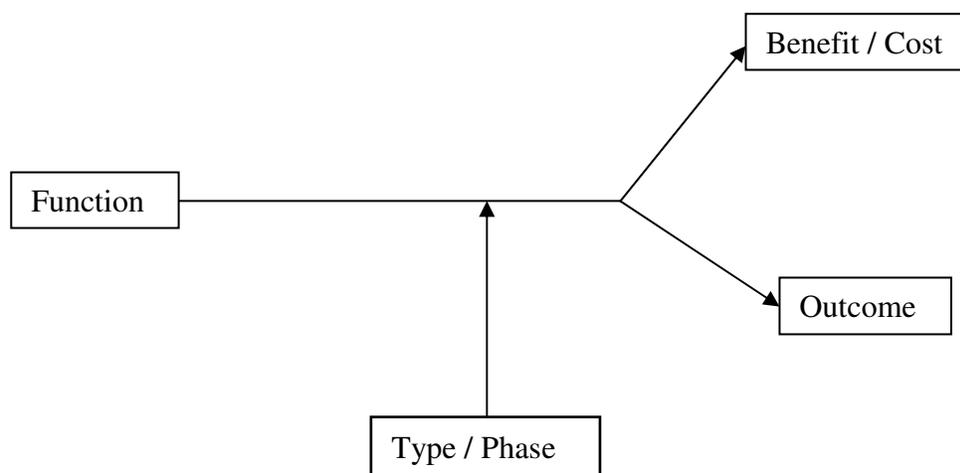


Figure 4: Model of Mentoring Research

Mentoring Functions and Outcomes

Scholars have asserted that mentoring involves distinct functions. There have been a sufficient number of studies that have produced similar results (Noe, 1988; Olian et al., 1988; Scandura, 1992; Tepper et al., 1996) that one can conclude the results are reliable. Burke (1984) developed a mentorship scale, comprised of 15 items, which asked protégés to highlight the role their mentors play. The significant results produce a three factor solution: career development functions, psychosocial functions, and role modeling. Kram (1983) produced two factors: psychosocial and career, with role modeling being subsumed as a psychosocial function. Psychosocial functions included role modeling, acceptance-and-confirmation, counseling, and friendship. Career functions included sponsorship, exposure-and-visibility, coaching, protection, and challenging work assignments (Kram, 1985). Olian et al. (1988) also found that mentors were perceived as providing two roles, which were similar to those identified by Kram (1983) but labeled differently. The first role was considered an instrumental role, and involved the mentor's influence in promoting the protégé's visibility in the organization. The second role was identified as an intrinsic role, which was predominantly the provision of psychological support by the mentor to the protégé. Scandura (1992) espoused three categories of mentoring functions. She supported Kram's career-related function, though called it a vocational function, and further segmented Kram's psychosocial function into role modeling and social support functions. Fowler & Gorman (2005) empirically identified eight distinct functions of mentoring that were also largely similar to the psychosocial and career functions identified by Kram (1985) above. These included personal and emotional guidance, coaching, advocacy, career development and facilitation, role

modeling, strategies and systems advice, learning facilitation, and friendship. In the sport management field, Weaver & Chelladurai (1999) apply distinctions for both career and psychosocial functions that provide greater specificity. For example, in terms of career functions, mentors provide 'coaching' with regard to organizational politics and successful strategies to navigate these politics, enabling the protégé to understand the sources of power and support as well as those that can be trusted. Another example is that mentors provide sponsorship by enabling the visibility of the protégé's strengths and favorable qualities to others within the organization as well as providing opportunities for the protégé to develop relationships with influencers and power brokers within the organization. Finally, mentors engage in a psychosocial function that is essentially a social interaction where the protégé can engage the mentor related to personal and professional experiences and receive feedback, support, and advice (Weaver & Chelladurai, 1999).

Many studies have examined the relationships between the mentoring functions previously noted and a variety of outcomes. Mentoring has typically been found to be positively related to the protégés' performance and overall success in an organization. Protégés receive more promotions, earn more money, wield greater influence, are provided with increased opportunities, and are generally more satisfied with and committed to their jobs and careers than non-protégés (Fagenson et al., 1997). Specifically, most studies that examined these types of relationships considered the outcome variables to be organizational socialization (Chao, 1997; Ostroff & Kozlowski, 1993), work effectiveness (Kram, 1985), job satisfaction (Chao, 1997; Fagenson, 1989; Koberg et al., 1994), promotions (Dreher & Ash, 1990; Hunt & Michael, 1983; Orpen,

1995; Stumpf & London, 1981; Scandura, 1992), job mobility (Roche, 1979; Scandura, 1992), and salary growth (Orpen, 1995; Roche, 1979; Scandura, 1992). For example, Scandura (1992) found the vocational and social support functions previously mentioned to be significantly related to promotions and salary. In another example, Chao et al. (1992) examined the relationship between Kram's mentoring functions and outcomes such as job/career satisfaction, socialization, and salary and found strong relationships between the career function and both job satisfaction and socialization. Finally, Orpen (1995) engaged in the first longitudinal study on mentoring over a four year time period, finding significant correlations between career mentoring and both promotions and salary growth. However, Orpen (1995) did not find a significant relationship between personal mentoring (similar to the psychosocial functions) and the two outcomes. In the sport management field, very little research has been performed in evaluating outcomes of mentoring relationships. Weaver & Chelladurai (1999, 2002) provided a sequential evaluation of mentoring that is essentially the only substantial effort at studying this phenomenon in the field of sport management. In their first study, they developed a conceptual mentoring model, which addresses outcomes for both the mentor and the protégé. The model initially takes into account the compatibility of the mentor and the protégé based on various professional and personal traits, job experiences, and demographics. Barriers to a mentoring relationship were evaluated along with organizational practices related to career advancement. These moderating variables were taken into consideration as the mentoring relationship was evaluated based on Kram's (1983) seminal research, taking into consideration both the functions of mentoring and phases of a mentoring relationship. Ultimately, outcomes of the mentoring relationship

are achieved, along the lines of advancement, growth, satisfaction, and salary for the protégé, intrinsic satisfactions for the mentor, and human resource objectives for the organization (Weaver & Chelladurai, 1999). This was followed up in 2002 with a study on mentoring in collegiate athletic administration, where Weaver & Chelladurai applied their conceptual model developed in 1999. The authors evaluated several facets of job satisfaction for both men and women in collegiate athletics administration, taking into consideration the participants' declaration of whether they have engaged in a mentoring relationship or not. Men and women were equally involved in mentoring relationships, and mentored individuals showed more satisfaction than non-mentored individuals (Weaver & Chelladurai, 2002).

Benefits and Costs of Mentoring Relationships

While the outcome variables noted above are discrete and measurable in relation to typical job and career related expectations of protégés, there has also been research that has evaluated specific benefits and costs of mentoring relationships to both protégés (Allen et al., 1999; Chao, 1997; Dreher & Ash, 1990; Fagenson, 1989; Higgins, 2000; Scandura, 1992; Whitely et al., 1991) and mentors (Allen et al, 1997; Halatin & Knotts, 1982; Kram, 1985; Levinson et al, 1978). These studies have been performed related to mentoring relationships and the participants' perceptions of outcomes in terms of value and feasibility. As such, the concept of mentoring has been studied from both the perspective of the mentor and the protégé (Fowler & O'Gorman, 2005).

From the view of the mentor, there can be specific benefits and costs associated with adopting a mentorship role. Benefits may include satisfaction from assisting with the personal and professional development of a protégé (Levinson et al., 1978), vicarious

energy attainment of the mentor (Levinson et al., 1978), and organizational recognition of the loyal support provided to and by protégés (Kram, 1985). Costs associated with embracing a mentoring role may include the time and energy in developing the relationship (Halatin & Knotts, 1982), negative recognition and association as a result of poor performance or behavior of the protégé (Kram, 1985), risk of displacement by a more capable protégé, and perceptions of playing favorites (Myers & Humphreys, 1985). From the view of the protégé, mentoring relationships are well understood as an important career development resource. It has been empirically related to promotions (Dreher & Ash, 1990; Mott et al., 2007), career mobility (Scandura, 1992), and career satisfaction (Fagenson, 1989; Higgins, 2000). Nevertheless, the sponsorship functions may be particularly important, as professionals in today's economy arguably need strong networks and cross-organizational connections and resources. Rosabeth Moss Kanter (1977) is often credited with developing the concept of sponsors. As she describes this relationship, sponsors are those who enable their protégés to bypass traditional hierarchies by giving them "inside information" or advice on how to "short-circuit cumbersome procedures" (Kanter, 1977, p. 182). Protégés associated with certain well-respected or powerful sponsors may also benefit from a certain amount of "reflected power" (Kanter, 1977, p. 182). Sponsorship has also been defined as the giving of public support (Kram, 1985). Leaders often serve as sponsors for their followers, providing exposure and access to important professional networks (Wayne et al., 1999). In the field of sport management, benefits of mentoring relationships were evaluated in collegiate athletic administration from the view of the protégé (Young, 1990). Results suggested

that the top five benefits received from mentors were encouragement and support, advice, opportunities to increase knowledge, guidance and direction, and constructive criticism.

Moderator Variables

The relationship of mentor functions to outcomes and benefits has resulted in fairly straightforward empirical studies as noted previously. However, the early research failed to account for moderating variables that may produce differing outcomes. These moderators have evolved over time, but have generally fallen into a handful of distinct variables. In a broad sense, moderating variables that have been studied have fallen into types of mentoring relationships, phases of mentoring relationships, some combination of both types and phases, and timing of mentoring relationships. Types of relationships studied have typically been dichotomous in nature, such as mentored versus non-mentored individuals, formally developed versus informally developed mentorships, and traditional versus peer mentoring relationships. Phases of mentoring relationships have been evaluated chronologically in both time and successive career stages. Timing of mentoring relationships has considered whether a mentor was the protégé's first mentor, their longest tenured mentoring relationship, and/or their only mentoring relationship.

Types of Mentoring Relationships

Phillips-Jones (1983) indicated that the majority of mentoring relationships are informal and the relationship develops because of shared interests, job requirements, or simply admiration. On the other hand, individuals are sometimes assigned to a mentor in formal mentoring programs, which often attempt to replicate informal mentoring arrangements (Zey, 1985). Klauss (1981) and Kram (1985) suggest that formal mentoring arrangements are less effective than informal mentoring relationships due to a variety of

factors, foremost among them being personality conflicts and the lack of personal commitment by either the mentor or the protégé because the relationship was not formed through their own initiative. These are contributing factors to the reasons why formal mentoring relationships are typically shorter in duration than informal relationships (Douglas, 1997). In informal mentoring relationships, however, the commitment is more significant and genuine, thereby leading to interactions between the mentor and protégé that usually go beyond career-related issues and delve into psychosocial support (Phillips-Jones, 1983). Chao et al. (1992) performed a field study comparing protégés involved in formally developed mentorships with those involved in informally developed mentorships. Additionally, they contrasted these individuals with those who state they did not have mentors at all. The first two groups were compared along Kram's (1985) mentoring functions, and all three groups were compared on three outcome measures: organizational socialization, job satisfaction, and salary. Protégés in informal mentorships reported more career related support, along with higher salaries, than the other two groups. Further, protégés in informal mentorships reported more favorable outcomes for all outcome variables than non-mentored individuals. More interestingly, protégés in formal mentorships did not show significant differences in outcome variables than those with no mentor at all. Chao (1997) followed up this initial study by evaluating similar outcomes in relationship to Kram's mentoring functions, but along the time continuum of Kram's (1983) mentoring phases (discussed later). Chao further supported differences between formally mentored and non-mentored individuals, regardless of whether the protégés were in current or former mentoring relationships. Moreover, the advantages of the mentored groups did not dissipate over time. This is consistent with Orpen's (1995)

study, signifying that the effects of mentoring on various outcomes endure over a long term.

Phases of Mentoring Relationships

Dalton (1977) found that the higher performers in organizations tended to transcend four career stages successively, performing to a high level at each stage: apprentice, colleague, mentor, and sponsor. Kram (1983) subsequently introduced the influences of mentoring relationships in successive career stages, evaluating the role that mentors actually perform in development of the apprentice and colleague as defined by Dalton. Kram derived a conceptual model from biographical interviews of 18 pairs of mentor-protégé relationships. These phases included initiation (6 months to a year), cultivation (2-5 years), separation (6 months to 2 years after structural change in the relationship), and redefinition (indefinite period after the separation phase). Interestingly, these phases evolve similarly to the four refining research sub-questions in this dissertation. The first phase of initiation includes the time it takes for the relationship to commence and develop importance for both participants. This is aligned with the process of identifying and selecting assistant coaches as well as the transition process of establishing new coaching relationships. Kram's second phase of cultivation incorporates the time during which the psychosocial and career functions provided are maximized. This corresponds with the bulk of the time that an assistant coach spends directly in a day-to-day relationship with their head coach and/or staff peers. The separation phase occurs after a physical or emotional separation event, and the coaching analogy to this is the assistant coach accepting a new position in an organization different from the head coach. This may take the form of an alternative assistant coaching position or a

promotion to a head coaching position. The redefinition phase is the period where the relationship adopts much different characteristics along the lines of friendship and peer mentoring (Kram, 1983). This may be similar to the support and mentoring structure that often continues to exist after an assistant coach has departed. Chao (1997) leveraged Kram's sequence of mentoring phases and empirically studied the level of mentoring functions at each phase as well as their relationship with several outcomes. It was the first empirical examination of Kram's mentoring phases, and its findings provided support for the developmental sequence and mentorship length as they were consistent with Kram's guidelines. Moreover, in one set of results she found consistent differences between mentored and non-mentored individuals along all variables.

Structure and Timing of Mentoring Relationships

Last, who should a protégé look toward in identifying a potential mentor and what is the rationale for initiating this relationship? As noted above, mentorships are established both formally and informally, but who these mentoring relationships are established with can vary widely. Kram & Isabella (1985) expanded the field of potential mentors beyond those who are elder, have greater tenure, or are positioned in higher levels of professional authority. They evaluated mentoring alternatives, particularly the role of peer relationships in career development. They identified types of peer relationships and the enhancing functions they provide in both psychosocial and career development at every career phase. For example, their continuum of peer relationships ranges from information sharing to confidant. The information peer is most valuable in the exchange of information about their work and about their organization. There are low levels of self-disclosure and trust in this relationship. The collegial peer is defined by a

moderate level of self-disclosure and trust, and includes exchanges regarding career strategies, job-related feedback, and friendship. Finally, the special peer is the most intimate peer relationship, and exchanges involve emotional support, personal feedback, and deeper friendship. Each of these peer relationships is assessed along a range of career stages, with a variety of dominant themes emerging at each successive stage for each peer relationship. They note that each type of relationship offers a range of opportunities for growth through the distinct relevant functions it provides (Kram & Isabella, 1985). Most importantly, the study discovers many common attributes between traditional mentoring and peer relationships, serving a variety of psychosocial and career-enhancing functions. However, they note significant differences between the two forms of mentoring in domains such as age and hierarchical levels as well as in the type of interactions. Further, conventional mentoring relationships are typically one-way while peer relationships are accompanied by two-way exchanges (Kram & Isabella, 1985). Nevertheless, peer relationships appear to provide the opportunity for unique developmental opportunities that can complement conventional mentoring relationships (Eby, 1997).

Group mentoring is another alternative type of mentoring and can take many forms (Russell & Adams, 1997). Dansky (1996) suggested professional associations as an informal mentoring group, and Kaye and Jacobson (1995) proposed a formal structure to group mentoring within an organization, consisting of one senior colleague and several junior protégés. Although group mentoring may not provide the same sources of power and influence, it may serve as an alternative for those who do not have the ability to establish traditional mentorships (Dansky, 1996). It may alternatively serve as a complement to traditional mentoring relationships by enabling the protégés to benefit

from the counsel of a formal mentor while at the same time exchanging ideas and receiving feedback as a group (Dansky, 1996; Kaye and Jacobson, 1995).

Whether mentors are of the conventional type or are peers, Levinson et al. (1978) noted that a mentoring relationship is one of the most important relationships an individual can obtain early in their career. The first experiences individuals have in new work spheres are likely to have lasting effects on their actions and attitudes. Many individuals maintain some conformity with early perceptions and experiences throughout their careers (Berlew & Hall, 1966). Other literature has shown that early career experiences can dramatically affect later career progress (Rosenbaum, 1979; Sheridan et al., 1990). As such, the first mentor may provide an important early career experience. Many individuals also have more than one mentor over the course of their careers (de Janasz & Sullivan, 2004; Higgins, 2000; Kram, 1985). While each of these mentors may create a lasting impact on a protégé's career, scholars have noted that the first mentor is often particularly important, and can have a significant impact on an individual before that individual experiences broader networks of mentors (Higgins, 2000).

Individuals who work under a single mentor for a long period of time are more likely to be influenced by that mentor than those they have worked with for a relatively short period of time. Relationships that last for longer periods of time allow for trust and mutual understanding to develop between the mentor and protégé (Waters, 2004). Moreover, it also allows for more time to develop connections with those within the protégé network of the mentor. Ibarra (1993) found that longer mentor-protégé relationships are stronger, increasing the likelihood that protégés will develop ties to

mentors' network contacts. Therefore, there will be a greater likelihood that the protégés will benefit from direct access to those networks.

Constellations of Mentoring Networks

Social networking theory has suggested that those who have access to large, well-connected networks are more likely to achieve career success. Kram (1985) offered that a 'constellation' of mentors is valuable for aspiring professionals, rather than just a single dyadic relationship. Both conventional and peer-related mentors alike are often found among established leaders in their respective organization or broader field. Leaders are often very accessible potential sponsors, and it has been shown that many do tend to engage in at least some mentoring activities (Ragins et al, 2000). Prior research suggests that most employees who have mentors consider their direct leaders to be important mentors (Ragins et al., 2000). Due to the importance of these relationships it is vital for protégés to evaluate leaders for their sponsorship acumen. As sponsors, mentors can provide greater visibility to protégés by granting them access to their own professional networks, thus providing important connections and visibility in their fields. Mentors with large networks of former protégés who have subsequently advanced in their careers may be considered effective sponsors of those protégés. Further, these mentors typically have ongoing access to their networks of successful former protégés, and can make these networks available to their current protégés. The size of these networks may be an important factor in determining whether current protégés will obtain access to valuable connections. Accessibility to professional networks such as these is very important for aspiring future leaders both early and ongoing in their career. Network size may also indicate whether or not mentors have served as effective sponsors in the past.

Specifically, mentors with large protégé networks may more likely be leaders who value the career success of those who work under them. Mott et al. (2007) found strong relationships between the network size of a protégé's first mentor and subsequent promotional outcomes of the protégé. They also found strong relationships between the network size of a protégé's longest mentor relationship and subsequent promotional outcomes of the protégé. Accessibility to professional networks such as these is very important for aspiring leaders early in their career. Moreover, since the size of, and access to, professional networks is important, it may be advantageous for an individual to have multiple mentors. Given the dynamic nature of careers in this generation, employees change organizations often and can't usually rely on one dyadic relationship for all of their mentoring needs anymore (de Janasz & Sullivan, 2004; Feldman, 1988; Hall & Mirvis, 1995; Higgins, 2000). Most individuals find themselves involved in more interdependent relationships than ever before (Hall, 1996).

In her seminal research on mentoring, Kram (1983) had the foresight to recognize the future importance of multiple mentors for developmental support in their careers. Kram labeled this concept of multiple mentors as "relationship constellations." In response to whether this concept dilutes prior research that has focused on a dyadic mentoring construct, Higgins & Kram (2001) argue that this actually enhances prior research by installing a new lens to view the mentoring research stream. Kram (1985) argues that individuals receive mentoring support from many people all the time, whether family, friends, colleagues, or community members. As such, Higgins & Kram (2001) produce greater conceptual understanding of multiple mentors by integrating mentoring relationship theory with social networking theory. In doing so, they introduce a typology

of developmental networks that evaluates both the diversity and strength of individuals' developmental relationships. This approach begins to bring together a natural theoretical bridge between mentoring and social networking that has implicitly existed for a number of years. Through a subtle integration of the mentoring and social network literature, research conducted on the "strength of weak ties" has found that an individual's upward mobility can be enhanced by having a large, sparse network of weak ties which can provide non-redundant information and resources (Burt, 1992; Lin et al., 1981; Podolny & Baron, 1997). In utilizing this network of ties, protégés must often depend on multiple mentors in order to achieve career success, and each of these mentors is likely to provide at least some access to their protégé network. This leads to the importance of social networking as a key contributing influence to the development of leaders over time.

Little research has been done to date to extend the developmental network perspective that Higgins & Kram (2001) espoused, though a few studies have conceptually evaluated alternative forms of mentoring relationships (e.g. peer mentoring), finding that they can be more or less helpful for individuals (Burke et al, 1995; Eby, 1997; Kram & Hall, 1996). Higgins & Kram (2001) suggest that the supposed fragmentation in mentoring research, often due to an inability to concur on definitions of mentoring, may actually be due to the fact that scholars are just considering different forms of mentoring. Moreover, changes in the current career environment due to technology shifts, changes in employment contracts, new organization structures, and diversity in organizational membership suggests shifts in the types and nature of mentoring relationships as well. Accordingly, Higgins & Kram (2001) expect increasing variability in developmental network diversity (e.g. the range of social systems that an

individual is associated with) as well as the strength of the relationships within these social systems. In this way, they extend the mentoring research by expanding beyond the traditional dyadic approach and integrating social network research in order to bring to the forefront the importance of multiple developmental relationships. This literature review moves next to social network theory research before circling back to tie in Higgins & Kram's developmental network concept at the conclusion of this chapter.

Social Network Theory

Social network theory has been steadily growing over time and has recently accelerated over a diverse range of fields, such as the military and the concept of "netwar" (Arquilla & Ronfeldt, 2001), collaboration in the film industry, network mapping as a diagnostic tool in management consulting (Bonabeua & Krebs, 2002), and many others. It has appeared regularly in management journals across different levels of analysis (Brass et al, 2004) and, more specifically, it has broadly emerged in the field of organization theory in domains such as leadership (Brass & Krackhardt, 1999), power (Brass, 1984), job performance (Mehra et al., 2001), stakeholder relations (Rowley, 1997), and a range of other areas of organizational interest. This literature review first provides an overview of the research domain of social networking and then delves more deeply into organizational network research as this pertains most closely to the research in this study. Social networking has been utilized in so many fields that it would be well beyond the scope of this review to address each area.

The term network relates to the webs of relationships in which people or entities are embedded (Quatman & Chelladurai, 2008). As such, network theory is an explanation of the phenomena of relationships among a system of interdependent entities (Wellman,

1988). Brass et al. (2004) define a network as “a set of nodes and the set of ties representing some relationship, or lack of relationship, between the nodes” (p. 795). They refer to the nodes as “actors” (individuals, groups, or organizations) and the specific content of the relationships is represented by the ties. Brass et al. (2004) organizes the content that is typically researched into several categories: alliances and collaborations, flows of information, affect (friendship), goods and services (work flow), influence (advice) and overlapping group memberships.

Social network theory has been developed along a great number of dimensions. Depending on the field of research being conducted, social network theory has generally followed four distinct approaches. The substantialist perspective typically studies the relationships between the attributes of entities rather than the concrete physical relationship between the entities themselves (Quatman & Chelladurai, 2008). On the other hand, the structuralist view of social networks neglects the content of network ties and attributes of entities and only focuses on *patterns* of interconnection. It even goes so far to suggest that common types of social environments, even absent of direct interpersonal transmissions, will influence homogeneity in attitudes and practices (Borgatti & Foster, 2003). The connectionist perspective, as reflected in the research of Lin (2001) among others, focuses on the specific resources and content (i.e. information and support) that flows *through* social ties. Actors derive success because of their ability to draw on resources in the control of their alters (Borgatti & Foster, 2003). The spread of an idea, a practice, attitude, or behavior is possibly a function of interpersonal transmission along durable network channels through which information or influence flow (Borgatti & Foster, 2003). As such, the optimal distribution of value may truly be a

function of both the structure and connection of an underlying mentoring network, where the aggregation of mentors, protégés, and network peers coordinate and cooperate for the mutual success of all. The final approach is a relational view. This perspective views the landscape as systems of dynamic, ever evolving, relations rather than as static ties as is often the case with the other approaches previously mentioned. Network theory from a relational perspective is fundamentally built on two ideas. The first is the understanding of the specific relationship between entities above and beyond any relationship between their attributes. The second is an understanding of social *structure* rather than isolated entities or dyadic relationships (Quatman & Chelladurai, 2008).

The concept of network theory has more recently been expanded to organizations with a focus on the phenomena of social networks. Social network theory emphasizes the building and utilization of social capital, through patterns of connectivity in social systems upon which actors generate and re-create network ties (Borgatti & Foster, 2003). Network ties are the relationships that bind individuals together and are often described as “weak” or “strong” (Borgatti & Foster, 2003; Burt, 1992). Coleman (1990) assesses social capital, the social resources within the network, with regard to “strong ties”, or how dense an ego-network is in which the ego’s alters are able to coordinate with each other to assist the ego. Burt (1992), on the other hand, equates social capital with the lack of ties among an actor’s alters, calling them structural holes, or “weak ties.” He asserts that a network whose members are less structurally equivalent receive more non-redundant information since their social and/or professional circles overlap less. According to Granovetter (1973), the value of weak ties is in the access they provide to new sources of information and more visibility to a wider range of social supporters. This

value is realized through the ability to bridge groups more broadly and increase a network's reach. Accordingly, the more weak ties people have in their networks, the more valuable those networks are as sources of information as well as access to social resources (Burt, 1992; Podolny & Baron, 1997). Burt (1992) subsequently introduced the importance of the shape, or topology, of an actor's ego-network. An ego-network is the combination of the ego (an actor), the alters (other actors in connection with the ego), and all the ties between the actor and related alters. Therefore, at the group level, and consistent with a relational approach, the fundamental hypothesis of most network theories is that group structure - the pattern of who is connected to whom - is equally important as the individual characteristics of each of the alters in the network (Borgatti & Foster, 2003).

With this background set, the remainder of the literature review follows a similar structure to which a majority of the research efforts in social networking have been designed. The recent growth in organizational network research has been largely focused on the effect on outcomes of social resources within the network. The social capital of an individual has been assessed as the wealth, status, power and social ties of those persons who are directly or indirectly linked to that individual (Lin et al., 1981). The effect of the social capital on outcomes is moderated by the individual's ability to access these social resources. In essence, better access equates to better outcomes. Thus, whether ties are weak or strong, people with access to better social resources may obtain better outcomes in instrumental action (Lin, 1982).

Accordingly, this section reviews social networking literature along the lines of traditional organizational consequences as well as its antecedents. Organizational

antecedents and consequences are experienced at both the individual and group levels (Brass et al., 2004). Accordingly, analyses of social networking, for both antecedents and consequences, can be performed at multiple levels, inclusive of individuals, groups (teams and organizational units), and organizations (Brass et al., 2004). A final consideration is the strength of the ties, or access to social resources, as a moderator variable to these consequences.

Antecedents of Individual Networks

At the individual level, Brass et al. (2004) group antecedents into three broad categories: actor similarity, personality, and proximity and organizational structure. Actor similarity has also been referred to as homophily and is the basis for a stream of social networking literature. This theoretical base originated in the field of social psychology and refers to the tendency of individuals to associate and interact with others that are similar (Blau, 1977; Granovetter, 1973; McPherson & Smith-Lovin, 1987). Similarity eases communication (Brass et al., 2004) due to a smoother transmission of tacit knowledge (Cross et al., 2001), simplifies coordination (Ancona & Caldwell, 1992), and enables avoidance of conflict (Pelled et al., 1999) as it fosters trust and support (Brass et al., 2004). However, homophily may limit diversity and creativity in thought and action due to ‘social homogeneity’ (Kanter, 1977). Homophily is evidenced in studies on age, sex, education, social class, occupation (Carley, 1991; Ibarra, 1993; McPherson & Smith-Lovin, 1987), and ethnicity (Mehra et al., 1998). Nevertheless, Brass et al. (2004) warn that context ultimately dictates centrality in a network as interaction between individuals will be influenced by the *relative* homogeneity or heterogeneity of individuals and groups in an organization. Personalities can also affect the patterns of social networking of

individuals. Studies have shown that a broad range of personality characteristics can predict centrality in advice and friendship networks (Klein et al., 2004). For example, Mehra et al. (2001) found that higher performers in organizations scored higher on self-monitoring surveys, showing the personality characteristic of adapting to environmental cues and modifying behavior accordingly. These high scorers also showed a significant relationship with degree of centrality in a network. Last, it has been recognized that organizational structures influence the shapes of networks in organizations. For example, an individual's physical proximity to horizontal structures, such as work flow and task design, may enable or hinder interaction. Further, an individual's physical or hierarchical position in an organization relative to the formal structures of hierarchy could influence network centrality (Brass et al., 2004). Moreover, an organization's adoption of technology or other form of business process could have an impact on network centrality. For example, it has been shown that when new technologies such as electronic mail are adopted in an organization, communication patterns change (Burkhardt & Brass, 1990; Fulk et al., 1990).

Consequences of Individual Networks

Consequences of networks between individuals are broad and varied, inclusive of attitudinal and behavioral adoption, job satisfaction and commitment, job and career mobility, power attainment, leadership and performance (Brass et al., 2004). The first consequence, attitude development and adjustment, often occurs through social interaction (Erickson, 1988). Essentially those who interact become more alike. Pastor et al. (2002) found that dyadic ties that reciprocated in their communication and friendship networks had similar attributions of leadership charisma, and Kilduff (1990) discovered

that MBA students made similar decisions as friends with regard to job interviews. Another consequence, job satisfaction and/or commitment, has been the most frequently researched attitude in the study of organizations, and has produced mixed results (Brass et al., 2004). Support for the relationship between networks and satisfaction was exhibited when 'isolates' (individuals with one or zero links) in the communication network of an organization were found to be less satisfied than 'participants' (two or more links) (Roberts & O'Reilly, 1979). On the other hand, Brass (1981) found no relationship between workflow centrality in work groups and employee satisfaction. However, he did find that job characteristics, such as job autonomy and variety, mediated this dynamic.

Consequences associated with individual power have produced a significant amount of research over the years as well, including some connection with consequences related to job and career mobility as well as performance. Kanter (1977) introduced conceptions of power, indicating that actors must decrease their dependence on others by gaining access to relevant organizational resources. Brass et al. (2004) expanded this notion by noting that actors in central network positions have greater access to, and possibly more control over, relevant resources. Accordingly, power can be acquired if individuals can control these resources and make others dependent on them. One's power, therefore, is dependent upon which individuals they have linkages with (Brass, 1984). Accordingly, network size (Brass & Burkhardt, 1992; Burkhardt & Brass, 1990) and group membership (Blau & Alba, 1982; Ibarra, 1992) have been associated with individual power. Network position also represents potential power (Brass & Burkhardt, 1993). Within an organization, a great deal of information and resources may be shared

through the utilization of networks. Individuals to some degree “inherit” networks by virtue of their formal organizational positions. These “inherited” networks have the potential to directly and indirectly affect careers (Podolny & Baron, 1997).

Access to extended networks can also provide tremendous value when individuals are looking for jobs. Research has found that networks shape job mobility (Podolny & Baron, 1997), that personal contacts are the most frequent method used for finding a job (De Graff & Flap, 1988), and that the social resources an individual job seeker evokes have a significant relationship with the status of the job attained (Lin et al., 1981). As previously discussed, direct (strong) and indirect (weak) ties provide access to both people who can provide support, as well as the resources these people can mobilize through their own network ties (Adler & Kwon, 2002; Burt, 1992). Research on job mobility has suggested that weak ties used in finding jobs were related to higher occupational accomplishment when the job seekers were connected to individuals that held higher occupational status (De Graaf & Flap, 1988; Lin et al., 1981; Marsden & Hurlbert, 1988; Wegener, 1991). Nevertheless, high status persons seem to gain from both strong and weak ties, whereas low status individuals only gain from weak ties (Brass et al., 2004). The relationship of social networks to power is also possibly related to individuals’ upward career mobility and success. Burt (1992) suggests that an individual’s network size and strength of their ties are not as important as the diversity of their contacts, highlighting that the critical structure is having a network rich in structural holes. Having large, sparse informal network with many structural holes enhances career mobility (Podolny & Baron, 1997). Seibert et al. (2001) found that weak ties and structural holes in a career advice network is positively related to social resources, which

in turn were related to salary, promotions over careers and career satisfaction. Finally, it appears that equally important to job mobility is an individual's performance and leadership reputation. Kilduff & Krackhardt (1994) found that the *perception* of a friendship with a highly visible and respected person in an organization often increased an individual's performance reputation. It has been shown that social or professional relationships with leaders and mentors provide conferral of social identity (Podolny & Baron, 1997). Personal reputations can be enhanced by perceptions that individuals are socially connected to prominent others (Kilduff & Krackhardt, 1994). Those who connect themselves to leaders that are part of large, successful networks may be more likely to create favorable reputations themselves. Those with favorable reputations are likely to receive more opportunities for career advancement.

Antecedents and Consequences of Group Networks

These same network linkages, or perceptions of connections, can influence both individual and group performance as well. Supervisors' ratings of performance were positively related to network centrality across a variety of jobs (Mehra et al., 2001; Sparrowe et al., 2001), but appear most impactful when jobs necessitate creativity (Brass, 1995; Perry-Smith & Shalley, 2003). Also, Mehra et al., (2001) found a link between network centrality and performance in complex jobs. Moreover, the relationship between social networks and performance has been equated with leaders of, and leadership in, organizations. Research has shown that leaders' networks do indeed impact the effectiveness of their organizations (Mehra et al., 2006). The ties of group leaders not only appear to provide leaders access to resources that facilitate their group's performance but they also help generate favorable reputations for leaders from the

perspective of their subordinates, peers, and superiors. Specifically, differences in leaders' social networks have shown evidence of being related to differences in the economic performance of their units as well as their personal reputations as leaders (Mehra et al., 2006). This may be due to the fact that relationships with others may involve the ability to acquire necessary information and expertise (Brass et al., 2004). Nevertheless, while there is evidence to support that social networks affect the effectiveness of leaders, very little empirical work has been performed. Existing leadership research has primarily focused on human capital attributes of leaders and situational attributes of leadership contexts. However, the management of social networks is also intrinsic to the leadership role and social capital has been largely left unaddressed in leadership research (Balkundi & Kilduff, 2006). A network perspective complements traditional leadership research by including leader cognitions about networks and the actual structure of the network ties of leaders. The cognitions in the mind of the individual influence the network relationships negotiated by the individual, and how this individual network affects leadership effectiveness both directly and through informal networks, both within and across organizations (Balkundi & Kilduff, 2006).

At the group level, consequences have been mostly studied in the realm of performance, and antecedents are simply related to interpersonal and functional ties. According to Breiger (1974), ties between individuals across units create ties between units, illustrating a duality in its effect. Thus, group ties are often directly related to individual ties, with the network centrality of the group being a function of the connections of its members (Bonacich, 1991). As such, the personal connections of an individual that cut across groups or other boundaries directly contribute to the social

capital of their own group or organization (Burt, 1992; Coleman, 1990). Moreover, a group is more likely to be motivated to form a tie with other groups that have complementary resources and/or are strategically related (Tsai, 2000). A final antecedent at the group level is more environmental in nature, and this is related to the organizational processes that individuals and groups are expected to operate within. The design and function of processes in an organization will directly enable or hinder the ability of groups to interact (Brass et al., 2004). According to Hansen (1999), weak ties with other groups in a unit will likely accelerate the completion times of group projects when information is straightforward. However, it will slow them down when the knowledge transfer is complex. Essentially, weak ties help in search activities for groups, but strong ties aid with knowledge transfer. The consequences of social networking within and across groups are almost exclusively performance based in the research that has been performed to date. A fairly strong consensus in the research is that network ties within and across organizational units, both weak and strong, have significant impacts on the performance outcomes of both the units and the organization as a whole (Brass et al., 2004). Mehra et al. (2006) found that the network ties of unit leaders with their peers and higher level managers in an organization positively affected unit performance. Reagans & Zuckerman (2001) discovered that units with higher density networks reached greater productivity levels than units with sparse networks. Results of the research of Oh et al. (2004) suggest that high performance work teams possessed ties internally that were moderately cohesive, but had many ties that bridged to formal leaders in other groups relevant to their success.

Antecedents and Consequences of Organizational Networks

Finally, the social networks associated with entire organizations clearly encompass the networks of individuals as well as groups within the organization. Research on antecedents and consequences related to these social networking relationships are focused mostly around comparative norms and values within and across organizations. Antecedents include motives underlying organizational cooperation (e.g. Galaskiewicz, 1985), trust associated with exchange relationships and alliances (e.g. Eisenhardt & Schoonhoven, 1996; Zaheer et al., 1998), norms and monitoring in relation to reciprocity and rules of engagement and behavior (e.g. Kogut, 2000), and equity in status and/or power in partnering and collaborative environments (DeLaat, 1997; Ostrom, 1990), as well as in strategic alliances (Chung et al., 2000; Gulati & Gargiulo, 1999). Most research has evaluated consequences associated with either imitation or innovation in the organizational social networking literature. Research that studied effects of imitation included mimetic adoption of practices, imitation along network ties among organizations, speed of diffusion, and awareness generation (Ahuja, 2000; Chaves, 1996; Galaskiewicz & Burt, 1991; Rao et al., 2000). Consequences associated with innovation evaluated formal collaborative ties firms and their effects on innovation output, both for start up firms and legacy organizations (Baum et al., 2000).

An Integrated Perspective on Mentoring and Social Networking Theories

There are smaller branches of social networking research that may become useful in attempting to understand the potential breadth and depth of mentorship and social networking patterns. Rational actor assumptions in social capital theory explore the idea that actors deliberately choose their ties to maximize their gain. As outlined in the

literature review on mentor relationship theory previously, Higgins & Kram (2001) introduced a typology of developmental networks that evaluates both the diversity and strength of individuals' developmental relationships. This approach provides a natural theoretical bridge between mentoring and social networking that has implicitly existed for a number of years. Previous research conducted on the "strength of weak ties" has found that an individual may have increased power, greater effectiveness, and more mobility in their careers and in their lives by having a large, sparse network of weak ties which can provide information and resources (e.g. Burt, 1992; Lin et al., 1981; Podolny & Baron, 1997). This suggests that protégés should depend on multiple mentors in order to achieve career success as each of these mentors is likely to provide at least some access to their own professional and/or personal networks. This extends to the importance of social networking as a key contributing influence to the development of leaders over time.

Higgins & Kram (2001) expect increasing variability in developmental network diversity (e.g. the range of social systems that an individual is associated with) as well as the strength of the relationships within these social systems due to the changing career environments discussed earlier. As such, they extend the mentoring research by expanding beyond the traditional dyadic approach and integrating social network research in order to bring to the forefront the importance of multiple developmental relationships. Consistent with different types of networks studied in the social networking field, such as friendship and advice networks, Higgins & Kram (2001) introduce the concept of developmental networks, considered to be a subset of an individual's entire social network. It is an ego-centric network and does not include all ties to and from an

individual within a larger social system, but it is not necessarily limited to a single, traditional mentor relationship. They introduce developmental network diversity as a similar concept to the 'strength of weak ties', or the extent to which resources provided by one's network are redundant (Burt, 1992; Granovetter, 1973). An individual that has all their development ties within a single social system, such as their occupational environment, is said to have a low-range network, whereas an individual that has development ties across multiple social systems is said to have a high-range network. An individual who has a set of developers in their network that all know each other is said to have a high-density network, whereas an individual with a group of developers who do not know each other has a low-density network (Higgins & Kram, 2001). The greater the range and the lower the density of the network are, the weaker the ties of the network are as well. They introduce developmental relationship strength as the intensity and frequency of interactions within a network. Again, this is a conceptual parallel to the 'strength of weak ties.'

Within a 2x2 framework comparing the range of relationship diversity and strength of developmental relationships, Higgins & Kram (2001) introduce factors that shape developmental networks. In doing so, they acknowledge that individuals have the ability to effect changes in their developmental network, but can also be limited by their work environments in the types of development networks they can develop. As was the case with other social networking literature, they recognize that antecedents and consequences can often be indistinguishable, and that factors of influence can be at an individual level as well as an organizational level. The typology of developmental networks that emerges from Higgins & Kram's analysis is the following:

High range, strong ties:	‘Entrepreneurial’
High range, weak ties:	‘Opportunistic’
Low range, strong ties:	‘Traditional’
Low range, weak ties:	‘Receptive’

Entrepreneurial developmental networks will often expand beyond traditional organizational boundaries, providing a breadth of rich developmental opportunities from very different social systems. Opportunistic developmental networks reflect an individual’s ability to receive development from multiple sources, but within the constraint of their generally passive stance toward actively initiating and cultivating such relationships. Traditional developmental networks will reflect highly homogeneous development processes and approaches, though provided with a high level of commitment and support. Finally, receptive developmental networks will also reflect highly homogeneous development approaches, but the support will not be as strong as a traditional developmental network. Higgins & Kram (2001) proceed to present factors that will shape these developmental networks, with antecedents coming from both the individual (personality, demographics, perceived needs for development) and the work environment (organizational context, industry context, and task requirements). Factors that may moderate the effects of these antecedents may be found with either the protégé or the developer. They would include such things as developmental orientation, emotional competence, interaction style, and positional relationship. Mediating processes, already mentioned above, that could influence the effects are the level of development help-seeking behavior of the protégé and organizational constraints and opportunities for development. Finally, the developmental consequences could lead to personal learning, organizational commitment, work satisfaction, and/or career changes.

While Higgins & Kram (2001) pursued the goal of establishing a framework that future research could attach to, the implementation to that effect has not occurred over the last seven years since its publication. Nevertheless, through the integration of conceptual underpinnings that have highly influenced the social networking research over the years, combined with new ways to evaluate mentoring, in the forms of relationship constellations, the authors have effectively brought these research streams together. In conclusion, they challenge researchers to expand the boundaries of how mentoring is evaluated, considering the environmental changes occurring in society and in the workplace, and to consider boundary-less mentoring scenarios from multiple sources. This clearly has implications related to protégés' approach to developing not only their human capital, but also their social capital, all within the situational context of the environment they find themselves a part of.

Sport Management Literature Summary

As evidenced in this literature review, there have been scant publications in sport management literature in social network analysis, and the adoption of this literature stream has not been embraced at any significant level, especially in relation to empirical studies. As noted in Quatman & Chelladurai (2008), a handful of social networking studies have been published in fields of recreation and leisure (e.g. Stokowski, 1990), tourism (e.g. Saxena, 2005), and sport sociology (e.g. Nixon, 1993). It is also been employed conceptually in a small number of sport management studies (e.g. Cousens & Slack, 2005; Frisby et al, 2004; Sagas & Cunningham, 2005). Nonetheless, Quatman & Chelladurai (2008) still lament that no studies in the field have utilized the unique methodological tools that social networking brings to the table. Moreover, there has been

very limited application of mentoring literature in sport management publications. As previously referenced, Young (1990) studied the perceptions of college athletics administrators toward mentoring and networking, outlining their perceived benefits in the findings. Weaver and Chelladurai (1999) developed a conceptual model of mentoring that they later applied in an empirical study of intercollegiate athletics administrators and their mentoring relationships (Weaver & Chelladurai, 2002). However, this study only focused on female administrators in college athletics. Subsequently, Donna Pastore directly called for a focus on mentoring research in sport management in her Earle Zeigler lecture (2003). The basis of this call to action was directly grounded in the same mentoring literature already outlined in the field of management. Nevertheless, there has still not been any response to Pastore's call to action since 2003. Therefore, this research was a first attempt at contributing to the mentoring literature in sport management since 2003, an early attempt at introducing social networking research to the sport management field, and the only attempt to integrate these two streams of research in sport management, drawing on the inspiration of Higgins & Kram (2001).

CHAPTER 3

RESEARCH METHODOLOGY

Methods

Mixed methods were employed in the study. Quantitative analyses were conducted in the early phases of the project, and were performed for two primary reasons. The first was to gain an understanding of the level of significance of mentors' influence on the performance of their protégés in their coaching network across the entire population of coaches. Stratification methods were utilized to evaluate the entire coaching population across a variety of coaching network dimensions (described below and in more detail in Appendix A). Once stratified, clustering techniques and analyses of variance were conducted to assess the significance of the relationships between coaching network dimensions and performance outcomes. The second reason was to subsequently identify those coaching networks with the greatest breadth and depth of head coach replication. This analysis produced the relevant coaching networks to be specifically evaluated in the research study.

The quantitative effort was followed with qualitative ethnographic methods focused on the selected coaching networks previously identified. Extensive interviews were performed to elicit the pragmatic viewpoints of those associated with the selected coaching networks. These views were interpreted with the aid of archival documentation as well as existing theory. Specifically, a third party content analysis was conducted in order to evaluate characteristics and dynamics that are generated external to the coaching networks themselves. This analysis was conducted with the intent to complement the interviews with additional third-party perspectives as qualitative themes emerged. The

qualitative methods collectively were designed to provide a triangulation of the data collection and data analysis. The entire study was conducted over six phases, outlined in the following section titled Procedures and summarized in Figure 5.

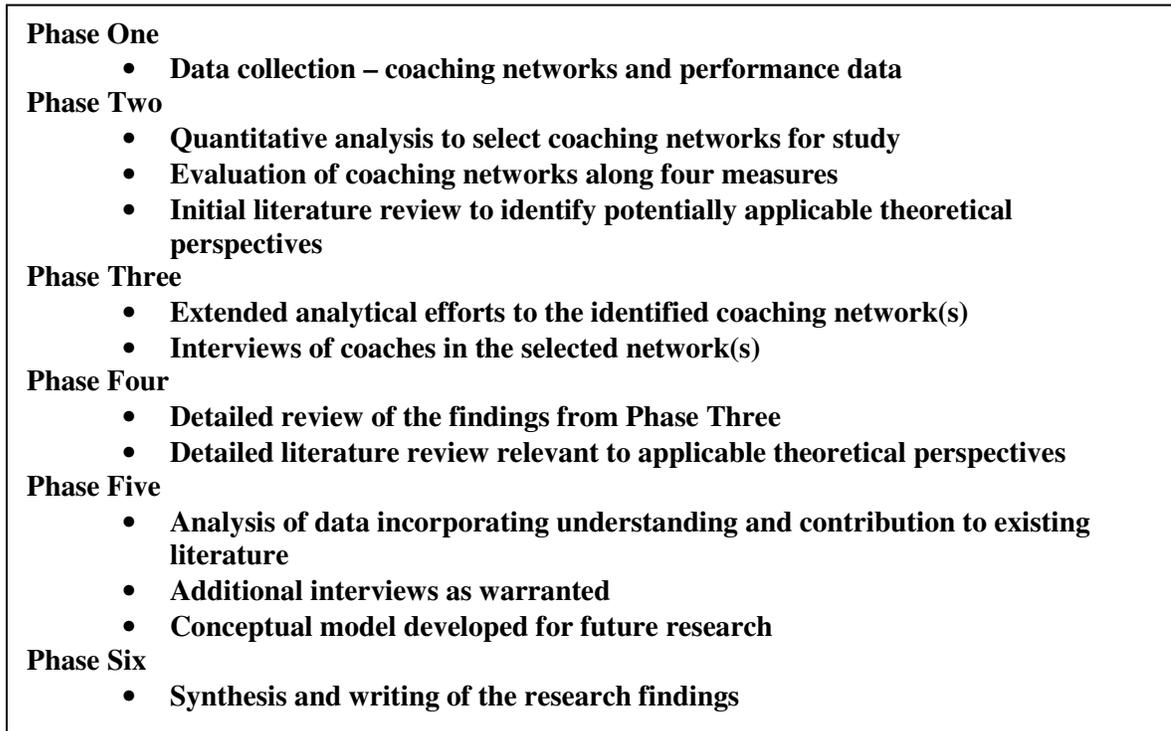


Figure 5 – Research Methodology

The research sought to understand the dynamics and influences of the social world from the perspective of individual experiences (subjective perspectives). As such, the qualitative phase followed the interpretivist paradigm most consistently. Research methods in the interpretivist paradigm are “humanistic,” which involve live interaction, such as in the form of interviews (Rossman & Rallis, 2003). The research approach was ethnographic, requiring multiple methods of gathering data as explained in detail below.

The method of ethnography enabled the researcher to understand phenomena in the context in which they occurred (Morse & Field, 1995). Ethnography is considered a

form of qualitative or grounded research, where a description of the research subject is inductively derived, and is non-judgmental in that researchers record the collected data in descriptive terms without interjecting judgment or interpretation (Zhang et al., 2006). This is in contrast to quantitative research, which typically involves deductive testing of hypothesized models.

Ethnographies have been classified into four categories: classical/holistic, particularistic and focused, cross-sectional, and ethnohistorical (Boyle, 1994). The primary methodology employed in this dissertation is a “focused ethnography.” The distinction of “focus” is drawn from the image of the ethnography as shaped by long-term studies common in anthropology. The “blank slate” requirement of a conventional ethnography is relaxed in this approach and the research process begins with a pre-established idea or concept (i.e. leader development) that is further refined, developed, or discarded as a result of the subsequent methodological procedures (Knoblauch, 2005). Focused ethnographies are characterized by selected aspects of a field. For example, rather than study the fire department as a field, one may focus on the question regarding how fire fighters prepare themselves mentally for the dangers associated with the job. This dissertation focused is on how the reproduction of leader development is perpetuated over time. It focused on the relationships within and throughout head coaches’ direct coaching networks. As noted by Knoblauch (2005), “focused ethnographies are studies of highly differentiated divisions of labor and a highly fragmented culture” (p. 8).

Focused ethnographies are typically data intensive, producing a large amount of data in a relatively short time period, in contrast to field notes that cover long time durations. Nevertheless, a focused ethnography generates field notes collected through

interviews, observations, and written and archival records. The field notes are analyzed to uncover pertinent themes or concepts that emerge as important to the study. These themes are organized into a summary of findings that “emerge from the data” (Morse, 1994).

Procedures

The research study progressed over a series of six phases until it reached its conclusion. These phases were previously outlined in Figure 5 and detailed in the section below.

Phase One

Phase One of the research project began with data collection pertaining to coaching networks over the past fifty-four years. An analysis was first conducted of head coaches of colleges and universities in Division I of the NCAA that offered men’s basketball programs from 1954 through 2007. While data are largely unavailable prior to 1954, this cut-off point also conveniently represents a period in which the careers of most historical head coaches were predominantly accounted for. The number of schools that participated in Division I men’s basketball during this period ranged between 162 and 327 (Dortch, 2006). There were 1,679 individuals that had been a head coach at the Division I level in NCAA men’s intercollegiate basketball during at least one year during this period. The data collection process described below produced complete coaching networks of over 95% of all Division I head coaches during that time span.

In order to ensure that a complete set of Division I men’s basketball coaching data was obtained related to coaching networks, the following procedures were followed. First, the affiliation of schools with the NCAA at the Division I level for each year between 1954 and 2007 was mapped. Next, the head coach for each of these schools was

identified on a yearly basis across the fifty-four years of Division I affiliations. Finally, biographical information was collected for each of the 1,679 coaches noted above. As part of the process of creating a detailed mapping of coaching networks, the biographies of all Division I head coaches were utilized to identify all assistant coaching positions that had been held by any head coach in Division I. As a result, the complete list of assistant coaches who subsequently rose to a head coaching position was documented. Once these research procedures were completed, overlays of a wide variety of data could more easily enable a variety of evaluations at the individual head coach, assistant coach, and coaching team levels. Moreover, where appropriate to the analyses in this dissertation, complete coaching networks were analyzed along various performance measures in comparison with the entire historical coaching population.

Phase Two

Phase Two of the research methodology consisted of two parts. The first part involved a statistical analysis intended to establish the significance of the relationships among the coaching network quality measures and performance measures (for purposes of this study, the degree of breadth and depth of coaching replication is referred to as “network quality”). The second part of Phase Two involved a statistical analysis intended to identify those specific coaching networks that exhibited the greatest breadth and depth of replication in the production of new head coaches, and would represent the coaching networks that would be selected for this study.

Historical Coaching Network Performance

The first step of this analysis sought to assess network quality for each historical head coach. This was represented in depth by overall network size and in breadth by a

balanced replication of future head coaches, shared across all coaches throughout a network's coaching generations. The resulting network quality was thus a representation of both the breadth and depth of the replication of new head coaches throughout a coaching network. The breadth and depth of this network quality was evaluated through the following five measures (see detailed descriptions in Appendix A):

1) First Generation Network (FGN)

→ A head coach's "*first generation network*" (FGN) represents all assistant coaches historically mentored under the head coach's leadership that subsequently ascended to an NCAA Division I head coaching position later in their respective careers.

2) Total Network (TN)

→ A coach's "*total network*" (TN) consists of all generations of assistant coaches in their entire coaching network that subsequently ascended to an NCAA Division I head coaching position later in their respective careers.

3) First Generation Network Ratio (FGR)

→ A "*first generation network ratio*" (FGR) is the ratio of a patriarchal head coach's 2nd generation head coach network divided by their 1st generation head coach network. The FGR is intended to generate an average "developmental productivity" of a head coach's first generation network, thereby exhibiting its initial breadth in replication. For example, if a head coach had a first generation network of 8 coaches, and these coaches produced their own first generation network, in aggregate, of 64 coaches, then the FGR would be 8.

4) Extended Network Ratio (ENR)

→ An "*extended network ratio*" (ENR) is defined as the quantity of a head coach's total network (i.e. the complete lineal extension, reaching multiple generations of head coaches), divided by their 1st generation head coach network. The ENR is created to offset any skewed developmental success that may be generated by a single first generation head coach, as previously discussed. It assesses the depth of a complete network as developed by the patriarch's entire first generation head coach network. For example, if a head coach had a first generation network of 8 coaches and these coaches produced an aggregate total lineage of 128 coaches, then the ENR would be 16.

5) First Generation Network by Years

- The ratio is calculated to standardize years of tenure in order to compare coaches on a similar basis, and is calculated by dividing the first generation network by the number of years of tenure as a head coach at the Division I level.

Does the systematic replication of a coaching network ultimately result in greater program success, job security and longer head coaching tenures for coaches in the network? The relationships among these variables and the five measures of network quality were analyzed to further evaluate this question. In order to study coaches in a comparable manner, each of the 1,679 coaches in the population was placed into a stratification based on each of the five measures outlined in Appendix A: first generation network (FGN), total network (TN), first generation ratio (FGR) and extended network ratio (ENR). Certainly the significance of relationships between the five network quality measures and winning percentage would suggest there is great importance in studying the top coaching networks in each of these measures. Accordingly, stratification, clustering, and analyses of variance were performed for the population of coaches between 1954 and 2007.

Stratifications of coaches were first produced for each network quality measure. A cluster analysis was next performed to determine the optimal break points in each stratification so as to study these head coaches in a comparable manner. A cluster analysis is a generic name for procedures used to group objects together into homogeneous subsets, and was used to identify meaningful sub-groups within a population. The resulting clusters are sets of individuals that are more similar to one another than they are to individuals outside the cluster. Partitioning, or K-means, cluster analysis was utilized, which is a method commonly used for larger data sets. The one

weakness of this method was that the researcher had to specify the number of clusters to be optimized in advance.

The first stratification was based on the number of first-generation assistant coaches in their coaching network who later became head coaches. Specifically, this was the number of assistant coaches that had worked for the head coach for at least one year before later obtaining an NCAA Division I head coaching position. A cluster analysis was performed on the data for three different solutions – three, four, and five clusters. These clusters were then compared to assess which cluster exhibited the tightest fit of sub-groups. ANOVAs were conducted utilizing each of the three clusters as the grouping variable against the dependent variable winning percentage.

A similar process was followed for each of the 1,679 coaches in the population based on their total network (TN) of assistant coaches who later became head coaches. A cluster analysis was again performed, but for TN it was performed for four different solutions to determine the optimal break points – three, four, five, and six clusters. The five cluster solution exhibited a higher F-statistic than both three and four cluster solutions. As such, a sixth cluster analysis was performed to ensure the F-statistic was truly maximized in the process. All four clusters were compared to assess which cluster exhibited the tightest fit of sub- groups. ANOVAs were conducted utilizing each of the four clusters as the grouping variable against the dependent variable winning percentage.

Each of the 1679 coaches was further stratified a third and a fourth time based on the two network ratios defined in Appendix A: first generation ratio (FGR) and extended network ratio (ENR). Cluster analyses were again performed on the FGR and ENR data for three different solutions to determine optimal FGR and ENR sub-groups of the

coaching population – three, four, and five clusters. All three clusters were compared to assess which cluster exhibited the tightest fit of the sub-groups. ANOVAs were again conducted utilizing each of the three clusters for each network quality measure as the grouping variable against the dependent variable winning percentage.

The fifth and final coaching network measure was the FGN adjusted for tenure. This ratio was calculated to standardize years of tenure in order to compare coaches on a similar basis, and was calculated by dividing the first generation network of each coach by the number of years they were tenured as a head coach. The stratification, clustering, and ANOVA procedures were again performed for this network quality measure.

Overview of Selected Coaching Networks

The next step of Phase Two entailed the selection of those coaches who had the highest network quality historically. The narrowing process included the selection of patriarchs whose coaching networks are in the top 5% historically (out of 1,679 head coaches in the last fifty-four years) in all five of the measures described in Appendix A. The narrowing process utilized six filters, and each filter was evaluated cumulatively to ensure that the coaching networks selected were indeed in the top 5% of all the network measures. After these premier coaching networks were identified, further reduction was performed through direct comparison of each network, and five coaching networks to be included in this study were identified: Bobby Knight, Jud Heathcote, Donald (Dee) Rowe, Chuck Daly, and Dick Harter (see Appendix B for details on the coaching network selection process). More detail on the selected coaching networks is provided in the section Settings and Participants.

Phase Three

Analytical efforts were subsequently extended in more detail to the selected coaching networks(s), both quantitatively and qualitatively, drawing from existing data sources and other historical and informational background materials. These analyses generated detailed knowledge regarding the coaching networks being evaluated, and produced categorical insights relevant to a focused ethnography. This included demographic and experiential backgrounds, third party content analysis, and quantitative performance measures. Moreover, each of the selected coaching networks was quantitatively evaluated to assess the initiation, timing and tenure of the mentoring relationships within their respective coaching networks. Finally, the historical influence of the selected coaching networks was evaluated in comparison to the top thirty coaching networks historically along the measures outlined in Phase Two.

Phase Three of the research study incorporated interviews of coaches in the selected coaching networks identified in Phase Two. These interviews were conducted with the patriarch of the coaching network as well as several first and second generation coaches within the network (see Appendix C for a list of the coaches in the first two generations of each coaching network). Eight questions were asked of each coach interviewed regarding their relationships with those head coaches they worked for as well as with assistant coaches that worked for them prior to becoming head coaches in their own right (See Appendix F for interview protocol). Where possible, three generations of coaches within the five identified coaching networks were interviewed in order to observe perspectives that may have been replicated across multiple generations of coaches. In total, 27 coaches were interviewed related to these five coaching networks

(see Appendix G for a schedule of interviews). It was the goal of the researcher to obtain access to head coaches in a manner that ensured an even distribution of interviews across coaching networks. Table 1 exhibits the diversification of interviews across coaching networks and generations of coaches. As can be seen, there was an effective spread of

Table 1: Diversification of Interviews

	Knights	Heathcote	Harter	Daly	Rowe	Total
Patriarch	0	1	0	1	1	3
1G	3	3	3	2	4	15
2G	1	2	2	2	4	11
Total	4	6	5	5	9	29

*Interviews were conducted with 26 patriachs and both first and second generation coaches; an additional interview was conducted with Marv Harshman, the mentor of Jud Heathcote (not included in the table). Three coaches overlapped in two coaching networks, which explain a total of 29 interviews exhibited in the table.

interviews across all five coaching networks as well as within both generations of protégés in each of the five coaching networks. Unfortunately, interviews with two of the patriachs, Bobby Knight and Dick Harter, could not be secured.

Phase Four

While an open-ended and thorough literature review was conducted in relation to both mentoring and social network theories in Phase Two, further theoretical research was conducted to assess the appropriate theory or combination of theories most applicable to this ethnography. As such, an extended review of alternative theories was conducted in Phase Four. This two-part approach to identifying and developing a strong theoretical foundation is consistent with the approach of a focused ethnography as described in the methods discussion.

Phase Four incorporated a detailed review of the findings from Phase Three in combination with a literature review that was performed to identify theoretical

perspectives that were applicable. Upon completion of this effort the theoretical bases identified were mentoring and social network theories. This selection was based on the findings that emerged from Phases Three and Four of the dissertation's research program.

Phase Five

Phase Five was a finalization of themes discovered in Phase Three, supported by the literature identified in Phase Four. The possibility existed in Phase Five to return to the field and conduct additional interviews in order to validate the theoretical foundations utilized to support the findings in Phase Three. This was not necessary, though a few follow up discussions took place with coaches that had been previously interviewed. Collectively, these five phases of research resulted in the introduction of a conceptual model that could be further tested with future research.

Phase Six

Phase Six encompassed the synthesis and writing of the research findings, inclusive of preparation of the presentation for the dissertation defense. The complete procedural process can be seen in Figure 6 below.

Setting and Participants

Qualitative inputs were collected from coaches within the selected coaching networks during the interviews as outlined above in Phase Three. A total of twenty-seven interviews were conducted overall, inclusive of interviews with three of the five patriarchs. There was no consistent research site throughout the research process as the interviews were conducted over the telephone from several source sites and/or in multiple locations in person. Twenty-five interviews were conducted over the telephone and two were conducted in person. Dee Rowe, one of the five patriarchs, was interviewed in the

Broad Research Question and Sub-Questions

What role do mentors play in the career development and success of their protégés?

- What are the processes developed by the mentor to identify and select assistant coaches?
- What learning systems are associated with the leader development of these assistant coaches?
- What are the strategies for the career advancement and growth of the assistant coaches?
- What are the ongoing support systems of mentorship and professional networks that are important subsequent to their external promotion?

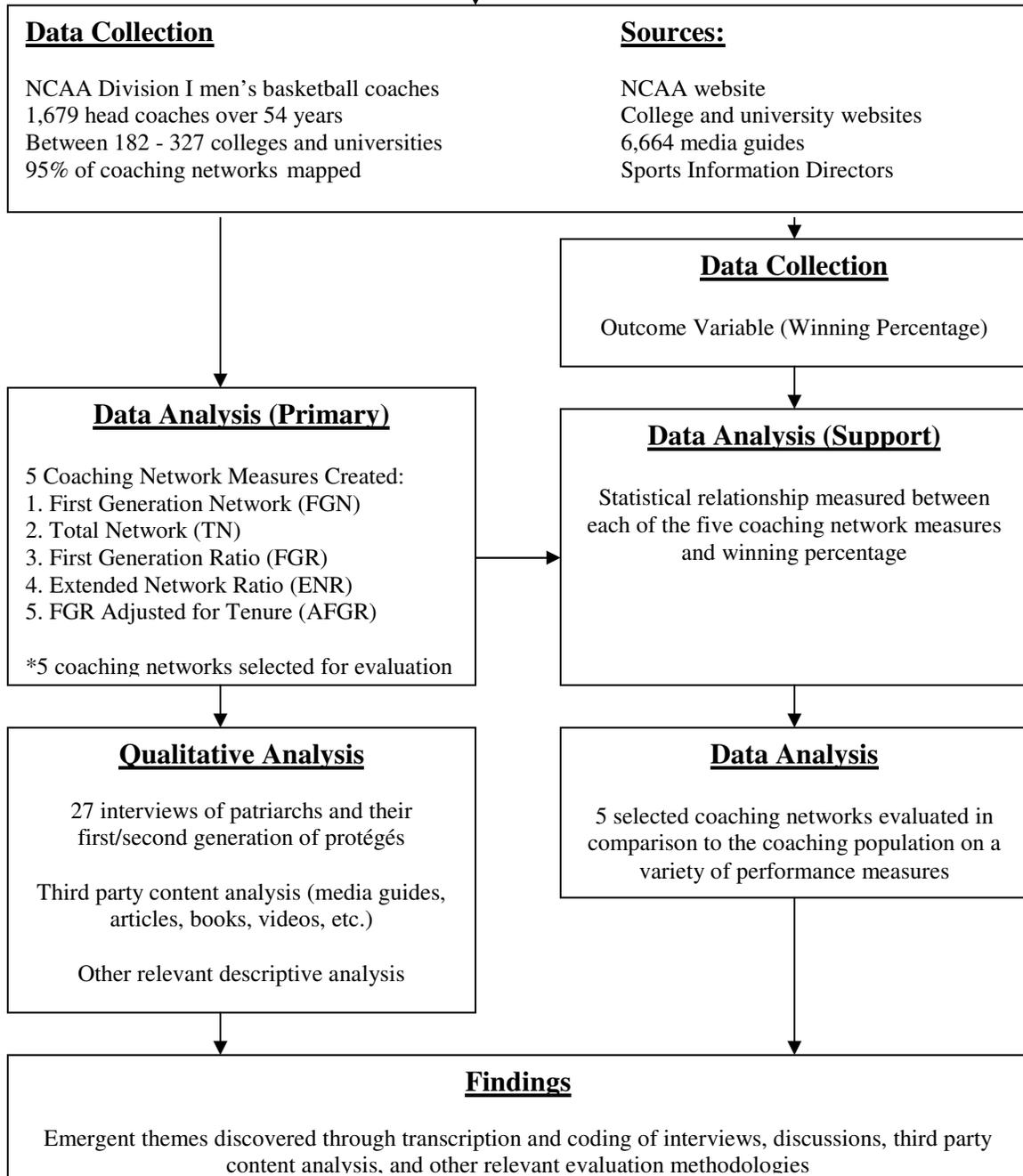


Figure 6 – Research Process

athletic department offices at the University of Connecticut in Storrs, Connecticut. Jim Haney was interviewed in the office of the National Association of Basketball Coaches (NABC) in Kansas City, Missouri. Career summaries for each of the patriarchs of the five selected coaching networks are provided below.

Bobby Knight

Bobby Knight was a Division I college basketball head coach for forty-one years. The first six years of his career he was the head coach at the United States Military Academy (Army), followed by twenty-nine years at Indiana University and six years at Texas Tech University. His formative years as a basketball coach included one year as a high school assistant coach as well as two years as an assistant to Tates Locke at the United States Military Academy. Coach Knight's coaching network included twenty first generation coaches at the time that the coaching network identification analysis was performed (note: this has subsequently grown to twenty-one coaches with the hiring of Pat Knight as his head coach successor at Texas Tech during the 2007-08 basketball season). This is the largest first generation coaching network in history, outpacing any other coaching network by a minimum of four first generation coaches. Coach Knight's total network (TN) extended to 133 coaches, which was 6th all-time in college basketball.

Jud Heathcote

Jud Heathcote was a Division I college basketball head coach for twenty-four years. The first five years of his career he was the head coach at the University of Montana, followed by nineteen years at Michigan State University. His formative years as a basketball coach included fifteen years as a high school coach as well as seven years as an assistant coach to Marv Harshman at Washington State University, his alma mater.

Coach Heathcote's coaching network included twelve first generation coaches at the time that the coaching network identification analysis was performed (note: this has subsequently grown to thirteen coaches with the hiring of Jim Boylen as a head coach for the 2007-08 basketball season). This is the seventh largest first generation coaching network in history, tied with Digger Phelps, who is a first generation coach of Dick Harter, another selected coaching patriarch for this study. Coach Heathcote's total network (TN) extended to 77 coaches, which was 25th all-time in men's college basketball.

Donald (Dee) Rowe

Dee Rowe was a Division I college basketball head coach for eight years at the University of Connecticut. His formative years as a basketball coach included fourteen years as a coach at preparatory school (Worcester Academy) in Massachusetts prior to becoming a head coach at the collegiate level; Coach Rowe did not serve as an assistant basketball coach at the collegiate level. Coach Rowe's coaching network included six first generation coaches at the time that the coaching network identification analysis was performed. This is the 51st largest first generation coaching network in history. Coach Rowe's total network (TN) extended to 73 coaches, which was 27th all-time in college basketball.

Chuck Daly

Chuck Daly was a Division I college basketball head coach for eight years. The first two years of his career he was the head coach at Boston College, followed by six years at Pennsylvania University. His formative years as a basketball coach included fourteen years as a high school coach as well as six years as an assistant coach to Vic

Bubas at Duke University. Coach Daly's coaching network included five first generation coaches at the time that the coaching network identification analysis was performed. This is the 73rd largest first generation coaching network in history. Coach Daly's total network (TN) extended to 89 coaches, which was 19th all-time in college basketball.

Dick Harter

Dick Harter was a college basketball head coach for eighteen years, seventeen of which were leading teams at the Division I level. The first year of his career he was the head coach at Rider College, which at the time had yet to move into the Division I college basketball ranks. This was followed by five years at Pennsylvania University, seven years at Oregon State University, and five years at Pennsylvania State University. His formative years as a basketball coach included two years as a high school coach as well as seven years as an assistant coach to Jack McCloskey at Pennsylvania University, his alma mater. Coach Harter's coaching network included eight first generation coaches at the time that the coaching network identification analysis was performed. This is the 20th largest first generation coaching network in history. Coach Harter's total network (TN) extended to 98 coaches, which was 16th all-time in college basketball.

Entry and Informed Consent

Access was gained through a combination of methods. Coaches were first approached through public sources. An example is the Naismith Hall of Fame in Springfield, Massachusetts. Executives of the Hall of Fame have relationships with many former and currently active college and professional basketball coaches (see examples of coach solicitation letters in Appendix D). Second, personal and professional relationships that already existed were leveraged. Last, where available and when appropriate, the

patriarchal coaches were requested to assist with access to their first and second generation coaches as necessary to complete the appropriate numbers and distributions of interviews. This occurred in four separate instances (see Appendix G for the schedule of interviews).

Informed consent was obtained from all participants that were interviewed. Since the interviews were conducted largely by telephone, and most were hastily scheduled upon receiving approval for access, it was difficult to ensure all coaches received the document in advance of the interview. In these circumstances, all coaches interviewed were notified of their rights as described within the informed consent document and their verbal consent was obtained (see Appendix E for an example of the Informed Consent documentation).

Data Collection and Analysis

Data collection and analyses for the study are detailed in the section below. First, a profile of the researcher is provided, followed by a description of both the data collection and data analyses processes. Finally, and very importantly, trustworthiness is established, ethical implications are outlined, and issues of validity and reliability are addressed.

Researcher Profile

The researcher was the primary instrument of data collection and analysis in the qualitative research. Therefore, the experiences and developed biases of the researcher are relevant for the audience of the report (Merriam, 1998). The researcher is currently a doctoral student in Sport Management at the University of Massachusetts in Amherst, focusing studies on organization theory, particularly leader development and

organizational effectiveness in amateur athletics. The researcher has over twelve years experience in competitive tennis, both in junior competition and later on an NCAA Division I tennis team, contributing to an understanding of leadership in athletics at both the individual and team levels. Nevertheless, there is a lack of experience in basketball at comparable competitive levels. Subsequent executive and officer level professional experiences have provided additional leadership experience as well as a clear understanding of behavioral and situational protocols in a variety of diverse environments. As such, the researcher has a keen sense for listening and observation, and could readily relate to the study participants. As a result, the researcher's interpersonal skills were adaptable and were suited well to this particular method of qualitative research. The researcher does not possess any known biases that would impact the analysis.

Data Collection

Data were gathered from several sources: archival records, 27 formal interviews, informal discussions, and third party content analysis. First, this study utilized archival data obtained from a variety of sources. Data were collected from university athletic web sites, leveraging historical information about the institutions' basketball programs and biographies of the current coaches. Data about coaching results, tenure, and prior histories were retrieved from the web site of the NCAA (NCAA, 2004). The third source of data was 6,664 media guides of Division I basketball programs. This accounted for approximately 50% of the total Division I media guides that could possibly exist over the last fifty years. These media guides were retrieved from the Naismith Basketball Hall of Fame in Springfield, Massachusetts. The fourth source of archival data was the Sports

Information Director (SID) at several Division I colleges and universities. These individuals were contacted as a last resort to fill in any gaps in data that were left uncovered after the first three data collection steps. Second, formal semi-structured interviews were conducted with the selected coaches to highlight their perspectives regarding the core research question and refining sub-questions (see Appendix F for the interview protocol). Most interviews lasted between 30 and 45 minutes, though several interviews went beyond this time allotment, with approval from the participants involved. Interviews were conducted with three of the five patriarchal coaches, one mentor of a patriarch, and 23 coaches in both the first and second generations in the five selected coaching networks. The interviews were structured to ensure appropriate flexibility to adapt in real time during the exploration process. The focus of the interviews elucidated the important characteristics of a coaching network that were relevant to the interviewee in relation to both their mentor(s) and their mentee(s). It was also circularly explored what each coach (within their given network) perceived other coaches' perspectives and priorities to be (refer to Appendix G for a schedule of coaching interviews). Finally, a third party content analysis was conducted in order to evaluate characteristics and dynamics that are generated external to the coaching networks themselves. Content analysis is a method of studying and analyzing communications in a systematic, objective and possibly quantitative manner. This analysis was conducted with the intent to complement the interviews with additional third-party perspectives as qualitative themes emerged.

Data Analysis

Data collection and the data analysis process were ongoing throughout the research process (Merriam, 1998). Data analyses were conducted utilizing the research outputs along with interpretations of the investigator. The integrity of the research to the multiple users of the output was critical to the quality and success of the research process, and was considered appropriately. Interviews were transcribed and coded, and notes were typed and coded. Data from third party content were analyzed using similar coding techniques (Strauss & Corbin, 1998). Coding was conducted through microscopic examination of data. It consisted of a line-by-line analysis to generate initial categories, with their own respective properties and dimensions, and to suggest relationships among categories. Open coding was used initially to organize the various “pieces of the puzzle” and begin building the overall picture. Over time, code notes enabled comparisons and the development of theoretical questions, leading to the early emergence of themes. Next, axial coding was performed to fit the pieces of the puzzle together by categories or sub-categories. At this time diagrams were often developed to sort out various relationships. The final step in the coding analysis was selective coding. This entailed the integration of concepts around core categories, and further refinement and development of existing categories. At this point in the process, analytic stories developed (Strauss & Corbin, 1998).

There was some similarity in the research project between elements of data analysis in an ethnography, which was the research genre being performed, and multiple case study analysis. Per Merriam (1998), there are two stages of analysis in a multiple case study – the within-case analysis and the cross-case analysis. These stages were also

applied to the data analysis in this study. For the within-case analysis, each case was treated as a comprehensive case in and of itself. This is likened to the individual perspective of coaches within each coaching network related to the core research question and refining sub-questions pertaining to that particular coaching network. Data were gathered to learn about the contextual variables and their impact on the development of each perspective. Once the analysis of each case (each coaching network) was completed, cross-case analysis ensued. This analysis helped construct a general explanation that fit each of the individual cases even though the cases varied in their details. As such, the distinct commonalities and differences across the five coaching networks were analyzed collectively within a common framework of contextual and comparative analysis.

Trustworthiness

Truth value was established in a couple of ways. First, the interpretations of the emergent findings in the study were shared with the participants if they desired. Each coach that was interviewed was offered the opportunity to review a summary of the findings, though none of those interviewed actually requested to do so. Second, the qualitative research was triangulated, drawing from several data sources and methods. Triangulation emphasized multiple approaches to data collection and analysis in order to allow for greater accuracy. More than one method was used in the validation process to ensure that any variance was due to the trait rather than the method (Jick, 1979). As such, multiple constituencies were involved as participants and multiple methods were employed in data gathering (i.e. formal interviews, informal discussions, content analysis). Moreover, a peer was utilized as a “critical friend” to strengthen the value of the conclusions in the report. This peer was an individual that is familiar with graduate

level research as well as the topical content of the study. The research was conducted rigorously, and the final report herein documented the process of gathering, analyzing, and interpreting the data.

The study contributed to understanding and action that can improve social circumstances and, therefore, will be useful to multiple groups of individuals. The researcher provided rich, thick descriptions of the theoretical and methodological orientation and process in order to benefit these users of the study. The researcher also included contextual detail to enable the users of the research to determine if the results of this study can be useful in other settings.

Ethical Considerations

The research topic is potentially confidential in nature and the privacy was assessed with each participant and handled very carefully. The biggest concern of the research effort was being able to effectively report the research in a way that maintained that confidentiality. The researcher's ethical beliefs about relationships with the research participants were similar to those of past relationships with customers in his sales and marketing roles – the customer is always right. As such, the research participant always implicitly or explicitly dictated what was acceptable or unacceptable related to their involvement in the research study and in their relationship with the researcher. It was important for the researcher to maintain an independent perspective while also being able to develop a strong enough relationship to enable the rich exploration of the research issue or question. Nevertheless, the researcher always remained sensitive to the concerns of the research participant throughout the process. Moreover, the researcher was always sensitive to the political and power issues in the research settings. The researcher has

worked in both small companies and Fortune 100 political machines; as a former executive in these companies, the researcher became very sensitized to the interplay between individuals and within social cultures. As such, the researcher was very cognizant of learning and understanding these dynamics in the research setting and carefully moved within this setting appropriately.

Finally, the researcher also offered to protect the identities of any participant through the use of pseudonyms if requested by a participant. This was not requested, however, by any participants. The participation was entirely voluntary and it was ensured that the participants understood that they could withdraw from the study at any time, without prejudice. Additionally, they had the right to review any of the material to be used in the project, and a summary of the findings was made available at their request. These rights and responsibilities were also clearly delineated in the informed consent form that was reviewed with all participants in the research study (Appendix E).

Validity and Reliability Issues

Before presenting the results, it is important to clarify two particular issues in the project regarding validity and reliability. First, it was anticipated that there may be “social desirability” in some answers in the interviews. The concern was that a coach may not be as forthcoming in their discussion during the interviews due to their perception that a particular answer might be the “right answer” versus what they truly believe. Furthermore, even though there was informed consent received by each interviewed party, there still may be an internal validity issue as participants could be concerned regarding who might have access later regarding any publications resulting from this study. The researcher’s intent throughout the interview process was to follow

up with appropriate questions if it was sensed that this was occurring. Nonetheless, a situation did not arise in which the researcher felt this occurred. In two interviews, the coaches provided answers to questions that they requested not to be included in any written document, and these requests were honored during the writing of this document. Second, since the topic of the research project is one that elicited a variety of distinctive and varying answers, it clearly displayed a subject with a wide variety of viewpoints. Others that find themselves in similar roles as those addressed and/or interviewed in this study may or may not assess the observations of participants or the findings of the research similarly or prioritize them in the same manner. The researcher addressed this possibility by leaving judgment of the extent to which the study's findings apply to other situations up to the individuals in those situations, respecting the differences that may be considered by similar parties.

CHAPTER IV

RESULTS

Introduction

Results discussed in this chapter are structured in four sections. The first section exhibits results of a quantitative analysis performed on the entire coaching population. It shows the relationships among network dimensions and performance results, ultimately shedding light on the influence that the five patriarchs in this research study may have on the performance of their protégés. The second section of this chapter provides an overview of the primary themes resulting from the qualitative research methodology *within* each of the coaching networks independently. The third section details the prominent themes resulting from qualitative research *across* the five coaching networks studied, organized by the questions followed in the interview protocol (see Appendix F), which was directly influenced by the phases of a mentorship relationship as introduced by Kram (1983) in her seminal study on mentoring. Finally, the fourth section addresses broad themes that are not unique to any of the five coaching networks selected for this study, but relate to the coaching profession in general. These themes have a direct relationship to mentoring and social networking and thus are introduced in these results.

The analyses in this study only considered relationships between head coaches and assistant coaches that existed while both were at the Division I level. The study did not consider those years where a relationship may have existed at a level lower than Division I even if the relationship subsequently was continued later at a Division I level, either at the same school or different schools. Furthermore, assistant coaches that had prior experience as a Division I head coach before joining a coaching staff as an assistant

coach were excluded from the coaching network population. These coaches have previously been developed and prepared for a Division I head coaching position by another head coach or achieved that head coaching position without any prior Division I assistant coaching experience. They would likely also receive additional development that would be beneficial to their subsequent success as a head coach a second time and their inclusion as an assistant on a coaching staff may likely increase the strength of that staff overall. Nonetheless, the intent of this research is to focus on staff development that leads to a *future career path* as a head coach.

Quantitative Analyses of Network Quality

An early discovery during an initial descriptive analysis indicated that the win percentage of the patriarchal coaches was noticeably higher than the coaching population between 1954 and 2007 (see Table 2). The first generation of coaches in all of the coaching networks except one, Chuck Daly, have win percentages greater than the coaching population, producing an overall win percentage above average for the coaching population over the last fifty-four years. The first generation win percentage is not a truly fair comparison as the coaching population is for all coaches, not just first generation coaches. Nonetheless, Table 2 does show that the first generation of coaches for the five selected coaching networks was generally more productive than the coaching population in general. This result subsequently prompted the more specific statistical analysis of network quality measures in relation to performance outcomes, as outlined in the methods and procedures in Chapter 3.

Table 2: Win Percentage of Patriarchs and First Generation Coaches

	Patriarch	First Generation	Coaching Population 1954-2007
Bobby Knight	.713	.544	.542
Jud Heathcote	.603	.565	.542
Dee Rowe	.577	.551	.542
Chuck Daly	.709	.538	.542
Dick Harter	.603	.549	.542
Total	.656	.550	.542

First Generation Network

The first stratification was based on the number of assistant coaches that have worked for the head coach for at least one year before later obtaining an NCAA Division I head coaching position. Table 3 shows the stratifications of these 1,679 head coaches by the size of their first generation network (FGN). There is clearly a linear relationship between the network size stratifications and the number of coaches in the population that have produced a coaching network of each stratified size.

The subsequent cluster analysis resulted in each cluster displaying significance in the ANOVAs; however, the 3-cluster solution exhibited a higher F-statistic. See Table 4 for a summary of results of this cluster analysis. When applied against the stratification of coaches based on FGN (see Table 3) the best grouping of the head coach networks, based on three clusters, revealed the following sub-groups: 0-1 FGN coaches, 2-4 FGN coaches, and 5-21 FGN coaches.

Replication of the cluster analysis was subsequently conducted for cross-validation purposes. The data were randomly split into two groups, each representing 50% of the overall population, and similar results were achieved for each group. This validated the initial cluster analysis described previously. Analyzed along the lines of the

Table 3: Stratification of FGN's from 1954-2007

HEAD COACHES	FIRST GENERATION NETWORK
729	0
440	1
207	2
116	3
65	4
50	5
22	6
18	7
13	8
3	9
3	10
4	11
2	12
2	13
1	14
0	15
3	16
0	17
0	18
0	19
1	20
Total = 1679	

3-cluster solution indicated in the cluster analysis, head coaches that have mentored either none or one future head coach made up 68.4% of the coaching population in the last fifty-four years. Head coaches that have mentored between two to four future head coaches made up 23.6% of the coaching population, and head coaches that have mentored five or more future head coaches made up only 8% of the coaching population (see Table 4). Interestingly, each sub-group of coaches exhibited a great winning percentage successively (see Table 5). Nevertheless, as noted in Appendix A, this does not infer any causal relationship between network size and performance excellence, but it is also interesting that a similar increasing relationship exists for each sub-group with career tenure at the Division I level. This makes intuitive sense that coaches with greater

Table 4: Cluster Analysis of FGN Stratification

CLUSTER	NUMBER OF CASES & STRATIFICATION BREAKS	F-STATISTIC (WIN PCT.)	ANOVA SIGNIFICANCE
3-Clusters	1149 (0-1) 68.4 % 395 (2-4) 23.6 % 135 (5-21) 8.0 % Valid = 1679	174.99	.000
4-Clusters	1007 437 179 56 Valid = 1679	142.651	.000
5-Clusters	929 478 206 59 7 Valid = 1679	105.04	.000

winning percentages will be employed for a longer period of time. When FGN was adjusted for tenure, the results of the statistical analyses for this coaching network measure were virtually identical to the results of the FGN measure.

Table 5: Stratification of FGN Win Percentage from 1954-2007

HEAD COACHES	FGN	WINNING PCT.	AVG. DI TENURE
135	5 - 21	.618	20.8
395	2 - 4	.561	11.4
1149	0 - 1	.504	6.5
Total = 1679			

Total Network

A similar process was followed for each of the 1,679 coaches in the population based on their total network (TN) of assistant coaches who later became head coaches. Table 6 shows the stratifications of these 1,679 head coaches by the size of their TN. Once again, there was clearly a linear relationship between the network size

stratifications and the number of coaches in the population that have produced a total network of each stratified size.

A five cluster solution exhibited a higher F-statistic than both three and four cluster solutions. As such, a sixth cluster analysis was performed to ensure the F-statistic

Table 6: Stratification of TN's from 1954-2007

HEAD COACHES	TOTAL NETWORK
729	0
234	1
414	2-9
136	10-19
47	20-29
39	30-39
21	40-49
12	50-59
14	60-69
11	70-79
4	80-89
4	90-99
5	100-109
2	110-119
0	120-129
3	130-139
2	140-149
0	150-159
1	160-169
1	170-179
Total = 1679	

was truly maximized in the process. While each cluster indicated significance in the ANOVAs, the five cluster solution exhibited a higher F-statistic. See Table 7 for a summary of results of this cluster analysis. When applied against the stratification of coaches based on TN (see Table 7), the best grouping of the head coach networks, based on five clusters, revealed the following sub-groups: 0-3 TN coaches, 4-21 TN coaches, 22-55 TN coaches, 56-103 TN coaches, and 114-172 TN coaches. Replication of the

cluster analysis was subsequently conducted for cross-validation purposes. The data were randomly split into two groups, each representing 50% of the overall population, and similar results were achieved for each group. This once again validated the initial cluster analysis described previously.

Table 7: Cluster Analysis of TN Stratification

CLUSTER	NUMBER OF CASES & STRATIFICATION BREAKS	F-STATISTIC (WIN PCT.)	ANOVA SIGNIFICANCE
3-Clusters	1521 133 25 Valid = 1679	51.327	.000
4-Clusters	1417 193 60 9 Valid = 1679	62.231	.000
5-Clusters	1162 (0-3) 69.2 % 363 (4-21) 21.6 % 104 (22-55) 6.2 % 41 (56-103) 2.4 % 9 (114-172) 0.6 % Valid = 1679	82.87	.000
6-Clusters	1174 300 129 51 18 7 Valid = 1679	67.313	.000

Analyzed along the lines of the five cluster solution indicated in the cluster analysis, head coaches that have produced a total network from zero to three head coaches made up 69.2% of the coaching population in the last fifty-four years. Head coaches that have produced a total coaching network between four and twenty-one future head coaches made up 21.6% of the coaching population, and head coaches that have

produced a total coaching network between twenty-two and fifty-five future head coaches made up only 6.2% of the coaching population (see Table 7). Finally, head coaches that have produced between 56 and 103 future head coaches made up just 2.4% of the coaching population, and head coaches that have produced a total coaching network greater than 103 future head coaches equated to only 0.6% of the coaching population. Once again, each sub-group of coaches exhibited a progressively greater winning percentage, and a similar increasing relationship with career tenure at the Division I level (see Table 8).

Table 8: Stratification of TN Win Percentage from 1954-2007

HEAD COACHES	TN	WINNING PCT.	AVG. DI TENURE
9	114 - 172	.670	24.0
41	56 - 103	.629	18.5
104	22 - 55	.606	16.0
363	4 - 21	.569	11.8
1162	0 - 3	.505	6.7
Total = 1679			

First Generation Ratio

Each of the 1679 coaches was further stratified a third and a fourth time based on the two network ratios (defined in Appendix A), and a cluster analysis was again performed on the FGR data. While each cluster indicated significance in the ANOVAs, the 3-cluster solution exhibited a higher F-statistic. See Table 9 for a summary of the results of this cluster analysis. The results indicate that the best grouping of the first generation network ratios is in three clusters. Replication of the cluster analysis was again conducted for cross-validation purposes, performed as previously described and similar results were achieved for each group. This further validated the initial cluster analysis described above.

Table 9: Cluster Analysis of FGR Stratification

CLUSTER	NUMBER OF CASES & STRATIFICATION BREAKS	F-STATISTIC (WIN PCT.)	ANOVA SIGNIFICANCE
3-Clusters	1195 (0.00 – 0.88) 71.2 % 381 (1.00 – 2.88) 22.7 % 103 (3.0 – 12.0) 6.1 % Valid = 1679	162.081	.000
4-Clusters	941 478 198 62 Valid = 1679	139.67	.000
5-Clusters	932 454 206 65 22 Valid = 1679	107.255	.000

Analyzed along the lines of the 3-cluster solution indicated in the cluster analysis, the first sub-group made up 71.2% of the coaching population in the last fifty-four years, the second sub-group consisted of 22.7% of the population, and the third sub-group accounted for 6.1% of the population. As previously seen with FGN and TN, the top sub-groups of coaches exhibited a greater winning percentage and longer career tenure at the Division I level, though it seems to have leveled off for the top two clusters (see Table 10).

Table 10: Stratification of FGR Win Percentage from 1954-2007

HEAD COACHES	FGR	WINNING PCT.	AVG. DI TENURE
103	3.0 – 12.0	.585	11.3
381	1.00 – 2.88	.575	12.6
1195	0.00 – 0.88	.520	7.4
Total = 1679			

Extended Network Ratio

The final cluster analysis and ANOVAs performed on the ENR data showed that the 4-cluster solution exhibited a higher F-statistic. See Table 11 for a summary of the results of this cluster analysis. The results indicate that the best grouping of the extended network ratios in four clusters. Replication of the cluster analysis was again conducted for cross-validation purposes, performed as previously described and similar results were achieved for each group. This further validated the initial cluster analysis described above.

Analyzed along the lines of the 4-cluster solution indicated in the cluster analysis, the first sub-group made up 78.6% and the second sub-group consisted of 20.5% of the coaching population in the last fifty-four years, respectively. The third and fourth sub-groups collectively consisted of the remaining 0.9% of the population. As with the

Table 11: Cluster Analysis of ENR Stratification

CLUSTER	NUMBER OF CASES & STRATIFICATION BREAKS	F-STATISTIC (WIN PCT.)	ANOVA SIGNIFICANCE
3-Clusters	1567 104 8 Valid = 1679	36.784	.000
4-Clusters	1319 (0.00 – 2.89) 78.6 % 345 (3.0 – 34.0) 20.5 % 14 (36.0 – 102.0) 0.8 % 1 (144.0) 0.1 % Valid = 1679	88.447	.000
5-Clusters	1285 318 67 8 1 Valid = 1679	66.43	.000

previous three network measures, there was a clear distinction between the top 20% of coaches and the remaining 80% of coaches. Specific to the ENR measure, the top 20% of coaches exhibited a collective .590 winning percentage and the remaining 20% produced a .522 winning percentage. Moreover, each sub-group of coaches exhibited a similar increasing relationship with career tenure at the Division I level (see Table 12).

Table 12: Stratification of ENR Win Percentage from 1954-2007

HEAD COACHES	ENR	WINNING PCT.	AVG. DI TENURE
1	144.0	.598	4.0
14	36.0 – 102.0	.585	13.6
345	3.0 – 34.0	.590	12.8
1319	0.0 – 2.89	.522	7.7
Total = 1679			

Comparative Data

As suggested in Appendix A, and validated in the previous statistical analyses, the relationships among network quality measures and performance outcomes, as a collective, infer that coaching networks with a more even distribution of replication are more likely to more consistently succeed on the basketball court. Therefore, a comparative analysis was performed to further evaluate the five coaching networks simultaneously.

The initiation, timing, and tenure of the relationships between the five patriarchs and their protégés provide comparative and contrasting insights into the five selected coaching networks. Table 13 indicates that 80% of the protégés in these five coaching networks obtained their very first Division I level assistant coaching position with their respective patriarchs. In the case of Bobby Knight, 95% (all but one) of his protégés began their Division I coaching career when hired by Coach Knight. A solid 57% were

coaching for their respective patriarch as their final assistant coaching position immediately prior to obtaining their own Division I head coaching job, and 40% of the first generation coaches in the five coaching networks worked only for their respective patriarch their entire assistant coaching career.

Table 13: Initiation and Timing of Mentor Relationship

	1G Network	1 st Coach	Last Coach	Only Coach	1G Coaches Cross-NW	2G Coaches Cross-NW
Knight	20	19	11	9	1	4
Heathcote	12	8	9	5	1	6
Harter	8	7	3	2	2	7
Rowe	6	4	3	2	2	7
Daly	5	2	3	2	2	11
Total	51	40	29	20	n/a	n/a

Given that 80% of these first generation coaches started their Division I coaching careers with their respective patriarch, where did these five patriarchs find their assistant coaches (or at least the ones that later became Division I head coaches)? The short answer is all five patriarchs often provided opportunity at the Division I level for the first time for young aspiring coaches. Coach Knight found his assistant coaches early in their career, as evidenced by the fact that nineteen out of twenty started their collegiate coaching careers as an assistant coach to him. Of those 19 assistant coaches, 12 of them began their entire careers under Coach Knight, obtaining this position as their first job out of college. Five of these assistant coaches played for Coach Knight in college, another one worked for him as a student assistant, and the remaining six played elsewhere but were hired by Coach Knight when their playing careers ended. The remaining seven of the 19 coaches coached only at the high school level as an assistant and/or head coach prior to obtaining their first collegiate coaching job with Coach Knight. Only Mike Davis

worked as a coach at the collegiate level prior to being hired by Coach Knight. Clearly Coach Knight followed his own roots as a basketball coach in providing opportunities for young aspiring coaches to get their first experiences at the collegiate level. Jud Heathcote followed a similar hiring path as Bobby Knight in the sense that ten of his twelve protégés obtained their first Division I level assistant coaching positions when hired by Coach Heathcote. Of those ten coaches, seven of them had never coached at any college level previously, one had only community college coaching experience, and two others coached at either the Division II or III levels in college basketball. Thus, Coach Heathcote also provided significant opportunities for coaches trying to break into the Division I coaching ranks. Four of the six coaches hired by Dee Rowe were entering the Division I basketball coaching ranks for the first time. For three of these coaches, it was their first college job anywhere, and the fourth coach previously worked at a lower college division before joining Coach Rowe. Seven of the eight coaches hired by Dick Harter were entering the Division I coaching ranks for the first time. For six of these coaches, three of whom were former players for Coach Harter, it was their first college job anywhere, and the seventh coach previously worked at a lower college division before joining Coach Harter. The eighth assistant coach that Coach Harter hired was Dick Stewart, who actually worked for one year under Dee Rowe at University of Connecticut the prior year before being hired by Coach Harter. Finally, Chuck Daly hired two assistant coaches with no prior Division I coaching experience and three coaches with prior Division I experience. Nevertheless, four of the five assistant coaches had high school assistant and/or head coaching experience prior to working for Coach Daly. This was also commonplace among the patriarchs of the five coaching networks – hiring

assistant coaches with high school experience, which is less common in today’s college basketball environment. Finally, Table 14 shows that the protégés in the five coaching networks selected spent over half of their developmental years as an assistant coach working directly for their respective patriarch and over 60% of their total assistant coaching years were spent either with the patriarch or another head coach who is also a protégé of the same patriarch.

Table 14: Tenure in Mentor Relationship

	Total AC Years of Protégés	AC Years working with Patriarch	Percent of Time with Patriarch	AC Years in Patriarch Network	Percent of Time in Patriarch Network
Knight	166	89	54%	109	66%
Heathcote	88	49	56%	59	67%
Harter	72	31	43%	32	44%
Rowe	29	11	38%	18	62%
Daly	26	14	54%	14	54%
Total	381	194	51%	232	61%

*AC stands for Assistant Coach

Historical Influence

Of the top 30 coaches historically for the size of first generation network, there are eleven coaches associated with the five selected coaching networks. Five of these coaches are the identified patriarchs in the study. The other six coaches include five that are protégés of the selected patriarchs and one other that has been a mentor of a patriarch in the selected coaching networks. These six coaches are Digger Phelps with 13 first generation coaches (Harter lineage), Rollie Massimino with 12 first generation coaches (Daly lineage), Mike Montgomery with 11 first generation coaches (Heathcote lineage), Jim Brandenburg with 10 first generation coaches (Heathcote lineage), Mike Krzyzewski with 9 first generation coaches (Knight Lineage), and Tates Locke with 8 first generation coaches (Knight’s mentor).

When evaluating the historical list for size of total network, the mentors for four of the five patriarchs are rated in the top 15 all-time total network sizes. The fifth patriarch, Dee Rowe, did not work as an assistant coach in college basketball. Tates Locke (Knight mentor), Vic Bubas (Daly mentor), Jack McCloskey (Harter mentor), and Marv Harshman (Heathcote mentor) were all in the top 15 of total network size. Moreover, when also including three of the patriarchs themselves in the top 15, almost 50% of all coaches in the top 15 of total network size historically are associated with these five selected coaching networks.

Thematic Development within Coaching Networks

The remainder of this chapter delves into the primary and secondary themes resulting from the data analyses conducted in line with the qualitative methodology previously outlined. First, the themes that were evident within each coaching network are highlighted, providing a perspective on those themes that appeared most frequently and most prominently. Next, a review of themes across coaching networks is provided, organized and presented in a manner consistent with the four phases of mentoring relationships as developed by Kram (1983). The discussion concludes with a brief recognition of themes that were significantly emphasized by members of all five coaching networks, but do not explicitly align within the mentoring construct of Kram (1983).

Bobby Knight

Three primary themes resulted from interviews and secondary research in relation to the Knight coaching network. These were ‘preparing for success’, ‘being successful the right way’, and ‘placing importance on values and tradition.’ Preparing for success

incorporates goal-setting and developing plans to accomplish these goals. Being successful 'the right way' involves the inclusion of integrity in all that you do. Values and tradition ensure that the disciplines of preparation and integrity are embedded within the culture of the basketball program.

Bobby Knight has defined success in a way that does not incorporate winning basketball games as a primary goal. While his definition of success is emphasized in a variety of expressions, it ultimately is dictated by a common theme of education.

I've never felt my job was to win games. Rather, at the essence of my job was to do everything I could to give my players the background necessary to succeed in life. I want them later in life to feel that no course they took was more valuable to whatever success they had than what they absorbed from playing basketball for me. I've never expected anyone, including those players, to agree with all that I do. But to the best of my ability I have tried to provide them with a work ethic, ability to excel at crucial times, and a determination to be as good as they could at whatever they do (Knight, p. 373).

I continued to coach at Indiana for many reasons; a major one was how much I enjoyed the whole process of coaching. And that process starts with the kids involved: what I can do with them in basketball, what I can do to help shape their lives (p. 319) ... I love to coach and I love its human involvements (Knight, p. 321).

Shouldn't we be developing a kid's intellect as well as his basketball skills over 2-4 years? We are failing in college basketball if a kid who leaves us at 22 isn't really well prepared to enter post-basketball life, whether that's after a career in the pros or without one. That's a big part of what I have in mind when I talk about why I've stayed in coaching as long as I can. My game is educating kids (Knight, p. 303).

Bobby Knight clearly prioritized education, both in school and in life, in his definition of success. Nonetheless, whether the definition is centered on education or winning basketball games, preparation and integrity were paramount, and a strong set of values embedded in a cultural tradition ensures it.

Preparing for Success ‘The Right Way’

Instilling the knowledge and capabilities to identify, plan for, and achieve success in life was Knight’s primary goal, and was very clearly outlined in his own perspectives related to preparation:

- The will to win is not as important as the will to prepare to win (Knight, p. 13);
- Among all the things I’ve gathered from the people who have influenced me, the one that tops the list is the importance of preparation (Knight, p. 20);
- You can’t make adjustments once the game is played that cover up lack of preparation. In any walk of life, the best-prepared person creates advantages that help him or her be the most successful (Knight, p. 27).

While success, in the way Coach Knight defined it, is the ultimate objective, he only believes it is worth the accomplishment if it is done ‘the right way.’

I wanted to win games and championships the way people were saying no one could do it anymore – by following NCAA rules, by recruiting kids who could and would be genuine students and four year graduates as well as excellent players ... and compete in a way that would make the most important judges of all, their parents, as proud as they could be. To win without doing all those things would be to fail (Knight, p. 6).

Win at any cost? No. I have never understood anybody who cheated to get players and could take any satisfaction from winning afterward (Knight, p. 24).

This expectation of integrity was further validated in commentary provided by former assistant coaches as well as other individuals.

I think what Coach Knight really did that I liked is ... it’s people, it’s people, it’s people ...and what Coach Knight did, when you’re 18 years old, and I picked this up very ... that he was going to do it differently and do it the right way at Indiana ... what he did was he took a bunch of guys ... that were pretty mature ... pretty sound people, and when you’re 18 to 22 years old, that’s still a very impressionable thing, and I think what he did is he cemented the deal in terms of what parents and teachers and coaches had done the first 18 years of [inaudible] on the team that I had ... in terms of values and everything else. (Jim Crews, former assistant coach and current head coach at the United States Military Academy; personal interview).

Bob Knight demanded that you give your best effort all the time, and was never concerned about who was right, but what was right (Tom Rucker, college basketball referee; Knight, p. 395).

Like Vince Lombardi, Bob Knight has a burning desire to win, and to do it within the rules. The first feeling is not an uncommon one, and the second one unfortunately is ... Bob Knight not only has principles but he has passed those principles on to almost everyone who has played for him and who has coached with him – like Mike Krzyzewski and Tom Miller ... Both of these men, like almost everyone, would love to have their sons play for Bob Knight (Dick Schaap, sports journalist; Knight, p. 107).

Consistent observations and commentaries over long periods of time, by individuals close to Coach Knight's basketball program, were key contributors to an ongoing tradition.

Values and Tradition

In order to effectively teach and mentor in ways that would be consistent with his definition of success and his accepted means of achieving it, Coach Knight placed significant importance on values and tradition. This was also influential to his protégés as they became head coaches.

I've always really believed in trying to settle in to jobs and really establish a tradition and ... when you do that, I think you have a much greater opportunity to develop your players and your assistant coaches just to becoming successful mentors themselves (Don DeVoe, former assistant coach and former head coach at several universities; personal interview).

In teaching life lessons, particularly in the domain of values, Knight learned from the best and utilized what he learned to teach his own protégés. Figure 7 displays a poem, written by Rudyard Kipling and titled "IF", that holds special significance to Coach Knight, so much so that he provides it to his team before each season (Knight, 2006).

"IF" accurately summarizes the key themes that emerged in both primary and secondary research on Coach Knight's coaching network. It is a blueprint for personal integrity, behavior, and self-development as well as a guide to living a hard working and

“IF”

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you
But make allowance for their doubting too,
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise.

If you can dream--and not make dreams your
master,
If you can think--and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two imposters just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools.

If you can make one heap of all your winnings
And risk it all on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breath a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,
Or walk with kings--nor lose the common touch,
If neither foes nor loving friends can hurt you;
If all men count with you, but none too much,
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And--which is more--you'll be a Man, my son!

Figure 7: “IF” by Rudyard Kipling

respectable life. The first two stanzas connect with Knight's self-awareness and self-confidence to acknowledge detractors and critics, but to hold firm to what he believes is right in the face of criticism, and stay the course in his efforts to achieve success as he has defined it. The third stanza expresses the persistence to persevere and fight toward your goals even when things are not going your way. The final stanza depicts Knight's ability to fulfill dreams while also serving the common good. Interestingly, it is a poem that also held inspirational value to Joe Lapchick, an acknowledged mentor of Coach Knight's (Alfieri, 2006). While research conducted in this study failed to find any commentary that indicated that the inspiration of this poem was passed on to Knight by Lapchick, that connection is likely there. As Knight describes, "Every time one of my Army teams played in Madison Square Garden, when I would walk out on the floor, I would look over to where he [Lapchick] always sat. He'd put his thumb under his chin, which was telling me: 'Lift your head up.' He had a phrase: 'Walk with kings.' And he lived it" (Knight, p. 14). This phrase is used in the second line of the final stanza of the Kipling poem, which he provides to his team and discusses with them before each season commences.

There were also some interesting parallels in the domain of values between the expectations that his mentors, Clair Bee and Joe Lapchick, set with their teams and those that Bobby Knight sets in general. "He [Joe Lapchick] often discussed coaching with Bee, who asked what Lapchick's players called him. 'They call me Joe,' Lapchick answered. Bee shook his head. 'That's no good.' Bee recommended 'Mister Lapchick' or 'Coach.' By the following season, Lapchick got the message to his team; drawing a professional line between himself and his players helped maintain the team's respect"

(Alfieri, 2006. p. 54). Knight utilized nearly identical phrasing when addressing a young man that had acknowledged him insincerely: “[He said] ‘Hey Knight.’ As we passed through the door, I reached out and put my hand on his forearm as I said, ‘I’m Coach Knight or Mr. Knight to you. You should remember that next time you’re talking to an older person” (Knight, pp. 325-6). While unconfirmed for this study, it again appears that some influence has been passed on from Joe Lapchick (or Claire Bee) to Bobby Knight in this regard.

Jud Heathcote

An overwhelming response in interviews, subsequently validated in third party content analyses, related to the values that Coach Heathcote proclaimed, lived by, and taught:

- Great Character
- Loyalty
- Communication skills
- Sound basketball philosophy
- Toughness – mentally and physically courageous (as a person, a teacher and a coach); the basketball team reflects the toughness of its coach
- Teaching ability
- Knowledge of the game
- Understanding that nobody is bigger than the program
- Family approach

Several of these values were subsequently included as elements of the three primary themes resulting from the qualitative research performed on Heathcote’s coaching network. These themes were ‘program first’, ‘leadership taught through role modeling’, and ‘know yourself, though learn from your mentors.’

A ‘program first’ mentality dictated that no individual was more important than the basketball program overall. Coach Heathcote often extended this to include the perspective that no program was more important than the game of basketball itself.

Heathcote believed that leadership was taught through role modeling, which included the direct methods of teaching as well as indirect methods of observation by protégés. This always implied leading by example. Nonetheless, while learning through and replicating mentors' role modeling, 'knowing yourself' insinuated a responsibility on the part of the protégé to develop their own philosophies in which to embed the learning they may adopt from their mentors.

Program First

Coach Heathcote always emphasized the importance and priority of the basketball program vis-à-vis any team of players or any single individual.

The program is bigger and more important than any team or person. In the larger scheme of things, THE GAME looms larger than anything. And if your coaching philosophy is the sum total of all you believe, the game represents all you do (Heathcote, p. 251).

This belief of Coach Heathcote's was one of the most significant influences on his assistant coaches through the years.

Jud's favorite quote, if you have talked to 10 or 15 assistant coaches and ask what is the one quote you remember Jud saying, what was his mantra ... he would always say, "nobody is more important than the program." The program was all he cared about, and to this day I say that to every team. Nobody is bigger than the program. And that's what we all share, and what we took to the programs that we became head coaches at (Kelvin Sampson, former assistant coach and head coach at several universities; personal interview).

It means you're on campus promoting the program, associating with fellow students – almost a marketing type of thing where you're taking ownership of getting students to games. It's the little things you do, and it's everything you do to benefit the program. It's realizing that you're part of a program, and that you're trying to take it to another level – but that you're trying to do that as a team (Tom Crean, former assistant coach and current head coach at Indiana University; Hill, 2000).

Tom Izzo taught me something a long time ago. He said it about the secretaries, the athletic trainers, the manager, the coaches, and the entire

support staff: When the team wins, everybody wins, and you really want to try to understand that as much as possible (Tom Crean; Hill, 2000).

The clear indoctrination of a 'program first' mentality through multiple generations of coaches is a prime portrayal of Coach Heathcote's approach to role modeling leadership.

Leadership Taught Through Role Modeling

In the process of building a program, Coach Heathcote also felt that leadership was taught through role modeling, both directly through teaching and indirectly via observation.

We had to be teachers because kids didn't play year round one sport, and they didn't have a lot of the techniques right, and I ... Jud and I both thought that by just teaching the right techniques for the individual, we could make an average player good (Marv Harshman, mentor of Jud Heathcote; personal interview).

He showed by example. And so ... he showed you what he wanted offensively, defensively, the techniques to shooting the basketball, and every skill set or individual development and team concept development (Jim Brandenburg, former assistant coach and head coach at several universities; personal interview).

Leading by example through role modeling was adopted by his protégés as well.

He didn't come out shouting orders. He led by example. There wasn't one thing he would ask us to do that he wouldn't get down and do himself. That is the best teacher – by example (Bobby Joe Evans, former player of Kelvin Sampson; Richardson, p. 164).

I study the game from as many resources as I can get. You know, I mean, it's funny that you bring up Jud Heathcote because when I worked for Bill Berry that's how I learned the game, to be perfectly honest with you, as a coach. I thought I knew basketball and then I worked there and I saw that ... now I was only there for a year, so now whenever I could watch Michigan St. on TV, I watched Michigan St... So now I'm taping it, I'm watching it, I'm studying Jud Heathcote ... I'm studying Jud Heathcote, and what he does, and I would put in these plays for my high school team and stuff like that (Mike Adras, second generation assistant coach; personal interview).

More specifically, his protégés have been greatly influenced through his role modeling as it related to toughness, innovation, creativity, and the belief in playing the game right. Heathcote was recognized as being extremely tough and demanding when necessary, and caring and supportive otherwise.

Jud had a way about him of being hard on the guys and demanding, but he also was very good to the guys away from basketball, and that's how he countered things. Um ... you know, so ... those are the things I remember most about my time there other than that Jud would do anything for you and help you in any situation that you needed it at any time. If you were his player or if you were his assistant, within the rules with the players, but with the assistants he would do anything for you (Mike Deane, former assistant coach and current head coach at Wagner College; personal interview).

All successful coaches have mental toughness, physical courage, and teach that to their players and staff ... You had to have toughness. If you weren't mentally and physically tough ... I guess, to put it a better way, mentally tough and physically courageous, as a person as well as a teacher and a coach, and exemplify that, you were shit out of luck ... that is what he was looking for, but he was looking for toughness. And when it comes right down to it, a basketball team will reflect the toughness of their coach. If you look into the final four, as it's going to come up here in another week, you're gonna see a bunch of guys that have got a lot of mental toughness and a lot of physical courage and they transpose that to their basketball teams (Jim Brandenburg, former assistant coach and head coach at several universities; personal interview).

This, again, was also reflected later on in the approach of his protégés.

I don't think you can improve toughness. But I think you can teach courage. I think that is a learned attribute. You learn courage by battling through adversity (Richardson, p. 154).

I think Kelvin night in and night out did a better job mentally, physically, and emotionally getting his team ready to play. Some teams are not emotionally ready to play. His kids were mentally tougher ... He has the whole package (Marty Holly, peer coach of Kelvin Sampson at College of Idaho; Richardson, p. 37).

Another impact Coach Heathcote seemed to have on his protégés was reflected in their clear observation of his innovative and creative approach to teaching and coaching, often

accompanied by a little flair. Heathcote's mentor, Marv Harshman, recognized this early in their coaching years together.

Jud was always a guy that was interested in different things to try. In fact, when Alcindor came in the league and we had seen him play when we played down at UCLA as a freshman, and he was so far above any center we had ever seen. We came back and the next year, we said it, when we were going to play against UCLA, we have got to get our players to realize what this guy can do. So in practice we had a guy, a 6-5 sub, stand on a stool with a tennis racket and knock the balls down. It was in the paper and stuff later on. Sharman did that when he played against him in the pros. And so, we got a lot of publicity on that, but that wasn't ... we wanted it to be mobile, so Jud had the idea, "Let's get some 1x1 slats and cut them off and tape them to the 6-5 kid's arms." And he's not on a stool now, he's on the floor. So now he can move around and do things, just to get the guys ... and it really helped us because when we played them ... we led the game until the last 28 seconds (Marv Harshman, mentor of Jud Heathcote; personal interview).

Some of his protégés recognized and acknowledged his creativity and its importance in being a successful coach.

Jud is innovative and creative, which is important for a coach to be successful (Jim Brandenburg, former assistant coach and head coach at several universities; personal interview).

Other examples of his innovation were widely adopted across all of college basketball.

Jud was the first to take stools onto the court during timeouts at a hostile road game [which has become a staple approach in the game at all levels] (Heathcote, p. 234).

Finally, every coach that was interviewed had several stories about Jud Heathcote's flair and eccentricity that often accompanied his creative ways. However, all acknowledged it was always done with some purpose in mind – as a means toward a purposeful end.

When the gym class would jog around the court during practice and Jud asked them to stop to no avail, he and Brandy returned the favor in the classroom (Heathcote, p. 49).

As a matter of fact, some protégés even adapted this flair within their own styles as head coaches.

Mike Deane installed a seat belt to his sideline chair in response to the NCAA's announcement in October that it would make bench decorum a point of emphasis. He religiously wore the belt; during timeouts he unbuckles, draws up plays and leads the huddle. "One of the great things about the college game is the emotion it is played with. Like it or not, coaches and players are both attractions in the game's culture" (Armstrong, 2008).

A specific element of his role modeling and a direct example of his teaching was his passion to play the game right by teaching the game right.

About five days into practice, he finally called me over and he says, "Alright, listen. I like everything you're teaching on this shooting stuff about foot work and it's not something that I've really worked hard on with the guys, but I do work hard on this – if you're gonna teach it, god damn it we're going to teach you how to shoot." There I am, at thirty years old, he completely changed my entire shot and, I might add, very much to the better. I remember him spending a good forty-five minutes with me on my technique, my delivery, his drills, and I still do that with almost every player I have to this day. I make some adjustments in his technique, based on the philosophy that Jud expounded on in day five on that particular day (Mike Deane, assistant coach and current head coach at Wagner College; personal interview).

This sentiment was also usually echoed by his players.

There is no question he made me a better basketball player. I consider Jud a friend and positive influence in my life. He strove for perfection. He always taught me to work beyond 'good enough.' He was difficult to play for. Would I do it again? Absolutely. I didn't understand it when I was going through it, but he helped mold me as a person (Gregory Kelsner, former player; Stabley & Staudt, p. 130).

Whether leading by example or direct teaching, Jud Heathcote, more than any of the five other patriarchs studied, had a multi-generational impact in his protégés in the methods they taught and the processes adopted.

Know Yourself, Learn From Mentors

Coach Heathcote's influence on his protégés could arguably have started with his own adoption of the coaching methods of his own mentor, Marv Harshman.

We both insisted that fundamental, the basics, were so important because ... we created ... I had a system that was ... we called it the Daily Dozen ... six ways right handed, six ways left handed, to score on a layup ... reverse layups and things ... look for the things like that. Jud came up and created a second Daily Dozen, which was more one on one out on the court, with cross-overs, maybe a running hook away from the basket, a step around, things that were not right layups but were within the foul lines to the basket area. So when the guy stopped ... he beat his man, but somebody checked him, he'd pull up instead of running over him, and now he might make a step around, or a move ... whatever the defense opportunity gave him ... and get his shot anyway (Marv Harshman, mentor of Jud Heathcote; personal interview).

However, Coach Heathcote emphasized that his protégés need to develop their own philosophy even while replicating elements of their predecessor.

I always told the coaches ... hey, you be your own person. You're not going to coach like me, you're not going to coach like Dean Smith, you're not going to coach like Bobby Knight. If you want to take some things that those successful coaches did and incorporate those in your philosophy ... more power to you. But you have to be your own person, and you have to coach your own style and you have to develop your own philosophy, and if some of your philosophy is similar to what, you know, we have done, I would be pleased that, you know, that you are carrying that with you. And, yet, I always said, you know, you are not going to do everything the same way that we've done it here (Jud Heathcote, personal interview).

Nonetheless, Coach Heathcote clearly was cognizant of the idea that a protégé will often naturally, and in some cases maybe unknowingly, adopt patterns of behavior of a respected mentor.

Tom Izzo was with me for 12 years. You know, he came in as a young energetic graduate assistant, went up to assistant, went up to associate head coach, and got the job. Well, when you are with someone that long you are going to do a lot of the same things. Uh, here's an interesting sidelight. When Marv Harshman was the coach of the Pan American games, clear back in 1975, he picked me for his assistant. I was then the

coach at University of Montana and he was the coach at the University of Washington. We had both left Washington St, where we had coached together for 7 years. Now, we have a coach from Lakeland College, Moose [inaudible], who is called their manager, but is actually kind of the third coach, and we are at high altitude training in Alamosa, and we would practice twice a day and we would change ... I would make up the practice plan one day and Marv would make it up the next day. When Marv made it out, I would take a quick look at it, and when I made it out he would take a quick look at it ... you know, it was ... for this ten minutes we'll work on this and this and this ... and Moose would study it and study it, wondering how in the world did we just jot those things down, and then when we would practice so often our whistles would blow at the same time ... and we would be telling the players, "Hey, you have to do this ..." So, Moose says, "I can't believe you guys are always on the same page." And I said, "Well, for heaven's sakes, Moose, we coached together for 7 years." And then he said, "Yeah, but that was 5 years ago." And I started thinking, hey, here we are five years later, and we are still approaching the game almost exactly the same way because we coached together and, you know, have the same philosophies, so I guess what I am trying to say is ... you are going to carry a lot of what you learn from your mentor with you, and maybe more than you think you do. So, you know, where Kelvin Sampson gives me credit for, you know, helping him establish his philosophy and his coaching technique ... well, he was just a graduate assistant for two years and where a Mike Deane was at Siena, then Marquette and got let go, then Lamar ... you know, he still says, "No wonder I got fired. I am still doing the same things that Jud did" you know, kind of as a joke. When you say that a guy carries a lot of things with him, well, I am sure he does and how much he ... I think that ... uh ... you know, what we used to say, "We win with five things. And number one is teamwork, number two is the fast break, number three is defense, number four is percentage shooting, and number five is offensive execution." Well, I think that anyone that coached for me is gonna take some of those with him (Jud Heathcote, personal interview).

There were also less obvious examples of Coach Heathcote's assistant coaches clearly exhibiting things they learned from their mentor.

Former assistant coach Jason Rabedeaux had a few more Sampsonisms: 'He would always say: I don't have time to coach the coaches. In other words, he doesn't need to be out of his office coaching you into what you need to do' (Richardson, p 182).

This is a very similar commentary to the one that was provided in an interview with Jud Heathcote.

I used to say that it's hard enough to coach the players, I can't coach the assistants (Jud Heathcote, personal interview).

The adoption of methods and techniques was more directly acknowledged by Sampson in the following reference to how his mentor has influenced him.

To this day I still have coaches meetings at 7:30 in the morning at camp. To this day, I still do bed checks everyday at our camps. You know why? Because that is the way Jud did it. He ran the camp. I could never do it any other way. I could never just show up and make an appearance at camp. I run my camps very much like Jud did (Richardson, p. 23).

Interestingly, the Heathcote influence has been acknowledged beyond the first generation of coaches as well.

We were running the stuff that Jud... Jim followed pretty much the blueprint that Jud had. That was where his principles came from, and basically probably where mine came from ... I tried to take what those guys had done and try to refine it or modernize it or whatever, eliminating a lot of stuff that I didn't like and adding to stuff that I did like, trying to do what they would run to one side and try to run it to both sides of the floor and stuff like that ... so it all evolved from there (Mike Montgomery, second generation assistant coach; personal interview).

Mike Adras, another second generation Heathcote disciple, further confirmed the influence that Heathcote had on his protégés even beyond the first generation of coaches.

I'm studying Jud Heathcote ... I'm studying Jud Heathcote, and what he does, and I would put in these plays for my high school team and stuff like that. So, you know, and I would go back and work Bill's camp every summer just to spend two weeks with Bill talking basketball and philosophy and stuff like that (Mike Adras, second generation assistant coach; personal interview).

Adras also commented on the direct influence he sees in the coaching of Tom Izzo, who worked for Heathcote for twelve years.

[Izzo is] Loaded with Jud Heathcote ... And rightfully so, I mean, Tom was there with Jud. Yeah, I expect that when I watch Michigan St. I still watch Michigan St. to this day because of that reason. I really feel like he's got a ... Jud had a brilliant offensive mind, and Izzo certainly is right

there with him (Mike Adras, second generation assistant coach; personal interview).

Each of these coaches, both first and second generation protégés, have significantly developed their own basketball program and teaching philosophies. However, they are very mindful of the influence that Coach Heathcote has had on those philosophies, whether in their direct adoption of an approach or indirect recognition of an influential style.

Donald (Dee) Rowe

A perfect summary of the key themes resulting from the data analyses of the coaching network of Dee Rowe is surmised in a succinct perspective provided by Fred Barakat, a first generation assistant coach under Coach Rowe. Interestingly, he covered most of the common themes in a single commentary: an overall caring for people, a desire to develop the whole person, and a family first belief. He also attributed the same qualities to his other mentor, and one of Dee Rowe's original mentors, within the same discussion. An explanation of these themes is not necessary as Coach Barakat did that effectively in his comments.

Some of his qualities that Dee Rowe has, Andy Laska has the same. Number one, they are very caring individuals. They care for the person, for the whole person, and they always tried to work and develop that person to the best of their ability. They shared their insights and their philosophies. They gave you good tools to live by. So, it goes beyond basketball, for both guys. It was [inaudible] I can't help but bond with people like that. Both men were strong family men, both men had great marriages, both men had wonderful children, both men had their family first, even though they were successful coaches, their family always came first. That was ... that made a dent in me. You know, that's something I admired and I respected from the beginning. But some of the qualities that made them successful was quality itself (Fred Barakat, assistant coach and former head coach at Fairfield University; personal interview).

A final theme that was prevalent, though not mentioned by Barakat, was related to being a professional. Coach Rowe talked about how being a professional is carrying yourself with dignity and style, how you dress and present yourself. “It’s in the way that you live that you set an example” (Dee Rowe, personal interview). This was influenced by a mentor of Coach Rowe’s, and respected by his protégés as well.

My college coach, Tony Loopton, always said to me “always be a professional, no matter what level you are playing at, always be a professional.” I have tried to do that ... You always think of being a professional. Those were the words my coach taught me and I’ll never forget it (Dee Rowe, personal interview).

I think the professionalism that was taught to me ... those things just come natural; they’re just the right thing to do ... it takes time because you gotta experience all those things from your own mentors, so you collect that, and it just clicks. It just makes sense (Dick Stewart, assistant coach and former head coach at Fordham University; personal interview).

Being professional in how you carry and present yourself was Coach Rowe’s parallel to Coach Heathcote’s belief in teaching leadership through role modeling. Moreover, being professional is how you treat others as well.

Care For People, Develop Them Wholly

Above all else, Coach Rowe impacted peoples’ lives. He utilized an approach of sincerely caring for the individual in order to develop them both in basketball and in life. He believed strongly that they would, in turn, produce high quality people that would do the same.

Philosophically ... for them success was to get the most out of the potential of the people they worked with, and they did that. Secondly, in doing that and being who they were, they gained respect and admiration from all kinds of people. Thirdly, in my opinion, they have both made important contributions to society in which they lived. They would impact people. Everywhere they went, whoever they talked to, wherever they were, they had a presence and they made an impact ... a positive impact ... they were caring, they were mentoring people, and all the time

...always, but not only me, but other people as well. That's why they have a lineage ... because they were dedicated to that ... developing you as a person and as a coach so that you could go on and become that kind of a person and a coach ... [The] value of those two men. If they had a chance to spread themselves to more people, the world would be better (Fred Barakat, assistant coach and former head coach at Fairfield University; personal interview).

To Coach Rowe, mentoring was about relationships, loyalty and dedication to others. As stated by other protégés and peers several times, he was a mentor to a multitude.

He is a caring, loving person. And that man has more relationships than any man I know, in terms of people that have been associated with him one way or another, whether it be coaching, whether he's raising money now ... now he raises money for UConn ... whether it's people he interviewed at one time that didn't get jobs, with people that he interviewed that did have jobs, people that played for him ... any association ... he's got an unbelievable lineage of that ... and it doesn't have to be because they worked with him, or played for him. There is a tremendous amount of respect in the athletic world ... (Fred Barakat, assistant coach and former head coach at Fairfield University; personal interview).

And Dee was the ... and still is ... Worcester were his roots obviously, and so that was the beginning of ... I became a better person, a better player, and really opened my eyes into how you should treat people and what it meant to be a teammate, and ... you know ... all those other experiences Dee teaches ... is in my opinion he is the best there has ever been in generating lifelong friendships and fostering those lifelong friendships. I didn't realize what a mentor was at that time, but upon graduation and off to Rutgers it wasn't long before there was just ... you would measure other people ... I would measure other people based upon the loyalties and the trust and all of the ... all of the positive reinforcements that you had by being part of the Dee Rowe family. You didn't know how large it was at that time, but it didn't take too long to figure out that he was a mentor to a multitude, and you felt very privileged to have been part of that, or to be part of that ... I put that in the past tense, but I am trying to figure out how to never lose it (Dick Stewart, assistant coach and former head coach at Fordham University; personal interview).

Dee is the best guy going. And that is how I think all of us feel about him ... If I could live my life half as good as Dee Rowe has lived his, I'd be pretty good (Dennis Wolff, second generation assistant coach; personal interview).

Jimmy [Valvano] thought the world of Dee Rowe. Dee was a very big part of his life (Tom Abatemarco, second generation assistant coach; personal interview).

That's the way it was being around Dee ... is he would always have ... he was your main mentor; he would then introduce you to ... then, all of a sudden you are afforded the opportunity and the privilege to be ... to generate friendships which would provide other mentors, you know. So, in reflection it was an awfully amazing ... that whole growth experience ... 'cause you can trust ... there was such trust and such passionate dedication to the success of others that that really formulated (Dick Stewart, assistant coach and former head coach at Fordham University; personal interview).

While the direct quotations from interviews of Coach Rowe protégés and second generation assistant coaches were plentiful in this study, those included as part of the results are just a small fraction of what was expressed during the interviews. All interviewed coaches mentioned that it is not just the method, but the ongoing consistency and overall volume of impact that has been felt.

He is incredible. And that's why we all call him the AD of the World. Because he basically is trying to manage little components of everybody's life. And I'm just happy I'm in his stable ... he is one of the absolute special people on the face of the earth as far as I'm concerned. He is a genuine guy and he has touched so many people it is remarkable. I just love the guy; I can never not do enough for him (Jim O'Brien, second generation assistant coach; personal interview).

He has been giving inspiration in everyone he's touched, that's part of that support system, and it was unique going through that and seeing how many people he touched in the right way, to have that type of heartfelt consistency over decades (Dick Stewart, assistant coach and former head coach at Fordham University; personal interview).

You would return and work at his basketball camps and you would return every summer during your undergraduate days because you just wanted to be around him, and soak up the atmosphere that was there ... whether it was in camp, or whether it's the get-togethers he would have with Dave Gavitt, who happened to be ... who was a great coach in his own right, and then Commissioner of the Big East ... you just enjoyed being around those guys 'cause they had so much fun with each other, whether it was storytelling or whether it was teaching or whether it was just the normal growth of ... the multitude of mentors that were around you ... it was just

a special, special time in your life (Dick Stewart, assistant coach and former head coach at Fordham University; personal interview).

Dee is known by everybody. When I am at the final four, everybody is always asking me how he is doing. I have never heard a bad thing or negative thing about him from anybody ... He should be the 'Commissioner of Basketball Coaches' because he has done so much for so many people (Howie Dickenman, second generation assistant coach; personal interview).

Dee has probably more friends than any human being I've ever met (Dennis Wolff, second generation assistant coach; personal interview).

Just their feeling and their care for their players ... how much did they care for the players, how much did they want to see their players succeed off the court and on the court (Tom Abatemarco, second generation assistant coach; personal interview).

People that are giving and caring about you, beyond what you might be able to do for them ... All of those men do not look for anything back. There are a lot of people out there in the world that give and do anything that you might expect them to do, but there's a hidden agenda. These men have no agenda. They're rare. They're very rare. And I have learned that I like to associate myself and surround myself with people like that (Fred Barakat, assistant coach and former head coach at Fairfield University; personal interview).

Coach Rowe was a mentor to a multitude, expressed not just in method but in consistency of outreach, producing a tremendous positive impact on all those involved, each of whom was treated as family.

Family First

All of Coach Rowe's protégés told stories of his 'family first' orientation. He obviously placed his own family at the forefront of his life, but also considered his protégés and other close relationships to be part of his family as well. Coach Rowe first alluded to this family inclusion, which is followed by several protégés' insights.

[They would call to] just to talk. You know, it would go back and forth. You get to a certain point ... you try not to give advice; you try to be there if they need to talk about something or if they want to talk. Great

assistants and have been so close to them; because they are like family. You get very close to them ... I don't think of it as a duty. I just think it is the right way to do it, you know. Once they're part of your family, they are always there ... unless they don't want to be (Dee Rowe, personal interview).

So, we were not only very close from the coaching area, but our families were extremely close. As a matter of fact, I have one of Dee's grand-daughters working for me at George Washington University right now (Dom Perno, assistant coach and former head coach at University of Connecticut; personal interview).

Dee was like a father figure to me. I had a close personal relationship with him, so he taught me a lot of the values that ... you know, not that I didn't have them, but I had them from my parents as well ... but also from a little different perspective. More so from a loyalty, family type of situation, is a lot of what he brought to the table as far as what I learned from him. Family was very close and that was how we treated our basketball situation (Bob Staak, assistant coach and former head coach at several universities; personal interview).

Dee Rowe is interesting with the ... Dee is a very family-oriented guy. Once he gets close to his people, that's the way he is. I mean, you check out the people who know him ... I mean, they are innumerable. I mean, it's unbelievable (Dom Perno, assistant coach and former head coach at University of Connecticut; personal interview).

Finally, throughout the interview, Coach Rowe listed every career stop each of his assistant coaches and former players made in their career after leaving him, both at Worcester Academy and University of Connecticut. He was very interested in their success. Most of his coaches commented how much they appreciated the proactive role and support that Coach Rowe would provide in their careers and lives.

Every one of my mentors would come watch me when ... watch my team play when I was a head coach. I would do the same to those dozens of those extended. You watch them play, you watch them grow, stay on top of their progress or lack of, reach out when you knew it was time to reach out because you'd been there (Dick Stewart, assistant coach and former head coach at Fordham University; personal interview).

Dee consistently follows his players and coaches; there are a number of players that are coaches today and he'll go to their games (Dom Perno,

assistant coach and former head coach at University of Connecticut; personal interview).

Dee remained close and was always close by. He wasn't ever that far away from me all the time (Dom Perno, assistant coach and former head coach at University of Connecticut; personal interview).

I tell you that he goes to all those games and he always finds one night that he can come down and watch Central Connecticut play ... he comes down with a couple of the UConn people and I really think that is meaningful, for me anyway, and I have him acknowledged over the P.A. system ...in attendance is Dee Rowe ... Dee could you stand up? Reluctantly, he would stand up and people would applaud (Howie Dickenman, second generation assistant coach; personal interview).

This example that Coach Rowe set has been recognized and mimicked by his protégés.

I would watch my assistants and players after they left the nest. You watch them play, you watch them grow, stay on top of their progress or lack of, reach out when you knew it was time to reach out because you'd been there (Dick Stewart, assistant coach and former head coach at Fordham University; personal interview).

While the overflow of emotion for Dee Rowe was evident throughout the research process, it became impactful to the researcher as well. After mailing a handwritten note of appreciation to Coach Rowe, inclusive of an update on the research progress, the researcher received a handwritten response seven days later. The reply was extremely appreciative of the kind words regarding Coach Rowe's research support, and included an apology for the delay in responding. This was amusing, yet immensely impressive given the incredibly fast response time. In his note, Coach Rowe revealed that he had been going through cancer treatments for the second time in his life, and regretted that it took so long for him to respond, further showing the incredible caring from an individual that had other issues going on in his life at the same time. The card is included below as Figure 8 on pages 110-111.



University of Connecticut
Division of Athletics

Dear Jeff,
Forgive my belated
response to your outstanding
letter. I appreciate so much
your kind words. Your
dissertation has great merit
and hopefully you can
reach other former players
and associates. I will be happy
to give you some other names
who could be helpful. Coach
network, mentoring - all so
vitally important.

I am recovering from
concer surgery but making
a good recovery. I will be at
508 945 0658 for most
of July.
Would like to hear from
you whenever it fits.

2095 Hillside Road Unit 1173, Storrs, Connecticut 06269-1173
HOME: (860) 486-2222 FAX/SIMILE: (860) 486-1300
Dell
Dell.com@us.ibm.com

Figure 8: Handwritten Note from Dee Rowe

Chuck Daly and Dick Harter

The primary theme resulting from interviews with coaches in the coaching networks of both Chuck Daly and Dick Harter was the high quality process of developing a program and maintaining a program focus through discipline, organization and structure. This implied less of a focus on people and the *direct* development of leaders (human capital), and more on leadership development (social capital) as defined by Day (2001). It is suggestive of an emphasis on creating organizational value, though this clearly had a personal impact on the developing leadership styles of their protégés in running their own basketball programs. Moreover, this legacy is one that would translate well in the professional basketball ranks, so it is understandable that this emerged as a significant influence with their protégés as both Daly and Harter moved to the National Basketball Association (NBA) after their stints as college basketball head coaches. Furthermore, it is something that was reproduced as an important focus through multiple generations of coaches in both coaching networks.

With Chuck at Penn, it was more from an organizational standpoint. He was extremely organized. He was an assistant for Vic Bubas, who was that way at Duke, and he brought that to Penn, and it was almost like ... you know, in terms of like staff meetings and how you went about your day to day business ... it was more like working for a corporation (Bob Staak, assistant coach to Chuck Daly and former head coach at several universities; personal interview).

I owed him for getting me in at the Division I level, there's no question. I owe him a great debt of gratitude. However, I worked very hard for him. I gave him two great years, I thought, and I learned the business of Division I recruiting and how to run a structured program and structure a recruiting program ... All you can do is show them a structured program ... you expose them to all things of the program and try to help them and support them (Bob Zuffelato, assistant coach to Chuck Daly and former head coach at multiple universities; personal interview).

I learned from very good teachers about that stuff ... about the organizational ... the organization of the office (Tom Brennan, second generation assistant coach; personal interview).

Daly comes in. Daly takes the job from being an assistant coach at Duke, and he's decorating the walls and he's piping music in, he's got all these different things because he is of the mindset that he's developing a program, not just a team (Jim O'Brien, former player for Chuck Daly; personal interview).

Different from Bobby Knight, Jud Heathcote, and Dee Rowe, who spent their entire careers (after high school coaching) in the college ranks, Chuck Daly and Dick Harter were head coaches for eight and eighteen years in college, respectively, and then spent the remainder of their careers in the NBA. Commentaries about deep-reaching impacts were fewer, though feedback about their teaching was that it was immediate and pin-pointed, and became a centerpiece of their protégés' own programs.

[He taught me] the discipline, the structure, and how to work hard ... how to sell the head coach, sell the program (Digger Phelps, assistant coach to Dick Harter and former head coach at Notre Dame; personal interview).

Coaching in many ways is mentoring in its purest form ... Dick was successful... was successful at Penn, was going to be successful at Oregon ... you were working for somebody who had proven that he was capable of developing a program and being successful ... I feel like I had good training, the program I came out of ... college [at Penn under Harter] was well organized ... very successful, so I felt that I, in terms of structure and everything else, understood how to set up the program (Jim Haney, assistant coach to Dick Harter and former head coach at Oregon University; personal interview).

[On teaching his own protégés] ... So it's teaching the game, putting strategy in after scouting an opponent, and then putting yourself in a position to also be a recruiter, but also the fourth thing would be learning the administration, how to run an office... you know, the budgets and what goes on with media relations, marketing, everything else, so I think we did a great job putting those guys in a position because the eleven guys that went on ... all these schools want to be carbon copy of what we're doing at Notre Dame (Digger Phelps, assistant coach and former head coach at Notre Dame; personal interview).

Digger Phelps is a brilliant individual because he's the one that really gave me an example of how to run a program. You know ... or... Digger didn't coach a basketball team. He ran a program. And that's what I'm hired to do here. I'm not just a basketball coach. In many ways I am the face of the college, and I have to have some perspective on my responsibilities off the court – not in terms of how I conduct myself, but how I involve myself in the community. And he's phenomenal at ... was an example for me when I watched him. There were days when I go home and say that guy got more done today than most people get done in a month. He was organized and he was demanding (Fran McCaffery, second generation assistant coach to Dick Harter; personal interview).

[In hiring assistant coaches, I want to] understand how do they fit into the program and how does the program fit into the big picture ... There has to be a perspective, a crude perspective, on how we all fit at Siena College. And that's critical, because so many coaches have absolute tunnel vision and don't understand and ultimately alienate many other facets of any college campus, and I want all of those to support what we're doing, and want us to be successful, and do whatever they can to help... because we can't be successful without a lot of other offices on this campus (Fran McCaffery, second generation assistant coach to Dick Harter; personal interview).

As can be seen, there was clearly a multi-generational influence in these two coaching networks as well, though specifically focused in disciplined, structured, and organized program management

Thematic Development across Coaching Networks

The researcher became interested in the topic of mentoring and social networking through an innocent observation that subsequently piqued some curiosity. This observation occurred when watching a college basketball game on television in the fall of 2003, a game between two intense rivals, the University of Louisville and the University of Kentucky. A photograph was displayed that pictured the Louisville head coach, Rick Pitino, and his coaching staff when he was formerly the head coach at the University of Kentucky. This particular coaching staff won the college basketball national championship in 1996 and each member of the staff has subsequently gone on to become

very successful head coaches at prominent colleges and universities at the Division I level. In fact, two of these assistants later won national championships as head coaches of their own basketball programs. The curiosity that arose when viewing the photograph rapidly turned into several enduring questions: Why was this staff so successful? Was Rick Pitino just a wonderful identifier and selector of coaching talent? Or did Pitino do a great job at developing these assistant coaches in a manner that prepared them successfully to be head coaches themselves? Or was he just able to successfully assist them in obtaining head coaching positions of their own based on his own success, charisma, and social networking? After they became head coaches, was he still involved in their development and growth as head coaches through an ongoing mentoring relationship? Perhaps it was a little of each of these elements or maybe just a subset of some of these elements. This formed the basis and the passion of the research that has culminated in the current study.

Interestingly, and unknowingly at the time to the author, these questions were a striking parallel to the conceptual model developed by Kram (1983) in her seminal research publication: *Phases of the Mentor Relationship*. Each of the questions the author pondered while watching this college basketball game back in 2003 correlated identically with the four phases of the mentor relationship, as introduced by Kram twenty years earlier. This seeming validation of Kram's concept subsequently inspired the interview protocol for this research study. As can be seen previously in the interview protocol, the interviews were guided by eight questions. These questions split between inquiries about an individual's relationship with their mentor and the individual's relationship with their protégés. The interview guide was developed based on the seminal work of Kram (1983).

In this conceptual article, Kram outlines four phases of the mentor relationship, labeled initiation, cultivation, separation, and redefinition. These phases were extended upon by researchers for years after, both conceptually and empirically (e.g. Chao, 1997). In most cases, the phases of mentorship introduced by Kram were either lauded and enhanced or were validated through experimentation. Accordingly, the phases of mentorship were utilized as a guideline for the development of the interview protocol in this study.

The results of the interviews supported Kram's concepts as the cycle of mentorship in the coaching relationships had clear phases of initiation, development and transition as noted by Kram. While the entirety of the interviews were often fascinating and enlightening, the discussion in this section focuses on those results that were either consistent across multiple coaching networks or were replicated across generations within a single coaching network.

Above All Else - Honesty and Integrity

Before addressing the key emerging themes discussed throughout the cycle of mentorship, however, the theme of honesty in relationships is first noted here, and not in detail within each section below. This particular theme repetitively surfaced throughout the interviews as part of discussions on several different interview questions across the entire mentorship cycle. It was not the central theme of any specific question, though was clearly an important characteristic in coaching that was highly valued, expected, and taught (or implied). Honesty and integrity can be a career propelling or career endangering quality in college coaching. A reputation is the lifeblood of a coach's career and identity. As the importance a strong and effective coaching staff emerged in the 1970's (see Introduction), the size of coaching staffs grew, the responsibilities of assistant

coaches multiplied, and the necessity of delegation, often without supervision, increased dramatically. Assistant coaches, not just the head coach anymore, became a face that represented the basketball program and the institution. As colleges and universities faced tremendous exposure as a result, combined with the exposure and accountability associated with spiraling head coaching salaries, assistant coaches also became a face that represented the head coach. Accordingly, the characteristics of loyalty, honesty, and character were emphasized repeatedly in interviews when coaches were asked about the important characteristics of an assistant coach they are considering for hire. They were also clearly stated when coaches discussed their value systems and what was important to teach their assistants as they developed them.

I've always believed in running a clean program. If you can't win without cheating, then I don't want to be involved. I also believe that a coach needs to defend the things he believes in, even if it's not what people want to hear (Heathcote, p. 62).

I wanted to win games and championships the way people were saying no one could do it anymore – by following NCAA rules, by recruiting kids who could and would be genuine students and four year graduates as well as excellent players ... and compete in a way that would make the most important judges of all, their parents, as proud as they could be. To win without doing all those things would be to fail (Knight, p. 6).

Honesty and integrity were also the characteristics often cited by former assistant coaches when asked about the most important things that their mentors represented or what they believed in themselves (which was usually parallel to their mentor's perspectives).

I think the greatest attribute a coach can have is integrity, and that's what Jud is to me. I can't tell you what he meant to me (Kelvin Sampson; The Associated Press, 1999).

Number one, I wanted people that were tremendously good and high character. I mean, I have no interest in dealing with DUI's, someone

gallivanting around with other women, whatever ... all the social issues of the world since the world ... I don't have any interest in that and I don't want that being representative of our program (Jim Crews, assistant coach to Bobby Knight and current head coach at the United States Military Academy; personal interview).

I was always looking for people that I could really trust. To me, trust and finding people that would be loyal to me was always the main issue (Don DeVoe, assistant coach to Bobby Knight and former head coach at several universities; personal interview).

I think what Coach Knight really did that I liked is ... that he was going to do it differently and do it the right way at Indiana ... You can talk about cheating, that's another thing. I mean, if a guy cheats to get you, doesn't that give you the wrong lesson in life right off the bat? That's a wrong message to send to a kid ... Oh, he runs a clean program (Jim Crews, assistant coach to Bobby Knight and current head coach at the United States Military Academy; personal interview).

First and foremost, I am looking for the character of the individual. Ultimately, they will represent the institution (Fran McCaffery, second generation assistant coach in the Harter coaching network; personal interview).

First of all, you look for somebody you can trust. That's really I think a first and foremost for me ... character, we want character guys, we want guys that can relate to players, to have compassion for players (Bob Zuffelato, assistant coach to Chuck Daly and former head coach at multiple universities; personal interview).

I don't know if I always hired the right guy, but the thing that was the absolute single most important thing to me was knowing that whoever I hired was going to be loyal. And, to me, that was the biggest thing ... I just wanted to know that this guy was going to be with me no matter what ... whoever that guy might have been (Jim O'Brien, second generation assistant coach in the Rowe coaching network; personal interview).

I would measure other people based upon the loyalties and the trust and all of the ... all of the positive reinforcements that you had by being part of the Dee Rowe family ... there was such trust and such passionate dedication to the success of others that that really formulated ... how you should be whenever you get into that situation. It was embedded in you (Dick Stewart assistant coach to both Dee Rowe and Dick Harter lineages, and former head coach at Fordham University; personal interview).

Similar comments were often expressed by former players as well.

If I only had two words to describe Jud, they would be ‘extremely honest’ (Gregory Kelsner, former player for Jud Heathcote; Stabley & Staudt, p. ix).

Jud was straight as an arrow off the court. He followed NCAA guidelines so strictly that we all thought he had written them. If you wanted a Coke from the soda machine and you didn’t have any change, he wouldn’t give you a nickel. If it was ten degrees below zero outside and you needed a ride back to your dorm, forget it. It’s not that Jud was mean, because he wasn’t. But he always obeyed the rules, even when they were ridiculous. He had built his reputation on integrity, and he wouldn’t do anything to jeopardize it (Johnson, 1993).

Honesty and integrity were highly regarded by mentors and protégés as they considered their interactions and relationships throughout the mentoring cycle. While this was the most prevalent and consistent characteristic throughout the mentoring cycle, other themes surfaced as well.

Process of Identification and Selection of Assistant Coaches

The first stage of the mentoring cycle is the process of identification and selection of assistant coaches. This is similar to Kram’s initiation phase (1983), and relates to the commencement of the relationship between the mentor and protégé.

Relationships and Trusted References

Related to the hiring process, one unmistakable response was provided by a large majority of coaches interviewed. While personal knowledge of potential candidates was often developed and mentally stored through observation and evaluation of assistant coaches at scouting camps and on the recruiting trail, almost every coach interviewed indicated that the process of identifying assistant coaches was largely relationship driven with a significant dependence placed on trusted references. This was evident in responses from the patriarchs of every studied coaching network as well as both the first and second generation of coaches within each coaching network.

I was always looking for people that I could really trust. To me, trust and finding people that would be loyal to me was always the main issue. It's not always easy to decipher those that you're going to be able to trust, so you rely ... I have always relied greatly on people that I have known for an extended period of time, you know, in recommending people they would know, for instance (Don DeVoe, assistant coach to Bobby Knight and former head coach at several universities; personal interview).

You rely on people that you trust in the business that, you know, might know the person or whatever. So, I think it's ... you go with your first instincts based on any association you may have with them, and then you move on to people that you trust who may be able to recommend them (Dennis Wolff, second generation coach in both the Chuck Daly and Dee Rowe networks, and current head coach at Boston University; personal interview).

While evident in each of the five coaching networks, the importance of relationships and the value of the perspectives they produced was most pronounced in the Heathcote and Rowe coaching networks. Across all three generations of coaches interviewed in both coaching networks, consistent perspectives were provided that clearly indicated a generational influence in this regard.

Dee Rowe Coaching Network

Freddie was the JV coach and assistant coach at Assumption College, but had been a great player there. So I knew him well. And one of my mentors, one of the best I have ever had, was a hero of mine at high school and college and now we have been dear friends ever since. He said that Fred would be a great guy for me to hire. And Joe O'Brien was then the head coach at Assumption. Joe later became the head of the Hall of Fame, and Joe said ... you should hire Fred. So there were two very dear friends who I had great respect for (Dee Rowe, personal interview).

Howie was working for Nick, and Nick worked for Dave Gavitt. Well, Dave Gavitt was a dear friend of ours, and Dee Rowe, Nick of course was an assistant to Dave Gavitt. So obviously our relationship with Nick was very strong and when the opening, when Jimmy O'Brien left, and the opening became available, I of course spoke with Dave and Nick, and Dee of course knew Nick very well and of course they respected Howie and I knew of his background, of course ... but those were the ... that was the networking that I utilized (Dom Perno, assistant coach and former head coach at University of Connecticut; personal interview).

More than anything it was probably what I personally knew about them and perhaps people that were close to them that I really had to know pretty well ... I had to be pretty close to somebody who was strongly recommending someone ... The relationships to me are, and still are, or were, and still were, the most important thing (Jim O'Brien, second generation assistant coach; personal interview)

Jud Heathcote Coaching Network

Well, you know, it's a grapevine ... Sometimes, you get a feeling or a vibe, but most of the time it's guys that either move up in your program or guys that you know or come highly recommended by other coaches (Jud Heathcote, personal interview).

Well, I think, you know, everyone has their network of guys. When you go through your lineage, you know this is what we're talking about here ... I had an opening for a guy and the first person I called was Brian Bidlingmyer, who is now the associate head coach at UW-Milwaukee, who played for me at Siena, worked for me at Lamar, and he suggested a guy that he had worked with at the University of Binghamton, Marlon Sears ... and knowing ... having worked for me and knowing what I wanted in an assistant he thought he would be a perfect match, and that has turned out to be exactly that ... Marlon is still on our staff and doing a great job (Mike Deane, assistant coach and current head coach at Wagner College; personal interview).

There's a close relationship there that continues. And one of the things that ... is that ... if one coach, you know, knows that the other guy had coached in that same, more or less, family of coaches or sphere of influence or style of basketball, they know that they're pretty safe with this guy on their staff ... I know if I stay in the family, I will get assistants with a focus on the same things, the basic tenets, not trivia (Jim Brandenburg, assistant coach and former head coach at several universities; personal interview).

Somebody probably from the family knows something about them. I don't know that I hire guys just completely blind. You'll have met them in the summer during recruiting, or know them through someone. For instance, one of my new assistant coaches at Indiana worked at Kent St. for Jim Christian. Well, Jim Christian worked for Tom Crean at Marquette. You know, you just run 'em by the family and they'll tell you. Nobody from Jud's tree is going to steer you wrong 'cause we all want each other to succeed (Kelvin Sampson, assistant coach and former head coach at several universities; personal interview).

Candidates were typically identified either through personal knowledge or via trusted relationships and references. As a result, the characteristics that were important when actually selecting and hiring an assistant coach also followed along similar lines within and across the five coaching networks.

Dedication, Commitment, and Work Ethic

Practical strengths and knowledge in the profession in areas of recruiting and basketball acumen were clearly important, but the ‘softer’ characteristics associated with coaching and critical to successful relationships were the most often cited priorities. The fact that these characteristics have an underlying implication of loyalty is not surprising in a profession where coaches on a coaching staff typically spend more time with each other than with their own families. Within four of the five coaching networks, coaches repeatedly mentioned the importance of dedication, commitment and work ethic interchangeably as critical characteristics of the assistant coaches they hired.

Jud Heathcote Coaching Network

I coached 45 years and I never had a job. You know, because I was a coach. That’s not a job. A job is something you have to work at. And I said you know what I did was so enjoyable that you really couldn’t call it work. And yet, you know, I spent hours and hours and hours. I probably put in more hours than any other coach. We used to say ... hey, maybe we can’t out-coach ‘em, but we’ll out-work ‘em. And that’s the kind of philosophy I’ve tried to sell to the coaches and then I ... I think I was quite good, Jeff, at persuasiveness in terms of selling the coaches when they were candidates for a specific job (Jud Heathcote, personal interview).

I want a guy that’s going to put a lot of time in and, more often than not, I prefer that that guy not be married and with a family, if at all possible, because the time demands on this job ... I don’t want anything to interfere with what we might need to get done (Mike Deane, assistant coach and current head coach at Wagner College; personal interview).

Mostly all the people I hired were people that I had observed or known and I felt comfortable with them as people. I had observed their work

ethic, I had seen what they'd done ... when I first started and I was out there I'd run into a lot of guys that were scouting and maybe wanted to party or would leave games early or in recruiting would come in the next day late and really were not running on full steam, and I just wasn't real impressed with guys like that. You know, I felt like if you were doing your job you needed to be ... and there is plenty of time for the other stuff, but I wanted guys that I could trust and I knew that would be out there trying to do the job and had ... motivated to succeed so maybe one day they would be head coaches (Mike Montgomery, second generation assistant coach and current head coach at University of California Berkeley; personal interview).

Dee Rowe Coaching Network

Work and dedication and commitment to the game – I mean, you couldn't hire a guy who had a clock. If you did, you would fail... you know what I mean (Dee Rowe, personal interview).

I also had Chris Casey here as an assistant for three years, and he would be a person that I would have to tell him to go home at night, it might be 7:30 at night, and I said, "Get the heck out of here, you got two children at home, go spend some time ...". He said, "No, coach. I only got three more letters to write." That's the kind of worker he was, and he now is one of the assistant coaches trying to rebuild, and doing a pretty good job, at St. John's (Howie Dickenman, second generation assistant coach and current head coach at Central Connecticut State University; personal interview).

Chuck Daly Coaching Network

Back when I was coaching, recruiting was every day ... there was no timeframe where you could recruit for a week here and recruit for the next month and you can go out in the summer for this period of time ... And between myself, my assistant, the two of us, we went either to a practice, a game, wherever ... home visits ... 45 times to get this kid ... the only way we could beat anybody for any kind of a player like that would be to out-work them (Bob Zuffelato, assistant coach and former head coach at multiple universities; personal interview).

Dick Harter Coaching Network

They were certainly willing to work and work long hours and do what needed to get done (Jim Haney, assistant coach and former head coach at Oregon University; personal interview).

We all have passion for this, and if I sense any hesitation with regard to hours and pay and where am I going to end up, I am not the least bit interested in that individual ... because all of us started at the bottom and, ultimately, I am very fortunate to have a head coaching position. We all paid our dues in many ways and that means living in the office and working weekends and holidays and being there for the student-athletes, around the clock. That's what I am looking for (Fran McCaffery, second generation assistant coach and current head coach at Siena College; personal interview).

It was very evident, both in the identification and selection of assistant coaches, that relationships and associated trust and loyalty are critical success factors from the perspective of basketball coaches.

Developmental Processes to Prepare for Head Coaching

Three primary categories of developmental processes emerged as head coaches worked to prepare their assistants for a future head coaching career. These processes were associated with the concepts of empowerment, maximization of potential, and methods of learning, both on and off the basketball court. Empowerment is the authorization and enablement of assistant coaches to take responsibility and accountability for elements of the basketball program. Maximizing potential is the ability to elicit the greatest performance from every individual a coach is associated with.

Empowerment and Enablement

Unequivocally, the concept of empowerment dominated the discussions during most interviews in relation to developmental philosophies of head coaches. There was a clear belief within and across all five coaching networks regarding the provision of a breadth of responsibilities for the assistant coaches, and an expectation that along with empowerment comes responsibility. While the belief of empowerment conceptually was unanimous, the implementation was often different, but usually consistent within a

particular coach's coaching philosophy. The coaching networks that were particularly adept at replicating these processes through multiple generations of coaches were those of Coach Knight, Coach Heathcote, and Coach Rowe. They all produced a first generation of assistant coaches that had a high level of recognition of empowerment and reproduced its application as well.

Bobby Knight Coaching Network

Andy [Andreas] was one of the best coaches I was ever around. He not only guided his assistant coaches, but allowed them to do some things on their own – which included making mistakes. He always brought mine to my attention, and I grew a little as a coach each time (Knight, p. 377).

He was the king of empowerment before they even had that word ... He let you do everything. I did scheduling, I did coaching on the floor, I did recruiting, I did public relations, I did speaking, clinics ... just because he was starting to get real popular (Dave Bliss, assistant coach and former head coach at several universities; personal interview).

He gave you a lot of responsibilities ... he gave you a lot of responsibilities ... really, the only thing that I don't, if my memory is correct, the only thing I never dealt with in coaching when I was an assistant coach was film exchange, which is really lucky because that is a bad job. But, my point is ... I dealt with scheduling, running camps, breaking down tapes, scouting opponents, doing the individual work, setting up game ... helping him set up game plans ... setting up practice plans ... I can't think of ... going out and speaking, teaching a class ... whatever, you know ... I don't know if I dealt with the budget, I can't remember it was so long ago ... but my point being is ... the vast majority of head coaching responsibilities he would give the assistants those responsibilities too. So, in other words, it wasn't like ... you're just a recruiter, you're just on the floor coach, you're just the administrative guy ... he didn't do that with his guys (Jim Crews, assistant coach and current head coach at the United States Military Academy; personal interview).

I tried to monitor what ... how quickly they [his assistant coaches] could learn the systems that I had learned. It just seemed like what I had learned from Bob Knight and Fred Taylor as a player, and working with people like Tates Locke and Al Lobalbo, who was such a great coach up in New Jersey in the high school ranks ... those were all my mentors, so I believe greatly in what they had empowered me with, and I just followed through and tried to empower my assistant coaches with those facets of the game

... So, I was just a great believer of that ... trying to empower my assistant coaches with trying to teach a system I thought would be successful (Don DeVoe, assistant coach and former head coach at several universities; personal interview).

I'll never forget on the interview Mike said, "I don't want anybody coming down here that doesn't want to be a head coach. You're gonna have your hands on everything." And so he kind of took, you know, the same philosophy as Morgan [Wooten, his high school coaching mentor] in that we were involved in scheduling, certainly recruiting, player development ... you know, we had our hands on everything with Mike because, again, he wanted us to think about becoming a head coach when we were ready ... Well, I think each year I've become a head coach ... I have been a better delegator ... And so I think that has empowered, given confidence to, my staff even more (Mike Brey, second generation assistant coach and current head coach at the University of Notre Dame; personal interview).

Jud Heathcote Coaching Network

When I came to Washington and had two assistants it just seemed to me ... I wanted them to be as involved because I wanted them to think the way I thought, and I would always tell them, 'If you don't agree with me, I want you to tell me. This was the same way during a game. I want you to tell me, and don't get mad if I don't agree with you' (Marv Harshman, mentor of Jud Heathcote; personal interview).

You develop your staff to work hard and do everything. We never just had recruiters. I told them that I was too busy coaching the players to coach the coaches. I told them that they could coach as much or as little as they wanted (Jud Heathcote; Katz, 2002).

As he became more confident with your skills to teach and coach the game, then he gave you more responsibility ... Jud taught me to be a hands-on coach (Jim Brandenburg, assistant coach and former head coach at several universities; personal interview).

He [Izzo] really gives you a chance to take complete ownership. With him there's no such thing as pick-and-choose ownership. You're going to scout, you're going to do game preparation, practice planning, game planning, you're going to deal with academics and recruiting and scheduling and speaking. He puts you in every different environment (Tom Crean, assistant coach and current head coach at Indiana University; Shelman, 2005).

You kind of give as much responsibility as you can ... When I worked for Brandenburg, for example, I got the job at Montana because I did the post-

game radio show and I could speak. So, people became very comfortable with me and when I tried to explain how ... why we ... what happened happened ... they really felt this guy knows what he's talking about. It made some sense to them. So, you try to give the guys responsibility. You don't like to earmark guys for ... to be specifically recruiters. But I delineated the jobs on the staff so everybody had a responsibility that they were basically in charge of. And their job was to do that, then be a part of everybody else's process. So, they had experience in doing everything. Everybody had scouting, everybody broke down tape of their scout, they presented the scout to the team, they presented the scout to me, everybody was involved in recruiting, everybody was on the road, and then as far as your coaching on the floor, each guy had a different station. One guy was working with big guys, one guy was working with guards ... they were all running drills as we were kind of building it and putting it all together. So, by giving everybody responsibilities they learned to become independent and could finish a job and gain the confidence of doing those tasks (Mike Montgomery, second generation assistant coach and current head coach at University of California Berkeley; personal interview).

Players split into teams of three and watching film of the Houston Cougars, who they would play next (03-04 season). Their job was to come up with the scouting report, complete with plays to run on the floor ... Crean calls it "team ownership." When players see themselves as part of a larger enterprise whose success will lead to their individual achievements, everyone will focus more, work harder, help each other – and win (Hill, 2000).

Dee Rowe Coaching Network

I took a page from Dee Rowe's book of advice that ... sit on the bench or doing things as if you were a head coach ... so think in those terms. Don't just sit there and be a yes-man, you know ... rather than you being the guy who just gives suggestions. Think as if you are the one making the decisions and then base your input on that (Bob Staak, assistant coach and former head coach at several universities; personal interview).

I think this is interesting with Dee because not all coaches do what he did for us as the assistants, Jeff. And I mean from this standpoint ... very often the head coach just gets involved in everything, in particular the coaching end, and he doesn't allow the assistants to get the experience that are necessary for them to become head coaches, because it's so dominated by the head coach himself. And Dee, on the other hand ... did really provide us with a very nice avenue to broaden our coaching backgrounds ... Dee was not afraid to utilize his people, and I think that was very beneficial to all of us that were involved (Dom Perno, assistant coach and former head coach at University of Connecticut; personal interview).

Dee gave his assistant coaches a lot of leeway and so did I; it afforded them the opportunity to get a head coaching job by broadly developing them (Dom Perno, assistant coach and former head coach at University of Connecticut; personal interview).

I gave everybody pretty much an opportunity to be hands-on in virtually every aspect of the program. They all got involved in recruiting, they all got involved in dealing with academics, they all were involved with compliance, they certainly were all involved in coaching during practice, they all had input as to what they thought we should be doing from a strategic standpoint. Whenever we would have alumni gatherings we had to go out and meet people, they would go to those things, they would meet boosters, they had their interaction with the administration, absolutely it was important for them to have day to day interaction with the players, so from that standpoint I didn't pigeon-hole guys into ... well, you do the recruiting, you do the compliance, you do the academics, so that they were kind of specialized. I thought it was more important that they get a taste for all of it. That's basically how I approached it, so that when it came time for them to get their own job, they've had experience as doing the little bit of all that would be entailed with running your own program (Jim O'Brien, second generation assistant coach and former head coach at multiple universities; personal interview).

I do what was done for me, which is try to have everybody get a little bit of experience doing everything – scouting, recruiting, scheduling, fundraising, everything that comes into it. So we try to include everyone in all of this so that they will have a little bit of an experience in those areas if they were to move on to other assistant jobs or head jobs (Dennis Wolff, second generation assistant coach and current head coach at Boston University; personal interview).

Chuck Daly Coaching Network

He [Vic Bubas] was way, way ahead of his time. There wasn't any part of the process you didn't touch, from basketball to organization to whatever that was necessary (Chuck Daly, personal interview).

Chuck was incredible. He really ... I had been an assistant coach for two other programs, Hofstra University for two years and Central Connecticut, my alma mater, for a year. And Chuck really taught me how to be a good Division I assistant. Division II, which the other two programs were ... you're teaching, you're doing ... it was the first job I had where it was just a basketball job ... totally a basketball job ... no teaching or other ... he involved me. He kept me informed on what was going on with media,

what visits that he made (Bob Zuffelato, assistant coach and former head coach at multiple universities; personal interview).

I included my assistants in everything we did ... religiously... which I learned from my boys ... we all did that, everywhere I went, every guy I was with, you know ... the assistants went, the coach went, they went ...if they wanted to. And I was always big on that. I was always big on trying to take care of them, and listening to what they had to say, and just trying to make them as good as I could make them. And then help them move on to the next level, or to the next job (Tom Brennan, second generation assistant coach and former head coach at the University of Vermont; personal interview).

Dick Harter Coaching Network

He was good about letting you develop yourself as a coach and I think that was ... but also being part of the varsity, being able to sit on the bench, make decisions during the games, and be obviously an assistant coach with input, not just to sit there and be a spectator (Digger Phelps, assistant coach and former head coach at multiple schools; personal interview).

A valuable thing he did for me was he allowed me to be involved with most every part of the program, so I had the opportunity to ... then I was close to ...this was as close an experience to being a head coach as you can without actually being the head coach. So that's how I do things with our staff; we ... I don't pigeon-hole our assistant coaches into roles or responsibilities that are so narrow in scope that they are missing out on other significant parts of the job that you need to develop skills in order to be a head coach one day (Dennis Felton, second generation assistant coach and current head coach at University of Georgia; personal interview).

I have never been, from a management standpoint, I have never been a big one that wanted to or felt the need to control everything, and so I really saw success as dependent upon they ... what those people [assistant coaches] are going to bring to the program and give them the freedom and the flexibility to do their job, but also in the areas where they were the point in terms of recruiting and other things ... let them have the reigns to go with it (Jim Haney, assistant coach and former head coach at Oregon University; personal interview).

My responsibility is to help everybody on my staff ultimately become a head coach. In order to do that, they have to be able to complete the picture. So, if they are stronger in recruiting or player development, then I have to get them become better administrators, become better X and O guys, and vice versa. If I have an X and O guy who doesn't want to recruit ... he needs to be ... you gotta recruit ... You can't have anybody on the

staff ... who is not technically proficient from an X and O perspective, you can't have people on your staff that are unable to communicate with your players and other people as representatives of the program. They have to have some idea of what kind of budget restraints we are working under. There has to be a perspective, a crude perspective, on how we all fit at Siena College (Fran McCaffery, second generation assistant coach and current head coach at Siena College; personal interview).

Each of these coaching networks employed a supportive approach by empowering assistant coaches with a great breadth of responsibilities, often adopted by protégés when they assumed head coaching positions. This mindset of maximizing the potential of assistant coaches was largely evident across the entire program within each coaching network.

Maximizing Potential

A common trait of many basketball coaches is the ability to maximize the potential of the players and the team. What emerged throughout the interview process of these five coaching networks was the ability and desire to maximize the performance of everyone associated with the basketball program, not just the players. Moreover, the quality appeared to extend beyond just the basketball court, and was an overarching objective related to the lasting effect a coach has on an individual's life. This also was very evident within and throughout the coaching lineages of Coach Knight and Coach Rowe. Nonetheless, the theme emerged strongly in every coaching network that was studied.

Bobby Knight Coaching Network

Coach Knight was brilliant with regard to maximizing potential. He had an innate ability to impact his players' and staff's feeling of self-efficacy in order to influence excellence in performance. His desire to get the best out of everyone around him may be

summed up by his comments regarding the value of discipline he learned early as a child: “My father was the most disciplined man I ever saw. Most people, they hear the word discipline, and right away they think about a whip and a chair. I’ve worked up my own definition. And this took a long time. Discipline: doing what you have to do, and doing it as well as you possibly can, and doing it that way all the time” (Berger, p. 51).

Bo [Schembechler] was one of my coaching teachers. He taught me the responsibility of a coach to demand from his players the best they could give (Knight, p. 89).

You know, the thing that Bob Knight does ... Bob Knight is probably ... outside perhaps the military, maybe even including the military ... he’s the greatest leader in America. He’s unbelievable. And I say this because he gets so much out of people, and it’s because a) he has the ability to recognize what you have, and then b) he is insatiable in his effort to get it out of you, even to the point of rubbing your edges sometimes ... He demands that you bring ‘em [strengths] (Dave Bliss, assistant coach and former head coach at several universities; personal interview).

Probably the best thing that I think Coach Knight, and I can’t even touch him on this, can’t even come close, but he is the best with ... I guess the catch-phrase I guess is time management, how you time manage your life ... that guy is absolutely off the charts in terms of getting the most out of each day. And I’m not talking about working the whole day, either. I mean, it might be ... he went fishing, he went golfing, he spoke at two functions, he made seventeen phone calls, he had a great meal with his wife and he went to a movie. That’s a pretty full day [laughing] (Jim Crews, assistant coach and current head coach at the United States Military Academy; personal interview).

How hard you can work. In other words, how much harder you can work than you actually think you can work. I would do that with my staff and with my team because that’s what I learned from Bob and I benefited from it, and I think that anyone who has ever coached or played with him has benefited from it (Dave Bliss, assistant coach and former head coach at several universities; personal interview).

The ability to influence excellence in performance was also significantly evident in the coaching networks of Coaches Heathcote and Rowe as well.

Jud Heathcote Coaching Network

There is no question he made me a better basketball player. I consider Jud a friend and positive influence in my life. He strove for perfection. He always taught me to work beyond ‘good enough.’ He was difficult to play for. Would I do it again? Absolutely. I didn’t understand it when I was going through it, but he helped mold me as a person (Gregory Kelsner, former player; Stabley & Staudt, p. 130).

[Jud] was a perfectionist and you couldn’t help but get your talent perfected under him... I hated to lose and so did he... The man was a winner (Magic Johnson, former player; Stabley & Staudt, p. 195).
[Jud said]: “‘I saw your game last night and it was the worst game I have ever seen. Tell your assistants to get you some players.’ I told Jud we had won ... but Jud always wants you to be better” (Richardson, p. xvii).

It was tough. But it was learning. He made each guy turn it up. He always said, ‘You have another level.’ Sometimes we did (Corey Brewer, former player for Kelvin Sampson; Richardson, p. 154).

The big thing he did was get all the potential out of your talents. He pushed you to get all the God-given ability you have (Ernie Abercrombie, former player for Kelvin Sampson; Richardson, p. 167).

Dee Rowe Coaching Network

I think it [coaching and teaching] blends together. Because I always thought coaching was ... you’re building lives, you’re making those lives better than they ever thought they could be, and you’re form is the game (Dee Rowe, personal interview).

[Dee] had a desire and a strong drive and a passion to be successful, to getting the most out of people ... for him success was to get the most out of the potential of the people they worked with, and he did that ... Dee was mentoring people, and all the time ... always, but not only me, but other people as well. That’s why he has a lineage ... because he was dedicated to that ... developing you as a person and as a coach so that you could go on and become that kind of a person and a coach (Fred Barakat, assistant coach and former head coach at Fairfield University; personal interview).

The complementary approach of empowerment and responsibility, combined with the desire and ability to maximize potential, was evident in the overall learning processes espoused by these coaches.

The Learning Process

The learning process is more than just basketball. This was very evident in the answers provided by the coaches related to how they developed their assistants and their players. These coaches are strong believers that learning comes from multiple sources and is a process that is developed and appreciated over time. The methods of learning and the process of learning are clearly lasting impressions that exist through generations of coaches. The philosophies of learning included the following themes: 1) learning from different perspectives; 2) learning from masters; and 3) approaching the world as a knowledge laboratory. Learning from different perspectives implies there is not just one way to do anything, and viewing the world from multiple lenses only increases an individual's ability to adapt and improve. Within that understanding, learning from masters suggests that wisdom already exists that can be gleaned and enhanced. Moreover, learning from masters across multiple domains of knowledge and practice, not just basketball, generates a greater capacity over time to innovate and excel. Finally, the desire to benefit from the diffusion of knowledge, implicit in learning from masters and from different perspectives, is maximized by recognizing that the world is a knowledge laboratory, where the learning process is an ongoing, iterative exercise of observation, emulation, and experimentation.

Across all three generations of coaches interviewed in multiple coaching networks, consistent perspectives were provided that clearly indicated a generational influence in relation to these concepts of the learning process; however, this was particularly evident in Bobby Knight's coaching network, which was particularly adept at

replicating these processes through multiple generations of coaches. The following are some examples of ‘learning from different perspectives’:

It’s what the guy has done for the game, what he’s given back to the game, what he has done with offenses, what he has done with defenses, what parts of his own approach to coaching have been adopted and worked on by other coaches. And, in that regard, the coaches that have done the things in that context are Pete Newell and Henry Iba and Clair Bee, Red Auerbach brought I think a psychology to the coaching profession ... very similar to what Vince Lombardi did in football ... and organization came from different people. I think Dean Smith was an extremely organized coach with great attributes in other areas, similar to Paul Brown in football. And I think that you study the coaches that have contributed to the game that they coached. It doesn’t necessarily take into account the coaches that have won the most games or won the most championships. There have been a lot of coaches that have won and have won consistently, but yet have never maybe had the talent to win championships. I think that coaches during my era, coaches like John Wooden, brought a discipline to the game, Dean Smith and what he’s done for the game of basketball, in terms of the various things that he’s done. So, there are just so many guys that I think contribute to a sport over a period of time (Bobby Knight; Greenberg & Golic, 2007).

With Chuck moving on to the NBA, I would go to games of his and practices of his, and so forth, to get a perspective of how they do it at the professional level. And, perhaps look at it ... and how could I incorporate some of the things that they did at the pro level and use them at the ... at whatever college level ... even when I worked with him at Penn, we used to go to some training camps of NBA teams to kind of get a different perspective of coaching styles and what people were doing at that level (Bob Staak, assistant coach for both Chuck Daly and Dee Rowe, and former head coach for several universities; personal interview).

I think it is a little bit of every coach I ever worked for. I think I have taken a little bit from all of them ... So, I think I have taken a little bit ... and I think that is the nature of most coaches if they were going to be honest with you. No one is inventing everything ... anything. Everybody is taking a little bit of what they like from people they either worked with or worked for (Dennis Wolff, second generation assistant coach for both Chuck Daly and Dee Rowe coaching networks and former head coach for several universities; personal interview).

The following are some examples of ‘learning from masters’:

I worked every camp I could in the summertime, like Bill Foster and Harry Litwack ... They used to run the Pocono Mountain basketball camp up in the Pocono Mountains. And you'd go to those ... I'd go work the camp and coaches would come in, like Johnny Bach or Joe Mullaney, John Wooden, Bob Knight, and they'd lecture, and I'd just take notes (Digger Phelps, assistant coach for Dick Harter and former head coach at University of Notre Dame; personal interview).

I've been lucky. You know, Craig Littlepage played for Dick Harter, worked for Terry Holland, and he came in and implemented a 1-4 system. I had never seen that before, never worked with that ... all the 1-4 stuff, dribble handoffs, backdoors, and things of that nature. Tommy Snyder worked for Bob Tallent and played for Adolph Rupp and he ran all that old Kentucky stuff, all the dribble handoffs, great offense for shooters, and ... very lucky. If you look at ... you trace through the lineages of everyone I have worked for ... even if you look at my college coach, Bob Weinbauer, who was a phenomenal coach, and he worked for Chuck Daly. We did a lot of Chuck stuff as a player, and then I go to work at Notre Dame, and Coach Phelps, at that point, had been there seventeen years and pretty much had his own system in place... I mean, he was obviously impacted by other folks, but ... we were running his system, we were preparing for games his way, and organizing things his way, and that was an education for me. That was like getting my doctorate in coaching basketball (Fran McCaffery, second generation assistant coach in Harter coaching network and current head coach at Siena College; personal interview).

I've always tried to get advice and coaching wisdom from great people, and a lot of them. I doubt if anyone in coaching ever has sought out the opinions of more people than I have – demanding, successful, caring people. First and foremost among those may be Bo [Schembechler] and [Pete] Newell (Knight, p. 373).

The concept of 'the world as a knowledge laboratory' was explicitly referenced in an interview with Dee Rowe:

I mean it was an industrial city ... uh ... it was like in the 40's ... there were people who had just fled Russia or had fled Germany or there were DP's (??). They were from this parish or that parish ... it was a special ... to me ... I would go to high schools games when school was out and then I would go to Holy Cross games to watch the coach at Holy Cross ... and Assumption ... then you go to Worcester Tech or Clark or the smaller schools and, you know, that's what it was, but it was a laboratory every night, whether it was a high school coach and worked hard and diligently

and asked questions and all that stuff. New England was a small place (Dee Rowe, personal interview).

However, Bobby Knight was the most impactful patriarch in exploiting the knowledge laboratory. Coach Knight networked starting at a young age. Whether he intended to do so merely for the social connections that created future job opportunities (i.e. connecting with powerful college football coaches, knowing in the future they would likely be the hiring athletic directors) or for the knowledge diffusion that he craved as part of his own personal learning process, he proactively and intentionally activated relationships with significant influences from all walks of life. “I think you gain confidence by asking questions, by discussing things with people, and by learning about the job as you go along. Then it is up to you” (Knight, p. 113). Knight proactively solicited relationships with individuals that later became mentors in his life. Clair Bee, a legend in basketball coaching, was also an author of children’s books about a fictional basketball team. Bobby Knight read Bee’s entire series as a kid. As an adult Coach Knight developed a friendship with Bee that later became a mentoring relationship and a source of knowledge and learning: “I don’t think there was ever a time I talked to Clair Bee, or ever a time I was around him, when I didn’t learn something from him. By the same token, and I’ve always appreciated this: I don’t think there was ever a time when we were together when he didn’t try to teach me something” (Knight, p. 92). Coach Knight actively learned from everything and everybody, viewing the world as a laboratory to gain knowledge from and to develop continuous learning practices. Consider the following commentaries, where his learning is generated from his grandmother, a golfer, a former professional basketball and subsequent United States Senator, a Major League Baseball manager, and a former President of the United States:

- Just being around my grandmother gave me a lifelong respect for older people. This was particularly helpful for me in meeting, getting to know and learning from elder coaches (Knight, p. 63);
- I am always interested in what coaches try to do in practice (Knight, p. 47);
- Jack Nicklaus was defined to me as a person in the following incident: He hit a bad shot and followed me fifty yards across the fairway to see if he could help me with my shot; others would have been more concerned with themselves (Knight, p. 355);
- The willingness of Bill Bradley to come and speak with the kids [Olympic basketball team], particularly in the midst of the national convention, I thought defined him as a person at least as much as any of his great accomplishments did (Knight, p. 230);
- Sparky Anderson – one of the best managers in baseball history and I was able to spend a lot of time talking to him about why he did certain things. He and his staff were great storytellers. He was fun to be around, energetic, enthusiastic. And you always knew where you stood (Knight, p. 285);
- I have never been impressed with anybody as a human being more than Gerald Ford. His leadership was underappreciated. His contribution to the country as well; he provided a calm, confident leadership desperately needed by America to get through the crisis of Watergate and Nixon's resignation. His pardon of Nixon was an incredibly courageous thing to do. He handled everything the way I teach my kids to when things are tough – as a team player, putting the team first (Knight, p. 353).

Knight had a great appreciation for teaching all he knew, and holding no information to himself, as he truly understood the world as a knowledge laboratory and felt a responsibility to uphold that. This is exemplified by an example of when Pete Newell provided coaching strategies to Knight's college coach, Fred Taylor, even though he knew he would be facing him in an important post-season game:

That gave Pete Newell a special stature for me long before I ever met him or coached a game. What he represented to me in this case was the responsibility a teacher has to share with others whatever he has come up with that he found to be of some benefit. When later in this position I always did. I never held anything back at clinics or in conversations with fellow coaches, especially young ones (Knight, p. 71).

Knight passed forward what he learned from his mentors and knowledge gathering, whether explicitly understood and acknowledged or where a knowledge connection

possibly existed implicitly and was not as clearly recognized (see previous example of the poem “IF”).

Role Mentor Played in Career Advancement

Most of the interviewed coaches indicated that their mentor played some role, if not a significant role, in their career planning and in job evaluation process. One of the most commonly referenced roles played by mentors as part of their protégés’ career advancement included counsel on the merits of job opportunities. Nonetheless, the most significant and common role played by mentors was as an advocate for their candidacy as a head coach with the hiring institutions.

Counsel and Advocacy

The roles of career counselor and job advocate were far and away the primary focus of interview commentaries across all coaching networks and generations. Further, each of the coaching networks studied appeared to exhibit great consistency in these roles across all three generations of coaches.

Bobby Knight Coaching Network

The first time I had been there long enough, and you know how a mother bird pushes the baby out of the nest? He kind of did that (Dave Bliss, assistant coach and former head coach at multiple universities; personal interview).

He was very instrumental in that [evaluating jobs]. I didn’t chase a lot of jobs, to be very truthful about it, and really probably the year I got it is the only year that I even messed around with it. So it wasn’t a long drawn out thing, but getting insight to the jobs, how to approach the job because each job is a little bit different, what is the strength of the job, what are the weaknesses of the job ... Coach Knight was tremendous with that ... really good at that ... Sometimes it could also be the right fit, but it’s the wrong time [Coach Knight counseled on that too] (Jim Crews, assistant coach and current head coach at the United States Military Academy; personal interview).

Mike [Krzyzewski] was really good about being patient ... the right fit ... wading through things. You know, there were two jobs ... really, three jobs ... that he felt I ... Vanderbilt opened, and he thought that was a great fit, and he went after it hard. I didn't get it ... And then Navy ... he just thought it would be a great fit for me. I'm from the Baltimore-Washington area, and he just thought that [again, didn't get it]... And then the next year Delaware opened, and Delaware was like a Navy as far as a place where you could learn how to coach. It was in your wheelhouse, so to speak, as far as being a mid-Atlantic guy ... I knew all the high school coaches in Baltimore, Washington, Philly, and those type of things. You know, I'll never forget I was offered the Auburn job, and I kept chasing it ... he never was really too hot on that one, and he was right [laughing] as far as a fit for how I was trained. UNC Wilmington ... I kind of was hot on that for a week. He never was ... he never said no, but I could tell from the body language that he never felt that was a good fit. So, you know, I really appreciated that coaching, and then even ... my days at Delaware I had some opportunities before I came to Notre Dame, and he had been a great mentor in bouncing things off of (Mike Brey, second generation assistant coach and current head coach at the University of Notre Dame; personal interview).

Probably didn't help them as much as Bob helped me because nobody could do that, but I didn't hurt them. And the other thing is we were good friends, so I made calls on their behalf and all the other stuff. But, let's assume Bob could help anybody in the best way (Dave Bliss, assistant coach and former head coach at multiple universities; personal interview).

I never discouraged my assistants from looking into situations, but I always tried to make sure that I didn't let them get into a situation that I didn't think they could be successful in (Don DeVoe, assistant coach and former head coach at several universities; personal interview).

Jud Heathcote Coaching Network

Jud Heathcote is the one that convinced them [Montana Tech] that you should give him [Sampson] a chance ... I remember going to talk about it to Jud. I said, "Jud, what do you think I should do?" He said, "What do you want to do? Do you want to be a college professor, do you want to be a doctor, or do you want to be a coach?" I said I want to be a coach. Then he said you should go to Montana with Fred (Kelvin Sampson, assistant coach and former head coach at several universities; personal interview).

When Jud's assistant coaches got interviews or had interest from other schools, Jud was the guy that closed the deal for them (Kelvin Sampson, assistant coach and former head coach at several universities; personal interview).

When the job opened at Marquette and so Crean hasn't interviewed yet, and so he ... and so, the AD calls Jud and Jud says, "Well, are you going to interview him?" [The AD answers], "Well, he's at my outer office." He says, "Well, you just ask him right now who the top players are in Wisconsin and blah, blah, blah everywhere else." So, the guy called him back and says, "Hell, he knows everybody" (Jim Brandenburg, assistant coach and former head coach at several universities; personal interview).

Dee Rowe Coaching Network

It was always easier to sell myself because Dee was behind me (Dom Perno, assistant coach and former head coach of University of Connecticut; personal interview).

Dee would never stand in the way when an opportunity came to be a head coach. Not all coaches are like that (Fred Barakat, assistant coach and former head coach of Fairfield University; personal interview).

Dee always encouraged career progress, whether in your profession, financially, etc. He was very receptive to helping you advance in the profession ... Dee gave opinions about what he thought a good job would be, what job would be a good fit for me based on what I brought to the table, my personality, and the program I might be interested in ... He would advise if it was not the right job for me, and would encourage me to be patient if appropriate (Bob Staak, assistant coach and former head coach of multiple universities; personal interview).

Valvano taught me how to interview and advised me on the jobs to go after. He would also advise if I found an opportunity that wasn't a good fit (Tom Abatemarco, second generation assistant coach; personal interview).

I would sit down with my assistant coaches and give my advice on how to interview for the job, how to create a packet, so when they go in they can lead the interview – this is what I plan to do, this is my philosophy, how I interact with alumni, academic standards, study hall, etc. (Fred Barakat, assistant coach and former head coach of Fairfield University; personal interview).

I told him [Stonybrook athletic director] about Steve Pikiell, Steve Pikiell, Steve Pikiell. I sat down and wrote a letter, a pretty length letter, about Steve to him, telling him that ... Steve ... we had a little bit of an academic situation where a 48H [inaudible] ... A Canadian kid ... we had to get like the table of contents, we needed to get a synopsis of the class, and something else from the books in the school in Toronto. And Steve was having a problem with Dean Walker, and didn't know what to do. So

he says, “Coach, I’m outta here.” So he gets in the car, he drives nine hours to Toronto, sleeps, gets up, goes to the school the next day, gets it all straightened out, and then drives home. I wrote that story. And ...um ... and apparently they felt he deserved a head coaching job (Howie Dickenman, second generation assistant coach and current head coach at Central Connecticut State University; personal interview).

Chuck Daly Coaching Network

And, for the most part, if they called I would be willing to help them, and help them for their next jobs. If part of our philosophy was ... two things: 1) there’s an end game, and by [inaudible], but that’s the money part of it ... the end game, and secondly, try to know where your next job’s coming from. When you get to a certain level, it’s all going to be about social ... it’s not really going to be about necessarily about basketball ... it’s going to be who you know ... and if they think you are capable of doing the job. You know, this is all ... this is all part of the education process, for the most part (Chuck Daly, personal interview).

They were both very receptive to helping you advance in the profession. They would give you their opinions about what they thought good jobs would be, what they thought would be a good fit for me based on what I brought to the table and the program that I might be interested in. Both of them were instrumental in my making the next move or whatever move I made throughout my career. So I think they both provided excellent guidance with regard to what would be a good fit based on my personality and what they knew of the program that I might be interested in (Bob Staak, assistant coach and former head coach of multiple universities; personal interview).

Well, you know, I just told them that the idea was to have some kind of plan about where you want to go, what you want to do, is this a good situation for you, are you making more money, how much happiness will there be where you live ... just kind of walk them through the whole process, because what happens is ... especially young guys, they just get really excited ... they get really excited about opportunity and, well they should, so you are just saying we just want to take this slow ... that would be my take to them ... whatever you want to do, we’re going to help you do it, there is no doubt about it... my reaction was I gotta find the next guy like him. I have got to make this guy as good as I can help make him and then find the next guy like him (Tom Brennan, second generation assistant coach and former head coach at University of Vermont; personal interview).

Dick Harter Coaching Network

Harter was supportive in providing reasons why it could be successful [Dick Stewart coaching at Fordham], pointing to our experience in the eastern corridor (Dick Stewart, assistant coach and former head coach at Fordham University; personal interview).

...Because he decided to leave Oregon and go to Penn St., it created the opportunity. I think the second thing was that, in the process of just doing what his duties ... and then I think he must have said the right things to the athletic director and other people concerning me and as a result there was a favorable attitude toward me ... he provided me the opportunity ... he ran a successful program and so the fact that it was successful, the fact that he was leaving, the fact that he had said favorable things regarding me to others ... in my mind all clearly led to me getting the offer of that position (Jim Haney, assistant coach and former head coach at Oregon University; personal interview).

I think that guys, after four or five years, you have to get them out. They've earned it. If you're there more than four or five years, then you're not really in a position for your career to make your own move yourself (Digger Phelps, assistant coach and former head coach at multiple universities; personal interview).

Helping them get a head coach job is the strongest opportunity you have as a head coach to return the loyalty that you expect from the whole time that they are working for you and helping you with your program at the time ... Ultimately I would do whatever is in my power to help them land the job, to land the opportunity (Dennis Felton, second generation assistant coach and current head coach at University of Georgia; personal interview).

As evidenced by the perspectives of the aforementioned coaches, career counsel and job advocacy was often cited as a felt obligation of mentors to reward and/or repay their protégés for their previous trust, loyalty, and commitment.

Ongoing Support Structure of Mentoring and Professional Networks

Upon obtaining a head coaching position, the implied repayment mentioned in the prior section continued in the form of mentoring as the former protégé embarked on a

new career journey. Frequently, though, this repayment process evolved into a bi-directional interaction of mutual support.

Availability and Proactive Support

Most mentors in the studied coaching networks were almost always available for their protégés to be contacted when any kind of support was requested. While some made themselves more accessible and available than others, this was a common thread within and across each of the five coaching networks. Nevertheless, the support that was provided *when not asked for* had the greatest value, longest lasting impression, and most significant influence on subsequent replication across generations. This proactive support provided by mentors took many shapes and forms, including phone calls during periods of negativity and lack of success, notes and cards written at times when they seemed to be most needed and appreciated, and physical appearances at practices, games, and other events, usually timed to particular needs of their protégés at that moment in time.

Each of the coaching networks as a whole portrayed an ongoing support structure through multiple generations of mentors and protégés, whether through availability of each mentor for counsel or the proactive support of each mentor on an ongoing basis. The coaches within the coaching networks of Coaches Heathcote and Rowe, primarily, as well as Coach Knight, were particularly influenced and inspired by these actions of their mentors.

Dee Rowe Coaching Network

I was only thirty years of age when I became the head coach of a Division I program, so I was young. And I needed my two mentors and I talked to them a lot about basketball, and how to handle people and handle situations, and ... because there are situations that always come up when you coach ... academic problems, girl problems, problems off the court ... I was kind of young. And I needed some help and some guidance and so I

stayed in tune with those individuals and always have (Fred Barakat, assistant coach and former head coach of Fairfield University; personal interview).

Dee remained close and was always close by; he wasn't that far away from me all the time (Dom Perno, assistant coach and former head coach of University of Connecticut; personal interview).

Every one of my mentors would come watch my team play when I was a head coach; I would do the same to the extended family (Dick Stewart, assistant coach and former head coach of Fordham University; personal interview).

During the interview with Dee Rowe, he commented about how in just the prior week he called Dennis Wolff on the telephone after Wolff's team, Boston University, had just lost three games in a row. This was also reflected in an interview with a second generation coach, Howie Dickenman. He stated,

Dee won't necessarily call after a big win, but might call if we lost three in a row when you need him. He is supportive of all the coaches at every level (Howie Dickenman; personal interview).

Interestingly, throughout the interview Coach Rowe would list every stop his assistants made in their career after leaving him. This showed significant interest in their success in their career, but in life as well. Even more interestingly, three of his first generation coaches (Fred Barakat, Dom Perno, and Dick Stewart) also did the same thing, noting the progress and success of those that had worked for them. When it was brought to Coach Rowe's attention, his humble response was the following: "Well, it's just ... it's a thing that you think is ... I don't think of it as a duty. I just think it is the right way to do it, you know. Once they're part of your family, they are always there ... unless they don't want to be ... I guess I got it from my coaches. I got it from my father too. My father was very helpful, helping people in life" (Dee Rowe, personal interview). Clearly, an interest in the

success of the protégés in the Rowe coaching network continued beyond a mentor's career tenure and was not only associated with career success, but success in life as well.

Jud Heathcote Coaching Network

Coach Heathcote acknowledged the importance of being available for your assistants, even after retirement.

Well, you know ... you're always available. You get a call from one of your assistants... you always take a call from former assistants. You get a call from one of your assistant coaches, that is a top priority call. The demands on your time at those top jobs are really, Jeff, unrealistic. You know, every booster ... you can be on the phone from 8 o'clock until practice time if you want, and so you have to pick and choose ... but you always take a call from your former assistants that are head coaches, maybe its just to BS or something, but usually if they are calling you want to know why they are calling. So, I think that's what all coaches do when you say there's a network ... So ... I think the support you give is you are always available. Even now, I am retired. I get calls... "Coach, I've got a problem. How would you handle this?" And I give them my idea, and that doesn't mean that's the answer ... I think if you're a mentor I think you are always available (Jud Heathcote, personal interview).

Coach Heathcote's protégés took notice of his support and loyalty as well, often recognizing the smaller acts of support and kindness.

Jud is close with every assistant he's had and, you know, every birthday I get a telephone call, every other assistant coach on their birthday get a telephone call from Jud ... and it goes back to this loyalty thing. Uh, you know, and when Jud was on the Board of Directors for the National Association of Basketball Coaches, and he was in a position to help someone else get on the board, the oldest and most trusted of his assistants was me, and so I was the next one to get on the NABC board. It's just the way he is ... extremely loyal (Jim Brandenburg, assistant coach and former head coach at multiple universities; personal interview).

Wherever I've coached, Jud spent ... has always made a \$1000 donation a year to that school's booster club, or support group. They have a Hoosier club here ... support group for the athletic department ... fundraising group ... Jud donated \$1000 a year at Montana Tech, he did it at Washington St. ... he didn't do it at Oklahoma [laughter] ... they didn't need it as much ... but that support tells you something about Jud

Heathcote ... (Kelvin Sampson, assistant coach and former head coach at multiple universities; personal interview).

I talk with former assistants about game prep, job situations, comparing ways of doing things ... it is a two-way street with support (Mike Adras, second generation assistant coach and current head coach at University of Northern Arizona; personal interview).

Once again, the role modeling of a mentor, through both teaching and leading by example, showed through with Coach Heathcote's protégés as they reflected on his ongoing support.

Bobby Knight Coaching Network

While often publicly appearing to have all the answers, Coach Knight also frequently reached to his mentors for support.

I've asked Pete Newell what he thought or Red what he thought. I used to ask Coach Taylor [who passed away] or Coach Bee what they thought ... but in the end the decision has to be yours (Knight, 2007).

Bobby Knight has also provided similar ongoing support to his protégés, and this was exemplified both implicitly (e.g. following morning box scores to see results of games in which his protégés are coaching) and explicitly with direct contact.

Every morning during the season I run through the newspaper list of college basketball scores, to see how team coached by guys who coached or played for me came out (Knight, p. 256).

He's still always my coach ... it could be anywhere from his evaluation of a kid that we're recruiting to something on the court, X and Y, it could be situation where there is a ... situation that's, whatever, difficult or unpleasant or something that's not going right and you ask him advice on that ... absolutely... Yeah, I'll help with him with his problems more than ...I'm just teasing. I have no hesitancy to call him whatsoever to ask him about anything (Jim Crews, assistant coach and current head coach at the United States Military Academy; personal interview).

As I look back on my career ... I always found that both Bob Knight and Fred Taylor would make themselves available if I wanted to talk. You

know, to me that is what was really important (Don DeVoe, assistant coach and former head coach at several universities; personal interview).

I feel very responsible [for ongoing mentorship]; I certainly owe my guys that (Mike Brey, second generation assistant coach and current head coach at University of Notre Dame; personal interview).

As exhibited by the two previous quotes, the support that Coach Knight provided has clearly not only passed through multiple generations, but has become embodied in the support they provide as mentors as well.

Other Significant Themes

Two other significant themes resulting from the data analyses are important to recognize. While these themes weren't always encompassed in all five of the coaching networks, they were broadly present in more than one such that it merited discussion. The first of these themes is the perspective that not only basketball, but life, is all about people and how they should be treated. It is about remembering those who helped contribute to your success and the responsibility to do the same for others and 'pay it forward.' The second theme emphasizes the importance of developing a coaching philosophy. A coaching philosophy is the learning process implemented by a coach in teaching and developing the coaching staff, the players, the team as a whole, and the basketball program overall.

'Pay It Forward'

Bobby Knight provided a perspective that outlines the 'pay it forward' mentality in his post-game press conference after he broke the record for most wins of any men's collegiate basketball coach in history.

This game was about all the players that I ever coached and all the coaches that have ever worked with me, all of the people that have helped in one way or another with our basketball team. I think of the guy that drove the

bus at West Point, a guy named Jake Prine, and Jake still lives in Cornwall, New York, and he took us on some great bus trips (Knight, 2007).

He further opined about the importance of all the people that contributed to the success of a basketball program, not just the coach.

This is something that isn't like setting a home run record or breaking a course record or something that you've done through individual talent. It's something that you've been in charge of, but everybody that's been involved in it ... the secretaries, the coaches, the players, the administration, for the most part ... sometimes administration works counter to coaches, but certainly not here ... and it just seems to me that this is something that I hope all of those people that have been involved with this over all these years can feel that they've had an awful lot to do with it. That's the most important thing to me (Knight, 2007).

This 'pay it forward' perspective has been represented in other coaching networks as well.

My best assets are filling people's buckets. My ... what I do best is make people feel good, not make them feel bad. I don't need to break somebody down in order to build them back up. When I look out there, I look for positives and not for negatives ... [In teaching his assistants] It was how they would treat people, the way they should conduct themselves, the way ... what in my sense people were looking for in a head coach ... their leadership skills ... (Tom Brennan, second generation assistant coach in Chuck Daly's coaching network; personal interview).

The following interview excerpts related the perspective across the coaching networks regarding how people should be treated and how relationships are energized by the reciprocation and extension of love, support, and appreciation.

Bobby Knight Coaching Network

I thought it was just a wonderful experience in my life ... their influence on me still remains. I just believe so much in what they did in terms of their principles in life and recruiting and working with people still stands strong with me today (Don DeVoe, assistant coach and former head coach of several universities; personal interview).

I can't tell you how impressed I was with Fred Taylor, and how sensitive he was to other people's upturns as well as downturns in life ... Bob Knight was the same way. Bob Knight was very sensitive. I remember when Mike Krzyzewski was playing for us at Army, and Mike's father passed away ... why, I remember Bob left for almost a day, maybe a day and a half, so he could be with Mike and his mother in Chicago to honor that situation (Don DeVoe, assistant coach and former head coach of several universities; personal interview).

Dee Rowe Coaching Network

At one time I had 90 applicants for a job when I hired Dom Perno. And I called everybody beforehand and told them ... everyone I interviewed ... I called and told them that I was hiring Dom. The others I wrote to because I thought it was my responsibility to let them know (Dee Rowe, personal interview).

I became a better person, a better player, and really opened my eyes into how you should treat people and what it meant to be a teammate, and ... you know ... all those other experiences Dee teaches ... is in my opinion he is the best there has ever been in generating lifelong friendships and fostering those lifelong friendships (Dick Stewart, assistant coach and former head coach at Fordham University; personal interview).

I think Dee Rowe has probably been to more hospitals and kissed more babies and those personal things as families developed and are determined. He has been giving inspiration in everyone he's touched, that's part of that support system, and it was unique going through that and seeing how many people he touched in the right way, to have that type of heartfelt consistency over decades (Dick Stewart, assistant coach and former head coach at Fordham University; personal interview).

This guy, I'm telling you ... he is one of the absolute special people on the face of the earth as far as I'm concerned. He is a genuine guy and he has touched so many people it is remarkable. I just love the guy; I can never not do enough for him ... I mean, he is incredible. And that's why we all call him the AD of the World. Because he basically is trying to manage little components of everybody's life. And I'm just happy I'm in his stable (Jim O'Brien, second generation assistant coach and former head coach at multiple universities; personal interview).

If I could live my life half as good as Dee Rowe has lived his, I'd be pretty good ... There is no person I have met in my life who, once you connected to, feels more loyalty toward you than Dee (Dennis Wolff, second generation assistant coach and current head coach at Boston University; personal interview).

Jud Heathcote Coaching Network

I claim I learned a lot from Coach Harshman as far as basketball went. But I also learned maybe more how you treat players off the floor, how you maybe understand some of their problems in their backgrounds and those kind of things, and that is one thing that I have always sold to my assistants is ... you have to understand each player, and where he comes from, what he has been through, and what he is going through, and that is part of your job (Jud Heathcote, personal interview).

I thought it was a big deal when I first got there that Jud actually remembered my name ... the second time I saw him. You know, that's something that stuck with me, and to this day when ... I see it from the other side now ... when kids walk up to me, or adults ... I try to remember their name to make them feel good the next time I see them. I just think that was a great quality that he had ... Of course, I have been in this business a long time, but I still remember the roots, the basics of being nice to people, treating people with respect. I think that is important (Kelvin Sampson, assistant coach and former head coach at multiple universities; personal interview).

Being a good person, being a good husband, being a good father, someone that speaks to people and says thank you and acknowledges people. I like for my assistant coaches to know everybody's name and treat them with respect. If you do that, it will come back on you a thousand times over. And never get above who you are (Kelvin Sampson, assistant coach and former head coach at multiple universities; personal interview).

The man was a winner. He was a successful coach who cared about his players. He battled for his players (Magic Johnson, former player; Stabley & Staudt, p. 195).

Each of these coaching networks exhibited a deep embedded expectation of the responsibility to reciprocate and extend the contributions of those who supported a coach's career and life.

Development of Coaching Philosophies

The second broad theme is the importance of developing a coaching philosophy. It doesn't matter what the philosophy is or stands for, what is critical is that one is developed. This is true for philosophies of coaching, team and player development.

Bobby Knight Coaching Network

My thoughts on coaching came from my own studying and experimenting, and from discussions with coaches and phone calls I made over the years in search of answers and ideas about basketball (Knight, p. 13).

Bobby Knight developed his philosophies of coaching, teaching and developing from his own mentors. He created four ‘cornerstones’ of development related to his philosophies of coaching:

- Running a basketball program: team rules, approaches to training, clearing away inconsequential matters to allow good decision making. These were all influenced by talking to and observing a master of the game, Joe Lapchick (Knight, p. 15);
- Teaching in basketball: fundamentals and philosophies, all associated with a team approach. Clair Bee taught Knight the philosophy of teaching: 1) the first thing you had to be was a teacher of the game; 2) winning is important, but not by breaking the rules, rather by working hard, being better prepared, and teaching better (Knight, p. 16);
- Appreciating basketball as something never to be mastered but always to be studied with an unflagging zeal for answers, and applied to anything in life. His college coach, Fred Taylor, taught him that a coach should never be afraid to ask questions of anyone he could learn from ... in anything. This should be driven by ‘an unyielding, untiring passion for teaching kids to understand the game of basketball and carry this understanding and sense of commitment into all walks of life’ (Knight, p. 18-19);
- Understanding the responsibility a teacher has to share with others whatever he has come up with that he found to be of some benefit (p. 71). This was taught to Knight by Pete Newell, ‘one of the greatest relationships in my life and the only other father figure other than my dad’ (Knight, p. 215).

Coach Knight credited his mentors for the development of these philosophies, further recognizing that he wouldn’t have met many of these mentors if he hadn’t spent eight years coaching at the United States Military Academy. Knight’s perspective was that you could not be a good teacher or coach unless you have developed a strong philosophy that you stand by and that you stand for.

Jud Heathcote Coaching Network

Coach Heathcote was also a strong believer that having a firm and focused coaching philosophy is an important foundation for coaching success. This was groomed by his mentor as well.

I used to go overseas and come back and people would ask me, “Do they know how to play?” And I would say, “Everybody in the world knows HOW to play. That means you can pass and shoot and dribble.” But what they don’t teach, and a primary example was during the cold war ... all during the time they couldn’t copy us. They would get all our films. But they didn’t understand the other two elements: the HOW is important, but equally important is WHY you should do something maybe a certain way ... and more importantly, WHEN it should be done ... And he had a ... and I think Jud was a great guy like that, and that’s why he’s good on the bench (Marv Harshman, mentor of Jud Heathcote; personal interview).

You have to believe in something when you coach. That’s what’s called your coaching philosophy – the sum total of all you believe. Your basic philosophy is usually established at an early age. But it changes as you get more experience and the game changes (Heathcote, p. 146).

I thought that my general basic philosophy of coaching basketball was pretty solid, but once I got with Jud I found out that I vacillated all over the place and, you know, to have a very firm, solid, basic philosophy of basketball is the bedrock ... is the anchor of your program, and you never deviate from it. And I learned that from Jud (Jim Brandenburg, assistant coach and former head coach of several universities; personal interview).

Coach Heathcote felt strongly that his assistants should develop their own coaching philosophies, though acknowledged that assistant coaches will develop their own philosophical foundation from their previous learning processes, which are influenced by their mentors.

CHAPTER V

DISCUSSION

Introduction

The significant results of the quantitative analysis emphasized that the characteristics of the five selected coaching networks regarding their mentoring relationships and social networking processes, as well as their interaction with each other, are important to understand as key factors of high quality leader and leadership development. This chapter, therefore, first reviews these statistical results within the context of the coaching networks' mentoring and social networking characteristics, evaluating these results and their theoretical implications. Next, the ethnographic results of this study are reviewed in light of the previous research on mentoring and social networking outlined in the literature review. The chapter then introduces a new leader and leadership development model that conceptualizes the roles of mentoring and social networking, and their respective interaction, in a balanced developmental process focused on human capital, social capital, and situational context. A subsequent analysis of the key findings in the study is documented within the context of this conceptual model. First, the primary thematic classifications within each of the five coaching networks are broadly summarized and further categorized within the frameworks of human capital, social capital, and situational context. Second, the most prominent thematic classifications across each of the five coaching networks are also segmented into the leader and leadership development elements of human capital, social capital, and situational context. This review of the key findings sets up a final discussion on the distinctions between

leader and leadership development, and the chapter concludes with suggestions for how the conceptual model can be a useful tool for future research.

Statistical Synopsis and Implications

The results of the statistical analysis performed on the entire coaching population over fifty-four years displayed the relationships between the coaching network dimensions and performance results, ultimately shedding light on the influence that the five patriarchs in this research study had on the performance of their protégés.

The statistical analysis showing a significant relationship between each of the five measures of network quality and winning percentage suggested that coaching networks with a more even distribution of replication were more likely to consistently succeed on the court. Therefore, a head coach ranked highly in the coaching population in all five variables has possibly not only had a direct influence on promotional hiring of their assistant coaches, but has also influenced subsequent promotional hiring as evidenced by later generations. Specifically, head coaches with a large first generation network and a significant total network produced multiple generations of head coaches in absolute terms, implying direct promotional influence on one hand and possible systemic influence on the other. Causality was impossible to infer when only looking at first generation network size vis-à-vis winning percentage as well as for total network size. However, in combination with large first generation ratios (FGR) and extended network ratios (ENR), which indicated both breadth and depth of lineal replication by their first generation coaches, representing an evenly distributed production, these five measures provided an aggregate measure of the role of a head coach in developing, nurturing, and systemically passing on developmental capabilities that lead to greater performance

outcomes such as winning percentage. Certainly the significance of relationships between the five network quality measures and winning percentage, at a minimum, suggests there is great importance in studying the top coaching networks in each of these measures.

The results of the cluster analysis and subsequent ANOVA statistical analysis indicated that there was indeed a significant relationship between the size of a head coach's first generation network (FGN) and the winning percentage of a head coach (see Table 5). This necessarily infers either one of two things, if not both in combination: 1) head coaches that effectively develop assistant coaches and assistant coaching staffs are more successful in their own results (see Table 2), and 2) head coaches that have been successful in their careers have, as a result, been successful in helping their assistant coaches obtain promotions to head coaching careers at the Division I level. This may be a result of their truly effective development of their assistant coaches, their own success on the basketball court, the strength of their network ties, their charisma, the success achieved by other protégés, their own personal brand in the field, or many other reasons, any of which are enhanced by the magnitude of their social connectedness. However, it does not correspond with any causal relationship between network size and the performance excellence of either themselves or their protégés.

There was also a significant relationship between the size of a head coach's total network (TN) and the winning percentage of a head coach (see Table 8). Whereas the first generation network of a head coach suggested an ability to influence promotional hiring of assistant coaches, the total network size indicated the subsequent ability of those promoted assistants to also influence promotional hiring of their respective assistant

coaches. Again, this infers one of two things, if not both in combination: 1) head coaches that effectively develop assistant coaches and their staffs possibly generate a higher likelihood of replication of this developmental effectiveness, 2) head coaches that have been successful in their careers while also successfully influencing promotions of their assistants to head coaching positions, maintain a halo effect in terms of the subsequent promotional influence of their protégés with their own assistant coaches. Nevertheless, causality still remained an open question.

A large total network did not concretely establish that the patriarchal head coach truly was influential in establishing replicable developmental capabilities in their protégés that led to the subsequent development of extended lineal reproduction. There remained a large question whether there was some systematic development process being replicated (originated by the patriarch in question) or whether a single first generation protégé was actually the true developmental pioneer of the coaching network. Therefore, the existence of a large total network did not infer in all cases that the patriarchal coach played a role in the multi-generational replication of new head coaches over time. In order to account for the possibility that a single first generation coach was the entire producer of their mentor's total network, two ratios were developed (see Appendix A for detailed description). The two ratios collectively took into account the effectiveness of head coaching reproduction broadly and deeply into a coach's extended network. The FGR served to identify coaching networks that have greater breadth in their lineal replication through two generations of coaches. However, this ratio did not fully address the scenario where a single first generation coach produced the large majority of their mentor's total network. The ENR, therefore, was created to offset any skewed developmental success

generated by a single first generation head coach, as previously discussed. It assessed the depth of a complete network as developed by the patriarch's entire first generation of protégés. A combination of a strong FGR and ENR reflected great breadth and depth of coaching reproduction in a coaching network. The results of this study indeed showed that there were significant relationships between the FGR (and ENR) of the head coaching population over fifty-four years and the winning percentage of the head coaches. As previously seen with FGN and TN, each sub-group of coaches exhibited a progressively greater winning percentage as well (see Tables 10 and 12).

Thus, head coaches with larger coaching networks, both first generation and total extended network, and larger FGR and ENR values, exhibited greater winning percentages that were also accompanied by a larger number of promotions of their assistant coaches to the head coaching ranks. This was also exemplified in the winning percentages of the five patriarchs selected for this study (see Table 2). As shown, these statistical results emphasized that the characteristics of the five selected coaching networks regarding their mentoring relationships and social networking processes, as well as their interaction with each other, were important to understand as key factors of high quality leader and leadership development. Results of the subsequent qualitative research only strengthened this emphasis.

Theoretical Foundations for the Ethnographic Qualitative Results

The qualitative results of this study further validated the critical importance of mentoring and social networking in the leader and leadership development of an entire network of coaches. Moreover, these ethnographic results both supported and extended the theoretical foundations of the mentoring and social networking literature.

Mentoring

In most fields, professional and social development is a key necessity to growth and advancement in a career, and collegiate basketball coaches are no exception. They need mentoring and support in psychosocial development, and often look to head coaches they have worked for, as well as peers within the same organization or in the field in general. The same is true, probably to an even greater extent, for career development functions. Definitions of mentoring have typically associated the relationship and/or process within the context of a professional setting (e.g. Carden, 1990; Levinson et al., 1978; Ragins & Cotton, 1999). While definitions vary, most include a subset of mentoring functions that have generally fallen into three broad categories of support: psychosocial, career development, and sponsorship (e.g. de Janasz & Sullivan, 2004; Kram, 1985). The research conducted on the five coaching networks heretofore supported this. In terms of psychosocial support, several primary themes emerged along the lines of caring, how to treat people, and developing the whole person. In relation to career advancement, this is especially pertinent in relation to Kram's distinctions of sponsorship and exposure-and-visibility. A coach's candidacy for jobs with greater responsibility, either a more visible and high-ranking assistant position or head coaching position, is critically dependent on the sponsorship of their mentors. Industry references are a significant contributor to promotion decisions, and exposure-and-visibility is arguably enhanced from the sponsorship of respected individuals in the field. This was clearly reflected in the primary themes related to the role mentors played in locating and advocating for job opportunities. It was widely acknowledged throughout multiple generations of all five coaching networks that were studied. Accordingly, these particular

distinctions in the mentoring literature are important in understanding the functions and outcomes of mentoring in collegiate basketball.

Most studies in the mentoring relationship theoretical base evaluated the relationships between mentoring functions, such as those highlighted above, and a variety of outcomes. These outcomes include performance and overall success in an organization, reflected in promotions (Hunt & Michael, 1983), salaries (e.g. Orpen, 1995; Scandura, 1992), influence, and opportunities (e.g. Kram, 1985). Other related outcomes involve an employee's commitment as well as job and career satisfaction (e.g. Chao, 1997; Fagenson, 1989), organizational socialization (e.g. Ostroff & Kozlowski, 1993), work effectiveness (e.g. Kram, 1985), and job mobility (e.g. Roche, 1979; Scandura, 1992). Based on research performed in this study, it was evident that coaches were highly cognizant of the impact their mentoring relationships had on several of these outcomes, particularly performance results, promotions and advancement, job mobility, and overall satisfaction in specific jobs as well as in careers overall. This relates back to the psychosocial, career development, and sponsorship functions previously discussed, and the role they played for the protégés. While these outcomes of mentoring relationships could certainly be studied in greater depth in collegiate coaching, there are other outcomes specific to that industry that could be examined as well. For example, other outcomes may include performance results, such as winning percentage, or program advancement, proxied by growth in attendance and improved performance results over longer periods of time. Many other outcomes may also be speculated to have an association with developmental relationships with mentors.

In addition to outcome variables, there are specific benefits and costs associated with mentoring, for both head coaches and their assistant coaches. For the head coach, these costs and benefits garnered serious consideration as they assembled and led their coaching staffs. Head coaches may possibly be even more sensitive than many other fields in relation to the contribution a protégé would make toward achieving successful on-court performance results. This is an outcome that is more visible, and publicly scrutinized, than many other professions. Therefore, this particular benefit likely plays a greater role in the overall balancing of benefits and costs of mentorship by a head coach. The results of the study did indicate that coaches with larger coaching networks indeed produced higher win percentages (see Table 2). Nonetheless, other benefits may also include satisfaction from helping a protégé, either personal or professionally (e.g. Levinson et al., 1978), vicarious energy attainment (e.g. Levinson et al., 1978), and organizational recognition (e.g. Kram, 1985). Costs may include the time and energy spent to develop the relationship (e.g. Halatin & Knotts, 1982), negative association due to poor performance or behavior of the protégé (e.g. Kram, 1985), or risk of displacement by protégé (e.g. Myers & Humphreys, 1985). Results from the study of the five coaching networks clearly indicated that there is a strong sense of loyalty and reciprocation in collegiate coaching, largely attributable to the intense commitments of time and energy as well as the high importance of references in the hiring process. Mutual mentoring, work ethic, and loyalty all emerged as themes that reflect these benefits for a mentor. As such, these benefits appeared as important elements in the cost-benefit tradeoff.

Benefits to the assistant coach can be numerous as well, though the most important benefit may lie in the function of sponsorship by a mentor. As mentioned in

previous literature, sponsors can help protégés bypass difficult hurdles by providing inside information or short-circuiting cumbersome procedures, as well as providing exposure and access to important professional networks (e.g. Wayne et al., 1999). Moreover, protégés associated with powerful sponsors may also benefit from ‘reflected power’ (Kanter, 1977). Reflected power is a key contributing factor that can influence the promotion of assistant coaches into head coaching positions. Evidence of this abounded throughout the research employed across the five coaching networks in this study. Often new head coaches were selected for their positions because they had been associated with highly successful and/or respected coaches in the profession. It is unclear exactly why head coaches that have large coaching networks have been successful in influencing the promotion of their assistants. These promotions may be related to their abilities in truly developing strong coaches, but could also be a by-product of their own on-court performance results, their breadth/depth of industry connections, their capabilities of influence or persuasion, their personal and/or program brand image, or any combination of these factors. Their power and influence has been developed due to some or all of these factors. Their assistant coaches likely experienced a degree of reflected power as a result, generating greater job mobility. This reflected power may also have produced the aforementioned halo effect of promotional influence.

Moderating factors that may influence the relationship between mentoring functions and outcomes (or benefits/costs) may include types of mentoring relationships, phases of mentoring relationships, and timing of mentoring relationships. In relation to mentoring types, assistant coaches not only develop mentoring relationships with the head coaches they work for, but these relationships are also established with other

assistant coaches with whom they are peers. As seen from interviews, often an assistant coach obtained a new head coaching position and their peers from the previous coaching staff joined them as an assistant coach on their new staff. Additionally, it was evident in many relationships studied that peer relationships continued even when coaches were not on the same staff, particularly within fraternities of coaching networks. Relationships also evolved between conventional mentors and protégés upon the departure of the protégé to a peering position as a head coach, resulting in mutual mentoring opportunities. This supported previous research indicating that types of mentoring relationships may particularly be distinguished by formality of the arrangement, with informal mentoring relationships also occurring among peers, but also providing similar psychosocial and career functions (Kram & Isabella, 1985). Often these types of mentoring relationships serve as a complement to the more conventional mentoring relationships that may be dictated by age or hierarchical levels (Eby, 1997).

Kram (1983) also introduced the influences of mentoring relationships in successive career stages, deriving a conceptual model that included four phases of a relationship. These phases inspired the four refining research sub-questions in this dissertation, and the responses to the interview questions across all five coaching networks supported the nature and sequence of Kram's conceptual model. The first phase of 'initiation' includes the time it takes for the relationship to commence and develop importance for both participants. This was aligned with the process of identifying and selecting assistant coaches as well as the transition process of establishing new coaching relationships. Kram's second phase of 'cultivation' incorporates the time during which the psychosocial and career functions provided are maximized. This corresponded with

the bulk of the time that an assistant coach spent directly in a day-to-day relationship with their head coach and/or coaching staff peers. The 'separation' phase occurs after a physical or emotional separation event, and the coaching analogy to this was the assistant coach accepting a new position in an organization different from the head coach. This took the form of either an alternative assistant coaching position or a promotion to a head coaching position. Finally, the 'redefinition' phase is the period where the relationship adopts much different characteristics along the lines of friendship and peer mentoring (Kram, 1983), as noted above. This was similar to the support and mentoring structure that often continued to exist after an assistant coach departed. It was common for coaches to continue to maintain ties with prior coaching relationships in order to continue receiving a combination of career and psychosocial assistance into the future.

Finally, the timing of relationships may have an influence on the actions, attitudes, and subsequent outcomes of protégés. Scholars have noted that the first mentor is often particularly important (e.g. Higgins, 2000), providing an influence before a protégé develops broader networks of mentors. Mott et al. (2007) found strong relationships between the coaching network size of a protégé's first head coaching mentor and subsequent promotional outcomes of the protégé. This complemented results of this study, where 80% of first generation protégés in the five selected coaching networks began their Division I coaching careers with their respective patriarch (see Table 14). Moreover, relationships that last for longer periods of time allow for trust and mutual understanding to develop between the mentor and protégé (Waters, 2004). It also allows for more time to develop connections with those within the protégé network of the mentor. Mott et al. (2007) also found strong relationships between the coaching network

size of a protégé's longest head coaching mentor relationship and subsequent promotional outcomes of the protégé. This was also exhibited in the current study where over 60% of the total assistant coaching years of first generation protégés were spent either with their patriarch or another head coach who was also a protégé of the same patriarch (see Table 14). This evidence supported prior research that found longer mentor-protégé relationships to be stronger, increasing the likelihood that protégés would develop ties to mentors' strong-tie network contacts (Ibarra, 1993). Therefore, there was a greater likelihood that the assistant coaches benefited from direct access to those head coaches.

Social Networking

Results of this study showed compelling evidence that the coaching networks of head coaches were a meaningful indicator of their access to important professional networks and their experience sponsoring past protégés. This provided support for the notion that head coaches with large networks of former protégés who have subsequently advanced in their careers may be considered effective sponsors of those protégés. Interviews with first and second generation coaches clearly produced a perspective that accessibility to the social capital inherent in professional networks such as these was very important for aspiring future head coaches both early and throughout their career. The social capital of an individual has been assessed as the wealth, status, power and social ties of those persons who are directly or indirectly linked to that individual (Lin et al., 1981). The effect of the social capital on outcomes is moderated by the individual's ability to access these social resources. In essence, better access equates to better outcomes.

Networkers and Connectors

A prevalent theme that surfaced during the interview and research process related to the concept of the power of networks. As seen in the study of the five coaching networks, those coaches that were proficient at professional and personal ‘networking’ built paths to success in a variety of ways. Basic networking competency involves the ability to extend relationships beyond the current active relationships an individual possesses, reaching other individuals that may possibly be able to provide further value to an individual’s career or personal life (Burt, 1992). The even more effective networkers are those that identify ‘connectors’ (Gladwell, 2000) and establish relationships with those highly influential individuals as well, recognizing these connectors’ ability to extend their visibility to other individuals that may otherwise be unreachable. Therefore, those strongest at developing powerful social networks not only network individually in a dyadic manner, but are especially fluent at connecting themselves with clusters of success, thereby exponentially growing and perpetuating their social capital in the marketplace.

According to Malcolm Gladwell (2000), ‘connectors’ seem to know everyone: “Connectors are important for more than simply the number of people they know. The importance is also a function of the kinds of people they know” (p. 46). Gladwell strongly endorses Granovetter’s (1973) theory of the strength of weak ties, and suggests that connectors are extraordinarily powerful because we “rely on them to give us access to opportunities and worlds to which we don’t belong” (p. 54). This was evidenced by the research in this study as exhibited in the following section of the chapter. While great networkers find connectors, great connectors not only network, but connect with other

connectors, often through clusters of success, perpetuating their social capital exponentially. This was clearly the case in the ‘spheres of influence’ that exist in collegiate basketball coaching networks.

Spheres of Influence

Network size (Brass & Burkhardt, 1992; Burkhardt & Brass, 1990) and group membership (Blau & Alba, 1982; Ibarra, 1992) have been associated with multiple outcomes. Individuals to some degree “inherit” networks by virtue of their formal organizational positions, which have the potential to directly and indirectly affect careers (Podolny & Baron, 1997). This was clearly the case for coaches within the five selected coaching networks. Commentary was frequently forthcoming related to the ‘family’ of coaches within a coaching network, the relationships and bonds that were formed *due to* the coaching network they are a part of, and the career support and mobility these networks have provided. These networks were sometimes very specific to a small group of coaches, but more commonly were of the ilk of very dense networks with ‘weak ties’ as introduced by Granovetter (1973), accompanied by ‘structural holes’ as introduced by Burt (1992). According to Granovetter (1973), the value of weak ties is in the access they provide to new sources of information and more visibility to a wider range of social supporters. This value is realized through the ability to bridge groups more broadly and increase a network’s reach. Accordingly, the more weak ties people have in their networks, the more valuable those networks are as sources of information as well as access to social resources (Burt, 1992; Podolny & Baron, 1997). The “strength of weak ties” theory describes the ability of coaches to tap into extended networks of weak ties via their mentors’ networks. This not only has helped their careers, but also suggested

that coaches with multiple mentors whom have little or no direct relational connection have actually served them better in their aspirations to advance in their coaching careers. This is a direct application of the strength of weak ties to the coaching networks. It may also be argued that a coach with multiple mentors with strong ties may produce a stronger and more cohesive set of coaching network loyalties that ultimately provide greater opportunities for advancement over time, though this was less often the case in the research of the five selected coaching networks. Similar to Burt's (1992) perspective, the relationship of social networks in college basketball coaching to influence and power was also related to coaches' upward career mobility and success. Burt (1992) suggested that an individual's network size and strength of their ties are not as important as the diversity of their contacts, highlighting that the critical structure is having a network rich in structural holes. Having large, sparse informal network with many structural holes enhances career mobility (Podolny & Baron, 1997). Seibert et al. (2001) found that weak ties and structural holes in a career advice network is positively related to social resources, which in turn were related to salary, promotions over careers and career satisfaction.

Better access could theoretically be reflected as strong ties *within* coaching networks, and weak ties *across* coaching networks. This is further enhanced in Table 13 with the presence of a good number of coaches that have ties across more than one of these five studied coaching networks, and is discussed in more depth in the key findings of the study later in this chapter. A coach from the Heathcote coaching network that was interviewed, Jim Brandenburg, was extremely articulate in expounding upon the

existence and value of ‘Spheres of Influence’ in relation to hiring coaches, getting jobs and developing greater influence in the industry.

In relation to hiring coaches:

If one coach, you know, knows that the other guy had coached in that same, more or less, family of coaches or sphere of influence or style of basketball, they know that they’re pretty safe with this guy on their staff (Jim Brandenburg, assistant coach and former head coach at several universities; personal interview).

In relation to job mobility:

I think that when you’re mentoring young coaches to get jobs and so forth you take a look at how many spheres of influence there are in college basketball. It used to be that ... there used to be a big Knight sphere of influence that included Krzyzewski. And then Jud Heathcote had a sphere of influence and, you know, the Dean Smith sphere of influence and so now I think it has shifted around ... but going way back with Bobby Knight ... he went to Bo Schembechler at Michigan and Woody Hayes right there at Ohio State ...at a very young age went in and started picking their brains and started to find out who they’re mentors were and what they’re philosophy was and who were their friends and contacts within coaching (Jim Brandenburg, assistant coach for Jud Heathcote and former head coach at several universities; personal interview).

Tom Brennan, a coach in Chuck Daly’s coaching network, espoused a similar viewpoint:

Coaching is all about breeding ... all about breeding. That’s ... those are the guys ... from back in the day when only Bear Bryant’s guys only got the job, Dean Smith’s guys get the job, and Bobby Knight’s guys get the job, that’s the stage (Tom Brennan, second generation assistant coach in Chuck Daly’s coaching network; personal interview).

On developing greater influence in the industry:

As a very young coach, Bobby Knight ... he’d go down to Frank Broyles in the summer, he’d go back to Frank Broyles at Arkansas, and play golf with him, then come down to Austin, Texas, here and play with Darrell Royal. So he started to network all of the football power guys at a very young age. And so as he got older the first time that ...you know, Texas wanted to make a change from Abe Lemons ... boom, he makes one call to Darrell Royal, and one of his assistants gets the Texas job. And so he’s always had that ability. Dean Smith has always carried a big stick, and has been able to do that. Jud has been able to do that to a great extent himself

(Jim Brandenburg, assistant coach for Jud Heathcote and former head coach at several universities; personal interview).

... I think that the real smart young people that want to go into college basketball are going to network with the people that have these spheres of influence. You know, whether it's a Pitino on the east coast or Louisville or ... other than ... Roy Williams right now is really starting to flex his muscles as one of the real future spheres of influence. Billy Donovan obviously is ... Tim Floyd ... that's another ... he's probably the best sphere of influence on the west coast right now. I think Ben Howland soon will be. But, you know, Tim Floyd was with Don Haskins at UTEP for a lot of years. That was in the old Western Athletic Conference. He knows how to get players and he's a tremendous basketball coach. And Howland, he played for Weber State when Jud and I were at Montana together in the same league – the old Big Sky. Ben Howland is really solid. But Howland and Tim Floyd ... they know how to put a basketball team together like Jud (Jim Brandenburg, assistant coach for Jud Heathcote and former head coach at several universities; personal interview).

Brandenburg talked about the geographical nature of these spheres of influence, in the past and currently. Dean Smith developed a strong sphere of influence in the Southeast that has been continued by Roy Williams. Rick Pitino has a strong influence in both the Midwest, but also along the eastern corridor from his days coaching in both college, at Providence College, and the NBA with the New York Knicks and Boston Celtics. Tim Floyd and Ben Howland are currently developing the strong spheres of influence on the west coast. Finally, Tom Izzo has perpetuated the sphere of influence created by Jud Heathcote, predominantly in the Midwest, but there is also a western influence as well, developed when Heathcote coached at Montana and then passed the reigns to Jim Brandenburg, who subsequently developed Mike Montgomery, an iconic coach at Stanford University and now at the University of California at Berkeley.

These geographical spheres of influence had regional roots well back in the 1940's and extended into the modern coaching era in the 1980's and 1990's. These historical spheres, perhaps not so coincidentally, link directly to the five coaching

networks studied heretofore and are centered in New England (particularly Worcester, Massachusetts) and Philadelphia.

Worcester Connection

I thought the game originated out of Worcester because of the Holy Cross team of 1947. Boston was another world, and New York was another planet ... there is a thing in Worcester ... a thing that I always felt I couldn't let anybody down there ... for the people that have gone before me ... uh ... and the people who will be after ... Worcester is the second largest city in New England, so we ... that's all we knew. We knew W-KAG and the Worcester Telegram and Gazette ... Andy Laska was my mentor and he was the head counselor of one division at my camp, the sports camp. And then Buster Sheary is the head counselor at another. And Bob Cohen, who had been the head counselor of one division before he got out of coaching. And he was the captain of Holy Cross when they won the NCAA championship. You know ... so you work together ... and Joe Mullaney would come up to the camp and speak ... and Bob Cousy had a camp and the guys would go there, but Buster and Andy I worked with a long time, and Buster then was the director of athletics at the Worcester Public Schools. He had been my gym teacher in the third grade. This guy won 160 games and lost about 30, and ... (Dee Rowe, personal interview).

[The New England connection] was the ripples of the effect of Doggie Julian or Buster Sheary and Joe Mullaney. The Celtics were ... as big as they were ... but they had two Holy Cross guys – Cooz [Bob Cousy] and Tommy [Heinsohn] ... So you see the bonds (Dee Rowe, personal interview).

I had a bad battle with cancer ... we'd go in the gym and it would be my safe house. It was like a security blanket for me. It's a crazy thing to say, but it's just like a security blanket. Its maybe one of the biggest kicks I ever had in my life – they asked me to speak at the Holy Cross dinner when they had their 50th anniversary for that 1947 championship. I grew up idolizing these players and fifty years later I am speaking at their anniversary. They started as my heroes, became my mentors, and now are close friends. But the guys in Worcester have remained in Worcester all their life (Dee Rowe, personal interview).

I have a great relationship with Dave Gavitt, who is a real close friend of Dee's and Andy's. Joe Mullaney, who has since passed away, who was the coach at Providence College ... There was a very close group of people that were united in such a way, through coaching and relationships, that existed far beyond Dee's lineage of coaching ... the Joe Mullaney's and the Bobby Klein's and the Dee Rowe's and the Andy Laska's and the

Bob Cousy's and Joe Mullaney ... it was on and on and on. It was a whole New England clique of guys. And I got into that clique through them (Fred Barakat, assistant coach for Dee Rowe and former head coach at Fairfield University; personal interview).

Philadelphia Connection

New York City at one time was the mecca of basketball, but then they had some scandals, and the heartbeat of college basketball moved to Philly (Jim Haney, assistant coach to Dick Harter and former head coach at Oregon University; personal interview).

Penn ended up in the top 10, eventually won five straight Ivy League titles, five straight Big 5 titles, which is Villanova, LaSalle, St. Joe, Temple, and Penn. But I leave to go to Fordham and take a team that's 10-15 and turned the team around and we go 26-3 with the same team a year later. And then at the age of 29 I ended up at Notre Dame. So, my career was different because of Philly and coaching against Jimmy Lynam, who was at St. Joe, Paul Westhead at St. Joe, so we really grew on the job. It not only helped out with the varsity, we'd sit on the bench with the varsity games, but we also coached freshmen teams. So, that really gave us the background and the experience (Digger Phelps, assistant coach to Dick Harter and former head coach at multiple universities; personal interview).

Philadelphia to me was probably the hot-bed of college coaches if you go back and look at the history of all of the guys from Philadelphia that were there, and their careers ... you know, Jack Ramsay at St. Joe's, Jack McKinney, Paul Westhead, all St. Joe's guys coaching. You know, Rollie Massimino was an assistant at Penn under Chuck and ends up at Villanova. You know, the history of Big 5 coaches ... it was really like going to graduate school in coaching when we were all coaching the freshmen teams back then, but even after that time it just had a history of pushing out coaches into the college ranks (Digger Phelps, assistant coach to Dick Harter and former head coach at multiple universities; personal interview).

Philly had a phenomenal influence strategically in how the game was played and how you measured successes – you were always going up against the best minds ... The PA coaches had a passion for the game – everyone was mentoring everyone; they were all mentoring somebody in some way (Dick Stewart, assistant coach for Dee Rowe and Dick Harter, and former head coach at Fordham University; personal interview).

While each independent geographical sphere of influence was supportive of the mentoring and social networking findings in this study, more impressive is that these spheres interconnected between themselves as well.

A Bridge between New England and Philadelphia

The most interesting finding of this research with regard to spheres of influence was the incredible amount of intersection and overlap across the five coaching networks and between New England and Philadelphia. These five networks were selected through a rigorous process (outlined in Appendix B), and identified completely independently of one another. Given the fact that a large element of the selection process clearly focused on those coaches that were extremely proficient at growing coaching networks, it was not surprising that the five most proficient networks in this regard had a tremendous number of relationships between themselves as well. The following paragraphs provide examples of the connections between the five coaching networks as well as along the Philadelphia-New England corridor.

Digger Phelps was a first generation coach of Dick Harter, having coached for Harter at the University of Pennsylvania (Penn) between the 1966 and 1969 seasons. He became the head coach at Fordham University before the 1970 season. When Phelps was one year removed from the top assistant coaching position at Penn, Coach Harter moved on to be the head coach at the University of Oregon. Subsequently, Coach Phelps turned down a head coaching job offer to return to Penn because he was accepting the equivalent job at Notre Dame, his lifelong dream. The Penn job was then offered to Chuck Daly, who was the head coach at Boston College at the time, replacing Dick Harter.

The Penn athletic director who hired Chuck Daly was Fred Shabel, who was previously an assistant coach at Duke University at the same time as Coach Daly. Subsequent to his coaching career at Duke, Shabel became the athletic director at the University of Connecticut (UConn). He offered the head coaching job at UConn to Coach Daly in 1969. Daly did not accept this position as he alternatively opted to become the head coach at Boston College in the same year. The head coaching job at Boston College was vacated by Bob Cousy after the 1968 season and was initially offered to Dee Rowe (Bob Staak, personal interview). However, Coach Rowe declined the offer and continued in his role as head coach and athletic director at the Worcester Academy, a preparatory school in New England. When Coach Rowe declined the offer, it was extended to Coach Daly, who accepted the offer to coach at Boston College. When Daly declined the offer by UConn to instead coach at Boston College, the UConn position was offered to, and accepted by, Dee Rowe. In a parallel set of events, Jim O'Brien played for Chuck Daly at Boston College for the 1969 and 1970 seasons, and after a lengthy professional basketball career, entered the collegiate coaching ranks as an assistant coach at UConn. He was hired by Dom Perno, a protégé of Dee Rowe (see connection outlined below), from a strong recommendation by Coach Rowe, who had developed a relationship with O'Brien during O'Brien's high school playing days.

When Digger Phelps left his assistant coaching position at Penn to take the head coaching job at Fordham University, he recommended Dick Stewart as his replacement to work for Dick Harter. Dick Stewart was working for Dee Rowe at UConn at the time. Phelps knew Stewart from when they both worked at summer camps that were run by Bill Foster and Harry Litwack. Bill Foster was Dick Stewart's coach at Rutgers between

1965 and 1968. Jim Valvano was Stewart's teammate at the Rutgers the first couple of years and then was Foster's assistant coach thereafter. When Dick Stewart accepted the position as assistant coach at Penn to work for Dick Harter, he introduced Jim Valvano to Dee Rowe, who subsequently hired Valvano as Stewart's replacement as the assistant coach at UConn. When Valvano departed UConn two years later to become the head coach at Bucknell, he recommended that Coach Rowe replace him with Dom Perno, a friend of Valvano's that coached high school basketball in Connecticut.

When Coach Harter left Penn in 1971 to become the head coach at the University of Oregon, opening the door for Daly at Penn, he took Dick Stewart with him as an assistant coach. Chuck Daly replaced Dick Harter as the coach at Penn and attempted to retain Stewart at Penn unsuccessfully. Daly then hired Bob Staak as assistant coach the following year. Staak had played for Coach Rowe in the 1969 and 1970 seasons, and then worked for him during the 1972 and 1973 seasons. Coincidentally, in his brief professional career in the American Basketball Association (ABA) playing for the Pittsburgh Condors, Staak was a teammate and traveling roommate with Jim O'Brien. Bob Zuffelato, Coach Daly's replacement at Boston College, had also previously worked for Bill Dietrick at Central Connecticut State University (CCSU) in 1968 as an assistant coach. A player on that team and current head coach at CCSU, Howie Dickenman, was later an assistant coach at UConn under Dom Perno. Most recently, Glenn Miller, the current head coach at Penn, played at UConn for one year for Dom Perno and later coached there as an assistant for Jim Calhoun.

Dick Stewart later accepted the head coaching position at Fordham University, where Digger Phelps had coached several years before. The common connection that

Phelps and Stewart had at Fordham was Pete Carlesimo, the athletic director. It is unknown what role Coach Phelps played, if any, in the hiring of Stewart at Fordham. An interesting side note, however, is that Digger Phelps' roommate in college at Rider College was Nick Valvano, Jim's brother. This provides yet another indirect connection between Digger Phelps and Dick Stewart, who had a relationship with Jim Valvano at Rutgers and later recommended him to Dee Rowe. Bob Staak later worked in the NBA for P.J. Carlesimo with the Golden State Warriors. P.J. Carlesimo is the son of Pete Carlesimo, the athletic director at Fordham that hired Digger Phelps and Dick Stewart. Moreover, Bob Staak also worked as an assistant coach in the NBA with the Washington Wizards, working for head coach Jim Lynam. Lynam, another coach with significant Philadelphia roots, had earlier been the head coach at Fairfield University, preceding Fred Barakat, who is in Dee Rowe's first generation coaching network.

Fran McCaffery, an assistant coach at Notre Dame under Digger Phelps between the 1988 and 1990 seasons, was previously an assistant coach at Penn as well, working for Craig Littlepage, though he had no relationship with Coach Phelps until his Notre Dame stint. He left Notre Dame in 1999 to accept the head coaching position at the University of North Carolina at Greensboro, and Dick Stewart served as his assistant coach for the first couple of years there before moving on to an administrative position at the university. Craig Littlepage was a player for Dick Harter for one year at Penn and then for two more years under Chuck Daly. His first assistant coaching job after college was for Rollie Massimino at Villanova. Massimino was a first generation coach for Chuck Daly at Penn for two years prior to taking the head coaching position at Villanova. After spending two years with Massimino, Craig Littlepage moved to Yale for one year

as an assistant coach, working for Ray Carazo. Coach Carazo was previously an assistant coach at Penn for two years under Dick Harter and four more years under Chuck Daly. Daly later became an assistant coach in the National Basketball Association (NBA) with the Philadelphia 76ers, and subsequently moved on to head coaching positions with the Cleveland Cavaliers and Detroit Pistons. Much later, as head coach of the Detroit Pistons, Coach Daly hired Dick Harter as his only assistant coach.

As stated earlier, great networkers find connectors and great connectors connect with other connectors, often through clusters of success, perpetuating their social capital exponentially.

Conceptual Model of Leader and Leadership Development

Given the statistical and ethnographic results of this study and the unique extension they contributed to both the mentoring and social networking research, the importance of integrating their roles in leader and leadership development become extremely compelling. As such, a conceptual model of leader and leadership development was designed to conceptualize the roles of mentoring and social networking, and their respective interaction, in a balanced developmental process focused on human capital, social capital, and situational context. The conceptual model of leader and leadership development is the researcher's framework which was developed to reflect the results from the data analyses in this study. In the discussion of this model in this chapter the researcher exhibits how the data and the results support its conceptual design. This section first reviews the leader/leadership context and its primary contribution to the conceptual model. Next, the specific design of the leader and leadership development

model is outlined, followed by an evaluation of key findings from the study that contributed to the design.

Leader and Leadership Development Context

As previously seen in the results of this study, lineal replication and development has been related to a balanced developmental process focused on human capital, social capital, and situational context, wrapped in the umbrella of self-awareness. Human capital is the individual-based knowledge, skills and abilities that are associated with leadership roles (Day, 2001). It is essentially ‘what you know.’ As previously noted, most leadership research has been focused on attributes and knowledge, or human capital. Very little research has been conducted on social capital in leadership, though it has become a growing phenomenon in the social networking literature. Social capital is the knowledge, skills, and abilities associated with building the network relationships that enhance the interactions and dynamics involved in creating organizational value (Day, 2001). It is associated with ‘who you know’, but can also be an influencer on ‘how you do things.’ Moreover, ‘how you do things’ can clearly be situation specific. As such, the situational context is certainly a determinant of ‘how you do things’ as well. Mentoring is a set of functions that can positively contribute to both forms of development, and social networking influences the access to knowledge, relationships, and behavioral role modeling necessary to enhance both forms of development. Nonetheless, each of these elements can only be effective in enabling developmental progress if an individual knows ‘who they are.’ An understanding of self is clearly important to the process.

Sense of self and personality develops within a social nexus of relationships, at the center of which is a core group from which the individual learns new behaviors and

gains a positive sense of self (Ziller, 1963). Kram & Isabella (1985) note the importance of relationships in enabling individual development and growth through successive life and career stages, further emphasizing the perspective of Levinson et al. (1978) in relation to life structure: individuals selectively use and are used by their worlds through evolving relationships. While relationships help to structure life and build a great sense of self, Bandura (1977) adds that direct and observational learning may be used to acquire behavioral patterns and strengthen expectations regarding the ability to perform tasks successfully. This perspective on self-efficacy is certainly critical to the development of self-confidence and ego, and further emphasizes the importance of mentoring in its role of providing the opportunities for both direct and observational learning in the overall development of one's self.

In establishing both strong leaders and high quality leadership within the framework of a positive sense of self, it is important to teach the following concept: who you know, what you know, and how you do things are all critical elements to success. The focus and development of each element of this concept for each individual is important in developing leaders of the future. However, it is how all three of these questions interact with each other that truly create leadership possibilities for individual leaders. For instance, who you know may dictate what you know. Who you know may also dictate how you do things. But, what you know could also direct how you do things. It can also be applied the other way around - what you know may dictate who you know. What you know may also guide you in how you do things. Moreover, how you do things may lead to who you know.

If you are an expert in a field, if you have access to information that is unique, or if you have developed analytical processes that contribute to deeper understandings, you certainly are of value in the marketplace. However, if you aren't connected to relevant people that value your knowledge, or if you don't have the necessary interactive and/or persuasive skills to socialize your knowledge, that path is certainly limited. On the other hand, without a valuable database of knowledge or process of accumulating knowledge, it really doesn't matter in the long term who you know. Knowledge and/or knowledge accumulation processes are important to possess. While it is important who you know, what you know is clearly important to your future as well. Nevertheless, who you know is important to your "connectedness." It is clearly enhanced by the variety of people you associate with and who they know, what they know, and how they operate. Finally, how you manage yourself, behaviorally and attitudinally, is a critical differentiating element on the road to success. Your knowledge and expertise may be significant (what you know), and there may be influence and visibility within the social and professional networks you associate (who you know), but you must also have developed a dynamic leadership style and approach. Mentors are significant role models in teaching "how you do it." It is important to follow those mentors that do it well and subsequently role model the same to those who learn from you.

Therefore, the future leaders of our society must develop knowledge (what they know), relationships (who they know), and necessary skills and abilities (what they know and how they do things) to effectively lead. The only way this development occurs is through mentoring relationships, networking acumen, role modeling behavior and experiential learning opportunities. The practice of mentoring contributes to the

development of both human capital (leader development) and social capital (leadership development). Mentoring is a set of functions that can positively contribute to human capital associated with both psychosocial development and career development, but is also certainly an influential element in teaching the importance of social networks for all facets of career growth and development. Social networking influences the access to knowledge, relationships, and experiential learning opportunities. Social networks provide visibility to important role models, and behavioral and attitudinal role modeling is necessary to enhance the development of leaders and leadership. Therefore, the relationship between social networking and mentoring, and the influence they have, both independently and interactively, on the growth of leaders and the development of leadership, is important to understand and highly warranted to study.

Leader and Leadership Development Model Design

The conceptual diagram in Figure 9 highlights several influential relationships. First, there are independent relationships that both mentoring and social networking have with facets of human capital, social capital, situational adaptation, and self awareness. Second, there is an interaction that takes place between mentoring and social networking that subsequently has a combined effect on these same facets of development. The leader and leadership development that is produced through these relationships subsequently have a direct effect on outcomes, such as performance, job mobility, job and career satisfaction, and many others that have already been highlighted in this paper.

Relating back to the discussion in the Introduction to this paper, there are varying degrees of differentiating factors for a head coach that can alter the value of their “offer in the market”, which subsequently results in a potential range of performance outcomes.

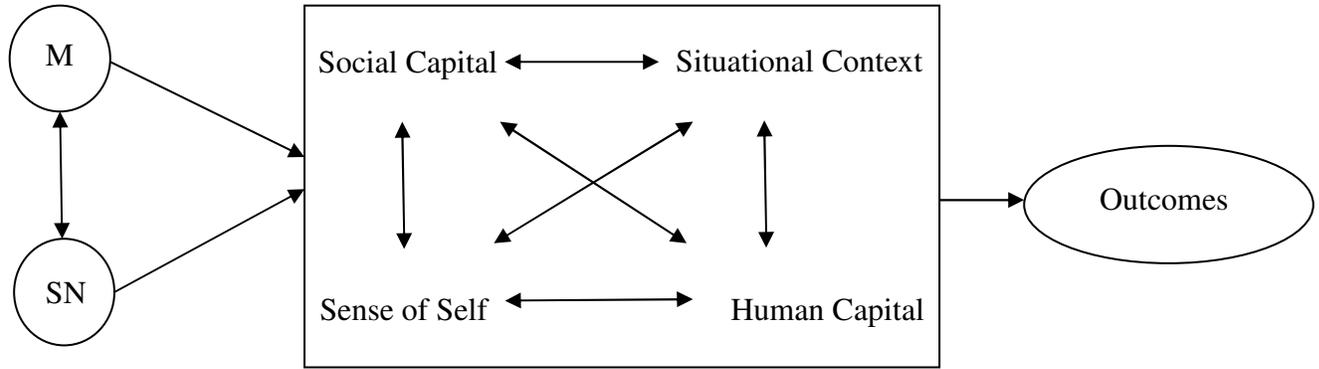


Figure 9: Conceptual Model of Leader and Leadership Development

It is essential for a head coach to maximize these differentiating factors to the maximum extent possible as it may directly impact their career tenure as a head coach. In the five coaching networks studied, there were a variety of developmental approaches, but all included processes specific to the development of the human capital, social capital, situational adaptation, and self-efficacy of their coaching staffs. For the purposes of this study, a more intensive focus was placed on the evaluation of human and social capital. While the researcher felt that situational adaptation and self-efficacy were very important to the foundation of the conceptual model, neither was analyzed in significant detail in the research for this study due to concerns of project scope. Nonetheless, elements of the mentoring relationships and developmental processes in the five coaching networks contributed to all four factors of leader and leadership development, as did elements of the social networking diffusion within each coaching network and across the college basketball landscape. Moreover, their mentoring relationships and processes certainly enabled greater social networking for both mentors and protégés alike, and the process of social networking undoubtedly established new mentoring relationships as well. Outcomes such as performance, job mobility, satisfaction, and many others were

influenced by an integrated model of both mentoring and social networking, within and across the five coaching networks studied in this dissertation. This provided a clear indication that coaching networks played an important role in establishing the ability of head coaches to maximize these differentiating factors, and therefore produce performance outcomes that enabled job stability. More importantly, the ability to maximize differentiating factors, along with the resulting performance outcomes and job stability, provided greater opportunity in the future to pass this development forward to future generations of protégés (see Figures 1-3), fulfilling the obligation that was either explicitly or implicitly outlined by the five patriarchs in this study.

As evidenced by the theoretical foundations associated with the relationships and processes of mentoring, along with that of social networking theory, mentors enable the creation of capabilities (what you know), networked relationships (who you know), leadership style (how you do things), and sense of self (who you are) to generate performance excellence and career satisfaction, both for the mentor and the protégé alike. This can similarly be equated to the development of human capital (what you know), social capital (who you know and how you do things), and situational adaptation (how you do things) that accompany both leader and leadership development, as outlined by Day (2001). This bridge between both theoretical bases is depicted in Table 15, and becomes a core element of the conceptual model depicted in Figure 9.

Table 15: Mentoring and Social Networking Influence on Leader/Leadership Development

	Mentoring	Social Networking
Human Capital	X	X
Social Capital	X	X
Situational Context	X	X
Sense of Self	X	X

The subsequent sections of this chapter first show several key findings of this research, commencing with thematic classifications both within and across coaching networks and their representative association with human capital, social capital, and situational context in the development of leaders and leadership. The evaluation of these thematic classifications then segues into a broader discussion of leader and leadership development. As shown in the conceptual model in Figure 9, leader and leadership development is defined by factors of human capital, social capital, situational context, and sense of self. As such, key findings related to both mentoring and social networking are discussed, specifically in relation to their relationship with each other, but also with regard to their independent and interactive contribution to these core elements of leader and leadership development.

Key Findings

Several key findings emanated from the research process and a review of the results. First, the primary thematic classifications *within* each of the five coaching networks that resulted from the data analyses can ultimately be recognized within two broader classification groups: program culture and leadership development philosophy. They can further be categorized within the frameworks of human capital, social capital and situational context as previously discussed. Second, the most prominent thematic classifications that resulted *across* the five coaching networks throughout the data analyses, developed primarily through the interview protocol inspired by Kram's (1983) mentoring phases, can also be segmented into the leader and leadership development elements of human capital, social capital, and situational context as previously discussed. These emergent themes are specifically related to the cycle of mentoring. A summary of

the thematic classifications that broadly resulted from the data analyses both within coaching networks and across coaching networks is provided below (an overview of the thematic classifications is provided in Tables 16 – 18 below).

Thematic Classifications within Coaching Networks

As displayed in Table 16, all of the primary thematic classifications within each of the five patriarchal networks that were outlined in the results can be grouped into two higher level themes in a common classification. These two classification groupings are program culture and leadership development philosophy.

Program Culture

Multiple generations of coaches within the five coaching networks researched in this study consistently established a set of values and norms, belief systems, and methods and processes as part of their leadership approach. It was typically a foundation by which their basketball program sustained itself year after year, enabling it to be managed successfully throughout waves of change. In essence, they created a program culture, often similar to a ‘cult of personality’, that had immediate impacts, but lasted forever.

I think that he brings people together consciously and sub-consciously or something ... there’s a guy named Jimmy Oxley, who played for Coach Knight at West Point. Jimmy Oxley is now a doctor out here near West Point actually. When I was getting recruited by Indiana, Jimmy Oxley sent me a letter. So he played at West Point and he’s ... who knows where he was, I don’t know where the letter came from. But I got two letters. I got one from [inaudible] and I got one from Jimmy Oxley. So obviously Coach told those guys, “Hey, here’s a kid we’re recruiting. Write him a letter.” So, anyway, about eight years later I am a graduate and I am on the staff, and I had to go out and scout in Philadelphia ... I don’t know who I’m scouting, but I’m scouting somebody, and Coach knows ... he sent me out there, so he calls Jimmy Oxley, who is in medical school somewhere in Philadelphia. So Jimmy picks me up, I stay with Jimmy, Jimmy’s wife cooks for me ... I’ve never met Jimmy Oxley in my life. But my point being this ... the second we got together, because of Coach Knight, I don’t know if it’s the respect or the family or whatever it is, I felt like we knew

each other for thirty years. That's what happens with Coach Knight. If someone is associated with Coach Knight and has gone through it, there is an instant ...like, there is a bond. That's what I feel, at least (Jim Crews, assistant coach to Bobby Knight; personal interview).

As noted by Mike Krzyzewski, a first generation coach of Bobby Knight:

“Developing a culture means having a tradition that maintains the standards you want to define your program ... Culture can only exist through the relationships among the people who make up your group ... A successful development of culture means that you hear different voices echoing the same message throughout the organization – now, through the history of your program, and into its future” (Krzyzewski, 2006, p. 48).

Each subsequent generation of coaches within a coaching network did not necessarily mimic all of the specific elements of the programmatic approach implemented by their mentor, but they almost always ensured that they had a bedrock foundation in place for which to build upon. They were taught by their mentors to develop their own culture in their own program, subsequently placing the responsibility on the participants in the program to pass on the values, standards, and traditions to the next generation of participants within the same program. For example, Bobby Knight built a culture of success based on the importance of values and tradition, emphasized by the priority of being successful the right way. This was all enveloped within the perspective that all teaching done within his program was for the betterment of the players and staff so that they would become successful and productive people in life, not just basketball. This was subsequently incorporated by Mike Krzyzewski as he developed the Duke University basketball program culture: “It is not all about winning games, but, rather, how we can use the success that we achieve on the court to contribute to the greater good” (Krzyzewski, p. 88). Jud Heathcote emphasized a culture that placed the

Table 16: Thematic Classifications within Coaching Networks

	Thematic Classifications	Grouped Classifications
Bobby Knight	Preparing for Success	Leadership Development Philosophy
	Being Successful the Right Way	Program Culture
	Placing Importance on Values and Tradition	Program Culture
Jud Heathcote	Program First	Program Culture
	Leadership Taught Through Role Modeling	Leadership Development Philosophy
	Know Yourself, Though Learn from Your Mentors	Leadership Development Philosophy
Dee Rowe	An Overall Caring for People	Program Culture
	A Desire to Develop the Whole Person	Leadership Development Philosophy
	Family First Belief	Program Culture
	Being a Professional	Leadership Development Philosophy & Program Culture
Chuck Daly	High Quality Process of Developing a Program	Leadership Development Philosophy & Program Culture
	Maintaining a Program Through Discipline, Organization, and Structure	Leadership Development Philosophy & Program Culture
Dick Harter	High Quality Process of Developing a Program	Leadership Development Philosophy & Program Culture
	Maintaining a Program Through Discipline, Organization, and Structure	Leadership Development Philosophy & Program Culture
Other Significant Themes	It is All about People and How They are Treated	Program Culture
	Importance of Developing a Coaching Philosophy	Leadership Development Philosophy

program above all else. As noted by Kelvin Sampson: “Nobody was bigger than the program” (personal interview). Dee Rowe created a culture of care for people, focusing on a family first orientation wrapped in an expectation of professionalism. As exhibited in the results, this was clearly echoed by his protégés, each of which learned lessons to live by and attempted to manifest within their own cultures. Chuck Daly and Dick Harter established cultures of discipline, organization, and structure throughout their tenures as head coaches, which was noticeably adopted by several of their protégés within their own programs. Nonetheless, while most protégés adopted and implemented some similar components of their mentor’s culture, each patriarch recognized and endorsed the idea that their protégés should also develop their own culture and philosophies within their own basketball programs.

Leadership Development Philosophy

Multiple generations of coaches within the five coaching networks researched for this study also consistently exhibited an explicit approach to the development of leaders and leadership among their assistant coaching ranks. The general philosophy was that the simple establishment of a philosophy by itself has a far greater impact than not having one at all. Bobby Knight was adamant about preparation being paramount to success. This was a core element of his approach in preparing his assistant coaches to be leaders. Jud Heathcote taught leadership through role modeling, both on and off the basketball court. Further, he felt it was critical for coaches to know and understand themselves and to develop their own coaching philosophies, though he acknowledged this was partially through learning from mentors. Coach Knight also was an expert at learning from mentors and masters, and he role modeled this approach for his assistant coaches as well.

Dee Rowe's leadership development approach had a distinct focus on development of the whole person both in basketball and life, also taught through role modeling. Often this role modeling was simply packaged in the perspective that a coach should always be a professional in everything they do, both on and off the basketball court. Coaches Daly and Harter taught philosophies of leadership through the exhibition of professionalism, though directed their professional approach toward the development and maintenance of the basketball program through discipline, organization and structure.

In a nutshell, the overarching perspective of the patriarchs of these five coaching networks, largely adopted in the philosophies of their protégés, was that great coaches are 'designers' of the future and 'students' of the past. They learn from the masters, not only in basketball but other leaders in their own social environments, and they learn from their mentors. They study what has been successful in the past, and tailor that learning to their own specific situational contexts. They are students of history. However, they are also the pioneers of the future. Coaches within these coaching networks showed an innate ability to adopt successful practices and philosophies from their mentors as an integrative component to the establishment of their own program cultures, coaching philosophies, and leadership development approaches. Often the foundation looked similar, as noted above in the similar program culture perspectives of Bobby Knight and Mike Krzyzewski, but an overall approach to how this culture was maintained differed, as evidenced by the contrasting approaches of both coaches.

Thematic Classifications by Group

When collapsing the themes identified within each of the five coaching networks into the two broader grouped classifications, a stronger understanding of their association

with human capital, social capital and situational context was gleaned. This is evidenced in Table 17, and was integrated into a discussion of leader and leadership development later in this section, consistent with the conceptual model in Figure 9.

Table 17: Thematic Classifications by Group

Thematic Classifications by Group	Human Capital	Social Capital	Situational Context
<u>Program Culture</u>			
Being Successful the Right Way	X		X
Placing Importance on Values and Tradition	X		
Program First	X		
Overall Caring for People		X	
Family First Belief		X	
Be a Professional	X		
Program Maintenance through Discipline, Organization, and Structure	X		
It's All about People and How they are Treated		X	
<u>Leadership Development Philosophy</u>			
Preparing for Success	X		X
Leadership Taught through Role Modeling	X		X
Know Yourself, Though Learn from Mentors (& Masters)	X	X	
Develop the Whole Person	X		
Be a Professional	X		
High Quality Process of Developing a Program	X		
Program Maintenance through Discipline, Organization and Structure	X		
Importance of Developing a Coaching Philosophy	X		X

Thematic Classifications across Coaching Networks

An analysis of themes across coaching networks was completed by utilizing a cycle of mentorship, inspired by the framework of phases of a mentoring relationship as introduced by Kram (1983). Accordingly, a summary of the themes that emerged in this data analysis is exhibited in Table 18. As displayed in Table 18, the thematic classifications across coaching networks were arrived at through an analysis of the phases of a mentoring cycle (Kram, 1983). They clearly exhibited themes that transcended

human capital, social capital, and situational context (Borgatti & Foster, 2003; Day, 2001). With that backdrop, it is surprising that existing leadership research has primarily

Table 18: Thematic Classifications Across Coaching Networks

	Thematic Classifications	Grouped Classifications
Process of Identification & Selection of Assistant Coaches (Kram: Initiation)	Relationship Driven	Social Capital
	Dependence on Trusted References	Social Capital
Developmental Processes to Prepare for Head Coach Job (Kram: Cultivation)	Empowerment and Enablement	Human & Social Capital
	Maximization of Potential	Human & Social Capital
	Methods of Learning: On and Off the Basketball Court	Human & Social Capital
Role Mentor Played in Career Advancement (Kram: Separation)	Counsel on Merits of Job Opportunities	Situational Context
	Advocate for Candidacy on Job Opportunities	Social Capital
Ongoing Support Structure of Mentoring and Professional Networks (Kram: Redefinition)	Always Available	Social Capital
	Unsolicited Proactive Support	Social Capital

focused only on human capital attributes of leaders and situational attributes of leadership contexts. The management of social networks is also intrinsic to the leadership role, and yet social capital has been largely left unaddressed in leadership research (Balkundi & Kilduff, 2006). Rather, social network perspectives have merely complemented traditional leadership research by including leader cognitions about networks and the actual structure of the network ties of leaders. The cognitions in the mind of the individual influence the network relationships negotiated by the individual, and how this individual's network affects leadership effectiveness both directly and through informal

networks, both within and across organizations (Balkundi & Kilduff, 2006).

Accordingly, the important inclusion of social capital, largely integrated through the interaction of social networking and mentoring, is summarized below as it displays the complementary nature of both leader and leadership development in the mentoring of protégés. The section on thematic classifications across coaching networks concludes with an analysis of different mentoring forms and the alternative interactive possibilities between social networking and mentoring in their contribution to leader and leadership development.

Interaction of Social Networking and Mentoring

Through the integration of conceptual underpinnings that have highly influenced the social networking research over the years with new ways to evaluate mentoring, in the forms of relationship constellations, Higgins & Kram (2001) effectively brought these research streams together and implicitly provided a new method to evaluate leader and leadership development. They challenged researchers to expand the boundaries of how mentoring is evaluated, considering the environmental and social networking changes occurring in society and in the workplace, and to consider boundary-less mentoring scenarios from multiple sources. This has implications related to protégés' approaches to developing not only their human capital, but also their social capital, all within the situational context of the environment they find themselves a part of.

The interaction of mentoring and social networking represented a key finding from the research in this study, exhibited by two specific examples. The first example emphasizes the powerful effects of relationship constellations versus merely dyadic mentoring relationships. The second example is the conferral of social identity based on

perceptions of mentoring relationships and their associated network ties. Both of these examples suggest the evolving interaction that is occurring between social networking and mentoring in relation to their contribution to leader and leadership development. This interaction was clearly evident in the themes that emerged from the data analyses across coaching networks (see Table 18). Each of the thematic classifications, and their subsequent grouped association with both human and social capital, displayed the complementary importance of both leader and leadership development in the mentoring of coaching protégés.

Conventional Mentoring vs. Relationship Constellations

The mentoring relationships between coaches can certainly take the form of more conventional dyadic relationship, but more frequently are being developed as ‘relationship constellations’ and alternative forms of mentoring (e.g. peer, group, multiple, mutual). Dyadic mentoring models exhibit a strong focus on the direct development of individuals, likely more in the form of human capital and situational context. However, relationship constellations and alternative forms of mentoring (e.g. peer, group, multiple, and mutual), particularly if they are *complementary* to conventional relationships, develop a stronger connection between mentoring and social networking. Relationship constellations were abundantly evident throughout this research process. Most every coach interviewed for this study commented that they had multiple mentors in their professional and personal life. These mentors included their parents, friends, head coaches they worked for, professional peers, and even coaches that they used to mentor earlier in their career. Several coaches in Dee Rowe’s coaching network referred to this as mutual mentorship, and it was exhibited throughout each of the coaching networks.

Group mentoring was less evident in the formal sense of proximity; however, many coaches recognized the importance of the ‘family’ of coaches that were part of their coaching networks. While this mentoring did not necessarily take a physical group formation, the existence of group mentoring certainly existed in the context of a family of coaches inter-dependently, more aligned with the concept of peer mentoring as introduced by Kram & Isabella (1985) and Eby (1997). Most coaches highlighted a specific mentor that had the greatest influence in their life and/or career, in most cases the patriarchs of the five coaching networks. There weren’t any coaches that emphasized single dyadic mentoring relationships being at the core of their personal and professional development.

The primary value of the mentoring constellations, as acknowledged by the coaches in these five coaching networks, was the diversity of mentoring options in order to fully optimize their own personal and professional development. For example, several coaches referred to one individual as their professional mentor and another individual as their life mentor. Mentoring constellations provided the greatest developmental structure for coaches in collegiate basketball. They also provided an incredibly strong network of weak ties in their social networking environments. This was spoken about in large volume throughout the coaching interviews as previously exhibited.

Conferral of Social Identity

Equally important to job mobility is an individual’s performance and leadership reputation. Kilduff & Krackhardt (1994) found that the *perception* of a friendship with a highly visible and respected person in an organization often increased an individual’s performance reputation. It has been shown that social or professional relationships with

leaders and mentors provide conferral of social identity (Podolny & Baron, 1997). Personal reputations can be enhanced by perceptions that individuals are socially connected to prominent others (Kilduff & Krackhardt, 1994). Those who connect themselves to leaders that are part of large, successful networks may be more likely to create favorable reputations themselves. Those with favorable reputations are likely to receive more opportunities for career advancement. Thus, associations with powerful alters may produce reflected power and reflected reputations for an aspiring coach. This is clearly the case in the college basketball coaching profession. It is very common that assistant coaches are hired into head coaching positions immediately after the success of their program on a visible stage. Therein lies an assumption of the hiring athletic directors that the success of that particular head coach, and his coaching staff, will be naturally carried over by an assistant in a different basketball program as the head coach. However, an assistant coach must be careful if this is indeed true because the conferral of reputation identity could work in the opposite direction as well, implying “guilt by association.” This would surface in the college coaching profession in the form of compliance violations and the associated reputation of being a “cheater.” Reflected power and reputations are the ‘white elephants’ in the industry of athletic coaching. This was strongly related during the interview process as integrity, honesty, and character were significant themes. Further, several coaches discussed the advice they either received or provided regarding being careful in the relationships you involve yourself in.

The consequences of social networking within and across groups are almost exclusively performance based in the body of research that has been performed to date. A fairly strong consensus in the research is that network ties within and across

organizational units, both weak and strong, have significant impacts on the performance outcomes of both the units and the organization as a whole (Brass et al., 2004; Mehra et al., 2006). Reagans & Zuckerman (2001) discovered that units with higher density networks reached greater productivity levels than units with sparse networks. Results of the research of Oh et al. (2004) suggest that high performance work teams possessed ties internally that were moderately cohesive, but had many ties that bridged to formal leaders in other groups relevant to their success. Moreover, the concept that the network ties of unit leaders positively affects unit performance is critical to the patriarchal coach, even while they are developing their protégés. Again, this was evidenced by the higher winning percentages of coaches with larger coaching networks. The ties of patriarchal coaches only provided them access to resources that facilitated team performance but also helped secure favorable reputations for themselves and their protégés in the eyes of their subordinates, peers, and superiors. Further, results from this study have shown that the ties of a head coach provided them with access to a pool of assistant coaching talent that might have otherwise been unavailable to novice or disconnected coaches. Interviews revealed that when both established head coaches and relatively new head coaches had greater choices in the selection of a staff, it was often attributed to the reputation of the coaching network they were associated with.

As evidenced by mentoring relationship constellations and conferral of social identity, social capital is far more important than a mere complement to traditional leadership relationship. It is important for mentors to include social capital, largely integrated through the interaction of social networking and mentoring, in establishing a

complementary development program between leader and leadership development for protégés.

Leader and Leadership Development

The five patriarchs clearly prepared their protégés to be leaders and to embrace leadership by developing their human capital, social capital, adaptation to situational contexts, and self-efficacy. As previously outlined, Day (2001) draws a strict distinction between leader development and leadership development. In relation to leader development, the attention is placed on an individual's knowledge, skills, and abilities associated with leadership roles. As such, development of a leader is an explicit investment in human capital in order to build self-understanding and identity and to utilize this individualistic capability to perform effectively in a wide range of roles. Until recently, the primary focus on organizational leadership research has been on human capital (Brass & Krackhardt, 1999). However, Day (2001) espouses the perspective that social resources are also embedded in the leadership model in the form of social capital, which can be structural, relational, and cognitive (Nahapiet & Ghoshal, 1998). The structural form of social capital relates to the social interactions typically associated with network ties (Tsai & Ghoshal, 1998) and the actor's proximity to the contacts that provide resources to the actor (Burt, 1992). The relational form of social capital pertains to assets found in relationships, such as trust and honesty (Tsai & Ghoshal, 1998). The cognitive form of social capital relates to the shared representations and collective meanings of a group, such as in an organization's culture (Day, 2001). The combination of these interrelated forms of social capital is interpersonal in nature and defines the context of leadership development. In this way, it emphasizes the predominant concern of

leadership development being associated with the building and utilization of interpersonal competence (Day, 2001) to leverage social connectedness. As provided in the introduction, Day states the following distinction between leader and leadership development: “Leader development can be interpreted as a form of individual-based differentiation in terms of helping individuals enhance a unique self-understanding and construct independent identities. Leadership development can be thought of as an integration strategy by helping people understand how to relate to others, coordinate their efforts, build commitments, and develop extended social networks by applying self-understanding to social and organizational imperatives” (P. 586). Most importantly, the development of leadership is helping individuals to learn during their work through a continuous process that can take place anywhere (Fulmer, 1997).

In sum, the core of the difference between leader and leadership development is the focus on the development of human capital versus social capital. Leader development is based on the traditional concept of leadership based in the individual; leadership development is an emergent property of social systems (Day, 2001). Nonetheless, leadership development transcends the development of individual leaders and does not act as a substitute. There must be an appropriately balanced focus in developing human capital as well as social capital for an organization (or basketball program) to prosper. Whereas human capital concerns itself with the development of an individual’s skills, knowledge, abilities, and awareness (of self and environment), among other capabilities, social capital is a concept that is about the value of connections. Social capital relates to a person’s ties or network position and its related ability to influence a broad arrange of outcomes. Ties are considered to be conduits along which information or influence flow

(Borgatti & Foster, 2003). In all five of the coaching networks, the patriarchs prepared their protégés to lead their own programs by developing both their human capital (what you know) and social capital (who you know). However, they also prepared their protégés by developing their abilities to adapt to situational contexts (how you do things). This was evidenced by the thematic classifications within each of the five coaching networks as well as across all of the coaching networks (Tables 16 – 18), establishing the core of the conceptual model developed previously and exhibited in Figure 9.

This research addressed those elements of leader and leadership development, through the influence of mentoring and social networking functions and processes, which possibly contributed to the recycling of assistant coaches into head coaching positions at the Division I level of men’s college basketball. This was manifested in either the replication of a coaching system that was originally instituted by the mentor and later implemented by his protégés (e.g. as ‘students of the past’), or in a broader development process that enabled the protégé to be innovative in establishing an entirely new coaching system that was successful (e.g. as ‘designers of the future’). Figure 3 provided a productive framework to establish this study with a compelling purpose and thoughtful research questions, highlighting the importance of developing differentiating capabilities that lead to positive performance outcomes, and the subsequent value of passing these capabilities forward to future generations of protégés. The research in this dissertation validated the conceptual underpinnings of this framework with the insights and experiences of coaches in five highly reproductive coaching networks. Specifically, though with the exception of “sense of self” to a large extent and “situational adaptation” to a lesser extent, the conceptual model was supported by both the research findings and

previous literature. However, as previously discussed, the researcher felt that these two concepts were very important to the foundation of the conceptual model, though detailed analyses were not pursued due to concerns of project scope. Consequentially, Figure 9 provides a simple conceptual model that suggested how future research could thoughtfully approach the types of questions that were raised by this framework and the results of this study. For example: What enables one coach to excel over another coach under similar circumstances? Why is this excellence replicated throughout one coaching network and not another? Figure 9 provides a starting point, indicating the relationships that are evident between the various factors that may contribute to performance outcomes. Previous research has looked at these factors completely independent from each other. Figure 9 challenges researchers to approach these factors in a more integrated manner.

CHAPTER VI

CONCLUSIONS

Developing Leaders of the Future

The college basketball environment, particularly at the Division I level, demands that its leaders of the future are developed effectively. As evidenced by the incredibly high public exposure, lucrative compensation packages, and relatively short average career tenure of a head coach, the current leaders in this setting have an implicit obligation to provide this development to its future leaders, if for no other reason but to respond in kind to those who provided this development to them. The mentality of developmental obligation was expressed by many coaches during the research process, and requires their role in generating knowledge, providing experiential learning opportunities, being strong role models, and building bridges. This is done through active mentoring and teaching, which instills in assistant coaches the importance to understand, value, and prioritize the perspective that a leader has an obligation to develop the future leaders of society.

This dissertation produced a unique perspective on both leader and leadership development as reviewed through the analysis of coaching networks in Division I men's college basketball. The primary purpose of this research was to understand and describe the characteristics of specific coaching networks that are consistently successful in perpetuating leader development over time, thereby theoretically replicating performance outcomes over long time spans. The core research question for this study was: "How is the reproduction of leaders perpetuated over time?" A secondary question followed as well: "Do the coaching networks of a head coach contribute to success across multiple

generations?” This specifically relates to the role that coaching mentors and their associated coaching networks play in the career development and success of their protégés. Four refining sub-questions guided this study, and formed the basis for the interview protocol that was utilized during the research process:

- What are the processes of identification and selection of assistant coaches?
- What are the learning systems associated with the leader development of these assistant coaches?
- What are the strategies for the career advancement and growth of the assistant coaches?
- What are the ongoing support structures of mentorship and professional networks that are important subsequent to their external promotion?

The research results exhibited that there are unique elements of professional and personal development within each coaching network, and there are common elements that can be found across coaching networks. Most importantly, the elements that did contribute to the development of protégés were associated with human capital, social capital, and situational adaptation alike. Prior research in leader development has focused primarily on human capital and situational context, but has failed to develop any conclusions in relation to social capital. This has been subsequently remedied by social networking scholars, who have placed an emphasis on advancing research on the impacts of social resources throughout networks on a variety of outcomes, including leadership. Nonetheless, scholarly efforts on mentoring have yet to synchronize with scholarly efforts on social networking, excluding the study by Higgins & Kram (2001), which has in large part been ignored ever since.

This dissertation made a concerted attempt at conceptually and empirically integrating the mentoring and social networking theoretical foundations. It did so by introducing the distinctions of leader and leadership development, emphasizing the

relative association with human capital, social capital, and situational context. In doing this, an effort was made at producing a more harmonious understanding of the contributions that mentoring and social networking make to leader and leadership development, both independently and mutually. The remainder of this chapter discusses the theoretical contributions of this dissertation, followed by practical implications and limitations of the research. It concludes with a discussion on the future research that this effort could possibly initiate, either by the researcher or by others in relative fields of study.

Theoretical Contributions

Apart from some limited exploration by members of the popular press, there are no empirical studies known that have examined characteristics of successful coaching networks and development systems. Accordingly, this dissertation contributes to the existing literature in a number of meaningful ways. First, it enhances the current sport management literature by introducing the mentoring and social network literature to the field. There have been scant publications in sport management literature in social network analysis, and the adoption of this literature stream has not been embraced at any significant level, especially in relation to empirical studies. Moreover, there has been very limited application of the mentoring literature in sport management publications. As such, Donna Pastore directly called for a focus on mentoring research in sport management in her Earle Zeigler lecture (2003). The basis for this call to action was directly grounded in the same mentoring literature already outlined in the field of management, and discussed in the literature review in this dissertation. Nonetheless, there has still not been any response to Pastore's call to action in the sport management field

since 2003. Therefore, this research will be a first attempt at contributing to the mentoring literature in sport management since 2003. This is consistent with Pastore's suggestion, though it also takes it in a new direction by integrating social networking theory. In this manner, this research also extends the mentoring and social network literature to a new field by evaluating these theoretical bases in the sport industry, specifically in collegiate basketball coaching. This dissertation will therefore further integrate theory across disciplines. For example, the management, leadership, social psychology and sociology disciplines will be enriched with new applications of theories that have already been broadly and deeply examined in their fields. At the same time, the sport management discipline will be introduced to new domains of theory that have already been conceptualized and empirically tested throughout multiple disciplines. Further, in the spirit of continuing to transcend academic disciplines and create new learning opportunities for all, a conceptual framework was developed that set the foundation for the dissertation's research questions and methodology. This framework was later enhanced based upon the findings of the research study conducted. Finally, this research extends Day's (2001) perspectives on the distinctions between leader and leadership development, providing a new context for the evaluation of his distinction, and introducing a linkage between mentoring and social networking to the development of human capital (leader development) and social capital (leadership development).

Practical Implications

There are also practical implications of this study that can provide value to multiple constituencies. This dissertation sheds light on coaching leadership in a way that could be valuable to existing as well as aspiring head basketball coaches, seeking to

obtain jobs, enhance careers, and improve performance outcomes. It could also be important for presidents and athletic directors at colleges and universities that are spending large sums of compensation and benefits to attract successful head coaches.

Data were collected from men's collegiate basketball to explore which head coaching networks produced the greatest contribution to the career advancement of their assistant coaches (protégés). It was suggested that the existence of a successful coaching network may be an indicator of both the value that a head coach places on developing the careers of their assistants as well as their ability to influence promotional career advancement which, in turn, should allow their protégés to likewise gain significant leadership influence over time. Thus, an understanding of a head coach's coaching network may provide an aspiring assistant coach with important information.

Specifically, it can help coaches identify those head coaches with mentoring track records and significant coaching networks, both of which have translated into promotions and career advancement for their protégés. It may also reveal a head coach's potential to help the protégé acquire an influential leadership position which can significantly impact and contribute to the lives of others. Accordingly, an understanding of the roles of mentoring and social networks is important to the evaluation of coaching networks for up and coming assistant coaches.

As evidenced by this research, head coaches with larger coaching networks, both first generation and total extended networks, and larger FGR and ENR values, produced greater winning percentages than the overall coaching population. It was also shown that their first and second generation of protégés produced greater winning percentages than the overall coaching population. As this is statistically evaluated for the entire coaching

population over fifty-four years, it is therefore reasonable to make the extension that the winning percentage of a coach's protégés (in most cases) will generally follow this result, thereby implying a pattern of replication that perpetuates itself. From a practical standpoint, an athletic director can lower their hiring risk by identifying coaching candidates that come from coaching networks with multiple generations of coaches that rank highly in the five network variables.

Outside of the sport context there are also practical implications from the findings of this study. Many organizations today formalize mentoring programs and leadership development programs to groom the next generation of leaders. Results from these programs have been mixed (e.g. Klauss, 1981; Kram, 1985). Organizations can implement similar methodologies as conducted in this study to identify the most effective developers of future leaders by looking at the replication of management networks vis-à-vis appropriate measurable outcome variables, such as productivity, performance reviews, promotions, etc. This may isolate those mentors that truly have produced the performers in the next generation of management, and enable the organization to build development programs around the approaches taken by these mentors, if not utilizing these individuals directly to provide mentorship to targeted future leaders. Similarly, up and coming leaders in these organizations can also evaluate those mentors that have a track record of effective development and perhaps promotional history.

Limitations

Throughout the research process, this study ran the risk of falling victim to scope enlargement as this topic is very broad and diverse. Accordingly, the researcher from the outset was careful to tightly define the purpose of the research and the scope of the

study's objectives. Nonetheless, there were still scope limitations. For example, the contribution of "sense of self" to the constructs of leader and leadership development was not explored in depth. The researcher assessed the scope of this potential addition as too expansive and potentially detrimental to the effectiveness of the research.

There were other limitations in this study as well. In order to identify the coaching networks to be studied in this research, the broadest and deepest networks were selected utilizing the rigorous methodology outlined in Appendix B. These coaching networks were subsequently evaluated to understand the characteristics of those coaching networks that had developed and produced multiple generations of head coaches at the Division level of men's collegiate basketball. This research did not, however, evaluate peer sets of coaching networks that did not replicate as broadly or deeply. In essence, this study did not seek to understand distinctions between those that did produce future head coaches abundantly and those that did not. This was primarily attributed to the purpose and scope of the study, which explicitly avoided an analysis of causal relationships. Accordingly, the study did not attempt to determine cause-and-effect relationships between mentoring and/or social networking variables and performance outcomes. It also did not focus on understanding the causal relationships between network sizes and outcome variables. While certain measures related to coaching networks were tested to understand their relationships with performance results, direct causal inferences were not specifically drawn. Nevertheless, the conceptual model outlined in the discussion in Chapter 5 provides an opportunity for future researchers to move toward establishing hypotheses and empirically testing potential causal relationships.

It is unclear whether the findings of this study can be generalized beyond Division I of men's collegiate basketball, or in collegiate athletic settings beyond men's basketball. Furthermore, the generalization of the findings herein is unclear in relation to other sport contexts, whether that is professional basketball or other sports in general. Finally, the research provided no evidence of an ability to generalize beyond the sport context into other professional settings.

Specifically related to the study of men's collegiate basketball at the Division I level, career advancement was defined at the Division I level only. The analyses in this study only considered relationships between head coaches and assistant coaches that existed while both were at the Division I level. The study did not consider those years where a relationship may have existed at a level lower than Division I even if the relationship subsequently was continued later at a Division I level, either at the same school or different schools. Furthermore, assistant coaches that had prior experience as a Division I head coach before joining a coaching staff as an assistant coach were excluded from the coaching networks. The assessment is that these coaches had previously been developed and prepared for a Division I head coaching position by another head coach or achieved that head coaching position without any prior Division I assistant coaching experience. It is recognized that these coaches would likely receive additional development that would be beneficial to their subsequent success as a head coach a second time. It is also recognized that their addition as an assistant on a coaching staff could very likely increase the strength of that staff overall; however, the intent of this research was to focus on staff development that leads to a *future career path* as a head coach.

Furthermore, career advancement was considered in relation to vertical promotions only. This ignores the value of lateral promotions and/or intrinsic rewards. It cannot be assumed that all assistant coaches want to ascend through the ranks to the eventual role as a Division I head coach. However, the interviews conducted in this research predominantly disputed this notion. The perspective of the coaches interviewed is that this industry is extremely difficult to break into, and the head coaches that are making assistant coaching hiring decisions are almost always searching for candidates with a desire to become a Division I head coach themselves.

Future Research

Chambliss (1988) evaluated the stratification of swimming success in elite swimming programs. According to Chambliss, excellence is the “consistent superiority in performance” (p. 72) and stratification is a “prime location for studying the nature of excellence” (p. 70). This study has evaluated mentoring as a factor possibly related to the replicable performance by a head coach over the majority of their career. It has also been suggested that mentoring may also be a possible variable that drives the replication of success within a coaching network. A question that still remains is causality. Are head coaches with larger coaching networks more effectively preparing their assistants to replicate this success? In terms of the replication of excellence through leader and leadership development, is a head coach developing his team in a way that perpetuates the ability of individual team members of that team to recreate a similar system in a different environment? Is a ‘system’ ultimately established that can be replicated over time by a former assistant coach who fully understands how the system was established and maintained? Prahalad & Hamel (1990) describe how core competencies, particularly

those which involve collective learning and are knowledge-based, are enhanced as they are applied. These competencies may provide both the basis and the direction for the growth of the organization itself. It seems reasonable that this can also provide the basis of growth for another organization that is leveraging the same learning system, such as the new application of a proven system by a former assistant coach in a new head coaching position. This thought process became the foundation for the research in this study: what are the qualities of head coaches that contribute to replication of excellence in Division I college basketball?

This research study marks the beginning of an integrated approach to the study of mentoring and social networking in the sport management field, and certainly is at the forefront of this approach in most other fields as well. However, questions still remain, which can be addressed in future research.

Within the context of the current research, men's Division I college basketball, the relationships between mentoring functions and outcomes, moderated by a variety of variables discussed in this study, can be empirically tested, perhaps through surveys distributed to a sample of coaches. Samples should be selected based on the objective of the study, though certainly could utilize the database of coaching networks to segment the population accordingly. This type of empirical approach has not been conducted in the field of sport management. Moreover, empirical studies that evaluate the impact of social resources on various outcomes of interest, analyzing the types and quality of network access by the participants, can also be employed in sport contexts.

Future research may also consider examining the key performance characteristics of a head coach at different points in their tenure as well. The lifecycle of a head

basketball coach may portray parallel patterns of performance in comparison with lineal extensions throughout a career. This would seem logical given the statistical results of this study. Head coaches that have produced larger numbers of future head coaches also have historically shown greater winning percentages. As the performance results vary over time, does the production of new head coaches do so in similar cycles?

It is logical to assume that a Division I head coach who is a high quality mentor and developer of his assistant coaches will inevitably lose these assistants to other head coaching opportunities that arise. Nonetheless, if a head coach can effectively maintain the continuity of a high quality staff, the greater the probability of their success likely ensues. This may also suggest that there are high quality teams that exist in which no members of the coaching staff have the individual potential to be a successful Division I head coach in the future. However, these teams have found an optimal resource mix that is successful. This suggests a research opportunity may exist to develop a typology of coaching development and progression, which reviews the turnover and change in coaching staffs in relation to the success of the basketball program.

As mentioned previously, it is anticipated that the findings of this dissertation may also be extended to other professional contexts outside of college basketball as well as outside of sport altogether. Therefore, gaining a greater understanding of the characteristics of systemic teaching and learning patterns that contribute to the reproduction of effective leaders would be valuable to a potentially very large and diverse audience. Nevertheless, while aspects of mentoring have been explored in management, leadership, psychology and sociology literature, there is no known research that establishes a relationship between “good” mentors and “good” leaders. Empirical

evidence has exhibited that protégés do not perceive a difference between mentoring and leadership exchange (Scandura & Schriesheim, 1994). If accurate, then improving the quality of mentoring would equate to an improvement in the leadership provided. Future research should look at potential relationships between mentoring and leadership development.

This leads back to how future research can be linked to the conceptual model presented in this study. Social networking research has already provided a good amount of scholarly studies, both conceptual and empirical, that have explored that relationship between social resources and leadership. However, as mentioned in the prior paragraph, future research should also look at potential relationships between mentoring and leadership development. It should also more thoroughly evaluate the theoretical linkage between mentoring and social networking, which could lead to subsequent empirical review. The breakthrough research produced by Higgins & Kram (2001) in this regard has been largely unaddressed thereafter. The influence on performance outcomes by either mentoring or social networking has received much attention. However, their impact on leader and leadership development, and its subsequent relationship to performance outcomes has yet to be accomplished. Moreover, further theoretical review and empirical analysis could be focused on the contributions of “sense of self” and “situational adaptation” to the conceptual model of leader and leadership development.

Last, future research to any degree as outlined above can certainly be focused on other settings in and outside of sport organizations. The value of mentoring, social networking, and their relationships both with each other and with the development of leaders and leadership, can be experienced in any dyadic or organizational setting.

APPENDIX A

THE FIVE MEASURES OF NETWORK QUALITY

There are five measures of network quality, each of which exhibits a statistically significant relationship with the performance outcome of winning percentage. Winning percentage is defined as the number of games won as a percentage of total games coached. These measures are as follows: 1) first generation network (FGN), 2) total network (TN), 3) first generation ratio (FGR), 4) extended network ratio, and 5) adjusted FGR.

A head coach's "*first generation network*" (FGN) represents all assistant coaches historically mentored under the head coach's leadership that subsequently ascended to an NCAA Division I head coaching position later in their respective careers. Coaches that rank high on this measure show an ability to influence promotional hiring of their assistant coaches over time. This does not suggest causality – these promotions may (may not) be related to the head coach's strength in coaching development, may (may not) be related to the head coach's on-floor performance results, may (may not) be related to the head coach's breadth/depth of industry connections and capabilities of influence or persuasion, may (may not) be related to the brand image of the head coach in their role(s) in college basketball, or any combination of these or other factors. While a statistically significant relationship with winning percentage across the entire population of coaches is an important potential indicator of its importance, this does not infer any causal relationship between network size and performance excellence.

A coach's "*total network*" (TN) consists of all generations of assistant coaches in their entire coaching network that subsequently ascended to an NCAA Division I head

coaching position later in their respective careers. As such, this includes all assistant coaches historically under those head coaches existing in the first generation network that also later became NCAA Division I head coaches, and so on. The total network is essentially a coach's entire "family tree" as analogous to traditional genealogical terms. Whereas the first generation network of a head coach suggests an ability to influence promotional hiring of assistant coaches, the total network size indicates the subsequent ability of those promoted assistants to also influence promotional hiring of their respective assistant coaches. However, causality still remains an open question. A large total network may be related to the fact that the 1st generation head coach merely learned and adopted styles of influence in the industry similar to their mentor, or it may be related to some of the same factors noted above for both generations of head coaches that have been passed on. It seems less likely that, when a significant relationship with winning percentage is also exhibited, there would not be a causal relationship between network and winning. Nevertheless, this assumption cannot be made at this point. Further, a large total network may not even indicate that the patriarchal head coach even truly was influential in establishing replicable capabilities in their assistants that led to the subsequent development of extended lineal reproduction. For example, a head coach may have a first generation network of 8 coaches and a total network of 100 coaches. If seven of those eight coaches never produced a head coach from their assistant ranks, and the eighth coach accounts for the entire network population of 100 coaches, there remains a large question whether there was some systematic development process being replicated (originated by the patriarch in question) or whether the 1st generation coach was actually the true developmental pioneer of the network. Therefore, the existence of a large total

network does not infer in all cases that the head coach played a role in the replication of new head coaches over time.

In order to account for the possibility that a single 1st generation coach is the entire producer of their mentor's total network, two ratios were developed. The two ratios collectively take into account the effectiveness of head coaching reproduction broadly and deeply into a coach's extended network. First, a "*first generation network ratio*" (FGR) is the ratio of a patriarchal head coach's 2nd generation head coach network divided by their 1st generation head coach network. The FGR is intended to generate an average "developmental productivity" of a head coach's first generation network, thereby exhibiting its initial breadth in replication. For example, if a head coach had a first generation network of 8 coaches, and these coaches produced their own first generation network, in aggregate, of 64 coaches, then the FGR would be 8. This suggests that, on average, each first generation coach individually produced 8 future head coaches from their assistant ranks. This ratio serves to identify networks that have greater breadth in their lineal replication – an FGR of 8 would display greater network breadth than an FGR of 4, for example. This ratio minimizes the impact of any outlier cases through the dilutive nature of calculating an average value across all first generation coaches. Therefore, in most cases the head coaches with the higher ranked FGR will exhibit greater breadth of lineal replication. However, this ratio does not fully address the scenario where a single first generation coach produces the large majority of their mentor's total network. This is taken into account with the second ratio.

An "*extended network ratio*" (ENR) is defined as the quantity of a head coach's total network (i.e. the complete lineal extension, reaching multiple generations of head

coaches), divided by their 1st generation head coach network. The ENR is created to offset any skewed developmental success that may be generated by a single first generation head coach, as previously discussed. It assesses the depth of a complete network as developed by the patriarch's entire first generation head coach network. For example, if a head coach had a first generation network of 8 coaches, and these coaches produced an aggregate total lineage of 128 coaches, then the ENR would be 16. The hypothetical scenario previously noted, where seven of the eight first generation coaches produced no further network and the eighth coach produced the entirety of any further lineal replication, would be addressed through this ratio in most cases. Again, this ratio would dilute any skewed cases as it takes the average across all first generation coaches. Therefore, in most cases the head coaches with the higher ranked ENR will exhibit greater depth of lineal replication.

An example may better indicate the power of isolating networks with greater breadth *and* depth by combining the FGR and ENR analyses. A head coach with 8 first generation coaches and 16 second generation head coaches will have a smaller FGR (2.0) than a head coach with 4 first generation coaches and 16 second generation head coaches (4.0). The more skewed the distribution of second generation coaches produced by the first generation, the weaker the subsequent FGR will become. The same analysis holds true for ENR. Therefore, for a head coach to be highly ranked in both ratios, he would need his network to be fairly evenly distributed across his first generation of coaches, with further reproduction occurring more broadly and deeply. In these instances, the patriarch has more likely played a large role in the process of lineal reproduction.

Statistical analysis showing a significant relationship between these variables and winning percentage also would suggest that networks with more even distribution of replication are more likely to consistently succeed on the court. Thus, a head coach with a large first generation network and a significant total network (representing direct promotional influence on one hand and possible systemic influence on the other) shows a successful ability to produce multiple generations of head coaches in absolute terms. Moreover, in combination with large FGR and ENR ratios, which indicate both breadth and depth of lineal replication by their first generation coaches via an emphasis of evenly distributed production, these four measures provide an aggregate measure of the role of a head coach in developing, nurturing, and systemically passing on developmental capabilities that lead to greater performance outcomes such as winning percentage.

The evidence of significant relationships of all four variables with winning percentage is very telling. A coach ranked highly in all four variables has likely been shown not only to have a direct influence on promotional hiring of their assistant coaches, but has influenced subsequent promotional hiring as evidenced by later generations. Causality is impossible to infer when only looking at first generation network size vis-à-vis winning percentage as well as for total network size. However, when also including FGR and ENR, which addresses the distribution of lineal replication (implying the head coach's systemic reproduction of these capabilities), and a corresponding significant relationship between these ratios and winning percentage, we inch closer to inferring a causal relationship between network quality (measured through these four measures collectively) and winning percentage: 1) Head coaches with greater network quality have shown to reproduce success on the court (winning percentage)

throughout multiple generations of coaches; 2) Greater network quality is evidenced by an even distribution of lineal replication over multiple generations, suggesting a significant role of the head coach in creating replicable developmental coaching systems.

To further complicate the analysis, consider the following question: Does a coach with twenty years of tenure and ten coaches in their first generation network have a larger network than a coach with ten years of tenure and seven coaches in their first generation network? This comparison gets even murkier when comparing total network size across coaches. It makes intuitive sense that, *ceterus paribus*, a coach with twenty years of tenure will be more likely to produce larger first generation networks than a coach with ten years of tenure. Therefore, an additional ratio was developed to adjust for the number of years of head coaches' tenure at the Division I level. The ratio is calculated to standardize years of tenure in order to compare coaches on a similar basis, and is calculated by dividing the first generation network by the number of years of tenure as a head coach at the Division I level.

As such, head coaches highly ranked in the first four measures will display greater productivity in lineal replication if they are also highly ranked in their "adjusted" FGR, adjusted for their tenure of head coaching experience. Simply, if Coach A and Coach B are identical in the first four measures, Coach A will ultimately exhibit greater capabilities to replicate successful head coaches if done so over a shorter career.

APPENDIX B

COACHING NETWORK SELECTION PROCESS

A narrowing process was used with increasingly tighter screens to find the coaching networks of interest. The narrowing process utilized six filters. Each filter was evaluated cumulatively such that coaches must pass all filters (i.e. must be in the top 5% of all measures).

The Starting Point

There are 1,690 coaches in the entire coaching population that have been a head coach for at least one year since the 1954-1955 basketball season.

Filter 1: First Generation Network (FGN)

There were 122 coaches selected based on their first generation network being in the top 5% of all coaches historically. Since the 5% threshold segregates coaches with the same number in their FGN (5), the number was rounded up to include all coaches with an FGN of five. This same rule was applied throughout the filtering process.

Filter 2: Total Extended Network (TN)

There were 53 coaches extracted from the pool based on their total network being in the top 5% of all coaches historically.

Anderson, Forddy	DeVoe, Don	Kraft, Jack	Raveling, George
Barnett, J.D.	Dobbs, Wayne	Krzyzewski, Mike	Robinson, Les
Bartow, Gene	Driesell, Lefty	Locke, Tates	Rowe, Donald
Boeheim, Jim	Durham, Hugh	Massimino, Rollie	Sanderson, Wimp
Boyd, Bob	Foster, Bill E.	McGuire, Frank	Smith, Dean
Brandenburg, Jim	Gardner, Jack	Mears, Ray	Sutton, Eddie
Brown, Dale	Hall, Joe B.	Miller, Eldon	Tarkanian, Jerry
Brown, Larry	Harrick, Jim	Miller, Ralph	Valvano, Jim
Bubas, Vic	Harter, Dick	Montgomery, Mike	Williams, Gary
Campanelli, Lou	Haskins, Don	Newell, Pete	Winter, Tex
Campbell, Dick	Heathcote, Jud	Olson, Lute	Young, Tom
Carril, Pete	Holland, Terry	Orr, Johnny	
Cremins, Bobby	Iba, Henry	Phelps, Digger	
Daly, Chuck	Knight, Bobby	Pitino, Rick	

Filter 3: First Generation Ratio (FGR)

There were 28 coaches extracted from the pool based on their FGR being in the top 5% of all coaches historically.

Boeheim, Jim	Daly, Chuck	Heathcote, Jud	Orr, Johnny
Boyd, Bob	Driesell, Lefty	Holland, Terry	Phelps, Digger
Brandenburg, Jim	Foster, Bill E.	Iba, Henry	Pitino, Rick
Brown, Larry	Gardner, Jack	Knight, Bobby	Rowe, Donald
Bubas, Vic	Hall, Joe B.	Kraft, Jack	Sanderson, Wimp
Campbell, Dick	Harter, Dick	Locke, Tates	Smith, Dean
Carril, Pete	Haskins, Don	McGuire, Frank	Valvano, Jim

Filter 4: Extended Network Ratio (ENR)

There were 22 coaches extracted from the pool based on their ENR being in the top 5% of all coaches historically.

Boeheim, Jim	Driesell, Lefty	Heathcote, Jud	Orr, Johnny
Brandenburg, Jim	Foster, Bill E.	Iba, Henry	Rowe, Donald
Brown, Larry	Gardner, Jack	Knight, Bobby	Smith, Dean
Bubas, Vic	Hall, Joe B.	Kraft, Jack	Valvano, Jim
Campbell, Dick	Harter, Dick	Locke, Tates	
Daly, Chuck	Haskins, Don	McGuire, Frank	

Filter 5: First Generation Network, Adjusted for Tenure

There were 9 coaches extracted from the pool based on their first generation adjusted for tenure.

Brandenburg, Jim	Campbell, Dick	Heathcote, Jud
Brown, Larry	Daly, Chuck	Knight, Bobby
Bubas, Vic	Harter, Dick	Rowe, Donald

Filter 6: Top 9 Relatively Ranked

There were 5 coaches selected based on their relative rank to each other in each of the 5 measures above.

Daly, Chuck	Heathcote, Jud	Rowe, Donald
Harter, Dick	Knight, Bobby	

APPENDIX C

SELECTED COACHING NETWORKS

*List represents the patriarch and first two generations

Bobby Knight

Mike Krzyzewski

Mike Brey
Tommy Amaker
Quin Snyder
David Henderson
Tim O'Toole
Bob Bender
Chuck Swensen
Mike Dement
Pete Gaudet

Mike Davis

Dane Fife

Jim Crews

Brad Brownell
Will Rey

Dan Dakich

Ernie Zeigler

Murray Bartow

Tom Schubert
Andy Kennedy

Dave Bliss

Charlie Harrison
Paul Graham

Bob Weltlich

Jessie Evans
Sergio Rouco
John Prince
Tim Jankovich
Gregg Polinsky
Mike Hanks

Bob Donewald Sr.

Jim Platt

Royce Waltman

Tom Miller

Terry Dunn
Pat Harris
Tim Cohane
Jeff Jackson
Mike Dement
Randy Rahe

Gerry Gimelstob

Pat Dennis
Mike Cohen

Kohn Smith

Joby Wright

Jerry Francis
Randy Brown

Don DeVoe

Doug Wojcik
Emmit Davis
Coleman
Crawford
Sonny Smith
Jim Hallihan

Tom Asbury

Tom Deaton

Mack McCarthy

Al LoBalbo

Ted Fiore

Chuck Swenson

Murray Bartow

Charlie Harrison

Herb Krusen
Al Walker

Jene Davis

Jim Clemons

Mike Hanks

Robert McCullum
Mike Calhoun

Mike Schuler

Tommy Suits
Butch Estes
Bill Blair

Jud Heathcote

Jim Brandenburg

Mike Montgomery
Jessie Evans
Steve Aggers
Greg Graham
Charles Bradley
Tom Asbury
Denny Huston

Brian Gregory

Tom Izzo

Doug Wojcik
Brian Gregory
Mike Garland
Tom Crean
Stan Heath

Kelvin Sampson

Ray Lopes
Jason Rabedeaux
Don Newman
Jimmy Tubbs

Don Monson

Barry Collier
Jay John

Tom Crean

Tod Kowalczyk
Darrin Horn
Tim Buckley

Stan Joplin

Brian Gregory

Mike Deane

Rob Jeter
Bob Beyer
Bo Ellis
Tim Capstraw

Jim Boylan

Tod Kowalczyk

Herb Williams

Vern Payne

Bill Berry

Greg Graham
Mike Adras
Dave Bollwinkel

Dick Harter

Perry Clark

Steve Roccaforte
Ron Everhart
Dwight Freeman
Dennis Felton
Billy Kennedy
Jimmy Tillette
Todd Bozeman

Ernie Kent

Jay John
Greg Graham
Dave Bollwinkel

Rod Jensen

Ed DeChellis

Digger Phelps

Jim Baron
Danny Nee
Pete Gillen
Fran McCaffery
Gary Brokaw
Dick Kuchen
Frank McLaughlin
Scott Thompson
Grey Giovanine
Dick Dibiaso
Tom McLaughlin
John Shumate

Dick Stewart

Brendan Malone

Jim Haney

Ernie Kent
Jim O'Brien
Greg Graham
Dave Bollwinkel
Stu Jackson

Chuck Daly

Rollie Massimino

Tom Brennan
Steve Lappas
Pete Gillen
Jay Wright
Tom Pecora
Frank Sullivan
Mitch Buonaguro
Paul Cormier
Marty Marbach
John Olive
Craig Littlepage

Bob Weinbauer

Henry Bibby
Steve Patterson
Tom Schneider
Bob Staak

Bob Zuffelato

Mitch Buonaguro
Dave Pritchett
Greg White

Ray Carazo

Craig Littlepage
Brendan Malone
Donald Feeley

Bob Staak

Dennis Wolff
Jerry Wainwright
Wayne Morgan
Herb Krusen
Tom McConnell
Jeff Capel

Donald Rowe

Jim Valvano

Dereck Whittenburg
Pat Kennedy
Tom Abatemarco
Ray Martin
Ed McLean
Marty Fletcher

Fred Barakat

Jack Phelan

Dom Perno

Jim O'Brien
Howie Dickenman
Art Perry
Ted Woodward

Bob Staak

Dennis Wolff
Jerry Wainwright
Wayne Morgan
Herb Krusen
Tom McConnell
Jeff Capel

Dick Stewart

Brendan Malone

APPENDIX D

COACH SOLICITATION LETTERS

Solicitation Letter from Hall of Fame

December 6, 2006

Dear (personalized)

Attached please find a letter from Jeff Mott, a doctoral student at the University of Massachusetts, which outlines his doctoral project in detail. The topic of his project involving coaching lineages has been of interest to us at the Hall of Fame as it showcases some of the greats of the game in a positive light and could have an impact on the education of young coaches in the future.

The UMass Sport Management program has been a partner of the Hall's for a number of years as we have employed a number of graduates and work with the program on a regular basis to secure internships at the Hall for their students. Please consider the request for a short interview with Jeff over the next few weeks. We will provide him your contact information once we receive your approval. Please call me at 413 231-5506 or e-mail (scottz@hoophall.com) and let me know if you would consent to this interview or if you would like to discuss further. Thank you.

Kindest regards,

Scott Zuffelato
Vice President
of Advancement

Patriarch Solicitation Letter from Researcher

Coach (Name: Knight, Heathcote, Harter, Daly, Rowe),

I am writing to solicit your assistance with a research project that has been evolving for a couple years. I am a doctoral student in Sport Management at the University of Massachusetts Amherst and have been researching Division I coaching “lineages” going back almost 50 years. You have been identified in the research as a head coach that has generated one of the most prolific systems of head coaching reproduction. The research is specifically seeking to evaluate the characteristics of the identification, selection, development, and mentoring processes involved in the lineages that have replicated most successfully. Your coaching lineage has been compared across multiple measures with the coaching lineage of every other Division I head coach in the last 50 years. The results of these analyses have highlighted your lineage as one of the most prolific.

The core research question for this study is: “How is leader development perpetuated over time?” The following four refining sub-questions will guide the study:

- What are the processes of identification and selection of assistant coaches?
- What are the learning systems associated with the leadership development of these assistant coaches?
- What are the strategies for the career advancement and growth of the assistant coaches?
- What are the ongoing support structures of mentorship and professional networks that are important subsequent to their external promotion?

Interestingly, the research has already exhibited evidence that head coaches who have shown the ability to develop the coaching careers of their assistants produce greater results in their own career. The results of this research may provide young coaches with significant learning opportunities if they understand the implications of leadership development. Building a successful coaching career may not only require the development of their own leadership capabilities, but may be dependent on their ability to develop the leader attributes of the assistant coaches that they mentor. Finally, the research may possibly enable an opportunity to recognize successful collegiate coaches in a new and exciting light.

I know your schedule is busy, but we would greatly appreciate if you would be willing to generously offer your time to be interviewed as part of this research. The interview would last 30-45 minutes.

Thank you for your consideration of this request.

Warm Regards,

(Signature of Researcher)

Coach Solicitation Letter from Researcher

Coach (Name: 1st and 2nd Generation Coaches),

I am writing to solicit your assistance with a research project that has been evolving for a couple years. I am a doctoral student in Sport Management at the University of Massachusetts Amherst and have been researching Division I coaching “lineages” going back almost 50 years. You have been identified in the research as a coach that is in one of the most prolific systems of head coaching reproduction. The research is specifically seeking to evaluate the characteristics of the identification, selection, development, and mentoring processes involved in the lineages that have replicated most successfully. The coaching lineage you are associated with has been compared across multiple measures with the coaching lineage of every other Division I head coach in the last 50 years. The results of these analyses have highlighted this lineage as one of the most prolific.

The core research question for this study is: “How is leader development perpetuated over time?” The following four refining sub-questions will guide the study:

- What are the processes of identification and selection of assistant coaches?
- What are the learning systems associated with the leadership development of these assistant coaches?
- What are the strategies for the career advancement and growth of the assistant coaches?
- What are the ongoing support structures of mentorship and professional networks that are important subsequent to their external promotion?

Interestingly, the research has already exhibited evidence that head coaches who have shown the ability to develop the coaching careers of their assistants produce greater results in their own career. The results of this research may provide young coaches with significant learning opportunities if they understand the implications of leadership development. Building a successful coaching career may not only require the development of their own leadership capabilities, but may be dependent on their ability to develop the leader attributes of the assistant coaches that they mentor. Finally, the research may possibly enable an opportunity to recognize successful collegiate coaches in a new and exciting light.

I know your schedule is busy, but we would greatly appreciate if you would be willing to generously offer your time to be interviewed as part of this research. The interview would last 30-45 minutes.

Thank you for your consideration of this request.

Warm Regards,

(Signature of Researcher)

APPENDIX E

INFORMED CONSENT

Informed Consent for Head Coach Patriarchs

Dear _____,

My name is Jeff Mott. I am a doctoral student in the Sport Management department at the University of Massachusetts in Amherst. One of my curricular obligations is that I complete a comprehensive dissertation. Accordingly, I am exploring the characteristics of specific coaching networks that are consistently successful in systematically reproducing head coaches over long time spans.

This investigation will take place in a series of interviews. The first phase will include interviews of the “patriarchs” of five coaching lineages as well as the patriarch’s first and second generation head coaching lineage. Additionally, independent third party content analyses will be performed as well. For the purposes of this study, your participation will entail one interview lasting approximately 30-45 minutes. The interview will be tape recorded for the purposes of subsequent transcription and will be erased once I have reviewed it.

I will always protect the identities of any individuals discussed in the interviews (if you desire) through the use of pseudonyms in this research project. The information gained from both the interviews and content analyses will be used in the dissertation report, but only pseudonyms will be used for participants if requested. Your participation is entirely voluntary and you may withdraw from the study at any time, without prejudice. Additionally, you have the right to review any of the material to be used in the project, and a summary of the findings will be made available at your request.

You have been furnished with two copies of this informed consent. One copy should be retained for your records, and the other should be returned to me. I appreciate your willingness to give your time to this project to help me learn about coaching networks. If you have any questions, please feel free to contact me (913-221-7739; jmott@sportmgt.umass.edu), or to contact dissertation advisor, Dr. James Gladden (413-545-5063 or jgladden@sportmgt.umass.edu).

Thank you,

Jeff Mott

I have read the above and discussed it with the researcher. I understand the study and I agree to participate. I also understand that I may withdraw my consent at any time.

_____ (Participant Signature) _____ (Date)

_____ (Investigator Signature) _____ (Date)

Informed Consent for 1st and 2nd Generation Coaches

Dear _____,

My name is Jeff Mott. I am a doctoral student in the Sport Management department at the University of Massachusetts in Amherst. One of my curricular obligations is that I complete a comprehensive dissertation. Accordingly, I am exploring the characteristics of specific coaching networks that are consistently successful in systematically reproducing head coaches over long time spans.

This investigation will take place in a series of interviews. The first phase will include interviews of the “patriarchs” of five coaching lineages as well as the patriarch’s first and second generation head coaching lineage. Additionally, independent third party content analyses will be performed as well. For the purposes of this study, your participation will entail one interview lasting approximately 30-45 minutes. The interview will be tape recorded for the purposes of subsequent transcription and will be erased once I have reviewed it.

I will always protect the identities of any individuals discussed in the interviews (if you desire) through the use of pseudonyms in this research project. The information gained from both the interviews and content analyses will be used in the dissertation report, but only pseudonyms will be used for participants if requested. Your participation is entirely voluntary and you may withdraw from the study at any time, without prejudice. Additionally, you have the right to review any of the material to be used in the project, and a summary of the findings will be made available at your request.

You have been furnished with two copies of this informed consent. One copy should be retained for your records, and the other should be returned to me. I appreciate your willingness to give your time to this project to help me learn about coaching networks. If you have any questions, please feel free to contact me (913-221-7739; jmott@sportmgt.umass.edu), or to contact dissertation advisor, Dr. James Gladden (413-545-5063 or jgladden@sportmgt.umass.edu).

Thank you,

Jeff Mott

I have read the above and discussed it with the researcher. I understand the study and I agree to participate. I also understand that I may withdraw my consent at any time.

_____ (Participant Signature) _____ (Date)

_____ (Investigator Signature) _____ (Date)

APPENDIX F

INTERVIEW PROTOCOLS

The interview with each coach will follow the same framework of questions. The first four questions will be framed in relationship to the subject's experiences with their mentors. The final four questions will guide discussion in relation to the subject's relationships with their assistant coaches.

Relationship with Mentors

- What are the processes of identification and selection of assistant coaches (i.e. how did you first get connected with your mentor and selected for an assistant coaching position in their program)?
- What are the learning systems associated with the leader development of these assistant coaches (i.e. how did your mentors prepare you to become a head coach)?
- What are the strategies for the career advancement and growth of the assistant coaches (i.e. what role did your mentors play in supporting and advising you through the process of identifying and selecting a head coaching position)?
- What are the ongoing support structures of mentorship and professional networks that are important subsequent to their external promotion (i.e. what role do/did your mentors play in helping you continue to grow and develop as a head coach)?

Relationship with Mentees

- What are the processes of identification and selection of assistant coaches (i.e. how do you find your assistant coaches and what characteristics do you look for)?
- What are the learning systems associated with the leader development of these assistant coaches (i.e. how do you prepare your assistant coaches to become head coaches)?
- What are the strategies for the career advancement and growth of the assistant coaches (i.e. what role do you play in supporting and advising your assistant coaches through the process of identifying and selecting a head coaching position)?
- What are the ongoing support structures of mentorship and professional networks that are important subsequent to their external promotion (i.e. what role do you play in helping your former assistant coaches continue to grow and develop as a head coach)?

APPENDIX G

SCHEDULE OF INTERVIEWS

Twenty-seven interviews were completed between December 13, 2006 and November 12, 2007. Subsequent informal discussions were held with Dee Rowe and Jim Brandenburg on multiple occasions.

Subject	Date	Length	Setting	Access Point*	Patriarch	Generation
Dennis Felton	12/13/06	31m	Telephone	HOF	Harter	2
Fran McCaffrey	12/13/06	39m	Telephone	HOF	Harter	2
Jud Heathcote	12/14/06	72m	Telephone	HOF	Heathcote	Patriarch
Digger Phelps	12/14/06	30m	Telephone	HOF	Harter	1
Bob Zuffelato	12/18/06	51m	Telephone	HOF	Daly	1
Tom Brennan	12/19/06	40m	Telephone	HOF	Daly	2
Chuck Daly	12/22/06	36m	Telephone	HOF	Daly	Patriarch
Dave Bliss	12/27/06	35m	Telephone	HOF	Knight	1
Mike Adras	1/3/07	35m	Telephone	HOF	Heathcote	2
Dee Rowe	1/5/07	100m	In Person	HOF	Rowe	Patriarch
Tom Abatemarco	1/5/07	12m	Telephone	HOF	Rowe	2
Kelvin Sampson	1/10/07	30m	Telephone	HOF	Heathcote	1
Jim Haney	1/11/07	45m	In Person	Personal	Harter	1
Jim O'Brien	1/19/07	45m	Telephone	HOF	Rowe	2
Don DeVoe	2/12/07	38m	Telephone	HOF	Knight	1
Dom Perno	2/26/07	52m	Telephone	Dee Rowe	Rowe	1
Fred Barakat	2/26/07	45m	Telephone	Dee Rowe	Rowe	1
Jim Crews	3/20/07	32m	Telephone	HOF	Knight	1
Jim Brandenburg	3/21/07	40m	Telephone	HOF	Heathcote	1
Dennis Wolff***	3/27/07	17m	Telephone	HOF	Rowe/Daly	2
Mike Montgomery	4/10/07	33m	Telephone	HOF	Heathcote	2
Dick Stewart**	4/30/07	52m	Telephone	Dee Rowe	Rowe	1
Dick Stewart**	5/1/07	30m	Telephone	Dee Rowe	Harter	1
Mike Deane	5/24/07	60m	Telephone	HOF	Heathcote	1
Mike Brey	5/31/07	44m	Telephone	HOF	Knight	2
Marv Harshman	6/14/07	60m	Telephone	HOF	Heathcote	Mentor
Howie Dickenman	7/13/07	46m	Telephone	HOF	Rowe	2
Bob Staak***	11/12/07	39m	Telephone	Dee Rowe	Rowe/Daly	1

- * "HOF" represents the Naismith Memorial Basketball Hall of Fame in Springfield, Massachusetts
- ** Dick Stewart was interviewed during two different days; he is in the first generation coaching network of two different patriarchs, Dick Harter and Dee Rowe
- *** Bob Staak is in the first generation coaching network of two different patriarchs, Chuck Daly and Dee Rowe; Dennis Wolff is in the second generation coaching network of two different patriarchs, Chuck Daly and Dee Rowe

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