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Leadership, Organization, and Motivation in Collegiate Football

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Introduction to Purpose

College football is one of the most lucrative businesses in the United States. Millions of dollars are spent to operate and maintain these programs, and millions more are spent in advertisement, tickets, and bowl games. Coaching used to be a part-time job for teachers, but now it's a full time position, with coaches earning up to 5 million dollars a year just to run their programs. Because college football is the overwhelming leader in developing talent for the NFL, millions of dollars are at stake for the thousands of athletes in the NCAA as they seek to make a living off of their sporting talent. It has even become a part life for millions of other non-athletes, as football has become so infused with American culture that it is almost impossible to escape its influence.

That is why many coaches, athletic directors, and alumni seek for ways in which their schools can gain an edge in any way they can, whether it is through facility improvement, careful and strategic hiring practices, or superior strength and conditioning programs. These methods are clearly at the forefront of attention to many programs across America, but a less researched or utilized method of development is management and organizational. Because football programs often use the same underlying principles as businesses, it seems reasonable that efficiency techniques and procedures should be transferable to some degree. After all, both enterprises deal with issues regarding leadership, discipline, and motivation. Thus I set out to find out what business management procedures, ideas, and systems are applicable to the realm of collegiate football; I wanted to know what business knowledge could give a football coach an edge over his opponents.

Need for Business Practices in a Football Program

A collegiate football program is a highly complex organization, with the required oversight of over 120 players, including their academic, physical, and mental wellbeing, the demanding tasks of managing the files of incoming recruits, and all the other supporting functions like travelling logistics, media relations, and compliance monitoring. Of course, the head coach does not have to worry about all of these functions as there are massive support systems in place to assist coaches with these endeavors.

Even so, the head coach is responsible for running staff meetings, monitoring player skill progression, deciding starting lineups, preparing game plans, organizing the practice schedule, and establishing the culture of the program. Business principles can be applied to just about all of these areas, and I propose that many of the same leadership principles that apply to managers and CEO's of corporations apply to football head coaches.

However, many coaches throughout the NCAA have never had exposure to a corporate office, been to a management seminar, or have taken business classes. Instead, most of the coaches have had years of experience playing and coaching for numerous football programs. Because of this, they have developed their own beliefs of what organizational and leadership practices are the most effective. It is true that there is no substitute for experience, but the question has to be asked: how many coaches are not running their programs using sound leadership or organizational methods? After my experiences with the Michigan Football program, I am confident that there are only a few programs in the country that

truly have utilized the potential of management practices. That is why I am searching for ways in which football programs can improve their operations by following sound and proven business strategies.

This statement is further validated in a study conducted by James L. Brunner in 1980 through Indiana University. Brunner surveyed 27 of America's most successful college basketball and football coaches to find out what they felt were the most important traits for coaches to have. After several questionnaires and using a specialized rating system, a ranking of the most important traits for coaches of both sports was determined. For the football coaches, it was found that the top five traits were the following:

1. Drive to succeed
2. Ability to motivate
3. Organizational skills
4. Ability to communicate
5. Knowledge of the Sport

It seems that this list matched not only my perceptions of what makes a coach successful, but what makes a manager of a company successful. Charles Schwab, one of the first American businessmen to be paid a salary of over a million dollars, was a tremendously successful president of the United States Steel Company. When asked about why he was able to achieve so much, he was quoted saying, "I consider my ability to arouse enthusiasm among my people the greatest asset I possess, and the way to develop the best that is in a person is by appreciation and encouragement" (Carnegie). There should be no surprise that the list of America's best football coaches tightly aligns with that of a prosperous businessman. All of the traits are pivotal in corporate America and one would be hard pressed to find a CEO of a Fortune 500 company that did not possess these skills in abundance.

What was interesting was the absence of other traits that many associate with college football coaches, like aggressiveness, tough-mindedness, and previous successful playing experience. These were traits that actually ranked towards the bottom of the list for these coaches. Instead, it is mainly their ability to motivate and teach their players that allows them to be successful. After all, what college football coach is not going to have a drive to succeed, have some sort of organization system in place, or have knowledge of the sport? It is true that there are varying degrees of all three of these traits in the football world, but Vince Lombardi, one of the NFL's greatest coaches once said, "It is not a coaches understanding of the game that makes them successful, but their ability to motivate their players" (Brunner). John Wooden, the greatest NCAA basketball coach had similar beliefs, "Knowledge of the game is important, but what is far more important is the ability to teach this knowledge to one's players" (Brunner).

Both the ability to teach and the ability to motivate are impacted by a coach's leadership ability and the systems they have in place to organize and control their program. The same is also true for managers and business leaders, as their own abilities are useless in comparison to their ability to bring the best out of their employees. Therefore, this study will concentrate on the coach's leadership and organization and its resulting impact on player motivation.

Importance of Motivation to a Football Team

The same study by Brunner mentioned what college basketball coaches felt were the most important traits for a coach to possess, and the ability to motivate was nowhere near the top. Most coaches mentioned that they didn't even try to motivate their players before the game because basketball is centered around finesse, and any unnecessary emotion can throw off a player's shooting mechanic. John Wooden was known for not giving motivational speeches and try to keep his players as calm, cool, and collected as possible before a game. When shown these differences between the two sports, coaches of both football and basketball suggested that the nature of the games was the causation for the discrepancy. Football is a game of great physical contact and collisions, and of sometimes unnatural aggression. In order for a player to willingly punish his body in order to play the game, he must be motivated enough to do so. The study by Brunner also suggests that players who are not motivated to participate in the violent contact that goes with football will not put forth the needed effort to win. Thus, a player with less ability can get by in football if he is motivated enough. A great example is former walk-on player Jordan Kovacs, who does not nearly have the natural athletic ability as many other players, but is so motivated to give his all on the field that he makes up for his deficiencies. Bo Schembechler mentioned in his book that he didn't always bring in the most talented recruits, but he always brought in the most easily motivated and dedicated recruits, which brought him 13 Big Ten Championships.

Introduction to My Background and My Work

My interest in this subject emerged through my fortunate experience to serve as a student manager for the Michigan Football team for the 2008 through 2010 seasons. I had been immensely interested in football ever since high school, and even worked for a semi-professional team in Grand Rapids. Once I began my attendance at the University of Michigan, I wanted to continue my involvement with a football program, especially one as highly esteemed as Michigan's. After making phone calls and staying persistent to my goal despite having to wait for the 2007 season to end. I finally was taken on to be a student manager for the program, beginning in the spring of 2008, under newly hired coach, Rich Rodriguez. It was the start of a new chapter in my life, as well as Michigan Football's.

My job was pretty straight forward, I kept track of practice time using a state-of-the-art practice clock and remote, and blew an air horn to signal the ends of practice periods, so that Coach Rodriguez could stay on task and cover the techniques and drills he wanted to. It sounded simple on paper, but in reality it was a highly intense position that involved a lot of trial by error, behavior analysis, and keen sense of awareness. I was responsible for following Coach Rod around practice and altering the schedule to whatever he saw fit. However, he often times did not give me a heads up to these adjustments and would 'displace' some of his coaching frustrations toward me. It was nothing major, but I definitely got an earful many an occasion, more so than any other student manager. So much in fact that just about every player on the team knew my name after the first spring because they were constantly reminded of it when Coach Rod would yell for me across the field after I had messed up some other assignment, as I was also responsible for running little errands for him as well. For two years I held that position, but luckily I had it figured out by the fall of 2008 and I had mastered it so well, that I could essentially watch

practice without having to worry about my job. In this way, I was able to watch Coach Rod actually coach on the field more than just about any other person in the program. I was around Coach Rod so much that players and assistant coaches called me his “right hand man.” It is in this way that I gained a valuable perspective on the way a coach runs his program, and in particular, what Rich Rodriguez’s style of teaching and leadership was.

After the 2009 season and two years of hard work, I was elected to the position of head manager. This was not only important to me because I would get the honor to lead all the other student managers, but I would be allowed in to more team exclusive functions, like team meetings, staff meetings, and the tight ends and slot receivers’ position meetings. I was around Michigan Football all of the time during the fall of 2010, and my exposure to all of its inner workings was invaluable.

Observations of the Michigan Football Program: 2008-2010

In order to put the practices of a college football program into a useful and meaningful framework, I will be sharing my observations of the Michigan Football Program. In this way, I will describe what Coach Rich Rodriguez and his staff did to run the team, and in this way I will be able to compare and contrast these methods to that of business theory and also other successful football coaches. These observations began when Coach Rodriguez first came to Michigan in the spring of 2008, and ended after the completion of the Gator Bowl on January 1st, 2011. Most of the intricate details of the program, like what occurred during the team meetings, were noticed during the 2010 season when I was granted more exclusive access into the inner workings of the program. In order to more fully describe the impact of the policies and actions of Coach Rodriguez, the motivational impact his organizational procedures and leadership had on the players will be compared to that of highly successful coaches as well as modern business theory.

Organizational Practices

Goals

In the 2008 and 2009 seasons, Coach Rodriguez had weekly captains, or captains that were determined every week instead of season-long captains like most teams. He said that he didn’t believe in electing some of the players captains before the season even began because he thought that true leaders would step up during the season on their own. However, in 2010, the senior class convinced Coach Rod to allow them to elect two permanent captains, leaving just two spots available for the weekly captains. In 2010 as well, he allowed the senior class, represented by the two permanent captains, Steve Schilling and Mark Moundros, to present the team the decided goals for the season. In 2010, these goals consisted of winning the Big Ten and winning the Rose Bowl.

In order to give the players more focus with their newly formed goal, he removed every opponent on the giant game schedule in the team meeting room except for one: UCONN, the first game on the schedule. Every week after the game, he would then take down the previous opponent and would only put up the next opponent on the schedule. This framed the minds of the players to concentrate all their

efforts on the next game, and not to worry about other games, like Ohio State, until their time had come during the season.

In addition to a team goal, individual goals were established too. Each player on the team was asked to come up with their own goal, whether it was to rush for a certain number of yards, or lose a certain number of excess weight. This goal was shared by only Coach Rod and the Director of Football operations, who kept track of how this goal was progressing throughout the season.

Every first Monday of a practice week during the 2010 season, Coach Rodriguez would announce the defensive and offensive keys to victory for the coming game. It first simply started out as a three point list, but then it turned into a rhyming three point list, in which he would ask the players to remember it, and say it after every practice that week. The one constant week in and week out was that the offense stressed "ball security always"; otherwise it was a new list for every opponent. An example of the rhyming keys to victory is for the defense: "Disguise, surprise, and demoralize!"

Bo Schembechler did very similar goal orientations during his tenure at Michigan. Like Coach Rodriguez, he would have the seniors on the team come up with the team goals for the year. As he says in his book, *Bo's Lasting Lessons*, he even went as far as to have the team goals posted all over the facility, on posters in the locker room, on banners in the practice facility, and anywhere else you could think of. The team's schedule was posted everywhere as well, so that there was a constant reminder of what the players focus should be on. Bo also encouraged players to come up with their own goals, but instead he had them write their goals on cards that they kept with them all of the time, so that they could always refer to them to see if they were doing something to help them with their goal, or doing something that adversely affected them. Thus, in terms of setting goals and reminding players of them, both Coach Rodriguez and Michigan great, Coach Schembechler, were very similar in their approaches.

One way in which they differ, however, is their approaches to rivalry games. Coach Rodriguez believed that the players should basically take the same approach to rivalry games as they did with any other game, other than the intensity in which they played. Bo Schembechler did not feel the same way. Playing Ohio State especially was something beyond other teams; there was history, a mutual dislike, and a passion for that game that surpassed every other game. When Bo Schembechler first arrived in 1969, he understood the importance of that game to the program, and made it a point to make that at the forefront of their minds. He thus made one of their team goals to beat Ohio State, and to emphasize this goal, he put a big banner of the locker room entrance with the demoralizing score of the previous year's game, 50-14. That method seemed to help Bo, who went 11-10-1 against the buckeyes, where Coach Rodriguez went 0-3, with two of those coming at the expense of at least a 30 point deficit. Today, Coach Brady Hoke has brought back the tradition of putting a bull's-eye on Michigan's rival, with a counter of how many days it's been since the last Michigan victory over Ohio State and a countdown to the actual game.

From what business expert authors Donnelly, Gibson, and Ivancovich say in *Fundamentals of Management*, this strategy of a team setting its own goals is based on the Management by Objective theory. In this management theory, if a person set his own goals which are reaffirmed by superiors, and

the person solely responsible for its success or failure, there will be improved contribution, better morale and attitude, and more solid link between the individual's goals to that of the organization. This essentially leads to more motivation to succeed, and players will take greater ownership of their team. In terms of an individual's private goals, it needs to be made clear that these are not a way for the coach to punish the player for not living up to his own expectations, but for a way to mark the players' progress and to ensure that he stays on track to his own goals.

Additionally, the Peters and Waterman, Jr. wrote in their management book, *In Search of Excellence*, that "two objectives is no objective". This means that one cannot effectively focus on two objectives at the same time. This could apply to Coach Rodriguez's weekly keys to victory for offense and defense, which usually came in a list of three. Perhaps instead of trying to make the three keys easy to remember, it would have been more effective to have just one key to victory. That way the players' mental energy is not divided up against three different objectives, but fixed upon one.

I think the goals that were determined by the team did in fact increase the players' motivation and ownership of the team. This could be seen by the repetition of the weekly goals by the players during practice. One such example involved the skill players' requirement to hold a football in a secured position, while they were watching the other lines perform the play set. Other players would walk around and smack the football out of the hands of unaware players and say, "BSA", which stands for "ball security always". It is this increase in motivation that helped the team in their preparations for game days. As college basketball legend Bobby Knight said, "The will to win is not nearly as important as the will to prepare".

Structure

With over 120 players, and almost 80 staff members, including almost 40 student staff members, it was very important for the program to have an organized structure. At the top of the structure, Coach Rodriguez was responsible for making the major decisions regarding his program. After Coach Rod, there was a split in the program, the coaches and the support staff, both of whom reported to Coach.

The support staff was fairly autonomous, bringing only major issues before Coach Rodriguez and conducting most of their business on their own. The media relations representatives, academic advising counselors, tutors, medical personnel, athletic trainers, and equipment managers primarily ran their own departments, sending and receiving all needed information from the coaches during the daily staff meeting. The director of football operations, video coordinator, and recruiting coordinator dealt much more often with the coaching staff, as their services revolved around the needs of Coach Rodriguez.

The coaching staff worked directly under Coach Rodriguez and all of their work was based on a hierarchy. If Coach Rod needed a breakdown of an opponent, the information would filter down to the lowest coaching positions, the Graduate Assistants and Interns, who would make cut-ups of film and find statistical breakdowns of opponents. However, there were essentially two divisions among the coaching staff: offense and defense. The defensive coaches were required to report to Coach Rod whenever needed, but almost never did they leave the immediate circle of the defensive coordinator.

For all three years under Coach Rodriguez was this case, with the 2008 season defense reporting to Scott Schaffer and the 2009 and 2010 seasons reporting to Greg Robinson.

The third coaching unit that also reported to the head coach, but was more autonomous than the other field coaches, were the strength and conditioning coaches. They would plan their own workouts to the needs of the coach's overall football strategy (in Michigan's case, speed and explosiveness), and then conduct any other supporting roles needed, like extra conditioning sessions, stretching, or strength statistical analyses.

There were hundreds of coaching decisions made on a daily basis, but realistically it would be impossible for Coach Rodriguez to have a hand in each of those decisions. In order to increase the efficiency in which the decision making processes were formed, Coach Rodriguez had to delegate a great deal of responsibility to the other coaches. With the defensive coaches, he virtually delegated all of his decision making responsibilities to the defensive coordinator. In 2010, however, I believe he mandated that the defense make a switch to a different style of defense, the 3-3-5 stack. Beyond that, he rarely had a hand in defensive coaching, on or off the field. He was known, however, to spend film sessions with defensive units who struggled during games to make sure they knew that he was upset with their performance.

On the offense side of the ball, delegation was much different. The offensive coordinator took a key role in taking on responsibility while also delegating responsibility further. Coach Rodriguez was never far from the offense and kept an almost constant oversight on the unit. During practice, he would spend 95 percent of his time with the offense, but would trek towards the defensive practice on occasion to see how they were doing, usually after a pitiful defensive performance on the previous Saturday's game. The offense was very well run and organized during practice, and it seemed that all the offensive coaches seemed content with the amount of responsibility they had with each position.

Special teams play was headed by Coach Rodriguez, and there was no specific special teams coach to help with the oversight. Instead, each position coach had a special teams responsibility in addition to their own offensive or defensive group. Special teams were usually the weakest and least organized portion of practice, with the part time special teams coaches not knowing exactly what Coach Rodriguez wanted until he was yelling at them for ways he didn't want the practice run.

Communication between all of these groups was a pretty straight forward process, since all of these units shared the same little building of Schembechler Hall. Usually coaches or staff would simply walk down the hallways to discuss an issue with whomever they needed to speak with and things would be taken care of rather quickly. However, during staff meetings, which I was privileged to be a part of on occasion, there was somewhat a breakdown in communication. The ideas in the room were pretty much dominated by Coach Rodriguez and offensive coordinator Calvin Magee, but most of the other coaches seemed almost afraid to speak up. Not a lot of ideas were presented in this fashion. In contrast, during offensive meetings where Coach Rodriguez was not present displayed an open dialogue between the offensive coordinator and all of the offensive coaches. The tone of the meeting was light but still professional, and it seemed that the coaches were more inclined to speak without the presence of the head coach. It is for this reason that there were many breakdowns in communication once practice

actually began, because often coaches were unsure of what Coach Rodriguez wanted. These breakdowns often fell all the way down to the student managers, who were responsible for setting up the practice drills and helping the coaches run them. That's why I am familiar with the breakdown of communication, because I was at the receiving end of it. It was a common occurrence that some coach would approach the managers and describe the way they believed the drill to be set up. Then when practice came around and Coach Rod saw that the drill was not set up the way he envisioned it, he would proceed to chew out the coach for not knowing what was going on, after which the responsible coach would yell at the managers to cover his own skin. It was an interesting line of 'communication' to say the least.

Both road and home games would both be occasions upon which the football team would stay in a hotel the Friday before the game. The hotel trips were very professional, and the coaches and players alike took them very seriously. They were also an occasion in which players would be paired up in rooms, the other being dorm placement for incoming freshman. Both these types of room placement saw similar players being paired together. Defensive backs were placed with other defensive backs, freshman with other freshman. Pairings usually went first by position and then by class. It was very orderly and for hotel trips players usually had the same roommate every Friday night.

The final notable element of structure within the Michigan Football organization was the creation of Wolverine Teams. These teams were drafted by seniors and consisted of around eight to ten guys per team. These twelve teams competed with each other every year, with the metrics of victory being calculated using grades, volunteer work, class attendance, practice effort, and various skill competitions. This winning team received accolades such as medals, their names on plaques and pride points, but also a steak dinner served by the losing Wolverine Team. I believe there were other awards associated with the winning team, but I never witnessed the presentation of these awards in person.

Most college football programs have similar structures of operations as Michigan's, with the same support staff and basic hierarchy. This is the case with Bo Schembechler's Michigan team, but with distinct differences in terms of delegation and communication. During Bo Schembechler's coaches' meetings, he would encourage all the other coaches to speak up and share their thoughts. He felt that was the reason he hired them, to give him ideas and feedback, not simply to agree with all of his strategies. Debates and discussions were common in Bo's meetings and as he believed that an open line of communication would allow the best ideas to come to light.

Another key structural element of Bo's that differed from Rodriguez was his assignment of roommates. For incoming freshman, he did not simply put like position players together but rather he paired up diverse individuals. If there was a player from the Detroit, he would pair them up with someone from a small town in Nebraska. In this way tight bonds would form through position groups and offensive and defensive players, as opposed to the two-team feel under Coach Rodriguez. During hotel stays pairings were not as straight forward as it has been the past few years. Bo's policy was to pair up younger players with older veterans, so that the underclassmen would be more focused and absorb some of the knowledge and experience of the upperclassmen. This was a further measure to ensure that the entire

team felt close to each other, because even though the offense may go against the defense in practice, on Saturdays they have the same enemy.

In Paul 'Bear' Bryant's book, *Building a Championship Football Team*, he describes ways in which he kept his lines of communication open with the coaches. His approach to coaches' meetings was similar to Bo's in that he wanted to hear the opinions of everyone in the room. An ingenious system of feedback was devised by Bear to keep communication open and to allow constructive criticism to take place. He would have coaches stand up and show how they were going to teach a certain drill to the players, pretending that all the other listening coaches were the players he was teaching. This provided good practice for the coaches' teaching abilities, but it also allowed feedback and suggestions from other coaches to increase their knowledge of the game and improve their player communication skills. It only seems fair to assume that this strategy worked out well for Bear Bryant and his staff, as he is commonly regarded as the best college football coach who ever lived.

Businessmen at any level can agree that communication is of utmost importance to an organization. It is essentially of the same function as the circulatory system is to the human body, flowing information throughout the enterprise in order to keep all areas running efficiently. Peters and Waterman, Jr. stand by this notion and suggest that communication at every level of the organization is vital. Thus keeping communications open in a coach's meeting room is just as important as the ability to communicate with players. Efficient and free-flowing communication systems allow for more rapid improvements and innovations for organizations as well, as it sparks ideas and allows creativity to spread throughout. In a sport like football where innovations have been a means of gaining an edge, this kind of communication, especially among coaches is a must.

Business theory also suggests that the formation of small teams, like the Wolverine Teams at Michigan, is a great way to keep people more motivated. The contributions of one player may seem small compared to the grand scheme of the entire program, but every successful task done for the Wolverine Team is a way for a player to have a sense of accomplishment and greater meaning. It essentially helps feed man's natural desire to find self-actualization, the highest need according to *Fundamentals of Management* by Donnelly et. al.

Rules and Discipline

The rules for Michigan Football were pretty standard: don't miss practice, don't miss lifts, don't miss class, don't do drugs, and get good grades. In the very first team meeting, this was made quite clear by Coach Rod. It was also made known to the players that their individual rights were superseded by the rights of the team. This meant that if there was ever a conflict of interest, the team rights would always come first. This was the case when the team came in to practice on Thanksgiving Day in 2010 to get ready for the Ohio State game. It was always relayed to the players that the team's needs were always greater than the individual players' needs. If a wide receiver wanted to get more reps after practice, then it was the responsibility of a quarterback to step up and help him. It was never told to the players that their life as star athletes for the greatest football program in America was going to be easy, and instead Coach Rodriguez insisted that more was expected out of them than the average college student.

Punishments were used in order to discourage any behavior that broke these rules, to mend attitudes that were subpar, and to correct mental mistakes on the practice field. One such publicized punishment was the loss of wings on the Michigan helmet that a few players had to suffer through because they were not in shape for the start of summer camp. They had to earn their wings back through hard work and a positive attitude. The standard punishment for missing class or missing lifts was a torturous session with the strength coaches. The coaches would make the players run sprints until their sides ached, make them give pick-a-back rides to heavy teammates around the field, or roll on their sides up and down the field until they threw up from dizziness. Despite the threat of having to perform the extra special workout sessions, there were still many players that did not make every class.

A different approach was used for game day mistakes. Each practice after a game, the players and the entire offense or defense had to perform up-downs for every mental mistake they made during the previous game. So if Denard made 12 mental mistakes of his own, the entire offense had to do 12 up-downs just for him. This was supposed to show that the entire team was accountable for each player's mistakes.

Some players were shown leniency towards disciplinary action based on their past behavior on the team. Coach Rodriguez called it the "money in the bank" philosophy. If a player got good grades but was caught missing one class, Coach Rodriguez wouldn't make the player do punishments but would tell him to get to class next time. On the other hand, a player who got bad grades and was caught arriving late to class, would probably have to go through the special workout routine. In this way, Coach Rodriguez felt that each player was being treated fairly, but perhaps not equally.

Discipline on the practice field took the most common form of verbal scolding. If a player made a mistake, he would be sure to know about it in the next few seconds. The mistake that received the most scolding was lack of hustle, as Coach Rod would usually come charging up the field to give a player an earful. Other methods of correction were practices such as a minute of wall sits for every false start, 10 pushups for every dropped pass, and five sprints for every fumble. However, like it was mentioned earlier, the most utilized form of correction was yelling.

Bo Schembechler used a similar disciplinary style to Coach Rod's, as he too was unafraid to yell at players. However, he felt that all players should be treated equally with no exceptions; there was no money in the bank for Bo. His philosophy was that he didn't care if a player was a starter or a bench warmer, from Texas or New York, African-American or Asian, he was getting treated the same as everyone else, "Like DOGS!". In *Bo's Lasting Lessons*, he describes one such equal treatment policy in which the game day bus waited for no man; it would leave when it was scheduled to leave whether everyone was on the bus or not. He mentioned that a few times, even a starter was left behind chasing the bus, but Coach Bo told the driver to "Keep driving! The bus waits for no man!" Needless to say, the players that missed the bus were never late again.

Although most companies probably do not have to deal with rule breaking as much as football programs, mistakes from employees are a common occurrence. Peters and Waterman, Jr. suggest that instead of disciplining people for their mistakes, whether it is through yelling or some other punishment,

that managers should solely exercise positive reinforcement. Men especially view themselves as winners, and will believe that they are in the top 10 percent of everything until proven otherwise, so to tear them down in such a forceful way as yelling, humiliates them and significantly drops their moral and motivation. This is apparent sometimes as players heads hang down after a stern scolding, yet some are players are more resilient to this type of punishment than others. Positive reinforcement is said to empower people instead, and has been proven to correct mistakes quicker in the corporate world than negative feedback. The way in which the positive reinforcement is given should display some of the characteristics of the following:

1. Specificity: it must include as much information as possible
2. Immediacy: such as on-the-spot rewards
3. Achievability: small, more achievable successes must be rewarded too
4. Intangibility: such as attention from top management to the lowest ranks
5. Unpredictability: reinforcements should be intermittent

Using these methods, learning will take place at a much quicker pace, and mistakes will be made less often. Also, subordinates will not fear their superiors and will be more eager to work hard to please them. Overall, positive reinforcement is a psychologically superior method to make corrections.

The feasibility of using these methods in a college football program is higher than one might expect. Many coaches yell as a way to bring star players down to earth and to make the team the highest priority. Coaches are always afraid of an ego developing and constantly guard against it by needlessly yelling at players that are not straying far from their teachings. Although sometimes this causes players to work harder in order to be perfect to avoid be yelled at, most of the time it simply discourages the player and makes them think that they can do nothing to please their coach. I have seen the latter first hand many times under Coach Rod, and have rarely seen the former.

The biggest issue with negative reinforcement, particularly in the form of strong verbal scolding, is that players begin to tune out the coaches and simply do their own thing. Their thinking is along the lines of, "If I can't ever please the coach, I might as well do it my way". Yelling begins to appear as talking to the players, and it then becomes impossible to know whether the coach is really upset or not concerning a mistake. The ability for the player to learn drops dramatically under this kind of approach. Yelling rarely motivates a player to do better, but occasionally it can show the players that the coach is truly animated and passionate about something. In these circumstances, the coach is not yelling necessarily at the players for doing something wrong, but simply trying to draw in some excitement and enthusiasm; this should not be confused with negative reinforcement.

A lack of motivation and a lessened ability to learn is not even the worst aspect of verbal scolding as a form of negative reinforcement. As this type of disciplinary action continues, players will begin to lose respect for their coaches. This is the absolute worst for a coach. Once respect is lost, the only way to maintain control is through fear, and as many dictators and regimes throughout history have learned the hard way, it will never work effectively in the long term.

Competition

Football is a competitive sport by nature, but that doesn't mean that even more competition could be brought into the game. Most of the time players began competitions on their own because players at the collegiate level are natural competitors, but many times the coaches facilitated the competition in order to bring out the best in everyone. Coach Rod used competitions in practice for both game simulation purposes, but also because he felt that a player was willing to work harder when his pride was at stake. In this way, he used one-on-one matches while the entire team was watching in order to spark a fire in the players. Almost all of the time during the one-on-one matchups, each player would represent either the offense or defense, causing pride to be a stake for the player participating and his entire offensive or defensive unit. Often times the stakes were raised with these on-one competitions, with the loser having some sort of punishment, like sprints. The gravity of the situation was further heightened when Coach Rod would call out the best offensive players to go against the best defensive players. During these occasions the team would be so intent on seeing who was going to win, that a tight circle of over 100 men would form around the battling individuals, yelling encouragements throughout the bout. Such occasions usually pitted offensive lineman David Molk against defensive lineman Mike Martin, which was always an amazing site to see. The competition typically was an almost sumo-wrestler style match, where one player had to push the other towards the other end of the mat. These matches were always extremely physical. As one of the football players put it, once Mike and David got going, nobody in Ann Arbor would be capable of stopping them. All the players would rally around their leaders during these competitions, and the competitors always enjoyed facing off against each other.

Other times, there would be scenarios where the offense and defense would compete on the three yard line. The offense would try to score on one play and the defense was responsible for stopping them. Coach Rodriguez would encourage the team to treat each of these plays like the last of the game, so the defense or offense would run out onto the field in celebration after the play was over. Using this drill, he further stressed that he wanted the players to take pride in their unit, and to have some passion while playing the game.

Coach Rodriguez would make field competitions even more interesting at times, pitting himself and the coaching staff against the kickers ability to make field goals. If the kickers made field goals, the coaches would have to do push-ups, but if they missed, the entire team would have to. Although the coaches didn't have to do push-ups very often, it was always funny to watch Coach Jackson drop to the ground and bust out a solid ten.

A more structured way that the players got a chance to compete against one another was through Wolverine Teams, as was mentioned earlier. These 12 teams would compete primarily in realm outside of football, like academics and volunteer work. The points earned by each team and each player were kept track on a giant board by the players' meeting rooms. This gave incentive to teams falling behind to work harder towards their grades or make more visits to Mott's Children's Hospital. This competition had a positive effect on player motivation as players didn't want to be the ones holding back their Wolverine Team, increasing the accountability the players had on one another. Players who contributed a great deal of points to their teams were well respected for their efforts, further pushing others to work harder.

Even though the players could be measured upon the coaching staff's standards, players more often times will compare their performance to that of other players on the team. It is therefore more beneficial to tap into that comparative competition. One example in support of this that is used in Peters and Waterman, Jr.'s book, *In Search of Excellence*, is that a bicyclist will always race faster against another bicyclist than he will against the clock. The bicyclist may push himself hard to get his best time in practice, but he will always race faster when he is competing. In this way, competition exploits the potential that is normally untapped by sheer force of will. That is why when it came to motivating players through competition, Coach Rodriguez did an excellent job bringing out the best of his players. Players were always highly motivated to compete and never backed down from his challenges. Coach Rod's ability to facilitate a competitive yet productive environment was one of his best attributes.

Rewards

Despite Coach Rod being quite critical and demanding, he also believed in rewarding the players for their hard work. There were many different ways a player could earn some sort of recognition or reward for his efforts on or off the field. Players who made big plays at practice were given Kit-Kats immediately following the practice, every practice would have an offensive, defensive, scout, and special teams player of the day, players with good weeks in the classroom would receive the 'Student of the Week' award along with the best parking spot in the lot, players who contributed a significant number of points to their Wolverine Teams were given the 'Teammate of the Week' award with a parking spot right next to the 'Student of the Week', and players who had over adversity and worked hard would be given the 'Nacho Award' after Thursday practices, which was considered a great honor. All of these awards were presented in front of the entire program so that everyone could recognize their accomplishment. Other awards included the 'Weight Room Warrior Award' that would go to players who made huge strides during strength and conditioning workouts, player of the game awards in the form of a poster placed near the entrance of the building, and end of the year awards like the team's 'Most Valuable Player' award. Weight room and speed records were also put up near the entrance to the weight room, including the current teams' records as well as the records of players from previous years.

Players really enjoyed getting these awards and they were so varied in terms of their type and importance that every reward seemed to have meaning to them. I often heard players talking about the weight room leaderboard, gawking at some of the players' records, or mentioning how certain players were "beasts" because they consistently earned the Weight Room Warrior title. These were all effective motivational tools that hit home with many of the players. I recall one time where Cam Gordon received a Nacho Award for the first time, and he was jubilant over his recognition for the award, saying, "Oh, I have been waiting for this for so long! Thank you Coach!" It was a sincere display of achievement that was seen and aspired to by all.

Coach Rodriguez and the other coaches gave other, non-award type of rewards, like the ever elusive praise. Most of the time, when Coach Rodriguez said something to a player, it was to point out that he had messed up or made a mistake. On occasion, however, Coach Rod would give compliments, tell players that they had improved, and told them they had done a good job. This was usually a rare treat,

and it essentially told the player that they truly had done something great in order to receive the head coach's praises. This became a more common occurrence in 2010 than it had been in previous seasons. I believe it was partly due to the fact that the team had dramatically improved over the two seasons, but also because Coach Rodriguez was beginning to lighten up his coaching style a little bit. Either way, the players always seemed to appreciate his compliments, but it is possible they still would have been appreciated had they been given out more often.

Positive reinforcement is such a strong tool to promote a dedicated and motivated work environment, and the tools used by Coach Rodriguez are proof that they can be effective. Every person wants to be recognized and being recognized by the entire team is quite an experience for many of the players. It satisfies the human need to achieve, to be lifted high among their peers, if only for a short while. In the words of Peters and Waterman, Jr., "it is important to feed man's search for meaning upon an earthly heroism." These awards do just that. What better way to be a hero than to be named the player of the game for a great victory, to be named the team's most valuable player, or for a walk-on to be recognized in front of the entire team by the head coach for being the team's hardest working and most dedicated player? Fortunately, Coach Rodriguez understood this concept and utilized it often.

Coach Rod covers every method of positive reinforcement, with his specific awards, the immediacy of earning Kit-Kat's and receiving compliments, some rewards are small and quite achievable, he occasionally gives his attention to even the lowest ranking players, and at times he mixes up rewards by handing them out when the players least expect it. His biggest fault in regards to positive reinforcement is that he counter-acted much of it with negative reinforcement. Players eventually became used to his style, but at the same time they also started to resent it. It was not the best way in which to motivate the players despite his best efforts to correct it using intermittent positive reinforcement.

Leadership Practices

Culture

The culture of the program could easily be argued to be classified as a form of an organizational tool, but I feel that for the football program it reflects more of the head coach's influence.

Every year, the mantra of the team was clearly defined on the first day of camp when all of the players, including the entire incoming freshman class, reported in August. Coach Rodriguez would hand out the playbooks as well as other information that a student athlete would need to know, and talk about the dedication, drive, and desire needed to succeed at the highest level of collegiate football. He stressed that playing for the University of Michigan was the highest stage an athlete could hope to perform on, and that they should not take that commitment lightly. He also talked about the mentality he wanted his players to have, which he called the 'hard edge'. This philosophy emphasized that the players approach life with the mindset that nothing will get them down, that they will always keep fighting no matter the odds, and maintain an unshakeable focus on and off the field. He believed so much in this philosophy that the slogan was put on t-shirts made for the team, posters that were placed all around Schembechler Hall, and even the tunnel entrance to the Big House. This served as a constant reminder the way in which he wanted his players to behave.

He also stressed that every man on the team, whether a nice caring individual or otherwise, needed to “flip a switch”, as he put it, whenever they walked onto the football field. After flipping the switch, they were to become aggressive, ruthless, and hungry players willing to accept pain and turmoil in order to defeat their opponent. He wanted to drive this point home so much, that he had a giant blue line painted on the turf in front of the practice field, so that players remembered that when they crossed that line onto the field, that they were supposed to become hard-edge football players.

After every practice (Thursday practices in particular), the night before the game, and right before the game, he would give the team a little speech. During every speech he always emphasized the need for the players to go full speed at everything they do, to spend all their energy in pursuit of their victory. He always said that he would rather have them go full speed and make mistakes than to play tentatively and conservatively. If they made mistakes, that was fine as long as they made them at full speed and didn’t make the same mistake again. He wanted the players to not get caught up on what had been happening in the game, whether they were up by a lot or down by a little, or whether they had made a big mistake the previous play. “Just focus on the next play” and “Win the next play” were some of his most often used quotes.

Other than on-field performance, Coach Rodriguez also stressed the importance of academic achievement. Whenever the issue of grades came up, he always stood by his belief that his players were at Michigan to get degrees first and foremost. Encouraging players to just qualify was not in his character at all, and he encouraged the players to strive to do their best, to get at least a B if they could. If his players were struggling to get a B, he encouraged them to seek out help with the academic center, to reach out to their professors, and to learn material they didn’t understand from a tutor. One of the rules he put in place while at Michigan was that players were to sit in the front two rows of class, take off their hats, and pay attention during class. He not only wanted the players to take their academics more seriously, but also for the players’ classmates to know that these players are student-athletes, not just dumb football players.

Probably the final aspect of the team culture, and probably the most important one, was that the team was supposed to always look out for one another, to play together, and to be selfless in their actions. “Everyman, every play” was the philosophy he wanted the players to believe in to win, that it wasn’t about individual effort or the sum of the parts, but a single unit acting together as one. He often gave references to soldiers on the battlefield, and what their motivations were for facing certain death, saying, “the reason those soldiers in World War II, Afghanistan, and Iraq charged up hills under barrages of gunfire was that they didn’t want to let down the man beside them.”

Coach Rodriguez essentially wanted everyone on the team and even in the program to view themselves as part of the Michigan family. In this way, every player would be playing not only for their teammates, but for their family members. T-shirts that said “Michigan Family” were made, and the family atmosphere was promoted on a constant basis. Coach Rod always said, “I treat everyone on this team no different than I would treat my own son.” In fact, the families of coaches, players, and staff members were almost always present during any given practice. Brock Mealer, brother of offensive lineman Elliot Mealer, was paralyzed from a car accident, and the strength and conditioning staff of Coach Rodriguez

gladly took it upon themselves to help him in his rehabilitation. Coach Rod would sometimes use Brock as a point of inspiration and to show how much he cared about the Michigan family, and Brock fought against all odds with strength coach Mike Barwis to regain the ability to walk using only a cane. Even former players were welcome to come back to the Michigan family, and many returned to work out with Coach Barwis or to simply be around the program again. Overall, Coach Rod worked very hard to establish this sense of family on the team.

All of these stressed Michigan culture elements had a positive impact on the team motivation. Players policed themselves based on the values set out by Coach Rod, reminding each other that the Michigan program does not tolerate complainers and loafers. Seniors stood by these values as well and set a good example for younger players to follow. With this widespread adoption and a larger buy-in coming from the players in the 2010 season, it became easier and easier for Coach Rodriguez to set the tone of his team, as many players were already living by his philosophies. In the 2010 season, there were far fewer issues and drama surrounding the players because they realized that shaping up their attitude was in their own best interest, as well as the team's.

Peters and Waterman, Jr., would probably look favorably upon the way in which Rich Rodriguez set such a rigid culture around the program. After looking at America's best companies, they found that every one of these organizations had a strong culture that people either identified with and embraced, or found no connection and never became involved. They stressed that a company culture can strengthen the integrity of the entire organization and allow people who identify with it to find meaning in their work.

Bo Schembechler lived by this philosophy as well, as he came out blazing with his timeless slogan of "those who stay will be champions". Almost 40 players quit the team during the first spring that he was head coach, and many could see that as a bad way to take over a program, but after he branded his hard-nose football attitude and strong moral values into the minds of his players and into the program's culture, it became a successful organization that never drifted from its core beliefs. One way in which Bo's strategy differed slightly than Rich Rodriguez's approach is in the way that he embraced the traditions and history of the school and football team. Coach Rod felt that some of the traditions in place before him did not fit into his own culture, but this would prove to be a pitfall for him as he received intense backlash for his lack of care in dealing with Michigan's traditions.

Teaching Skills

When it came to the game of football, Coach Rodriguez had just as much knowledge as any other football coach in America, but when it came to teaching his players the knowledge that he possessed, it didn't always transfer very well. It was mainly because his teaching style was so inconsistent; there would be times in which he would carefully demonstrate a technique to the players, communicating in clear and understandable language that connected with the players, but other times he would yell and explain things repeatedly in the same way. This inconsistency always seemed to keep players on guard and defensive, however when he truly opened up and was sincerely interested in teaching them, they would listen with open ears.

Being a former athlete, Coach liked and was able to demonstrate techniques to the players, which was always more helpful. I found that players retained and performed techniques much better when they witnessed successful demonstration of that technique. In this method of teaching, Coach Rodriguez was very skilled and he gained the respect of the players with his enthusiastic demonstrations. When Coach Rod was in a good mood and he was excited about the energy he was seeing out of his players, he would match their energy and his coaching would improve dramatically, as he showed more patience with the players. On the other hand, the exact opposite would occur when players were tired, and this affected the team's ability to learn.

Once a technique was taught by Coach Rod, he would then expect the players to have it down immediately, and would not often give positive reinforcement for when they did it right. If anything, this hurt their technique as the practice progressed, because they knew if coach did not say anything, that they were doing the technique correctly, but if he yelled at them, that knew they were doing it wrong. This became a problem when Coach did not see them do a certain drill incorrectly and did not yell, so they assumed that they simply were doing it as he had instructed. Later on when the mistake was finally discovered, it was too late because it had already become a habit to the player. His teaching style also seemed very one dimensional, not seeking a lot of feedback from the players in order to teach them more constructively. Most of the time the players were just expected to adapt to his teaching style instead of Coach Rod adjusting to the way they learned.

Personality

Coach Rodriguez was a man of two distinct beings: business Rich and non-business Rich. The side of Rich Rodriguez that wasn't enveloped in his work and completely serious about the team's success and wellbeing was a lighter and more patient than is other half. He was a person with a good sense of humor and who was down to earth. His professional self was quite different. Yelling was his common form of communication, and it seemed that he felt the need to raise himself high above everyone else so that they knew he was the one with authority. Friendliness was not in his nature and he issued out judgments harshly and swiftly. It almost appeared that fear was his primary source of power at times; fear of being disciplined, scolded, or yelled at. This demeanor of his often created great tension and stress to everyone he worked with. This change from one personality to the next was not predictable, as certain days he would be friendly to all, calling even managers by name, and other days walking past the same people without even giving them a glancing look. It wasn't always fair, but that's just how he was.

Despite the change in personality he often experienced, the core of his persona was never absent. He was an intense, highly competitive and motivated individual, but also a loving family man. Make no mistake, he may not always say hello when a staff member walked by, but even the lowest staff members were treated like everyone else, family. Coach Rodriguez best quality was his devotion to a family feel for the team. He wanted everyone to be close and everyone to know that they could come to him for any of their needs. Coach was not a very religious man, but that didn't mean that he had rock solid moral and ethical foundations. Instilling these values into his family was one of his first and highest priorities, and I can vouch that this indeed took place under his tenure.

Findings

Reasons why Coach Rodriguez did not succeed at Michigan

I must first say that it is remarkably easy to find fault with the way a coach ran his team when he is unsuccessful. If Coach Rodriguez had won more games at the University of Michigan and not been fired, many of his coaching techniques and his style would not be questioned. One example is the argument that his yelling discouraged players and stressed out the other coaches. This is true, but Bo Schembechler was a proponent of yelling to make a point and he was never criticized for that. Now it is true that the nature of the yelling is probably different, but it proves that everything a losing coach does is put underneath the microscope even more.

That being told, I would say Coach Rodriguez's biggest failure was his lack of oversight of the defense. He delegated all of his responsibilities of monitoring the other side of the ball to the defensive coordinator, but would then yell at the defensive coordinator if he made any mistakes. That is not a sound formula for providing proper motivation for his coaching staff or players. Bo Schembechler and Paul Bryant believed that assistant coaches should never be scolded in front of the players, something that Coach Rod did on occasion, and that the head coach has to take the blame for the decisions of all of his coaches. That is something Coach Rodriguez did not do well either. Because he did not take great care in watching the defense, the players and the coaches felt like they were almost on another team. It was almost as if we had two teams that came together on Saturday to win, and this is a result of his lack of direct involvement.

The second greatest problem facing Coach was his insufferable temper. He would often lose control over his emotions and completely go off on a tantrum, throwing things to the ground and storming around screaming. This problem was his biggest personality flaw and players, coaches, and staff alike lost a great deal of respect every time he would go off on one of his tirades. It is simply hard for people to respect a person that loses control of his emotions so easily, especially when that person completely overreacts to some mistakes. When he would verbally explode on a player it was just ugly to witness, as the player was helpless against the barrage of foul and demoralizing languages, usually sucking all of the player's willpower and motivation. Without the full respect of his players and staff, it became harder and harder for everyone to buy-in to his program philosophy and to trust that he was going to lead the team to success. With these doubts came poor game day performances and the rest is history.

The third biggest reason for Coach Rod's failures was his lack of adaptability. He tried to overhaul the offense completely in one year, and this proved to be disastrous. The offense itself was complicated and required a lot of study. Sometimes it is good to have some complexity in a football playbook, but in his case, it was overly complicated for what the end product offered. In contrast, the 9-4 Air Force Fighting Falcons were one of the nation's top 25 teams in 2010, and they ran only 16 plays, where the spread-option offense had hundreds. One of the maxims for the country's best run companies is simplicity and mastering the basics (Peters, Waterman). This was clearly not the case with the 2008 Michigan team. The overly complicated offense that was not adapted to match the personnel already present at Michigan proved to be disastrous. This was a clear lack of oversight by Coach Rodriguez and just further

evidence that it is always better to adapt to the personnel already present. Urban Meyer, a former championship coach for Florida and Utah, operated a spread offense as well, but he adapted his schemes and plays to match the personnel he had every year, and this was a huge factor for his great success.

A reason that is not mentioned very often lies with the fault of Lloyd Carr. Coach Carr was an excellent coach for Michigan Football, but he failed to follow in Bo's advice, which was to always groom a successor for your team and leave him in a situation in which he can succeed. This was not the case for Coach Carr's final season. He had not developed any leadership underneath him, leaving the task of finding a successor to the athletic director, and he did not leave retire with the team in a suitable state for his successor. The defense was thinning rapidly do to his poor recruiting, and the offense saw the departure of some of the best Michigan players in history. Lloyd Carr was essentially setting up his successor for disaster. Bo Schembechler, on the other hand, left Coach Moeller with a great football team (one which Bo would have liked to coach) that proceeded to win the Big Ten Championship in his first year coaching. To further impede the success of the next Michigan coach, Lloyd Carr did not stay around to help Coach Rodriguez become acclimated to the program, give him advice, or assist him in any way. Bo firmly believed that if a coach truly cared about his school, his program, and his players, that he would ensure that the next coach had everything in place in order to succeed in the future. Perhaps if Coach Carr had been more involved in the selection process or had developed leadership underneath him, Rich Rodriguez would have never been put into that situation in the first place.

Ideal Leadership

To be a great college football coach is no easy task. The pressure to win that is placed on coaches is incredible. There are so many functions required out of a head coach as well, whether it is player development, teaching, game planning, or recruiting players for their program. It is evident that there is more to coaching than calling plays on Saturday. I would argue that the most successful coaches are great because of their ability to teach, motivate, and inspire their players. Coaches like Bear Bryant, Bo Schembechler, and even Knute Rockne understood this and were able to win tremendous victories for their schools. They were leaders, first and foremost, and knew the secret to success on the field lied in the efforts of preparation. By implanting an unquenchable desire for perfecting the game in their players, rallying their team into a tight and cohesive unit, and teaching their athletes not only the fundamentals of football, but also the fundamentals of life, coaches like these were able to elevate their programs to the limelight of America's greatest sport.

How does a coach manage to inspire his players to endure the toil of practice week in and week out? In what ways can a leader rally his team back from huge deficits at half time in the face of insurmountable odds? Peters and Waterman, Jr. may have the answer again: the key in their eyes is "giving attention to the care, feeding, and unshackling of the *average* man". That is what Bo Schembechler did with an average Michigan team and average Michigan players in 1969, he took care of them, gave them something to believe in, and allowed his players to rise up from average to incredible. That year, he caused one of the greatest upsets in college football history, defeating the number one ranked Buckeyes 24-12 in Ann Arbor.

Peters and Waterman, Jr. also say that we need meaning in our lives and will sacrifice to institutions that give us this meaning. For many college athletes, meaning has always generally come from winning and excelling in their chosen sport throughout their entire life. Then suddenly some of these athletes are faced with greater challenges and greater competition and this meaning is no longer able to be satisfied as it once so easily was. This causes some players to become frustrated and they lose dedication and their resolve. Even success and a fulfillment of meaning can leave a player feeling empty, for the source of their meaning was fulfilled and they start to look elsewhere for meaning, whether it is drugs, alcohol, or money. Either way, establishing in the minds of athletes that meaning in their lives comes from their success on the field is a path towards unbalanced and emotionally wavering team.

On the other hand, if a coach can inspire his players to seek meaning in an even more resilient way, then I believe he can motivate to levels beyond what they have ever achieved before. One such meaning capable of achieving this effect is the belief in a higher power. With faith every act becomes a small way in which their faith can be practiced. People become motivated to do their best in order to praise their Lord using their God given abilities, but never at the expense of others. Even a lackluster individual effort that allows the team to do well is worth celebrating for the individual, because his teammates were able to succeed where he had failed. Despite events in 2010 that prove that he was dishonest, Jim Tressel utilizes this concept; after every game whether they win or lose the Ohio State football team will circle up at mid-field and pray. Jim Tressel, despite probable speculation of his rule breaking actions and most likely immoral or unethical decisions, knew how to inspire in his team a higher meaning, and it was not just empty talk. He will act poised and controlled during games and I'm sure he has the same approach in practice. It is quite possible that his philosophies in this regard have heavily contributed to his incredible success.

Just as Jim Tressel has acted, this meaning cannot only be encouraged for the players, as it is even more important that the coach serve as the role model for his players. He must be patient, kind, slow to anger and quick to forgive. The ideal coach must show poise on and off the field, as a coach in control of his emotions with good virtues and morals behind him will always earn the respect of his players. A coach that takes the time to know even the lowest people in the organization, never assigns work that he is not willing to do himself, and works harder than any other person in the program will undoubtedly enjoy the esteem of everyone in the organization. It essentially comes down to the coach walking with God, and doing His will always, no matter how difficult it may be. As Super Bowl winning coach Tony Dungy said in his book, *Quiet Strength*, "A coach's goal cannot only be to win. Football cannot be the biggest part of a man's life. Football must only serve as a means to do the will of the Lord, to instill morals and values into young men, and to encourage men to walk in the faith of higher authority."

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