

THE RELATIONSHIP BETWEEN ORGANIZATIONAL TRUST
AND PERCEPTION OF MINDFULNESS: AN EXPLORATION
OF HIGH SCHOOL ATHLETIC DEPARTMENTS

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ABSTRACT

This study looked at the relationship between organizational trust and athletic director mindfulness in high school athletic departments. Trust is a willingness to be vulnerable based on the belief that the other party is open, honest, competent, and benevolent (Tschannen-Moran & Hoy, 1997). Mindfulness is ongoing scrutiny of existing expectations, continuous refinement of those expectations based on new experiences, appreciation of the subtleties of context, and identification of novel aspects of context that can improve foresight and functioning (Hoy, 2003). The drive to have a successful high school athletic program is an acknowledgement of today's society in that high schools are competing for scarce resources. As a result, competition has led some departments to make illegal and unethical decisions within his or her athletic departments. Therefore, it is important to gain an understanding of the dynamics of coach's trust and athletic director decision-making in high school athletic departments.

In this study, after confirming the factor structure and reliability of the instruments, data were collected using the Athletic Department Mindfulness Scale (ADMS) and the Athletic Department Trust Scale (ADTS). A diverse sample of 54 high schools was selected for this study and 134 coaches responded to the survey instruments. Data were collected by the researcher via email using Qualtrics and were assessed using correlational, multiple regression, and factor analyses.

The results of the study indicated that a coach's level of trust in the athletic director has a significant relationship with the perception of athletic director mindfulness. That is, the greater the coach's trust in the athletic director, the more mindful the athletic director is in decision

making. Mindfulness is a concept every athletic director should understand and practice, while trust seems to be needed to achieve this goal. Athletic directors need to lead in mindful ways by encouraging coaches to be pre-occupied with failure avoidance, reluctant to oversimplify, sensitive to the day-to-day, committed to resilience, and defer to experts regardless of their position. These findings present methods to elevate levels of trust and better incorporate mindful decision-making practices in high school athletic departments.

DEDICATION

To Hillary, my wife, thank you for your love, patience, and kindness that you have shown me during this process. Your commitment to our family during this research project has been amazing. I would not have been able to complete this without your encouragement, support, and parenting of our son. To my son, McCoy, there is nothing that you cannot accomplish if you set your mind to it. Always remember to set your goals high and remember the quote from my uncle Larry, “there is no substitute for hard work.”

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LIST OF ABBREVIATIONS AND SYMBOLS

ADMS	Athletic Director Mindfulness Scale
ADTS	Athletic Director Trust Scale
ANOVA	Analysis of Variance
α	Cronbach's Alpha
CFI	Comparative Fit Index
df	Degrees of freedom
F	Fisher's ratio
M	Mean: the sum of measurements divided by number of measurements in the set
p	Probability associated with the occurrence under the null hypothesis of a value as extreme as or more extreme than the observed value
r	Pearson Correlation
R	Multiple Correlation Coefficient
R^2	Multiple Correlation Coefficient Squared
RMSEA	Root Mean Square Error of Approximation
β	Standardized Coefficient Beta
t	Computed value of t test
TLI	Tucker Lewis Index
χ^2	Measurement of how expectations compare to results (Chi-square test statistic)
<	Less than
=	Equal to

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CHAPTER I: INTRODUCTION

This research proposes a relationship between organizational trust and organizational mindfulness in high school athletic departments. In it, the researcher presents the related literature reviews and studies, explains how these concepts work together, and presents the methodology used in studying the concepts at hand. While there have been significant amounts of research about the constructs of trust, mindfulness, and sport, little research has been focused on linking trust and mindfulness within athletic departments. This study is important in helping gain an understanding of the relationship between coaches' trust and how he or she perceives the athletic-director's mindfulness within the athletic department. Lumpkin and Favor (2012) stated that "proponents of high school sport programs believe athletics contribute to the overall education of students" (p. 41).

Sports play an important role in the American society. Although high school sports are popular, more importantly many believe they are avenues for providing opportunities for justice, fair play, and teamwork. For an explanation of how important the role sports plays in our lives, one might look at some of our country's earlier presidents. Thomas Jefferson stressed the need for exercise and promoted running and swimming. Dwight D. Eisenhower founded the President's Council on Youth Fitness in 1956 to encourage America's youth to make fitness a priority. This Council would later include men and women of all ages and today it promotes fitness through sports and games. In 1981, Yale President, A. Bartlett Giamatti addressed the

Association of Yale Alumni and said, “Athletics teaches lessons valuable to the individual by stretching the human spirit in ways that nothing else can” (Bowen & Levin, 2003, p. 243).

This introductory chapter will highlight the benefits associated with participation in high school athletics. It will continue with the statement of the problem and then will detail the characteristics that make the National Federation of High School Sports (NFHS) organizations and Alabama High School Athletics Association (AHSAA) organizations ideal for research on high school athletics and related constructs. The subsequent section will establish the significance of the study and the purpose of the study by reviewing research in the fields of organizational mindfulness and trust. Finally, it will describe the research questions and important definitions related to this study.

The Benefits and Pitfalls of High School Sports

Sports and athletics express many of the cultural beliefs held by society, including the Protestant work ethic, capitalism, the bureaucratic mentality, and the ideals of fairness, teamwork, and sportsmanship, all of which are associated with collectivism (Beyer & Hannah, 2000). The NFHS has stated that interscholastic sports promote citizenship and sportsmanship to the 11 million students that participate nationwide. Such activity programs are believed to instill a sense of pride in one’s community, teach lifelong lessons of teamwork and self-discipline, and facilitate the physical and emotional development of our nation’s young people. Regardless, there is no denying that high school sports are an important facet of the modern American high school. Sports events might even represent the biggest event of the week for residents in some communities across the United States. Although research regarding the benefits of sports involvement has been varied (Pascarella & Terenzini, 2005), much of it has indicated participation offers many positives for students.

Every year, millions of high-school students across the nation are faced with a decision about whether or not to participate in extracurricular activities. O'Brien and Rollefson (1995) stated that extracurricular activities including fine arts, athletics, cheerleading, clubs, and honor societies provide students with the opportunity to develop the value of teamwork, individual and group responsibility, and a sense of community. As a result, these activities provide a way to reinforce lessons being taught in the classroom and to apply academic skills to real-world situations. According to the National Federation of State High School Associations (2004),

At a cost of only one to three percent (or less in many cases) of an overall school's budget, high school activity programs are one of the best bargains around. It is in these vital programs-sports, music, speech, drama, debate-where young people learn lifelong lessons as important as those taught in the classroom. (Section I, paragraph 1, p. 18)

In a study of all high schools in the largest school district in Colorado, McCarthy (2000) found students who participated in school-sponsored activities have significantly higher GPAs and significantly lower absenteeism during the school year. Additionally, McCarthy (2000) examined specific extracurricular activities, sport participation versus non-sport participation. "Those students who participate in sports have higher GPAs than those who do not participate" (p. 421).

Statement of the Problem

Some of the disadvantages to high school sports are undue stress, time commitment, physical injury, and unsportsmanlike behavior (Duda, Olson, & Templin, 1991). According to the National Center for Sports Safety (<http://www.sportssafety.org>), more than 3 million children under the age of 14 incur some type of injury as a result of sports. Unsportsmanlike behavior is modeled in a variety of sporting situations. In both practice and competitive events, children are exposed to other children who may exhibit undesirable behavior (Duda, Olson, & Templin, 1991). The NFHS has rules in place that govern high school sporting events and one rule is the unsportsmanlike conduct rule that high school athletic associations must follow during events.

For example, in a high school football game a player might become frustrated due to the added pressures of competition and make an illegal hit on an opponent after the whistle has blown. In this case, an unsportsmanlike penalty can be charged to that team (NFHS, Section 7-5-2, 2011). Participation in sports also requires a significant time commitment from children. Some of these time commitments include practices, travel to and from competitions, and the events themselves, which all take time away from children's daily activities (Fredricks, 2012). Finally, young athletes may feel undue pressure from parents, coaches, or other players to compete in sports they are not interested in pursuing. Additionally, children may place excessive amounts of pressure on themselves to perform at a level they are not comfortable with (Ponessa, 1992).

In fact, studies have indicated that participation in athletics can lead to the experience of negative outcomes. Tatum (2007) suggested that school leaders, in this case high school athletic departments and coaches, must be intentional in their efforts to positively influence the lives of their student-athletes. Without staff members being intentional, student-athletes will not reap the potential benefits of participation (Doty, 2006). The research on high school sports suggest those student-athletes may experience similar harm to that felt by adolescent athletes in that intensive competition at an early age may turn kids away from sports. The research has suggested that younger students may just need recreational activities with more emphasis on fun than competition (Ponessa, 1992). The added pressures from the parents or guardians to do well in competition may result in many student-athletes losing interest in sports.

According to Shields, Bredemeier, LaVoi, and Power (2005), nearly one in ten athletes admitted to cheating on the playing field or playing court. Participation in sports has been associated with greater use of alcohol, but a slightly lower use of other drugs (Shaw, Kleiber, & Caldwell, 1995). In a longitudinal study of middle to working class adolescents, Larson (1994)

found that participation in non-sport activities and organizations was associated with reduced levels of delinquency, whereas participation in athletic activities was not. Thus, the research hypothesized, “those who participate in sports will have higher rates of alcohol and marijuana use than non-participants, while those participating in other non-sport activities will be less involved in substance abuse” (Darling, Caldwell, & Smith, 2005, p. 58). Also, Kavussanu and Roberts (2001) identified a major issue in moral functioning with the nature of some athletes’ goals and goal setting. Some only felt successful when he or she is able to out-perform other competitors, which often resulted in the athlete considering behaviors of intimidation and purposeful injury of an opponent. It is essential to understand that problems associated with sports participants do not rest wholly on the student-athlete (Kavussanu & Roberts, 2001).

The amount of time students have to devote to sports is a significant factor in participation. Sports become more competitive at the high school level and require greater time investment to master skills than at younger ages (Fredericks, 2012). Many student-athletes also have responsibilities at home with family, while others are forced to have part-time or even full-time employment to help support the family’s financial needs. Among high school athletic departments this was the most voiced concern of coaches, athletic directors, and administrators (Ponessa, 1992). According to the U.S. Department of Labor, the number of employed youth is highest during the months from April to July. The youth labor force, 16-to-24-year-olds, working or actively looking for work in July 2013 was 60.5 percent. This number was the same during July 2012, but was 17 percentage points below the peak rate for the same month in 1989 (United States Department of Labor, 2013). Regardless of the students’ responsibilities, participation in high school sports has grown significantly among males since 1979 and there has been an even greater increase among female participants during the same time span, according to the NFHS.

The increase can be linked to several factors such as sport offerings by gender in high schools, population increase, popularity and prestige among peers, and Title IX mandates. According to Judge and Judge (2009),

Traditionally, the job of athletic director was viewed as a nonthreatening reward offered to a coach at the conclusion of a career. As the basic mission of the secondary public school expanded over the past decades, so did the responsibilities of the athletic director. School corporations typically hire individuals, for the position of athletic director, who are already trained in producing results, experienced in program management, who have administration skills that are specific to budgets, personnel, event planning, fundraising and marketing. (p. 37)

The athletic director holds a vital position in the scope of the total school program. The trend today is to have the athletic director as part of the school's administration. The responsibilities of the position have grown so much that a full-time administrator is often needed to manage the athletic department. The athletic director is responsible for the business administration of the department, which means performing managerial functions. The amount of time allotted and the amount of support given varies widely from school system to school system. Thus, the lack of time and support can cause the job to become stressful and overwhelming, which can lead to poor decision-making and sometimes result in a questionable level of trust in the athletic director (Judge & Judge, 2009).

Some athletic directors and coaches have the added pressures of winning at all costs. In athletic departments these behaviors often manifest themselves in the form of illegal participation, ineligible athletes, and even academic fraud by student-athletes and athletic department staff. These types of corruption within an organization can have an impact on the trust within the athletic department (Kihl & Richardson, 2009). Consequently, it would be difficult to have confidence in the reliability, competence, openness, honesty, and benevolence of an athletic director under these pressures. The benefits, pitfalls, and factors previously mentioned

make high school athletic departments a great place to study organizational trust in order to see if coaches' trust is related to athletic director mindfulness within the athletic department.

The rising participation rate is another factor facing high school athletic departments in the twenty-first century. From 1998 – 2008, the number of high school athletic participants has grown steadily among males and females (NFHS, 2008). With funding continuing to be an issue in high schools, the number of athletic department staff has remained static. This increase of student-athletes gives more opportunities for benefits of participation, but creates a more difficult task for the coaches and athletic directors.

There have been many studies generated in the fields of sport management, sport psychology, sport economics, kinesiology, human performance, and coaching principles, but there has been little research focused on the decision-making and trust within high school athletic organizations. Jowett and Cockerill (2003) asserted that sport psychology researchers might benefit from looking at theories and methods used in other non-sport areas of study. Athletic departments share many of the same structural features as a business or non-sport organization such as: division of labor, structure of authority, communication systems, decision-making process, and policies and procedures for performance (Rail, 1988). The purpose of this study was to explore two of the organizational social processes (mindfulness and trust) within high school athletic departments.

Organizational Mindfulness And Trust

Mindfulness

The concept of mindfulness was introduced to social psychology more than two decades ago and has been applied to several areas in education research. According to Hoy, Gage, and Tarter (2006), mindful organizations tend to have mindful leaders as well as mindful staff

members, which is a description of the whole organization. Healthy organizations are those in which employee concerns are considered important, employees are free to openly discuss issues, conflict is addressed openly and directly, and an environment of trust and mutual respect are the norm. Weick and Sutcliffe (2001) defined mindfulness as

The combination of ongoing scrutiny of existing expectations, continuous refinement and differentiation of expectations based on newer experiences, willingness and capability to invent new expectations that make sense of unprecedented events, a more nuanced appreciation of context and ways to deal with it, and identification of new dimensions of context that improve foresight and current functioning. (p. 42)

Using Weick and Sutcliffe's work as the foundation, researchers have studied mindfulness in several different areas and in different types of organizations. For example, Vogus and Welbourne (2003) studied mindfulness in software firms. Baker (2007) studied mindfulness in small businesses. Knight (2004) studied mindfulness among staff members at swimming pools, and educational leadership scholars empirically studied mindfulness in the American school systems (Hoy, Gage, & Tarter, 2006). High school athletic departments operate in a similar fashion to other school entities, thus the framework developed by Weick and Sutcliffe (2001) and Hoy (2003) guided this research. This investigation followed the five elements of the construct of mindful organizations: (1) preoccupation with failure, (2) reluctance to simplify, (3) sensitivity to operations, (4) commitment to resilience, and (5) deferring to expertise rather than only following organizational hierarchy (Weick & Sutcliffe, 2001). Much like Hoy (2003) studied schools, teachers, and administrators, this study explored the mindfulness of athletic directors in high school athletic departments. Hoy (2006) and his colleagues found a relationship between trust and mindfulness concluding that trusting schools are more mindful. An example of why organizational mindfulness is so important was found in a study by (Larson, 1997). The

school administration was so unaware of and unprepared for the racial, political, and social issues that faced the school that it in turn cost the entire administrative team their jobs.

Trust

According to Hoy and Tschannen-Moran (as cited in Adams et al., 2009), “trust is defined as a willingness to be vulnerable based on the belief that the other party is open, honest, competent, and benevolent” (p. 8). The benefits of creating an environment of unconditional trust far outweigh the costs, “especially in terms of cooperation and teamwork that promote high performance and competitive advantage” (Jones & George, 1998, p. 543). Trust is a construct that is often studied, but there has been little consensus on how to operate with high levels of trust. Trust is an important ingredient in the process of learning, especially in the school setting. Trust is a key aspect in developing open communication, cooperation among employees, cohesiveness of staff members, and increasing the quality of leadership within the organization (Hoy et al., 2006). The construct of trust is multi-faceted, in that it might have different phases of change depending on the context and the course of the relationship. Multiple researchers have indicated that trust is important in the workplace with studies in elementary schools (Hoy & Kupersmith, 1985), middle schools (Hoy, Sabo, & Barnes, 1996), higher education institutes (Shoho & Smith, 2004) or places of business (Creed & Miles, 1996; Cunningham & MacGregor, 2000). In a study conducted by Tschannen-Moran and Hoy (1997), faculty trust in colleagues and trust in the principal demonstrated that faculty trust is an important aspect of the openness and health of the school climate. Faculty trust was found to be related to both the principals’ and teachers’ behavior. There is still much research to be done in the field of organizational trust to improve the understanding of trust as a concept.

Institutions of higher education, such as K-12 schools (Hoy & Tschannen-Moran, 1999), nuclear aircraft carrier companies (Weick & Sutcliffe, 2007), and professional sports teams (Slack & Parent, 2006) are complex and tightly coupled organizations with several actors occupying numerous roles in established departments. Even in the smaller organizations, there is the importance of authority and several operating locations. According to Pope (2004), it is important to understand whether positive trust dynamics in the business world would also exist in the higher education institutes. Studies in this area have included the public's trust of faculty research (Fairweather, 1996), student's trust of the system (Ghosh, Whipple, & Bryan, 2001), and multiple dimensions of faculty trust (Shoho & Smith, 2004). Trust has been studied in athletic competition, but not necessarily in athletic departments. Most of the research conducted has been focused on the relationships between athletes and coaches (Gould, Guinan, Greenleaf, & Chung, 2002) and between sports and society by (Seippel, 2006). This study built on the work previously developed in the field of educational leadership. This study operationalized trust as having five facets: benevolence, reliability, competence, honesty, and openness (Hoy, 2003; Hoy et al. 2006; Shoho & Smith, 2004; Smith & Shoho, 2007; Tschannen-Moran, 2004; Tschannen-Moran & Hoy, 2000).

AHSAA and NFHS

This investigation examined organizational trust and mindfulness in Alabama High School athletic departments. The purpose of the NFHS was to work closely with the high school athletic associations across the nation to promote citizenship and sportsmanship and to teach lifelong lessons of teamwork and self-discipline to aid in the development of our nation's youth. In Alabama, the AHSAA is the governing body over high school sports. Together, these organizations are directed to enhance the participation of student-athletes and provide student-

athletes with coaches and administrators who reflect honesty and fairness within the individual athletic departments. Research has indicated that athletic staff members have responsibility for determining whether the benefits of participation in high school sports lead to positive or negative outcomes. The athletic staff members and coaches are held accountable for student-athlete grades, attendance, behavior, winning games, and enhancing participation in high schools (Showalter, 2008). The decisions that are made by the athletic department staff have an impact on the lives of student-athletes. For example, scheduling long practice hours could have diminishing returns on the benefits of participation (Fredericks, 2012).

Significance of the Problem

For this study, if the results show that there is a linear relationship between organizational trust and athletic director mindfulness, then there will be evidence that these two concepts are beneficial to the overall health of the high school athletic department. Athletic directors might use the instruments described to diagnose the level of organizational mindfulness and trust in the athletic director on her or his campus. In this research, it is assumed that mindful organizations develop open and trusting relationships between the athletic directors and the coaches within the department. If valid, the results from the study could benefit the department by providing information that might change the relationships, attitudes, and approaches to the high school athletic setting.

Some school stakeholders and central office administrators may find value in the results of this study. More importantly, athletic directors interested in understanding current trust levels and the impact of trust on decision-making could use this study to justify changing the climate of the athletic department. Coaches might benefit from the research results with information to aid them in the job search process. Those coaches who become aware of the relationships found

might be more selective in their job decisions, and might inquire about the current levels of trust and mindfulness at potential future jobs. Finally, prospective student-athletes and their families may find the resulting information useful when deciding what schools to attend and whether or not to participate in athletics.

Purpose of the Study

The purpose of this study was to determine whether linear relationships between trust in colleagues, trust in athletic director, and trust in student-athletes predict athletic director mindfulness. The research identified the aspects of trust that are good predictors of the perception of mindfulness in the athletic director. Ideas and themes were developed through the reviewing of the literature on mindfulness and trust. The goal of the study was to gain understanding and knowledge about the relationship between organizational trust and organizational mindfulness, while trying to link the two concepts to the study within high school athletic departments.

Research Questions

- Q1: What are the psychometric properties of the Athletic Department Trust Scale (ADTS)?
- Q2: What are the psychometric properties of the Athletic Department Mindfulness Scale (ADMS)?
- Q3: Does a linear relationship of trust in colleagues, athletic director, and student-athlete predict athletic director mindfulness?
- Q4: Is a coach's trust in colleagues a good predictor of his/her perception of mindfulness of the athletic director?

Q5: Is a coach's trust in the athletic director a good predictor of his/her perception of mindfulness of the athletic director?

Q6: Is a coach's trust in the student-athlete a good predictor of his/her perception of mindfulness of the athletic director?

Definition of Terms

AHSAA refers to the Alabama High School Athletic Association. The governing body that regulates, coordinates, and promotes interscholastic athletic programs among Alabama High School members.

Athletic Director (or Director of Athletics) refers to the person responsible for the entire operation of the athletic program, including planning, organizing, leading, and evaluating coaches and other personnel within the department. He or she is simultaneously a mentor, a businessperson, a motivator, and an enforcer (Branch, 1990).

Coaches are designated as paid or volunteer members of the athletics department staff who are under contract to perform both on and off the field/court duties (e.g. communication, planning, and networking), as well as developing knowledge in a number of areas (e.g. pedagogy, psychology, sociology) (Nash & Sproule, 2009).

Colleagues refer to those coaches (head and assistant) who work in the same athletic department.

Mindfulness refers to organizations and individuals who exhibit the following five characteristics: preoccupation with failure, a reluctance to simplify, sensitivity to operations, a commitment to resilience, and deference to expertise (Hoy, Gage, & Tarter, 2006).

NFHS refers to the National Federation of State High School Associations. The governing body over the 50 member state high school athletic/activity associations.

Student-Athlete refers to an individual who participates in an interscholastic athletic/activity program under the guidance of the athletics department.

Trust refers to “one party’s willingness to be vulnerable to another party based on the belief that the latter party is competent, reliable, open, and concerned” as stated by Tschannen-Moran and Hoy (1997, p. 337).

Limitations

1. This study was limited to high schools within the state of Alabama.
2. This study was limited to the independent variable of organizational trust and the dependent variable of mindfulness.
3. Due to cluster sampling and random sampling, it was not possible to make sure data were gathered from those that were not present at the time of sampling and surveying.
4. This study was designed to discover relationships that could exist between organizational trust and mindfulness. It was not an attempt to establish cause-effect relationships.
5. This study was cross-sectional. Data was gathered during one interval and may not relate with longitudinal data gathered during multiple intervals.

Assumptions

1. The data collected was random and diverse.
2. The variables were continuous and could be measured.
3. Careful consideration was taken to ensure participation from the six largest school districts in Alabama. With enough schools selected, those unable to participate did not hinder or skew the data results.

CHAPTER II:
LITERATURE REVIEW

Introduction

This chapter will review relevant literature related to the research project. “Theoretically and empirically, trust is necessary for school mindfulness and school mindfulness reinforces a culture of trust” (Hoy, Gage, & Tarter, 2006, p. 252). Organizations can be designed in ways that facilitate or discourage trustworthy actions from those involved. The structure, policies, and culture of an organization can impact the level of trustworthiness within the organization (Wenger, 1998). High school athletic departments are no different. These departments might be structured so that the coaching staff is given high levels of freedom over all decisions made within. According to Hoy et al. (2006), “a culture of trust should provide a setting in which people are not afraid of breaking new ground, taking risks, and making errors” (p. 237). The athletic director desires to create an environment in which the coaches can have this freedom and that they can know that they are trusted with the decision-making process. Mindful organizations tend to have mindful leaders as well as mindful staff members, which is a description of the whole organization (Hoy, Gage, & Tarter, 2006). The athletic director must make decisions that are based on benevolence and will reward competence within the athletic department. These decisions must be combined with a culture of honesty and openness, which in turn will be more likely to have higher levels of trust within the organization (Hoy & Tschannen-Moran, 1999).

First, the literature review will give a brief history of the NFHS and AHSAA organizations. The exploration of literature will then proceed with an examination of

mindfulness and then proceed with individual and organizational mindfulness, to be followed by a review of the five principles of mindfulness. Next, the chapter will review relevant literature on organizational trust, along with the facets of trust, trust in the work place, and finally the relationship between organizational trust and mindfulness.

NFHS

Since 1920, the National Federation of State High School Associations has led the development of education-based interscholastic sports and activities that help students succeed in their lives. The NFHS sets directions for the future by building awareness and support, improving the participation experience, establishing consistent rules for competition, and helping those who oversee high school sports (NFHS, 2011). The NFHS central office is located in Indianapolis, Indiana and serves its 50 member state high school athletic associations, along with the District of Columbia. The NFHS publishes rules in 16 sports for boys and girls competition and administers fine arts programs in speech, theater, debate, and music. The NFHS also provides a variety of initiatives to its 18,500 high schools and more than 11 million students involved. The NFHS believes that participation in education-based activity programs and sports, promotes academic achievement, citizenship, and healthy lifestyles. The rules of competition are set forth by the NFHS to promote fair play and minimize risk factors for the student-athlete participants. Finally, with properly trained administrators, athletic directors, and coaches the educational mission of the interscholastic experience is promoted (NFHS, 2011).

AHSAA

The Alabama High School Athletic Association was founded in 1921 and is a private agency organized by its member schools to control and promote athletic programs. The purpose of the AHSAA is to regulate, coordinate, and promote the interscholastic athletic programs

among its member schools, which include public, private, and parochial institutions (AHSAA, 2012). The AHSAA currently serves more than 400 high schools, 275 junior high and middle schools, and over 75,000 student-athletes. The AHSAA joined the NFHS in 1924 and has been providing a vehicle for member schools in writing rules and regulations, and determining that schools abide by these standards in areas such as eligibility, competitions, and championship programs. The organization of the AHSAA has a legislative council for rules-making, eight district boards, and an executive board (Central Board of Control) with the final authority in all matters (AHSAA, 2012).

Organizational Mindfulness

According to Langer and Moldoveanu (2002), mindfulness is defined as “the process of drawing novel distinctions” (p. 2). Novel distinction is described by four diverse consequences such as sensitivity to environment, openness to new information, creativity, and enhanced awareness in problem solving (Langer & Moldoveanu, 2002). Mindfulness is fundamentally a method of making organizational decisions. Slack and Parent (2006) indicated that organizations make two types of decisions. Programmed decisions are considered to be repetitive and routine, and are usually made when there is a large amount of data and options to calculate. Non-programmed decisions conversely occur in situations that are novel. These non-programmed decisions are typically made by upper level staff that have been highly trained and may be considered an expert (Slack & Parent, 2006). Programmed and non-programmed decisions are made under three conditions, according to Slack and Parent (2006). First, a decision is considered made under a condition of certainty, “when the manager making the decision knows exactly what the available alternatives are, and the costs and benefits of each alternative” (Slack & Parent, 2006, p. 259). Secondly, under the condition of risk the potential harms and gains

associated with a particular decision are not readily known. Finally, a decision made under the condition of uncertainty exists when there is absolutely no data or past experiences for a particular situation.

Good decisions are often made using more knowledge, facts, and concepts. These decisions also necessitate an organization to regularly process data acquired from earlier decisions, whether good or bad choices (Ireland & Miller, 2004; Russo & Schoemaker, 1992). Therefore, when called upon to make intricate decisions, organizations often rely on multiple sources from within and outside the organization (McGee & Sawyer, 2003). One way organizations can make sense of rapidly changing situations is to create a culture of mindfulness. The next section will describe mindfulness from the individual level.

Individual Mindfulness

Although this study will focus on organizational mindfulness, it is important to understand how the concept was developed. The development of mindfulness evolved from the work of Langer (1989), then through organizational mindfulness (Weick & Sutcliffe, 2001), and then to school mindfulness (Hoy, 2003; Hoy, Gage, & Tarter, 2004).

Langer (1989) contended that individual mindfulness requires one to be flexible, vigilant, and open. When individuals simply follow rules and procedures, or just follow senseless orders, they are said to be mindless (Hoy, Gage, & Tarter, 2006). Mindlessness relies on old classifications, whereas mindfulness is the construction of fresh categories (Hoy et al., 2006). The narrowing viewpoint or element of contextual confusion obstructs thoughtful behavior (Langer, 1989). The reliance on old categories, automatic behavior, and a single perspective characterizes mindlessness. Contrarily, mindfulness is characterized as a three pronged approach:

“the creation of new categories, openness to new information, and an implicit awareness of more than one perspective” (Langer, 1997, p. 4).

According to Hoy et al. (2006), “mindfulness requires openness to new information and different points of view” (p. 239) and is a habit of mind which constantly scans for evidence contrary to previous assumptions. “Mindfully engaged individuals will actively adhere to changed signals, and behavior generated from mindful listening or watching, from an expanding, and increasingly differentiated information base, is of course, likely to be more effective” (p. 67). Another aspect of individual mindfulness is that of an orientation focused on process rather than on centered on outcome. Langer (1997) stated,

Even play can lose its intrinsic value if it is done with another goal in mind ... Adding motives such as doing it because we have to, fear of evaluation, or letting the outcome overshadow the process can also turn play into work. (p. 56-57)

Accordingly, coaches who blindly adhere to pre-developed game plans are operating in a mindless fashion. Therefore, by making game time strategy changes such as substituting judgment for following a set strategy, coaches begin to operate mindfully. Hoy, Gage, and Tarter (2006) stated that the “single-minded” pursuit of outcomes rather than processes can lead to mindlessness. When coaches and teams mindlessly focus exclusively on the end result (i.e., winning) rather than skill development (i.e., process of winning), those teams tend to fall short of the desired outcome.

Many of the early studies on mindfulness focused on the propensity for individuals to make “premature cognitive commitments” (Langer, 1997, p. 92). Langer (1989) described this as having a narrow perspective, which impedes understanding behavior, and limits the use of multiple perspectives. Langer has also contended that premature cognitive commitments make us somewhat lazy and can lead to poor decision-making. Weick and Sutcliffe (2001) embraced this

concept of premature cognitive commitment, as it aided in the development of their model of organizational mindfulness. Later studies focused on the benefits associated with mindfulness. For example, mindful individuals have been found to be more charismatic (Langer & Sviokla, 1988), to have increased levels of creativity (Langer, Hefferman, & Kiester, 1988), and in elderly populations to have greater concentration, attention, and memory (Langer, 1989). These theoretical underpinnings of individual mindfulness were vital in establishing the framework for organizational mindfulness.

Organizational Mindfulness

In the same way that individuals vary in their mindfulness, organizations do as well (Hoy, et al., 2006). Baker (2007) stated, “being overly reliant on past categories and behaviors, organizations potentially limit their performance by failing to recognize novel events” (p. 18). Organizational researchers do not discount the value of experience, but do warn that complacency has been associated with over-familiarity of a given situation. Experience can reduce an organization’s environmental scanning and can create hard-to-see-beyond expectations (Baum & Ingram, 1998). Coaches expect the courts, fields, and stadiums to be ready and set up for events. He or she should be confident that these everyday routine tasks have been completed by other athletic department staff because the things have always been done. Obviously, things do not always occur as they should and it is that complacency that causes a loss of focus on mindful decision-making practices within the organization. When this experience is gained and events unfold as expected, organizations can lose their ability to respond to non-routine or unexpected events (Gersick & Hackman, 1990). According to Barrett (2008), many organizations do not experience the unexpected severe events because these organizations have successfully constructed strategies and practices, which lead to mindful processes and systems.

Organizational mindfulness is the theoretical method which permits organizations to uphold long-lasting watchfulness, identify that which requires attention, and notify how given information should be processed (Vogus & Welbourne, 2003). Mindfulness can be a collective property as well as an individual property, but a mindful organization is more than just these (Hoy, 2003). Weick and Sutcliffe (2001) first extracted five facets of organizational mindfulness by analyzing high reliability organizations that consistently avoided mistakes and failure. They argued that five processes promote mindfulness in organizations: a preoccupation with failure, reluctance to simplify, sensitivity to operations, commitment to resilience, and deference to expertise (Weick & Sutcliffe, 2001). Weick and Sutcliffe (2001) stated that mindfulness is

the combination of ongoing scrutiny of existing expectations, continuous refinement and differentiation of expectations based on newer experiences, willingness and capability to invent new expectations that make sense of unprecedented events, a more nuanced appreciation of context and ways to deal with it, and identification of new dimensions of context that improve foresight and current functioning. (p. 42)

Furthermore, organizational mindfulness is not simply a process of being observant, but rather it is a habit of mind that searches for slight differences which may be indicators for bigger issues (Hoy et al., 2006). Mindful schools have teachers and administrators who are aware of surprises and are still able to operate when the unexpected occurs.

Principles of Mindfulness

Preoccupation with Failure

Mindful organizations continuously scan for problems and identify small problems before they become major issues. Weick and Sutcliffe (2001, 2007) felt that mindful leaders and organizations avoid preoccupation with their successes, because success breeds contentment and even arrogance, which can in turn leave the organization vulnerable. Mindful organizations and their leaders are reluctant to accept simplifications because the need to understand the subtleties

of the situation (Weick, 1993; Weick & Putman, 2006). For example, “when 90% of the students meet the state achievement standards, mindful schools focus on the 10% who failed rather than indulge in celebration” (Hoy et al., 2006, p. 239).

A healthy preoccupation with failure is often on exhibit in the world of sports. The mindful coach will certainly be happy to escape with a victory, but that does not mean that she/he will be satisfied. Often athletic directors and leaders of athletic departments might overlook small events or mistakes by coaches’ and/or student-athletes as long as performance level is high during competition. Starbuck and Millikan (1988) found that success breeds confidence and sometimes fantasy, which might cause the leader of the organization to grow more confident in the big procedures, but often ignore the less significant ones. Not paying attention to the weak signals of failure may cause the leader to miss the small clues that prevent the unexpected from happening (Starbuck & Millikan, 1988).

Reluctance to Simplify

Mindful organizations and their leaders are reluctant to accept simplifications because the need to understand the subtleties of the situation (Weick, 1993; Weick & Putman, 2006). Slack and Parent (2006) indicated numerous sport organizations create opportunities for their staff to make programmed rather than non-programmed decisions. For example, a football coach might create a system to inform him or her when it is time to order more paint for the field once the amount of paint drops below a certain level. However, not all situations and decisions will have this level of simplicity. Athletic departments are complex much like schools therefore, it is important for the members of the athletic department to use multiple perspectives to understand the structure and culture of her or his department.

The movement towards oversimplification may not only cause a bigger problem to be missed, but the routines developed may also reduce trust levels within the organization. The creation of excessive policies could actually create an element of mistrust, which in turn may negatively impact staff member's creativity (Khodyakov, 2007) or a willingness to be involved in collective action (Curzon-Hobson, 2002). Weick and Sutcliffe (2007) also suggested that creating labels within the organization can lead to the belief that some work is more important or some people are more important than others. This issue associated with simplification has trickled into the athletic departments and can lead to a lack of trust among members of the department.

Sensitivity to Operations

According to Hoy et al. (2006), "sensitivity to operations means staying close to the core function of the organization" (p. 240). Being sensitive to operations entails detecting problems and preventing them from getting larger. In an athletic event the best coaches are able to change their strategy and game plan to fit the changing situation. These coaches can fine-tune in a high velocity environment (Parent, 2010) because they avoid making premature judgments or premature cognitive commitments (Langer, 1989, 1997). Sensitivity goes beyond just the operations and includes interpersonal relationships. Within the school setting the continuous scan for problems requires a close relationship between teachers and administrators. This is much like the structure of the athletic department in that the coaches, student-athletes, and the athletic director must maintain that same close relationship.

Premature cognitive commitments (Langer 1989) inform the manner which people seek evidence, and they more often than not seek evidence, which confirms previously held beliefs or notions. Also, organizations may experience trouble after a period of success because "small

successes may unintentionally induce low levels of attention to detail and reduced information searches” (Sitkin, 1992, p. 232). An organization develops this sensitivity to operations by understanding that the day-to-day operations are not context free, by gaining knowledge from others in the department, and by persuading others to give their perspectives (Baker, 2007).

Commitment to Resilience

No organization or system is perfect, thus mindful administrators know they must develop a capacity to overcome mistakes and continue operations (Hoy et al., 2006; Weick & Sutcliffe, 2001). This relates to the structure of the athletic department in that the athletic director must have plans in place for when mistakes are made by members of the athletic department. No amount of preparation is sufficient to prevent mistakes from happening, but being resilient is necessary in coping and emerging with a positive outcome. There will be times when decisions made under conditions of uncertainty will result in a negative action (Slack & Parent, 2006). During that moment the leaders of the organization needs to be reactive and focused on mindfully containing the situations so they do not get out of control (Weick & Sutcliffe, 2007).

As in the classroom, the achievement of perfection for athletics teams is very rare. Consequently, athletic departments seem to exist in a similar environment as schools. In the classroom no matter how great the teacher, conducive to learning the climate, or attentive the administration, students may have a negative home event impacting their school environment. Mindful teams in an athletic department exhibit an ability to absorb the hostile crowds, bad calls, and bounce back by making in-game adjustments and changes. Finally, the best teams learn and better themselves by reviewing game tape, reflecting on successes and failures, and contemplating how errors can be corrected.

Deference to Expertise

Deference to expertise helps organizations avoid the mistake of embracing rigid administrative structures. Mindful organizations instead match expertise with problems or experience procedures to allow decisions to be made by the nearest expert, rather than by the person on top of the organizational chart (Weick & Sutcliffe, 2001, 2007). Matching the appropriate level of expertise with a given problem improves organizational performance (Baum & Ingram, 1998). In the case of an athletic team, the capable employee may be an assistant coach or a player on the field. Good head coaches understand their own limitations and rely on experts who may be positioned lower on the organizational chart.

Organizational Mindfulness Research

Organizational mindfulness, in social science terms, is a relatively new phenomenon and as such there has been surprisingly little empirical research (Baker, 2007; Knight, 2004). To complicate matters, the extant research has explored mindfulness with diverse methodologies so there has been a lack of consistency regarding the findings. As a result, how the construct of organizational mindfulness is actually manifested remains unclear (Knight, 2004). Highlighting the range of the research on the subject, a description of three conceptual studies, among the earliest explorations into mindfulness will be reviewed.

Fiol and O'Connor (2003) explored the impact of mindfulness on bandwagon behavior in the health care setting. In the study, they proposed a conceptual model that detailed the relationship of mindfulness and bandwagon avoidance. Bandwagon behaviors refer to individuals or organizations adopting an idea or technique due to pressures from other organizations. Without careful consideration, the bandwagon behavior can cause many organizations to respond to popular persuasion rather than sound principles and analyses.

Furthermore, Fiol and O'Connor (2003) attempted to expand the notion that mindfulness is useful exclusively in high-risk organizations. They concluded that, regardless of the organizational type, a focus on mindful behaviors (i.e., reluctance to simplify, commitment to resilience, and preoccupation with success and failures) should guide the scanning, interpretation, and decision-making processes of all organizational members.

Ramanujam (2003) conducted a study of 80 audit reports from retail, private, and corporate banks, investigating the relationship between latent errors, change and mindfulness. He did not directly examine the five facets of mindfulness; however, as defined by Weick, Sutcliffe, and Obstfeld, (1999), his study is important conceptually. Ramanujam found evidence supporting the idea that small changes and latent errors, if not addressed, can have a significant impact on organizational practices (Weick et al., 1999). Furthermore, because Ramanujam explores these variables in an industry considered low risk, he extends the conversation of mindfulness to more traditional business settings.

Vogus and Welbourne (2003) examined 184 software firms who had initial public offerings between 1993 and 1996. They hypothesized that three organizational mindfulness facets (i.e., reluctance to simplify, sensitivity to operations, and commitment to resilience) would serve as a bridge between certain human resource practices and organizational innovation. Although the specific components of organizational mindfulness were unmeasured, their study “should serve as a foundation for grounded fieldwork or surveys that more explicitly and extensively examine the process of collective mindfulness ...” (Vogus & Welbourne, 2003, p. 899). Despite the fact that all three of the studies found positive support for the construct of organizational mindfulness, none were specifically designed using all five facets detailed by Weick and colleagues. The findings are still important conceptually as each suggests a structural

underpinning for organizational mindfulness. However, they have no direct methodological significance.

Conversely, Baker and Plowman (2004), Knight (2004), and Hoy et al. (2006) designed their research to measure the individual principles of mindfulness. In a survey distributed to administrators and department chairs from 180 colleges of business, Baker and Plowman (2004) attempted to explore Weick and Sutcliffe's (2001) five principles of mindfulness model. Their research suggested a three factor model which included respectful interaction, commitment to resilience, and reluctance to simplify, but they were not able to successfully factor analyze all five dimensions of mindfulness (Baker, 2007). Knight (2004) designed a survey instrument based on the work of Weick and Sutcliffe (2001), which he distributed to swimming pool employees, managers, and patrons. The study was unsuccessful in finding evidence of all five principles. However, he did find evidence that four of the factors combined to construct branded collective mindfulness. Finally, in the study conducted by Hoy et al. (2006) evidence was found supporting all five facets of mindfulness combined to create two constructs; principal mindfulness and faculty mindfulness. These two factors combined to create a construct they named organizational mindfulness. In both factors and in the combined organizational mindfulness construct, Hoy et al. (2006) found all five facets of Weick and Sutcliffe's (2001) model of organizational mindfulness to be present.

Organizational Trust

Trust is a complex concept because it is based on many factors, different relationships, and changes over the course of a relationship (Hoy & Tschannen-Moran, 1997). The earliest studies on trust began in the late 1950s. Early trust research focused on intentions and motives surrounding trust (Deutsch, 1958) whereas more recent research has focused on trust as a

behavior (Hosmer, 1995; Mayer, Davis, & Schoorman, 1995). Much of the research on trust focuses on dispositions, decisions, behaviors, social networks, and institutions (Deutsch, 1958; Granovetter, 1985; Rotter, 1967; Williamson, 1993; Zucker, 1986). Yet, despite the difficulty in pinning down a definition, trust has been studied in a variety of academic fields such as education (Hoffman, Sabo, Bliss, & Hoy, 1994; Hoy, 2002; Hoy & Tschannen-Moran, 1999), economics (Williamson, 1993), higher education (Pope, 2004), management (Elsass, 2001), marketing (Moorman, Zaltman, & Deshpande, 1992), personnel management (Huang & Dastmalchian, 2006), philosophy (Lewis & Weigert, 1985), psychology (Deutsch, 1958; Dirks 1999; 2000; Rotter, 1967), sociology (Granovetter, 1985; Zucker, 1986) and sport management (Turner & Chelladurai, 2005).

Researchers have long acknowledged the significance of trust, however, there remains little consensus about its meaning (Shapiro, 1987). Bennis and Nanus (1985) asserted,

Trust is the lubrication that makes it possible for organizations to work. It's hard to imagine an organization without some resemblance of trust operating somehow, somewhere. An organization with trust is more than an anomaly, it's a misnomer, a dim creature of Kafka's imagination. Trust implies accountability, predictability, and reliability. It's what sells products and keeps organizations humming. Trust is the glue that maintains organizational integrity. Like leadership, trust is hard to describe, let alone define. We know it when it's operating and when it's not and we cannot say much more about it except for its essentiality and that it is based on predictability. (p. 43)

Perhaps because trust has been studied in different contexts and by scholars with divergent research agendas, it has been conceptualized in a variety of ways. Widely considered to be among the earliest to explore trust, Deutsch (1958) defined trust in terms of expectations held by the trusting party. He considered trust to be the non-rational choice of a person facing an uncertain circumstance in which the anticipated loss was greater than the projected gain. Rotter (1980) defined trust as "a generalized expectancy help by an individual that the word, promise, oral or written statement of another individual or group can be relied upon" (p. 1).

Zand's (1972) findings furthered the work of Rotter by keeping the element of confidence, but went one step further by adding the concept of dependence. According to Zand, trust is a personal choice based upon hopeful expectations of confidence about the result of an uncertain event; especially when there is a certain level of vulnerability and lack of direct control over the actions of others. In discussing trust in organizational terms, Golembiewski and McConkie (1975) indicated trust to be an important element that impacts the basic designs of group behavior in all social organizations. They went further and indicated trust is "strongly linked to confidence in and overall optimism about, desired events taking place" (p. 134).

In the early stages of studying trust in schools, Hoy and Kuper-Smith (1985) based their research on the work of Rotter (1967) and Golembiewski and McConkie (1975) and, doing so, operationalized trust as "a generalized expectancy help by the work group that the word, promise, and written or oral statement of another individual, group or organization can be relied upon" (p. 2). Hoy, Tarter, and Witkoskie (1992) later refined that definition and offered trust as "a generalized expectancy held by teachers that the word, action, and written or oral statements of others can be relied upon" (p. 39).

Zucker (1986) defined trust as a preconscious belief that all parties involved in the exchange hold similar expectations, until such time when those expectations are violated. According to Shapiro (1987), trust is a "social relationships in which principals – for whatever reason or state of mind – invests resources, authority or responsibility in another on the behalf for some uncertain future return" (p. 626). The rational choice theorists, such as Gambetta (1988), indicated that the trustor made a calculated decision based upon personal qualities and social controls of the trustee. He specifically defined trust as "the probability that one economic

actor will make decisions and take actions that will be beneficial or at least not detrimental to another” (p. 217).

As trust studies moved forward to the last decade of the twentieth century, some focus remained on the individual, but the organization was explored with greater frequency. As a result, the definitions of trust became less expansive and started to include more specific elements or facets. Bromiley and Cummings (1995) wrote,

Trust is an expectation that another individual or group will (1) make a good faith effort to behave in accordance with any commitments, both implicit and explicit; (2) be honest in whatever negotiations preceded those commitments; and (3) not take excessive advantage of others even when the opportunity is available. (p. 4)

From the field of marketing, Moorman, Zaltman, and Deshpande (1992) defined trust as “a willingness to rely on an exchange partner in whom one has confidence” (p. 315). Without specifically using the term, Hosmer (1995) implied that benevolence was an important element of trust. He articulated that trust was a hopeful belief about the positive outcome of an event. Specifically “trust is the reliance by one person, group, or firm upon a voluntarily accepted duty on the part of another person, group, or firm to recognize and protect the rights and interests of all others engaged in a joint endeavor or economic exchange” (p. 393). Rousseau, Sitkin, Burt, and Camerer (1998) meanwhile defined trust as one party’s willingness to be vulnerable to another party based on expectations that the party will perform an action of importance; “trust is a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another” (p. 395). Furthering the element of confidence and positive expectations, Smith and Birney (2005) indicated “trust is general confidence and optimism in occurring events or believing in others in the absence of compelling reasons to disbelieve” (p. 473).

Maintaining the element of vulnerability found in other conceptualizations, Huang and Dastmalchian (2006) from the field of personnel management and human resources defined trust as the “willingness of one party to be vulnerable to the actions of another party based on the assumption that the other will perform a particular action to the trustor” (p. 363). Moreover, though not specifically using the terms competence or benevolence, Huang and Dastmalchian (2006) have implied those facets by expanding on their definition. Defining trust necessarily involves an element of uncertainty and it “requires confidence in the party’s ability and faith in the other party’s benign intention” (p. 363). More recent research in educational leadership has sustained vulnerability as a major building block in the construction of a trusting relationship. According to Chhuon, Gilkey, Gonzalez, Daly, and Chrispeels (2008), trust is defined as “one’s willingness to participate in a relationship that involves being vulnerable to another person” (p. 288).

Despite the outpouring of research over the past twenty years, the concept of trust is still riddled with confusion and uncertainty (Nooteboom, 2007). Rousseau et al. (1998) posed an explanation for the ambiguity: “One thing is apparent: scholars operationalize trust differently, depending on the focus and phase of trust they study” (p. 398). Because the study of organizational trust is so diverse in its approaches, attempting to achieve consensus is likely a wasted undertaking (Bigley & Pearce, 1998). McEvily, Perrone, and Zaheer (2003) wrote that rather than debating which definition of trust is most accurate, the field is better served by researchers identifying which definition is appropriate for their specific research questions and applying that definition with consistency.

Others (Gambetta, 1988; Whitener, Brodt, Korsgaard, & Werner, 1998) highlighted that part of the difficulty in studying trust rests with the numerous definitions and seemingly endless

number of research instruments used to explore the variable. Dietz and Den Hartog (2006) suggest that there has been very little repeat testing conducted with previously established research instruments. Hosmer (1995) stated that “there appears to be widespread agreement on the importance of trust in human conduct, but unfortunately there also appears to be an equally widespread lack of agreement on a suitable definition of the construct” (p. 380).

Widespread divergence of this nature can be regarded as an obstruction to scientific advancement (Pfeffer, 1993). With that critique in mind, this study builds on the scholarly work developed in the realm of educational leadership. Using a concept developed in over thirty years of exploration, this study explored trust using five facets: benevolence, reliability, competence, honesty, and openness (Hoy, 2003; Hoy et al., 2006; Shoho & Smith, 2004; Smith & Birney, 2005; Smith & Shoho, 2007; Tschannen-Moran & Hoy, 2000) and operationalized the variable using the following definition previously put forth by Hoy and Tschannen-Moran (1999): “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” (p. 189). The next section provides a detailed analysis of the five facets of trust found in Hoy and Tschannen-Moran’s definition.

Facets of Trust

Trust is a concept with at least five facets: benevolence, predictability, competence, honesty, and openness (Hoy et al., 2006). Each of these elements is based on common beliefs that individuals or groups act in ways that are in the best interest of the parties involved. A key underlying element is the concept of risk. Trust does involve taking risk and making oneself vulnerable to another with confidence that the latter will act in a way that is not detrimental to the other party (Hoy et al., 2006). Mayer et al. (1995) set forth a model (see Figure 1) which

proposes that subordinates who believe their leader to have integrity, competence, and benevolence will be more comfortable performing actions that put themselves at risk.

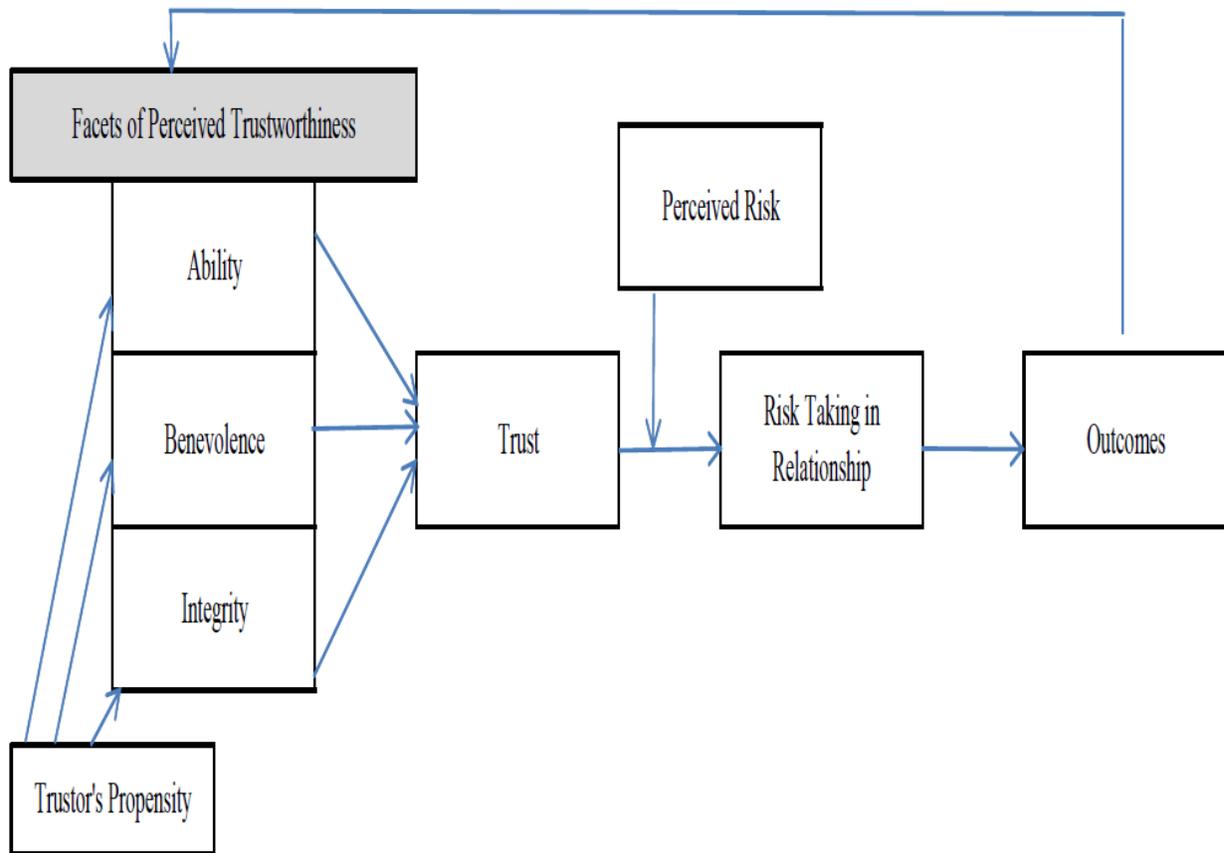


Figure 1. An Integrative Model of Organizational Trust (Adapted from Mayer, Davis, & Schoorman, 1995).

Benevolence

Benevolence might be the most common element and is confidence in those things that one cares about will not be harmed (Baier, 1986). According to Baier (1986), benevolence is “the accepted vulnerability to another’s possible, but not expected ill will” (p. 236). When there is no trust in the benevolence of the leader, colleagues become excessively concerned about possible harm. Jones (1995) described benevolence as one individual’s “reputation of trustworthiness,” actually being “a reputation for not being opportunistic” (p. 421).

Reliability

Reliability is the extent to which behavior is predictable and will benefit the other party involved. Reliability alone is insufficient to establish trust. To be considered trusting one must be reliable with both words and actions. Reliability is not just consistent behavior, but it also involves a firm belief that one's requirements or opportunities will be addressed positively (Hoy & Tschannen-Moran, 2003). Even with the belief that the trustee has your best interest in mind, and that s/he will act consistently without a firm belief that the person is capable to complete the task, it is unlikely trust will develop.

Competence

Competence is the ability to perform according to the appropriate standards. In the athletic setting, displaying benevolence and reliability are not enough for one to be trusted. The more in-depth tasks of coaches, student-athletes, and athletic directors involve a certain level of competency. Hoy (2002) defined competence as "the ability to perform as expected and consistent with standards appropriate for the task" (p. 91). A disorganized administrator is unlikely to elicit trust from the faculty. A student-athlete may perceive that his or her coach wishes nothing but the best for the athlete, but if that coach has a poor performance history, then the athlete might be less likely to trust the coach.

Honesty

Honesty refers to an individual's character, integrity, and authenticity (Hoy & Tschannen-Moran, 2003). Honesty is also considered adherence to a set of principles, which include fairness and non-hypocritical behaviors. Honesty can be developed by telling the truth and keeping promises. Goddard, Tschannen-Moran, and Hoy (2001) indicated that the "words

and actions” (p. 7) of the trustee must both match and be reliable. Tschannen-Moran and Hoy (2000) indicated that authentic behavior does not distort the truth nor shift the responsibility.

Openness

Openness is the process in which relevant information is shared and often creates a vulnerability to another party (Butler & Cantrell, 1984; Mishra, 1996). Hoffman et al. (1994) found trust and openness to be compliments of one another. This finding led Hoy and colleagues to add to the concept of openness in their operational definition of trust. Employees who were allowed to participate in decision-making were more likely to develop trust in the organization (Whitener et al., 1998). By being open the trustor is expressing confidence that the shared information will not be betrayed by the other party.

Organizational Trust Research

In a study of 12 Olympic medalists, Jowett and Cockerill (2003) found that athletes are more likely to be open with coaches with whom they respect and trust. Their findings lend credence to organizational trust as an area for study in the realm of sport. If athletes respond better to trusting environments, it is not a far-fetched notion to believe that coaches, themselves former athletes, will more likely be open with colleagues and supervisors whom they respect and trust. Ouchi (1981) indicated trust is readily recognized as paramount to the well-functioning organization. Providing empirical justification for Ouchi’s contention, numerous studies during the last decade highlight why trust does indeed matter (Tschannen-Moran, 2004). Tan and Tan (2000) found that “trust in supervisors was significantly and positively related to satisfaction with supervisor and innovative behavior” (p. 249). In their study on the types of trust found in economic exchanges, Barney and Hansen (1994) established strong trustworthy behaviors may provide an organization a source for competitive advantage.

Furthermore “research has demonstrated that organizations that develop positive relationships of this nature have benefited from outcomes such as decreased costs and increased risk taking behaviors, as well as increased motivation for collaboration and improved communication” (Pope, 2004, p. 75). Additionally, Bromiley and Cummings (1995) found that higher levels of organizational trust can lead to reduced transaction costs. These lower costs may occur because an organization whose members can be trusted will spend less time and effort in the development of control mechanisms.

Building a culture of trust has been found to be essential to the operation of effective schools (Hoy, 2002; Hoy et al., 1996; Tschannen-Moran, 2004) and while no one person can completely shape the culture of the work environment, the role of the campus administrator or organizational leader is critical in doing so (Hoffman et al., 1994). Dirks and Ferrin (2002) reported significant relationships between the perception of leadership behavior and a failure to meet subordinate expectations. Trust has been established as critical in developing relationships among work colleagues (Bromiley & Cummings, 1995). Yet Pope (2004) found that an organization’s ability to establish personal, trusting relationships was strained when increasingly complex decision making processes are coupled with the development of additional administrative layers.

Pope’s findings indicate why trust can be difficult to establish in large, complex organizations. Wicks, Berman, and Jones (1999) discovered trust to be a dynamic and continuous variable, providing one more reason why trust is a difficult construct to study. McEvily et al. (2003) named the intricate nature of organizational trust *multiplexity*. The theory of multiplexity infers that trust takes time to develop because of its complex, multi-layered nature. Through a series of interactions, co-workers update information about each other and over time gain

confidence in each other's reliability, competence, and honesty. The importance of developing trust, however, does not only extend to collegial relationships. Much research has explored the nature of trust in the context of the supervisor and subordinate relationship.

Butler and Cantrell (1984) explored whether a difference existed between the conditions of trust when measured up the organizational chart, rather than down. That is, are certain facets of trust more important when discussing subordinates rather than bosses? In terms of the organization, researchers have considered them analogous to social structures. Coleman (1984) wrote that "a social organization is like a power grid of trust" (p. 85), which could fail along its weakest point. Hosmer (1995) advanced this notion by asserting,

One person's trust in another may be conditional upon trust in a third person to enforce the earlier . . . agreement. Trust in the third person, of course, may then be conditional upon trust in a fourth, and so on. (p. 388)

Accordingly, research has indicated an important relationship between trust and workplace behavioral outcomes (Dirks & Ferrin, 2001). In their study with telephone and automotive plant workers in Canada, Cunningham and MacGregor (2000) found trust and job design to be complimentary, but independent constructs both of which enhanced job satisfaction.

Additionally, in a multi-national study, Huang and Dastmalchian (2006) reported a significant relationship between trust and job satisfaction.

McEvily et al. (2003) found that when an employee has higher levels of trust in her manager, she will be more disposed to disclose limitation in skills and job abilities because she expects the manager will not use such openness negatively in the future. Confirming those results Dirks and Skarlicki (2004) indicated that "trust in leadership allows the individuals in the team or organization to suspend their individual doubts and personal motives and direct their efforts toward a common team goal" (p. 27). Furthermore, Tyler and Kramer (1990) found that

individuals are more likely to consider views of the organization to be legitimate when they feel a high level of trust for those in positions of authority. Lewis and Weigert (1985) wrote,

Trust underlies the operation of social power and actually *creates* power. Those who hold trust hold power. Whether power is based on control of money, property, political office, or other sources, there is one common denominator: those who have power are sooner or later tempted to exercise it, and the powerless must trust the powerful to use the power well, or else they live in constant fear. (p. 459)

As Ouchi (1979) recognized, “people must either be able to trust each other or to closely monitor each other if they are to engage in cooperative enterprises” (p. 846). Researchers have indeed discovered that trust with benevolence at its core actually empowers employees and unshackles them to put their time and other resources to more effective use. McEvily et al. (2003) found empowerment develops if “organizations . . . grant agents the freedom to use their own discretion as a means of conveying their willingness to fulfill obligations and meet the positive expectations . . .” (p. 99). When one combines the reduction in transaction cost (Jones, 1995; Dyer & Chu, 2003) with the increased transaction value (Zajac & Olsen, 1993), it becomes evident that empowering employees through the use of trust may improve organizational output. Directly exploring the concept of empowerment, Moye and Henkin (2006) administered surveys to 2000 employees from 500 manufacturing companies and found employees who felt more empowered tended to have higher levels of interpersonal trust in their supervisors.

McEvily et al. (2003) attempted to conceptualize trust as an organizing principle or as “a heuristic for how actors interpret and represent information and how they select appropriate behaviors and routines for coordinating actions” (p. 92). As such, they contend that because it involves the element of vulnerability, trust allows co-workers to preserve intellectual or cognitive capital. In other words, the trust heuristic allows the person receiving information from a trusted source to immediately act upon the information and not take time examining its

veracity. Furthermore, using trust as a heuristic simplifies the decision making process because it allows information to be more easily processed and it creates certain expectations about peer group behaviors.

In a single case study of Orpheus, the world's largest conductorless orchestra, Khodyakov (2007) found that when members were considered to be skilled and dedicated, confidence in them grew, even when the orchestra's future was deemed to be uncertain. He found goodwill trust (benevolence) and competence trust to be the most important facets. This allowed the orchestra to use social control mechanisms rather than more formalized control techniques. Orchestra members overwhelmingly agreed that the social control measures allowed for greater creativity, freedom, and flexibility. Khodyakov did, however, find that behavioral, input, and output control techniques used in combination benefited the orchestra overall. Put simply "control and trust can complement each other because they create one another" (Khodyakov, 2007, p. 17).

As the above research indicates, when organizational members trust those in authority they are more likely to act in ways which benefit the entire organization (Axlerod, 1984; Dirks, 1999; Elsass, 2001; Gambetta, 1988; McAllister, 1995). Findings from numerous studies indicate that trustworthiness makes possible an adherence to management decisions and feelings of responsibility to adhere to the established norms, values, and practices (Jones & George, 1998; Tyler & Kramer, 1996). Moreover, in terms of the present study, trust is an important forbearer of voluntary collaboration in school settings and in teams. Subsequently, by recognizing the norms connected to trust, athletic department personnel engender members to trust and to be inspired to work towards a common good. The review proceeds to an examination of the ways trust has been studied in various K-12 settings.

Rotter (1967) provided the initial justification for studying trust in the school setting by designing a large-scale qualitative study on teacher and student relationships. He found that since the students are without the ability to corroborate the teacher's information, the student must trust and believe the teacher's lessons in order for learning to take place. Furthermore, in terms of academic success, Hoy (2002) found a trusting relationship between students and faculty to be of utmost importance. Other research showed a significant relationship between strong teamwork culture and school effectiveness. Tschannen-Moran and Hoy (1998) posited school climate to be the enduring quality of organizational life on an individual campus. Scholars asserted that one important element in establishing a positive school climate (organizational culture) was a strong link between trust and openness (Cummings & Bromiley, 1996; Hoy & Tschannen-Moran, 1999; Mishra, 1996). Numerous studies found that openness can lead to high levels of collaboration between teachers and principals, between faculty and peers (Hoy, Tarter, & Witkoskie, 1992), and between faculty and students (Goddard et al., 2001).

Educational leadership scholars have found that regardless of grade level, there is a positive association between openness and faculty trust (Hoffman et al., 1994; Hoy, Tarter, & Kottkamp, 1991; Hoy et al., 1992). In order for organizational leaders to produce an organizational climate capable of pushing employees to do more than the bare minimum, they must focus on developing trust (Hoy, 2002; Hoy & Miskel, 1987; Hoy & Tschannen-Moran, 1999). In addition, to promoting a more positive school climate (Hoy et al., 1991), openness is considered an important facet of organizational mindfulness as well (Weick & Sutcliffe, 2001).

Butler (1991) and Gabarro (1978) found that managers who freely and openly exchanged thoughts and ideas with employees enhanced the perception of organizational trust. The accomplishment of group objectives has also shown to be positively related to interpersonal

communication (Dirks, 1999). Others have found as employees' trust-in-coworker expands, the more willing they are to cooperate and share information (Zand, 1972). Tschannen-Moran and Hoy (2000) furthered the findings of Zand by finding that communication has an impact on employee trust. By contrast, in organizations where low levels of trust are present and data are frequently withheld, members end up cooperating only under a mindless system of formal policies and controls (Shapiro, 1987; Zucker, 1986).

Trust is also crucial in both school leadership and the development and impact of quality relationships between school administrators and faculty (Hoy et al., 1992; Tschannen-Moran, 2004). In a study of more than 2,500 teachers in 86 middle schools, Tschannen-Moran and Hoy (1998) indicated that the principal directs her own fortune by behaving in ways that either encourages the development trust or distrust. Hoy and Kupersmith (1985) found that leaders who exhibited consistency in beliefs, goals, and performance were more likely to be trusted by school faculty.

Furthermore, Hoy et al. (1992) found compassionate leadership on the part of the principal impacted the extent to which teachers felt trust for their campus administration. Moreover, exhibiting the mindful characteristic of shared decision-making proved to be a trust engendering activity for school leaders (Tschannen-Moran, 2004). Yet another mindful method school leaders can employ to develop a trusting organizational climate is by encouraging faculty, without the fear of reprisal, to openly voice concerns and frustrations (Tschannen-Moran & Hoy, 1998).

Trust in student and trust in leader, however, are not the only important aspects of a positive, trusting school culture. Numerous studies found a positive relationship between the faculties trust in each other and their trust in school leadership (Hoffman et al., 1994). Bryk and

Schneider (2003) conducted research into the improvement of Chicago public schools over a ten-year period. They found four distinct lenses through which teachers determined whether or not to trust their colleagues. Faculty members who respected the specific roles each individual played in the educational process, were competent in their abilities to carry out their own duties, had personal regard for the working environment, and had a strong moral guidepost which lead to high levels of integrity were more likely to garner trust than those who did not exhibit those characteristics.

The Relationship Between Organizational Trust and Mindfulness

The review of the literature indicated that organizational mindfulness has been understudied in high school settings and completely unstudied in high school athletic departments. Likewise, the construct of organizational trust has been understudied in higher education and has yet to be studied in high school athletic departments. The current study added a deeper understanding of trust and mindfulness as it relates to coaches, athletic directors, and student-athletes at the high school level.

Evidence that all five mindfulness principles impacted faculty trust (preoccupation with failure, reluctances to simplify, sensitivity to operations, commitment to resilience, and deference to expertise) was found in the exploration of organizational trust and mindfulness conducted by (Hoy et al., 2006). Using a series of factor analyses, Hoy et al. (2006) found two mindfulness factors: principal mindfulness and faculty mindfulness, both of which measured all five components. These two factors combined to create what they labeled as organizational mindfulness. In the study of 75 middle schools, they found lower levels of within school variance than between school variance, leading them to conclude that mindfulness is a collective property. Using multiple regression analysis, Hoy et al. (2006) found that the three faculty trust

components each explained a large amount of the variance in faculty mindfulness. Additionally, they discovered faculty trust in principal was a significant predictor of principal mindfulness and faculty trust in clients had limited influence on mindfulness. Overall, they found organizational mindfulness to be best explained by both trust in colleagues and trust in their principal.

Whereas organizational trust and mindfulness seem to be important aspects of the school environment, research needs to explore their relationship in high school athletic departments. Ouchi (1981) asserted that trust is a critical underpinning for well-functioning organizations. Does this hold true for high school sport organizations? Not only are high school athletic departments understudied organizations, but the role of trust within the department is also underdeveloped. The next chapter will discuss and describe the methodology and research instruments to be used in the study.

CHAPTER III:
METHODOLOGY

Introduction

In order to investigate the research questions and the model set forth in chapter one, data were collected using the cluster sample method of six of the largest school districts in the state of Alabama. The purpose for selecting six of the largest school districts in the state of Alabama is because they have an identified, full time athletic director. The investigation focused on the coaches at high schools in these districts that are members of the AHSAA athletic departments. Specifically, conducting the appropriate quantitative analyses required the collection of data from at least 119 participants of the population chosen at random so all coaches in these districts would be included in the population. This chapter describes the population and sample size, the instruments used, and the data collection process. Finally, this chapter will restate the research questions, the data analysis and procedures, and a chapter summary.

Population and Sample

The population of this study consists of high school coaches from six of the largest school districts in the state of Alabama during 2014. There were 54 high schools with athletic departments and 1,006 coaches ($N = 1,006$) in the population of the research study. The goal was to obtain a random diverse sample using the cluster sampling method and random sampling to obtain at least 119 surveys for use in this study. A Power Analysis using G*Power 3.1.3 was used to determine the minimum sample size needed for a multiple linear regression with three predictors in order to detect a moderate effect size of 0.15, $\alpha = 0.05$ level of significance, and a

power of 0.95, a minimum sample size of 119 is needed. Shih and Fan (2008) found that web surveys average a 34% response rate, although figures are lower among studies of employees. Keeping this trend in mind, the researcher can expect a response rate of around 31%. Based on this expected response rate it was necessary to distribute at least 383 surveys.

Solicitation for completing the surveys was on a voluntary basis along with anonymity and confidentiality in accordance with The University of Alabama procedures, and the Institutional Review Board (IRB) of Human Subjects (see Appendix A). Each Superintendent received a letter through email asking for permission and approval to survey coaches in each district. A copy of the permission letter is included (see Appendix B). Coaches were asked for their participation through an email letter as well. A copy of the permission letter is included (see Appendix C). There was a link at the bottom of the email directing the participants to the surveys. Finally, the first page of the surveys in Qualtrics was the consent form in which each participant was asked for her or his consent to participate (see Appendix E).

Instrumentation and Variables

In order to explore the research questions, operational measures of organizational trust and mindfulness are necessary. The study used two instruments to collect data. The Athletic Department Trust Scale (ADTS) was used to measure coaching staff perception of organizational trust. The ADTS is a revision of the Higher Education Faculty Trust Inventory (HEFTI) developed by Smith and Shoho at the University of Texas San Antonio (Shoho & Smith, 2004; Smith & Shoho, 2007). The ADTS was used in a dissertation study of trust and mindfulness at the NCAA Division III level schools by Tingle (2011) and author approval was granted through an email letter. The Athletic Department Mindfulness Scale (ADMS) was used to measure athletic department mindfulness. The ADMS is a modification of the Mindfulness Scale (M-

Scale) originally designed by Hoy at The Ohio State University. The ADMS was used in a dissertation study of trust and mindfulness at the NCAA Division III level schools by Tingle (2011) and author approval was granted through an email letter.

Using the framework described by Hoy et al. (2006), the independent variable organizational trust consists of three specific measures: coach's trust in athletic-director, coach's trust in colleagues, and coach's trust in student-athletes. The dependent variable in this study was coach's perception of athletic director mindfulness (see Figure 2). The decision to explore this relationship between organizational trust and mindfulness is based on previous research on trust and mindfulness (Hoy, 2003; Hoy & Tschannen-Moran, 1999; Hoy et al., 2006; Langer, 1989; Langer & Moldoveanu, 2000; Shoho & Smith, 2004; Smith & Shoho, 2007; Tschannen-Moran & Hoy, 2000; Weick & Sutcliffe, 2001, 2007) and the researcher's interest in expanding the research to include high school athletic departments.

Independent Variables

Dependent Variable

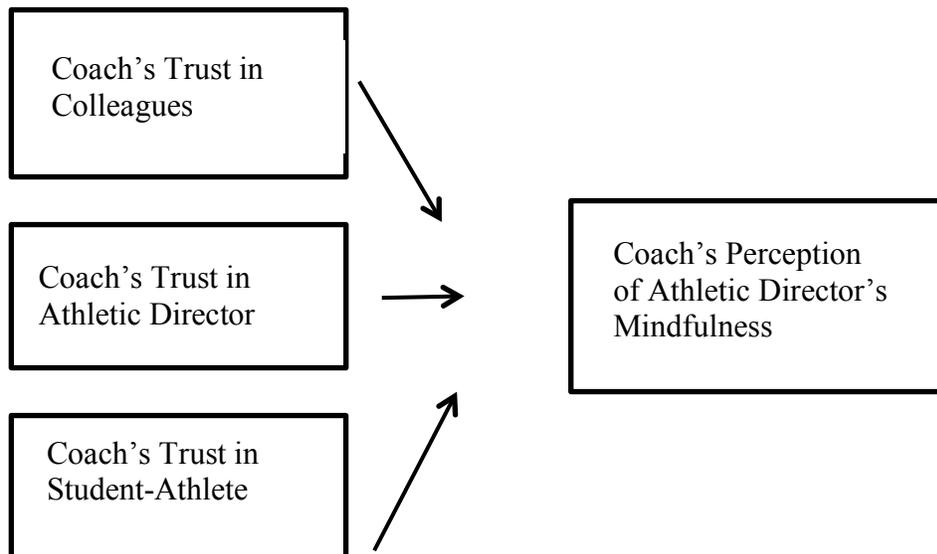


Figure 2. The Independent and Dependent Variables of the Study.

Operational Measures

The basis for designing the mindfulness items on the ADMS were devised from the research conducted by Hoy et al. (2006). The items used to collect mindfulness data were created by making slight revisions to items from the 14-item short form M-Scale developed by Hoy and colleagues (Hoy et al., 2006). In communication with Hoy, Tingle (2011) obtained permission to revise the instrument for use in an athletic department, suggesting adding ten items to the instrument. Hoy indicated that adding the items would aid in construct analysis and factor development of the instrument. Following the suggested survey items from Weick and Sutcliffe (2001), a 24-item instrument was created and used in a pilot study completed by Tingle (2011). The instrument consisted of at least three items to measure the five facets of mindfulness (Tingle, 2011).

The trust instrument was designed using the HEFTI scale by Shoho and Smith (2004). Specifically, the HEFTI was designed to measure trust at the higher education level and not members of a coaching staff, therefore it needed revision. In communication with Smith, the original 30-item HEFTI was modified to aid in construct analysis and factor development. The instrument consisted of at least eight items designed to measure each of the three facets of trust and was used in a pilot study completed by Tingle (2011).

The pilot study was conducted at four university athletic departments. In order to ensure construct validity of the measures, an exploratory factor analysis, using Statistical Package for the Social Sciences (SPSS), was performed afterwards. The study was conducted using a web-based survey system (Survey Monkey). A total of 100 coaches were solicited for participation in the study and fifty-one of those responded, for a response rate of 51%, which according to Field (2005), a sample of 51 is sufficient for a pilot study (Tingle, 2011).

A principal component analysis with a varimax rotation was used to explore construct validity of the athletic department mindfulness scale. Three unique factors were found after the first analysis, but a careful examination of the factor structure indicated that many variables loaded highly on more than two factors. The goal of the factor analysis was to reduce the size of the instrument without disrupting the factor structure or the reliability of the survey instrument. Another goal was to choose at least two items that would represent all five facets of organizational mindfulness (Gage, 2003). A factor loading cut-off of .400 was used to ensure that the weak items were removed from further analysis. Any variable loading at .500 or greater on at least two factors would be removed, resulting in the removal of 10 items from the instrument. The subsequent factor analysis produced two factors, each of which had strong Cronbach's alpha reliability scores (see Appendix F for ADMS). The two-factor structure with 14 total items is similar to the short form of the instrument designed by Hoy et al. (2006), after which the ADMS is modeled (see Table 1 for the complete analysis of the ADMS).

Table 1

Factor Analysis of the 14 Athletic Department Mindfulness Scale Items (Adapted from Tingle, 2011)

Item	Factor	
	MCS	MAD
Mindfulness of Coaching Staff (MCS)		
Coaches in this department respect power more than knowledge	.772	
Coaches in this department jump to conclusions	.756	
Coaches in this department learn from their mistakes and correct them so they do not happen again	-.739	
If something out of the ordinary happens, the coaching staff knows who has the expertise to respond	-.711	
Coaches in this department treat errors as healthy information and try to learn from them	-.700	
Many coaches in this department give up when things go bad	.677	
Most coaches in this department are reluctant to change	.604	
Mindfulness of Athletic Director		
The A.D. appreciates skeptics		.747
My A.D. negotiates differences of coaching style, strategies, and decisions without destroying the diversity of opinions		.740
My A.D. often jumps to conclusions		-.726
Coaches do not trust the A.D. enough to admit their mistakes		.710
The A.D. seeks out and encourages the reporting of bad news		-.667
The A.D. of our department does not value the opinions of the coaches		-.643
During an average day, the A.D. comes into enough contact with the coaching staff to build a clear picture of the current situation		.635
Alpha Coefficient	.864	.870
Eigenvalues	4.641	3.903
Cumulative % of the Variance	33.15	61.03

In order to test the construct validity of the ADTS, a principal components analysis with a varimax rotation was conducted to analyze the 30 trust items. A factor loading cut-off of .400 was used to ensure that weak items were removed from further analysis. Additionally, any items that cross-loaded at .500 on more than two factors was removed from further analysis (Field, 2005). Two of the student-athlete items fell into one of those categories and were subsequently removed from the analysis. When the procedure was performed a second time, the athletic department trust scale produced three factors. The Cronbach's alpha test indicated high

reliability scores for each of the three factors (see Appendix G for ADTS). The three-factor structure with 28 items is similar to the instrument designed by Shoho and Smith (2004) after which the ADTS is modeled (See Table 2 for complete analysis of the ADTS).

Table 2

Factor Analysis of the 28 Athletic Department Trust Scale Items (Adapted from Tingle, 2011)

Item	Factor		
	TAD	TCS	TSA
Trust in Athletic Director (TAD)			
The A.D. in our department is unresponsive to the coaching staff's concerns	-.923		
The A.D. in our department keeps his or her word	.876		
The coaching staff in our department is suspicious of most of the A.D.'s actions	-.873		
The A.D. in our department typically acts with the best interest of the coaching staff in mind	.872		
The A.D. in our department is competent in performing his or her job	.863		
The A.D. openly shares information with the coaching staff	.857		
The coaching staff in our department trust their A.D.	.854		
The A.D. doesn't tell the coaching staff what is really going on	-.844		
The coaching staff in our department can rely on the A.D.	.836		
The coaching staff in our department has faith in the integrity of the A.D.	.819		
The A.D. in our department does not show concern for the coaching staff	-.807		
Trust in Coaching Staff (TCS)			
When the coaching staff in our department tells you something you can believe what they say		.797	
Even in difficult situations, the coaching staff in our department can depend upon each other		.762	
The coaching staff in our department typically looks out for each other		.759	
The coaching staff in our department believes in each other		.749	
The coaching staff in our department is open with each other		.734	
The coaching staff in our department trusts each other		.683	
The coaching staff in our department is suspicious of each other		-.579	
The coaching staff in our department has faith in the integrity of their colleagues		.538	
The coaching staff in our department is not competent in their coaching abilities		-.437	
Trust in Student-Athlete (TSA)			
Student-athletes in our department are reliable			.836
Student-athletes in our department can be counted on to do their work			.795
The coaching staff in our department believes student-athletes are competent in their ability to learn new skills			.786
The coaching staff in our department trusts their student-athletes			.785
The coaching staff in our department believes what students say			.772
The student-athletes in our department have to be closely supervised			-.769
Student-athletes in our department are secretive			-.694
Student-athletes in our department are caring towards one another			.541
Alpha Coefficient	.974	.908	.900
Eigenvalues	9.057	5.348	5.178
Cumulative % of the Variance	32.34	51.45	69.94

As a result of the factor analysis from the pilot study completed by Tingle (2011), it was determined that the scales are appropriate for use in the study of organizational trust and mindfulness in High School Athletic Departments.

Data Collection

The population of this study consisted of 54 high schools with athletic departments and over 1,000 coaches. A cluster sample of six of the largest school districts in Alabama was taken and a simple random sample selection process was used to solicit the approximate 1,000 participants used to obtain the 134 surveys used in data analysis. At the high school level many athletic directors also coach a sport, therefore great care was taken to ensure that no athletic directors received an invitation to participate. In the case of the athletic director also being a coach, s/he did not receive the email with the survey link to participate.

In this study, the researcher received 134 survey responses. Of the 134 responses, only 109 were used in the quantitative analyses of the study. There were three survey responses that did not agree with consent to participate. There were twenty-two others that did consent but did not complete any part of the survey after the consent form; therefore, these responses were eliminated from the analysis. The elimination process used was listwise deletion default in SPSS and MPLUS 6 statistical packages. There were 109 responses used for the descriptive statistics of the athletic director mindfulness instrument and 98 responses used for the descriptive statistics of the organizational trust instrument. Finally, the correlations and regression analyses were computed using (N = 98).

Data was collected from the spring of 2014 through the summer of 2014. The questionnaires were administered to coaches electronically using the web-based survey administration program Qualtrics. A letter of introduction was included in an email sent to each

of the coaches' email address. Included in the email was a link to the survey and access to the instruments via Qualtrics (see Appendix C). The letter outlined the purpose for the research, defined specific terms used in the survey, and a general invitation that asked for each coach to participate in the study. The first page of the survey in Qualtrics was the consent form in which each participant was asked for her or his consent to participate (see Appendix E). The consent form emphasized the efforts for maintaining anonymity and confidentiality. Also, there were no names or other identifying characteristics (i.e., name of sport, race, ethnicity, or gender of individuals) included in the instrument. The consent form also informed the coaches that participation was strictly voluntary and not mandatory to complete. Finally, there was also a follow-up email sent to coaches two weeks later reminding him or her to complete the survey, in order to enhance the response rates (see Appendix D). A copy of the letter sent to the coaches can be found in Appendix C, the follow-up email can be found in Appendix D, and the copy of the consent form can be found in Appendix E.

Research Questions

- Q1: What are the psychometric properties of the Athletic Department Trust Scale (ADTS)?
- Q2: What are the psychometric properties of the Athletic Department Mindfulness Scale (ADMS)?
- Q3: Does a linear relationship of trust in colleagues, athletic director, and student-athlete predict athletic director mindfulness?
- Q4: Is a coach's trust in colleagues a good predictor of his/her perception of mindfulness of the athletic director?

Q5: Is a coach's trust in the athletic director a good predictor of his/her perception of mindfulness of the athletic director?

Q6: Is a coach's trust in the student-athlete a good predictor of his/her perception of mindfulness of the athletic director?

Data Analysis

Data analysis was conducted through the use of descriptive statistics and multiple linear least-squares regression. The focus of the study was to gain knowledge and understanding of the coaches' level of trust in the athletic director, colleagues, and student-athlete. Also, the study was focused on how coaches perceive the mindfulness of the athletic director. The first step in the data analysis process was to find the descriptive statistics for each variable. The descriptive statistics were an examination of ranges, means, and standard deviations used to locate any unusual findings. Research questions 1 and 2 were examined using confirmatory factor analysis to insure that the factor structures of the ADTS and ADMS were consistent with those found by the instrument developers. The instruments were also assessed for reliability using Cronbach's alpha reliability coefficient. Descriptive statistics, including means and standard deviations were calculated for the three measures of organizational trust and for athletic director mindfulness. For research questions 3 through 6, a multiple linear regression with three predictors was conducted. The dependent variable was the total score of athletic director mindfulness on the Organizational Mindfulness instrument with the predictors being values of the three sub-scales on the Organizational Trust instrument. Assumptions were examined to insure that no multicollinear relationships exist between the three predictors. Question 3 was answered through examination of the analysis of regression F-test and the coefficient of determination. Questions 4 through 6 were answered through examination of the regression slopes and semi-partial correlation

coefficients of each predictor. The researcher used statistical package SSPS and MPLUS 6 to conduct these procedures.

Anticipated Results

The exploration of organizational trust and organizational mindfulness conducted by Hoy et al. (2006) found evidence that trust and mindfulness are necessary conditions for each other. In the study faculty trust promotes school mindfulness and mindfulness reinforced trust. Trust in clients had limited influence on mindfulness. The overall school mindfulness was best explained by both trust in colleagues ($\beta = .36, p < .01$) and trust in the principal ($\beta = .72, p < .01$). Together these two variables explained almost 94% of the shared variance ($R = .97, \text{adjusted } R^2 = .94$). Faculty trust in the school principal was most important, but the teacher's trust each other also had a strong influence on school mindfulness.

In the study by Tingle (2011) exploring the relationship of organizational trust and mindfulness in NCAA Division III athletic department's similar results were reported when looking at organizational trust and its relationship with overall athletic department mindfulness. The factor structure of the two instruments used in the study was both valid and reliable. The correlational analysis in the study resulted in significant relationships between three facets of organizational trust and organizational mindfulness. A positive relationship between coach's trust in colleagues and organizational mindfulness existed, a positive relationship between coach's trust in athletic director and organizational mindfulness existed and a positive relationship between coach's trust in student-athletes and organizational mindfulness existed. The multiple regressions in that study, which included the three trust variables as predictors, was statistically significant $F(3, 55) = 104.696, p < .001$. The analysis demonstrated that 84.3% of the variance in organizational mindfulness ($R = .922, p < .001, \text{adjusted } R^2 = .843$) could be

explained by the three dimensions of trust. Specifically coach’s trust in athletic director made the strongest statistically significant contribution to organizational mindfulness ($\beta = .679, p < .001$), while coach’s trust in colleagues had also made a strong contribution to organizational mindfulness ($\beta = .317, p < .001$). Finally, when looking at these results the researcher anticipates similar results when conducting similar research in the high school athletic department setting.

Table 3

Variables and Statistical Procedures Testing Research Questions

Research Question	Purpose(s)	Variable(s)	Statistical Procedures
1	Confirm Psychometric Properties of ADTS	Individual items on the ADTS	Confirmatory Factor Analysis
2	Confirm Psychometric Properties of ADMS	Individual items on the ADMS	Confirmatory Factor Analysis
3	Assess linear relationship of trust variables as predictors of mindfulness	Dependent variable- ADMS total score Independent variable-three sub-scale scores on ADTS	Multiple Linear Regression
4	Assess Coach’s trust in colleagues as an adequate predictor of mindfulness	Trust in colleagues ADTS sub-scale score	Linear Regression
5	Assess Coach’s trust in athletic-director as an adequate predictor of mindfulness	Trust in athletic director ADTS sub-scale score	Linear Regression
6	Assess Coach’s trust in student-athlete as an adequate predictor of mindfulness	Trust in student-athlete ADTS sub-scale score	Linear Regression

CHAPTER IV:

RESULTS

Introduction

This chapter presents the analyses performed to address the research questions previously presented. It begins with a presentation of the descriptive statistics, followed by a confirmatory factor analysis of the two instruments used, and the reliability results for each variable. Then, a multiple linear regression analysis is presented to examine which aspect of trust is the best predictors of athletic director mindfulness in research question three. Finally, research questions four, five, and six are answered through an examination of the linear regressions and semi-partial correlation coefficients of each individual predictor.

Descriptive Statistics

The first step in the data analysis process was to derive the descriptive statistics for each variable. The independent variables of athletic department trust included coach's trust in athletic director, coach's trust in colleagues, and coach's trust in student-athletes. The dependent variable was coach's perception of athletic director mindfulness. The descriptive statistics for each variable is presented in Table 4. An examination of ranges, means, and standard deviations took place to ascertain if any unusual findings were present. No anomalies were found to prevent further statistical analysis.

Table 4

Descriptive Statistics of Research Variables

		AD Mindfulness	Trust In AD	Trust In Colleagues	Trust In Student- Athletes
N	Valid	109	98	98	98
	Missing	0	11	11	11
		3.91	4.42	4.61	4.23
Mode		3.43	4.82	5.00	4.63
Std. Deviation		1.06	1.29	.92	.69
Skewness		-.64	-.82	-.82	-.84
Std. Error of Skewness		.23	.24	.24	.24
Kurtosis		-.26	-.27	.67	2.26
Std. Error of Kurtosis		.46	.48	.48	.48
Range		4.57	5.00	4.44	4.25
Minimum		1.14	1.00	1.56	1.63
Maximum		5.71	6.00	6.00	5.88

Research Question 1

The first research question in this study was what are the psychometric properties of the Athletic Department Trust Scale (ADTS)? The construct of organizational trust is new in the examination of high school athletic departments. Therefore, it is important to confirm the factor structure of the instrument, as reported in Chapter III, to ensure construct validity. The twenty-

eight items were expected to cluster in three subsets: coach's trust in athletic director, coach's trust in colleagues, and coach's trust in student-athletes.

Construct validity of the Athletic Department Trust Scale (ADTS) was assessed through confirmatory factor analysis (CFA) techniques using MPLUS 6. The original instrument was validated with three trust factors. Given the ordinal nature of the item level data, a CFA using weighted least squares mean and variance adjusted (WLSMV) estimation (Muthén, du Toit, & Spisic, 1997).

The chi-square test of model fit was significant, $\chi^2 = 570.1$, $df = 347$, $p < .001$, indicating an inadequate fit of the data to the model. Given the moderate sample size of $n = 93$, chi-square results are often misleading and CFA fit indices are the preferred method of determination of model fit. The root mean square error of approximation (RMSEA) value was .08 (95%, CI = .07 to .10), which is above the generally accepted cutoff value of .05 for good model fit. MacCallum, Browne, and Sugawara (1996) indicated that while .05 is considered good model fit, an RMSEA value of .08 is indicative of adequate fit with anything over .10 considered poor fit (Marsh, Balla, & McDonald, 1988). Given these parameters, the data may be considered adequate fitting to the original validation model using the RMSEA fit index as a guide.

Two other fit indices that compare the calculated model with a null model were computed. The comparative fit index (CFI) and the Tucker Lewis Index (TLI) have possible values from 0 to 1 with those closer to 1 indicative of better fit. Any value over .90 is considered acceptable with values over .95 considered to be good fitting models. For the trust data in this study, the CFI was .99 and TLI was .99 indicating a good fitting model.

While the chi-square test indicated a poor fitting model, the moderate sample size casts doubts on the chi-square as an adequate indicator of model fit. The RMSEA, TLI, and CFI

indicate an adequate to very good fitting model. Using the RMSEA, TLI and CFI fit indices from the confirmatory factor analysis of the Athletic Department Trust Scale (ADTS), it can be concluded that the original factor structure of the instrument has been confirmed with the data from the current study as reported in Chapter III.

Next, reliability coefficients were calculated for the three dimensions of organizational trust. The results for each subset were strong. The Cronbach’s alpha levels for each factor were determined to be 1) coaching staff’s trust in athletic-director .975, 2) coaching staff’s trust in colleagues .947, and 3) coaching staff’s trust in student-athletes .838. Additionally, intercorrelations were calculated among the factors of the Athletic Department Trust Scale. The results were strong, though it should be noted that coaching staff’s trust in athletic director had the weakest relationship with coaching staff’s trust in student-athletes ($\alpha = .441$). The correlations and alpha coefficients are presented in Table 5. The factor analysis and Cronbach’s alpha results support the factor structure, construct validity, and reliability of the athletic department trust scale (ADTS). Thus, the use of the ADTS developed for this study is supported by the data, and the researcher promotes additional use of the scale to reproduce these findings.

Table 5

Athletic Department Trust Scale Alpha Coefficients of Reliability

	Trust In A.D.	Trust In Colleagues	Trust In Student-Athletes
Trust In A.D.	(.975)	.680*	.441*
Trust In Colleagues		(.947)	.622*
Trust In Student-Athletes			(.838)

*. Correlation is significant at the 0.05 level (2-tailed). Alpha coefficients of reliability for the factors are displayed in parentheses.

Research Question 2

The second research question in this study was what are the psychometric properties of the Athletic Department Mindfulness Scale (ADMS)? The construct of organizational mindfulness is new in the examination of high school athletic departments. Therefore, it is important to confirm the factor structure of the instrument, as reported in Chapter III, to ensure construct validity. The fourteen items were expected to cluster in two subsets: coach's perception of coaching staff mindfulness (mindfulness of the coaching staff) and coach's perception of athletic director mindfulness (mindfulness of the athletic director). Organizational (athletic department) mindfulness is the combined measure of mindfulness of coaching staff and mindfulness of athletic director as reported in the fourteen-item survey. In this study, the researcher only focused on coach's perception of athletic director mindfulness; therefore, the results will only include the seven items necessary for athletic director mindfulness. The survey did include all fourteen items because the researcher did not want to interfere with the structure of the instrument.

Construct validity of the Mindfulness Survey was assessed through confirmatory factor analysis (CFA) techniques using MPLUS 6. The original instrument was validated with one mindfulness factor (items 3, 4, 5, 8, 9, 11, and 12). Given the ordinal nature of the item level data, a CFA using weighted least squares mean and variance adjusted (WLSMV) estimation (Muthén, du Toit, & Spisic, 1997).

The chi-square test of model fit was significant, $\chi^2 = 41.2$, $df = 14$, $p < .001$, indicating an inadequate fit of the data to the model. Given the moderate sample size of $n = 109$, chi-square results are often misleading and CFA fit indices are the preferred method of determination of model fit. The root mean square error of approximation (RMSEA) value was .13 (95%, CI = .09

to .18), which is above the generally accepted cutoff value of .05 for good model fit. MacCallum, Browne, and Sugawara (1996) indicated that while .05 is considered good model fit, an RMSEA value of .08 is indicative of adequate fit with anything over .10 considered poor fit (Marsh, Balla, & McDonald, 1988). Given these parameters, the data may be considered poor fitting to the original validation model using the RMSEA fit index as a guide.

Two other fit indices that compare the calculated model with a null model were computed. The comparative fit index (CFI) and the Tucker Lewis Index (TLI) have possible values from 0 to 1 with those closer to 1 indicative of better fit. Any value over .90 is considered acceptable with values over .95 considered to be good fitting models. For the mindfulness data in this study, the CFI was .99 and TLI was .98 indicating a good fitting model.

While the chi-square test and RMSEA indicated a poor fitting model, the moderate sample size casts doubts on the chi-square as an adequate indicator of model fit. The TLI and CFI indicate a very good fitting model. The TLI and CFI fit indices from the confirmatory factor analysis of the Mindfulness Scale suggest that the original factor structure of the instrument has been confirmed with the data from the current study as reported in Chapter III.

Next, reliability coefficients were calculated for the one dimension of athletic director mindfulness. The results were strong and consistent with the findings from the pilot study in Chapter III. The Cronbach Alpha level for mindfulness of the athletic director was determined to be .853. The confirmatory factor analysis and Cronbach Alpha results support the factor structure, construct validity, and reliability of the athletic department mindfulness scale (ADMS). Thus, the use of the ADMS in this study is supported by the data, and the researcher promotes additional use of the scale to reproduce these findings.

Research Questions 3 through 6

The third research question in this study was does a linear relationship of trust in colleagues, athletic director, and student-athlete predict athletic director mindfulness? Multiple linear regressions are an important methodological procedure to determine the percentage of variance in the dependent variable, which can be attributed to a set of predictor variables. When using this type of analysis, it is essential to that the research model is free of errors so that the regression coefficient is accurate and free from any bias. Small sample size is one concern in that if a researcher uses too many predictors the data might appear to show a strong effect. A commonly used metric for sample size is fifteen cases of data for each predictor variable (Field, 2005). In this study, the sample ($N = 98$), the dependent variable, athletic director mindfulness was regressed against each dimension of organizational trust individually as well as together. The study also utilized the Pearson product-moment correlation coefficient analysis to show that there is a linear correlation between the variables (see Table 6). The fourth research question in this study was, is a coach's trust in colleagues a good predictor of his/her perception of mindfulness of the athletic director? The fifth research question in this study was, is a coach's trust in athletic director a good predictor of his/her perception of mindfulness of the athletic director? The sixth research question in this study was, is a coach's trust in student-athletes a good predictor of his/her perception of mindfulness of the athletic director?

Table 6

Correlations and Linear Regressions of Organizational Trust and Athletic Director Mindfulness

		Correlations			
		AD Mindfulness	Trust In AD	Trust In Colleagues	Trust In Student- Athlete
Pearson Correlation	AD Mindfulness	1.000	.891*	.591*	.366*
	Trust In AD	.891	1.000	.680*	.441*
	Trust In Colleagues	.591	.680	1.000	.622*
	Trust In Student- Athlete	.366	.441	.622	1.000

*. Correlation is significant at the 0.05 level (2-tailed).

The focus of the correlational analysis was on the degree to which a linear model may describe the relationship between the variables. Consequently, a correlation coefficient of zero ($r = 0.0$) indicates the absence of a linear relationship, while a correlation coefficient of one ($r = +/- 1.0$) indicates a perfect linear relationship. It is noted from the correlation matrix in Table 9 that coach's trust in colleagues ($r = .591$) and coach's trust in student-athletes ($r = .366$) correlates with athletic director mindfulness, but neither contributes significantly to regression. Also, the coefficient of determination (R^2) and the adjusted (R^2) were analyzed to gain a better understanding of the effect of the relationship between the independent variables and the dependent variable.

Multiple linear regressions, using SPSS, was used in this study to develop a more refined understanding of the relationships between the factors of organizational trust and the factor of athletic director mindfulness, as well as to answer research questions three through six. In this analysis, athletic director mindfulness was regressed against all three factors of organizational trust. The simultaneous entry method was used. The coach's trust in colleagues, athletic director, and student-athletes did form a linear combination that accounted for a significant portion of the

variance in athletic director mindfulness ($R = .892$, $p < .001$, $R^2 = .795$, adjusted $R^2 = .789$). In other words, the model explained 78.9% of the variance in organizational trust (see Table 7).

Table 7

Correlation and Multiple Regressions of Organizational Trust and Athletic Director Mindfulness

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.892 ^a	.795	.789	.47917

a. Predictors: (Constant), Trust In Student-Athlete, Trust In AD, Trust In Colleagues

The results of the Analysis of Variance (ANOVA) for multiple regressions of organizational trust and athletic director mindfulness can be seen in Table 8. In this case, because the significance value of $p < .001$ is less than $\alpha = .05$, we reject the null hypothesis. These results indicate that the independent variables are good predictors in linear combination of athletic director mindfulness, $F(3, 94) = 121.737$, $p < .001$.

Table 8

Analysis of Regression for Organizational Trust and Athletic Director Mindfulness

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	83.855	3	27.952	121.737	.000 ^b
	Residual	21.583	94	.230		
	Total	105.438	97			

a. Dependent Variable: AD Mindfulness

b. Predictors: (Constant), Trust In Student-Athlete, Trust In AD, Trust In Colleagues

Specifically, an examination of the part correlations indicates coach's trust in athletic director explained 44.6% of the unique variability, and 34.9% of the shared variability, while coach's trust in colleagues and coach's trust in student-athletes both accounted for less than 1%

of the variance. Coach's trust in athletic director ($\beta = .912, p < .001$) made a statistically significant contribution to the variance of athletic director mindfulness. Coach's trust in colleagues ($\beta = -.012, n.s.$) and coach's trust in student-athletes ($\beta = -.029, n.s.$) did not make a significant contribution to the variance. See Table 9 for the coefficients in the regression model. When looking at the partial correlations, we see coach's trust in athletic director had a strong positive correlation (.828), while coach's trust in colleagues (-.017) and coach's trust in student-athletes (-.050) did not have a strong positive correlation. The results of the part correlation between the three predictors and the dependent variable after the effects of the other predictors were removed included the following: coach's trust in athletic director (.668), coach's trust in colleagues (-.008), and coach's trust in student-athletes (-.023). Coach's trust in the athletic director is the only independent variable that made a significant contribution to athletic director mindfulness. Therefore, coach's trust in the athletic director is a good predictor of athletic director mindfulness. Coach's trust in colleagues and coach's trust in student-athletes did not make a significant contribution to athletic director mindfulness. Therefore, coach's trust in colleagues and coach's trust in student-athletes are not good predictors of athletic director mindfulness.

Table 9

Correlation and Multiple Regressions of Organizational Trust and Athletic Director Mindfulness

Model	Coefficients ^a										
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	sr ²
1 (Constant)	.926	.311		2.975	.004						
Trust In AD	.737	.051	.912	14.320	.000	.891	.828	.668	.536	1.864	.446
Trust In Colleagues	-.014	.083	-.012	-.166	.869	.591	-.017	-.008	.408	2.451	
Trust In Student-Athlete	-.044	.090	-.029	-.490	.625	.366	-.050	-.023	.612	1.634	

a. Dependent Variable: AD Mindfulness

b. Unique variability = .446, shared variability = .349, 95% confidence limits.

CHAPTER V:

DISCUSSION

Introduction

This chapter presents a discussion from the results of the current study. The purpose of the study was to explore the linear relationships among the three variables of organizational trust: trust in athletic director, trust in colleagues, and trust in student-athletes, the concept of athletic director mindfulness. Also, the research is focused on the aspects of trust that are good predictors of the perception of mindfulness in the athletic director. This chapter presents a summary of the study that includes the problem addressed, the purpose of the study, the theoretical and practical significance, and highlights of the literature. Next, the findings of the study are discussed, followed by implications and limitations, and recommendations for both educational practice and future research. The chapter ends with conclusions.

Overview of the Study

This study represents a quantitative analysis that targeted specific processes of trust and mindfulness as they occur at the organizational level in high school athletic departments. Previous research (Gage, 2003; Hoy, Gage, & Tarter, 2004, 2006) has indicated a strong relationship between organizational trust and mindfulness. That research examined the relationship between trust and mindfulness in elementary and secondary public school settings. There has been minimal research that examines the relationship between trust and mindfulness, and none that explores trust and mindfulness in high school athletic departments. Hopefully, this study has provided organizational scholars with more refined conceptual models of

organizational trust and mindfulness and additional research into the relationship between the two constructs. Ideas and themes have been developed through the reviewing of the literature on mindfulness and trust. The goal of the study was to gain understanding and knowledge about the relationship between these two constructs while trying to link the two constructs within high school athletic departments. For this study, the results show that there is a linear relationship between organizational trust and mindfulness, therefore the evidence is presented that these two concepts are beneficial to the overall health of the high school athletic department. Hopefully, through this study, athletic directors and school administrators understand the importance of developing a culture of trust and mindfulness. In doing so, these leaders might be able to identify approaches to improve organizational trust and mindfulness within her or his athletic department.

Summary of Findings

The first research question was what are the psychometric properties of the Athletic Department Trust Scale (ADTS)? The reliability findings using Cronbach's alpha are as follows: trust in athletic director ($\alpha = .975$), trust in colleagues ($\alpha = .947$), and trust in student-athletes ($\alpha = .838$). Confirmatory factor analysis showed, the root mean square error of approximation (RMSEA) value was .08 (95%, CI = .07 to .10), which is above the generally accepted cutoff value of .05 for good model fit. The comparative fit index (CFI) and the Tucker Lewis Index (TLI) for the trust data in this study, the CFI was .99 and TLI was .99 indicating a good fitting model. Using the RMSEA, TLI, and CFI fit indices from the confirmatory factor analysis of the Athletic Department Trust Scale (ADTS), it was concluded that the original factor structure of the instrument was consistent with the theoretical underpinnings of the construct developed by Shoho and Smith (2004) and with the findings of the pilot study completed by Tingle (2011) as reported in Chapter III.

The second research question was what are the psychometric properties of the Athletic Department Mindfulness Scale (ADMS)? The ADMS was found to have a stable factor structure consistent with the findings of Hoy, Gage, and Tarter (2004) and with the findings of the pilot study completed by Tingle (2011) reported in Chapter III. The reliability findings using Cronbach's alpha are athletic director mindfulness ($\alpha = .853$). The root mean square error of approximation (RMSEA) value was .13 (95%, CI = .09 to .18), which is above the generally accepted cutoff value of .05 for good model fit. The comparative fit index (CFI) and the Tucker Lewis Index (TLI) for the mindfulness data in this study, the CFI was .99 and TLI was .98 indicating a good fitting model.

While the chi-square test and RMSEA indicated a poor fitting model, the moderate sample size casts doubts on the chi-square as an adequate indicator of model fit. The TLI and CFI indicate a very good fitting model. Using the TLI and CFI fit indices from the confirmatory factor analysis of the Athletic Department Mindfulness Scale (ADMS), it was concluded that the original factor structure of the instrument was consistent with the findings of Hoy, Gage, and Tarter (2004) and with the findings of the pilot study completed by Tingle (2011) as reported in Chapter III.

The descriptive statistics for each variable were computed and the examination of ranges, means, and standard deviations presented no anomalies that would prevent further statistical analysis. The independent variables of athletic department trust included: coach's trust in athletic director, coach's trust in colleagues, and coach's trust in student-athletes. The dependent variable was coach's perception of athletic director mindfulness. The descriptive statistics for each variable is presented in Table 4.

The third research question was does a linear relationship of trust in colleagues, trust in athletic director, and trust in student-athletes predict athletic director mindfulness? A multiple linear regression with three predictors was conducted. The dependent variable was the total score on the Organizational Mindfulness instrument using the athletic director mindfulness total with the predictors being values of the three sub-scales on the Organizational Trust instrument. Research question three was answered through examination of the analysis of regression F-test and the coefficient of determination. The Multiple R for the regression equation, which included the three trust variables as predictors, was statistically significant $F(3, 94) = 121.737, p < .001$. These results indicate that the independent variables are good predictors in linear combination of athletic director mindfulness. The coach's trust in colleagues, athletic director, and student-athletes formed a linear combination that accounted for a significant portion of the variance in athletic director mindfulness ($R = .892, p < .001, R^2 = .795, \text{adjusted } R^2 = .789$). The analysis demonstrated that 78.9% of the variance in athletic director mindfulness could be explained by the three dimensions of trust. Coach's trust in athletic director ($\beta = .912, p < .001$) made a statistically significant contribution to the variance of athletic director mindfulness. Coach's trust in colleagues ($\beta = -.012, \text{n.s.}$) and coach's trust in student-athletes ($\beta = -.029, \text{n.s.}$) did not make a significant contribution to the variance.

Research questions four, five, and six were answered through examination of the regression slopes and semi-partial correlation coefficients of each predictor. Also, a correlational analysis and linear regressions was examined for each sub-scale of the trust instrument with the dependent variable being athletic director mindfulness. Research question four was, is a coach's trust in colleagues a good predictor of his/her perception of mindfulness of the athletic director? Research question five was, is a coach's trust in the athletic director a good predictor of his/her

perception of mindfulness of the athletic director? Research question six was, is a coach's trust in the student-athlete a good predictor of his/her perception of mindfulness of the athletic director? Also, a correlational analysis and linear regressions was examined for each sub-scale of the trust instrument with the dependent variable being athletic director mindfulness. It is noted from the correlation matrix in Table 9 that coach's trust in colleagues ($r = .591, p < .05$) and coach's trust in student-athletes ($r = .366, p < .05$) correlates with athletic director mindfulness, but neither contributes significantly to regression. However, coach's trust in athletic director is the only variable that contributes significantly to regression and is a good predictor of his/her perception of athletic director mindfulness. When looking at the partial correlations between the dependent variable and the predictors after removing the correlation that is due to their mutual association we see coach's trust in athletic director had a strong positive correlation (.828), while coach's trust in colleagues (-.017) and coach's trust in student-athletes (-.050) did not have a strong positive correlation. The results of the part correlation between the predictors and the dependent variable after the effects of the other predictors were removed were coach's trust in athletic director (.668), coach's trust in colleagues (-.008), and coach's trust in student-athletes (-.023). Also, the part correlations indicated that coach's trust in athletic director explained 44.6% of the unique variability, and 34.9% of the shared variability, while coach's trust in colleagues and coach's trust in student-athletes both accounted for less than 1% of the variance. Therefore, research question five is answered by saying a coach's trust in athletic director is the only variable that is a good predictor of his/her perception of athletic director mindfulness. Research questions four and six are answered by saying a coach's trust in colleagues and student-athletes are not good predictors of his/her perception of athletic director mindfulness. The greater the coach's trust in the athletic director, the more mindful the athletic director is in decision making.

Although athletic director mindfulness was used as the dependent variable in this study, the direction of causality is not absolute. Based on the strong correlation between trust in athletic director and athletic director mindfulness, the relationship between trust and mindfulness might be reciprocal in nature. That is, trust is necessary for athletic director mindfulness and mindfulness reinforces a culture of trust.

Discussion

This study explored the relationship between specific facets of organizational trust and mindfulness that exist in high school athletic departments. Correlational analysis revealed statistically significant relationships and medium to large effect sizes between the independent and dependent variables. Regression analysis further confirmed strong independent contributions from coach's trust in athletic director made to athletic director mindfulness.

Coach's Trust in Colleagues and Athletic Director Mindfulness

Previous studies (Gage, 2003; Hoy, Gage, & Tarter, 2004, 2006) have discovered strong connections between the two constructs in elementary and secondary schools, but no research has explored the relationship between trust and mindfulness in high school athletic departments. Research studies that explored trust in other organizational settings revealed it to be an important factor, such as job satisfaction, job performance, and organizational commitment (Chelladurai & Ogasawara, 2003; Dirks, 2000; Turner 2001). Trust has also been linked to the reduction of negative workplace behaviors such as absenteeism and intention to leave (Cunningham & MacGregor, 2000). Employees in high school athletic departments appear to function in a similar fashion as the before mentioned settings. It is anticipated that athletic departments with high levels of collegial trust tend to engage in mindful decision-making practices. The results of this study seem to support this idea.

The data revealed a statistically significant relationship between coach's trust in colleagues and trust in athletic director ($r = .680, p < .05$) and coach's trust in colleagues and trust in student-athletes ($r = .622, p < .05$). Furthermore, the correlation matrix in Table 9 showed a coach's trust in colleagues does correlate with athletic director mindfulness ($r = .591, p < .05$) but does not contribute significantly to regression. The results of the multiple regressions revealed coach's trust in colleagues ($\beta = -.012, n.s.$) and coach's trust in student-athletes ($\beta = -.029, n.s.$) did not make a significant contribution to the variance. A significant correlation, however, does not always lead to a strong predictive relationship. It is important to note that coach's trust in colleagues had no effect on athletic director mindfulness. Furthermore, regression analysis did not indicate that coach's trust in colleagues had a significant contribution to athletic director mindfulness. Therefore, coach's perception of their colleagues' reliability, openness, honesty, competence, and benevolence did not have a statistically significant impact on how coaches perceive athletic director mindfulness.

Coach's Trust in Athletic Director and Athletic Director Mindfulness

Past research has indicated that trust in the supervisor is important in developing a strong organizational culture. In a study by Dirks and Skarlicki (2004), it was found that employees who trust his or her leadership are more likely to meet goals and maximize their efforts. Another study by Mayer et al. (1995) proposed that subordinates who perceived their leader to have integrity, competence, and benevolence was more comfortable performing in the workplace. Finally, Tan and Tan (2000) found that satisfaction with the supervisor and workplace innovation were positively related to trust in the supervisor. The research indicates that leadership behaviors do matter in a trusting environment.

The results of coach's trust in athletic director are positively associated with trust in colleagues ($r = .680, p < .05$). The coach's trust in athletic director is also positively associated with trust in student-athletes ($r = .441, p < .05$). Furthermore, the correlation matrix in Table 9 showed a coach's trust in athletic director correlates with athletic director mindfulness ($r = .891, p < .05$) and does contribute significantly to regression. The results of the multiple regressions revealed coach's trust in athletic director ($\beta = .921, p < .001$). The results suggest when coaches believe their athletic director to be trustworthy they are more likely to perceive that the athletic director leads by using the five principles of mindful decision-making. Coaches who believe their athletic director is benevolent, competent, honest, open, and reliable also perceive the athletic director to be deferring to experts, paying attention to signals of failure, being sensitive to operations, committing themselves to bouncing back, and being reluctant to simplify. This information is useful for high school athletic departments interested in the mindful decision-making of the athletic director.

Coach's Trust in Student-Athlete and Athletic Director Mindfulness

Research has indicated trust to be an important component in the relationship between coach and athlete (Dirks, 2000; Elsass, 2001). The results in this study revealed a statistically significant relationship between a coach's trust in student-athletes and trust in colleagues ($r = .622, p < .05$). Also, coach's trust in student-athlete revealed a positive relationship with trust in athletic director ($r = .441, p < .05$). Furthermore, the correlation matrix in Table 9 showed a coach's trust in student-athlete correlates with athletic director mindfulness ($r = .366, p < .05$) but does not contribute significantly to regression. The results of the multiple regressions revealed coach's trust in student athlete ($\beta = -.029, p < .001$). The coach's perception of their student-athletes' reliability, openness, honesty, competence, and benevolence did not have a

statistically significant impact on how the coaches viewed the level of athletic director mindfulness in the high school athletic department.

Athletic Director Mindfulness and Dimensions of Organizational Trust

Previous research has shown that organizations hoping to avoid poor decision-making efforts associated with being complacent should operate using mindful practices as described by Weick and Sutcliffe (2001 & 2007). Other studies revealed that trust and mindfulness are necessary conditions for each other (Gage, 2003; Hoy, Gage, & Tarter, 2004, 2006). Some organizations create policies and procedures, develop guidelines, and implement rules to facilitate the day-to-day decision-making. However, even with these routines employees tend to become complacent and the unexpected events often contaminate the organizations practices. When organizational members fail to be attentive to the small things, problems often escalate until they become too large to manage.

The results of this study seem to support those previous results. Coach's trust in athletic director had a large effect size and did account for a significant independent contribution to the variance in athletic director mindfulness (.668). Similarly, in the study conducted by Hoy, Gage, and Tarter (2006) also found that faculty trust in the principal (equivalent to the athletic director in this study) had a strong influence on school mindfulness (equivalent to athletic director mindfulness in this study). This exploration also revealed that coach's trust in colleagues, athletic director, and student-athletes did form a linear combination that accounted for a significant amount of the variance in athletic director mindfulness ($R = .892$, $p < .001$, $R^2 = .795$, adjusted $R^2 = .789$). Coach's trust in colleagues (-.008) and in student-athletes (-.023) did not account for a significant independent contribution to the variance in athletic director mindfulness. Coach's trust in athletic director explained 44.6% of the unique variability, and 34.9% of the shared

variability, while coach's trust in colleagues and coach's trust in student-athletes both accounted for less than 1% of the variance. Similarly, in the study conducted by Hoy, Gage, and Tarter (2006) also found that faculty trust in clients (equivalent to the student-athletes in this study) had little influence on school mindfulness (equivalent to athletic director mindfulness).

Athletic Department Trust and Mindfulness Scales

In this study research questions one and two explored the relationship between organizational trust and mindfulness using two instruments: Athletic Department Trust Scale (ADTS) and the Athletic Department Mindfulness Scale (ADMS). The study findings support the validity and reliability of both scales. Both instruments seem to be useful tools for high school administrators and athletic directors interested in examining his or her organizational health, in regards to trust and mindfulness, in high school athletic departments.

Confirmatory factor analysis was completed to verify the findings of the creation of the instruments from the pilot study reported in chapter three. The Cronbach alpha coefficients for the three subsets of the 28-item ADTS were very high: trust in athletic director = .975, trust in colleagues = .947, and trust in student-athletes = .853. The ADMS had 14-items load into two factors labeled mindfulness of coaching staff and mindfulness of athletic director. In this study the researcher only reported the 7-items of athletic director mindfulness as it pertains to the research questions. The alpha coefficient for mindfulness of athletic director = .853, was very strong. Confirmatory factor analysis also showed that according to the RMSEA, CFI, and TLI tools the ADTS used is a good fitting model, while the CFI and TLI tools showed the ADMS to be a good fitting model. Both instruments were found to be valid and reliable measures of two important organizational constructs at work in high school athletic departments. High school

athletic departments tend to deal with pressures of performance, recruitment, development, and financing which makes future studies in this realm very important.

Limitations of the Study

This study was subject to the following limitations:

1. The survey methodology used for this study relied on perceptions of the respondents. Although there is no reason to believe that respondents are not trustworthy, their perceptions may not accurately reflect the nature of their workplace. Thus, caution should be used when making generalizations.
2. There may be unexamined factors affecting the relationship between trust and mindfulness not accounted for in this study.
3. The study was limited to a smaller sample size of six of the largest school districts in the state of Alabama.
4. The study was designed to discover relationships that could exist between organizational trust and athletic director mindfulness. It was not an attempt to establish cause-effect relationships.
5. This study is cross-sectional. Data was gathered during one interval and may not relate with longitudinal data gathered during multiple intervals.

Implications for Practice

The findings in this study provide suggestions for both practitioners and researchers. In high school athletic departments, the three dimensions of organizational trust seem to influence one another as they combine and contribute to the environment that enhances athletic director mindfulness. The results of the study indicate that when coaches perceive their athletic director as being trustworthy, he or she is more likely to operate using the principles of mindfulness as

the athletic director. This study does add to the growing body of research in the area of organizational trust and mindfulness due to the strong relationship that was revealed between the two constructs. It is hoped that the practical and research implications discussed next will aid both practitioners and researchers in the improvement of the organizational culture of high school athletic departments.

The ADMS and the ADTS are valid and reliable research instruments and take less than 10-minutes to complete. These two instruments appear to be useful for high school administrators and athletic directors interested in examining the relationship of organizational trust and mindfulness in their respective athletic departments. The scales used are easy to implement into a survey system and present an anonymous and confidential approach to gathering data about these two constructs. Coach's trust in the athletic director did make a significant correlation with athletic director mindfulness. Coach's trust in colleagues and in student-athletes did not make a significant correlation with athletic director mindfulness. There were no moderating variables used in this study. Future research might take a look at other variables in greater detail in order to add to the student-athlete dimension of the ADTS and use it as a means to assess on the field and court success.

The ADTS is valuable to determine coach's perceptions about the honesty, openness, competence, benevolence, and reliability of their colleagues. Athletic directors seeking to explore the level of trust in their department can benefit from employing the two instruments used in this study. The ADMS is useful to measure the extent to which coaches perceive mindful decision-making. In other words, do coaches believe that both colleagues and the athletic director are: committed to resilience, deferential to expertise, preoccupied with failure, sensitive to operations, and reluctant to over-simplify. The instruments can provide athletic directors with

a greater understanding of the organizational climate within his or her department. Athletic directors might use the instruments described to diagnose the level of organizational mindfulness and trust in the athletic director on her or his campus. In this research it is assumed that mindful organizations develop open and trusting relationships between the athletic directors and the coaches within the department. If valid, the results from the study could benefit the department by providing information that might change the relationships, attitudes, and approaches to the high school athletic setting.

Some school stakeholders and central office administrators may find value in the results of this study. High school administrators who are aware of the connection may choose to hire an athletic director more likely to create an organizational climate in which trusting behaviors are recognized and then rewarded. Also, by using these two instruments high school administrators might uncover the coach's perception regarding trust and mindfulness of the athletic director. Through this view of the department the administrators can draw conclusions as to whether the athletic department is in need of attention, and then he or she could use the data to investigate the causes, and then take the appropriate steps to address those issues.

Furthermore, athletic directors interested in understanding current trust levels and the impact of trust on decision-making could use this study to justify changing the climate of the athletic department. Coaches might benefit from the research results with information to aid them in the job search process. Those coaches who become aware of the relationships found might be more selective in their job decisions, and might inquire about the current levels of trust and mindfulness at potential future jobs. Finally, prospective student-athletes and their families may find the resulting information useful when deciding what schools to attend and whether or not to participate in athletics.

Organizational Mindfulness

Previous research on individual mindfulness has been linked to sensitivity to the environment (Langer & Moldoveanu, 2000), openness to new information and points of view (Langer, 1989), creativity for grouping and describing information (Langer, 1989; Langer & Moldoveanu, 2000), and capable of focusing on process (Langer, 1997). The research on organizational and collective mindfulness has been linked to (Knight, 2004; Weick & Sutcliffe, 2001, 2007). Weick and Sutcliffe (2001, 2007) refined the concept of organizational mindfulness and developed the five elements to describe mindfulness: preoccupation with failure, sensitivity to operations, reluctance to simplify, commitment to resilience, and deference to expertise. As high school athletic departments continue to grow, the athletic director might need to focus on leadership in a mindful manner. Hoy, Gage, and Tarter (2006) made suggestions for leaders in the school setting, while the following ideas are presented to the athletic director:

1. Rephrase goals and objectives as failures that must not occur. This will help shift the focus towards unforeseen events and trustworthiness. For example, coaches would be encouraged to view a close game as an opportunity to remodel strategies rather than just evidence that current approaches are most effective;
2. Establish awareness of vulnerabilities in the system. Coaches need to be aware of weaknesses surrounding the department so they are not shocked by unexpected events. For example, don't let coaches be caught off-guard by new policies, procedures, and evaluation techniques that might impact his or her job performance;
3. Demonstrate humbleness in order to keep coaches from being blindsided. Success is important in the athletic realm, but one must not become too complacent;

4. Welcome the occasional bad day. These days should be used as learning opportunities and not viewed as problems. For example, losing a player to injury can provide the coaches with an opportunity to make roster changes and preparation changes;
5. Establish an environment that is free and open to mistakes. Basic organizational tasks can be improved by simplification (e.g., game schedules), other complex functions (e.g. off-season training program plans) require more creativity;
6. Develop skepticism in the department. Coaches and/or student-athletes need skepticism at times to aid in raising their awareness of opponents as well as raising their intensity to learning the system;
7. Find ways to reinvent the wheel periodically. Relying on old habits and processes can often lead to mindless behavior. Coaches must be willing to make strategy changes and adjustments based on the abilities of their student-athletes. At the same time student-athletes must be willing to make preparation changes based on talent level and their opponent's strengths and weaknesses;
8. Embrace uncertainty. The reality is that making predictions in athletics is difficult tasks due to the unknown factors that student-athletes deal with. The next great idea might come from a coach or a student-athlete when you least expect it;
9. Test and retest your assumptions. This is usually done at practice when discussing the athletic department. Coaches need to make sure the new offense is reliable by repeated trial and error.

Mindful organizations tend to foster open and trusting relationships between athletic directors and coaches. The research demonstrated that where trust is valued, mindfulness will follow. Therefore, the high school athletic director should foster an environment that promotes high levels of trust among colleagues as well as leading in a mindful manner, which promotes trust in the athletic director. The athletic director who demonstrates benevolence, competence, honesty, openness, and reliability and demands the same from her or his coaching staff's, should see profound results on the effects of mindfulness.

Organizational Trust

Previous research on trust has been linked to student achievement (Bryk & Schneider, 2003; Goddard, Tschannen-Moran, & Hoy, 2001), leadership success (Bennis & Nanus, 1985), and healthy interpersonal relationships in schools (Hoy & Sabo, 1998). One suggestion for improving the level of organizational trust is offered by Tschannen-Moran (2004). She offers five practical trust building strategies that should also aid in developing higher levels of trust in high school athletic departments. The five strategies are as follows: visioning, modeling, coaching, managing, and mediating:

1. Visioning and Missioning – involving all members of the organization impacted by goals and decisions to be included in the vision and mission development;
2. Modeling – demonstrating the expected norms, empathy, and actions, while encouraging others to do so as well;
3. Coaching – employing situational leadership strategies by expressing interest in the essential tasks and then seeing that those are completed;

4. Managing – understanding that planning, organizing, and controlling are all important for management, but without being forceful or giving too much freedom; and
5. Mediating – developing strategies and structures to aid in the restoration of broken trust or to be used for conflict resolution.

An athletic director interested in restoring broken trust or interested in building a culture of trust might schedule regular coaching staff meetings within his or her high school athletic department. During these meetings the department, as a group, could develop a mission, vision, and set operational goals for achievement each school year. By involving all coaching staff members, a sense of team building is also encouraged and a certain level of trust can be gained through this regularly scheduled contact. Putting the mission into practice is very important in that, actions speak louder than words. Once they (other coaches) see the athletic director and their colleagues' actions in progress, then the athletic departments should see an increased level of organizational trust. To create a climate of trust the athletic director must model the behavior the staff members are expected to model.

In the Tschannen-Moran (2004) model, to utilize only one strategy to teach or coach an athlete would in turn prevent the individual from developing to her or his full potential (Blanchard, 2010). Some athletic directors begin their career as a coach and then climb the ranks to reach that higher position. As a coach, success is often defined by whether or not he or she understands the difference between fairness and equality. That means that instead of treating them all equally one must find a way to treat them all fairly. Therefore, the need for mindful behavior by the athletic director as well as the coaches is great. Being mindful of and able to identify each individual's potential and different skill sets is crucial in the development of the

student-athlete. Furthermore, athletic directors are advised to remember the lessons that aided them as a coach and apply those same strategies to managing departmental staff.

Finally, a successful leader recognizes that all organizations will experience some level of broken trust and must have conflict resolution strategies readily available. Failure to do so could lead to producing spur of the moment decisions, which often leads to unsuccessful results. According to Schein (2010), “unsuccessful conflict resolution creates organizations built on distrust and low commitment, leading good people to leave...” (p. 244).

Recommendations

There is a need to do more research in the relationship of the two constructs of this study: organizational trust and its relationship to athletic director mindfulness. The researcher looked at the literature of each construct, made predictions based on the similarities, and developed research questions. This research adds to the existing literature on the relationship between trust and mindfulness and it begins to extend this connection into a different context in high school athletic departments. Many research questions still remain and it is recommended that future studies explore the following:

1. What is the relationship between coach’s trust in athletic director, coach’s trust in colleagues, and coach’s trust in student-athletes on organizational mindfulness of the overall athletic department? Future use of the ADTS and ADMS could collect the data needed to explore this question;
2. What is the relationship between faculty trust in principal, teachers, and students on organizational mindfulness of the overall high school? Further use of the HEFTI and M-scale could collect the data needed to explore this question in the high school setting;

3. What is the role of coaching staff tenure and/or athletic director tenure on the development of organizational trust and mindfulness? Future studies could use the ADTS and ADMS to collect the data needed in order to explore this research;
4. This study sample was limited to six of the largest school districts in Alabama. Will the results be similar with athletic departments across the state regardless of school district size? Researchers are encouraged to replicate this study using athletic departments from all district sizes across the state;
5. This study found the relationship that trust had with the perception of athletic director mindfulness. This relationship might be reciprocal in nature. Does athletic director mindfulness facilitate the development of trust in athletic departments;
6. Are there other formal or informal organizational factors, present on high school campuses, which might influence trust and mindfulness? Researchers should explore possible moderating variables, which may impact the relationship between trust and mindfulness. Examples include athletic department budget, years of experience, school size, and student-athlete academic performance;
7. How do high school athletic directors and high school administrators define success for their athletic programs? A qualitative analysis could be used to develop a success metric to provide the context for future exploration in this area;
8. Are there other outcomes in high school athletic departments which are impacted by organizational trust such as; student-athletes GPA's, student-athletes graduation rates, student-athletes dropout rates)? A quantitative study could

explore the dimensions of trust as predictors for other student-athlete related outcomes; and

9. What is the nature between coach's trust in student-athletes and on-the-field success, or winning games? Future studies could use the trust variables as predictors and high school athletic polls/rankings as an outcome variable. Other metrics could be explored that relate to winning such as overall winning percentages, district championships, state championships, etc.

This researcher feels that more attention is needed in future studies to prep participants before administering any scale or survey. This is due to the busy schedules and multiple roles that high school coaches take on. Perhaps in the future a better awareness of the instruments and a better system of administering information and materials would yield more responses and possibly more attentive results for the study.

Conclusion

This chapter presented the findings from the study, a discussion of the conclusions, limitations of the study, implications for practice, and recommendations for future research. Athletic directors and high school administrators are encouraged to make use of research findings and the research instruments presented to further explore organizational trust and mindfulness. Due to a lack of research on the relationship of trust and mindfulness in high athletic departments, the two research instruments (ADTS and ADMS) can be utilized to take a closer look at this relationship and other organizational processes in high school athletic departments.

The intent of this study was to explore the relationship between organizational trust and perception of athletic director mindfulness operating in high school athletic departments. Athletic

directors and coaches that place an importance on trust are: benevolent, competent, honest, open, and reliable. Furthermore, the findings in the study suggest that high school athletic departments with higher levels of trust are more likely to have athletic directors who are: preoccupied with failure, reluctant to oversimplify, sensitive to operations, committed to resilience, and defer to experts when needed. Hopefully the findings in this study support the current trust-building and mindful strategies in order to aid high school athletic department stakeholders in their visions and missions for bettering their overall school structure.

In conclusion, this researcher feels this study can be useful to others with an interest in the relationship between organizational trust and the perception of mindfulness in the athletic director. To gain a more diverse perspective, it may be advantageous to incorporate both quantitative and qualitative research in future studies. Also, to gain an understanding of the overall relationship between trust and mindfulness one might study the relationship that trust has with the overall organizational mindfulness of the athletic department as Hoy, Gage, and Tarter (2006) did in the school setting. The established surveys used in the study coupled with open-ended questions allowing participants more declarative expressions of opinion might yield more favorable results and new ideas into achieving these goals.

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APPENDIX A

IRB APPROVAL LETTER

Office for Research

Institutional Review Board for the
Protection of Human Subjects

THE UNIVERSITY OF
ALABAMA
R E S E A R C H

May 20, 2014

Wes Ginn
ELPTS
College of Education
The University of Alabama
Box 870302

Re: IRB # EX-14-CM-069 "The Relationship between Organizational Trust and Perception of Mindfulness: An Exploration of High School Athletic Departments"

Dear Mr. Ginn:

The University of Alabama Institutional Review Board has granted approval for your proposed research.

Your protocol has been given exempt approval according to 45 CFR part 46.101(b)(2) as outlined below:

- (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
- (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
 - (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Your application will expire on ^{May 19 2014} ~~April 30~~, 2015. If your research will continue beyond this date, complete the relevant portions of Continuing Review and Closure Form. If you wish to modify the application, complete the Modification of an Approved Protocol Form. When the study closes, complete the appropriate portions of FORM: Continuing Review and Closure.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number.

Good luck with your research.

Sincerely,



358 Rose Administration Building
Box 870127
Tuscaloosa, Alabama 35487-0127
(205) 348-8461
FAX (205) 348-7189
TOLL FREE (877) 820-3066


Carmitato T. Myles, MSM, CIM, CIP
Director & Research Compliance Officer
Office for Research Compliance
The University of Alabama

APPENDIX B

PERMISSION LETTER TO SUPERINTENDENTS

John Doe
ABC High School
100 School Drive
Anytown, USA 99999

Dear Mr. or Mrs. Doe,

My name is Wesley C. Ginn (fellow educator) and I am writing this letter as a doctoral candidate in educational leadership at The University of Alabama. I seek your permission to contact coaches in your school system to participate in a survey for my dissertation research.

I am examining organizational trust and its impact on decision-making in High School Athletic Departments. I am requesting permission to solicit responses from members of the coaching staffs at each of your high schools (head coaches and assistant coaches). Institution and individual coaching staff member's confidentiality will be strictly maintained at all times. No coach or institution will be individually referred to at any point during the study write-up or in any subsequent publications. Additionally, I am not requesting interaction with your coaching staffs' other than sending them an email with electronic instructions and a link to a survey. This research study has been reviewed and approved by the Institutional Review Board at The University of Alabama.

I know this is a very busy time of year for you, but I hope you will find the time to grant me approval to send email requests to members of the coaching staffs at each of your high schools. If you have any questions, comments, or concerns, feel free to contact me via email at wginn@crimson.ua.edu or wginn.sh@calhoun.k12.al.us or by phone at (256) 310-7253. You may also contact my dissertation committee chair, Dr. Douglas McKnight at (205) 348-1449 .

Please respond to this email by typing, "I grant permission for you to contact the coaches in our school system for participation in the study."

Thank You

Sincerely,

Wesley C. Ginn

APPENDIX C

LETTER TO COACHES

Dear Coach,

My name is Wes Ginn and I write this email as a fellow coach and a doctoral candidate in educational leadership at The University of Alabama. I am specifically requesting your assistance in completing a survey examining your perceptions of trust and decision-making at your institution. Over 1000 coaches from 52 high school athletic departments in Alabama are being asked to participate in this study. You are receiving this request because your institution was randomly selected to participate in this research study. Your participation in this study is crucial to its success and my dissertation research.

Below you will be directed to an electronic survey which should take approximately 10-minutes to complete. Accessing the survey web-site will take you to a secure location where you will find instructions for completing and submitting the survey. It would be greatly appreciated if you completed the survey prior to May 23.

Please follow the link to the survey below at:

I know this is a very busy time of year for you, but I hope you will find time (about 10-minutes) to participate in this research. If you have any questions, comments, or concerns, feel free to contact me via email at wcginn@crimson.ua.edu or wginn.sh@calhoun.k12.al.us or by phone at (256) 310-7253. You may also contact my dissertation committee chair, Dr. Douglas McKnight at [\(205\) 348-1449](tel:(205)348-1449).

Thank You,

Sincerely,

Wesley C. Ginn

APPENDIX D

FOLLOW-UP EMAIL TO COACHES

Dear Coach,

I am sending this email back out. If you've completed the survey, please delete this.

To those of you that have already completed the survey – Thank You! Since your responses are 100% anonymous, however, there is no way for me to remove you from this email list. So, I am sorry that you are receiving this again.

If you have not completed the survey please follow the instructions that follow.
Click on the link below for the online survey:

It will take about 10-minutes to complete. As this is an important step for me to complete my dissertation research project - every response really matters.

Thanks again.

Sincerely,

Wesley C. Ginn

APPENDIX E

COACHES CONSENT FORM

THE RELATIONSHIP BETWEEN ORGANIZATIONAL TRUST AND PERCEPTION OF MINDFULNESS: AN EXPLORATION OF HIGH SCHOOL ATHLETIC DEPARTMENTS

Mr. Wesley C. Ginn, High School Teacher/Coach, Graduate Student (Doctoral Candidate)

The University of Alabama

You are being asked to participate in a research study examining organizational trust and its impact on decision-making in High School Athletic Departments. Over 1000 coaches from 52 high school athletic departments are being asked to participate in this study. You are receiving this request because your institution was randomly selected to participate in this research study. Your participation in this study is crucial to its success. Institution and individual coaching staff member's confidentiality will be strictly maintained at all times. No coach or institution will be individually referred to at any point during the study write-up or in any subsequent publications.

There is no right or wrong answers and the risk to you are minimal. Your individual responses will not be shared with your institution or with your fellow coaches. Your open and honest responses are critical to the success of this project. Your responses and those of other study participants will lead to a better understanding of how trust affects decision-making in high schools. This research study has been reviewed and approved by the Institutional Review Board at The University of Alabama. If you have questions about your rights as a person in a research study, call Ms. Tanta Myles, the Research Compliance Officer of the University, at 205-348-8461 or toll-free at 1-877-820-3066.

You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach website at http://osp.ua.edu/site/PRCO_Welcome.html or email the Research Compliance office at participantoutreach@bama.ua.edu. After you participate, you are encouraged to complete the survey for research participants that is online at the outreach website or you may ask the investigator for a copy of it and mail it to the University Office for Research Compliance, Box 870127, 358 Rose Administration Building, Tuscaloosa, AL 35487-0127.

I know this is a very busy time of year for you, but I hope you will find time (about 10-minutes) to participate in this research. If you have any questions, comments, or concerns, feel free to contact me via email at wcginn@crimson.ua.edu or wginn.sh@calhoun.k12.al.us or by phone at (256) 310-7253. You may also contact my dissertation committee chair, Dr. Douglas McKnight at (205) 348-1449. I have read this consent form. I have had a chance to ask questions. I agree to take part in it.

APPENDIX F

ATHLETIC DEPARTMENT MINDFULNESS SCALE (ADMS)

- The following statements are about your athletic department.
- In this scale A.D. refers to the Athletic Director of your department.
- Please indicate the extent to which you agree with each of the following statements along a scale from STRONGLY DISAGREE (1) to STRONGLY AGREE (6).

1. Coaches in this department learn from their mistakes and correct them so they do not happen again	1	2	3	4	5	6
2. Coaches in this department jump to conclusions	1	2	3	4	5	6
3. The A.D. of our department does not value the opinions of the coaches	1	2	3	4	5	6
4. The A.D. appreciates skeptics.....	1	2	3	4	5	6
5. Coaches in this department respect power more than knowledge	1	2	3	4	5	6
6. My A.D. negotiates differences of coaching style, strategies, and decisions without destroying the diversity of opinions.....	1	2	3	4	5	6
7. Many coaches in this department give up when things go bad	1	2	3	4	5	6
8. During an average day, the A.D. comes into enough contact with the coaching staff to build a clear picture of the current situation	1	2	3	4	5	6
9. Coaches do not trust the A.D. enough to admit their mistakes	1	2	3	4	5	6
10. Most coaches in this department are reluctant to change	1	2	3	4	5	6
11. The A.D. seeks out and encourages the reporting of bad news	1	2	3	4	5	6
12. My A.D. often jumps to conclusions	1	2	3	4	5	6
13. Coaches in this department treat errors as healthy information and try to learn from them.....	1	2	3	4	5	6
14. If something out of the ordinary happens, the coaching staff knows who has the expertise to respond	1	2	3	4	5	6

Scoring Key

Coaching Staff Mindfulness - Items 1, 2*, 5*, 7*, 10*, 13, 14

Athletic Director Mindfulness - Items 3*, 4, 6, 8, 9*, 11, 12*

*Items are reverse scored, that is, [1=6, 2=5, 3=4, 4=3, 5=2, 6=1]

Compute an average department item score for each item:

- For each item, add scores for all individuals on the item and divide by the number of individuals. Use these average item scores in the next set of computations to determine the overall department mindfulness and the mindfulness subset scores for your department.

Compute the overall department mindfulness score:

- Add the 14 average department item scores and divide by 14 (number of items).
- The higher the score, the greater the departmental mindfulness.

Compute the level of Athletic Director Mindfulness:

- Add the 7 average department item scores that correspond to Athletic Director Mindfulness and divide by 7 (number of items).
- The higher the score, the greater the level of Athletic Director Mindfulness.

Compute the level of Coaching Staff Mindfulness:

- Add the 7 average department item scores that correspond to Coaching Staff Mindfulness and divide by 7 (number of items).
- The higher the score, the greater the level of Coaching Staff Mindfulness.

APPENDIX G

ATHLETIC DEPARTMENT TRUST SCALE(ADTS)						
DIRECTIONS						
<ul style="list-style-type: none"> ○ The following statements are about your athletic department. ○ In this scale A.D. refers to the Athletic Director of your department. ○ Please indicate the extent to which you agree with each of the following statements along a scale from STRONGLY DISAGREE (1) to STRONGLY AGREE (6). 						
1. The coaching staff in our department has faith in the integrity of their colleagues.....	1	2	3	4	5	6
2. The A.D. in our department does not show concern for the coaching staff.....	1	2	3	4	5	6
3. The coaching staff in our department is open with each other.	1	2	3	4	5	6
4. The coaching staff in our department trust their A.D	1	2	3	4	5	6
5. Student-athletes in our department are reliable	1	2	3	4	5	6
6. The coaching staff in our department trusts each other	1	2	3	4	5	6
7. The coaching staff in our department believes student-athletes are competent in their ability to learn new skills.....	1	2	3	4	5	6
8. The coaching staff in our department typically looks out for each other	1	2	3	4	5	6
9. Student-athletes in our department are caring towards one another	1	2	3	4	5	6
10. The coaching staff in our department is not competent in their coaching abilities	1	2	3	4	5	6
11. The coaching staff in our department trusts their student-athlete.....	1	2	3	4	5	6
12. The coaching staff in our department is suspicious of most of the A.D.'s actions.....	1	2	3	4	5	6
13. The A.D. in our department is unresponsive to the coaching staff's concerns.....	1	2	3	4	5	6
14. The A.D. in our department is competent in performing his or her job.....	1	2	3	4	5	6
15. The A.D. in our department typically acts with the best interest of the coaching staff in mind.....	1	2	3	4	5	6
16. The coaching staff in our department believes in each other.....	1	2	3	4	5	6
17. The coaching staff in our department is suspicious of each other.....	1	2	3	4	5	6
18. The A.D. in our department keeps his or her word.....	1	2	3	4	5	6
19. The coaching staff in our department believes what students say.....	1	2	3	4	5	6
20. The A.D. doesn't tell the coaching staff what is really going on.....	1	2	3	4	5	6
21. Even in difficult situations, the coaching staff in our department can depend upon each other.....	1	2	3	4	5	6
22. When the coaching staff in our department tells you something you can believe what they say.....	1	2	3	4	5	6
23. Student-athletes in our department are secretive.	1	2	3	4	5	6

24. The A.D. openly shares information with the coaching staff.....	1	2	3	4	5	6
25. The student-athletes in our department have to be closely supervised.....	1	2	3	4	5	6
26. The coaching staff in our department can rely on the A.D.....	1	2	3	4	5	6
27. Student-athletes in our department can be counted on to do their work.	1	2	3	4	5	6
28. The coaching staff in our department has faith in the integrity of the A.D.....	1	2	3	4	5	6

Please complete the following information:

Is your primary assignment within the department as that of: (circle only one choice)

Head coach Full-time Assistant coach Part-time Assistant coach Volunteer coach

How long have you been coaching at this high school? (please enter your response in the blank provided) _____

Scoring Key

Coaching staff Trust in Ath. Director – Items 2*, 4, 12*, 13*, 14, 15, 18, 20*, 24, 26, 28

Coaching staff Trust in Student-Athletes – Items 5, 7, 9, 11, 19, 23*, 25*, 27

Coaching staff Trust in Colleagues – Items 1, 3, 6, 8, 10*, 16, 17*, 21, 22

*Items are reverse scored: [1=6, 2=5, 3=4, 4=3, 5=2, 6=1]

- For each athletic department, first compute the average score for every item. Do this by adding scores for all individuals on the item and divide by the number of individuals. Use these average item scores in the next set of computations to determine the coaching staff trust subset scores.
- For each or the three subsets, compute the athletic department score by adding the values for the items composing that scale and dividing by the number of items.

Coaching staff Trust in Athletic Director – Sum items listed above and divide by 11.

Coaching staff Trust in Student-Athletes – Sum items listed above and divide by 8.

Coaching staff Trust in Colleagues – Sum items listed above and divide by 9.

APPENDIX H

LETTER OF RELEASE



JACOB K. TINGLE
Director of Sport Management Minor,
Coordinator of Physical Education Activity Courses

ONE TRINITY PLACE
SAN ANTONIO, TX 78212-7200
www.trinity.edu

(210) 999-8545 voice
(210) 999-8292 fax

Memorandum

Date: 4/23/14

To: Wesley Ginn

From: Jacob K. Tingle, Ed.D. *JKT*

With this memo, I enthusiastically grant my permission for you to use the Athletic Department Mindfulness Scale (ADMS) and Athletic Department Trust Scale (ADTS) for your dissertation (The Relationship Between Organizational Trust and Perception of Mindfulness: An Exploration of High School Athletic Departments). I look forward to seeing your results and wish you the best of luck as you complete your Doctor of Education in Educational Leadership from The University of Alabama.