

ARMY MANAGEMENT STYLES AND THE SIMILARITIES WITHIN ATHLETICS

by

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A thesis submitted to the faculty of
The University of North Carolina at Charlotte
in partial fulfillment of the requirements
for the degree of Master of Arts in
Liberal Arts

Charlotte

2017

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ABSTRACT

JACKSON BRETT SIMMONS. Army management styles and the similarities within athletics. (Under the direction of DR. ALISSA DEETER)

When comparing athletes to soldiers in the military you discover that there is an abundance of similarities that link the two in how they prepare themselves both mentally and physically to accomplish the task at hand. There are different programs such as the Army's Center for Enhanced Performance that help soldiers become the very best they can become. The question then became, does military management styles and training styles apply to all levels of athletics? And do Coaches Implement these teachings from the military into their Athletic Programs? As the research developed, many coaches shared similar management styles with some of the greatest generals in United States history.

ACKNOWLEDGMENTS

I wish to acknowledge my sincerest gratitude to my committee chair Dr. Alissa Deeter who has provided tremendous guidance, support and information during the course of the research. The hours spent editing, brainstorming ideas, and formulating a strong paper and defense has been a blessing and inspiration. I also would like to acknowledge my Uncle, Retired Army Major Mark L. Brodhage for providing me with special documents related to the training of soldiers within the Army.

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LIST OF ABBREVIATIONS

ACEP	Army Centers for Enhanced Performance
CPREP	U.S. Army Comprehensive Performance and Resilience Enhancement Program
FCGS	First Generation College Students
MST	Mental Skills Training
UCLA	University of California at Los Angeles

CHAPTER 1: INTRODUCTION

The United States of America has one of the strongest armed forces in the world, and no one is asked to provide a greater service than those individuals who serve within the military. The demand on these men and women to perform both mentally and physically is admirable. The general population tends to only see those moments of military engagement afforded to civilians on news broadcasts during times of adversity; however, what the public does not usually see are the hours spent by these men and women preparing for missions behind the scenes through training. The Army uses the U.S. Army Comprehensive Performance and Resilience Enhancement Program (CPREP) which provides soldiers with the tools to help them achieve these goals of physical and mental readiness (Hammermeister, J., Pickering, M., & Lennox, A., Major, 2011). Although CPREP has been a more recent program to develop soldiers into the ultimate warrior, this trend goes back to the early 20th century. These principles of mental and physical readiness create not only the ultimate warrior, but also create the ultimate units.

In the world of sports many of these same teachings and principles are related and used to develop athletes in the same manner. Sports psychologist Gerald F. Goodwin pointed out that most our modern Olympic sports have roots that involve basic military techniques; in fact, many sports were modeled after soldier training techniques (Goodman, 2008). Being a former basketball player at the University of North Carolina at Chapel Hill and currently finishing up my graduate studies at the University of North Carolina at Charlotte, I have witnessed these military influences on the court. Perhaps the

most significant confluence that both the military and college athletic programs teach is “process over product.” This philosophy is not about obtaining the goal at the end of the effort; rather, it is about the work put in to getting to the goal—the training, both physical and mental. In the process, both players and soldiers realize that if they can control what they can control, then the result will take care of itself. In this paper, I will explain the methods that the Army uses to train their soldiers and units and how sports compares to the military in terms of preparation of their athletes and teams. In order to better show the alignment of Army training and athletic coaching, I will then break down the training styles of some of the more successful Army leaders and athletic coaches in recent history.

CHAPTER 2: ARMY AND SPORTS LEARNING STYLES: UNIT AND TEAM READINESS

Many professional entities, including corporations, athletic teams, and businesses of all sizes, have a motto that defines their beliefs and enforces their presence within their respective professions. For example, Nike's branding is "Just do it," while Expensify's credo is "An expense report app that doesn't suck." The National Security Agency's (NSA) motto is "Anything is possible. The Impossible just takes longer." The Army keeps it simple when discussing its overall view on training, and it is this: Train to win. The Department of Army's *Field Manual* goes on to state that "The Army trains to provide forces ready to conduct unified land operations. The Army does this by conducting tough, realistic, and challenging training" (The Department of Army's *Field Manual*, 2016). Training, whether it be for a unit or the individual soldiers, occurs around the clock—taking place at home, combat training centers, and even while the soldiers are deployed (The Department of Army's *Field Manual*, 2016). What stands out the most in this belief is that the Army trains both groups and individuals in a realistic environment to the missions for which they are ultimately preparing. Within this preparation, soldiers are trained to become leaders by way of a "Top-Down/Bottom-Up Approach" by their commanders and subordinate leaders.

The Top Down/Bottom-Up Approach is a model to build team chemistry and strengthen communication between commanders, their officers, and soldiers below them. As Figure 2.1 illustrates, this approach allows soldiers to grow as leaders at specific stages and be accountable for what goes on within their sections.

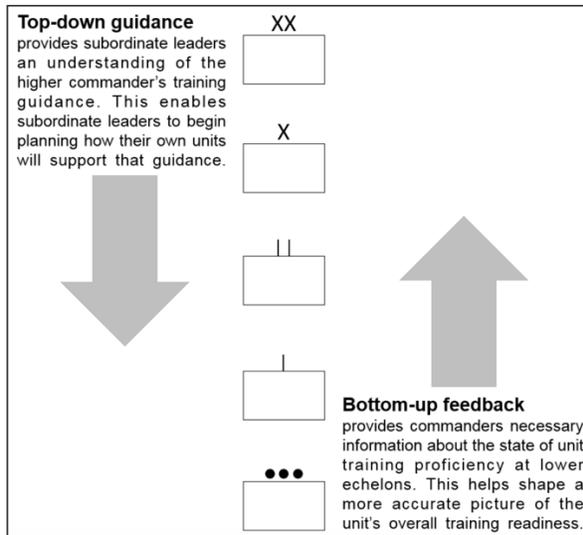


Figure 2.1: Top-Down/ Bottom-Up Approach

Figure 2.1 makes evident one of the strongest qualities that this approach offers, which is that the leadership of the smaller units is in constant communication with its superior officers, allowing the highest ranked officer the task of providing instruction and guidance on how to continue the training amongst each group. The subordinate units are then tasked with training the soldiers both individually and as a group to help with the higher unit's mission (The Department of Army's *Field Manual*, 2016). The manual references that "all unit leaders are responsible for quality training. Primary roles involve training subordinate leaders and developing teams" (The Department of Arm's *Field Manual*, 2016). This approach ensures that not only the general's message is reaching his or her entire group of soldiers, it also allows for constant communication between the higher ranked officials and their subordinates to develop a battle plan and create great chemistry among the subordinates and soldiers.

In sports, coaching uses a very similar approach to the Top/Down- Bottom/Up Approach. Below the head coach there are assistant coaches and support staff members who have specific strengths and are assigned positions for the betterment of the team. The athletic program is then followed by the players who have relationships with their coaches, just not quite as close as they are with their teammates. Similar too generals with their subordinate officers, the head coach relays to his assistants what he approves and disapproves of and how to achieve their goals as a team. The interesting dynamic with sports is that the players have team captains who have more interactions with the head coach than the rest of the players; they are asked to help relay the messages to their peers because being criticized by one's peers can weigh heavier than being critiqued by a coach.

Alabama Coach Nick Saban had a re-envisioning with his players through a Peer Intervention Group, which allowed the players to set the rules and enforce them amongst themselves. Saban did this to provide ownership and “personal responsibility” among the team (Saban, 2007). Personal responsibility is a key player in the Top/Down-Bottom/Up approach—in the armed forces, there are leaders at every level, and giving ownership to subordinate officers provides them with the pride of knowing that completing the task given to their squadrons by a highest ranked officer will help with the overall success of the mission. This is key in “Training to win” while also providing leaders the opportunity to grow into more successful leaders.

All great sports teams and organizations have the same recipe as the Army, that being the presence of a strong leader who brings individuals together with different backgrounds, cultures, and socio-economic identities, molding them into a team with one

common togetherness. In sports, this job is given to the head coach, and none is more respected or idolized than former University of California-Los Angeles (UCLA) coach John R. Wooden. Coach Wooden was well-loved by his players and coaches and led his teams to an NCAA record of seven straight national championships from 1967-1973. The success of Coach Wooden’s teams formed a model he created known as the “Pyramid of Success.” The Pyramid was a model that took Coach Wooden his whole career to create and became a manual that both sports programs and all other organizations around the world modeled themselves after. The very building blocks on the pyramid have characteristics that mirror the military and what they seek to accomplish in their mental and physical training of their soldiers.

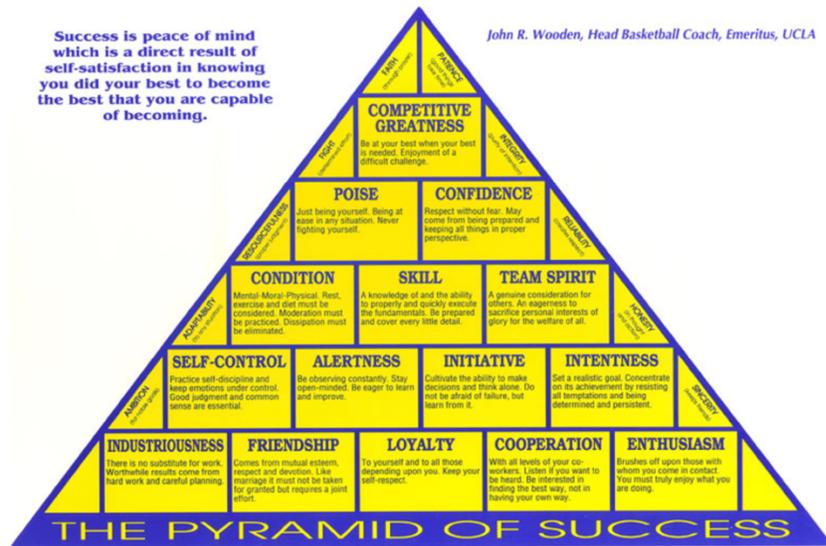


Figure 2.2: John Wooden’s Pyramid of Success

There are many pillars within the pyramid that are important; however, this paper is only going to look at few pillars. The foundation of the Pyramid starts with “industriousness” and “enthusiasm”— according to Coach Wooden, the definition of industriousness is “There is no substitute for work. Worthwhile, results come from hard

work and careful planning.” The definition of enthusiasm is “Brushes off upon those with whom you come in contact. You must truly enjoy what you are doing” (Figure 2.2). John Wooden’s foundation fits neatly with the Army’s approach; soldiers and generals are constantly working at home and abroad and see their results coming directly from the effort that they have exerted. Like sports teams with limited practice days to get ready for opponents, soldiers must to deal with time for careful planning. Enthusiasm is very important within the armed forces because, as with most things, a soldier must care about what he or she is doing and be surrounded with people who feel the same. This can only make the unit stronger and as a result lead to great character building within the group.

The Top/Down- Bottom/Up approach fits two pillars of the Pyramid:

“Cooperation” and “Team Spirit.” With cooperation, it must be present within all levels; Coach Wooden states that one must “always seek to find the best way rather than insisting on your own way” (Wooden, 1997). The approach is designed for creating goals for each level of the unit and allows subordinate leaders the opportunity to voice their opinions and help find the best way to make the unit better towards the main goal. Team spirit is defined as “a generous consideration for others” and “an eagerness to sacrifice personal interests of glory for the welfare of all” (Figure 2.2).

To better illustrate the overlap of the Top/Down- Bottom Up Approach and the Pyramid of Success models, Figure 2.3 further displays their similarities and contrasts.

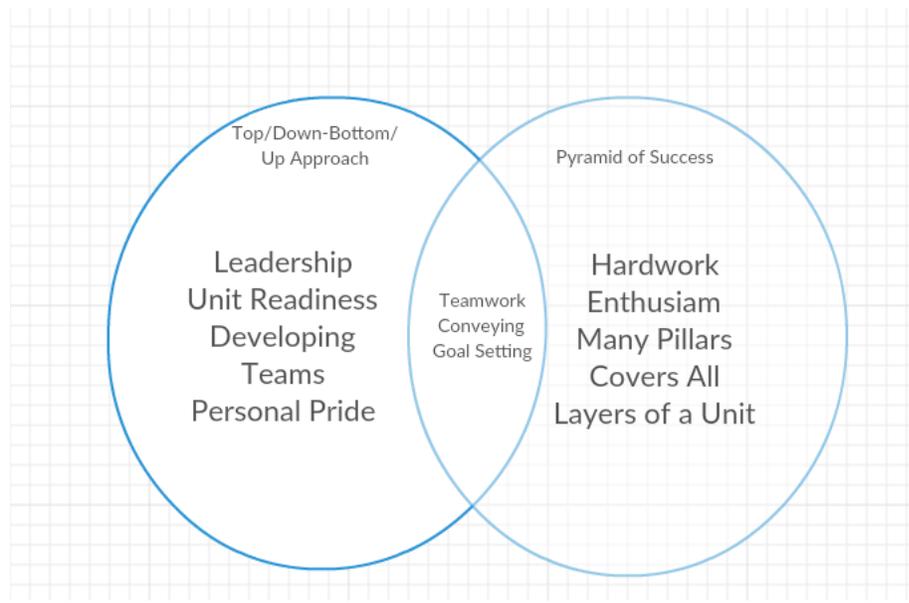


Figure 2.3: Venn Diagram Comparing and Contrasting Top/Down-Bottom-Up Approach and The Pyramid of Success

Sports teams are in a constant battle over individuals sacrificing their self-interests for the betterment of the team. I was fortunate to have played for Roy Williams, who is one of the greatest coaches in college basketball. Coach Williams was a master motivator but his biggest strength was making the players forget about individual needs and focus on the team goals. His favorite saying was our thought for the day and that was placed on our practice plan the first practice of the year: “It’s amazing what can be accomplished when no one cares who gets the credit.” Bill Belichick uses a similar approach by saying “do your job” to his New England Patriots teams; this has resulted in five Super Bowl wins. It is human nature to have individual goals, but the great teams are the ones that focus on the team and have the mind set like Coach Williams repeated over and over to his teams: “The team with the most rewards will have the individuals that will get the most awards.”

The Pyramid of Success has many more pillars that could very well fit into both the Army and sports training and leadership models. The pillars that did fit the mold were training condition, confidence, skill and poise. The next chapter will go into greater detail about the training regiments the Army uses and how it is similar with the sports world and their training of their athletes and coaches.

CHAPTER 3: ACEP CATEGORIES OF PERFORMANCE ENHANCEMENT: INDIVIDUAL READINESS

The United States Armed Forces have many programs in place to help soldiers develop their highest potential. Though they are asked to be strong in many areas, one of the most important areas that the Army feels will benefit their soldiers is Mental Skills Training (MST). In 1993, the Center for Enhanced Performance (CEP) was created, and according to Hammermeister, Pickering and Major Lennox, it was designed to “focus on the development of Cadets to achieve excellence in the classroom, on the athletic field, and in army training by combining the principles of sport and performance psychology with academic performance strategies” (Hammermeister, J., Pickering, M., & Lennox, A., Major, 2011). Throughout the United States there are many Army Centers for Enhanced Performance (ACEP) that are designated to help soldiers become skilled in the areas that Armed Forces deem necessary for a soldier to become the perfect fit. Within this program there are six categories that construct the performance enhancement within the Armed Forces: “Mental Skills Foundation,” “Building Confidence,” “Goal-Setting,” “Attention Control,” “Energy Management,” and “Imagery.”

MENTAL SKILLS FOUNDATION

The mental skills foundation category’s main mantra is that a soldier’s ability to have an empty head or a “flow-frame of mind” is imperative to success on the battlefield. This category focuses on helping build both the soldier and the platoon to understand how to perform in high pressure situations and most importantly how to balance a

soldier's thoughts and body to trust his or her training and go complete the task at hand (Csikszentmihalyi 1990; Ellis, Dryden 1987; Ravizza, 1977). The "flow-frame of mind" is an important tool within the army because in the heat of battle, soldiers cannot have their minds wandering off and not stay in the present. In this category soldiers are put into real life training that helps create a persistent approach within the soldiers and the battalion; this is known as the "healthy warrior effect" (Booth- Kewley, Highfill-McRoy, Larson GE 2008).

Strength and conditioning training has a major impact on the individuals in both sports and the Army. Weight training forces the individuals on teams to become physically and mentally tough long before the mission or games start. These exercises help with the maturation of the mind as many instances call for the individual lifting a certain weight or running a certain sprint and many feel like they cannot physically do it. This is where the mental approach kicks in and gives the elite soldier, athlete, and coach an edge on his or her peers. North Carolina Strength and Conditioning coach Jonas Sahratian puts his teams through a holistic weightlifting approach that "prepares the athlete for more stressful and advanced training methods" (Sahratian, 2012). Because people's reaction to stress is the result of their advanced preparation on how to handle stressful events, Doctor Rob Rakowski stated "People break down on the inside long before they break down on the outside" (Sahratian, 2012). The beauty of this approach is that both the mental and physical training co-exists within these exercises, thus helping these individuals reach their full potential in a very holistic environment that is similar to what will be presented to them down the road.

CONFIDENCE

No matter what people do with their lives, if they do not have confidence to achieve their goals, they will not get very far in the pursuit of achievement. The Army places great importance on developing confidence within its soldiers; in the *Army Field Manual*, confidence is mentioned over sixty times as a critical performance attribute (Department of the Army, 2006). Having the confidence to succeed on the battlefield is important because if a soldier does not believe in themselves or their group, then achieving their objectives through all the adversity that exists in battle or training will be hard to come by. Confident soldiers, according to Zinsler, Bunker and Williams (2010), are mentally agile and will make better decisions in the heat of adversity.

Athletes and coaches tend to build off past successes to help boost their confidence in tight contests. The First Generation College Students (FGCS) found that having a “source” of confidence can help build self-confidence; this is done in a number of ways including vicarious experience, verbal persuasion and emotional arousal (Vealy, Knight, Pappas, 2002). Preparation is one of the big areas of confidence building according to former North Carolina basketball Coach Dean Smith, who states, “Preparation is key for building confidence,” and “Practice, Study, drill and work on every aspect of the assignment” (Smith, 2004). The old saying “today’s preparation determines tomorrow’s success” holds true in that the work one puts in today will help build the confidence needed to go out and execute the assignment that a team or unit is asked to complete. The second way to build confidence is if a situation presents itself

again, and the way of preparation yielded positive results, then confidence will come by way of knowing that this obstacle has been encountered and conquered before.

GOAL-SETTING

The next category within the CSF-PREP curriculum is goal-setting. The first objective when setting a goal is for individuals to have core values in place that they deem important to their lives; these values allow people to create the right priorities, actions and beliefs that will help them obtain their objective. This part of the CSF-PREP helps individuals within the Army to achieve their goals while also helping build a culture that negates minimal standard setting while also going beyond one's comfort level with their goal setting (Burton, Naylor, Holliday, 2001; Locke, Latham, 1990). The importance of goal setting cannot be overlooked because it keys in on two categories (core values and beliefs) that benefit a soldier and the company in believing in what makes them a great soldier while also giving them motivation to protect their country and the other soldiers in their company. That is what makes a unit with great confidence and togetherness so special—that the effort is for others and not just personal gain.

Core values and beliefs are used in a variety of ways within successful sports organizations as their compass for achieving both their goals and for when times get rocky during the course of the season. At North Carolina, outside of the locker room are the words “Play Hard, Play Smart, Play Together. The Carolina Way” (Figure 3.1). As players, this was the standard that was created for us to follow because Coach Dean Smith and Coach Roy Williams believed that following these three values would allow the team to reach our goals of becoming champions both on and off the court. “The Carolina Way” was also a challenge as well from Coach Smith and Coach Williams,

asking their players to put in the work that great athletes such as Michael Jordan, James Worthy and Tyler Hansbrough did to win a National Championship at North Carolina. Successful programs are similar to the Army in that minimal standards are not acceptable, that only the very best is expected, and that a person's goals will ultimately be as great as predecessors who came before.



Figure 3.1: The Core Values and Beliefs of North Carolina basketball

ATTENTION CONTROL

Throughout the course of a mission or a training exercise the attention of a soldier can be put to the test. That is why another area that is stressed within the curriculum is how to maintain control of one's attention to stay in focused and in the moment. This portion of the CSF-PREP helps with mental agility and tools for refocusing after a soldier loses concentration for a brief time (Schmid, Peper, 1993). Being able to shift attention in regard to changing course of a mission within the military is a necessity and this is a very important part of all armed forces training as it allows soldiers to be able to shift attention from a completed objective to the next objective that needs to be completed.

Sports is very similar in that athletes expect success in every situation, yet in reality that is not a reasonable possibility. Doctor Martin (2007) took the game of softball and explained that players of this sport (and also baseball) live with the fact that a majority of the time these players will not experience success when going up for their turn at bat. However, a professional softball player explained that the sport of baseball and softball is defined by failure. “You get out seven out of ten times and you are really, really good” (Robes, 2011). In both fields, failure and distractions are inevitable, but the manner in which both the individuals and teams can limit distractions and continue with the mission or game is vital to the success of the unit and team.

ENERGY MANAGEMENT COMPETENCY

Along these same lines, the energy management competency teaches soldiers to sustain the energy that will be beneficial for soldiers while also minimizing stress (Benson, Proctor, 1984). Getting better sleep and learning relaxation techniques is a key component that allows the body and mind to help maximize the energy needed for the specific task (Hammermeister, Lennox, Pickerning, 2011). Sleep is a major component within athletic and military training and it is highly recommended that the minimum hours needed for maximum recovery for performance is eight hours; anything less than that can lead to continual soreness and mental fogginess that could hinder the athlete’s maximum potential.

There are many strategies that improve sleeping habits and improve energy management. Having a routine before going to sleep can do so much for a person’s well-being, as Figure 3.1 shows below (Cohen, S., Doyle, W. J., Alper, C. M., Janicki-Deverts, D., & Turner, R. B., 2009).

- **Strategies to improve Sleep habits**
 - Routine
 - Before going to sleep spend some quiet time can be 1min or 1 hour...
 - Reflect on your day
 - What have done today to help someone?
 - What has someone done to help you?
 - What did you learn?
 - Read scripture
 - Keep a journal
 - Give thanks
 - Cast worries/burdens
 - Just be still

Figure 3.2: Strategies to Improve Sleep Habits

Figure 3.1 displays that a reflective and relaxing period right before one goes to sleep helps with maximizing rest and energy for a person. Research also shows that less sleep increases stress, resulting in a person's immune system weakening (Cohen, S., Doyle, W. J., Alper, C. M., Janicki-Deverts, D., & Turner, R. B., 2009). Increasing sleep and relaxation techniques improves the training sessions, which is a focal point of the Army to train their soldiers with the intent to win, while focusing on not wasting energy and resources during the course of the training exercises.

IMAGERY

This category uses technology to help soldiers learn the importance of sleep and relaxation, two areas that help control the body and mind and can do away with stress and provide maximum energy for an individual. The last area of the curriculum is the use of imagery strategies to help play out images in their minds to help with “training, preparing, performing, recovering, and healing” (Holmes, Collins, 2001). The use of

advanced imagery helps soldiers imagine success and installs a level of confidence within them that no task is hard and no task is unobtainable.

Duke Basketball Coach Mike Krzyzewski uses a similar approach with his players when it comes to helping them visualize a particular situation on the basketball court; he uses the quote “you hear, you forget. You see, you remember. You do, you understand” (Krzyzewski, 2000). Coach Krzyzewski, like most coaches in other sports, incorporates the use of game tape to help his players understand what they did on the court and how corrections can be made to make that certain skill or drill even better the next time around. In a more philosophical approach, legendary basketball coach Phil Jackson would meditate with his players for ten minutes or before a film session to help them go in with a clear mind and purpose for what they were about to watch or do in practice. Mindfulness, according to Jackson, “is about being present in the moment as much as possible, not weighed down by thoughts of the past or future” (Jackson, 2013). Humans are constantly thinking about what went on in the past or what could happen in the future, but training for the military and sports requires the players and soldiers to be present in the moment. There is no reason to worry about what could happen, and if the training is a success and the mind is clear, then the goal will be obtainable because of the quality of the training that was put into the vision of obtaining the goal that was sought after.

The Army focus their entire training and missions with the sole purpose of winning. They accomplish this by capitalizing on effective communication among the entire group and mentally preparing their soldiers to visualize and prepare their bodies to win. The resources used allow for no excuses during any portion of the battle or training,

not to mention that time and resource limitations force the Army to use their time wisely and focus on areas that are important to the given task (Field Manual Overview Briefing, 2016). What makes these philosophies strong is that they are used outside of the military. From college athletic teams and the Army units, the same ideas and training ideologies are utilized in their training practices so that they can build the ultimate teams of individuals to “train to win” at whatever it is that is at stake.

CHAPTER 4: GENERAL'S AND COACH'S MANAGEMENT MODELS

Throughout the histories of both the Army and athletics, coaches and generals have carved out their styles of leadership and management to help prepare their people for the battlefield. These diverse styles of leadership and management have many similarities within the leadership modules and training categories that have been incorporated into their units and teams to structure success. In this chapter, five generals and coaches are analyzed and discussed and their styles categorized in the aforementioned areas of leadership and training that were discussed in chapters two and three. The two generals discussed in this chapter are from World War II: President Dwight D. Eisenhower and General George S. Patton. These men are followed by three legendary coaches: Coach Dean E. Smith, Coach Nick Saban and Coach Roy Williams. Each one of these men have created winning cultures and have maintained this environment over the course of many decades, and some of these cultures have been passed down to other great coaches and generals. There are many parallels between these five leaders and the impact they have made in their respective fields. There will be a brief description of the general's or coach's background, followed by his strengths in the categories that have already been discussed in the previous two chapters.

GENERAL GEORGE S. PATTON

General George S. Patton	Titles	Categories
	<p>4 Star General of Seventh United States Army.</p> <p>Mediterranean and European theater General during World War II.</p> <p>Led the United States Third Army during the invasion of Normandy in 1944.</p>	<p>Top/Down-Bottom/Up Approach</p> <p>Alertness</p> <p>Condition</p> <p>Confidence</p> <p>Poise</p> <p>Goal Setting</p>

Figure 4.1: General George S. Patton Leadership Chart

Known as one of the fiercest generals in United States military history, General George Patton was known for his demanding expectations for his men, how much he cared for them, and how they cared for him in return. General Patton was in constant communication with his subordinate officers and incorporated the Top/Down-Bottom/Up Approach by constantly communicating with his troops. He strongly believed that “every leader must have the authority to match his responsibility” (Hueger, nd). This quote shows a perfect example of Patton giving ownership of his regiment to his soldiers and allowing them to grow as leaders in the process. He was a firm believer in having his soldiers mentally and physically prepared for battle and he preached that in order to gain maximum strength, one must always go beyond the point of exhaustion (Hueger, nd). General Patton was a master goal setter, “never fight a battle when nothing is gained by winning” he said, which sticks to the motto in the military of “training to win” and not wasting time on things that will not help the cause of the battle.

Patton's biggest strengths as a leader came from the confidence he instilled in his men, as well as the poise in which he led and that his soldiers acted upon. General Patton preached to never make a decision too early or too late and to always be alert to the source of trouble. Often, both in sports and in battle, soldiers and athletes can get caught up in being comfortable and retreating from trouble, when attacking that problem head on may be the path to follow. Andreas Hueger (nd) states "Patton and the men he led understood that war meant death." Winning was the only option for Patton, and he engraved this within his men and created a culture of team first and winning. His men knew their role and they carried it out to perfection. General Patton's men still say they are still serving him, meaning his legacy carries on within them. That is the mark of a true leader when his messages and motives carry on in his or her soldiers or athletes when the war and playing days are over.

GENERAL DWIGHT D. EISENHOWER

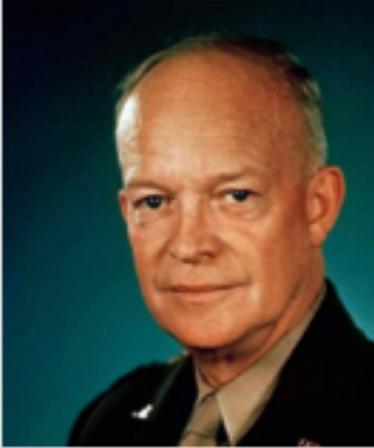
General Dwight D. Eisenhower	Titles	Categories
	<p>Supreme Allied Commander of Europe in World War II</p> <p>The 34th President of The United States from 1953-1961</p>	<p>Top/Down-Bottom/Up Approach</p> <p>Self-Control</p> <p>Friendship</p> <p>Cooperation</p> <p>Poise</p> <p>Enthusiasm</p>

Figure 4.2: General Dwight D. Eisenhower Leadership Chart

While General Patton was known for his physical and mental demands placed on his soldiers, General Eisenhower took a personal approach with his soldiers by implementing a loose and friendly environment for his soldiers. Eisenhower's friendliness trickled down in his belief within the Top/Down- Bottom/ Up approach; he stated "I did my best to meet everyone from the general to the private with a smile, a pat on the back and definite interest in his problems." Eisenhower's beliefs in the approach came from his view on leadership: Simply not just pushing one's own ideas, but rather it being "a conversation that demands respect and listening—from both sides." In today's world many leaders in different fields believe they know everything there is to know about their profession, but General Eisenhower was not that arrogant. "Always try to associate yourself with and learn as much as you can from those who know more than you do, who do better than you, who see more clearly than you." This philosophy takes egos out of the equation and allows the coach or general to continue learning and

evaluating different groups that he or she will command or coach for years to come; each group is different and will need to be led accordingly based on their strengths and weaknesses.

General Eisenhower may be best known for his self-control and poise by saying “there has got to be a lot of patience—no one person can be a Napoleon or a Caesar.” Eisenhower believed that a hostile environment was detrimental to the success of his men, so he relied on patience and humility to allow his soldiers to build chemistry with each other and to get the job done. This ties back into the importance General Eisenhower placed on friendship and a loose environment in order to succeed. Although creating this loose environment could potentially lead to a lack of clear goal setting, Eisenhower’s approach demonstrated that if a leader shows a caring attitude towards his or her soldiers and players, they will respond positively and the fear of letting the general down will be their biggest motivation for completing the mission at hand. These tactics by Eisenhower are very similar to one of the greatest coaches in basketball history, and that is Coach Dean E. Smith of The University of North Carolina.

COACH DEAN E. SMITH

Dean E. Smith	Titles	Categories
	Head Basketball Coach at The University of North Carolina 2 Time National Champion (1982, 1993)	Top/Down-Bottom/Up Approach Goal Setting Cooperation Poise Industriousness Loyalty

Figure 4.3: Coach Dean E. Smith Leadership Chart

When talking about the most respected and beloved coaches in the history of college basketball, one of the first names a person is likely to hear is former North Carolina coach Dean E. Smith. “The Carolina Way” that Coach Smith coined at North Carolina still stands today, and it requires that everything a player does on and off the court must follow the dictate “Play Hard, Play Smart and Play Together.” The core values stated above explains why Coach Smith values cooperation and believes it to be vital to his team’s success. Coach Smith took to the Top/Down-Bottom/Up Approach by giving his seniors on his teams a great deal of responsibility within the program. “Those players had been in our program for four years and knew what we wanted and what it took to get it” explains Coach Smith (Smith, 2004). In return, those players were given the responsibility of enforcing the rules for the program; which is an example of the Top/Down-Bottom/Up Approach because Coach Smith is sending what he wants through his subordinate leaders(seniors) to relay to the rest of the team. He installed a great deal of industriousness (hard work) within his program. One example of this was every day

before practice the players were asked to memorize the thought for the day, which was often a quote or a phrase on the goals the team was going to accomplish. This quote practice also ties into Coach Smith's belief in goal setting and getting the task done to accomplish an even bigger goal he had in mind.

Coach Smith installed great poise within his players and the program, and Coach Roy Williams, then an assistant at the time under Coach Smith, talked about it at the end of the game in the 1982 National Championship between North Carolina and Georgetown. Down one point with thirty-two seconds left, everyone on the team thought the game was over, but Coach Smith stepped into the huddle and said "Okay, we're in great shape. We're exactly where we want to be because we are going to determine the outcome of this game" (Williams, 2009). In the end, North Carolina won 63-62 off of Michael Jordan's game winning jump shot from the left corner. His poise that he created showed his loyalty to his players: "The coach's job is to be part servant in helping each player reach his goals within the team concept" (Smith, 2004). Former assistant coach and player Phil Ford said on Smith: "I got a coach for four years but a friend for life." I see many similarities between Coach Smith and General Eisenhower simply by way of showing that they both genuinely cared for the everyone that worked for them. Coach Smith was demanding in a more caring approach by being tough on his players more so during practice than in games. But just like Eisenhower and Patton, his players knew that he cared for them and that carried over into life outside of basketball.

COACH ROY WILLIAMS

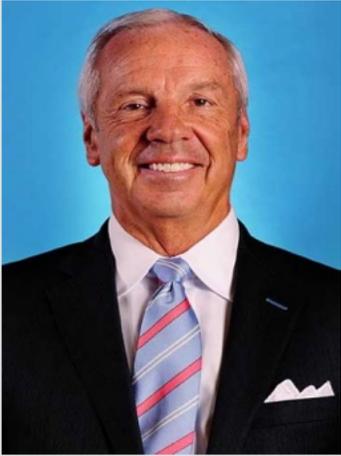
Roy Williams	Titles	Categories
	Head Basketball Coach at The University of North Carolina 3 Time National Champion (2005,2009,2017)	Imagery Goal Setting Condition Poise Industriousness Loyalty

Figure 4.4: Coach Roy Williams Leadership Chart

Coach Williams carried the torch on for Coach Smith, incorporating Smith's principles and focal points into his own program during his tenure. Having had the pleasure to play for Coach Williams, the thing that was apparent to me was the amount of industriousness (refer to figure 1.2) he has installed into the program. This was obvious after every timeout, when we would break down the huddle by saying "1...2...3...hard work!" This motto carried over into the conditioning component of our training with Coach Williams, "My offensive philosophy is that we're going to run. We're going to try to make the other team's players run faster and longer than they have ever run in their lives" (Williams, 2009). During the course of the preseason, the team was doing everything as fast as we possibly could because we were training the way we would compete during the course of the game. Coach Williams installed a great sense of loyalty within the program just like Coach Smith did before him; "I preach to our players to show loyalty to people who have helped you by doing what you can to help them." He

goes on to add that Coach Smith told him “Your players are always your top priority” (Williams, 2009).

Coach Williams is a master at goal setting and he ties in the component of imagery with his players by making them visualize obtaining goals. He often uses the phrase “we have big time dreams” and “this team is good enough to win a national championship;” and when coach makes a statement like this, he truly believes it. His poise under pressure trickles down to his players and gives them confidence when the game may be getting away from them; he will not call timeouts because he wants not only to save them for the end of the game when the need is most crucial, but he wants them to play through the turbulent times because he believes in his players. Coach Williams was constantly telling us during games to “lose yourself in the game,” meaning just go out there and play loose and confident. I can say whole heartedly that being a part of Coach Williams’ program made me a better player and leader because he taught me the value of hard work, visualizing a goal, and then working to obtain that goal. Coach Williams was as loyal and caring a coach and I will always be loyal to him and to those who work hard and believe in me because that is what he did.

COACH NICK SABAN

Nick Saban	Titles	Categories
	Head Football Coach at The University of Alabama	Top/Down-Bottom/Up Approach Goal Setting
	5 Time National Champion (2003,2009,2011- 2012,2015)	Condition Competitive Greatness Industriousness Mental Skills Foundation

Figure 4.5: Coach Nick Saban Leadership Chart

Not only is Alabama football coach Nick Saban arguably one of the greatest coaches to ever live, there may not be a better leader of players on the football field. Nick Saban developed what has been called “The Process.” The Process is a standard that Coach Saban created that asks his players not to worry about the score and instead to just concern themselves about doing their jobs at the highest level possible every single play. “The approach was to challenge the players to play every play in the game like it had a history and life of its own and try to take the other team out of the game and make it all about us” (The Perfectionist, 2013). Refer to figure 1.8 at the top of the page and what is apparent is that this process fits the criteria for every strength mentioned in the category box. Coach Saban and his teams set goals that are not hypotheticals, but goals that are controllable. While at Louisiana State University (LSU), his 2003 National Championship winning team came up with three goals: “Be a team—Together everyone

accomplishes more; Work to dominate your opponent; Positively affect our teammates” (Saban, 2007).

Coach Saban’s approach is strengthened by his ability to build up his players mental toughness and have them well-conditioned physically to develop the competitive greatness (Figure 1.2) that every winning team possesses. Coach Saban preaches that “No matter what the circumstances in the game, no matter who we are playing or where we are playing; we always have more mental toughness, physical toughness and more ability to dominate the other team than they have to dominate us” (The Perfectionist, 2013). Saban’s teams have been known as “The Beast of the 4th quarter” because of how they dominate the fourth quarter and very rarely squander a lead in the final fifteen minutes of the game. Coach Saban brings in many motivational speakers to help his players hone their mental strength and build team chemistry and promote growth for competitive greatness.

Coach Saban shares many characteristics with General Patton in that they both value the conditioning aspect of training and created a mind set and expectation with their unit and team. Their goal setting helped their units and teams stay focused; although Coach Saban’s goals were more controllable than Patton’s, both installed an environment in which their units wanted to achieve a goal together. Coach Saban has revolutionized the way in which college football programs operate, but none have been able to duplicate his ability to masterfully make his teams focus on the *gesalt*. There is a saying in Alabama that is “Roll Tide Roll!” it is safe to say that Coach Saban will continue help the Tide Roll for many years to come.

CHAPTER 5: MANAGEMENT STYLES ANALYSIS AND CONCLUSION

Throughout the observations of these five leaders, what was apparent is that each had a unique approach that made them an effective leader and mentor to those who served and played under them. The most common categories that were considered strengths from these men were the implementation of the Top/Down-Bottom/Up approach, goal setting, and poise; all of these categories were found as strengths in four of the five coaches and generals. The next popular categories amongst these leaders was condition and industriousness, exhibited in three of the five coaches and generals. Loyalty was a strength amongst two coaches who have the same ideology, Coach Smith and Coach Williams. This is followed by categories such as imagery, competitive greatness and confidence.

True leaders are measured by the impact they have on those that are following them. Whether it is soldier or an athlete, leaders in both the Army and in sports vastly differ in how they lead, yet follow a series of common dictates. Military and sports leaders have different purposes for their training; the armed forces strive's for success in battle while sports teams strive to win on the field. The one constant, however is that the training prepares individuals to become better leaders and create better teams by installing the idea that the process is more important than the product. Each model has its different origins of who created it, but the characteristics shown demonstrate that these models, whether they are from the Army or sports, are similiar and applicable to both fields.

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