The Leadership of John Wooden

Drew F. Waters

Liberty University

June 2017

The thesis of Drew Waters is approved by the Thesis Committee

_____

Dr. Chrystal Porter

Adjunct Professor

Department of Sport Management

Liberty University

_____

Dr. Eric Cohu

Adjunct Professor

Department of Sport Management

Liberty University

_____

Dr. Marsha Coker

Adjunct Professor

Department of Sport Management

Liberty University

ABSTRACT

John Wooden, former coach of the University of California, Los Angeles (UCLA) men's basketball team, has won twice as many championships as the next most successful men's collegiate basketball coach. This paper will examine the methods he used in his coaching, his leadership style, and how it compares with various leadership styles of other famous coaches and leaders, and other possible factors which may have led to his achieving such a high level of success. A thorough review of a wide variety of literature has been incorporated in the thesis, as well as a study comparing Wooden's leadership style with those of some well-known leaders in sport, business, military, and government.

Keywords: leadership, coaching, teaching, Pyramid of Success, basketball

Dedication

This thesis is dedicated to my family, specifically my beautiful wife and our three wonderful boys, who allowed me the time to complete this project to the best of my abilities.

Table of Contents

List of Tables

List of Abbreviations

Major League Baseball (MLB)

National Association of Intercollegiate Athletics (NAIA)

National Basketball Association (NBA)

National Collegiate Athletic Association (NCAA)

National Football League (NFL)

University of California, Los Angeles (UCLA)

CHAPTER ONE: INTRODUCTION

Since the dawn of time, people have been placed in leadership positions over their families, teams, schools, companies, cities, kingdoms, and even countries. Men and women are dubbed leaders if they rise to the top and become the person in charge. Countless leadership seminars and conferences charge fees to attend, where the attendees take part or listen to the leadership "experts," in order to make them better leaders themselves. Management and leadership are used interchangeably, as if they were the exact same thing. But what is leadership? Is it an abstract concept which cannot be firmly grasped? Is it a concrete notion which can be tangibly measured by data? Is someone born a natural leader, or is one molded into a leader as he or she grows and develops in life?

Leadership is one of those buzzwords that often gets people stirring. If one were to ask one hundred men and women in leadership positions, they could likely get one hundred different answers on what leadership is and what it takes to be a great leader. When one thinks of famous leaders in history, the list might include Steve Jobs in technology, Warren Buffett in investing, Sigmund Freud in psychology, General Norman Schwarzkopf during Operation Desert Storm, Martin Luther King Jr. in the Civil Rights Movement, Alexander the Great in military conquest, or Winston Churchill in his motivation and defense against the Nazis during World War II. For those who are believers, and many unbelievers for that matter, Jesus Christ is considered the greatest leader the world has ever seen, but how did these famous people become the great leaders

they are known as? Perhaps they had a magic formula used to make them great leaders, or maybe they attended special training to which most people are not privy. Maybe they went to some special leadership training, unknown to most of society and the world. Possibly they had a set of guidelines common for any man or woman to abide by, in their quest to become a successful leader.

Sport is no different than the other interest areas mentioned earlier, when it comes to leaders. The world of sport has seen tremendous leaders emerge, throughout its history. Whether it is due to their incredible individual achievements or team efforts, in the pantheon of accomplishments in sport, some stand out above the rest. Cal Ripken Jr., former member of Major League Baseball's (MLB) Baltimore Orioles, played in 2,632 consecutive games during his career ("Cal Ripken Jr.," 2015). Kareem Abdul-Jabbar, former member of the National Basketball Association's (NBA) Milwaukee Bucks and Los Angeles Lakers, scored 38,387 points during his basketball career ("NBA History," 2016). Michael Phelps, Olympic swimmer, has captured 23 gold medals and 28 overall medals, making him the most decorated Olympian in history (Walters, 2016). The Chicago Bulls of the NBA won six NBA championships in an eight-year span during the 1990s (Chicago, 2016). These are some of the tremendous examples of sustained excellence at a very high athletic level. In the coaching world, John Wooden, former men's basketball coach at the University of California at Los Angeles (UCLA), set the standard for achievement and success at a high level of team competition.

Beginning at the high school level, Wooden (2005) compiled an impressive record of 218-42, over an 11-year period at two high schools. He then moved on to the college ranks, first at Indiana State University for two years, followed by UCLA for 27

years, until he retired (Wooden & Jamison, 2005). So impressive was Wooden's career as a coach that ESPN named him as the "Coach of the Century" (UCLA, 2013). Known as the "Wizard of Westwood," some of Wooden's more astounding coaching accomplishments include 10 national championships in 12 years (including seven in a row), 88 wins in a row spanning three seasons, four undefeated seasons, a record of 149-2 for home games, and a winning percentage of .813, over 40 years of coaching basketball (Wooden, 2016).

While these accomplishments are incredible and may never be seen at that level again, Wooden was not the only successful coach of his time or since his final days of coaching. Thousands of coaches have come and gone, but few have seen his level of sustained success over such a long period of time. What are the reasons for his great success over decades? How was Wooden able to accomplish so much for so many years with so many different teams and players and opponents? Was it the specific methods and techniques he used with his teams? Was his leadership unique compared to other successful coaches?

Wooden once said, "Leadership is the ability to get individuals to work together for the common good and the best possible results while at the same time letting them know they did it themselves" (Wooden & Jamison, 1997, p. 112). Was this the secret to Wooden's success? Was it his work ethic? Proverbs 21:5 says, "Good planning and hard work lead to prosperity, but hasty shortcuts lead to poverty" (King James Version). Wooden had a strong, stable upbringing with two loving parents at home during his childhood (Wooden & Jamison, 2005). Perhaps this played a crucial role in Wooden's success, several years later. Wooden also was an outstanding collegiate basketball

player, himself, winning a national championship at Purdue University and being named

an All-American three times (Wooden & Jamison, 2007). Wooden's time as a player

could have been a key ingredient in his success as a coach. All these things will be

explored in this paper.

The purpose of this thesis paper is to explore the leadership style and coaching

methods of Coach Wooden during his coaching days and determine if there are specific

reasons why he had so much success at the collegiate basketball level. Wooden is known

as one of the most successful coaches in the history of sport, and this paper will examine

the methods he used in his coaching, specifically his *Pyramid of Success*, his leadership

style and how it compares with various leadership styles seen among some of the more

famous coaches, and other possible factors which may have led to his achieving such a

high level of success. In order to conduct the study, three research questions will be

utilized to frame the study. The research questions are as follows:

1. What techniques and methods did Wooden utilize to achieve such tremendous
    success as a coach?
2. How did Wooden's leadership style compare to other well-known coaches both from
    his era and since?
3. How do Wooden's methods translate into a non-sport organizational/managerial role?

A thorough review of a wide variety of literature will be incorporated in the thesis

to help explain the reasons for Wooden's success, including literature covering the topics

of leadership, management, organization, coaching, and teaching. The method, designs,

procedure, and measures will be discussed in detail to explain how the study was

conducted and make reproduction of the study easy for those who desire. The results of the study will be examined in depth to determine the answers to the three research questions. Finally, this thesis will conclude with a summary of the study's results, limitations to the study, and future research which could be developed using this study as a foundation.

CHAPTER TWO: LITERATURE REVIEW

When it comes to literature related to the methods and techniques utilized by the late John Wooden during his coaching and teaching career, the most detailed sources are the numerous books authored or co-authored by Wooden, himself. The purpose of this chapter is to review what has been written concerning Wooden's philosophy on leadership, teaching, preparation, organization, and management. This chapter is a representation of the literature available concerning Wooden. Literature examples include literature specific to Wooden's famous *Pyramid of Success* model, other of Wooden's well-known books, some of the more prominent articles and studies on Wooden, works by some of the more successful coaches who have modeled their philosophies based on Wooden's, and leadership-related literature which parallels Wooden's philosophies on leadership.

While not all-inclusive, this selection of literature gives a thorough view of Wooden's philosophies and why he was so successful, and is broken down based on some of the major areas in which Wooden was known to be exceptional during his coaching career, including leadership, teaching and learning, preparation, stability, and Wooden's *Pyramid of Success*.

Leadership

Wooden has helped author many other books on various topics such as leadership, coaching, teaching, and mentoring. Some of the most well-known of these books include *Wooden on Leadership* (2005), *Wooden: A Lifetime of Observations and Reflections On*

and Off the Court (1997), and *The Essential Wooden: A Lifetime of Lessons on Leaders and Leadership* (2007). The first book, co-authored with Steve Jamison, focuses on Wooden as a leader. *Wooden on Leadership* (2005) specifically outlines his philosophy for how to create a winning organization. While many of the stories and quotes from this book can be found in other of Wooden's books, what sets this book apart is the detail in which Wooden goes on the components of his philosophy on leadership. *Wooden on Leadership* (2005) is interlaced with stories from several of Wooden's former players and coaches who give a great deal of insight into the day-to-day operations of Wooden's teams at UCLA and how they were able to achieve such a tremendous level of success of several years. Wooden (2005) introduces readers to his *Pyramid of Success*, a leadership model developed by him over a period of several years of teaching and coaching, as well as 12 valuable lessons on leadership with several wise nuggets throughout, which are not found in any of his other books.

The focus of *Wooden on Leadership* (2005) is found in the second part of the book, which is called "Lessons on Leadership." In this section of the book, Wooden (2005) gives 12 leadership lessons from his days of teaching and coaching which include the following:

1) Good values attract good people

2) Use the most powerful four-letter word

3) Call yourself a teacher

4) Emotion is your enemy

5) It takes 10 hands to score a basket

6) Little things make big things happen

7) Make each day your masterpiece

8) The carrot is mightier than a stick

9) Make greatness attainable by all

10) Seek significant change

11) Don't look at the scoreboard

12) Adversity is your asset

These 12 chapters are devoted to outlining several of Wooden's leadership lessons, with each chapter divided even further with several more pieces of wisdom Wooden felt were important to his leadership philosophy (Wooden & Jamison, 2005). For example, in one of the 12 chapters, Wooden (2005) discusses the issue of discipline and how he utilized criticism with his teams.

As Wooden (2005) progressed in his knowledge and experience as a teacher and coach, he learned how to balance praise and criticism and not to dole out either more than necessary. Wooden (2005) also came to the conclusion it is better to have fewer rules and make more strongly worded suggestions. This way Wooden was able to maintain flexibility in how he handled different disciplinary situations. Mike Krzyzewski, National Collegiate Athletic Association (NCAA) championship-winning basketball coach of the Duke Blue Devils, has a similar take on rules and explains it when he says:

> Too many rules get in the way of leadership. People set rules to keep from making decisions. Not me. I don't want to be a manager or a dictator. I want to be a leader-and leadership is ongoing, adjustable, flexible, and dynamic. As such, leaders have to maintain a certain amount of discretion. (Klein, n.d., p. 12)

Wooden's leadership has not only had an impact on the basketball court and in the locker room, but also in the business world. Professor Simon Jenkins of Carnegie Faculty of Sport and Education compares Wooden's philosophy with that of Stephen R. Covey, author of one of the most well-known books on leadership and management written in the past few decades, *The Seven Habits of Highly Effective People* (1989). While not a business-specific book, it is one of the best-selling business books of all time, having sold more than 25 million books, 1.5 million audiobooks, and being named by *Time* as one of "The 25 Most Influential Business Management Books" (Gandel, 2011).

The premise of Covey's book is delivered in *Seven Habits*, which "provide an incremental, sequential, highly integrated approach to the development of personal and interpersonal effectiveness" (Covey, 2004, p. 48-49). Professor Jenkins took Covey's *Seven Habits* and compared them with Wooden's *Pyramid of Success*. The similarities are laid out below with Covey's (2004) listed first, followed by Wooden's (Wooden & Jamison, 2005):

1) Be Proactive – Self-control, Alertness, Initiative, Poise

2) Being with the End in Mind – Intentness, Industriousness

3) Put First Things First – Confidence

4) Think Win/Win – Team Spirit, Loyalty

5) Seek First to Understand – Skill, Friendship, Enthusiasm

6) Synergize – Cooperation

7) Sharpen the Saw – Condition

8) Effectiveness to Greatness (added in a later edition) – Competitive Greatness

As a non-sporting figure, Covey's work has been used in every professional environment available (2004). Wooden's philosophy has transcended the boundaries of sport. After reviewing some of the core literature on Wooden's leadership, next Wooden's impact as a teacher on the basketball court will be examined.

Teaching and Learning

As a former English teacher, Wooden had years of experience in the classroom setting (Wooden & Jamison, 1997). After his days of teaching English were over, he made the basketball court his classroom and his teams were his students. He was a strong believer in his role as a teacher of basketball, regularly referred to himself as a teacher, and heavily utilized the four laws of learning, which are explanation, demonstration, imitation, and repetition (Wooden & Jamison, 1997). Wooden used these laws during his practices and instilled his basketball habits into his players, until they operated the fundamentals of basketball at a high rate with few mistakes. His heavy emphasis on fundamentals was what many basketball coaches feel was one of the main reasons for his teams' great successes (Wooden & Jamison, 1997).

This concept has been copied by many of the great coaches, including Hall of Fame coach Pete Newell of Princeton University, who passed it to fellow Hall of Famer Bob Knight, former highly successful coach of Indiana University (Friedman, 2013). Newell told Knight that "coaches who rely on simplicity and execution have more long term success than coaches who rely on surprises and changes. Dynasties are not built on trickery and gimmicks, but rather on a solid foundation of fundamentals executed

precisely" (Friedman, 2013, p. 15). The teaching of fundamentals was one of Wooden's strengths, as evidenced by the many former players who commented on the topic.

Wooden (2005) once said, "Be uncomfortable being comfortable, discontent being content" (p. 192). When Wooden first arrived at UCLA, the team's practice facilities were in poor shape. Wooden quickly decided he could never win a national championship with these facilities. To his surprise, one of his early teams made it all the way to the national semifinals before losing a close game. This prompted Wooden to change his attitude and tactics, despite the facilities. As a result, his team won their first national championship two years later and began one of the greatest championship runs in sport history (Wooden, 2005). This all was due to Wooden's willingness to make changes in his methods and seek a better, more effective way of doing things. This idea of Wooden constantly seeking to gain knowledge and increase his teaching ability will be further explored in the next section.

There are several articles and studies written by others covering Wooden's teaching and leadership and comparing them with other well-known theories. One of the more in-depth articles is titled "Improving Teaching through Continuous Learning: The Inquiry Process John Wooden Used to Become Coach of the Century" (2012). Written by Bradley Alan Ermeling (2012), this article looks at four key features found in three thoroughly documented models of professional inquiry designed for classroom teachers (Japanese lesson study, action research, and the Getting Results model) and compares them with Wooden's approach to coaching. The four features Ermeling (2012, p. 197) uses to compare to Wooden's approach are:

1) Identifying and defining important and recursive instructional problems specific to the local context

2) Preparing and implementing detailed instructional plans

3) Utilizing evidence to drive reflection, analysis, next steps

4) Persistently working toward detectable improvements, specific cause-effect findings about teaching and learning

Within each of these four key features, Ermeling (2012) looks at each of the three documented models of professional inquiry mentioned earlier and compares them with Wooden's methods. As Ermeling (2012) describes, what stood out was how dedicated Wooden was to mastering his teaching of basketball. Ermeling (2012) goes on to say, "Like any classroom context, Wooden and his coaching staff were responsible for a whole 'curriculum' of important subject matter to cover over the course of the year" (p. 200). Between basketball seasons, Wooden would choose one segment of basketball to study and would pour over books, articles, discuss with other coaches, and attend clinics until he felt he had mastered the chosen subject (Ermeling, 2012). He then felt he could adequately teach the subject to his players**,** during the upcoming season.

Ermeling (2012) then discusses Wooden's skill of planning, specifically his detailed lesson plans. This is perhaps one of the most effective tools Wooden utilized, and he credited his background teaching English prior to taking up coaching. Ermeling (2012) says, "He believed planning was essential for any instructional context and credited his high school teaching experience for his ability to plan basketball lessons" (p. 201).

Finally, Ermeling (2012) sums up Wooden's teaching by discussing how he never stopped trying to learn and become a better teacher, nor was he afraid to take risks and make changes to improve his team (Ermeling, 2012). Wooden was constantly tweaking and adjusting in order to better not only his teams, but also himself. According to Ermeling (2012), Wooden allowed himself and others to make mistakes as they constantly searched for a better way to do things. He searched for small improvements and continued to teach the fundamentals. As Wooden famously said:

> When you improve a little each day, eventually big things occur (…) Not tomorrow, not the next day, but eventually a big gain is made. Don't look for the big, quick improvement. Seek the small improvement one day at a time. That's the only way it happens—and when it happens it lasts. (Jamison & Wooden, 1997, p. 143)

What the article highlights is how effective Wooden's techniques were on the basketball court, even though the four key features were designed for a classroom setting. It also shows how committed Wooden was to being the best teacher he could be. According to Ermeling (2012), the article references how much time Wooden spent trying to learn new things himself and make himself a better teacher, and how teachers from any setting can do the same throughout their entire careers, just as Wooden did right up until he retired.

The previous article highlights how Wooden sought to change for the benefit of improvement. In their book, *Christian Reflections on the Leadership Challenge*, Kouzes and Posner (2004) list five practices of exemplary leadership. One of them is "leaders challenge the process" (p. 71). They go on to discuss how leaders should be willing to

make mistakes and try new things to become better leaders and make their team better.

According to Kouzes and Posner (2004), "the overall quality of work improves when

people have a chance to fail" (p. 25). When leaders are allowed to seek innovative

change, they and their team are able to grow and improve (2004). Even after achieving

such tremendous success, Wooden was continuing to seek a better way.

Arguably the most comprehensive study focused solely on how the effectiveness

of Wooden's teaching was conducted by Professors Ronald Gallimore and Roland Tharp,

titled, "What a Coach Can Teach a Teacher, 1975-2004: Reflections and Reanalysis of

John Wooden's Teaching Practices" (2004). This article revisits and updates the

professors' original study conducted during the 1974-75 collegiate basketball season.

What the authors found through examining their original study and interviewing former

players and Wooden, himself, was most of their observations remained unchanged,

decades later. The purpose of the original study was to examine in-depth the teaching

methods utilized by Wooden, who at the time had won a record nine NCAA basketball

championships, and would add another at the end of the season being studied. Gallimore

and Tharp considered Wooden a master teacher and felt he was a perfect choice to

conduct their study (Gallimore & Tharp, 2004).

Using a coding system created by the two professors, Wooden's practices were

observed and detailed notes and recordings were documented to establish how Wooden

taught his players and what were the most effectives techniques utilized by Wooden

(2004). What the professors found was how much more instruction was voiced by

Wooden than any other category, including praises and reproofs. When Wooden did

speak, it was mostly in short, succinct utterances, designed to deliver quick, meaningful

nuggets of instruction without halting the practice (2004). By using this technique of quick instruction, the players continued to run through a practice, building up their conditioning, while receiving instruction "on the fly." Bill Walton, one of Wooden's and college basketball's most famous and successful players, summarized practices under Wooden's guidance better than anyone with these remarks:

> Practices at UCLA were nonstop, electric, supercharged, intense, demanding (…) with Coach pacing the sidelines like a caged tiger, barking instructions, positive reinforcement, and maxims: "Be quick, but don't hurry." He constantly changed drills and scrimmages, exhorting us to "move quickly, hurry up." Games seemed like they happened in a slower gear. I'd think in games, "why is this taking so long because everything we did in games happened faster in practice." (Wooden, 1997, p. viii)

Another of Wooden's most effective teaching techniques, according to Gallimore and Tharp (2004), was how he delivered instruction. Gallimore and Tharp (2004) observed not only was the instruction short and to the point, it also was usually delivered in what Wooden called a "sandwich approach." Wooden would say or often show the correct way to do something, follow up with the incorrect way he had just observed, and repeat the correct way, thus leaving no question what he expected from his player or players. This was all done many times without stopping the action on the court. By using this method of instruction regularly, Wooden was preparing his teams for the fast pace of an actual game.

Preparation

Another key component of Wooden's success, according to many former players, opponents, fellow coaches, and observers was how well he prepared himself and his teams, and how detail-oriented he was with basketball practices, games, and life. Jamison and Wooden (1997) sum up these ideas when Wooden had this to say about the minutely detailed, persistent work he did for years, "I love it. It was as Cervantes described. For me the journey *was* the inn" (p. 136).

Something which went hand-in-hand with Wooden's minutely-scheduled practices was time management. An excellent way to upset Wooden on the basketball court was to waste time (Wooden & Jamison, 2007). One of Wooden's most effective tools for managing his practice time was his high level or organization. He used 3 x 5 notecards to plan out his practices in detail with his assistant coaches (Wooden and Jamison, 2007). According to Wooden (2007), each assistant coach would leave his planning meeting with a copy of the practice schedule printed on one of the notecards. Every minute of a two-hour practice was scheduled for something, and it was all documented on the notecards. Players would remark how practices were so fast-paced, the games seemed slow (Wooden & Jamison, 2007).

This extreme level of detail and organization allowed Wooden's teams to maximize every possible minute. Almost no time was wasted standing around waiting for the next drill or instruction. This organizational technique did several things for the team. According to Wooden (2007), it taught them at a fast pace, allowing them to perfect fundamentals at a high speed and make the fundamentals automatic, allowed

Wooden and his players to maximize the time they were allowed to spend in practice, kept the players (and coaches) mentally sharp, and did not allow them to become complacent. It also conditioned the players while teaching them basketball skills, combining two activities into one, and prepared them for the tempo of the games, which as mentioned, seemed slower for some players compared with the practices.

Roy Williams, coach of the University of North Carolina and winner of two NCAA championships, uses a similar technique for planning. His methods have led him to be called "frighteningly organized" by fellow coaches (Williams & Crothers, 2009, p. 181). When speaking about his planning, Williams said, "I do a practice plan every day and have it typed and placed in all of the players' lockers. In my office files, I still have every practice plan I've ever written since I coached at Owen High" (2009, p. 181). This approach to planning is not sport-specific. Similar approaches to planning can be seen in business, as well as the Bible.

In *Management Essentials for Christian Ministries*, Anthony and Estep Jr. (2005) describe planning as "not mystical or magical," and how "once grabbing hold of a vision, a leader begins to build that future in a detailed, step-by-step process" (p. 14). The authors continue by describing how detail-oriented God's plan of creation was, "from the smallest details of the atom to the limitless expanse of space" (2005, p. 14). Another Biblical example of careful preparation is that of the detailed specifications given to Noah by God for the planning and building of the ark (2005).

One of Wooden's (2005) most famous quotes sums up his view on preparation when he said, "failing to prepare is preparing to fail" (p. 154). Wooden explains further

how meticulous he was in planning his basketball practices and managing the clock

during those practices to ensure they were on schedule and how much he despised

wasting even one minute. He even goes on to explain how many minutes a season he

had, based on the number of weeks in a season and average duration of a practice**,** just to

prove how important he saw the practice piece (2005). By maintaining all lesson plans

from previous days, weeks, months, and even years, Wooden and his staff would refer to

these plans to build future plans and guide their planning processes (2012). Wooden

could look back on the previous year and see what he had taught on a specific day to

determine how the upcoming day or week of practice might look.

Stability

Something else Wooden practiced and demanded from his players was self-

control. An example of this control Wooden exemplified was controlling his temper, and

he expected the same with his players (Wooden & Jamison, 1997). Wooden (2007) was

a firm believer in keeping one's temper and he "would not accept inconsistency-the

pitfalls of repeated highs and lows" (p. 107). Wooden sought players who could control

their temper**,** on and off the court. He felt those who could control their temper were

more likely to succeed during games. According to Wooden (1997), "I valued players

with spirit and avoided those who were temperamental. Spirit is good. Temperament is

bad" (p. 139).

In the book**,** *Prodigal Soldiers*, which chronicles a group of young military

officers during the Vietnam War and how those years shaped their mentality as military

generals years later during Desert Storm, former United States Air Force General

William Creech's attitude toward emotions and temperament is very similar to Wooden's. At one point, Gen. Creech was commander of 3,800 aircraft, 115,000 full-time employees, and 65,000 uniformed personnel (Kitfield, 1995). Creech was known to be extremely even-keeled and when addressing his subordinate commanders, had this to say about emotions: "Once you've lost your temperament, you've lost your power of reasoning, and you are being controlled by your emotions. It is all right to put steel in your voice, but if you're going to get mad, get up and leave the room instead" (p. 177).

Just as Wooden stressed the importance of controlling one's temper in *Wooden* (1997), he explains in *The Essential Wooden* how important he felt it was for him and his players to keep their emotions in check (Wooden & Jamison, 2007). Wooden (2007) felt those who had trouble controlling their emotions were prone to make mistakes and were not as trustworthy. In everything, Wooden wanted stability and consistency. He did not like peaks and valleys in his team (Wooden & Jamison, 2007). Many of Wooden's players reflect in this book how they did not notice any difference in Wooden, after a win or a loss. What they did notice was when their level of effort would decline. It was then when Wooden would become upset or disappointed in his team (Wooden & Jamison, 2007).

Definition of Success

One of Wooden's most famous books is *Wooden: A lifetime of observations and reflections on and off the court* (1997), co-authored with Steve Jamison. This book is filled with short thoughts from Wooden on dozens of topics such as leadership, morality, family, and, of course, basketball. While it does not go as in-depth as some of Wooden's

other books mentioned in this review, it reveals many details on how Wooden became such a successful basketball coach, including Wooden's thoughts on why he achieved so many wins during his career (1997). Wooden is honest in his assessment of this question and concludes his teams won because, "I was above average in analyzing players, getting them to fill roles as part of a *team*, paying attention to fundamentals and details and working well with others" (Wooden & Jamison, 1997, p. 113). It also briefly discusses a key piece of Wooden's view of success, which will be discussed in more detail using other of Wooden's books.

One of the lasting accomplishments of Wooden's teaching career was his development of a leadership model dubbed his *Pyramid of Success*. Implemented and re-worked over a number of Wooden's early teaching years, his Pyramid embodies the foundation of Wooden's philosophies on life and teaching. One of the most in-depth books on Wooden's Pyramid is *Coach Wooden's Pyramid of Success* (2005), co-authored by John Wooden and Jay Carty, in which the authors describe what Wooden calls his "building blocks for a better life" (Carty & Wooden, 2005, p. 20). The building blocks of *The Pyramid of Success,* created by Wooden throughout his coaching**,** are what he feels are the 15 tools for one to achieve success in life (Wooden & Carty, 2005). After Wooden's coaching days were finished, this concept became as well-known as Wooden's coaching records, due to its simplicity and adaptability to any audience or environment.

The Pyramid of Success is everything John Wooden believed and practiced throughout his career and after, according to Wooden and Carty (2005). Today, it is used as a motivational tool by corporations, speakers, and athletic teams, among other audiences, and is still discussed by his former players as something which stuck with

them their entire lives (Wooden & Carty, 2005). For years, Wooden constantly tinkered

and rearranged and consulted others when he was developing his *Pyramid of Success*

(Wooden & Carty, 2005). When he finally felt satisfied with the product, he was left

with a pyramid of 15 building blocks. The mortar qualities were added later. Wooden

(2005) lists the building blocks as industriousness, enthusiasm, friendship, cooperation,

loyalty, self-control, alertness, initiative, intentness, condition, skill, team spirit, poise,

confidence, and competitive greatness. The first five listed form the foundation of the

pyramid, according to Wooden (2005). The mortar is the qualities of ambition, sincerity,

adaptability, honesty, resourcefulness, reliability, fight, integrity, patience, and faith. The

apex is listed as success.

Coach Wooden's Pyramid of Success is divided into chapters with 15 chapters

representing the building blocks which make up the pyramid, 10 mortar qualities, which

fill in the gaps between the pyramid blocks, and the apex of success (Wooden & Carty,

2005). In each chapter, Wooden (2005) defines the building block such as self-control in

his words, gives a short lecture or life story on that particular topic and why he chose to

include it in the pyramid and what it means in his life, and concludes with a piece of

Scripture. For example, Wooden (2005) says this about self-control: "Practice self-

discipline and keep emotions under control. Good judgement and common sense are

essential" (p. 54). He then shares more thoughts on what he believes self-control means

and how it should be practiced, and finally concludes with 2 Peter 5:6, which says,

"Knowing God leads to self-control. Self-control leads to patient endurance, and patient

endurance leads to godliness" (New Living Translation).

What makes Wooden's tool unique from other leadership or coaching tools is his interweaving of Scripture. Wooden was known for his strong morality and faith, and in this book, he concludes each building block or mortar chapter with a piece of Scripture to go along with it. What really ties everything together in this book is how co-author Jay Carty then gives a short devotion after Wooden's piece (Wooden & Carty, 2005). Carty's résumé resonates among the sport world as a former Los Angeles Laker, college basketball coach, and assistant on Wooden's coaching staff (Wooden & Carty, 2005). Wooden's faith is one of the most notable differences from many other coaches. His faith influenced his teaching and coaching, as this book suggests.

Several businesses, companies, organizations, and athletic teams have incorporated Wooden's Pyramid in their daily practices, using it as a motivational and inspirational tool for members. In the article, "The Pyramid of Teaching Success in Sport: Lessons From Applied Science and Effective Coaches," the authors used Wooden's Pyramid as inspiration for their own Pyramid of Teaching (Appendix B) in order to "reflect the position that effective coaching is dependent upon teaching success" (Gallimore, Gilbert, Nater, & Siwik, 2010, p. 87). Using the same concept of five tiers of building blocks and mortar, the authors (2010) felt that "While Wooden's Pyramid expresses athlete developmental outcomes, it neither defines for a coach how to improve teaching and learning nor identifies the building blocks of effective coaching" (p. 88).

Wooden's Pyramid, or similar concepts, can be seen around the sporting world, as well. Duke University coach Mike Krzyzewski, winner of five NCAA national championships, himself, has taken many of Wooden's blocks and mortar and incorporated them in his own philosophy, which he shares in *Beyond Basketball: Coach*

K's Keywords for Success (2006). Many of the keywords modeled by Krzyzewski are

identical to those found in Wooden's *Pyramid of Success*, including enthusiasm, poise,

adaptability, friendship, and integrity (Krzyzewski & Spatola, 2006). Krzyzewski (2006)

also shares Wooden's view on a coach's role as a teacher and explains how he feels

people should never stop learning. Just as Wooden said, "It's what you learn after you

know it all that counts," and "When you are through learning, you are through" (Wooden

& Jamison, 1997), Krzyzewski (2006) says, "I always remind myself that you learn

forever and from everyone" (p. 104).

Another of Wooden's well-known books is *The Essential Wooden: A Lifetime of*

Lessons on Leaders and Leadership (2007), mentioned earlier, which was also co-

authored by Steve Jamison. Wooden makes a point in this book concerning winning,

which is contrary to how most of the sporting world views winning. Wooden says, "I

would never allow the scoreboard to be the judge of whether I had achieved success"

(Wooden & Jamison, 2007, p. 32). What Wooden valued, as he shares in this book, is the

preparation and journey toward winning. Whether his team ended up winning or losing

was not as important to him as how hard they had worked. Wooden's (2007) own

definition of success was, "Success is peace of mind, which is a direct result of self-

satisfaction in knowing you made the effort to do your best to become the best you are

capable of becoming" (p. 33). This definition is different from today's winning-is-

everything attitude in that it does the following, according to Gilbert:

> Provides not only guidance for those who teach others, but also hope and
>
> motivation for the learner. The focus clearly is on individual responsibility to

continuous improvement in order to become the best you personally can become, regardless of external factors. (2010, p. 341)

Wooden was a firm believer that winning was a byproduct of success, not the end all. He wanted each and every one of his players to feel confident they could achieve success, whether they were the highest scorer or the last man off the bench. Wooden (2005) describes his views on this, referring to it as "attainable greatness," greatness which could be reached by those in a supporting role just as easily as those who received more playing time. Wooden made these thoughts very clear to all his players and as a result, Wooden considers many of his most successful players to be those who never started a single game or led the team in any category.

Within this chapter, pertinent literature has been reviewed relating to John Wooden's leadership and teaching philosophy when it comes to basketball and life. Works written by Wooden were reviewed, as well as Scripture, articles and studies from other authors focused on Wooden's accomplishments and methods, and specific leadership literature. Using this literature as a foundation, the next chapters will seek to summarize the main parts of Wooden's philosophy into an organized and focused manner, discuss how past studies can be expanded, as well as suggest possible new studies relating to Wooden's philosophy and achievements.

CHAPTER THREE: METHOD

The three research questions posed in this paper are 1) what techniques and methods did Wooden utilize to achieve such tremendous success as a coach; 2) how did Wooden's leadership style compare to other well-known coaches both from his era and since; and 3) how do Wooden's methods translate into an non-sport organizational or managerial role? Using the research questions as a guide, the goal of this study was to examine the leadership philosophy of John Wooden and compare his philosophy with several well-known and successful athletic coaches, as well as leaders from other areas.

Specifically using Wooden's *Pyramid of Success*, the study was designed to find out how many of the building blocks of Wooden's (2005) *Pyramid of Success* are also found in the philosophies of other coaches and leaders to determine if there is a connection with Wooden's specific philosophy and methods and the tremendous level of success he experienced as a college basketball coach, and to also determine if there is a common theme among the leaders mentioned in the study. The method, design, and measures of the study will be examined to explain how the study was conducted.

Method

Although this study would appear to be a quantitative study, due to generating numbers in the form of percentages when comparing Wooden's (2005) *Pyramid of Success* with the leadership components of other coaches and well-known leaders, the method utilized was primarily a qualitative method. This is in tune with the concept of a qualitative study when the "goal of the research problem is to examine, understand, and

describe a phenomenon" (Basic Research Designs, 2012, p. 4). The phenomenon is the rare level of sustained success Wooden achieved while coaching the UCLA Bruins' basketball team. The numbers generated from the study are not the primary goal of the study, but instead**,** a means to an end. In other words, the percentages aid in exploring Wooden's incredible success in winning games at the collegiate basketball level. The primary goal of the study was to explore the ideas and behaviors of John Wooden and compare these ideas and behaviors with other coaches and leaders, thus making this primarily a qualitative study.

Design

Within the qualitative method, the research design used for this study was a mix of narrative, case study, and causal comparison. The use of narrative design was to "describe the life of an individual to get meaning from him" (Basic Research Designs, 2012, p. 6). Several resources were utilized in this research to explore the life of Wooden, how he was raised, his motivations, methods, and values, and how he used these components to mold his leadership and teaching philosophy. The use of case study design was, according to Basic Research Designs research website, to "study and understand a single situation, which could be a leader, process, or activity" (2012, p. 6). In this case, the single situation was John Wooden's success as a leader in coaching and teaching basketball. The use of causal comparison, which is considered a quantitative method, is to attempt to understand the cause and effect of Wooden's philosophies and methods and how it turned into athletic success (Airasian & Gay, n.d.). More specifically, the causal comparison design utilized was retrospective design, which is when the effects have already occurred (Fa Tima, 2015). By exploring Wooden's

philosophies and methods, the goal is to determine why Wooden achieved such great

success.

Measures

Variables used in this study include the building blocks of Wooden's (2005)

Pyramid of Success, including industrious (hard work and planning), enthusiasm,

friendship, cooperation, loyalty, self-control, alertness, initiative, intentness, condition,

skill, team spirit, poise, confidence, and competitive greatness. These variables were

compared with philosophies of other successful coaches and leaders. The results of these

comparisons are displayed in tables in the next section. The tables display data based on

each research question. By comparing the building blocks of Wooden's (2005) *Pyramid*

of Success with other successful coaches and leaders, the goal is to determine if

similarities exist between the various philosophies of successful leaders and coaches used

for this research.

Procedure

The study examined leadership philosophies of several successful coaches and

business leaders and compared them with Wooden's (2005) *Pyramid of Success*.

Leadership philosophies used in this study include that of University of North Carolina

men's basketball coach Roy Williams (Williams & Crothers, 2009), Duke University

men's basketball coach Mike Krzyzewski (Krzyzewski & Spatola, 2006), former

University of Tennessee women's basketball coach Pat Summitt (Summitt, 2016), former

Indiana University men's basketball coach Bob Knight (Knight & Hammel, 2014),

former Northern State University men's basketball coach Don Meyer (Meyer, 2013),

former Portland Trailblazers coach Dr. Jack Ramsay (Ramsay, 2004), former San

Francisco 49ers coach Bill Walsh (Walsh, Jamison, and Walsh, 2009), former

Indianapolis Colts coach Tony Dungy (Dungy & Whitaker, 2007), former Green Bay

Packers coach Vince Lombardi (Buckman, 2002), former Secretary of State and retired

Army General Colin Powell (Powell & Koltz, 2012), founder of Apple and Pixar Steve

Jobs (Kalla, 2012), founder of Nike, Inc. Phil Knight (Knight, 2016), and well-known

leadership guru Stephen Covey (Covey, 1989).

Many of these coaches and leaders have written autobiographies or leadership

books outlining their methods and philosophies when it comes to leadership. Others have

websites dedicated to their leadership philosophies. These books and websites were

studied in order to create a list of leadership qualities valued by each leader, just as

Wooden's (2005) *Pyramid of Success* outlines his valued leadership qualities. Once each

leader's list was compiled, the qualities were tallied up to determine the most common

leadership qualities shared by the leaders. In other words, it was determined how many

of the qualities were found among the highest number of leaders.

Finally, the study determined how many of the building blocks from Wooden's

(2005) *Pyramid of Success* were also found in the philosophies of the other successful

coaches and leaders. The study produced the two primary results of determining how

many qualities, if any, were found in most or all of the leadership philosophies examined,

and how many of Wooden's (2005) building blocks from his *Pyramid of Success* were

found among the philosophies of the other leaders.

CHAPTER FOUR: RESULTS

Two primary outcomes were generated from this study to help answer the three research questions. The two primary outcomes include the following: 1) percentage of Wooden's (2005) *Pyramid of Success* building blocks found in each leader's philosophy, and 2) most commonly found building blocks of Wooden's *Pyramid of Success* among the leaders.   Concerning the first primary outcome, 11 of 13 leaders utilized more than 50% of Wooden's building blocks. The results were as follows: Don Meyer – 73%, Pat Summit – 67%, Roy Williams, Vince Lombardi, Colin Powell, and Steve Jobs – 60%, Dr. Jack Ramsay, Bill Walsh, Tony Dungy, Stephen Covey – 53%, and Mike Krzyzewski and Bob Knight – 40%. These results of this outcome will be discussed more at the end of this chapter.

The other primary outcome, the most common building blocks found among the leaders' philosophies, is as follows: industriousness (hard work) and team spirit were found in 100% of the other leaders' philosophies, skill – 77%, cooperation and competitive greatness – 69%, confidence – 62%, loyalty and intentness – 54%, enthusiasm, self-control, and condition – 46%, friendship, alertness, and initiative – 38%, and poise – 23%. Within these primary outcomes are several interesting secondary outcomes which help to answer the research questions and, as mentioned earlier, could lead to more detailed and focused research in the future. The following discussion will look at the three research questions and display more in-depth information from this study, which helps to answer the questions.

Research Question 1

Research question 1 asked the following question: What techniques and methods did Wooden utilize to achieve such tremendous success as a coach?

The research designs of narrative and case study were utilized to determine the answer to this question and are explained in detail as part of chapter two, the literature review. To summarize what was found in the literature concerning the techniques and methods Wooden (2005) utilized, his *Pyramid of Success* was the basis for his leadership philosophy. Although Wooden worked on the *Pyramid of Success* and was not fully complete with the Pyramid until later in his coaching career (Wooden & Carty, 2005), the building blocks drove everything Wooden did, not only how he coached his players, but how he lived his life. Once he had developed the Pyramid, it was simply a concrete example of the way Wooden had been living his life for several years**,** prior.

Other specific methods Wooden employed during his coaching career include his constant focus on learning new ways to coach and teach his players by studying other coaches during the off season, his focus on teaching the smallest details and fundamentals to perfection by way of constant repetition and execution, his exceptional organizational skills and time management in practice, achieved in part by methods such as his 3 x 5 notecards and demand for utmost effort in everything from his players, his ability to maintain a stable, consistent, level-headed attitude at all times, and his view of success and failure, which did not necessarily equate to wins and losses (Wooden & Jamison, 2005).

Research Question 2

Research question 2 asked the following question: How did Wooden's leadership style (building blocks) compare to other well-known coaches both from his era and since?

In order to determine this, several leadership philosophies from successful coaches were studied. Some of the coaches have written books on their leadership philosophies, while others have websites dedicated to their philosophies. The coaches were from college and professional basketball and professional football. All coaches were male, with the exception of Pat Summitt. The table below displays how many of Wooden's (2005) building blocks are included as part of each respective coach's philosophy.

Table 1

How Many Building Blocks Each Leader Utilized

Leader	Building Blocks (Out of 15 possible)	
Roy Williams (NCAA)	9	60%
Mike Krzyzewski (NCAA)	6	40%
Pat Summitt (NCAA)	10	67%
Bob Knight (NCAA)	6	40%
Don Meyer (NAIA)	11	73%
Jack Ramsay (NBA)	8	53%
Bill Walsh (NFL)	8	53%
Tony Dungy (NFL)	8	53%
Vince Lombardi (NFL)	9	60%

Table 1

As the table shows, out of nine coaches, seven had over half of Wooden's (2005) building blocks as part of his or her philosophy, although none had more than 11 (73%). One interesting fact from the study shows the two lowest totals among the coaches are from Mike Krzyzewski (Duke University) and Bob Knight (formerly at University of Indiana), both who did or still do coach at the same competitive level as Wooden did (NCAA Division I). An assumption could be made that these two successful coaches would have among the highest percentages of Wooden's (2005) building blocks as part of their philosophy, since both coached after Wooden had experienced a great deal of success at the same collegiate level they would go on to coach; however, this assumption would obviously be wrong. Another observation is of the two highest totals. Pat Summitt, the only female coach of the group, and Don Meyer, who coached at the lowest competitive level (Division II) of the group, display the most similarities with Wooden's (2005) building blocks.

Research Question 3

Research question 3 asked the following question: How do Wooden's methods translate into a non-sport organizational/managerial role?

Due to the high level of management a high end head coach must display at a major university or professional sport team, the coaches included in this study serve as excellent examples of if Wooden's (2005) building blocks can translate into other organizational/managerial roles. Also included were retired Army General and Secretary of State, Colin Powel; best-selling business author, Stephen Covey; founder of Apple and Pixar, Steve Jobs; and founder of Nike, Inc., Phil Knight. The following table divides the

13 leaders into three groups, basketball coaches, football coaches, and military and

business leaders and displays the percentage each building block was included in the

leadership philosophies of the leaders as a group.

Table 2

To What Extent Does Each Group Display Wooden's (2005) Building Blocks?

Building Blocks	Basketball Coaches	Football Coaches	Military/Business Leaders
Industriousness (Hard Work)	100%	100%	100%
Enthusiasm	16%	33%	100%
Friendship	67%	0%	25%
Cooperation	33%	100%	100%
Loyalty	33%	66%	75%
Self-Control	66%	33%	25%
Alertness	33%	0%	0%
Initiative	16%	33%	75%
Intentness	50%	66%	50%
Condition	66%	66%	0%
Skill	83%	100%	50%
Team Spirit	100%	100%	100%
Poise	33%	0%	25%
Confidence	66%	33%	75%
Competitive Greatness	66%	100%	50%

Table 2

Although some of the building blocks did not show up in one or two of the

groups, every single building block showed up in at least one of the three groups. Also,

while the sample size of each group varies, eight of the building blocks show up in at

least 50% of the basketball coaches, seven of the building blocks show up in at least 50%

of the football coaches, and 10 of the building blocks show up in at least 50% of the

military and business leaders. The difference between the highest and lowest group is

only three building blocks, showing that there wasn't much change from one sport group

to the next, or one sport group to a non-sport group. As an overall percentage of each

group, out of all possible building blocks in each group (15 building blocks per group

member), the basketball and football coaches' groups each had 56% of all possible building blocks in their respective groups, while the military and business leaders' group had 57% of all possible building blocks in the group. Surprisingly, the military and business leaders' group showed to be slightly more in line with Wooden's (2005) *Pyramid of Success* building blocks, although if only by a single percentage point, helping to answer the question of whether Wooden's methods translate into a non-sport organizational/managerial role.

The results of the study were not as the researcher had anticipated, although the research produced results that greatly helped in answering the three research questions. Some of the more interesting takeaways from the study include the outcome of the study in relation to the basketball coaches as a group, the specific results of each basketball coach, and the comparison of the basketball and football coaches' results with that of the military and business leaders' results. As far as the research questions are concerned, research question 1 was answered more thoroughly in chapter two, the literature review, where Wooden's written material and studies of Wooden's methods were thoroughly reviewed and reported.

Concerning research question 2, the highest percentage of Wooden's (2005) *Pyramid of Success* building blocks was found with Don Meyer (73%) and Pat Summitt (67%). Meyer, who passed away in 2014, coached basketball for 37 years at the Division III, National Association of Intercollegiate Athletics (NAIA), and Division II levels and accumulated 923 wins. Pat Summitt, who passed away in 2016, coached the University of Tennessee women's basketball team for 38 years, amassing 1,098 wins in her career, which is the most in NCAA basketball history (Brady, 2016). These three were tied

together, in a way, with Meyer attending numerous coaching clinics held by Wooden, and Summitt learning a great deal from Meyer early in her coaching career, evidenced by this statement in an interview from 2009:

> He taught me how to teach others how to play the game. When I started coaching at Tennessee, I was 22 years old. I had four players 21 that were seniors. And I never coached a day in my life. So did Coach Meyer help me? Tremendously. (Olney, 2010)

The philosophies of Meyer and Summitt came closer to matching Wooden's instead of some of the more famous and popular coaches on the list, such as Coach Krzyzewski and Bob Knight. What these results showed, overall, was Wooden's methods were one way to achieve success in coaching, but not the only way. Meyer and Summitt most closely emulated Wooden's philosophies, but still developed some of their own building blocks and found incredible success doing so. Krzyzewski and Knight mirrored Wooden's philosophies even less, and they, too, saw great success in coaching, with Krzyzewski gaining 1,047 wins and counting, and Knight achieving 902 wins during his coaching career.

Concerning research question 3, instead of asking how Wooden's methods translate into a non-sport organizational/managerial role, a better question would be simply, "Do Wooden's methods translate into a non-sport organizational/managerial role?" The results of question 3 showed just over half of Wooden's building blocks to be found among fellow basketball coaches, and likewise, Wooden's building blocks are found in just over half of the military and business leaders used for the study. So to

answer the original research question, Wooden's philosophy translates just as well or better to a non-sport role as it does to another coach. The biggest difference between the group of coaches and the group of military and business leaders, however, is which building blocks each group valued. While both groups agreed on the building blocks of industriousness (hard work) and team spirit, the coaches placed a much higher emphasis on skill and competitive greatness, while the military and business leaders placed a higher emphasis on enthusiasm, cooperation, loyalty, initiative, and confidence.

To summarize the overall findings of the study, Wooden's (2005) *Pyramid of Success* concept brought him a tremendous amount of success in coaching. Many coaches have used philosophies similar to his in their careers and achieved great success, while other highly successful coaches have used little of his philosophy and found an equal amount of coaching success. It is no different for military and business leaders. Many have used philosophies that incorporate several of Wooden's building blocks or similar concepts and have seen great success in their careers, while others have used little of Wooden's philosophy and seen and equal level of success. The big takeaway is there is not one perfect leadership philosophy out there. There are many that can produce successful results, and it is on each individual to decide for himself or herself how he or she will be a leader.

CHAPTER FIVE: DISCUSSION

In the final chapter, the results of the summary will be summarized, focusing on the three research questions used to guide the study and how they were answered. This chapter will also discuss some of the more prominent limitations of the study and areas in which future research could be conducted to either further the existing study or expand into different studies.

This study revealed some fascinating results concerning the three research questions. Each question was comprehensively answered utilizing the research designs of narrative, case study, and causal comparison. Research question 1, which explored the techniques and methods that allowed John Wooden to achieve such a tremendous level of sustained success as a coach, was answered using a thorough review of literature by Wooden, as well as studies and articles conducted and written by others concerning Wooden. The results show the primary reasons for Wooden's success include his adherence to his *Pyramid of Success* (2005), his constant focus on learning new ways to coach and teach his players, his focus on teaching the smallest details and fundamentals to perfection by way of constant repetition and execution, his exceptional organizational skills and time management in practice, his ability to maintain a stable, consistent, level-headed attitude at all times, and his view of success and failure (Wooden & Jamison, 2005).

The study yielded some interesting results regarding research questions 2 and 3. Utilizing the causal comparison design, it was determined 11 of 13 leaders incorporated

more than 50% of Wooden's building blocks in their own leadership philosophies. Pat Summitt, the only female coach of the group, and Don Meyer, who coached at the lowest competitive level (Division II) of the group, display the most similarities with Wooden's (2005) building blocks. The philosophies of Meyer and Summitt came closer to matching Wooden's philosophy than some of the more famous and popular coaches on the list, such as Mike Krzyzewski and Bob Knight.

It was also determined Wooden's philosophy translates just as well or better to a non-athletic environment such as the military or business, as it does to an athletic environment. The biggest difference between the group of coaches and the group of military and business leaders, however, is which building blocks each group valued. While both groups agreed on the building blocks of industriousness (hard work) and team spirit, the coaches placed a much higher emphasis on skill and competitive greatness, while the military and business leaders placed a higher emphasis on enthusiasm, cooperation, loyalty, initiative, and confidence.

Limitations/Future Research

The main limitation to the study was a lack of more readily available resources including books, websites, articles, and videos documenting the leadership philosophies of some of the more successful coaches and leaders. While these items likely are available for purchase, this was not financially feasible in order to further this study. Also, due to being on a military deployment for much of the thesis study, library resources, while impressive considering the situation, were not adequate to conduct more of the study. If not deployed, more abundant access to resources (free or inexpensive)

may have contributed to a wider spectrum for the study, although it cannot be determined if more resources would have revealed different results.

Another limitation was the fact Wooden passed away in 2010 (Karimian, 2010). Although there are numerous books authored by Wooden, a firsthand interview would have provided a great deal of depth and perspective to the study. Also, due to his continuing popularity among the coaching circle even now, it is likely even more books and studies would have been written and conducted with Wooden, while he remained alive and able to do so. Since his accomplishments have stood the test of time, more and more people may have been drawn to him to determine the methods he utilized during his time teaching and coaching basketball.

This study could lead to a number of other studies utilizing a similar foundation. Using Wooden's (2005) *Pyramid of Success*, interviews could be conducted with several coaches and leaders from other professions to determine if they utilize any of Wooden's building blocks in their leader philosophy. The groups of interviewees could be divided up into subgroups and compared with each other, just as the coaches were compared with the military and business leaders. These groups could focus on basketball coaches on different levels, such as high school coaches versus college or professional coaches. Players of successful coaches could be interviewed to determine from a second-hand source how often the building blocks were observed by the players when around their coaches. The study provides a great deal of flexibility to achieve similar results, or different research questions could be formed using the same research method and designs to produce different results.

Conclusion

In conclusion, John Wooden's (2005) *Pyramid of Success*, although decades old, has endured through the years as a successful model when it comes to leadership. The study showed coaches and leaders at various levels display several of Wooden's building blocks in their own leadership philosophies, whether intentional or not. Although Wooden was not the first to utilize these leadership traits, his model was unique in its concrete substance. Anyone can look at the *Pyramid of Success* and see how important each quality is when it comes to leadership. For anyone new to a leadership role and beginning to develop his or her own philosophy on leadership, Wooden's philosophy is an exemplary resource to begin with when deciding on which direction to take regarding leadership. For those not so new to leadership, when looking at one's own philosophy, it is likely one will find many of the same building blocks Wooden included in his philosophy, so many years ago.

REFERENCES

Anthony, J. & Estep, J. (2005). *Management essentials for Christian ministries.*
    Nashville, TN: B&H Publishing Group.

Brady, E. (2016, June 28). *Legendary Tennessee coach Pat Summitt dies at 64*.
    Retrieved from http://www.usatoday.com/story/sports/ncaaw/2016/06/28/pat-
    summitt-dies-age-64-tennessee-coach-obit-alzheimers/86406296/

Buckman, B. (2002). *Vince Lombardi as a strategic leader*. U.S. Army War College,
    Carlisle Barracks, Pennsylvania.

Cal Ripken Jr. Biography. (2015, August 24). Retrieved from
    http://www.biography.com/people/cal-ripken-jr-9459154#synopsis

Chicago Bulls. (2016). Retrieved from
    http://www.nba.com/bulls/history/Chicago_Bulls_History-24393-42.html/

Cotton, D. J. & Wolohan, J. T. (2013). *Law for recreation and sport managers* (6th ed.).
    Dubuque, IA: Kendall Hunt Publishing Company

Covey, S. (1989). *The 7 habits of highly effective people.* New York: Free Press.

Dungy, T. & Whitaker, N. (2007). *Quiet strength: The principles, practices, and
    priorities of a winning life.* Carol Stream, IL: Tyndale House Publishers Inc.

Fried, G. (2010). *Managing sport facilities.* (2nd ed.). Champaign, IL: Human Kinetics.

Friedman, D. (2013, March 4). *The power of negative thinking: Bob Knight explains
    his coaching philosophy*. Retrieved from
    http://20secondtimeout.blogspot.com/2013/
    03/the-power-of-negative-thinking-bob.html

Gall, M.D., Gall, J.P., & Borg, W.R. (2010). *Applying education research.* Boston:
    Pearson Education, Inc.

Hernandez, R. A. (2002). *Managing sport organizations*. Champaign, IL: Human
    Kinetics.

Hightower, T.A. (2014). *Boyd's O.O.D.A. loop and how we use it*. Retrieved from
    http://www.tacticalresponse.com/d/node/226

Irwin, R.L., Sutton, W.A., & McCarthy, L.M. (2008). *Sport promotion and sales
    management*. Champaign, IL: Human Kinetics.

John Wooden. (2016). *Coach and teacher*. Retrieved from www.coachwooden.com.

Kalla, S. (2012, April 2). 10 leadership tips from Steve Jobs. Retrieved from
    http://www.forbes.com/sites/susankalla/2012/04/02/10-leadership-tips-from-
    steve-jobs/#3360c2945a02

Karimian, A. (2010, June 5). *Remembering John Wooden*. Retrieved from
    https://usatoday30.usatoday.com/sports/college/mensbasketball/2010-06-04-john-
    wooden-obit_N.htm

Klein, J. (2011). Coach K-Official Website of Coach Mike Krzyzewski.

Knight, B. & Hammel, B. (2013). *The power of negative thinking: An unconventional
    approach to achieving positive results.* Amazon Publishing.

Knight, P. (2016). *Shoe Dog*. New York: Simon & Schuster, Inc.

Kouzes, J. & Posner, B. (2004). *Christian reflections on the leadership challenge.* San
    Francisco, CA: Jossey-Bass.

Krzyzewski, M. & Spatola, J. (2006). *Beyond basketball: Coach K's keywords for
    success*. New York: Warner Business Books.

Malloy, D. C., Ross, S., & Zakus, D. H. (2003). *Sport ethics: Concepts and cases in sport
    and recreation.* Toronto: Thompson Educational Publishing, Inc.

Mason, B. (2011). *Beyond the gold.* Milton Keynes, UK: Authentic Media Limited.

Morgan, W. J. (2007). *Ethics in sport.* Champaign, IL: Human Kinetics.

Meyer, D. Official Website of Coach Don Meyer. 2013.

NBA History – *Points leaders*. (2016). Retrieved from
    http://www.espn.com/nba/history/leaders

Olney, B. (2010, February 22). *Don Meyer set to retire at end of year*. Retrieved from

http://www.espn.com/ncb/news/story?id=4934150

Pat Summit. (2016, June 28). Retrieved from http://www.ncaa.com/news/basketball-

women/article/2016-06-28/pat-summitt-read-legendary-coachs-definite-dozen-

rules

Pitts, B.G. & Stotlar, D.K. (2013). *Fundamentals of sport marketing*. Morgantown, WV:

Fitness Information Technology.

Powell, C. & Koltz, T. (2012). *It worked for me: In life and leadership*. New York:

HarperCollins Publishers.

Ramsay, J. (2004). *Dr. Jack's leadership lessons learned from a lifetime in basketball.*

Hoboken, New Jersey: Wiley Publishing.

UCLA Bruins – *Coach Wooden*. (2013, April 17). Retrieved from

http://www.uclabruins.com/news/2013/4/17/208274589.aspx

Walsh, B., Jamison, S., & Walsh, C. (2009). *The score takes care of itself: My*

philosophy of leadership. London: Penguin Publishing.

Walter, T. (2016, August 14). 30 *medals in Tokyo? I don't think so*. Retrieved from

https://sports.yahoo.com/news/phelps-30-medals-in-tokyo-i-dont-think-so-

225651329.html

Warren, R. (2002). *The purpose driven life.* Grand Rapids, MI: Zondervan.

Williams, R. & Crothers, T. (2009). *Hard work: A life on and off the court*. Chapel

Hill, North Carolina: Algonquin Books of Chapel Hill.

Wooden, J. & Carty, J. (2005). *Coach Wooden's pyramid of success.* Ventura, CA:

Regal Books.

Wooden, J. & Jamison, S. (1997). *Wooden.* New York: McGraw-Hill.

Wooden, J. & Jamison, S. (2005). *Wooden on leadership*. New York: McGraw-Hill.

Wooden, J. & Jamison, S. (2007). *The essential Wooden.* New York: McGraw-Hill.

Woods, R. (2011). *Social issues in sport*. Champaign, IL: Human Kinetics.