

Coaching Leadership on Team Culture of Basketball Coaches

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Abstract: This study focuses on the importance of educational leadership in the field of education in the 21st century, especially the key role of coaches in the field of college basketball. As basketball's status in our country increases, the leadership skills of coaches are crucial to the overall development of colleges and universities. The article emphasizes that in addition to professional skills, coaches also need to have strong leadership skills to meet students' psychological needs and promote students' growth. Secondly, the article explores the impact of coaches' leadership behaviors on students' potential development and team effectiveness. Excellent coaches not only teach techniques, but also formulate training plans and game strategies based on the characteristics of the team to enhance the competitiveness of the entire team. The coach's leadership behavior can also promote cooperation among team members and form a sense of team identity. Finally, the article emphasizes the close relationship between organizational team culture and coach leadership behavior, and explores the important impact of coach leadership behavior on team organizational culture. Research shows that a coach's leadership behavior has a key impact on the overall effectiveness of the team, so exploring the relationship between the coach's leadership behavior and the team's organizational culture is of great significance for optimizing coaching practices. In summary, this article deeply explores the relationship between coaching leadership behavior and team organizational culture, providing an important reference for further optimizing coaching practice.

Keywords: Ethical Leadership; Instructional Leadership; Team Organizational Culture; Basketball Coach; College.

1. Introduction

Educational leadership is a hot issue in the field of education in the 21st century, and all countries attach great importance to the construction of educational leadership. To run a good education that satisfies the people and implement the fundamental task of cultivating moral character and cultivating people, we cannot develop naturally and blindly follow the trend. There must be strong educational leadership, top-level design and correct implementation. As the status of basketball continues to improve in our country, the country is paying more and more attention to the cultivation of basketball talents. As coaches are key figures in player training, the quality of their coaching abilities can often directly determine the development of players. The coaching ability of a coach should not only have excellent professional abilities, but also have strong leadership skills. Because the development of players is not only the improvement of professional level, but also the psychological aspect should receive corresponding attention. The coach's leadership can just make up for the psychological needs of the players, thus promoting the overall development of the players. Therefore, coaches should be given great emphasis in terms of leadership. Currently, there are more and more studies combining the concept of leadership with sports. The organizational culture of their teams is at the heart of educational leadership. A good team organizational culture can effectively improve the leadership of basketball coaches. Therefore, this article focuses on the relationship between the educational leadership of basketball coaches and the organizational culture of the team. By combing and analyzing the relevant research results on basketball coach educational leadership and team organizational culture at home and abroad, we summarize the basic concepts and characteristics of

basketball coach educational leadership and organizational culture, and explore the role of basketball coach educational leadership in building a strong socialist education country and running it well. connotation in education. The people are satisfied and high-quality development is accelerated, which has valuable connotations in the comprehensive development of schools and the promotion of healthy growth of students. It aims to provide intellectual support for cultivating a large number of education-oriented school educators who understand politics, education, and management. Thus proving the relationship between the two.

In sports, through the behavior of coaches, athletes are guided and motivated to maximize their potential in training and competition. To maximize the athletes' abilities to achieve training purposes and achieve satisfactory competition results, we call this phenomenon coach leadership behavior. In group projects, the coach's behavioral role is more prominent. The coach's behavior affects each team member's perception of team effectiveness and the degree of collaboration between team members to a certain extent. The coach's leadership behavior stimulates the potential of each team member, strengthens collaboration between teams, and forms team identity. Moreover, an excellent coach not only instructs athletes on techniques and tactics, but more importantly, based on the overall level and characteristics of a team, formulates training plans and competition strategies that suit the team's own strengths, from improving individual athletes' skills to It can greatly improve the tactical level of the entire team and make the entire team's competitive ability a deterrent to other teams. This is the result of one plus one being greater than two. A sports team is an organization established to achieve certain competition goals. A sports team is composed of athletes. To achieve a good team result in the competition, stimulate the enthusiasm of team members,

strengthen collaboration among team members, and unite the team. The centripetal force between them is extremely critical. A large number of studies have proven that the leadership behavior of an organizational team is closely related to the team's organizational culture. Therefore, studying the leadership behavior of coaches has gradually attracted attention, which is crucial to improving the team's sense of identity and improving the overall effectiveness of the team. It is of great significance to reach a consensus on team goals, unify the steps for the realization of team goals, and improve team effectiveness. Therefore, exploring the relationship between coach leadership behavior and team organizational culture in China provides a basis for optimizing coach leadership behavior.

2. Statement of the Problem

This study aims to identify the relationship between teaching leadership and team organizational culture of college basketball coaches in order to propose a framework of educational leadership that can enhance the organizational culture of principals.

Specifically, the study shall seek answer to the following questions:

What is the profile of the respondents in terms of:

- 1.1 Age
- 1.2 Sex
- 1.3 Playing Year

What is the assessment of the student-respondents on their basketball coach educational leadership, in terms of:

- 2.1 Ethical Leadership
- 2.2 Instructional Leadership
- 2.3 Visionary Leadership
- 2.4 Team Management

Is there a significant difference between the assessment of the respondents on their basketball coach educational leadership when grouped according to profile?

What is the assessment of the student-respondents on the impact of coaches' educational leadership on their team culture in terms of:

- 4.1 Fitness Value
- 4.2 Communication Value
- 4.3 Social Adaptability Value

Is there a significant difference between the assessment of the respondents on their team culture when grouped according to profile?

Is there a significant relationship between the assessment of the respondents on basketball coach educational leadership's and the development of their team culture?

Based on the research findings, what framework for basketball coach educational leadership can be proposed?

3. Hypotheses

Following the given research questions, the researcher claims the given hypotheses: H1: There are no significant differences in respondents' assessment of basketball coaches' educational leadership when grouped according to profile; H2: There are no significant differences in respondents' assessments of their team culture when grouped by profile; H3: There is no significant relationship between respondents' evaluations of basketball coaches' educational leadership and team organizational culture.

4. Scope and Delimitation of the Study

To evaluate the impact of a basketball coach's educational leadership on students on their basketball team's team culture, a quantitative descriptive comparative approach was used.

Babbie (2010) believes that quantitative methods are mainly used to explain and clarify specific phenomena. They also focus on the independent measurement and statistical interpretation of data collected through various types of surveys, or the use of mathematical techniques to process existing numerical data. This study is descriptive in nature, so it examines the relationship between certain variables such as constants and static data. Therefore, tables and numerical charts created from data collected from a large number of participants using organized research tools can be used to provide a broad idea about a current topic or to predict future findings and connections.

Participants for the study were selected using an overall counting method based on specialized criteria, based on the needs of the study. 150 respondents from 10 basketball teams (15 players per team) were selected to answer the questionnaire.

Specifically, for this study, in order to be eligible as a participant, respondents must be:

- Now studying at Yichun Vocational and Technical College;
- Currently studying at university level; and
- Member of the college basketball team.

5. Theoretical Framework

In exploring the intricate dynamics of coaching leadership on the team culture of basketball coaches, a fundamental component lies in the various leadership styles employed. Transformational leadership, characterized by inspirational motivation, intellectual stimulation, and individualized consideration, allows coaches to motivate players, articulate a compelling vision, and encourage innovation within the team. Simultaneously, the adoption of servant leadership principles, which prioritize the well-being of players and emphasize empathy and teamwork, contributes to the establishment of a positive and supportive team culture.

An essential facet of coaching leadership is rooted in communication theories, elucidating the critical role of effective communication in shaping team culture. Transactional communication, with its emphasis on clear exchanges, feedback mechanisms, and reinforcement strategies, facilitates a transparent line of communication between coaches and players. Additionally, drawing from transformational communication theories underscores the importance of coaches conveying a compelling vision and values, thereby establishing strong relationships with players and enhancing overall team cohesion.

Social adaptability and emotional intelligence emerge as pivotal elements within the theoretical framework, reflecting a coach's capacity to understand and navigate diverse social dynamics within the team. Social adaptability draws from social psychology, highlighting a coach's ability to connect with individuals from various backgrounds and communication styles. Simultaneously, emotional intelligence becomes a cornerstone, emphasizing a coach's capability to recognize and manage emotions, fostering a positive emotional climate within the team.

Team dynamics further add depth to the theoretical framework, encompassing the intricate interactions among

players and coaching staff. Group dynamics and role theory provide valuable insights into how player interactions and assigned roles influence team cohesion, communication effectiveness, and the overall team culture. This lens allows for a nuanced understanding of the complexities inherent in team dynamics, aiding coaches in fostering an environment conducive to teamwork and collaboration.

The organizational culture and climate within a basketball team are explored through established models such as Schein's Organizational Culture Model. This application delves into how coaching practices contribute to the overarching culture, shaping the values, beliefs, and norms within the team. Understanding the team as an organization allows coaches to strategically cultivate a positive culture that aligns with their leadership vision.

Motivation theories, ethical considerations, and feedback mechanisms form additional pillars within the framework, offering insights into intrinsic motivation, ethical leadership practices, and the importance of continuous improvement. Ethical leadership principles, such as fairness, integrity, and respect, contribute to the development of a positive team culture. Feedback models, grounded in coaching ethics, foster a culture of continuous improvement, ensuring that players receive constructive feedback for ongoing development.

Hence, considering the aforementioned, the researcher applied the Transformational Leadership Theory. Transformational Leadership theory is rooted in the works of James V. Downton, James M. Burns, and later expanded by Bernard M. Bass, and is characterized by leaders who inspire and motivate their followers to achieve beyond their self-interests. Within the context of coaching leadership on the team culture of basketball coaches, a transformational leader goes beyond merely instructing plays; they inspire players by communicating a compelling vision, fostering individual growth, and creating a collective sense of purpose within the team.

Transformational leadership is instrumental in shaping team culture as coaches who exhibit this style tend to create an environment where players are motivated not just by external rewards, but by their own desire for personal and team development. Coaches employing transformational leadership articulate a vision that transcends individual success, emphasizing the collective goals and values of the team. This approach fosters a sense of unity, loyalty, and shared commitment among players, contributing to the development of a positive and cohesive team culture.

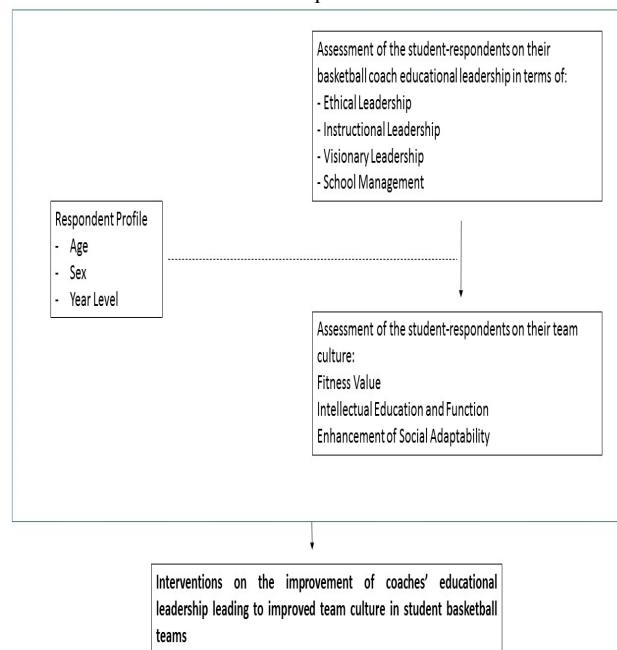
Moreover, transformational leaders engage in intellectual stimulation by encouraging players to think critically about their performance, strategies, and overall approach to the game. This proactive involvement in the intellectual growth of players enhances their understanding of the sport and fosters a culture of continuous learning within the team. By stimulating a culture of intellectual curiosity, coaches not only contribute to the players' development but also create an atmosphere where innovation and adaptability thrive.

An essential element of transformational leadership is individualized consideration, where coaches recognize the unique strengths, weaknesses, and aspirations of each player. This personalized approach contributes to a supportive team culture where players feel valued and understood. Coaches who take the time to understand the individual needs of their players can tailor their coaching strategies, thus promoting a positive and inclusive team culture.

Thus, this research considers that Transformational

Leadership theory proves integral to coaching leadership in the context of basketball team culture. Through inspiring visions, intellectual stimulation, and individualized consideration, coaches adopting this style contribute significantly to the development of a positive, unified, and growth-oriented team culture given that the impact of transformational leadership extends beyond the court, influencing the mindset, motivation, and overall well-being of players within the basketball team.

Table 1. Conceptual framework



In the initial segment of the research study, attention is devoted to constructing a comprehensive profile of the respondents. This involves gathering demographic information such as age, gender, academic year, and potentially their prior experience within the basketball team. Additionally, factors like educational background and exposure to various coaching styles are explored to offer a contextual understanding of the diverse experiences that may shape the students' perspectives. Establishing this foundational profile sets the stage for a nuanced analysis of how individual characteristics may influence the perceptions of coaching leadership and developmental outcomes.

Moving into the heart of the research, the second part involves a meticulous assessment of student-respondents' perspectives on the leadership practices of their basketball coaches. Employing established leadership theories as a framework, the survey delves into aspects like communication styles, motivational strategies, and teamwork facilitation. The inclusion of open-ended questions allows respondents to provide context and elaborate on specific instances that have shaped their viewpoints. This segment aims to unravel the intricacies of coaching dynamics, providing valuable insights into the multifaceted nature of leadership practices within the unique context of basketball coaching.

The final part of the research focuses on quantifying and understanding the student-respondents' perceptions of the level of development facilitated by their basketball coaches. This involves probing into the impact of coaching leadership on skill improvement, personal growth, and overall academic and athletic performance. Questions are designed to capture

the nuanced nature of developmental outcomes, including self-confidence, discipline, and goal-setting abilities. Through a combination of Likert-scale items and qualitative responses, the study aims to uncover how coaching practices contribute to the holistic development of students, shedding light on the multifaceted role of coaches in shaping the lives of their players beyond the basketball court. In synthesizing these three parts, the research seeks to provide a holistic and nuanced understanding of the complex interplay between coaching leadership, student perspectives, and overall individual development within the unique context of basketball coaching.

6. Significance of the Study

This study focuses on improving organizational culture of basketball coaches through development of educational leadership, hence, it is beneficial to the following groups of people: Universities: Universities are places where teaching is organized and play an important role in the teaching process. Basketball coach educational leadership level can provide feedback on organizational culture, improve teaching quality, implement teaching reforms, and create better teaching mechanisms to help. Basketball coach: While teaching, they also receive advice and strategies that enhance their educational leadership and organizational culture. Students. Through improvement in organizational culture and coach's educational leadership levels, they are offered a more efficient and improved basketball program given the good chemistry among coaches, which, in turn, results to collaboration in further developing the said program and challenging one another to improve. Curriculum planners: The results of this study can be used as factual basis to improve teachers' teaching ability, effectively help basketball coach understand the structure of organizational culture, formulate and adjust key contents such as cultural structure. Future Researchers: Researchers can learn more about ways to improve basketball coach educational leadership, and they can also understand the problems that exist in teacher leadership and what specifically hinders the development of organizational culture, which is conducive to reflecting the subjective value of teachers. The research results provide effective scientific research information for future researchers and help them carry out other relevant values, such as using other research variables.

7. METHODOLOGY

7.1. Research Design

This study aims to evaluate the relationship between the teaching leadership and team organizational culture of Yichun college basketball coaches, and to provide important reference materials for improving the teaching quality of basketball coaches at the same school. It also focuses on the two dimensions of ethical leadership and instructional leadership in the educational leadership of basketball coaches, as well as the goal vision, team awareness, shared values, ability awareness, service awareness and participation awareness in the organizational culture. The study involved 150 college basketball coaches. Data were collected through a survey instrument and reviewed and analyzed using means, percentages, Pearson's r product-moment coefficient, and analysis of variance. The results are used as a basis for generating pedagogical input at the level of organizational culture and educational leadership.

7.2. Research Locale and Research Participants

Participants for the study were selected using an overall counting method based on specialized criteria, based on the needs of the study. 150 respondents from 10 basketball teams (15 players per team) were selected to answer the questionnaire.

For this study, in order to be eligible as a participant, respondents must be:

- Now studying at Yichun Vocational and Technical College;;
- Currently studying at university level; and
- Member of the college basketball team.

7.3. Research Instruments

According to Preston (2009), a questionnaire is a way of collecting statistical data on various attributes, behaviors, and reactions of a specific group through the use of specially prepared questions.

This survey used a researcher-created questionnaire. It is divided into three parts. The first part deals with the personal data of the interviewees. The second is about students' evaluation of the basketball coach's educational leadership, and the third is about students' evaluation of how educational leadership contributes to the development of team culture. To measure respondents' level of agreement with each variable item, a four-point Likert scale was used.

In order to ensure that the questionnaire used in this study meets the reliability and validity requirements in a formal survey, after the preliminary design of the questionnaire was completed, the remaining problems in the questionnaire were corrected through a small-scale pre-survey so that a formal questionnaire could be obtained. This preliminary survey selected 150 college students at Yichun University as the research subjects. Due to the large student population at the institution, the survey was conducted primarily online.

7.4. Data Gathering Procedure

Before collecting the formal questionnaire, this study collected samples in a smaller range to better reflect the basic situation of the sample and evaluate the reliability and validity of each variable scale. This study conducted a questionnaire survey on college students, sorted the collected questionnaires, and then used SPSS 26.0 to conduct descriptive statistical analysis, reliability level testing, and validity level testing. Demographic characteristics of the respondents, such as age, gender, and grade, were described using frequencies and percentages. Likert scales are used to collect the thoughts and attitudes of respondents, providing them with a prepared set of response possibilities, allowing them to quantify their sentiment or preference for certain survey topics. The values set are as follows: 4 – Strongly Agree/Completely Agree; 3 – Agree/Agree; 2 – Disagree/Disagree; 1 – Strongly Disagree/Completely Disagree. Use the mean and standard deviation to define the educational leadership qualities of a basketball coach in relation to the team culture of a student basketball team. Standard deviation is used to show how individual results differ from the mean. A low standard deviation indicates consistent or uniform responses, while a high standard deviation indicates diverse or variable responses. Use the independent samples T-test to determine significant differences between given variables. Significant differences were assessed using F or ANOVA tests. To

determine the degree of significance, post hoc ANOVA tests such as Scheffe and least significant difference (LSD) were also applied when significant results were present. Pearson product-moment correlations were applied to infer associations between assessments of extracurricular physical activity and three components of comprehensive education.

If the sig value is greater than (>) the 5% significance level, the null hypothesis is accepted, indicating that there is no significant finding. Otherwise, a sig value equal to or less than (5%) significance level indicates a significant finding and therefore the null hypothesis is rejected.

8. Results and Analysis

8.1. Ethical Leadership of College Basketball Coaches

It refers to the moral standards and values displayed by coaches in the educational process, as well as their moral guidance and shaping of athletes, teams and sports activities. Has the following characteristics

1. Moral role model: As a leader, coaches become moral role models through their own actions and decisions. They act ethically and demonstrate integrity, honesty and fairness.

2. Pay attention to individual development: Coaches focus on the overall development of athletes, not only focusing on the improvement of their basketball skills, but also on their moral character and personal growth. They are committed to developing character and values in their student-athletes.

3. Caring and caring: Coaches care about the physical and mental health of athletes and provide necessary support and assistance. They build trusting relationships with athletes, encouraging them to seek help during difficult times and providing appropriate guidance.

4. Fairness and impartiality: The coach treats all players fairly and impartially, without favoring anyone. They ensure that everyone has a chance to showcase their talents and is treated fairly.

5. Responsibility and respect: The coach emphasizes responsibility and respect, requiring players to maintain respect and dignity for themselves, others and the game. They encourage mutual respect and cooperation among team members.

6. Ethical decision-making: Coaches always adhere to ethical principles when faced with difficult decisions. They consider the overall interests of the team and take moral and ethical considerations into account in their decision-making processes.

7. Develop leadership: Coaches not only develop athletes technically, but also work to develop their leadership and responsibility so that they become leaders and team members of high moral character.

These characteristics together constitute the moral leadership of college basketball coaches, enabling them to play an active role in coaching and have a profound impact on the growth of student-athletes.

8.2. Instructional Leadership of College Basketball Coaches

Refers to the leadership traits and skills a coach demonstrates when coaching and educating student-athletes. Has the following characteristics:

1. Technical professionalism: The coach has solid basketball technical knowledge and rich teaching experience, and can effectively teach techniques and tactics to improve

the basketball level of athletes.

2. Communication skills: Coaches are good at communicating with student-athletes, clearly expressing teaching goals and requirements, effectively transmitting information, and promoting students' learning and growth.

3. Inspire passion: Coaches can inspire student-athletes' enthusiasm for learning and competitive awareness, encourage them to overcome difficulties and continuously improve their abilities.

4. Personalized guidance: Coaches develop personalized training plans and guidance programs based on the individual differences of student-athletes to help them realize their potential and make progress.

5. Team building: Coaches focus on cultivating teamwork and cohesion. Through collective training and competitions, they promote cooperation and trust among team members and achieve overall improvement of the team.

6. Goal setting: The coach and the players jointly set clear training and competition goals to guide them to work towards the goals, make continuous progress, and improve their competitive level.

7. Feedback and evaluation: Coaches regularly evaluate and give feedback on the performance of student-athletes, point out their strengths and weaknesses, and provide targeted suggestions and guidance to help them improve and grow.

8. Leadership demonstration: Coaches demonstrate the role of a leader through their own behaviors and attitudes, stimulating student-athletes' learning motivation and confidence.

These characteristics together constitute the instructional leadership of college basketball coaches, enabling them to effectively guide and develop student-athletes to achieve good results and performance in the field of basketball.

8.3. Goal and Vision in the Organizational Culture of College Basketball Coaching Teams

It's usually about creating a positive, collaborative team atmosphere that strives for success together. This vision is designed to inspire team members to continuously strive to achieve their highest individual and team potential, while establishing common goals and values that the entire team pursues. Specifically, it includes the following aspects:

1. Pursuit of excellence: Team members jointly pursue excellence in basketball performance and competition results, strive to perform at their best level in every game, and constantly surpass themselves.

2. Develop leadership: The team is committed to cultivating the leadership potential of each member, encouraging them to demonstrate leadership on the court and become role models and guides in daily life.

3. Establish team cohesion: The team is committed to establishing close team relationships and cohesion, strengthening the connection and trust among members through cooperative training and team activities, and forming a united force.

4. Establish a good image: The team strives to create a good image and reputation and present a professional, friendly and courteous image when representing the school and community in competitions.

5. Develop personal qualities: Team members are encouraged to develop personal qualities, not only continuously improving their basketball skills, but also focusing on the cultivation of personal morality, leadership,

communication skills and other aspects.

6. Promote learning and growth: The team is committed to creating a learning organization that encourages members to continuously learn, grow and innovate, and constantly improve their basketball skills and teamwork abilities.

These goals and visions together constitute the goal orientation in the organizational culture of the college basketball coaching team, guide the behavior and efforts of team members, and provide a solid foundation for the development and success of the team.

8.4. Team Awareness in the Organizational Culture of College Basketball Coaching Teams

It refers to the cohesion, sense of belonging, and recognition and concern for the interests of the entire team among team members. In a basketball team, team awareness is crucial because it enables team members to work better together, support each other, and work toward a common goal. Has the following characteristics

1. Teamwork: Team awareness encourages team members to cooperate with each other and work together to achieve the team's goals. Members realize that better results and performance can only be achieved through teamwork.

2. Mutual support: Team awareness enables team members to support and encourage each other, help and support each other in difficult moments, and overcome difficulties together.

3. Collective honor: Team consciousness emphasizes that team honor is higher than individual honor. The success of the team is the result of the joint efforts of each member, so team members will be proud of the success of the team.

4. Team goals: Team awareness enables team members to have a clear understanding and understanding of the overall goals of the team, and they will work hard to achieve these common goals.

5. Responsibility and commitment: Team awareness makes team members feel responsible and committed to the team. They are willing to work hard for the team and consider the interests of the team.

6. Team culture: Team awareness promotes the formation and inheritance of team culture. Team members jointly follow the team's values and codes of conduct, forming a unique team atmosphere.

These characteristics together constitute the team consciousness in the organizational culture of the college basketball coaching team, allowing team members to better collaborate and cooperate and jointly pursue the success and development of the team.

8.5. Shared Values of the Organizational Culture of College Basketball Coaching Teams

It refers to the core values that team members agree on and follow. These values are widely disseminated and accepted within the team, becoming the basis for team behavior and decision-making, and affecting the team's atmosphere and performance. The following are the shared values that exist within the organizational culture of a college basketball coaching staff:

1. Teamwork: Team members jointly recognize and value the importance of teamwork, and believe that better results and performance can be achieved through teamwork.

2. Respect and fairness: Team members respect each other

and treat everyone fairly. Regardless of their status and ability in the team, everyone should receive equal respect and opportunities.

3. Motivation and support: Team members motivate and support each other, encourage each other to overcome difficulties, strive for progress, and jointly achieve personal and team goals.

4. Dedication and commitment: Team members are willing to dedicate and commit themselves to the interests of the team and are willing to put in effort and time for the success of the team.

5. Pursuit of excellence: Team members jointly pursue excellence in basketball performance and competition results, and believe that through continuous efforts and improvement, the highest potential of individuals and teams can be achieved.

6. Honesty and Integrity: Team members are honest with each other, treat each other with honesty and integrity, and establish a team relationship of sincerity and trust.

7. Learning and growth: Team members recognize the importance of learning and growth, are willing to accept challenges and reflection, and continuously improve their basketball skills and teamwork abilities.

These shared values play an important role in the organizational culture of college basketball coaching teams, guiding the behavior and decision-making of team members, shaping the image and atmosphere of the team, and promoting the development and success of the team.

8.6. Competence Awareness in the Organizational Culture of College Basketball Coaching Teams

It refers to team members' understanding and emphasis on their own abilities and potential. This awareness includes awareness of personal skills, leadership abilities, teamwork abilities, etc., as well as the pursuit of continuous improvement and development of these abilities. The following is a sense of competency that exists within the organizational culture of a college basketball coaching staff:

1. Self-awareness: Team members have a clear understanding of their own skills and abilities, their strengths and weaknesses, and the role they can play in the team.

2. Personal development: Team members attach great importance to the development and improvement of personal abilities, and constantly learn, train and improve their basketball skills and tactics, as well as leadership, communication and other abilities.

3. Teamwork: Team members realize that it is crucial to cooperate in a team. They strive to use their abilities while also respecting and trusting the abilities of other members of the team and working together to achieve the team's goals.

4. Leadership potential: Team members have a clear understanding of their own and others' leadership potential, and are willing to play their leadership role and lead the team to success.

5. Adaptability: Team members have good adaptability and can flexibly respond to different environments and situations, use their abilities to bring more value to the team.

6. Self-motivation: Team members have the ability to be self-motivated, able to set and pursue personal and team goals, and continuously strive to realize their dreams and visions.

7. Team development: Team members pay attention to the ability development of the entire team, not only focusing on the improvement of individual abilities, but also focusing on the improvement of the overall ability level and

competitiveness of the team.

This awareness of abilities helps team members give full play to their potential, achieve their best individual and team performance, and achieve better results and results in basketball games and team building.

8.7. Service Awareness and Participation Awareness in the Organization of College Basketball Coaching Teams

In the organizational culture of college basketball coaching teams, service awareness and participation awareness are two key aspects:

1. Service awareness: This involves team members' emphasis on and enthusiasm for serving others, the team, and the community. In a basketball team, service awareness manifests itself in the fact that coaches and players are willing to help the team and teammates, care about the needs and interests of others, and actively participate in various team activities. This may include helping teammates improve their technical skills, encouraging teammates to overcome difficulties, caring about teammates' lives and emotional states, etc. In addition, service awareness also includes team members' dedication and service to the community, such as participating in volunteer activities, providing basketball education and training to the community, etc.

2. Participation awareness: This involves the active participation and input of team members in team activities and decision-making. In the basketball team, the sense of participation is reflected in the fact that team members not only pay attention to the overall goals and plans of the team, but are also willing to actively participate in team training, competitions, meetings and other activities, and put forward constructive opinions and suggestions for the development and progress of the team. A good communication and cooperation mechanism should be established among team members to encourage everyone to speak freely and participate in the team's decision-making and planning, thereby enhancing the team's cohesion and combat effectiveness.

These service consciousness and participation consciousness together constitute an important part of the organizational culture of the college basketball coaching team, promote cooperation, trust and unity among team members, and promote the development and success of the team.

9. Conclusion

The role of college basketball coaches in ethical leadership and instructional leadership is critical. Ethical leadership involves the coach's role as a role model in transmitting behaviors and values, as well as the shaping of athletes' character and growth; while instructional leadership includes the coach's teaching abilities in technical, tactical and psychological aspects, as well as the formulation and implementation of the team's overall teaching plan.

In terms of ethical leadership, coaches should not only focus on developing players' basketball skills, but also pay attention to their moral character and behavioral integrity. Through their own words, deeds and decisions, coaches set moral examples and encourage athletes to establish a correct outlook on life and values. This kind of ethical leadership not only affects the personal growth of athletes, but also establishes a positive team culture for the entire team.

In terms of instructional leadership, coaches need to have

extensive basketball technical knowledge and teaching experience, be able to effectively teach techniques and tactics, and develop personalized training plans to help each athlete realize their potential. At the same time, coaches should also pay attention to the overall development of the team and formulate reasonable training and game plans to ensure that the team can reach its best condition.

In the organizational culture of college basketball coaching teams, team members jointly follow a series of important values and awareness, including teamwork, respect, motivation, dedication, self-awareness, personal development, and a sense of service and participation. Together, these values and awareness form a positive, united and cooperative team atmosphere, providing a solid foundation for the team's development and success.

In such a team culture, coaches and players respect and support each other. While pursuing basketball skills and game results, they also focus on the cultivation of personal morality and leadership skills. They put the interests of the team first, actively participate in team activities and decision-making, and contribute to the development and achievements of the team.

A sense of service and participation play a key role in this team culture, making team members not only focus on their own development and success, but also willing to contribute to the team, teammates and the community. This culture not only promotes cohesion and cooperation within the team, but also lays a solid foundation for team members' personal growth and social responsibility.

In summary, college basketball coaches' efforts and performance in ethical leadership and instructional leadership are crucial to team development and athlete growth. By continuously strengthening these two aspects of leadership, coaches can create a good teaching environment and team atmosphere for the team, so that the team can achieve better results and performance.

At the same time, it is also very important to cultivate the values and awareness of the organizational culture of college basketball coaching teams. It is also of great significance to the personal growth of the players and the shaping of social values. By continuously strengthening and creating such a team culture, we can provide strong support for the team's long-term development and continued achievement of outstanding results.

10. Recommendations

College basketball coaches must constantly improve their teaching leadership and team organizational culture capabilities, keep pace with the times, and keep learning. Here are some suggestions for college basketball coaches:

1. Continuous learning and professional development: Coaches should continue to learn and update basketball techniques, teaching methods and leadership skills, participate in relevant trainings, seminars and courses, and keep their professional knowledge updated and improved.

2. Establish a good communication mechanism: Coaches should establish good communication channels with team members, listen to their ideas and needs, solve problems in a timely manner, keep communication open, and enhance team cohesion.

3. Set clear goals and plans: The coach should work with the team to set clear training and competition goals, and develop corresponding plans and strategies to guide the team's training and development.

4. Motivate and motivate team members: Coaches should stimulate the potential and fighting spirit of team members through motivation and encouragement, and encourage them to overcome difficulties and strive for progress.

5. Set a good example: The coach should lead by example, set a good example, show a professional, honest, fair and dedicated attitude, and become a learning object and role model for the team members.

6. Cultivate team spirit and cooperation awareness: Coaches should cultivate team spirit and cooperation awareness through team building activities and cooperation training, and strengthen trust and cohesion between teams.

7. Pay attention to personal development and needs: Coaches should pay attention to the personal development and needs of each team member and develop personalized training plans and guidance programs to help them fully realize their potential.

8. Regular evaluation and feedback: Coaches should regularly evaluate and provide feedback on the performance of team members, point out their strengths and weaknesses, and provide targeted suggestions and guidance to help them improve and grow.

Through the above suggestions, coaches can continuously improve their teaching leadership and team organizational culture capabilities, and create better conditions and environment for the development of the team and the growth of the players.

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