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Values and Success in Collegiate Athletics

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Values and Success in Collegiate Athletics

A dissertation submitted in partial fulfillment
of the requirements of the degree of
Doctor of Philosophy in Health, Sport, and Exercise Science

by

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Abstract

The rapid commercialization of intercollegiate sports has changed the landscape of the hiring decisions and methodologies within university-associated athletic departments – especially within the Division I Football Bowl Subdivision (DI-FBS) (Wong, 2017). Most notably and recently, the strategies used to hire athletic directors (ADs) have underwent considerable revision – yet successful hires are far from a sure thing. Many strategies include allusions to leadership style, yet leadership styles are as numerous as there are researchers who study them – and are rarely implemented holistically, thus making their assessment and associated outcomes tenuous at best (Peachey et al., 2015). Hambrick and Mason’s (1984) Upper Echelon Theory (UET) suggests that organizational outcomes are at the very least partially predicted by the personality characteristics of its leader. Researchers have since found, in comparison with leadership style, personality characteristics of leaders that might be both more easily measured, more consistent across time, and have very real impacts at multiple levels within an organization (Barrick et al., 2016; Berson et al., 2008; Resick et al., 2009). Previous research on AD values has not assessed values using the popular Schwartz Theory of Basic Human Values (BVT) – which include ten motivationally distinct values that have been recognized in various cultures, languages, and contexts throughout the world (Ates & Agras, 2015; Schwartz, 1992). To that end, the purpose of this study is to identify, through correlational and summative analysis, the values of DI FBS ADs and how such values are related to success as an organization via the 2017-2018 National Association of Collegiate Directors of Athletics (NACDA) Learfield-IMG College Directors’ Cup Rankings. Findings will provide insight into the values that ADs of successful organizations share, which may help inform administrative hiring practices moving forward.

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Chapter 1: Introduction

Gone are the days of hiring popular alumnus to operate collegiate athletic departments; revenues from athletics have skyrocketed and are a significant source of revenue and exposure for every Division One (DI) Football Bowl Subdivision (FBS) institution (Wong, 2017). The commercialization of collegiate athletics has propelled such institutions into one of the most competitive industries of the 21st century (Wong, 2017). The decisions that Athletic Directors (ADs) make, especially with regard to revenue generation strategies, have become paramount not only to the success of the athletic department but the university as a whole (Greenberg & Evrard, 2016; Ruihley et al., 2016; Ryska, 2002). As a result of the rapid commercialization in collegiate athletics, ADs are more likely to have worked for a Fortune 500 company than ever played a sport (Wong, 2017). Changing times require a re-analysis of the factors that contribute to success in collegiate athletics.

Organizations are embodiments of their figureheads in various ways and that embodiment has garnered increasing attention of researchers in various fields for the last 20 years (Hambrick & Mason, 1984; Oreg & Berson, 2018). The relationship between an organizational leader and organizational outcomes as mediated by factors like culture and leadership style seem obvious but that relationship wasn't theorized until 1984 when Hambrick and Mason formulated the Upper Echelons Theory (UET) which simply states that organizational outcomes (i.e. performance measures) are partially predicted by leader characteristics. Hambrick & Mason (1984) define characteristics as the "givens one brings to an administrative situation" (p. 196). Characteristics can include demographics, prior experience, and the elements of personality that impact a leader's behavior and decisions (Hambrick, 2007; Hambrick & Mason, 1984). Oreg & Berson (2018) defined personality as the traits and values of

an individual. Personality traits are evenly distributed within countries, though sex differences exist and are relatively consistent throughout the world, there is less evidence to suggest that values are as evenly distributed (Kajonius & Mac Giolla, 2017). Therefore, values may provide organizational psychologists with more insight into the success of organizations and the behaviors of their leaders than traits alone. Values are described as trans-situational guiding priorities – they focus on what a person should do – and are thereby more motivational in nature than personality traits that describe what a person generally does. The Schwartz Basic Value Theory (BVT) provides researchers with a way of classifying values into categories that have been identified repeatedly in many different settings including collegiate athletics (Berson et al., 2008; Schwartz, 1992; Trail & Chelladurai, 2002).

To gain an understanding of the underlying values of DI FBS athletic department's primary administrative leader, this study relies on the culturally-focused work of Hambrick & Mason (1984), Parks & Guay's (2009) integrative model, and Shalom Schwartz's Basic Values Theory (BVT) (Schwartz, 2012). Most of the current literature on organizational psychology in sport has concerned itself with leadership theory (Peachey et al., 2015), fit (Saia et al., 2014) and financial analysis (Lawrence et al., 2012), but has not included a values personality model that is as widely accepted and assessed as is the BVT nor have the BVT values of ADs been assessed or associated with any performance metric (Trail & Chelladurai, 2002). To further the utility of the organizational psychology research in sport, the purpose of this study is to identify the values espoused by DI FBS ADs and describe the statistical relationship between Schwartz values and organizational success. The results of this study may illuminate the importance of values in collegiate athletics program and may inform hiring practices of ADs.

Chapter 2: Literature Review

Collegiate Sport in the United States

The alignment of values, culture, goals and strategy has become a multi million-dollar business for many public institutions in the United States through the provision of collegiate athletics (Wong et al., 2015). The National Collegiate Athletic Association (NCAA) is the governing body for most collegiate athletics and serves more than 1,200 colleges and universities and three different divisions (Division I, II, & III) (Greenberg & Evrard, 2016). Competitive divisions are separated a) philosophically, b) based on the number of sports the institution supports and c) the number of grants-in-aid the institution provides its student-athletes (Wong et al., 2015). The following sections describe the nature of collegiate athletics within each of the three divisions.

Division III (DIII)

The main philosophical impetus in DIII athletics is on the overall quality of the educational experience and completion of academic programs (NCAA, 2015). As such, DIII does have the highest graduation rate of any division and boasts smaller faculty-student ratios for those who enjoy a hands-on education (NCAA, 2015). DIII institutions are generally smaller, often private, and support student bodies of 2000 and fewer students (NCAA, 2015). The athletic budgets of DIII institutions are the smallest of the three divisions and such institutions may or may not offer a football program (NCAA, 2015).

DIII has the greatest number of institutions and greatest number of participants in the NCAA of all three divisions (NCAA, 2015). DIII is unique in that it does not award athletic scholarships, but like DII, most student-athletes are able to attend through the provision of academic scholarships and need-based aid (NCAA, 2015). The DIII model facilitates sport for

those who simply love to compete while they earn their degree (NCAA, 2013). DIII institutions must sponsor five sports for men and five for women; there are also minimum requirements regarding the number of contests and participants for each sport (NCAA, 2013). See Table 1 for more information on revenue and expense comparisons between divisions.

Division II (DII)

DII collegiate athletics promotes a more balanced approach to the blending of collegiate athletics and academics and is often characterized as the “originally intended” model of collegiate athletics (NCAA, 2017). It is a step up from DIII with respect to the emphasis placed upon athletics in the lives of student-athletes, but still emphasizes a holistic approach toward the experience of the student-athlete (NCAA, 2017). Uniquely, DII student-athletes often compose a large percentage of the student body at DII institutions, a student body often comprised of less than 3000 students (NCAA, 2017).

DII institutions use a partial scholarship model; student-athletes may receive some athletic scholarships in combination with academic awards or other need-based aid (NCAA, 2017). DII institutions must sponsor at least 10 sports (5 for men, 5 for women or 4 for men, 6 for women) (NCAA, 2013). There are no attendance requirements for neither home football nor basketball games, and as with all other divisions – there are limits to the financial support students can receive from the institution (NCAA, 2013).

Table 1*Median Revenues and Expenses Across NCAA Divisions.*

Division	Median Generated Revenues	Median Total Revenues	Median Expenses	Net Generated Revenue
DIII	\$.315M	\$3.43M	\$3.44M	\$-3.125M
DII	\$.650M	\$6.58M	\$6.615M	\$-5.965M
DI Non-Football	\$3.57M	\$18.3M	\$18.21M	\$-14.4M
DI FCS	\$4.74M	\$19.92M	\$20.10M	\$-14.32M
DI FBS G5	\$14.23M	\$38.24M	\$38.55M	\$-22.96M
DI FBS P5	\$109.81M	\$121.55M	\$120.17M	\$-6.97M

Division I (DI)

DI is home to the biggest and the brightest stars in collegiate sports. It is the highest level of competition and exposure within the NCAA governance structure (Wong et al., 2015). DI institutions must sponsor a minimum of 14 sports (7 per gender, or 6 for men and 8 for women) (Wong et al., 2015). Many DI institutions are large, public institutions that are responsible for 96% of generated revenues and 83% of the expenses across NCAA divisions (Wong et al., 2015).

The NCAA generates over one billion dollars in revenue per year – most of which comes from the DI Men’s Basketball Championship and its associated marketing and TV rights packages (NCAA, 2019a). These funds are distributed back to institutions in the form of scholarships, travel funding, academic enhancement, conference office funding, and administrative expenses among others (NCAA, 2019a). In addition to men’s basketball, football programs are often revenue generators for NCAA member institutions, and such importance is captured by the further subdivision of Division I (DI) athletics into its three separate subdivisions that provide an equal playing field for institutions in each football subdivision.

The three subdivisions that apply strictly to the provision of football are: Division I Subdivision (Non-football), Football Championship Subdivision (FCS), and Football Bowl Subdivision (FBS) (NCAA, 2020). As illustrated by Table 1, the differences between not only divisions but also subdivisions in DI are stark regarding expenses and revenues. In addition to these stark differences, the sources of revenue vary greatly by subdivision. The Non-football subdivision is supported by funding from institutional and government support (62%), student fees (14%), and donor contributions and endowments (8%) (NCAA, 2019a). Within the NCAA hosted Football Championship Series (FCS) 58% of the revenue comes from institutional and government support, 13% from student fees, and 11% donor contributions (NCAA, 2019a). Within the Group of 5 Conferences (American Athletic Conference (AAC), Conference USA(C-USA), Mid-American Conference (MAC), Mountain West Conference, and Sun Belt Conference), most revenue is accrued through institutional and government supports (38%), student fees (18%), and donor contributions (12%) (NCAA, 2019a). Finally, within the Power 5 conferences (Big Ten, Pac-12, Big 12, Southeastern Conference (SEC), and Atlantic Coast Conference (ACC)), most of the revenue is accrued through media rights contracts (35%), donor contributions (23%), and ticket sales (19%) (NCAA, 2019a). Table 2 identifies where the revenue generation is directed.

Table 2
Expenses by Percentage Across DI Athletics

Expense	Non-Football	FCS	Group of 5	Power 5
Student Aid	27%	27%	19%	13%
Coaches	18%	19%	19%	19%
Facilities	15%	16%	15%	19%
Administrative Compensation	14%	13%	15%	18%
Game and travel	11%	10%	10%	12%

Predictors of success in DI collegiate athletics

Bijelic (2019) found that top-25 football programs saw an increase in tuition revenue of \$3 million in the year immediately following a successful season. But success in collegiate athletics is not as simple as just hiring the right coach or recruiting the right players – it is a result of the proper athletic department management, which fairly or unfairly, often rests on the shoulders of athletic directors (Cooper et al., 2015; Mossovitz, 2019). To quantify the ability of ADs to manage the multi-faceted nature of collegiate athletics, the National Association of Collegiate Athletic Directors (NACDA) – created the Learfield/IMG College Directors' Cup. The College Director's Cup is described as the “crowning achievement in college athletics” – and is awarded annually to the nation's best overall collegiate athletics program (Learfield IMG, 2019). The Director's Cup philosophy states that it “honors institutions maintaining a broad-based program, achieving success in many sports, both men's' and women's in which all sports that the NCAA, NAIA or NJCAA offers a championship, along with FBS football and all student-athletes that compete in those sports, are treated equally” (Learfield IMG, 2020).

Athletic departments are awarded points in a predetermined number of sports. DI awards points in 19 different sports, four of which must be baseball, men's and women's basketball, and women's volleyball (Learfield IMG, 2020). The next 15 highest placing sports (in their respective championships) for that institution, regardless of gender, are used in the standings to complete the 19 counted sports (Learfield IMG, 2020). Point standings are determined differently for some sports based on third party rankings, such as that of USA Today for FBS football, however, all other points are determined by an institution's finish in the NCAA or NAIA championship for each sport (i.e. the first-place team in the NCAA track and field championships would receive 100, second place 99, and so on) (Learfield IMG, 2020). Teams

placing 65th or lower in any championship will receive a minimum of five points (Learfield IMG, 2020). This point system holds for both team/bracketed sports as well as individual sports.

In an analysis of the NACDA Director's Cup standings, Lawrence et al. (2012) identified several financial factors that contribute to the success of DI athletic programs. Three factors accounted for 65% of the variance in NACDA standings including total expenses per team for women's sports (58.5%), total expenses not allocated by gender/sport (3.3%), and average institutional salary for men's teams (2.9%) (Lawrence et al., 2012). Financial analyses like this are telling, but there remains a large unexplained portion of the variance in college athletic department success. The NACDA scoring structure was altered significantly in 2017 which may have altered the financial factors that contribute to institutional rankings.

Upper Echelons Theory

Upper Echelons Theory (Hambrick & Mason, 1984) states that an organizations leader's personality and experiences have a significant impact on the success of the organization as such factors influence the leaders interpretation of situations which affect the choices they make on multiple levels. The theory posits that leaders act on their interpretations of the context and that such interpretations are formulations of their personality and experience (Hambrick, 2007; Hambrick & Mason, 1984). Oreg & Berson (2018) posit that an organizational leader's personality have an impact on the motivational processes of the entire organization as they are related to goal accomplishment.

DI FBS athletic programs are hugely significant in the success of their university as a whole. DI FBS athletic programs are famously referred to as "the front porch" of the university; they are the first association that many external publics make with the university itself. DI FBS athletic programs have also grown exponentially important as sources of funding for the

university, and the hiring and firing of organizational leadership has become increasingly important over the last decade (Wong, 2017). The following sections further describe the characteristics and duties of DI FBS ADs.



Figure 1. Note. Upper Echelon Theory. From Oreg & Berson, (2018). The Impact of Top Leaders’ Personalities: The Processes Through Which Organizations Become Reflections of Their Leaders. *Current Directions in Psychological Science*, 27(4), 241–248.

DI Athletic Directors

Once a role reserved for notable alumni, the previously described financial opportunities for FBS institutions by virtue of their athletic department’s success, athletic directors must possess more than simply connections to potential coaches, but also business and legal acumen (Wood, 2016; Wong, 2017). Most FBS ADs now have business or law experience due to the increased emphasis in revenue generation and visibility of powerful athletic programs (Greenberg & Evrard, 2016; Wong, 2017). Most AD's initial contract term lasts five years and such contracts are usually backloaded with incentives for performance related to athletics, finance, academics, and attendance (Greenberg & Evrard, 2016). Turnover rate for DI ADs has increased in recent years as competition amongst FBS schools has continued to increase (Wong, 2017). The FBS AD market appears to place a premium on experience as evidence by the average age of Power 5 ADs (58.4 yrs old) and the fact that 40% of ADs at Power 5 institutions held that same position elsewhere previously (Wong, 2017). It seems that institutions are hiring ADs that can not only talk the talk but have had success at previous institutions.

DI AD Job Roles

DI FBS ADs must understand all sides of the athletic enterprise, just as a Fortune-500 firm should, including marketing, accounting, revenue generation, and employee management (Greenberg & Evrard, 2016). Unique to the collegiate athletic environment however are the added demands of NCAA compliance, donor relations, and the importance and role of academics within the current collegiate sports model (Greenberg & Evrard, 2016). NCAA DI ADs are also usually in charge of hiring and firing coaches – and are often held personally responsible for the actions of these individuals – a huge burden in the win-now culture of revenue-generating collegiate sports (Jones, 2012; Wong, 2017). To that point, Wood (2016) found that DI FBS Power 5 ADs ranked fundraising (revenue generation) and crisis communication as the most important to their job – and contrary to the mission of the NCAA – ranked both the development of life-skills within their student athletes and academic services for their student athletes as the least important (Wood, 2016). Huge revenue streams, expenses, and increased program exposure created as a result of the ever-growing media rights deals have made DI FBS athletic departments more accessible and accountable than ever to the public (Wong, 2017). Such factors have also led to an increase in the litigation that often surrounds athletic departments and as a result, has caused many athletic departments to increase the care with which they do business (Wong et al., 2015; Wong, 2017; Wood, 2016). The lack of importance placed upon student-athlete development may be disappointing to those concerned with the well-being of student athletes – but given the extremely commercialized nature of college sport at the DI FBS level and the importance of funding to universities – it makes good business sense as student athletes are worth more to the university during their time as athletes than they are after graduation.

Values

Based on the work of Hambrick & Mason (1984), it follows that Athletic Directors are crucial in attaining not only the objective success of their department, and that success is predicated by the manner in which ADs conjure the proper culture, set the proper goals, and motivate key publics. However, few studies have thus far employed as broadly an accepted theory as the BVT in assessing the personality attributes of ADs – which may illuminate key features and values that make successful ADs unique and identify the values rewarded within collegiate athletics. In an effort identify variables that differentiate athletic departments on a psychological level, this study proposes a focus on the values relevant to organizational success via DI FBS ADs.

One unexplored attribute of ADs that may contribute to athletic program success is values. Values are relatively stable and broad virtues (moral or not) that motivate people's decisions, perceptions, and ultimately behavior (Schwartz, 1992). They are transituational in nature and serve as prescriptions for what one *should* do rather than what one *naturally tends* to do (Berson et al., 2008). Values are a product of the culture and social structure in which one exists and can be learned formally or informally (Meglino & Ravlin, 1998; Schuster et al., 2019). Values are more cognitive than traits in that they inspire behavior that is not reactionary; situations in which behavior should be contemplated before enacting are typically value-driven (Torelli & Kaikati, 2009). Values are relatively stable and enduring but can change as a result of an intervention or important life events, similar to personality traits (Schuster et al., 2019).

To conceptualize the function of values within the individual, Parks and Guay (2009) proposed that both values and traits serve as antecedents to goal achievement through the motivation components of goal striving and goal content. See Figure 2. Motivation is typically

directed at “a cognitive representation of the desired endpoint that impacts evaluations, emotions, and behaviors,” referred to in layman's terms as a goal (Parks & Guay, 2009). Specifically, personality(traits) function as the predicates of goal striving whereas values function as the predicates of goal content. Both goal content and goal striving contribute to the successful attainment of a goal (goal accomplishment).

Goal striving refers to the self-regulatory strategies used regarding the amount of effort and the persistence of goal pursuit as well as the actions taken to ensure goal accomplishment (Beier et al., 2019; Parks & Guay, 2009). Personality – and traits specifically – describe this striving process – the manner in which people act toward the accomplishment of goals (Parks & Guay, 2009). Personality traits also influence the persistence of goal commitment and self-efficacy within the goal striving process, often through trait conscientiousness and emotional stability (Barrick et al., 2016; Barrick et al., 1993; Judge et al., 1998).

Goal content refers to the decision to pursue a goal - what an individual decides to pursue and the factors relevant to that decision (Parks & Guay, 2009). Organizations and individuals alike choose the content of goals by identifying future desired states of being (Fischbach & Ferguson, 2007; Locke & Latham, 2002). Organizations and individuals alike choose the content of goals by identifying future desired states of being and assimilating such endpoints with facets of the self, including values (Fischbach & Ferguson, 2007; Locke & Latham, 2002). As motivational constructs, values are therefore significantly related to the decision to pursue a particular goal (goal content) and ultimately goal accomplishment (Parks & Guay, 2009). Goal content is of particular interest within the context of this research as the values and value congruence of collegiate athletics administrators may have an impact on the success of the entire

athletic department (Berson et al., 2008; Edwards & Cable, 2009). The most popular and universal model of values is the Schwartz Basic Values Theory (BVT).

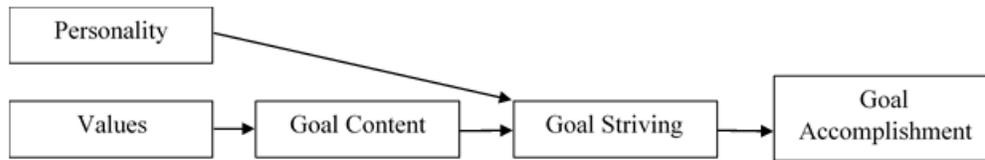


Figure 2. Note. Parks & Guay’s Integrative Model of Behavior. From “Personality, values, and motivation”. *Personality and individual differences*, 47(7), 675-684.

Schwartz’s Basic Value Theory (BVT). In 1992, Schwartz identified ten motivationally distinct values (see Table 3) that were recognized cross-culturally by samples from 20 countries. Among these values were power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, tradition, conformity, and security. Values are a critical component of human behavior as values set a priority for action; each individual holds many values to differing degrees of importance (Schwartz, 2012). A value of high priority to one person could be of low priority to another, but all ten of Schwartz’s values appear in many cultures (Schwartz, 1992).

Conceptually, Schwartz claims that there are six main features of values. The first claim is that values are inseparable from affect; that is to say that values influence the affective state of individuals. Secondly, values refer to goals that motivate action (Schwartz, 2012). In the construal of behavior, values predict goal content, goal striving, and ultimately action/behavior (Parks & Guay, 2009). Third, values are not as limited to context; for example, honesty may be desirable regardless of the context (Schwartz, 2012; De Wet et al., 2019). Fourth, values serve as a rubric against which actions, people, and events are judged (Schwartz, 2012). They are an evaluative cue or standard by which an individual may measure their world around them. Fifth, values exist in a hierarchy constructed by the individual who holds them (Schwartz, 2012). Not

all values are equal and there is an order of importance for the values of an individual. The context of the situation plays a key role as to which values are activated. Finally, the relative importance of several values guides to action (Schwartz, 2012). Most situations activate more than one value, and it is the assessment of this combination of values that results in behavior.

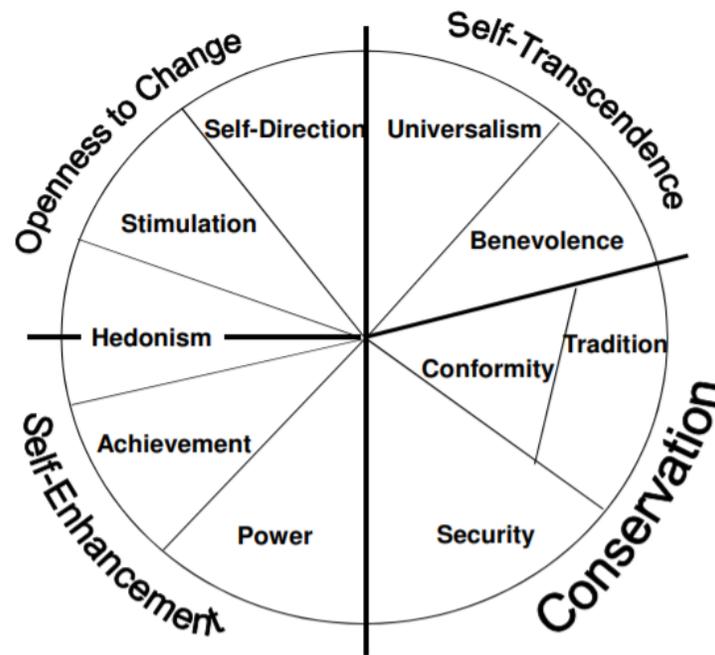


Figure 3. Note. BVT Structure. From “An Overview of the Schwartz Theory of Basic Values.” By S. H. Schwartz (2012). *Online Readings in Psychology and Culture*, 2(1).

The circular arrangement of the value system (Figure 3) illustrates the nature of the relationships between value domains. Adjacent value domains are more similar to their motivations while value domains opposite each other will tend to conflict in terms of their underlying motivations (Schwartz, 2012). The BVT is a motivational continuum – and values, insofar as they espouse behavior, interact with each other based on individual prioritization and relevance (Schwartz, 2012).

Each of the ten basic value domains is related to a higher-order value. Higher-order values have been cited as a significantly better predictor of behavior than personality traits – and may even be more useful in some contexts than the basic ten values (Skimina & Ciecuch, 2020).

See Table 3 below. The higher-order value of self-transcendence encapsulates the basic values of universalism and benevolence (Schwartz, 2012). Self-Transcendence values place the importance on others over the individual, and is positively correlated with helping behavior (Daniel et al., 2015; Skimina & Ciecuch, 2020). Conservation encapsulates security, conformity, and tradition (Schwartz, 2012). Conservation values are described as those which inspire order, self-discipline, and reluctance to change (Skimina & Ciecuch, 2020). Self-enhancement encapsulates achievement, power, and partially hedonism (Schwartz, 2012). Self-enhancement values typically are inversely related to those of Self-Transcendence and place the emphasis on the self (Skiminia & Ciecuch, 2020). Lastly, openness to change encapsulates hedonism, stimulation, and self-direction (Schwartz, 2012). Openness to Change values are characterized by the desire to seek out new opportunities for growth, actions, and ideas (Skimina & Ciecuch, 2020). Openness to change values have been associated with change-oriented organizational citizenship behavior (Seppala et al., 2012).

The four higher-order values create two bipolar pairs: self-transcendence vs self-enhancement and conservation vs openness to change (Schwartz, 2012). This encapsulation allows inferences to be constructed about the importance of not only each basic value but each high-order value as well. Much of the research on values indicates that high-order values are extremely useful in the assessment and prediction of behaviors, job performance, and attitudes in the workplace as cultural values change over time and high order values account for such change (Ralston et al., 2011; Seppala et al., 2012; Skimina & Ciecuch, 2020).

Table 3
Schwartz's Basic Value Theory

High-Order Value	Schwartz's 10 Values	Defining Goal	Value items
Openness to Change	Self-Direction	Independent thought and action	Creativity, freedom, curiosity, independence
	Stimulation	Excitement, novelty, challenge	A varied life, an exciting life
	Hedonism	Pleasure or sensuous gratification for the self	Pleasure, enjoying life
Self-Enhancement	Achievement	Personal success through demonstrations of competence	Ambitious, successful, capable, influential
	Power	Social status and prestige; control over people and resources	Authority, wealth, social power
Conservation	Security	Safety, harmony, and stability	Social order, family security, national security
	Conformity	Restraint of action that may violate social norms	Obedient, self-discipline, politeness
	Tradition	Respect, commitment, acceptance of customs and ideas that culture provides	Respect for tradition, humble, devout
Self-Transcendence	Benevolence	Preserving and enhancing the welfare of those with whom one is in frequent personal contact	Helpful, honest, forgiving, responsible
	Universalism	Understanding, appreciation, tolerance, and protection for the welfare of all people and nature	Broadminded, social justice, equality, wisdom, unity with nature

Values and Outcomes. Typical significant correlations of values (both higher-order and basic) with behavior ranges from .2 to .5 (Skimina & Ciuciuch, 2020). Much of the research on values in the workplace utilizes the numerous work-value scales that exist but not until recently has the focus shifted to the BVT (Arciniega et al., 2009). Many studies have emphasized the use

of values in person-environment (PE) and person-organization(PO) fit and found them to be significantly relevant to such constructs (Kristof-Brown et al., 2005; Shaw & Gupta, 2004).

With regard to occupational performance, achievement, self-direction, and stimulation values are significant predictors of task performance (Ates & Agras, 2015; Parks & Guay, 2012). Ross (1976) found that the most successful employees were those whose values aligned most closely with that of their managers. Counterproductive work behavior is positively correlated with power and negatively correlated with the other nine value domains - those who value dominance may not bend the knee to superiors and may revolt through counterproductive work behavior (Ates & Agras, 2015). Openness to change, self-direction, and stimulation are all positively correlated with extra-role behaviors that contribute positively to organizational success (Ates & Agras, 2015; Borman & Motowidlo, 1993). Different values are also associated with the usage of different leadership styles, (Castillo et al., 2018; Illies et al., 2005), voting behaviors (Rokeach, 1973), and goal importance (Trail & Chelladurai, 2002).

The Role of Leader Values in an Organizational Setting

Within organizations, values function as the source from which the goals of the organization flow (Berson et al., 2008; Oreg & Berson, 2018). They also function as a predicate of organizational culture. Berson et al. (2008) completed a structural equation modeling (SEM) study of 26 companies using the Schwartz value inventory and its relationship with organizational culture and outcomes. They found Schwartz values have a significant impact on a leader's (CEO) implicit and explicit behavior, which impacts organizational culture and has an impact on the performance of the organization as a whole - see Figure 4 (Berson et al., 2008).

Organizational culture is described as the pattern of basic assumptions that guide organizational behavior including the norms, traditions, expectations, unwritten rules, and values

(Groysberg et al., 2020; Powers et al., 2016; Schein, 2010). It is also understood as something deeper than the explicit and includes the values and beliefs of those in charge, which makes it incredibly difficult to quantify (Hofstede, 1998; Powers et al., 2016). Such implicit structures that undergird culture may not be readily observable but can be inferred from the actions and words of those who either lead or work within studied organizations (Hofstede, 1998; Schein, 2010). However difficult to quantify it may be, it appears repeatedly as a critical element of organizational success across industries like government (Kendall, 2017), Fortune 500 companies (Stuart, 2018; Groysberg et al., 2020), and sport (Cooper et al., 2015; Cruickshank & Collins, 2013).

Culture is tangible and observable through the ways in which members describe their identity and their mission as a member of the organization (Schein, 2010). It's also accessible through the observation of the collective; their behaviors, rituals, traditions, and displays of pride (Groysberg et al., 2020). Culture and the impression of culture can also be accessed through organizational leaders and, as Schein (2010) describes them – artifacts – the elements of culture that are observable to the external world through the language and behaviors of the leaders. By espousing the desired values, leaders not only communicate a message to external stakeholders (i.e. we want to win, we remain dedicated to academic excellence) they also communicate tacit messages to internal stakeholders including subordinates and co-workers about expectations, the language used, and values of the organization (Schein, 2010).

To have a “good” culture where employees are satisfied and fulfilled in their job duties is not enough to ensure performance in an industry (Groysberg et al., 2020). For instance, leader values that aim at security (i.e. order, consistency) are negatively correlated with sales growth while values that aim at self-direction (i.e. learning, creation) are positively associated with sales

growth (Berson et al., 2008). Additionally, the relationship between value set (i.e. security vs. self-direction) and outcomes (i.e. sales growth) is mediated by organizational culture (Berson et al., 2008). Self-direction values predict a culture of innovation while security values predict a bureaucratic culture (Berson et al., 2008). Therefore, the proper value sets of organizational leaders and resultant culture have to be functional within the context of the industry in question (Berson et al., 2008). Values must be paired with relevant goals and an appropriate strategy for achieving such goals for an organization to be successful (Berson et al., 2008; Groysberg et al., 2020; Powers et al., 2016; Trail & Chelladurai, 2002).



Figure 4. Note. The values, culture, and organizational outcomes model. From (Berson et al., 2008). CEO values, organizational culture and firm outcomes. *Journal of Organizational Behavior*, 29(5), 615-633. doi:10.1002/job.499

The Current Study

Though ADs are tasked with a lot of responsibility – not much is known about the impact of AD personality on performance in collegiate athletics. ADs are a difficult population to access so researchers must be creative when investigating them. One such way we can access them is through their interactions with the public. ADs understand public relations as a complex equation that includes reputation management, message, and interaction with key publics (Grunig & Hunt, 1984). As such, public relations is not exclusive from other efforts like marketing and philanthropy and is integral to all athletic department operations (Trail & Chelladurai, 2002). ADs have also recognized that any interaction with external or internal publics allows for the strategic delivery and re-iteration of the goals and values of the department (Trail & Chelladurai,

2002). Continuous repetition of the values, goals, and mission can create the desired image in the eye of key internal and external publics (Trail & Chelladurai, 2002). By managing their institutions reputation in this way, ADs generate trust between both internal and external publics and aid in the development of culture, which can serve as a buffer to the deleterious financial impacts of both scandals and losing seasons.

Press Conferences

A press conference is a two-way symmetric public relations tool that allows for the dissemination of information between an organization (e.g. athletic department) and key publics (e.g. fans, donors, sponsors, opposing teams, employees, coaches) (Grunig & Hunt, 1984; Taplin, 1993). Organizations who practice the two-way symmetric model of communication are generally more personable and willing to meet the needs of key publics and attempt to develop mutually beneficial and often long-term relationships with them (Grunig & Hunt, 1984). Press conferences serve as just one way to interact directly with external publics (e.g. fans, sponsors, donors) through dialogue which develops rapport and mutual understanding of the wants and needs of both groups. Press conferences can also be used to communicate indirectly with internal publics through the use of particular language, behaviors, and espousal of values (Schein, 2010). By taking tacit shots at a failing head coach or describing the goals of the organization through the use of particular speech, the AD can signal their priorities while setting an example for the desired language and behaviors of those within the department (Schein, 2010). By using press conferences to develop mutual understanding with publics, organizations can develop and maintain a positive reputation with key stakeholders, increasing the likelihood of long-term financial success via continued donor support (McMillan, 2016).

Press conferences can be hugely beneficial for an athletic department and a university in other ways as well. They are often televised or shared directly with media outlets and they allow for the provision of nuance – something not captured in a typical press release (Grunig & Hunt, 1984; Taplin, 1993). Such advantages are critical in the world of collegiate athletics as the threat of litigation and need for immediate risk management strategies continues to increase (Dittmore, 2012; Wong, 2017). The ability of organizations including athletic departments to add nuance and interact with external media is hugely beneficial when introducing new personnel, such as ADs as well. Introductory press conferences such as those featuring University of Mississippi’s Keith Carter (Suss, 2019), Louisiana State University’s Scott Woodward (Just, 2019), and Nebraska’s Bill Moos (Washut, 2017) all showcase the platform with which new ADs can disseminate, communicate, and delicately describe their goals for their athletic programs.

If there is a link between the values held by DI FBS ADs and the success of their programs, one of the ways that values may be accessible to researchers is through the ways in which they allude to their values during interactions with key publics. Personality traits and values have both been assessed through such a manner, and research even suggests it may provide more telling results than direct surveys alone (Aikhenvald, 2013; Boyd et al., 2015; Kendall, 2017; Kumar et al., 2018). The purpose of this study is to identify, both implicitly and explicitly, the BVT values of DI FBS ADs and describe the statistical relationship between values and success via the latest complete (2017-2018) NACDA College Directors Cup ranking.

Chapter 3: Methods

Research Questions

The current study poses two research questions, each of which employ their own unique analytical perspective. The first addresses the frequency with which ADs reference certain values via a manifest, summative content analysis: RQ1: Which BVT values are most frequently mentioned by DI FBS athletic directors in their introductory press conferences? The second addresses whether or not the implicitly referenced values are correlated with success in collegiate athletics via a latent analysis: RQ2: How do the BVT values of DI FBS athletic directors correlate with athletic department success?

Sampling

The purposeful sample consisted of available introductory press conference transcripts of DI FBS ADs from programs listed in the most recently available final NACDA College Directors Cup Rankings (2017-2018) ($N=67$). Once the AD for the 2017-2018 academic year was identified, transcripts were generated via recordings of their introductory press conferences found on YouTube. Introductory press conferences may be of unique value as they are the first chance for an AD to set forth their agenda for their tenure (Just, 2019; Suss, 2019; Washut, 2017).

NACDA Athletic Directors Cup Rankings

As the crowning achievement in collegiate athletics, college athletic departments must strategize to perform well in the rankings. ADs set the values in athletic departments, which proliferate the organization and contribute to organizational culture (Schein, 2010). The establishment of positive and cohesive organizational culture predicts high performance in many industries and disciplines (Ouchi, 1979). Within collegiate athletics, the values of ADs may

contribute to the success of athletic departments in the NACDA College Director's Cup ranking if values are acted upon in practice (Castillo et al., 2018; Lencioni, 2002; Schein, 2010).

Data Analysis

Summative Content Analysis

Summative content analysis specifically focuses on the number of times that words or phrases are stated in a transcript with special emphasis on the usage of such terms (Bengtsson, 2016; Hsieh & Shannon, 2005). Summative content analysis is used as a tool to identify the importance and prioritization of certain theoretically relevant keywords amongst a sample – in the case of this study, those that implied belief (or at least recitation) of BVT values (Hsieh & Shannon, 2005). Summative content analyses are beneficial in that they allow for a non-invasive assessment of relevant words or phrases, which reduces the biases of a reactionary measure and allows for analysis of language from a natural setting (Hsieh & Shannon, 2005). However, the major limitation summative content analysis is that it ignores the context in which the predetermined search terms are used (Hsieh & Shannon, 2005).

To conduct the manifest analysis of the press conference transcripts, reporter questions and all quotes from speakers except the AD were first removed to ensure credibility. Each transcript ($N=67$) was then uploaded to NVivo and analyzed using its text search “exact match” function. Individual words that indicate or allude to the 10 BVT values via their associated value goals or value items as seen in Table 3 were used as the unit of measure within each press conference transcript and were typed into the NVivo “search terms” box. For instance, search terms for self-direction included: independent, creative, freedom, independence, etc. Then, the raw frequency count table of all ten BVT values from all 67 transcripts were sorted in terms of their rank-order frequency from most frequently mentioned to least frequently mentioned.

Frequency counts for higher-order values were produced as the sum of the basic values that comprise it. Data for RQ1 can be found in Table 4 below.

Trustworthiness

Lincoln & Guba (1985) identified the need for qualitative research to construct its standards for credibility as the quantitative “validity and reliability” measures are not as easily applied to qualitative data. They preferred the term trustworthiness and described its elements of credibility, transferability, dependability, and confirmability have since been the standards by which qualitative research is judged (Lincoln & Guba, 1985). This study utilizes these concepts of trustworthiness to ensure the quality of the research conducted.

In terms of credibility, the current study is heavily informed by current literature – both qualitative and quantitative– thus has a substantive basis and explanation for conducting the study. Three coders were utilized to analyze the data to ensure that units of analysis are appropriately placed into their coding themes (Hsieh & Shannon, 2005). Transcripts will be anonymized to ensure institutional favoritism amongst coders is reduced to the greatest extent possible. Transferability will be ensured by including the classic “rich, thick” quotes that provide meaning in the discussion of the transcripts. The aforementioned data collection methodology is also written in a transparent and detailed way to ensure replicability and transferability.

Reflexivity

Those who engage in conducting qualitative research often bring with them preconceived notions about the world. To prevent those preconceptions from distorting the data collected, it is necessary for those involved with the research to outline their worldview and experience through a process known as reflexivity (Creswell & Poth, 2016). Reflexivity for this study is identified here.

Though I maintain a post-positivist epistemology, it is important to note that this study follows a naturalistic paradigm. I have some experience conducting and writing research within collegiate athletics but my research interest is very much on the underlying psychological mechanisms of behavior as studied here. The cultural influence and prominence of collegiate athletics posit this field of research as something that is not only growing but becoming more important as commercialization of collegiate athletics continues. I do see values as an integral part of the self and as a significant predictor of behavior insofar as human behavior can be predicted. I have always been fascinated with leadership, as quality leadership is so rare it makes sense to understand the role that values may play in leadership and correlated organizational performance.

Latent Analysis

To assess the values alluded less explicitly to by ADs and identify those that correlate with the NACDA rankings, a correlational and regression analysis was conducted using observer assessment of BVT values using the Portrait Values Questionnaire (PVQ) - 40. Observational research using previously validated instruments and raters is a common practice that allows for the assessment of populations that are difficult to access otherwise, like D1 FBS ADs (Poropat & Cummings, 2017). Similar to the summative content analysis used in RQ1, observer ratings of publicly available press conferences also allows for analysis of participants in a natural environment and avoids the bias of reactive experimental measures (Poropat & Cummings, 2017). By using Cronbach's alpha as the measure of interrater reliability, the need to train raters was also eliminated, however to ensure credibility and further improve the quality of the data – all raters had to analyze all 67 transcripts as described in the following paragraph (Stemler, 2004).

The latent analysis was conducted via slight adjustment to and reliability confirmation of the PVQ-40 (Schwartz, 2004). 5 raters were recruited to assist in the study (three primary coders and two alternates). First, the raters evaluated a series of pilot transcripts ($n=10$) from a set of AD introductory press conference transcripts more recent than the current data set to ensure reliability via Cronbach's alpha coefficient (Connelly, 2008). Then, once reliability was confirmed ($\alpha = .97$), the same set of 67 transcripts from RQ1 ($N=67$) were evaluated by all raters to ensure reliability (Cieciuch & Schwartz, 2012; Stemler, 2004). Before analysis of the results, the data had to be transformed in several ways to prepare the data for correlation and regression analysis per Schwartz (2004). First, to avoid multicollinearity, two values (Security and Benevolence) were eliminated from the statistical analysis (Schwartz, 2004). These values were eliminated because they were the least often mentioned BVT values as identified by RQ1, and such small samples could introduce greater possibility of error in the analysis (see Table 4). Then, mean scores for each BVT value were constructed using the scoring key provided by Schwartz (2004). Next, the mean BVT value scores for each AD were centered to allow for meaningful comparison of individual differences within the dataset (Schwartz, 2004). Finally, a series of regression analyses was conducted using both higher-order BVT values, the remaining eight most frequently mentioned BVT values, and NACDA ranking as outcome variable per Schwartz (2004).

The observed power ($1 - \beta$) of the regression analyses were as follows: .361 for the higher order values and .522 for the ten basic value analysis; the study is underpowered but given the limitation regarding the availability of transcripts – it was not entirely avoidable. Effect size was found to be large for the regression tests: $f^2 = .54$ for the higher order tests and $f^2 = .78$ for the ten basic values. Due to the circumplex nature of the Schwartz value system – the regression

equation and R^2 values will not be as telling as they would be if there was a linear relationship between values and as such, the correlations identified between values and outcomes may be more telling (Schwartz, 2004).

Chapter 4: Results

RQ1

The summative content analysis performed based upon the premises of RQ1 identified the most frequently explicitly mentioned Schwartz values. In this case, Schwartz Values were identified via the NVivo “exact match” function. Within the 67 transcripts, achievement was mentioned the most – a total of 1680. Achievement accounted for nearly 52% of all BVT value recitation in the transcripts. Stimulation was second with less than half the number of mentions at 490. Conformity was third most oft mentioned at 261 mentions. See Table 4 for a full list of the results from RQ1.

Achievement and success generally is of course important and it would be expected that ADs would set lofty goals for themselves and for the organization. Phrases like “We will invite excellence and we will expect excellence” and “[we want to] follow the educational mission of the university and celebrate the academic achievement of our student athletes” were indicative of the Achievement value type.

Stimulation was the second most frequently mentioned value type and was characterized by phrases like “I’m excited with the thought of developing [this program]” and “I couldn’t be more excited about what the future holds”. Again, it seems rational for an AD to be excited about a new position and to confess and inspire that in the internal and external publics of the athletic program and university community.

The third most popular value type was an interesting juxtaposition to the other two. The Conformity value type suggests notions of rule following, of social order, and of obedience. Much of the data regarding conformity took the following theme: “It means following rules,

whether that be campus, conference, or NCAA” and “we’re going to follow the rules and the policies and procedures [of the NCAA]”.

Tradition was the fourth most frequently mentioned value type. Tradition values allude to the customs of the university and respect for the institution and its history. The history of collegiate athletics is a rich one – full of storied programs and easily identifiable cultural symbols (i.e. The TAMU Midnight Yell, the Florida State War Chant, and the venerable Razorback) and as the newly-assigned leaders of such storied programs – ADs may recognize that it is the traditions that make the institution great – and appealing to and alluding to those cultural symbols as a key value – communicates to key publics that they understand the importance of such traditions.

Self-direction was the fifth most frequently mentioned value type and alludes to independent thought, creativity, and building original avenues for success. Phrases like “we have to be responsible with our resources and then be creative to stretch those resources to their potential” and “We need to look for creative ways to advance [our] programs” were indicative of data that espoused self-direction values.

Table 4*RQ1 Results: Frequency of BVT Values*

Value Type	Total mentions	Number of transcripts value mentioned (N=67)	Average mention per transcript
Openness to Change	755	67	11.27
Self-Direction	229	55	4.16
Stimulation	490	62	7.90
Hedonism	36	16	2.25
Self-Enhancement	1879	67	28.04
Achievement	1680	67	25.07
Power	199	51	3.90
Conservation	533	67	7.96
Security	23	16	1.44
Conformity	261	56	4.66
Tradition	249	40	6.23
Self-Transcendence	67	31	2.16
Benevolence	20	14	1.43
Universalism	47	31	1.52

RQ2

To address the impact of higher-order values, the scores from each basic value type were consolidated into the 4 higher order values (Table 5). Results indicate that conservation $r(65) = .233, p=.029$, self-transcendence $r(65) = -.403, p <.001$, and openness to change $r(65) = .491, p<.001$, are all significantly correlated with NACDA rankings. Regression analysis of the four higher order values (Table 6) suggests that there is a significant relationship between higher order values and NACDA rankings: $R^2 = .350, F(4,62)=8.345, p<.001$. Thirty-five percent of the

variance in NACDA ranking can be predicted by the presence of the four higher order values. Predicted NACDA ranking is equal to $119.04 + 52.81 \text{ conservation} + 103.09 \text{ openness to change}$. Therefore, NACDA ranking increased by 52.81 for every unit of conservation values added, and 103.09 for every unit of openness to change.

Table 5
High Order Value Value Correlations with Ranking

Variable	1	2	3	4	5
1. Ranking	-				
2. Openness to Change	.49**	-			
3. Self Enhancement	.19	-.17*	-		
4. Conservation	.23*	-.25**	.46**	-	
5. Self-Transcendence	-.40**	-.06	-.65**	-.45**	-

* $p < .05$, ** $p < .01$

Table 6
BVT Higher Order Values Regression Table

Value	B (SE)	t	p
Openness to Change	103.09 (28.07)	3.67	.001**
Self Enhancement	4.13 (20.32)	.20	.84
Conservation	52.81 (22.30)	2.37	.02*
Self-Transcendence	-39.55 (29.45)	-.18	.18

* $p < .05$, ** $p < .01$

Per the instructions provided by Schwartz (2004), the least frequently mentioned values (Security and Benevolence) were removed from the correlation and regression analysis of the ten basic values upon the theoretical grounds that they are less relevant to success in collegiate athletics. Schwartz suggests that by removing two variables – researchers significantly reduce the likelihood of collinearity issues when conducting a regression with so many predictors.

As such, correlations were performed on the remaining eight Schwartz values (Table 7) and found that self-direction $r(65) = .491, p < .001$, hedonism $r(65) = .217, p = .039$, stimulation $r(65) = .307, p = .006$, conformity $r(65) = -.322, p = .004$, and universalism $r(65) = -.406, p < .001$, are significantly correlated with NACDA rankings. Regression analysis (Table 8) indicated that

there is a significant relationship between the remaining eight Schwartz Values and NACDA ranking: $R^2 = .438$, $F(8,58)=5.660$, $p<.001$. However, only achievement $t= -3.34$, $p=.001$ and universalism $t=-2.27$, $p= .027$ significantly impacted NACDA ranking – and more interestingly – the relationship between each and NACDA ranking was negative. The model suggests that NACDA ranking decreased by 99.56 per every unit of achievement and by 77.41 for every unit of universalism. The circular relationship between the Schwartz values makes the interpretation of the linear regression equation somewhat tenuous and the emphasis should be on the correlations themselves (Schwartz, 2004).

Table 7
BVT Correlations with Ranking

Variable	1	2	3	4	5	6	7	8	9
1. Ranking	-								
2. Self-Direction	.49**	-							
3. Stimulation	.31**	.44**	-						
4. Hedonism	.22*	0.08	.34**	-					
5. Achievement	-0.13	.30**	0.11	-0.14	-				
6. Power	0.19	.37**	0.15	0.14	.59**	-			
7. Conformity	-.32**	-.34**	-.59**	-.34**	-.02	-.21*	-		
8. Tradition	-0.01	-.30**	-.40**	-0.04	-.39**	-.37**	0.1	-	
9. Universalism	-.41**	-.59**	-0.15	-.21*	-.35**	-.39**	-0.07	-0.02	-

* $p<.05$, ** $p<.01$

Table 8
BVT Values Regression Table

Value	B (SE)	t	p
Self-Direction	58.25 (38.45)	1.52	.14
Stimulation	6.30 (25.94)	.243	.81
Hedonism	-9.56 (17.92)	-.56	.58
Achievement	-99.56 (29.77)	-3.34	.001**
Power	25.19 (21.53)	1.17	.25
Conformity	-45.78 (29.52)	-1.55	.13
Tradition	-4.24 (24.89)	-.17	.87
Universalism	-77.41 (34.10)	-2.27	.03*

* $p < .05$. ** $p < .01$.

Chapter 5: Discussion

RQ1

Summative content analysis as performed within the context of collegiate athletics via this study can be used to identify the explicit frequency of theoretically relevant language (Hsieh & Shannon, 2005). The results indicated that achievement, stimulation, conformity, tradition, and self-direction are the most important values to Athletic Directors – at least in terms of the way they are described during their introductory press conferences.

The most frequently mentioned BVT value was achievement and accounted for nearly 52% of all value recitation within the sample, suggesting that ADs know they are hired to make a positive impact on the institution be that in terms of athletic performance, revenue generation, or facility development. Achievement value types are significant predictors of task performance and are indicative of an individual who is very ambitious and intends to be successful (Ates & Agras, 2015; Schwartz, 1992). Those who exude achievement value types are expected to focus very much on performance goals and processes (i.e. winning, revenue generation) (Trail & Chelladurai, 2002; Wood, 2016). It goes without saying that success is desirable in collegiate athletics or any industry – and the explicit ambition and determination noted by ADs in this sample certainly verifies their dedication to such success. With regard to the communication to key publics – success drives collegiate athletics – the commercialization of the intercollegiate sports world has created an industry that is wholly unique and ultra-competitive so despite the level of competition – ADs understand they have to win (Wood, 2016). Winning doesn't just mean on the field of play though, according to Wood (2016), it is also about about revenue generation. Press conferences are one of many ways that ADs can speak to potential donors, including those who may have defected during a previous leadership regime.

The second most frequently mentioned value was stimulation. Stimulation value types are also indicators of task performance as well as extra-role behaviors that can contribute to organizational success (Ates & Agras, 2015; Borman & Motowidlo, 1993). Stimulation value types are indicative of performance-based goals and strategies as well including the appreciation and excitement for challenge (Schwartz, 1992). It's equally self-evident that ADs should be excited for the opportunities presented and it would make sense to explicitly state that excitement while attempting to arouse the same feelings within both internal and external publics.

Conformity was the third explicitly most often mentioned value type. Conformity value types are associated with discipline, self-control, politeness, and concern for normative behavior (Schwartz, 1992). Those who value conformity tend to focus on the importance of the group rather than the individual. Conformity values have been associated with care for the student athlete in the context of collegiate athletics (Trail & Chelladurai, 2002). However, in light of Wood's (2016) work, –conformity could refer to the value of rules and the NCAA's harsh penalties. It's a necessity to mitigate any risk associated with NCAA violations and, as Wood (2016) found, crisis communication was a top concern for ADs. Thus, conformity values and the ways in which they were mentioned within the current sample suggests that athletic departments are hiring ADs because of their ability and understanding of the potential reputational and image risks involved in collegiate athletics.

Tradition was the fourth most popular value explicitly mentioned by ADs in this study. Tradition value types are associated with collectivism in collegiate athletics including goals that aim at the development of student athletes and respect and commitment to the culture of an organization (Schwartz, 1992; Trail & Chelladurai, 2002). DI athletic programs often have long regaled histories and impassioned fanbases, so it makes sense to mention and value the history

and legacy of the program. It also makes good sense to explicitly discuss tradition in order to show key publics that they are aware of such histories and appreciate them.

The fifth most frequently mentioned value was self-direction. Self-direction alludes to creativity and independence. Its associated with performance based goals and processes, innovative cultures, and sales growth (Berson et al., 2008; Trail & Chelladurai, 2002). The prevalence of self-direction value types suggest that ADs recognize the necessity of original thought and new ideas that give their institution a competitive advantage. It might also suggest that ADs feel key publics want something new and creative within their athletic department and by mentioning potential programs and new ways of doing things, it may generate more excitement and at least demonstrate the novelty of their ideas.

RQ2

In RQ2, a latent analysis was performed via raters who analyzed each transcript and utilized the PVQ-40 to assess the perceived values of the 67 DI FBS ADs. Previous research suggests that the higher order values may be more telling than the basic values themselves, so prior to any analysis of the 10 value types, the four higher order value types were first addressed (Skimina & Ciecuch, 2020). Of the four higher order values, conservation ($r=.233$), self transcendence ($r=-.403$), and openness to change ($r=.491$) were significantly correlated with NACDA rankings. Within the linear model only conservation and openness to change had a measureable impact on NACDA ranking. Within the Schwartz values, openness to change and conservation are theoretically polar opposites – however both demonstrate positive correlations within NACDA rankings but were, as predicted by the model, found to be negatively correlated themselves (though not significantly).

Conservation values are described as those that inspire order, self-discipline, and reluctance to change (Skimina & Ciecuch, 2020). Conservation includes security, conformity, and tradition value types and their goals and value items as well (Schwartz, 1992). Of the three values it encapsulates, only conformity was found to be significantly correlated with the NACDA rankings.

Self-transcendence values were also significantly correlated with athletic department success – but negatively. Self-transcendence values emphasize the importance on others over the individual, helping behavior, and places the goals and needs of the group first (Daniel et al., 2015; Skimina & Ciecuch, 2020). Self-transcendence encapsulates benevolence and universalism – two value types that focus generally on tolerance, acceptance, and kindness towards others (Schwartz, 1992). In the analysis of the basic value types – universalism was found to be significantly negatively correlated with the NACDA ranking scale which suggests that allusions to tolerance, social justice, and equality are at odds or at least not useful with the current reward system in collegiate athletics, nor would they be expected to be given the nature of the NACDA scoring structure.

Openness to change values are characterized by the desire to seek out new opportunities for growth, actions, and ideas (Skimina & Ciecuch, 2020). Openness to change values have been associated with change-oriented organizational citizenship behavior (Seppala et al., 2012). Openness to change exhibited the strongest correlation and had the greatest impact ($\beta = 103.09$) on the NACDA ranking out of all higher-order values and it encapsulated three basic values that were significantly correlated as well: self-direction, stimulation, and hedonism. From these findings we can infer that not only do the NACDA rankings promote these values specifically but these values are key indicators of personality facets that lead to positive outcomes in

intercollegiate athletics. It appears that openness to change and its associated basic values, especially self-direction - are the most useful values of ADs when attempting to predict athletic department success via NACDA Rankings.

Aside from all three falling under the higher-order value of openness to change, the three positively correlated values are part of what Schwartz describes as an individualistic set of values which aim at performance based goals more so than conformity and universalism that refer to the collectivistic value cluster (Schwartz, 1992). Trail & Chelladurai (2002) noted that such collectivistic values, especially universalism, are more indicative of goals that foster the development of student athletes. These correlations – at least indirectly - support Wood's (2016) finding that student development was less important to ADs than revenue generation and crisis communication.

Synthesis of RQ1 & RQ2

Through triangulation of the data, we can see three unique value types represented in both the five most frequently mentioned manifest analysis and those that were significantly correlated with NACDA rankings through the manifest analysis. Of the three – self-direction and stimulation value types were positively associated with NACDA rankings – while conformity was negatively related to NACDA rankings. Self-direction and stimulation were also the strongest positive correlations and conformity was the second strongest negative correlation.

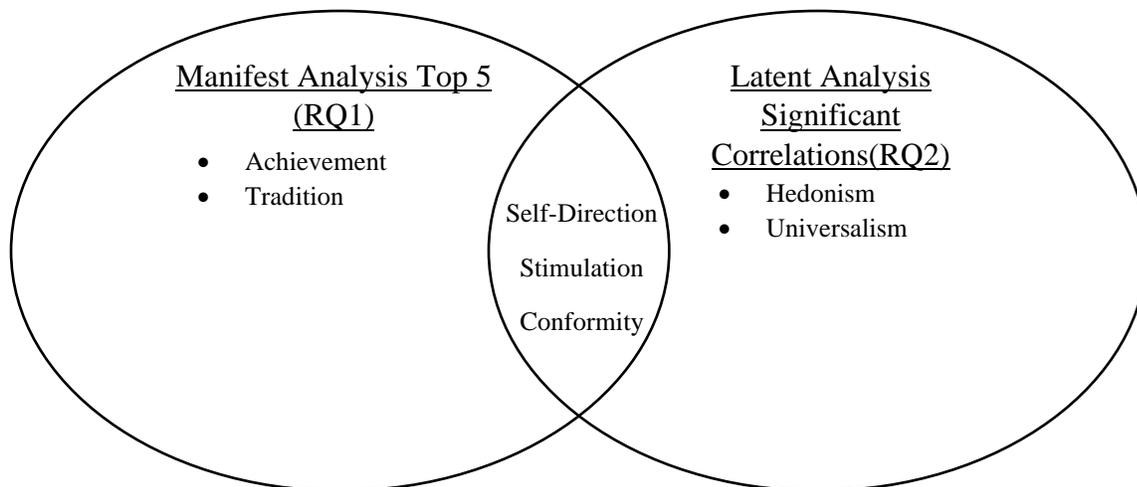


Figure 5. *Similarities Between Manifest & Latent Analyses*

This data is instructive in that not only are these values alluded to the most – but they matter the most in terms of collegiate athletic success. The findings here support are in alignment with most personality literature too. Self-direction values suggest a higher internal locus of control than external. Zitelmann (2019) found that an internal locus of control is much more prevalent in successful individuals than is an external locus of control. The personality trait literature is telling too. For instance, Self-Direction is found to be related to trait openness while stimulation is associated with trait extraversion (Parks-Leduc et al., 2015). Openness is associated with creativity and innovation and is antithetical to conformity – which makes sense given the results here (Parks-Leduc et al., 2015). Extraversion is associated with being sociable but also better performance in job fields like collegiate athletics where productive and frequent social interaction is necessary for success (Barrick et al., 2016). Conformity is associated with trait agreeableness – and the inverse relationship between conformity and NACDA ranking may suggest that ADs, as successful individuals at the top of their hierarchy, are less agreeable on average like many organizational leaders across contexts (Parks-Leduc et al., 2015).

Water Polo

Personality metrics and financial analysis aside, there is still a concern within collegiate athletics that there are things happening behind the scenes that we – as members of the public – will not have access to nor see the light of day. Water Polo is a great analogy; the cheating happens under the water's surface – where the ref – who is above the water and out of the pool – can't see it. The NCAA – as are we – are above the water that is the innerworkings of collegiate athletic departments, and out of the pool that is collegiate athletics entirely. We are thus at best third party observers, and though the NCAA does have compliance officers on campus – it's reasonable to infer they are not privy to many things within an athletic department unless there is suspicion of a violation. It might be the case that in addition to the variance accounted for by values and financial allocation – a lot of the variance in athletic department success could be explained by what we don't see – what we don't have access to. Publications and research efforts have focused on the impact of injury (Wojtys, 2018), sexual assault (Luther, 2016), and the ethics of the NCAA cartel (Sanderson et al., 2018) but of course there is more to the functioning of an athletic department than only what we have access to. Spend any amount of time on a college campus near a DI FBS athletic department and you will hear whispers, rumors, and allegations about malpractice or mistreatment. Such stories rarely see the light of day but may in fact be a way that institutions distinguish themselves from each other and gain a competitive edge. Future research may choose to look into the Dark Triad (Book et al., 2015) of personality – particularly machiavellianism - and the prevalence of such traits in collegiate athletic leadership as correlated with success metrics.

Limitations & Delimitations

The advantage of summative content analysis is that it studies how words are used in natural settings in a non-invasive way (Hsieh & Shannon, 2005). One of the disadvantages is that by isolating certain words, and sets of words, researchers often ignore their context within the rest of the text (Hsieh & Shannon, 2005). A more generous approach to the summative content analysis may prove insightful for those who wish to distinguish between values – and future studies may benefit from creating a codebook with terms relevant to the specific context of collegiate athletics with which to perform the manifest analysis (Hsieh & Shannon, 2005). This disadvantage is countered in this study by the coupling of both latent and manifest analysis.

Person vs. Situation

Personality psychology has faced staunch opposition in terms of its predictive utility. Many of critiques originate from the work of Mischel (1968), who noted the problematically low correlation (.20-.40) between trait measures and specific behavior. Mischel (1968) suggested that behavior may be better predicted by considering the situation in addition to a specific trait measure. The context of a situation may lend itself to the less overt expression of traits than others. For instance, where individuals are expected to behave a certain way (i.e. formal gathering), personality trait levels may not be as evident as they might be in a relaxed social setting (Boyle, 2008). The research of Bandura (1988) among others (see Endler & Magnusson, 1977; Roberts & Jackson, 2008) has further explored and supported the interplay between the person, the environment, and behavior. The consensus appears to be somewhere in between as personality and situational factors appear to have equally powerful effects (Baumeister & Twenge, 2001; Diener & Lucas, 2019).

Within the context of collegiate athletics and the NACDA rankings – it could very well be the case that the only values to be espoused here are the values that the NACDA ranking system and collegiate athletics itself, rewards (Dolan, 2011). Thus, this may not be a perfectly representative dataset on AD values – but rather the values that the NACDA ranking and collegiate sport encourage. It may also be the case that the values alluded to or explicitly described may not be acted upon on a day-to-day basis. Espoused values may create discrepancies in performance between ADs that mention certain values or are being told to express certain values, but do not act upon stated values. Espoused values may signify the image and reputation that ADs and university leaders *want* their program to be known for, rather than what it *is* known for.

Sampling

The sampling method does not account for the time an individual has been employed by their institution. Establishment of culture within an athletic program may take a significant amount of time – even longer for the culture to display a measurable impact on performance per the Learfield/IMG College Directors’ Cup ranking system. To combat this limitation, the amount of time each AD has served their particular institution will be recorded.

NACDA Scoring

Another limitation is that the points awarded in this system are based only on the athletic performance of teams, which may not be explicitly indicative of AD performance. Institutions vary in the degree to which they are focused on athletic success and performance as it is defined by the ranking. Differences between divisions - Football Bowl Subdivision and Football Championship Subdivision – may have a significant impact on ranking, as institutions in different divisions often prioritize different athletic goals.

Practical Implications

The findings of this study suggest that AD values do play a key role in the success of athletic departments generally, and specifically that Openness to Change and its associated basic values are very important. Hiring practices in collegiate sport administration are somewhat unknown or based on bunk science. References to personality tests like “True Colors” or Myers-Briggs are useless because they seek to place individuals into a category – rather than treating the individual as a set of contextually-dependent spectrums. Instead, this study demonstrates the utility of identifying real personality characteristics (i.e. values) that are reliable across time and contexts with real-world outcomes. These findings should be used to inform hiring practices at all levels of collegiate athletics. Values appear to get at something deeper – something closer to the core of the self that motivates behavior on a regular basis. As demonstrated in this study, it doesn’t matter if a person is cognizant of their values; they may still act upon a certain hierarchy of values on a regular basis – which is what makes the measurement of values useful.

Administrators, hiring committees, and search firms can and should use one of the many Schwartz value assessments to determine not only if an individual possesses the values they are looking for but also the degree to which that individual will fit in with their organization. Before athletics can get to the point of implementation, there’s a lot more work that should be done to narrow down the personality characteristics that are most important in collegiate athletics.

Future Studies

Value Alignment

Uniquely specific to the world of athletic directors is the confluence of values that occurs when an AD joins a new institution. Internally there is most likely some sort of compromise between an AD and an institution at a deeper level. Personnel, organizational structure, and co-

workers are already set – the culture is already established to a degree – yet the AD undoubtedly has an impact on those features. It might be useful to identify the values that are completely incompatible (presumably they are the values opposite each other within Schwartz’s circumplex model, but its not self-evident that’s the case) when conducting hiring searches. There has to be some melding of values and goals between ADs and their employer’s and the amount of dissonance present in that value and goal alignment might result in a degree of dissatisfaction at least and might even negatively contribute to organizational success.

The current study fails to identify the mechanism by which ADs are successful in their efforts toward organizational success. Hambrick & Mason (1984) posit that personality functions as a predicate of culture – but its unclear which values contribute to culture, the type of culture, and the outcomes of culture, based on the results of this study alone. Though a difficult group to access, if future studies could examine this link specifically – we might be able to more accurately portray the archetype of the successful DI FBS AD.

Personality Traits

Traits function more as a description of behavior rather than the content of the goals and motivation for that behavior. Understanding both traits and values should provide the industry with a more holistic understanding of D1 ADs and their personalities. Of the values found to be of importance in this study, several have been significantly associated with Big Five personality traits. Specifically – self-direction is associated with trait openness to experience (Parks-Leduc et al., 2015). Jackson et al. (2010, 2011) noted the importance of openness in sport dyads including coach-athlete and athlete-athlete. Openness has also been associated with creativity and innovation, characteristics that may be pre-requisites for AD success (Parks-Leduc et al., 2015). Stimulation has been associated with extraversion, and extraversion is associated with better

performance in jobs that require significant social interaction, like ADs (Parks-Leduc et al., 2015). Conformity has been positively associated with agreeableness, and was found to be negatively correlated with success in this study – which may suggest that its better for ADs to be disagreeable – again aligning with much of the current research on organizational leadership (Parks-Leduc et al., 2015).

Future research is necessary to solidify and confirm these links and by doing so departments may limit the probability of an unsuccessful or potentially scandalous hire that would put the reputation of the university as a whole at risk. In reference to the potential for there to be a more sinister explanation for athletic department success, future research should also consider the Dark Triad (Book et al., 2015) of personality – particularly machiavellianism - and the prevalence of such traits in collegiate athletic leadership as correlated with success metrics.

Value Reference & Key Publics

This study revealed something about the nature of explicit word use vs. implicit allusion in the world of public relations. It may be the case that ADs and organizational leaders of any sort may choose to use explicit reference in favor of implicit allusion in certain settings. Future studies should look into language use in collegiate athletics as a function of public relations and reputation management. As collegiate sport continues to grow – fanbases and key publics become more and more important – many athletic departments rely on donors and relationships with donors to fund facility projects. That said, learning how to communicate with such publics indirectly through a platform like a press conference is an invaluable tool. The degree to which public figures reference values and the explicitness with which they do so might be more beneficial for different key publics. Identifying when and how institutional figureheads like ADs

should reference values while addressing key publics might provide administrators with a greater efficiency with which they communicate, which may translate to greater fanbase satisfaction and increased donor support.

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Appendix

Appendix A

Instructions: Here we briefly describe some people. Please read each description and think about how much each person is or is not like the Athletic Director in question. Please check the box to the right that shows how much the description applies to that Athletic Director.*There is a PVQ-40 Female version that was given for female ADs.*

How well does the statement describe the
Athletic Director?

	Very much	Mostly	Some- what	A little	It does not	not at all
1. Thinking up new ideas and being creative is important to him. He likes to do things in his own original way.	<input type="checkbox"/>					
2. It is important to him to be rich. He wants to have a lot of money and expensive things.	<input type="checkbox"/>					
3. He thinks it is important that every person in the world be treated equally. He believes everyone should have equal opportunities in life.	<input type="checkbox"/>					
4. It's very important to him to show his abilities. He wants people to admire what he does.	<input type="checkbox"/>					
5. It is important to him to live in secure surroundings. He avoids anything that might endanger his safety.	<input type="checkbox"/>					
6. He thinks it is important to do lots of different things in life. He always looks for new things to try.	<input type="checkbox"/>					
7. He believes that people should do what they're told. He thinks people should follow rules at all times, even when no-one is watching.	<input type="checkbox"/>					
8. It is important to him to listen to people who are different from him. Even when he disagrees with them, he still wants to understand them.	<input type="checkbox"/>					
9. He thinks it's important not to ask for more than what you have. He believes that people should be satisfied with what they have.	<input type="checkbox"/>					
10. He seeks every chance he can to have fun. It is important to him to do things that give him pleasure.	<input type="checkbox"/>					

How well does the statement describe the Athletic Director?

11. It is important to him to make his own decisions about what he does. He likes to be free to plan and to choose his activities for himself.

12. It's very important to him to help the people around him. He wants to care for their well-being.

13. Being very successful is important to him. He likes to impress other people.

14. It is very important to him that his country be safe. He thinks the state must be on watch against threats from within and without.

15. He likes to take risks. He is always looking for adventures.

16. It is important to him always to behave properly. He wants to avoid doing anything people would say is wrong.

17. It is important to him to be in charge and tell others what to do. He wants people to do what he says.

18. It is important to him to be loyal to his friends. He wants to devote himself to people close to him.

19. He strongly believes that people should care for nature. Looking after the environment is important to him.

20. Religious belief is important to him. He tries hard to do what his religion requires.

21. It is important to him that things be organized and clean. He really does **not** like things to be a mess.

22. He thinks it's important to be interested in things. He likes to be curious and to try to understand all sorts of things.

23. He believes all the worlds' people should live in harmony. Promoting peace among all groups in the world is important to him.

24. He thinks it is important to be ambitious. He wants to show how capable he is.

	Very much	Mostly	Some-what	A little	It does not	not at all
11. It is important to him to make his own decisions about what he does. He likes to be free to plan and to choose his activities for himself.	<input type="checkbox"/>					
12. It's very important to him to help the people around him. He wants to care for their well-being.	<input type="checkbox"/>					
13. Being very successful is important to him. He likes to impress other people.	<input type="checkbox"/>					
14. It is very important to him that his country be safe. He thinks the state must be on watch against threats from within and without.	<input type="checkbox"/>					
15. He likes to take risks. He is always looking for adventures.	<input type="checkbox"/>					
16. It is important to him always to behave properly. He wants to avoid doing anything people would say is wrong.	<input type="checkbox"/>					
17. It is important to him to be in charge and tell others what to do. He wants people to do what he says.	<input type="checkbox"/>					
18. It is important to him to be loyal to his friends. He wants to devote himself to people close to him.	<input type="checkbox"/>					
19. He strongly believes that people should care for nature. Looking after the environment is important to him.	<input type="checkbox"/>					
20. Religious belief is important to him. He tries hard to do what his religion requires.	<input type="checkbox"/>					
21. It is important to him that things be organized and clean. He really does not like things to be a mess.	<input type="checkbox"/>					
22. He thinks it's important to be interested in things. He likes to be curious and to try to understand all sorts of things.	<input type="checkbox"/>					
23. He believes all the worlds' people should live in harmony. Promoting peace among all groups in the world is important to him.	<input type="checkbox"/>					
24. He thinks it is important to be ambitious. He wants to show how capable he is.	<input type="checkbox"/>					

How well does the statement describe the Athletic Director?

	Very much	Mostly	Some-what	A little	It does not	not at all
25. He thinks it is best to do things in traditional ways. It is important to him to keep up the customs he has learned.	<input type="checkbox"/>					
26. Enjoying life's pleasures is important to him. He likes to 'spoil' himself.	<input type="checkbox"/>					
27. It is important to him to respond to the needs of others. He tries to support those he knows.	<input type="checkbox"/>					
28. He believes he should always show respect to his parents and to older people. It is important to him to be obedient.	<input type="checkbox"/>					
29. He wants everyone to be treated justly, even people he doesn't know. It is important to him to protect the weak in society.	<input type="checkbox"/>					
30. He likes surprises. It is important to him to have an exciting life.	<input type="checkbox"/>					
31. He tries hard to avoid getting sick. Staying healthy is very important to him.	<input type="checkbox"/>					
32. Getting ahead in life is important to him. He strives to do better than others.	<input type="checkbox"/>					
33. Forgiving people who have hurt him is important to him. He tries to see what is good in them and not to hold a grudge.	<input type="checkbox"/>					
34. It is important to him to be independent. He likes to rely on himself.	<input type="checkbox"/>					
35. Having a stable government is important to him. He is concerned that the social order be protected.	<input type="checkbox"/>					
36. It is important to him to be polite to other people all the time. He tries never to disturb or irritate others.	<input type="checkbox"/>					
37. He really wants to enjoy life. Having a good time is very important to him.	<input type="checkbox"/>					
38. It is important to him to be humble and modest. He tries not to draw attention to himself.	<input type="checkbox"/>					
39. He always wants to be the one who makes the decisions. He likes to be the leader.	<input type="checkbox"/>					

How well does the statement describe the
Athletic Director?

40. It is important to him to adapt to nature and to fit into it. He believes that people should not change nature.

Very much	Mostly	Some-what	A little	It does not	not at all
<input type="checkbox"/>					

Thank you for your cooperation!