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Getting 1% Every Day: An Exploratory Case Study about Growth Mindset in a Collegiate Athletic Setting

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Abstract

This study explored the impact of a coach implementing growth mindset at a faith-based, liberal arts institution in the Midwest. The purpose of this study was to determine if there was any impact on student-athletes being under a coaching philosophy rooted in growth mindset. Results from the study indicate the positive impact of implementing growth mindset from the perspective of both the head coach and the student-athletes. Despite the exploratory nature of the study, the head coach's philosophy is affirmed as a positive influence to help student-athletes improve in skill and ability.

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Chapter 1

Introduction

According to the Oxford Learner's Dictionaries, mindset is defined as "a set of attitudes or fixed ideas that someone has and that are often difficult to change" ("Mindset", n.d., para. 1). Carol Dweck (2006) has spent decades researching mindset, in particular the fixed and growth mindset. She found that a person's attitude or fixed ideas significantly informs their perception of ability and how they engage tasks. Furthermore, these attitudes or fixed ideas significantly impact a person's perception of their ability to change. Consequently, in a fixed mindset, the potential for change is very difficult if not seemingly nonexistent; however, a growth mindset is more open to changing outlook or attitude for improvement. As a person considers change, the results of a task—either success or failure—delivers feedback or information for the next attempt. The information can be taken in or ignored but requires time to be interpreted so that improved strategy can be implemented. Through this process, the growth mindset is open to feedback and change based on that feedback, leading to potential growth. Whereas, the fixed mindset is more reluctant to change due to the belief that abilities are inherent and consequently often can lead to avoidance instead of growth.

Growth Mindset

Growth mindset defined. Belief in one's ability to improve over time is what truly differentiates a growth mindset to a fixed mindset. According to Dweck (2006),

"the growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts" (p. 7), whereas a fixed mindset is the belief basic qualities cannot change over time. A fixed mindset focuses on the result of a performance, which results in avoidance of difficult tasks, less desire to learn, and an inability to believe improvement is possible (Boyd, 2014). In contrast, a growth mindset focuses on progress of improvement of basic ability, which results in belief in effort, desire for challenge, and learning from failure (De Castella & Bryne, 2015).

  Growth mindset in sports. A growth mindset versus a fixed mindset changes how coaches and student-athletes approach practices and games. The student-athletes have a choice to let the results of a game or improvement of ability determine how success is measured. Coaches are capable of creating a culture of growth mindset, which can encourage student-athletes to embody characteristics such as effort, the desire to work hard to develop, and learning from failure. According to Potgieter and Steyn (2010), students found real improvement due to hard work and putting in the maximum effort, even though the result ended in failure. Furthermore, cultivating a growth mindset equips student-athletes to handle challenges, enjoy learning, and exert high effort. Consequently, committing to a growth mindset can equip student-athletes to desire opportunities for improvement.

Outcomes of Developing a Growth Mindset

  A genuine willingness to pursue improvement. Within the context of sports, practice is necessary to obtain a high degree of skill. According to Gladwell (2008), mastering a skill takes approximately 10,000 hours. Similarly, Lovett (2008) reported students must first believe exerting effort is valuable rather than being smart enough.

Effort is necessary for improvement in comparison to the natural talent an individual possesses. In the growth mindset, the more effort put forth will result in a significant increase in basic ability. Furthermore, the student-athlete is not putting a limit on the time or energy but working until there is no more energy left. Over time, the continuous effort results in improvement even though challenges can make the learning process difficult.

  A growth mindset welcomes challenge. Challenge occurs when an individual faces difficulty in completing a given task. "People who embody a growth mindset don't just seek challenge; they thrive on it" (Dweck, 2006, p. 21). Student-athletes who possess a growth mindset can face less discouragement, if any, completing a difficult task (Mangels, Butterfield, Lamb, Good, & Dweck, 2006; O'Rourke, Haimovitz, Ballweber, Dweck, & Popovíc, 2014). Furthermore, according to Dweck (2006), "there is a mindset [growth] that helps people cope well with setbacks, points them to good strategies, and leads them to act in the best interests" (p. 93). Consequently, student-athletes with a growth mindset are better equipped to handle difficult situations.

  Failure does not define the individual. A growth mindset sees failure as an opportunity to learn and improve on a task or skill. According to Dweck (2006), "it's [growth mindset] the ability to dig down and find the strength even when things are going against you" (p. 93). In a challenge, there is always an opportunity to withdraw, but a growth mindset continues to persist. The ability to push through the failure to find success is what defines the individual. In contrast to a growth mindset, Bain (2012) found a fixed mindset uses results to define ability or skill—unfortunately, for the fixed mindset, a result of failure defines a person's ability—whereas a growth mindset equips

student-athletes to understand how to learn from a mistake or failure. Furthermore, Mangles and colleagues (2006) found growth mindset students demonstrated reformative strategies toward errors, which are stepping-stones for student-athletes to find improvement.

A person with a growth mindset looks for strategies to improve, and failure is one of the most effective strategies. For example, Hankey's (2014) "growth through error" (p. 87) program encourages improvement by helping athletes improve through engagement with their failure. Another example, in baseball, Haselhuhn and Burton (2013) implemented a consistent hitting system "which systematically promotes growth mindsets and mastery orientation development by focusing on process goals and redefining outcome goals in baseball by focusing on 'quality contact' rather than base hits" (p. 1). Both examples involved coaches using failure as the focus to improve the ability. Through these strategies, coaches fill a specific role to help athletes enter into deep learning to improve in future opportunities.

Importance of a Growth Mindset for a Coach

The Association for Coaching (n.d.) defined personal coaching as a "collaborative solution-focused, results-orientated and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coachee" (para. 1). The coach has the ability to communicate ideas, values, and strategies, which in turn lead to player development and improvement. In the simplest terms, a coach is there for all seasons and is the main impetus for player development. A simple message is created: "you are a developing a person, and I am interested in your development" (Dweck, 2006, p.168). The coach cultivates players to

be successful not only with skills but also with mental perspective. Through this, the coach has an opportunity to implement and reinforce the characteristics a growth mindset produces. For example, clearly communicating the purpose of practices and actions to student-athletes creates opportunity for understanding. Through the approach of implementing a growth mindset, a coach can create a unique culture of success.

Purpose of this Research

The purpose of this research was to better understand the impact a coach with a growth mindset coaching philosophy has on the development of student-athletes. The first step was to identify the coach's philosophy and subsequent implementation of his philosophy. This includes how the coach is able to implement these in the context of practices and games. Next, this research investigated the experience of the student-athletes in order to understand the impact of the coach's philosophy and the growth mindset approach. By researching both perspectives, the current study sought to form a deeper understanding in order to identify if and how student-athletes are impacted by a growth mindset coaching philosophy. Ultimately, the primary purpose of this research strove to answer the following question: How does a coach implementing growth mindset impact his players?

Chapter 2

Literature Review

Introduction

The belief about one's skill improvement over time identifies as either entity (fixed mindset) or incremental (growth mindset) (Dweck, 2006). Athletics creates an opportunity for a coach to implement growth mindset. Consequently, this provides the student-athletes the opportunity to be exposed to and then develop a growth mindset.

The Basis from which a Growth or Fixed Mindset is Originated

Implicit traits. Everyone is born with basic qualities or traits that can improve. For example, over time, intelligence increases not because of natural talent but practice. Dweck and Leggett (1988) identified implicit theories as core assumptions about flexible or malleable personal qualities. Furthermore, research by Chiu, Hong, and Dweck (1997) focused on lay disposition, describing that implicit belief impacts how others can navigate different social contexts. To further investigate implicit beliefs, Chiu et al. (1997) identified two different mindsets: entity (fixed mindset) and incremental (growth mindset). A fixed mindset views implicit belief as static compared to a growth mindset, which defines implicit traits as malleable or flexible (Yeager & Dweck, 2012).

Fixed mindset. The entity theory describes intelligence as a fixed or uncontrollable trait (Dweck & Leggett, 1988). A fixed mindset creates a foundation for lack of belief in improvement. Blackwell, Trzesniewski, and Dweck (2007) found fixed

mindset students give less effort on tasks that involve a high degree of difficulty or challenge. As a result, students were more likely to disengage from a subject because significant failure could occur (Dweck, 2000). As chances for failure increases, a fixed mindset is apt to self-handicapping, helplessness, and academic disengagement (De Castella & Bryne, 2015). Developing a fixed mindset reduces the potential for improvement because of the risk of facing failure.

Growth mindset. In contrast to the fixed mindset, a growth mindset understands that failure is part of the improvement process. A focus to improve, which in turn leads to success, drives a growth mindset. According to Yeager and Dweck (2012), "the incremental world is about learning and growth, and everything (challenges, effort, setbacks) is seen as being helpful to learn and grow. It is a world of opportunities to improve" (p. 34). In the incremental world, effort acts as the catalyst to use every situation as a learning opportunity. Additionally, the learning process can become fluid, making great strides but while navigating errors. A person with a growth mindset does not get discouraged by failure but chooses to persist because improvement is possible (Davis, 2016). The process of learning is no simple, easy, or quick way to get information. Instead, the growth mindset includes reflection and making meaning from information, stretching and pushing the mind to its limits.

Elements of Growth Mindset

The mind is flexible. A growth mindset is based on the belief that intelligence is malleable. According to the Oxford Learner's Dictionaries, flexible is defined as "characterized by a ready capability to adapt to new, different, or changing requirements" ("Flexible", n.d., para. 1). The act of stretching and pulling occurs in the pursuit of

knowledge, which results in improving implicit traits such as intelligence or skill. According to Boyd (2014), "Growth mindset maintains that learning is elastic, can develop, and generally requires healthy discomfort as 'our reach exceeds our grasp' with new content or in novel learning situations" (p. 30). Furthering the mind for the sake of improvement is a continual process in which a high degree of effort is essential for a growth mindset.

      Effort and the growth mindset. A conscious exertion of effort is essential for a growth mindset for improvement in skill or ability as opposed to relying solely on natural talent. Dweck (2009) "found that the more a player believed athletic ability was a result of effort and practice rather than just natural ability the better that player performed over the next season" (p. 6). A growth mindset understands exerting high effort will result in considerable progress. Mercer and Ryan (2009) found that interviewers who possessed a growth mindset emphasized the importance of hard work and effort. Similarly, Lovett (2008) reported that students must first believe exerting effort is valuable rather than being smart enough. Communicating the importance of maintaining a high degree of effort is critical when the task becomes overwhelming or threatening. For a growth mindset, instilling the value of hard work better equips student-athletes to persist through a challenge or stressful situations.

      Persisting through challenges. Challenge is not a barrier but a springboard to success. Mangels et al. (2006) found that students who have a growth mindset are more willing to seek out tasks with greater difficulty. Similarly, Purdie (2017) found that persisting through difficult situation creates greater success in future tasks. Furthermore, O'Rourke and colleagues (2014) found students who possessed a growth mindset readily

attempt challenging situations in educational games, which can increase the motivation to persist through difficult situations. Learning becomes a tool to understand how challenge creates alternate or better strategies for success. Additionally, students desire challenging learning situations instead of turning away because of failure (Blackwell et al., 2007; Dweck & Sorich, 1999). Challenge is a useful tool to grow student-athletes past what is comfortable; equipping students for had better handle stressful situations.

Feedback for growth. A student can gain new information by acknowledging failure and choosing to learn from it. According to Bain (2012), "people who become highly creative and productive learn to acknowledge their failures, even to embrace them, and to explore and learn from them" (p. 100). A growth mindset looks for how improvements can be made through feedback instead of dwelling on failure. For example, Diener and Dweck (1978) found that students who possess a growth mindset found feedback to lead to a solution and not as a predictor for future failure. Similarly, Mangles et al., (2006) found that students demonstrated reformative strategies toward errors regardless of the initial attempt. Progress is what truly matters when attempting to home in on a specific skill set, not what the performance creates.

Responding to feedback is an integral part of the process to improve skill or ability. According to Molden and Dweck (2006), "Following failure, any self-regulation in which [growth-minded individuals] are engaged is thus more likely to focus on determining how to bring about this [ability] improvement" (p. 194). Through feedback, the student-athlete can use the information to better understand and improve on fundamental skills. For example, Stoycheva and Ruskov (2015) found feedback concerning effort and strategy was effective for improvement, compared to only

receiving results, which only concerned meeting or passing requirements. Similarly,

Boyd (2014) found students possessing growth mindset seek qualitative feedback on how

they can better learn the material and take responsibility for their shortcomings.

Therefore, utilizing feedback in an effective manner is built upon collaborating with

experts, such as the head coach of an athletic team.

Importance of a Coach

  What is a coach? Coaches, by definition and responsibility, are in the position to

guide athletes to success. Naturally, the stereotype of finding an exceptional athlete is

looking for athletes who have "natural talent" in comparison to the potential for

improvement (Dweck, 2006, p. 82). Therefore, a coach with a growth mindset

philosophy looks for student-athletes who are talented but also willing to grow and

improve in their career. Student-athletes can build a sense of trust with the coach in

which a culture of transparency occurs. Active coaches ensure that student-athletes

understand the purpose of drills or exercise while communicating hard work is necessary

for improvement (Cavanagh et al., 2018).

How Growth Mindset Values are Implemented

  Developing deeper knowledge. Expertise requires coaches to look for

opportunities to develop knowledge and skills to train players for success. Nash and

Collins (2006) identified qualities of expert coaching as have developed knowledge

efficient pattern recognition and being well-structured, adaptable problem solvers. As the

coach becomes better equipped, student-athletes benefit from correct teaching. "We

cannot teach what we do not know; we cannot teach what we know if we cannot make it

comprehensible to learners" (Gilbert, Nater, Siwik, & Gallimore, 2010, p. 88). The head

coach has to know more than the basics of the sport, connecting information to student-athletes in practice, drills, or a game. Becker (2009) found that student-athletes distinguished great coaches due to their ability to communicate expectations and details of practices. Defining a purpose in the details of practice helps encourage students to commit to the learning process fully.

Mastery orientation culture. John Wooden, a highly successful collegiate basketball coach, did not emphasize performance goals but genuinely focused on creating small improvements every day that would lead to lasting development (Wooden & Jamison, 1997). Fully committing to mastery helps students be better athletes. Moreover, athletes were able to take ownership of creating learning goals, which lead to a mastery orientation. According to Marshick, Kortenkamp, Cerbin, and Dixon (2015), "mastery goals are focused on learning for its own sake and self-improvement" (p. 299). As mastery orientation develops, student-athletes become more apt to work on the small details that accumulate to significant improvement. Furthermore, student-athletes who possess a growth mindset understand improvement in skill is possible by continual effort (Davis, 2016; Dweck, 2000). The desire to commit long hours to practice becomes normal to student-athletes who desire significant improvement.

According to Yeager and Dweck (2012), athletes who have a growth mindset enjoy practice and put forth as much focus and effort in practice as they do in competition. Informing athletes of a growth mindset creates a framework of understanding. To this effect, Nater and Gallimore (2010) cited a quote from Coach Wooden:

We must get our players to believe that the best way to improve the team is to

improve themselves, and, in doing so, we must not lose sight of the fact that the

same principle holds true in regard to the coach. (p. 43)

Everyone has to work to the fullest effort in order to receive the best results. Indeed,

implementing effort as the highest value involves a focus on looking to failure as a

learning opportunity.

Learning through error produces knowledge. According to Haselhuhn and

Burton (2013), "statistically, a 30% success rate is exceptional, meaning 70% of the time

hitters fail" (p. 56). Therefore, one of the best ways to improve hitting is to create a

culture of mastery, which emphasizes the importance of learning from error. Hankey

(2014) used "growth through error" (p. 87) as a focus to help better improve the ability

through learning rather than focusing purely on the results. Athletes improve skills by

buying into the learning process of a fundamental skill even though failure continually

occurs. "Always be learning, acquiring knowledge, and seeking wisdom with a sense

that you will need much knowledge and wisdom for that long journey ahead" (Wooden &

Jamison, 1997, p. 30). More importantly, learning from failure permits growth when an

individual seeks expert knowledge from a coach. According to Karwowski (2014),

growth mindset students are more effective in problem-solving skills, which can better

prepare the student-athlete to benefit from errors made. Practices are critical in the

process of preparing athletes to handle errors when it counts. Becoming a better problem

solver involves receiving feedback from those who have knowledge and experience.

Impact on Athletes who are Coached from a Growth Mindset Perspective

Embodying a growth mindset is to believe improvement is possible by effort over time. John Wooden's purpose in coaching was not to become one of the most successful college basketball coaches. Instead, he was preparing his players for life. According to Wooden and Jamison (1997), "Make the best effort to do the best in your job, community, for your country. Make an effort to contribute in whatever way you can" (p. 28). Athletes who adopt a healthy growth mindset integrate specific elements into their life, such as hard work, persistence, and intentional effort. Student-athletes can become more successful in achieving long-term goals rather than short-term. Significant success from difficult situations prepares student-athletes to understand the importance of the process, which creates success.

A growth mindset values the work it takes to become successful in a circumstance no matter the degree of challenge. According to Wooden and Jamison (1997), "Character is how you react to things – sensibly, without getting carried away by yourself or your circumstances" (p. 28). Student-athletes with a growth mindset do not let the circumstance determine who they are because of the belief in themselves. Matsen (2001) found that students who possess a growth mindset still obtain given outcomes despite challenges that can hinder developmental of skill or ability to adapt. Finding success in difficult situations is an outcome of implementing and receiving growth mindset values. Coaches who implement a growth mindset into practices create people who will be ready for challenges. According to Stoycheva and Ruskov (2015), people who practice the growth mindset use creative problem solving to answer difficulties in their life. Every day presents a new opportunity for something to learn, whether it is small or large. In

turn, lifelong learning is the result of embodying the principles of growth mindset into decisions or circumstances.

Summary

Growth mindset is rooted in the belief that a specific ability can improve over time. Upon embracing a growth mindset, individuals can equip themselves to handle tasks of great difficulty. Growth comes from not only effort but also the ability not to be discouraged when faced with daunting challenges and failure. In addition, errors do not hinder progress but are used as part of the learning process as areas for improvement. Feedback becomes a tool in the pursuit of finding success. The context of coaching brings a growth mindset into an application. Athletes can embody qualities of growth mindset through the implementation of the coach. Furthermore, student-athletes work to become successful by focusing on ways to improve without the fear of being defined by results.

Chapter 3

Methodology

Introduction

This study explored the relationship between growth mindset and athletics through examining the perspective of both the coach and his athletes. Both perspectives play important roles in the development of mindset—whether the mindset is fixed or growth. The coach holds the responsibility of implementing and developing growth mindset in the team, while the athletes are responsible to learn and put it into practice.

Design

The study was a case study design, which utilized both qualitative and quantitative methods. Qualitative data included the experience of the individuals, from which themes and or concepts were developed, while the quantitative descriptive results were produced through administering a survey.

Context

The research took place at a private faith-based, liberal arts institution in the Midwest. The baseball team is a member of the National Athletic Intercollegiate Association. According to the head coach, teaching growth mindset started when he read *Mindset: New Psychology of Success* by Carol Dweck (2006). The baseball players learn about growth mindset by participating in a team book study. Typically, the book study takes place every other year, although for the past couple of years, the book study did not

occur. However, during the 2019-2020 academic year, the study was re-implemented. Through process of intentionally teaching and modeling growth mindset, the coach seeks to establish a culture marked by growth mindset. Lastly, the student-athletes needed to have confidence that their relationship with the coach would not be influenced regardless if they participated in this research.

Qualitative

Phenomenology. According to Creswell and Poth (2018), qualitative data—for example, interviews with open-ended questions that capture specific words from study participants—provide multiple diverse perspectives on the research topic and offer a complex picture of the phenomenon. The phenomenon studied in this research was the impact, if any, of a growth mindset coaching model on student-athletes.

Participants. The head coach was interviewed first to answer how growth mindset is implemented. By gaining knowledge in growth mindset, the head coach better informs, collaborates with, and guides student athletes toward success. The student-athletes, in turn, have the responsibility to put into practice the modeling and instruction received from the head coach. Next, interviews with student-athletes occured. Originally, 8-12 student-athletes were intended to participate in interviews, but due to low participation, only one interview was conducted. This student-athlete was in his senior year at the university.

Procedure. First, a meeting with the head coach was conducted to explain the process and purpose of the study. Next, an interview with the head coach was scheduled. Before the interview, a pilot interview took place with a former coach in order to help evaluate the face validity of the questions and process. Based on the pilot interview, the

protocol was revised and prepared for the head coach interview. At the beginning of the interview, a copy of the consent was given. The protocol consisted of semi-structured questions (see Appendix A). The questions focused on the coach's philosophy and how he implemented growth mindset principles. The interview was transcribed, and then the transcription was themed and coded.

A student-athlete protocol (see Appendix B) was developed based on the review of the literature and results of the coach's interview. The resulting protocol focused on the student-athlete's exposure to growth mindset and coaching philosophy. Once the protocol was approved, a meeting with the head coach occurred to inform of next step with student-athletes. The head coach also provided student-athletes information. In collaboration with the head coach, selected students were emailed and encouraged to participate from the athletic office assistant. Emails contained a description of the research, a time to interview, and the option to accept or decline. The student-athlete who accepted the invitation selected a time to interview and met at a private area. Before the interview began, a consent form was given and read. After the interview, the audio recording was transcribed, themed, and coded to create a summary.

Data analysis. Member checking was utilized to corroborate the original data received by the coach and the student-athlete. The interview of the head coach and student-athlete was transcribed with transcription software. The transcription was themed and coded to produce specific themes. The head coach and student-athlete transcription each were saved on a separate document.

Quantitative

Design. The quantitative method utilized a survey. The survey ascertained the experience of the student-athletes. Survey items examined how the head coach's implementation of a growth mindset shapes the mindset of the student-athletes.

Participants. Student-athletes were either sophomores, juniors, or seniors. Furthermore, the participants were with the team for one or more spring seasons to ensure they possess growth mindset knowledge. Sophomores participated in the book study, whereas juniors and seniors did not.

Procedure. First, permission to administer the survey was granted by the head coach. Then the survey was created by the researcher. Unfortunately, beyond face validity, there was not the opportunity to evaluate it for validity and reliability (see Appendix C). The survey was administered at the end of a practice. Participation was voluntary, and the head coach was not present so as to avoid any conflict of interest or coercion. Before administering the survey, the athletes received a copy of the consent form, and the researcher read the consent with the athletes. The athletes then completed the survey. All compiled data from the hard copies of the survey was transferred to an Excel document.

Data analysis. All surveys were collected, and all data was compiled into an Excel worksheet and analyzed for trends. Coaches did not have access to the raw data from survey results. The answers from the survey were scored on a five-point Likert scale. Each year was separated to calculate the mean of survey questions 1-16. Additionally, the sophomores' mean of questions 1-22 was calculated. Aggregate question means were also calculated for each year. The aggregate means represented:

Book Study (BS), representing the average of items 17-22; Belief Items (BI),

representing the average of items 2, 4 and 5; Failure Items (FAI), representing the

average of 6, 10 and 11; and Feedback Items (FI), representing the average of 8, 12, 13,

and 16. After all means were calculated, the data was stored on a university password

protected laptop.

Benefits

Developing a growth mindset can be done through teaching and learning.

Coaches have the role and responsibility to invest in student-athletes, while students learn

to apply the instruction from the coach. Both perspectives seek to find success.

Conducting a qualitative study with a phenomenological design better informs how well

growth mindset principles are implemented and received. Student-athletes who

exemplify growth mindset values are able to redefine success. Additionally, coaches will

potentially better identify perspective student-athletes who possess growth mindset

values. Overall, both perspectives of coach and athlete can find healthy growth by

embracing growth mindset values.

Chapter 4

Results

Introduction

First, the results of the head coach and student-athlete interviews are reported below. Next, the quantitative descriptive design results are presented. Finally, taken together, the quantitative and qualitative results create a summary for exploring a growth mindset in the athletic context.

Findings from the Head Coach Interview

The importance of modeling. According to the head coach, developing a growth mindset started by reading literature and forming habits to model the growth mindset. Words such as *yet* relay there is always ways for student-athletes to improve. According to the head coach, "I think like the more we as coaches can kind of like make that our daily language, um, the more reinforcement they get for that in the morning encourages them to kind of use the same language." Modeling the growth mindset language helps student-athletes understand how to think about progress. For example, the head coach is able to identify phrases reflecting a growth mindset as opposed to a fixed mindset, which creates accountability in language reiterating the importance of progress in achieving a goal. Furthermore, dialogue helps student-athletes understand how words influence attitude. The head coach reinforces growth mindset by educating himself through literature and focusing on how to incorporate a growth mindset into all his actions.

The coach recognized learning about growth mindset impacted life outside of sport. The head coach noted applying a growth mindset to all areas of life helps identify potential for improvement: "Our understanding of like our academic disciplines, that way, our understanding of relationships that way is everything is like on a continuum with the ability to slide up or slide back." Choosing to embody a growth mindset realigns the why behind coaching athletes. The why focuses on putting student-athletes at the center so that positive development can occur over time.

Development. The head coach defined growth mindset by giving a practical example: ". . . If you're a guy who's learning how, then you understand I'm a 2 out of 10 but I have the ability to move up and be a 3 out of 10." The head coach's use of a continuum shows where student-athletes begin and then move toward fixed mindset or growth mindset over time. Improving over time shows a posture of a learner's spirit, continually moving up the continuum, which results in developing improved skill. In order for progress to occur, the head coach evaluates student-athlete ability in the beginning of the season. After assessment in the beginning of the season, the student-athlete follows a plan to help improve skills over the season. Over time, the head coach works with student-athletes to follow the prescribed plan by improving in some degree each day. The head coach is present to help the student-athletes through the season in accomplishing goals and working through challenge.

Failure leads to learning. The head coach uses challenge in practices for players to improve skill for better performance in a game. For example, high intensity batting practices involve using pitching machines to create near impossible pitches. Student-athletes use failure during batting practices to be successful in future practices or games.

For example, the coach said, "Like this isn't made to be easy. It has not made to make you feel good at something. It's a way to like help you, like identify where you're struggling and give you a path to improve that." Learning from failure in batting practice transforms student-athletes through failure, even though sitting with healthy discomfort can be difficult. As student-athletes identify weakness, feedback becomes critical for identifying a path for improvement.

The head coach noted that players who are willing to change and utilize feedback are more likely to improve over time: "And so understanding where you're at and if you understand where you're at and believe that that can change, then like we can talk about a path forward to actually changing it." Student-athletes have the opportunity to use failure to form strategy for future success. Each practice permeates principles of a growth mindset for student-athletes to take ownership of learning and mistakes. According to the coach,

> Like there are ways to improve that, if we can help them understand like there is a path to improve in this. And I think once you accept that there is a path, then you're willing to go out and find like what it is.

The coach emphasizes the importance of creating a collaborative learning space for student-athletes. Furthermore, reinforcing a culture of developing over time results in continuous improvement. In order to understand the culture created by the coach, a student-athlete was interviewed.

In summary, three findings emerged from the head coach interview. First, modeling a growth mindset starts with education through literature. Next, adopting a growth mindset focuses on the development of student-athletes. Lastly, it is important to

relay the value of failure so student-athletes can learn while utilizing feedback. The findings captured how the head coach implements growth mindset into his coaching philosophy.

Findings from Student-Athletes

    Interview with the student-athlete. Interviewing was the original intent to understand the student-athlete experience impacted by a growth mindset coaching philosophy. The interview provided a robust description of this student-athlete's experience. The interview provided an opportunity for the student-athlete to expound on his experience, lending clarity to the head coach's philosophy. While the results were from only one interview, they did help to provide context and a greater understanding from the student-athlete's perception. The student interview results are presented below.

    What is growth mindset? When asked to define a growth mindset, the student-athlete responded, "The growth mindset is basically like basically I haven't, I haven't accomplished what I want to do yet and I'm taking every step, every day that I can to get closer to that." One of the most prominent results was the idea of getting better over the season. The student-athlete described development by using the phrase, "Get 1% better every day." The description reflected a trait of growth mindset: progress over time. After describing a growth mindset, the student-athlete continually referred to development: ". . . everything is like a progression really that we do. So, you know, when you come in in the fall, he kind of lays out like, here's an, here's an idea of where we want to be by this time." The student-athlete noted how the plan from the coach made a goal achievable. Additionally, the team strives to maintain a growth mindset through a book study to create constructive dialogue.

When asked about participating in the *Mindset* book study, the student-athlete expressed joy. The book added a level of investment and accountability within the team culture:

> . . . we just implemented the book series stuff this year and I think it's really starting to get more guys to like read into it and, and stuff. . . . I think we just understand a lot better of as a whole of what, you know, what he's expecting out of us.

The student-athlete seemed to identify the benefit of the book study: reinforce a growth mindset and encourage others to invest. Participating in a culture of accountability and clear expectations perpetuates impactful learning. Impactful learning occurs when a challenge arises.

Up for challenge. One area the student-athlete elaborated on was the impact of using challenge to improve overall skill. With the disposition, the student-athlete noted how the head coach reinforced the idea of willing to fail, which makes failure normal in practice. Then the student-athlete knows how to handle failure and learn deeply. Interestingly, the student-athlete recognized challenge helps make formative strategies for future success. "Slow down and Pause" is a strategy the student-athlete identified to overcome failure while pitching. The strategy consists of readjusting in the moment and not letting failure define ability. The act of slowing down created space for the student-athlete to fix an error to succeed in the next attempt. Adopting a growth mindset was clearly communicated as the head coach's expectation for being part of the team.

Useful feedback. The ability to clearly communicate desires or expectations is a quality the student-athlete greatly admired from the head coach. Throughout the

interview, the student-athlete attributed growth to the head coach's ability to communicate feedback well, which is a collaborative effort:

> I mean, it [feedback] does help you process, um, cause it, cause it starts to make you think a little bit to, you know, um, so if he's like, if he's explaining, you know, maybe you throw this pitch in a certain count a little more, like you're starting to think about how to approach hitters and that kind of stuff and how to set headers up and stuff. So like he does it. It does definitely makes you think a little bit more about yourself.

The head coach intentionally worked to become more than another person who pointed out errors. Instead, it seemed he genuinely cared for the student-athletes to improve through the expertise of his coaching. Overall, the interviewed student-athlete identified the head coach as transparent, with little confusion in identifying areas of improvement.

The main results the student-athlete identified in his experience were defining a growth mindset, challenge, and feedback. Overall, the student-athlete was able to attribute adopting growth mindset to the philosophy of the head coach.

Student-Athlete Survey Results

Twenty-one participants completed the survey; each participant had been on the team for more than one spring season. The participants were divided based on year in college (e.g., sophomore). The mean was calculated for the score of items 1-16. These were identified as core items (CI). The questionnaire scored on a five-point Likert scale: one representing the fixed mindset, five representing a growth mindset. For example, one question stated, "By working very hard, I am confident I can improve my ability in baseball." Student-athletes who answered strongly agree (i.e., 5) showed consistency

with the growth mindset. On the other hand, student-athletes who marked strongly

disagreed scored a "1" with the above statement, indicating a fixed mindset.

Table 1 represents the CI, which each class answered. The mean of each class

indicates that participants have a relatively strong identification consistent with growth

mindset. Overall, the sophomores' mean of 4.46 is the highest compared to the juniors'

and seniors' means. A mean above a 4.0 was interpreted with a moderate identification

of a growth mindset. It is appropriate to assume participants' scores moving towards five

indicate a strong tendency for growth mindset.

Table 1

Mean of Student-Athletes by Year

Participants		Mean	Standard Deviation
Year	*N*	*CI*	
Sophomore	7	4.46	0.869
Junior	7	4.29	0.927
Senior	7	4.20	0.909

Table 2 represents the means of sophomores divided into items 1-16 (CI)

compared to the mean of CI added to items concerning the book study, 17-22 (BS).

Sophomores were the only year participating in the book study, which met on a weekly

basis. Sophomores scored above a 4.0 on CI items, which indicated a growth mindset. In

comparison, sophomores' means of (BS) were added to CI, which resulted in an

increased mean of 0.09 (see Table 2). The book study seemed to have positively affected

the ability to articulate a growth mindset.

Table 2

Influence of Book Study in Sophomore Student-Athletes

Participants		Mean		Difference
Year	*N*	*CI*	*CI + BS*	
Sophomore	7	4.46	4.55	+ .09

Table 3 represents questions regarding how belief items (BI) affect CI. The mean for questions 2, 4, and 5 (BI) were calculated separately as an aggregate to determine any difference from the original mean. Results from the survey indicate each class had a strong tendency to identify with a growth mindset. Sophomores' and juniors' and seniors' CI were positively impacted by BI, apparently indicating belief is important to cultivating a growth mindset.

Table 3

Student-Athletes' Mean of Belief Items Impact on Mean of Core Items

Participants		Mean		Difference
Year	*N*	*CI*	*BI*	
Sophomore	7	4.46	4.80	+ .34
Junior	7	4.29	4.61	+ .32
Senior	7	4.20	4.29	+ .09

Table 4 represents how failure items (FAI) impact CI. The mean for questions 6, 10, and 11 (FAI) were calculated separately to determine any impact—negative or positive—to CI. Sophomores' original mean minimally increased for the aggregate

group of questions in comparison to the difference of means found in other years.

Therefore, sophomores', juniors', and seniors' FAI means showed a positive contribution

to CI. Furthermore, juniors' and seniors' results are dramatically higher, seemingly

placing a greater importance on using failure than do sophomores.

Table 4

Student-Athletes' Mean of Failure Items Impact on Mean of Core Items

Participants		Mean		Difference
Year	*N*	*CI*	*FAI*	
Sophomore	7	4.46	4.47	+ .01
Junior	7	4.29	4.60	+ .31
Senior	7	4.20	4.58	+ .38

Table 5 represents the feedback items (FI) impact on CI. The mean for questions

8, 12, 13, and 16 (FI) were calculated separately to identify if it was positively or

negatively affecting the core items. Sophomores seemed to see the concept of feedback

an important piece to cultivating a growth mindset. However, juniors' and seniors' mean

for the aggregate group question negatively impacts the original mean overall, that is, the

sophomores seemed to place a higher importance on feedback to cultivate a growth

mindset than did juniors and seniors.

Table 5

Student-Athletes' Mean of Feedback Items Impact on Mean of Core Items

Participants		Mean		Difference
Year	*N*	*CI*	*FI*	
Sophomore	7	4.46	4.71	+ .25
Junior	7	4.29	4.24	- .05
Senior	7	4.20	4.02	- .18

Results

The findings from the quantitative data show participants were inclined to a growth mindset. Overall, sophomores maintained the highest mean in comparison to other years. However, sophomores most recently participated in the book study, which seemed to have positively increased their overall mean. Within the survey, aggregated groups of questions produced themes in relation to cultivating a growth mindset. All themed aggregates represented the year's average above a 4.0, which indicates a growth mindset. The aggregate with the highest impact for sophomores was (BI), resulting in a mean of 4.80 compared to 4.46. On the other hand, the juniors' and seniors' most impactful aggregate was (FAI) with means above 4.0. Overall, student-athletes were able to strongly agree or agree with phrases representing a growth mindset.

Conclusion

Although it was not possible to determine the student-athletes' level of mindset prior to joining the baseball team, taken together, the results appear to indicate that the coach was very effective in developing a growth mindset philosophy, and, in turn, this

philosophy had a profound impact on his athletes. Semi-structured interviews were the first method to collect the shared experience of the head coach and a student athlete. The head coach interview showed the importance of leading with a growth mindset for student-athletes to improve in a skill set. The student-athlete indicated that adopting a growth mindset positively contributed to the relationship with the head coach and participation of the book study. The survey results revealed student-athletes had the propensity to implement a growth mindset. Additionally, the survey produced sub-items (BI, FAI, and FI) in which each year was able to show importance in relation to a growth mindset. According to the results, on average the student-athletes highlighted significant areas such as improvement or development, challenge, and feedback, which mirrored the head coach's examples of growth mindset implementation. Furthermore, qualitative and quantitative data gave examples of how a growth mindset can be adopted for the sake of improvement. The student-athlete interview confirmed the high impact of the coach's growth mindset philosophy.

Chapter 5

Discussion

Introduction

The baseball team provided a context to explore the integration of growth mindset

and athletics. Results clearly demonstrated the effectiveness of the coach's philosophy

on creating growth mindset and the positive impact this had on the student-athletes. The

interviews and survey data also revealed how the philosophy of the head coach align with

Dweck's description of a growth mindset. According to Dweck (2006):

> The moral of the story is that parents, teachers, and coaches pass on a growth
>
> mindset not by having belief sitting in their heads but by embodying a growth
>
> mindset in their deeds: the way they praise (conveying the process that lead to
>
> learning), the way they treat setbacks (as opportunities for learning), and the way
>
> they focus on deepening understanding (as the learning goal). (p. 221)

Dweck's description of a growth mindset in action is similar to the head coach's

philosophy and the impact reported from his student-athletes. Furthermore, the results

reinforce the benefit of adopting a growth mindset.

Discussion

Progress over time. The idea of developing over a period is an integral part of a

growth mindset (Dweck, 2000, 2006). Consistent with Dweck's growth mindset, the

head coach explained his approach of developing an athlete over time through the lens of

a continuum, in which a student-athlete can move towards a growth mindset. Similarly,

Lovett (2008) reported students must first believe exerting effort is valuable rather than

not being smart enough. A significant influence to developing a growth mindset comes

from the willingness or belief to put the effort for the sake of improvement. Reflecting

on past attempts informs student-athletes how to reform strategy to improve ability.

      Handling failure. Failure becomes beneficial when failure does not define the

final product or person. A growth mindset sees failure as an opportunity for

improvement. Bain (2012) and Mangles et al. (2006) found error to be formative training

for students to reform strategies for future success. Similarly, "Growth through error"

(Hankey, 2014, p. 87) is a program similar to how the head coach described his purpose

for making practice the highest difficulty. In this research, the head coach was able to

cultivate the use of failure through creating practice with higher difficulty. For example,

the head coach uses a pitching machine to prepare student-athletes for the most difficult

pitches for future games. One student-athlete noted, "His coaching changed how I view

failure in baseball as well as in life." The result of the practice teaches student-athletes to

navigate and learn from failure. Consequently, failure is a not a result but a tool for a

student-athlete to understand how to improve, which gives feedback to create a better

strategy for success.

      Implementing improvement strategies. A common finding from the literature

and results highlights the importance of utilizing feedback. "Following failure, any self-

regulation in which [growth-minded individuals] are engaged is thus more likely to focus

on determining how to bring about this [ability] improvement" (Molden & Dweck, 2006

p. 194). The head coach observing student-athletes' strengths and deficiencies is the

basis for determining the best plan for improvement. The collaborative relationship between coach and student-athlete allows greater reflection on how to improve. Therefore, prompting students to use feedback to explore how to reform strategy results in higher potential for improvement. Likewise, to reforming strategy, the words used to process the error can reinforce or discourage a growth mindset.

The effectiveness of language. One important aspect of adopting a growth mindset in a coaching philosophy requires the words to reflect the student-athletes' potential for improvement. One of the most common phrases stated throughout the student-athlete and coach interviews was the word *yet*. According to Dweck (2006), "the growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts" (p. 7). Furthermore, the language used by the head coach and student-athletes focused on qualities improving over time. For example, one of the most prominent phrases from the student-athlete interview was "getting 1% better every day." Therefore, the intentional use of language, such as *yet*, reminds student-athletes there is always room for improvement, instead of letting the finite or results of the day determine the degree of improvement. This small but powerful word focuses on the idea of progress. Furthermore, student-athletes with a growth mindset identify success as making improvements every day in contrast to winning or losing. The language of progression mirrors the central belief of a growth mindset, whereas fixed mindset is the belief that basic qualities cannot change over time.

Implications for Practice

Life integration. Practicing growth mindset affects how one embraces different circumstances as learning opportunities. The overarching message of a growth mindset

does not let inherited traits and finite results determine the potential of skill acquisition. In the context of higher education, students with a growth mindset are better equipped to find success in curricular and co-curricular areas. Students who value effort and feedback, learn from failure, and take ownership of learning can contribute to their own growth. Embodying growth mindset characteristics is a unique quality others can notice. Furthermore, students who choose to adopt a growth mindset value opportunities to learn, develop goals and outcomes for success in any circumstance (Matsen, 2001; Wooden & Jamison, 1997).

Student-athlete recruitment. The dynamics of a team rely on how each student-athlete approaches the sport. Essentially, the assessment of the student-athlete is not based solely on skill but also potential for growth. Student-athletes possess a unique orientation to failure or improvements. For example, during student-athlete visits, the head coach is analyzing responses to questions such as, "How are you working to improve base running?" which can indicate the student-athlete's tendency towards either a fixed or growth mindset. Bain (2012) found that interviewees who believed in solutions to problems with effort could create change. Consequently, student-athletes' responses, words, and choices can reveal how they view challenging situations. Furthermore, listening to a student-athlete's view can determine the positive or negative reaction to the team culture.

Building a growth mindset culture. The head coach began the book study out of his own appreciation for growth mindset literature, specifically work by Carol Dweck. At the time of the head coach interview, sophomores were participating in the book study

utilizing Dweck's book. According to the surveys, the sophomores' average results increased significantly when factoring in the average of the book study responses.

The group education through book study seemed to positively influence sophomores to be more apt to a growth mindset. Utilizing this approach, upperclassmen in turn could become the leaders of the book study, which would also reinforce a culture of growth mindset. Instead of having one class read the book per year, the information could be reinforced each year. Additionally, there could be a peer process to talk through growth mindset on a bi-weekly basis. The overarching goal would be to keep all classes directly involved with growth mindset from the first to last year on the team, equipping students not to regress in their growth mindset progress through the years.

Implications for Future Research

The case study resulted in limited data based on a limited context. The data focused on a single institution with one sport and highly specific criteria. Additionally, only one coach was involved to limit the variety of coaching philosophy connection with a growth mindset. Future research should investigate growth mindset at multiple institutions.

Diversifying participant group. Although the results show great promise for future research, the results were based on homogenous data since the scope of the study was limited by the context. To broaden the diversity of data, the next step would be to increase the number of sports and colleges or universities. Expanding the context would allow for comparative data to be collected to see similarities and differences among universities. In addition to schools, the study could look into different sports and the

coaching philosophies within. Future research can explore the same concept with a more robust availability for diverse data.

Implementing academic student support. A growth mindset helps students' belief that effort over time leads to improvement. Therefore, equipping students to learn and use a growth mindset can better prepare them for academic success. The most practical way to reinforce a growth mindset is through academic services such as tutoring, first-year experience groups, and academic success centers. The services listed above act as the direct contact to support the student learning process. Future research should study how the academic support areas can utilize growth mindset principles to aid students. The process can become more than just informing students about a growth mindset, instilling instead the idea that improvement is attainable. This thereby emphasizes that their learning is not determined by finite results but, rather, can greatly improve over the collegiate years.

Increasing involvement of other areas in the institution. An important piece of the study is how growth mindset in a leadership position positively influences others. A coach has the responsibility to lead and care for students. Therefore, future research should look into the relationship between the coach and student-athlete. According to the findings, the student-athlete relationship with the coach proved beneficial because of the development of a growth mindset. Based on the findings, it would be beneficial to look at the integration of growth mindset and leadership. Within the higher education system, the leadership greatly dictates how leaders within the university operate. As leaders direct others, their style informs students what is and not valuable. Therefore, future research should look into how leaders incorporating growth mindset affects students.

One area in which student contact often occurs is with the professionals involved in student development—for example, residence life. Within this context, the leadership helps students succeed in and out of the classroom. Under the correct guidance and education of a growth mindset, the leader can become more than a director. Future research should look into how the leader is first affected by investing in growth mindset literature and then analyze the affects the leader has on students. Similar to residence life, classroom faculty have a very formative space. Within the classroom, students learn in order to be successful in the desired endeavors. Furthermore, a growth mindset uses the learning process as a tool for growth, which can be modeled by the teacher. Building the connection of informing leaders of a growth mindset is the first step to making an impact in students' lives. The concept of growth mindset adoption and leadership should be studied to better understand the learning process of students.

Limitations

The research context was limited due to taking a case study approach, limiting the population to a single bound concept. The population was broken into two groups: the head coach and student-athletes. The ability to interview more coaches was not practical due to the specificity of the research question. With the singularity of the head coach, the research lost the opportunity to see the effect of other head coaches' philosophies, therefore limiting the ability to gather the broader perspective of the team. Within the student-athlete group, the breakdown further limited participation in the study due to the requirements of being on the team for more than one season. In addition to the requirements, freshmen were not able to participate in the study, which restricted the ability to grasp a bigger picture on the culture of the entire team.

Furthermore, the tentative plan of collecting data was to obtain 8-12 student-athlete interviews. Unfortunately, only one interview was conducted. The result of one interview limited the study's ability to capture the shared experience of the student-athletes. Lastly, because of timing, it was not possible to conduct pre- and post-surveys with the sophomores participating in the book study. This would have helped identify the impact of the book study with greater certainty.

Conclusion

The overall purpose of the research was to answer the following question: "How does a coach implementing a growth mindset affect his players?" The head coach provided insight into the implementation of growth mindset practice in coaching and team culture. The head coach interview produced an overarching theme of emphasizing the development process over time. Additionally, the head coach noted how integrating a growth mindset into his own life and philosophy equipped him to be the best leader possible.

Student-athletes were able to confirm the coach's philosophy through an interview and surveys. The responses from the lone student-athlete interview mirrored the philosophy of the coach implementing growth mindset in response to the protocol, thereby seeing improvement, using growth mindset language, handling failure, utilizing feedback, and integrating growth mindset words and deeds. The student-athlete survey showed all participants (sophomores, juniors, and seniors) were closer to a growth mindset on a scale of 1 to 5. In total, all classes' survey data showed a strong connection to growth mindset tendencies.

Altogether, the current study sheds light on the impact of using growth mindset as a framework for continuous improvement. Carol Dweck's research laid the groundwork to discover the power of a growth mindset when embodied by others who continually seek opportunities to learn and grow. Overall, students can improve skills or ability through adopting growth mindset by learning under leadership deeply committed to equipping others to reach their full potential.

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Appendix A

Head Coach Interview Protocol

1. Why did you begin using growth mindset principles with your student-athletes?
2. How do student-athletes participate in the book study?
3. How do you define growth mindset?
4. How does growth mindset affect your coaching philosophy?
5. What values of growth mindset are most emphasized?
6. How are the elements of growth mindset implemented into practice?
7. What do you hope to accomplish with growth mindset values?
8. Are there specific words, cues or mantras used to reinforce growth mindset in your athletes?
9. Have you seen student-athletes exhibit growth mindset characteristics?
10. What
11. Are there aspects of growth mindset that you still want to work on?

Appendix B

Student-Athlete Interview Protocol

1. How would you describe growth mindset before joining the baseball team?
2. In what ways, if any, has the book study on growth mindset impacted your participation as an athlete on the baseball team?
3. What does growth mindset mean to you?
4. How would you describe the culture of the baseball team?
5. What are some of the values coaches emphasize during a game or practice?
6. How does feedback from coaches during practice or a game help you improve?
7. How would you describe your coaches equip you for:
   a. Failure
   b. Success
   c. Learning from feedback
   d. Persisting through challenge
   e. Self-directed learning
8. How has growth mindset changed your perspective on:
   a. Success, why or why not?
   b. Improvement, why or why not?
   c. Desire for challenge, why or why not?
9. Describe a time you have used growth mindset values or ideas in a game or at practice.
10. Are there ways a growth mindset values or ideas impacted other aspects of your life?
11. Why do you chose to embody growth mindset?

Appendix C

Student-Athlete Survey

# of seasons played: _____ Current year in school (e.g., senior):_____

Statements	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. A person's ability, for the most part, is determined by their natural talent.					
2. A person's willingness to learn will improve natural skill.					
3. A person's natural talent does not determine their ability to improve in an athletic skill.					
4. A person's willingness to learn has no impact on improvement of natural skill.					
5. By working very hard, I am confident I can improve my ability in baseball.					
6. I intentionally use mistakes I make in a game to help me improve for the future.					
7. Even though I work hard to improve, for the most part, my natural talent, determines my ability to succeed in baseball.					
8. Coach feedback during a practice or game helps me understand how to improve my baseball skill.					
9. Improving a little bit every day is the best way to define success.					
10. I intentionally use mistakes in a practice to prepare me to perform well in games.					

11. I like difficult and challenging practices because these help me to improve my specific skill (e.g. batting).					
12. I am hesitant to implement feedback from Coach, as I believe my ability in baseball is more connected to my natural talent.					
13. I quickly welcome feedback from Coach, as I am confident that feedback is a way for helping me to improve in baseball.					
14. Coach philosophy emphasizes the importance of improving every day.					
15. Whether we win or lose a game determines how I define success as an athlete.					
16. Difficult and challenging practices rarely help me to improve my specific skill (e.g. batting).					
If you are reading or have read Psychology the New Mindset by Carol Dweck, answer questions 17-22. If not then go to the reverse side.					
17. The book study helped me to better understand growth mindset.					
18. The book study has made a significant impact on my attitude towards improving as an athlete.					
19. The book study has made a positive impact on my li					
20. Because of the book study, I believe I'm a better baseball player.					
21. Because of the book study, I believe I'm a better learner.					

Please answer questions on reverse side

    A. How would you describe the Coach's approach to coaching?

    B. How has the Coach's approach to coaching impacted you as an athlete?