# ORGANIZATIONAL TRUST AND MINDFULNESS IN NCAA DIVISION III ATHLETIC DEPARTMENTS

Sport Research
2012 AAHPERD National Convention

Jacob Tingle, Ed.D.
March 16, 2012

NOTE: BECAUSE THE SESSION WAS CANCELLED, I HAVE POSTED A MORE COMPLETE VERSION OF THE PRESENTATION. IF ANYONE WOULD LIKE MORE INFORMATION, PLEASE CONTACT ME USING THE INFORMATION BELOW.

Jacob Tingle, Ed.D.
jtingle@trinity.edu
Sport Management Minor
One Trinity Place
San Antonio, TX 78212

# Problem Statement

* Intercollegiate athletic departments require large budgets

* Staff members impact the experiences of student-athletes

"As long as the charade of student-athletes is tolerated and self-serving athletic administrators run the show, dishonesty and hypocrisy will rule the day" (Zimbalist, 2006, p. 242).

# Significance

* Coaches

* Athletic Directors

* University Administrators

# Organizational Trust

*"Trust is one party's willingness to be vulnerable to another party because of the confidence that the latter party is:*

(a) *benevolent,*

(b) *reliable,*

(c) *competent,*

(d) *honest, and*

(e) *open."*

(Hoy and Tschannen-Moran, 1999, p. 189)

# Organizational Mindfulness

Five facets of organizational mindfulness:

1. a preoccupation with failure,

2. reluctance to simplify,

3. sensitivity to operations,

4. commitment to resilience, and

5. deference to expertise.

(Weick & Sutcliffe, 2001, 2007)

# Research Questions

* RQ1: Which aspect of trust (colleagues, athletic director, or student-athletes) is the best predictor of organizational mindfulness in Division III athletic departments when controlling for other key organizational factors?

* RQ2: Is there a statistically significant relationship between the coaching staff's trust in colleagues and organizational mindfulness?

# Research Questions, cont.

* RQ3: Is there a statistically significant relationship between the coaching staff's trust in the athletic director and organizational mindfulness?

* RQ4: Is there a statistically significant relationship between the coaching staff's trust in student-athletes and organizational mindfulness?
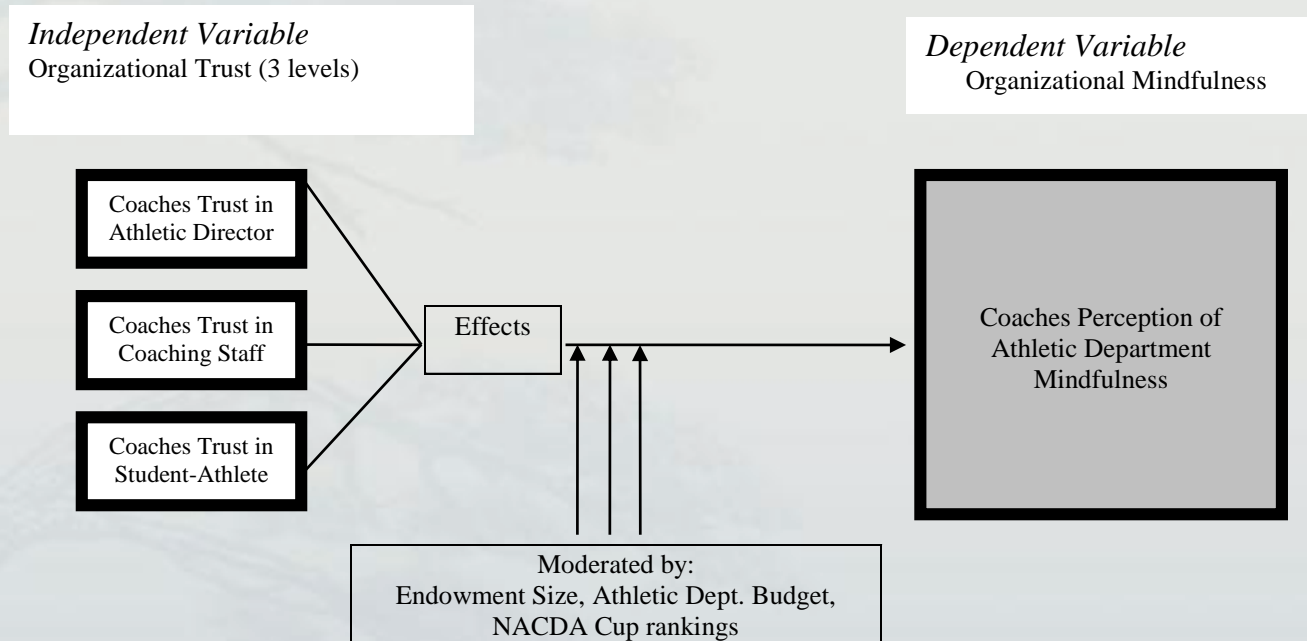
# Method

**Independent Variable**
Organizational Trust (3 levels)

**Dependent Variable**
Organizational Mindfulness

Coaches Trust in
Athletic Director

Coaches Trust in
Coaching Staff

Coaches Trust in
Student-Athlete

Effects

Coaches Perception of
Athletic Department
Mindfulness

Moderated by:
Endowment Size, Athletic Dept. Budget,
NACDA Cup rankings

*Figure 1* The independent, dependent, and moderating variables of the study

# Method

* To explore the relationship in Figure 1:
* Created and pilot tested two instruments
* ADTS
  * 28-items, measures organizational trust
* ADMS
  * 14-items, measures organizational mindfulness
* 59 NCAA D-III Athletic Departments
  * All members of coaching staff

# Method (Pilot Study Results)

| Item | Factor | |
|---|---|---|
| | **Mindfulness of Coaching Staff** | **Mindfulness of Athletic Director** |
| Alpha Coefficient | .864 | .870 |
| Eigenvalues | 4.641 | 3.903 |
| Cumulative % of the | | |

| Item | Factor | | |
|---|---|---|---|
| | **Trust in A.D.** | **Trust in Coaches** | **Trust in Student-Athletes** |
| Alpha Coefficient | .974 | .908 | .900 |
| Eigenvalues | 9.057 | 5.348 | 5.178 |
| Cumulative % of the Variance | 32.34 | 51.45 | 69.94 |

# Results

- Factor Analysis

- Correlational Analysis

- Regression Analysis

# Factor Analysis

## ADTS (trust)

| Item | Factor | | |
|---|---|---|---|
| | **Trust in A.D.** | **Trust in Coaches** | **Trust in Student-Athletes** |
| Alpha Coefficient | .966 | .944 | .864 |
| Eigenvalues | 8.209 | 6.285 | 4.303 |
| Cumulative % of the Variance | 29.32 | 51.76 | 67.13 |

## ADMS (Mindfulness)

| Item | Factor | |
|---|---|---|
| | **Mindfulness of Coaching Staff** | **Mindfulness of Athletic Director** |
| Alpha Coefficient | .833 | .841 |
| Eigenvalues | 3.880 | 3.481 |
| Cumulative % of the Variance | 27.72 | 52.58 |

# Correlational Analysis

| Correlational Analysis of the Study Variables | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Trust in Colleagues | Trust in Athletic Director | Trust in Student-Athletes | Organizational Mindfulness | Endowment | Athletic Budget | Directors Cup Quartile |
| Trust in Colleagues | | .598** | .432** | .744** | .020 | .101 | -.037 |
| Trust in Athletic Director | | | .246 | .881** | .002 | .200 | .070 |
| Trust in Student-Athletes | | | | .352** | .170 | .099 | .309* |
| Organizational Mindfulness | | | | | -.047 | .211 | .035 |
| Endowment | | | | | | -.046 | .208 |
| Athletic Budget | | | | | | | .139 |
| Directors Cup Quartile | | | | | | | |
| **. Correlation is significant at the 0.01 level (2-tailed).<br>*. Correlation is significant at the 0.05 level (2-tailed). | | | | | | | |

# Regression Analysis

* ## Model 1

| Correlations & Multiple Regression of Trust in Colleagues & Organizational Mindfulness | | | | |
|---|---|---|---|---|
| Model | r | B | SE B | β |
| (Constant) | | 1.254 | .372 | |
| Trust in Colleagues | .744* | .624 | .074 | .746** |
| Endowment | -.047 | -.073 | .049 | -.155 |
| Athletic Budget | .211 | .045 | .055 | .106 |
| Directors Cup Quartile | .035 | .051 | .126 | .049 |
| *p < .01, ** p < .001 | | | | |

# Regression Analysis

* ## Model 2

| Correlations and Multiple Regression of Trust in Athletic Director and Mindfulness | | | | |
|---|---|---|---|---|
| Model | r | B | SE B | β |
| (Constant) | | 1.497 | .223 | |
| Trust in Athletic Director | .881* | .585 | .043 | .880** |
| Endowment | -.047 | -.015 | .036 | -.032 |
| Athletic Budget | .211 | .002 | .040 | .006 |
| Directors Cup Quartile | .035 | -.019 | .092 | -.018 |

*p < .01 , ** p < .001

# Regression Analysis

* ## Model 3

| Correlations and Multiple Regression of Trust in Student-Athletes and Mindfulness | | | | |
|---|---|---|---|---|
| Model | r | B | SE B | β |
| (Constant) | | 2.199 | .671 | |
| Trust in Student-Athletes | .352* | .467 | .156 | .394** |
| Endowment | -.047 | -.093 | .069 | -.197 |
| Athletic Budget | .211 | .044 | .077 | .104 |
| Directors Cup Quartile | .035 | -.086 | .181 | -.082 |
| *p < .01, ** p < .005 | | | | |

# Regression Analysis

## Model 4

| | | | | |
|---|---|---|---|---|
| **Correlations and Multiple Regression of Organizational Trust and Mindfulness** | | | | |
| Model | *r* | *B* | *SE B* | *β* |
| (Constant) | | .597 | .295 | |
| Trust in Colleagues | .744* | .265 | .058 | .317** |
| Trust in Athletic Director | .881* | .452 | .043 | .679** |
| Trust in Student-Athletes | .352* | .057 | .068 | .048 |
| *p < .01 , ** p < .001 | | | | |

# Discussion

* Results


* Limitations


* Implications
  * Research
  * Practical

# Results

* A correlational analysis indicated a positive and significant relationship between organizational mindfulness & trust in:
  * colleagues
  * athletic director
  * student-athletes

Additionally, the analysis revealed a significant relationship between trust in student-athletes and NACDA Director's Cup rankings.

# Results

* Regression analysis
  * The Multiple *R* was $F_{(3, 55)} = 104.696$, $p < .001$

  * 84.3% of the variance in organizational mindfulness explained by the dimensions of trust

  * The following did not contribute significant amounts of variance:
    * coaches' trust in student-athletes
    * university endowment size
    * athletic department budget
    * NACDA Director's Cup rankings

# Results

❋ Trust in colleagues ($\beta$ = .317, p < .001)

❋ Trust in athletic director ($\beta$ = .679, p < .001)

✳ Higher trust in athletic director and trust in colleagues = more mindful athletic department

✳ Coaches' trust in athletic director emerged as the strongest predictor of organizational mindfulness.

# Organizational Mindfulness and Dimensions of Trust

* The results of this study suggest that coaches who perceive high level of trust in their workplace are more likely to perceive their athletic departments to be operating in a manner consistent with principles associated with organizational mindfulness.

# Limitations

1. Survey methodology

2. Non-significant moderating variables

3. Sample size

4. Unidirectionality not assumed

# Research Implications - highlights

1.  The sample for the current study was limited to NCAA D-III campuses. Will the results be similar with athletic departments which offer athletic scholarships?

2.  What is the nature of the relationship between coaches' trust in student-athletes & on-the-field success, i.e. winning games?

# Research Implications

3.  Are there other informal or formal organizational factors, present on college campuses, which influence trust and mindfulness?

4.  How do NCAA D-III athletic directors and university administrators define success for their athletic programs?

# Research Implications

5. What is the impact of the athletic director's leadership style on organizational mindfulness? On organizational trust?

6. Are there other outcomes in NCAA D-III athletic departments which are impacted by organizational trust?

# Practical Implications

* ADTS and ADMS
  * User friendly
  * Easy to complete
  * Administrators can get a view not often available – through the eyes of athletic department personnel

* Diagnostic tools only
  * Revealed problems should be addressed

# Practical Implications - Trust

* **Visioning**
  * Retreat and/or planning sessions

* **Modeling**
  * Walk the talk

* **Coaching** and **Managing**
  * Situational leadership

* **Mediating**
  * Schein (2010) indicated unsuccessful conflict resolution creates organizations "built on distrust and low commitment, leading good people to leave . . ." (p. 244).

# Practical Implications - Mindfulness

* Reframe organizational objectives as failures which must not occur.

* Emphasize the vulnerabilities in the system.

* Welcome the bad day.

* Create an environment in which the staff is free to take risks, be creative, and experiment with new approaches.

# Practical Implications – Mindfulness

* Look for occasions to inject small levels of controlled chaos.

* Find opportunities to reinvent the wheel.

* Demand incessant chatter.

* Embrace the suggestion from anyone on the organizational chart.

# Questions