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**“MAKE THE BIG TIME WHERE YOU ARE”
APPLYING THE COACHING PRINCIPLES OF FROSTY WESTERING TO BUILD A
CULTURE OF SUCCESS**

By
Steven Vaughn Stoker

Accepted in Partial Completion
Of the Requirements for the Degree
Doctor of Education

ADVISORY COMMITTEE



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Doctoral Dissertation

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Date

“Make the Big Time Where You Are”

Applying the Coaching Principles of Frosty Westering to Build a Culture of Success

A Dissertation

Presented to

The Faculty of

Western Washington University

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

By

Steven Vaughn Stoker

March 2023

Abstract

Building a culture that allows sustained success is the goal of any organization. While an organization may have a period of success, few have sustained success. In some cases, however, success is sustained. This is the case for the Pacific Lutheran University football team under the leadership of head coach Frosty Westering. As the head football coach, Frosty Westering won four national titles. He is also a member of the college football hall of fame. How did he continue to be successful over time? This study attempts to answer that question.

A qualitative, multiple case study research methodology with a heuristic phenomenological slant was chosen for this study. This study explored the experiences of six former players who have used the principles of Frosty Westering as a leader in business and education. A semi-structured interview process was used to ascertain the experiences of participants' experiences with the phenomenon of EMAL.

Every Man a Lute, or EMAL, is a universal identifier for someone who has fully bought into Frosty Westering's coaching philosophy and the principles that make up its foundation. The purpose of this study is to explore how applying the principles of Frosty Westering, and the concept of EMAL can support sustained success. Three distinct 'bedrock' principles were identified in some manner by those interviewed in this study. These principles, give it your best shot, goal setting, and letting the scoreboard take care of itself, are fully explored in this study.

Through the interview process, the data showed that when the principles of Frosty Westering are applied, a culture of success can be created. The implication for others is that one must buy into and consistently apply the principles. While it may be easier for a former

player to apply the principles of EMAL, someone who is not familiar with Frosty, or the program, can still accomplish the task. According to the subjects of this study, the key to creating a culture of success is to translate the principles of EMAL for others.

DEDICATION

This dissertation is dedicated to my wife, Bridget. Without her love and support, this project could not have happened. Bridget has been the wife of a soldier, college football coach, teacher, middle school principal, and now a wife of someone who is finished going to school. Our journey has taken many turns, but she has always been there for me. Bridget is an integral part of this story. She supported me through the 13 years I spent coaching at Pacific Lutheran and William Penn Universities. Raising our two young children while I was away coaching could not have been easy. Because she allowed me to coach, I could tell Frosty's story. She has also been an incredible support to me throughout this project. Through countless hours of reading and editing my work, she has continued to support me. Bridget, you are the best!

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In addition to my wife, Bridget, I wish to acknowledge my daughter Justine and my son Jack. They have both supported me throughout the process of pursuing my doctorate. A special acknowledgment goes to Justine for being a proofreader as well. Between her and her mother, they made my writing better. I thank Dr. Tim Bruce for agreeing to be my committee chair. I also thank him for accepting me into the Western Washington Educational Leadership program. His positive support, encouragement, and constructive feedback were helpful throughout my project. I would also like to thank Dr. Don Larson and Dr. Toska Olson for being members of my dissertation committee. Their feedback and input are greatly appreciated. Finally, I would like to thank the former players, my EMAL brothers, who agreed to participate in this study. Through their stories, I want to share the magnitude of the impact coach Frosty Westering had on all of our lives.

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Chapter I: Introduction

Introduction

“I think this is actually going to happen, Stoker.” These were the words spoken to me by Brian, a former All-American for Pacific Lutheran University and now the offensive line coach at his alma mater. With less than two minutes left in the game and a score of 42-13, I thought to myself, “We just won the national title.” Pacific Lutheran defeated Rowan University from Glassboro, New Jersey, to win the 1999 Division III national championship. Pacific Lutheran did something no other team in the history of the NCAA had ever done. The team went on the road five straight weeks, won five straight games as an underdog, logged 15,000 miles, and won a national title.

The national title game was played in Salem, Virginia. The game was called the Stagg Bowl, named after the famous football coach Amos Alonzo Stagg. The game was played on a glorious December afternoon and televised by ESPN before a national audience. Most believed that the Profs of Rowan University would win convincingly. Rowan had 11 Division I transfers on their roster and had defeated a national power Mount Union University, in the semi-finals the week before. Rowan’s head coach was so convinced they would win the game that, before leaving for Salem, he had a local jeweler size each player’s fingers for their championship rings. What the Profs did not know was that they were about to be introduced to Frosty Westering, his players, and EMAL football.

Since the game was nationally televised, each team’s normal pre-game routine was interrupted. Both teams were asked to wait in the locker room while the ESPN broadcast opened. In the door of the locker room, Frosty and I stood talking to one of the camera crews.

This crew was tasked with filming both teams as they came out of the tunnel. Only a brick wall separated the Prof's and the Lute's locker rooms. You could hear lockers banging and bad language coming from Rowan's locker room. On the Pacific Lutheran side, it was mainly silence. That is until the players began to sing.

The road trips leading up to the championship game started just after Thanksgiving and ended the week before Christmas. The team had taken on the tradition of singing the Twelve Days of Christmas in various locations during the trip; on a bus, airplane, hotel lobby, or restaurant. The players only knew the words for the first five days, so they would hum or whistle the melody for the other days. In the locker room, before the biggest game of their lives, with the Rowan team yelling and cursing in the locker room next door, the Lutes began to sing "The Twelve Days of Christmas."

When the team began to sing, one of the camera crew members looked at Frosty and me and asked, "Are they singing 'The Twelve Days of Christmas?'" Frosty looked at me with a twinkle in his eye, then said to the crew, "They sure are." Frosty then looked back at me and said, "it's going to be a great day, Steve!" The team sang until we were given the signal to take the field.

Because we were the home team, Pacific Lutheran took the field first. Rowan took the field second, still yelling and cursing as they left the locker room. Frosty and I jogged to the field behind the team. As we started our separate ways, Frosty gave me a big pat on the back and said, "Enjoy the experience, Steve." I enjoyed the experience, and, as Frosty predicted, it was a great day for the Lutes of Pacific Lutheran.

On the opening play of the game, PLU forced a fumble. From an outside blitz, a PLU linebacker met the Rowan running back five yards in their backfield. The ball popped out and right into the arms of a PLU defender. On the next play, PLU quarterback Chad Johnson threw a 31-yard touchdown pass. Rowan would answer the score to tie it at 7-7. They would not score again until they trailed 35-7. The final score was 42-13. Pacific Lutheran's defense set a Stagg Bowl record for total defense, holding Rowan's rushing offense to minus 63 yards. After the final whistle, the Lutes met at mid-field to hoist the Division III National Title trophy.

Background

I had the privilege of working with Frosty Westering in the final seven seasons of his hall-of-fame career. I played college football but not for Frosty at Pacific Lutheran. I played in Kansas, where I grew up, first for Fort Scott Community College and then for Pittsburg State University. In my first season at Pittsburg State, a shoulder injury ended my playing career. The programs I played for were very different from the program Frosty developed at Pacific Lutheran.

Due to my injury, I could no longer play football and lost my scholarship. I dropped out of school and joined the Army in 1991. In my four years on active duty, I was promoted to sergeant, had the opportunity to travel to Europe and Asia, and was a finalist for the Post Soldier of the Year while stationed at Fort Lewis. I believe I made the best of my opportunities while in the Army. I knew, however, that I wanted to become a teacher and coach. I grew up as a child of poverty in a dysfunctional household. My teachers and coaches supported me and assured me that things would improve.

I was stationed at Fort Campbell, Kentucky, in my final year of service. My wife, Bridget, and I decided that I would discharge from the Army, return to school to finish my degree, and become a teacher. We planned to move to the Pacific Northwest since my wife was from Puyallup, Washington, and her family was there. Because of this, we knew we would have support as I returned to school. As my time in the Army came to an end, I began looking at colleges to which I wanted to apply. I had one year of studies to complete and wanted to be involved with a football program.

One morning, on my way to base, I bought a USA Today newspaper. While looking through the sports section in my office, I noticed an article that previewed a small college program that was “like no other program.” The article was an in-depth look into the inner workings of the Pacific Lutheran football program: its coach, Frosty Westering, and his unique approach to the game of football. The article described, in detail, what Frosty called the two models of winning; the Red Car versus the Blue Car model. As I read the article, I had an overwhelming feeling that I needed to be a part of the program.

Red Car versus Blue Car

A foundational piece of Frosty Westering’s philosophy is the two models of winning. The Red Car is an analogy for a typical “win at all costs” program. When Frosty spoke to the team or other groups, he always used props to emphasize his points. When talking about the models of winning, he would use a red convertible sports car to represent the Red Car model of winning. Frosty chose the color red because studies showed the most popular color for sports cars is red. He chose a sports car, like a Ferrari or Lamborghini, because it represented an aura of self-pride. It represented a status symbol. A symbol that could be compared to others.

In the Red Car model, the number one goal is to come out on top. To win at all costs. If you are not number one, you are no one. Frosty would discuss how, often, Red Car programs are inconsistent with their level of play because they play up to or down to the level of their competition. Red Car teams play up to their potential in “big games” but often underperform when playing a team with lesser talent. They measure their self-worth on the result of the game. If you win, you are a hero. If you lose, you are a zero.

Red Car teams see a championship or title as the destination at the end of the road to success. Teams that focus on winning will set pre-season goals tied to their win-loss record or a conference title. Individual players will set goals for a total number of rush yards or tackles per game. They put pressure on themselves to be a starter or to play a given number of series in each half. In the red car model, goals are based on externally-dictated measures of success.

More times than not, this approach leads to a level of disappointment. Only one team can win the conference title, and only a certain number of players can be a starter. One must ask the question, if a team's final record is 8-2, but it did not win the conference title, was the season a failure? A Red Car program would say yes. They would believe their season was not a success.

When Frosty spoke about the Blue Car model of winning, he would use a blue four-door sedan as a prop to prove his point. The sedan represented a car that was not boastful or about pride. The red convertible represented a big ego. The blue sedan represented no ego. The red convertible represented an “in your face” mentality, while the blue sedan represented humility.

In the Blue Car model of winning, the focus is not to compare yourself to others but to compare oneself to their best self. The focus is on playing at the highest level possible, not just

winning. The Blue Car model of winning does not focus on the scoreboard but on excellence. The level of play for a Blue Car athlete should not be inconsistent as it may be with a Red Car athlete. Blue Car athletes may measure themselves on the level of effort given on each play instead of the number of tackles they make. Instead of tracking the number of series they play in a given half, they focus on how they support those players on the field when they are not.

A Blue Car athlete never plays up or down to the level of their competition; they only play to the level of their best self. Being their best self is all that can ever be asked. If every player sets a goal to achieve excellence on the field, the scoreboard will take care of itself. Winning is truly a byproduct of the Blue Car model.

Sitting in my office in Kentucky, reading this story about the Pacific Lutheran football team, I knew that if I could somehow become a member of this program, my life would change forever. I applied and was accepted to Pacific Lutheran in the fall of 1995. The plan was to enroll in the spring of 1996 and begin my journey to becoming a teacher and coach. I prepared for my departure from the Army, planning to transition back to Washington state. During the process, one thought kept coming to mind: I cannot wait to meet this coach named Frosty Westering.

Frosty

Forrest Edward (Frosty) Westering was born on December 5, 1927, in Missouri Valley, Iowa. His father ran a drugstore and soda shop. The nickname, Frosty, was not derived from his given name, Forrest, but from his willingness to share frosted malts with his friends. His parents urged him to become a pharmacist; instead, Frosty chose to join the Marines in 1945. His time

in the Marines was spent in Guam, China, and El Toro, California, where he played offensive end for the base football team.

After his time in the Marines, Frosty attended Northwestern University and the University of Nebraska-Omaha, where he completed his degree. He played football for both teams. Frosty also earned a master's degree in physical education and a doctorate in educational psychology from the University of Northern Colorado. After stops at both Parsons College in Iowa and Lea College in Minnesota, Frosty became the head football coach at Pacific Lutheran University in 1972.

Frosty was hired to replace Roy Carlson. While Carlson coached Lute teams to winning records, PLU faced long stretches of futility, posting a losing record in 11 of 12 seasons from 1957 to 1968. Frosty was hired to bring a different brand of football to Pacific Lutheran. Over 32 years, Frosty would win four national titles, be the runner-up in four other title games, and accumulate a 261-70-5 record. In Frosty's time as head football coach, he never had a losing season. Frosty's goal was to create a different style of coaching where he could create a playing environment different from any other program. The result of Frosty's vision is what is known as Every Man A Lute (EMAL) football.

EMA is an acronym used to describe a player who buys into Frosty's approach to football and, more importantly, his approach to life. The idea of EMAL is that no player is an individual but a member of a team. Almost every coach in any sport espouses a similar idea. Coaches across the country will stand before their teams and state, "There is no I in team." Or they may say, "Remember, it is about we, not me." What separates those who use these ideas as a simple cliché and those who live them is how a player experiences these ideas.

Frosty, and the concept of EMAL football, evolved in his 32 years at Pacific Lutheran. From the beginning, he showed little regard for wins and losses. He was more intent on building a program that mirrored one of the most important aspects of his life; his faith. Above all things, Frosty was a devout Christian. He tried to model his life after the ultimate servant, Jesus Christ. As a college football player in traditional programs and as a Marine, Frosty experienced the Red Car model. He knew, however, that he wanted his coaching style to be different.

In his early years of coaching, Frosty explained that he did not know how to apply the relationship he had with the Lord to his coaching. He knew he needed his players to respect him, but he also wanted his players to be comfortable with him. Frosty wanted them to know he loved them, trusted them, and that he wanted the best for them. Ultimately, Frosty wanted his players to see that he would be a servant to them. In service to them, Frosty helped his players not only become better football players but better people.

A simple example of this servant leadership was the coaching staff loaded the player's gear on the bus before departing to and from games. It was a simple gesture, but each player saw their coaches crawl under a bus to load their bag. Another example was that on road trips, coaches served food to the players during meals. The coaches, not the hotel staff, served on the buffet line or delivered plates to a player's table. Frosty expected the coaching staff to serve players any way they could. The staff, Frosty included, always put the player's needs before their own. Frosty was a servant warrior and expected his coaching staff to follow his lead.

Frosty transformed Pacific Lutheran's football program into one of the country's premier small college football programs. The Lutes won NAIA Division II national titles in 1980, 1987, and 1993. He also won an NCAA Division III title in 1999. At the time of his retirement in 2003,

Frosty Westering had won 305 games, which placed him on the top 10 list of coaches for victories in all divisions of college football. This list includes legendary coaches Eddie Robinson, Bobby Bowden, Joe Paterno, Paul "Bear" Bryant, Charles "Pop" Warner, and Amos Alonzo Stagg. Frosty coached 26 NAIA and NCAA First Team All-Americans, and from 1979 until his retirement in 2003, he appeared in the playoffs 19 times.

The list of Frosty Westering's accomplishments is long. Frosty was named the NAIA Division II football coach of the year in 1983 and 1993. He was honored as the NCAA Division III football coach of the year in 1999. He won the Amos Alonzo Stagg Award, which recognizes service in the advancement of the best interests of the game of football, from the American Football Coaches Association. He also was honored with the Fellowship of Christian Athletes Lifetime Achievement and was twice named the Tacoma News Tribune Man of the Year in Sports.

Frosty is also a member of the Tacoma-Pierce County Sports Hall of Fame, The Pacific Lutheran University Athletic Hall of Fame, the Iowa Collegiate Coaching Hall of Fame, and the World Sports Humanitarian Hall of Fame. In 1995, Frosty was inducted into the NAIA Hall of Fame. He was also inducted into the College Football Hall of Fame in 2005. The list of accomplishments for Frosty Westering is staggering. These accomplishments, however, are merely the byproduct of a life of service. Frosty was a servant warrior, and his acts of service have impacted the lives of countless people.

Over time, individuals who either played for Frosty or were influenced by his life have attempted to incorporate the concepts of EMAL into their lives, careers, and personal relationships. Many who were influenced by Frosty credit him for the successes they achieved

in life. In addition, those influenced by Frosty may say that educators and business professionals can learn from his unique approach.

Purpose of the Study

The purpose of this study was to explore how, if at all, applying the principles of Frosty Westering and the concept of EMAL can support sustained success in two specific areas; business and education. In this study, I spoke with leaders within the fields of education and business. I discussed which specific principles they have chosen to employ, why they chose them, and how applying them impacted their work.

The goal was to determine the extent to which implementing the principles of Frosty Westering and the concept of EMAL changed or created a culture of success. Participants of the study were selected from recommendations by former players, coaches, and those close to the PLU football program during Frosty's tenure. A cross-section of business and educational leaders was selected purposefully to explore the utility of EMAL and to examine how leaders from different types of businesses or levels of education can apply the same principles to bring success to diverse populations.

Because Frosty's approach was so unique, there may be resistance to this approach. Some may not want to fully buy in because it is outside the norm. This study explored what resistance, if any, leaders encountered as they implemented their plans. I examined what types of resistance surfaced, how leaders addressed this resistance, and what strategies they used to build consensus. If there was a given principle or concept from Frosty that could not be used, I discussed those as well. I examined why it did not work and how the leader may rethink its implementation if they were to do it again.

Statement of the Problem

Building a culture that allows sustained success is the goal of any organization across all fields; business, education, the military, entertainment, etc. Successful organizations come and go. A sports team may have a stretch of success, even being called a “dynasty”; an entertainer may win an award or have a chart-topping hit, but few have sustained success. Starbucks, Microsoft, the New England Patriots, the Detroit Red Wings, Aerosmith, and the Rolling Stones. How do these groups continue to be successful over time? How does any organization have sustained success? For years, researchers have explored the idea of sustained success. How does it happen? Where does it start?

It often starts with a leader taking over an existing organization that is underperforming. The leader, during initiation, attempts to alter the status quo and introduce new reforms (Okilwa & Barnett, 2019). Change does not happen overnight. It takes time for new ideas and reforms to take root. Kotter (1996), for instance, suggested that change occurs in eight sequential steps nested in three distinct phases:

- Phase 1 - Creating a climate for change: (1) establish a sense of urgency, (2) create a guiding coalition, (3) develop a vision and strategy
- Phase 2 - Engaging and enabling the organization: (4) communicate the change vision, (5) empower broad-based action, (6) generate short-term wins.
- Phase 3 - Implementing and sustaining change: (7) consolidate gains and produce more change, and (8) anchor new approaches in the culture.

While it is essential for a leader to have a plan to bring sustained success, not all leaders can complete the task.

Many researchers also studied the characteristics of a dynamic leader. It is the leader who brings a strategic plan to life and creates a culture of success. In an article published in the May/June 2007 *Ivey Business Journal*, authors Brian Cooper, James Sarros, and Joseph Santora researched "the character of leadership" and identified three main tenets commonly found in the leaders of the most successful organizations. The first, Universalism, "represents an understanding, appreciation, and tolerance for the welfare of people generally, and is a macro perspective approach to work and life." (p. 3) The second, Transformation, "is consistent with the concept of transformational leadership as an activity that inspires others in the achievement of long-term, visionary goals." (p. 3) Finally, the third tenet, Benevolence, "is a micro approach to work and focuses on concern for the welfare of others through one's daily interactions." (p. 4)

These ideas are consistent with the research of Jake Stern (2020) in his study of building a winning NFL roster. Stern found that the leadership traits needed for success, in the case of building an NFL roster, are straightforward. Throughout his research, the leadership traits that came to the forefront were being a good listener, trusting in both staff and the direction of the organization, sensitivity, and ownership. It is also essential to understand that a leader must be present. They should have boots on the ground. They must lead so others can follow. A leader can have great ideas, but these do not matter if no one is following them. A leader must meet people where they are and then take them where they need to go.

This is what Frosty Westering did during his time as the head football coach of Pacific Lutheran. He met his players where they were, and he took them where they needed to go. For many, the place Frosty took them was well beyond anywhere they thought they could go.

Frosty had a plan, and he engaged those around him in his plan. Elements of Kotter's eight steps were evident in Frosty's plan. In his early years, he established a sense of urgency. Frosty gained short-term wins by developing trusting relationships with his players. He then used the power of those relationships to anchor new approaches into the program's culture.

Frosty changed the culture of not only the football program but the culture of Pacific Lutheran University itself. He was willing to stay the course with his vision of success even when it did not fit the standard, more common vision of success. Through the tenet of Benevolence (Copper et al., 2007), Frosty was able to change the culture at Pacific Lutheran University. His daily interactions, the connections he built with his players, and his servant's heart allowed him to create the phenomenon known as EMAL.

The problem explored in this work is how individuals employ the principles they learned from Frosty to develop sustained success in their chosen fields. How did they get people to buy into an unconventional concept? What “blueprint” did they use to build their program and, more importantly, how can others duplicate this “blueprint” to bring sustained success to their organizations?

Research Questions

The following questions were used to guide my research:

1. What specific principles from Frosty's approach have people adopted in their field?
2. What evidence, if any, suggests that implementing these principles creates a culture of success within an organization?

3. How have leaders in the fields of education and business used Frosty Westering's approach to build an environment that fosters a belief that individuals are in control of their success?
4. In what ways, if any, have educators used Frosty's principles or those similar to his concepts to impact student growth?

Definition of Terms

The following terms were used throughout this study and are foundational to the understanding of the coaching principles of Frosty Westering.

EMAL - Acronym for Every Man A Lute. A universal term that identifies anyone who believes in and aligns themselves with the principles of Frosty Westering. An EMAL does not have to be a former player, nor do they have to be a man.

More Than Champions - Term whose roots come from the bible phrase "more than conquerors." To be more than a champion means being a champion alone is not enough. EMAL champions are expected to be humble, gracious, and thankful for the opportunity to compete against their opponent.

Servant Warrior - Someone who is relentless in their pursuit of service to others.

Success Road - The idea that "success" is not a destination found at the end of the 'road to success.' Success is measured by the journey along the "success road." If an individual focuses on the process, the road, or the destination - which is success - takes care of itself.

Third Son - A term that means going the extra mile. It is derived from a story about three sons who work for the same company. The third son always went the extra mile while accomplishing his job.

Total Release - To give it your all to accomplish a task without fear of failing.

Tough-Minded Optimist - Someone who sees a potential setback as a challenge to overcome and not a barrier that will stop their progress. A tough-minded optimist believes no challenge is too big.

Significance of the Study

It takes courage to apply a different approach to a new challenge. When faced with a new challenge or experience, the tendency is to try an approach others have tried. Even when the success rate of an approach is low, people will attempt what is familiar. Frosty Westering was a different type of leader. As Frosty would often say: "I am not saying our way is THE way to do it, but it is OUR way of doing it." As a team, we did things OUR way.

This study is about showing a different approach to building success. It is significant because it may be the answer to a question for someone searching for a different way of thinking. I hope this study allows individuals to forge their own version of EMAL. By shining the light on Frosty Westering and how he approached his life, I hope that his story – his approach to challenges - can make an impact on someone's life. The same impact that Frosty made in my life.

Chapter II: Review of the Literature

Introduction

I remember feeling nervous about walking to Frosty's office. I had recently finished my time in the Army and was going to ask Frosty if I could walk on with the Pacific Lutheran University football team. Prior to joining the Army, I played college football for four years but, due to an injury, I was redshirted my freshman year. Due to the redshirt, I had one year of eligibility left. I expected to play my final year but troops were deploying to the Middle East for Desert Storm. I wanted to do my part, so I joined the Army. My goal of walking on at Pacific Lutheran was to finish my playing career.

I always knew I wanted to be a football coach. I grew up as a child of poverty in a dysfunctional household. My father died when I was eight and my mother turned to alcohol fairly early in my life so I was raised by four teenage boys. We were a motley crew, to say the least. We didn't have much but we had each other and football. Our high school coaches stood in the gap for our missing father. To me, they were superheroes. When I received a football scholarship my senior year, it was the highlight of my young life. I was going to have my school paid for, simply for playing a game I loved.

While I loved playing football, I did not necessarily enjoy my college experience. I played for a very successful Junior College and a national champion caliber Division II program in Kansas. Both programs are what Frosty would describe as Red Car programs. A Red Car program, in simple terms, is a win at all costs program. As a player, you are a commodity to be used and, in some cases, abused to further your coaches' careers. I loved my teammates but

did not like most of the coaches I played for. I kept telling myself, “there has to be a better way.”

In an office on Ft. Campbell, Kentucky, in the last months of my commitment to the Army, I read the USA Today newspaper where I ran across an article about a football program in Tacoma, Washington that did things ‘differently’. I almost became emotional when I read the article because I had become disenfranchised with the game of football due to my college experience. This program I thought, however, may be an oasis in my football desert.

The plan for my new wife, Bridget, and I was to move back to the Pacific Northwest, after my enlistment, to finish my degree. I wanted to become a teacher and a coach. As soon as I read the article from *USA Today* I knew I needed to know more about Pacific Lutheran University and its head football coach. As I did my research, I discovered Pacific Lutheran was less than 30 minutes from the duplex where Bridget and I were going to live. I applied, was accepted, and began taking classes in the spring of 1996. The only thing left was to speak with Frosty about walking on his team.

Frosty’s office was a converted storage closet, just inside the entrance to the athletics facility. This was my chance. I walked up to his door and knocked. Sitting in an office chair was a larger-than-life man with a faded, canary yellow, sweatshirt on. ‘Hi coach Westering, I am wondering if you have a moment to talk about the chances of me walking-on to your team,” I said. He asked me my name, then let me know he was Frosty, not coach Westering. “Tell me a little bit about yourself,” Frosty said. I walked him through my football journey and told him I just finished my four-year enlistment in the Army. With a big smile on his face, he said “Well you know, Steve, I was a Marine....” The rest of the story, as they say, is history.

To frame this study, my research focused on literature that has elements of Frosty Westering's principles, also known as EMAL-Every Man A Lute, embedded in the study. I also examined studies that have characteristics similar to these principles but do not specifically reference Frosty or PLU. Finally, I examined how Frosty's principles were used in both academic and non-academic settings to create an environment of success.

Every Man A Lute (EMAL)

EMAL is a universal identifier for someone who has fully bought into Frosty Westering's coaching philosophy and the principles that make up its foundation. Not every player who played for Frosty is truly an EMAL. In my time at PLU, there were some great football players who were just that; great football players. They were not EMALs. They talked the talk, walked the walk, but EMAL was not in their hearts. Frosty understood this. To him, he was planting seeds. Frosty would say; "They don't know; they don't know." But his whole purpose was to influence his players. If that meant some may come to understand EMAL a little later in life that was just fine with him.

When I discovered EMAL, it was like drinking ice-cold water on a hot summer day. I saw firsthand the impact that Frosty had on young men. Brandon, a former team captain, in his senior season shared; "My high school coach taught me more about the game of football than I ever learned playing for PLU. But PLU taught me how to be a good man, a good person." Football is temporary. Being a good person is forever. As Frosty would tell his players, EMAL is not something you do...It is something you become.

Frosty's foundational beliefs, such as Total Release, Servant Warrior, or the Tough Minded Optimist, were used to frame the literature being reviewed in this chapter. Focusing on

these foundational beliefs painted a more robust picture of the phenomenon of EMAL football and the principles behind it. This robust picture should help one fully understand how Frosty was able to create an environment of success for his players.

Total Release

If you ask ten former players to explain the idea of total release, you may have ten different descriptions. The concept of total release is to approach a task, like the game of football, playing your hardest, loving the game, and with no fear of failure. In simpler terms, it is; knowing your job, doing your job, loving the process, and having total belief in yourself. Some would argue that total release is the same as internal locus of control. People who have an internal locus of control believe that the outcomes of their actions are the results of their own abilities (Kormanik & Rocco, 2009). In research, one can find multiple connections between locus of control and EMAL.

Ron Rasmus spent the 1999 national championship season embedded with the PLU football team to examine how the program's philosophy on success aligned with three theories; Attribution Theory, Nicholls' Achievement Motivation Theory, and Cognitive Evaluation Theory. While the goal of my research for this study is not to explore these theories, specifically, it is important to know, they all focus on internal locus of control, task achievement, and task mastery.

The 1999 PLU football team defeated Rowan College of New Jersey in the national championship game. Rowan, a far more physically gifted team, had 11 Division I transfers on the squad. On paper, Pacific Lutheran University should not have won the game. PLU, however, defeated Rowan College 43-13 before a nationally televised audience. Why did PLU win when

the odds stated they would not? Ron Rasmus attributed it to EMAL. Rasmus (1999) stated in his study, "It needs to be said that the 1999 PLU football team did, indeed, distinguish itself. They did that with relentlessly effective play, yet, the loving, joyful, cohesive atmosphere surrounding the team also set it apart" (Rasmus, 1999, p. 92).

Rasmus (1999) concluded that Pacific Lutheran defeated Rowan because it believed it could. It was because of an internal belief, under the control of each player, knowing they could defeat Rowan. The culture of the program, built on belief, trust, and relationships, allowed its players to achieve the highest achievement possible, a national championship. While Rasmus witnessed EMAL, within the PLU program, others have studied locus of control outside of the Pacific Lutheran football program.

Julian B. Rotter was one of the first to propose and define the theoretical construct known as locus of control. His theory developed because of the analysis of patients in psychotherapy (Peyton & Miller, 1980). Peyton and Miller (198) quoted Rotter as follows:

...clinical analysis of patients suggested that while some patients appear to gain from experiences or to change their behaviors as a result of new experiences, others seem to discount new experiences by attributing them to chance or to others and not to their own behavior or characteristics. (p. 137)

Peyton and Miller go on to suggest that an individual's level of control is tied to how close they are to those in their family. A synthesized version is that, in general, a warm, supportive, nurturing environment encourages internality (Davis & Phares, 1969; Katkovsky et al., 1967; Shore, 1967). Frosty consistently spoke about EMAL being a brotherhood and that if you love your brother, you will lay it on the line for them. An all-American linebacker, Ted, said it best in

an article written in The Seattle Times (1994): “Because we have no fear of losing, we are able to give a total release. We are in sync. Sooner or later, everyone in the program locks on to Frosty’s idea of being a servant warrior” (p. 7).

Servant Warrior

Frosty Westering won four national titles. His teams played in a total of eight national title games. On one side of each of the four national title rings won, the words Servant Warrior was inscribed. Most recognize servant leadership as a combination of the words leading and serving (van Dierendonck, 2011). To be a servant leader was never a goal for Frosty. It was not enough to simply be a *leader*. He expected more. He expected *warriors*. This meant he expected his players, coaches, and staff to be tireless in their pursuit of service. Frosty would always remind us to “leave it better than you found it.” That means we left every locker room, bus, airplane, and hotel room better than we found it. We were all servant warriors.

In his dissertation, former Pacific Lutheran player Kirk Westre (2003) investigated the meaning and applicability of servant-leadership in sports. His study explored the experiences of six college coaches who were identified as possessing many of the characteristics and attributes of servant leadership. The common theme with these coaches is Frosty Westering either directly or indirectly influenced them.

Westre (2003) used the characteristics of servant-leadership, first described by Robert K. Greenleaf (1977), to serve as a framework for his work. According to Greenleaf:
...the servant-leader is a servant first. It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage

an unusual power drive or to acquire possessions. For such it will be a latter choice to serve, after leadership is established. The leader-first and servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature. The difference manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely to become servants? And, what is the effect on the least privileged in society; will they benefit, or at least, not be further deprived? (pp. 13-14)

Participants in Westre's study were identified as coaches who practiced servant-leadership and were small college football coaches. They all have a direct or indirect connection to Frosty Westering and shared how the principles of servant leadership and the concept of EMAL influenced their programs. They also attributed their success, in part, to Frosty's principles. It is clear that Frosty, as a servant-leader, significantly influenced their program.

Former player, and current small college head coach, Kirk spoke of the impact Frosty had on his approach to coaching. In an interview with Westre, Kirk spoke to this influence; "I think Frosty has probably, from a pure coaching perspective, been the biggest influence with regard to my style and how I do things" (p.121). Of the many elements of Frosty's teaching, Kirk spoke specifically about one in Westre's (2003) study; that football is a tool to grow individuals to become their best selves. "I want guys to understand that it's not just about football but rather it is their whole lives that we are coaching them in" (p. 131). Kirk was a head coach at

several small college programs throughout the Midwest and modeled each one after Frosty's program.

Several former players who played football for Frosty conducted studies in the field of education. The authors spoke about the impact of EMAL and the principles instilled in them by their coach at PLU. One such player, Karl Hoseth (1996), wrote a master's thesis on the role of a middle-level principal, in building a community of care. The study was a juxtaposition of time spent in observations of a middle school principal and a series of interviews conducted with Frosty Westering. The goal was to determine if there were similarities between Frosty and the principal, in regard to building a culture within their perspective programs. Was the DNA of EMAL found in the building blocks of the school culture, developed by the principal studied in Hoseth's work?

One commonality between the approach by both the middle school principal and Frosty Westering was the concept of servant leadership. Frosty would implore his players and coaches to be a *servant warrior*. To be a *warrior* is to be relentless in the pursuit of serving others. Both Frosty and the principal, observed in this study, spoke of having a servant's heart and how having a servant's heart was a priority in building the culture of their perspective organizations. As stated in the findings of this study, "Pushing a serving attitude is not always easy in an individual centered world, but it all starts by having the coaches or leaders model the way" (Hoseth, 1996, p. 38). To be a servant is to be the best version of one's self. On all four national championship rings the PLU football program earned, the term Servant Warrior was pressed into one of its sides.

This is consistent with another study conducted by Rieke et al. (2008). The purpose of this study was to examine how coaches who were perceived by their athletes to possess the characteristics of a servant-leader were associated with an athlete's performance, satisfaction, and motivation. Specifically, they examined the influence of servant-leader coaching on behavior, intrinsic motivation of athletes, mental skills, overall satisfaction, and performance in the sport of basketball. In the discussion section of this study (Rieke et al., 2008, p. 235), all areas examined showed that servant-leader coaches had a greater impact than their non-servant-leader counterparts.

Servant leadership is what drew another coach, interviewed by Westre (2003) in his study, to his college football coach. Jimmy won a national championship and was a successful college coach for many years. While he did not play for Frosty, Jimmy's college coach had one thing in common with Frosty. The common thread between the two was a willingness to tell their players they love them. In his interview with Westre, Jimmy stated, "He was the first man that ever told me he loved me and that had a huge impact on my life (p. 126)." I will argue that one cannot truly be a servant-leader without love in your heart for those you lead. Frosty led with his heart and was never afraid to tell someone he loved them.

Tough Minded Optimist

A tough-minded optimist is one who has what it takes to continue to lean to the positive through the many struggles of human life. Life in so many ways is a struggle, but the Tough-Minded Optimist sees life as full of CHALLENGES AND OPPORTUNITIES and not full of problems and disappointments. They believe their efforts can make a difference—they see themselves as ROWING and not DRIFTING—they may find themselves occasionally up the proverbial creek but

they've always got their paddle (Westering, n.d.). This explanation comes from one of the many handouts given to players for their 'inner game' book. Being a Tough-Minded Optimist, or TMO, was the goal of every player.

In his study of grit among ninth-grade students, former PLU football player Guy Kovacs (2018) found that grit impacts a student's ability to graduate on time. Kovacs' work is framed in several theories but for the purposes of this work, we will focus on his study of Angela Duckworth (2006) and her concept of a growth mindset. According to Duckworth, grit is a trait that can be found in a person with a growth mindset. The idea proposed by Kovacs is that if a student possesses grit as a ninth grader, they will complete all academic requirements and, in turn, be on a path to graduate on time.

Duckworth's (2006) idea of a growth mindset is aligned with what Frosty Westering (n.d.) called a Tough-Minded Optimist or TMO. A Tough Minded Optimist is someone who continues to strive for excellence in the face of adversity. In addition, a true EMAL, giving it their best shot, believes they can overcome an obstacle they face. An EMAL possesses grit.

Duckworth (2006) defined grit as perseverance and passion for specific, high goals, sustained over years. Thus, the gritty individual works strenuously toward long-term challenges, maintaining both interest and effort despite distractions, boredom setbacks, and even failures. Duckworth's definition looks like it could have come straight out of Frosty's teaching. Not only does a TMO continue to strive for excellence, they expect to be successful if they continue to be optimistic about their situation. As with Kovacs' (2018) idea of grit setting ninth-graders up for long-term success, Frosty consistently preached the idea of being a Tough-Minded Optimist to

the freshmen on the team. When the reality of college-level academics brought challenges, players were encouraged to be a TMO.

Tough-mindedness is not unique to Frosty and the PLU football program. Every coach has conversations with their athletes about being tough-minded. It is the key to optimal performance. Most elite athletes contend that at least 50% of their superior athletic performance is the result of mental or psychological factors that reflected the phenomenon of mental toughness (Loehr, 1986). In some sports, such as wrestling, 83% of coaches rated mental toughness as the most important psychological characteristic in determining an athlete's success (Gould et al., 1987).

Mental toughness or being a Tough-Minded Optimist, as Frosty called it, appears to be multi-dimensional. It is most often associated with unshakeable self-belief, the ability to rebound after failures (resilience), persistence or refusal to quit, coping effectively with adversity and pressure, and retaining concentration in the face of potential distractions (Liew et al., 2019). A true TMO never lets a problem or challenge defeat them. Problems and obstacles only serve to challenge them. They are completely unabashed by adversity and opposition, it only helps them grow inside (Peale, 2007).

The Success Road-The Process

Another cornerstone of Frosty's coaching philosophy was the concept of goal setting. He required his players to turn in a weekly goal sheet during the season. Players were expected to fill out their goals in four areas; Blue Car Attitude, Skills and Systems, Fitness, and Team Building. Within these areas, players were to state a desired goal and specific steps on how they would achieve the goal. Goal sheets were gathered, distributed to each position coach, and the

position coach gave specific feedback to the players. Many players have kept their goal sheets as a source of motivation.

What separates Frosty's goal-setting system from other systems is his request for players to develop a Blue Car Attitude goal each week. Like the other areas of the goal sheet, Frosty asked his plays to write goals that were specific and measurable. A Blue Car Attitude goal that is specific in nature might involve pre-practice warm-ups. An upperclassman may set a goal to work with a freshman on a specific pass rush drill. Another example is that a player may set a goal to give five "put-ups" to another player. To Frosty, goals were not just about scheme or Xs and Os. It was about being a good teammate and opponent.

The idea of goal setting is found in many areas of life; school, sports, business, and finance. Locke (1968) developed the goal-setting theory as a way to motivate and enhance performance in the workplace. The idea behind this theory is that goals may govern an individual's actions. A goal is something that reflects what an individual is trying to accomplish and represents the object or the aim of the specified action (Hall & Kerr, 2001). Goal setting was an essential element of EMAL during Frosty's years as head coach at Pacific Lutheran. A sure way to get into the doghouse with Frosty was to be late turning in a weekly goal sheet.

While student teaching, former player Chris Pitzer (2005), applied what he learned from Frosty about goal setting to an eighth-grade science class. Chris wrote a thesis entitled, "Goals Are Good!": A Study Of How An Implemented Goal-Setting Program Influences Student Attitude And Motivation In An Eighth Grade Science Classroom. The purpose of his study was to explore how implementing a goal-setting program would increase a student's self-efficacy and, in turn, increase a student's self-confidence in their understanding of the subject.

Keeping the classroom upbeat and efficient is important for all attitudes (student and teacher alike) while relating the importance to their own actions (Eisenberger et al., p,19). Pitzer argues that an increase in self-confidence may also increase a student's ownership of their actions and, more specifically, their learning. As part of his study, Pitzer (2005) chose one class period (25 students) and implemented a goal-setting program. He conducted interviews throughout his study and, based on the feedback from interviews, placed the students into three groups; The Prototype, Untapped Potential, and Attitudinally Challenged.

The ultimate goal of Pitzer's (2005) study was to have social and personal aspects of a student's life under their control, to a greater degree. This, in turn, would have a positive effect on the student's life. In his findings, Pitzer stated that the students in the goal-setting sample reported an increase in engagement and a greater sense of ownership in their learning. Frosty consistently spoke of how setting specific and attainable goals would increase accountability among teammates. And, through accountability to one another, ownership in the team would increase. Self-efficacy, self-confidence, ownership, and greater engagement are essential elements of EMAL. Pitzer successfully applied this concept in his study.

Goal-setting is a common process used in sports, business, and education to influence motivation (Wilson & Brookfield, 2009), increase effort (Guan et al., 2006), and enhance performance (Burke et al., 2010). While Pitzer's (2005) used the concept of goal setting in a science classroom, most associate goal setting with health and fitness or sports. Not all goal-setting programs are successful. Like Frosty's goal-setting program, most successful goal-setting programs have a proven formula; a set of practices that are proven and can be repeated.

In “Improving Your Aim; Effective Goal-Setting Practices for Team Sport Coaches,” North et al. (2021) prescribed a program very similar to that of Frosty with the Lute football team. While Frosty asked his players to write goals around a Blue Car attitude, North et al. stressed the importance of writing process goals. Process goals are specific daily behavioral tasks that performers must complete (North et al., 2021, p. 28). Completing these tasks makes the athlete better. This idea is consistent with Frosty’s idea of a Blue Car attitude. It is all about habits of the mind and your behavior.

Lute players had to write the specific skills they would focus on during each week of the season, as well. A linebacker may set a goal to work on their read progression, or a lineman may work their ‘get off’. A tenant from this study that mirrors goal setting for a specific skill is to set a specific practice goal. Goal setting, in practice, places more priority on learning new and/or enhancing existing techniques, skills, and strategies (Munroe-Chandler et al., 2004). Frosty would say a focus on honing specific skills would translate to an increase in a player’s performance on the field.

Finally, each week, players had to have a system goal; watching film, studying the call sheet, or analyzing the scouting report. North suggests that setting team goals are as, if not more, important than setting individual goals. While setting personal goals is important, establishing team goals is imperative for increasing team cohesion and performance (Widmeyer & Ducharme, 1997). Pacific Lutheran teams, no matter their record, were always cohesive. Each player setting a team or system goal helps create that cohesion. As our players would often say; we are one man....one heartbeat.

More Than Champions

Another key concept of EMAL is the idea of the *inner game*. Every player at Pacific Lutheran was issued two playbooks. The first was a traditional playbook, which contained plays and concepts for offense or defense. The other was an *inner game* book. This book consisted of one or two-page short stories, quotes, and other motivational pieces. Most football programs have only one playbook, which describes what offense or defense the team will use. Frosty pointed out to his players, on a regular basis, that the 'inner game' book was as, if not more, important than the one that contained the actual plays.

The concept of the *inner game* is not exclusive to PLU football and Frosty Westering. Angela R. Mouton (2016) discussed how the concept of the *inner game*, within athletics, can be translated into other areas, including the business world. In this work, Mouton discussed how the work of Timothy Gallwey and his series of *inner game* books set the table for other coaches, including Frosty Westering, to develop their own version of the *inner game*. As a tennis coach, Gallwey (1974) incorporated Western (Humanist) psychology as well as mindfulness into his coaching. He proposed that people could improve their performance by attending to their psychology or *inner game*. Other coaches who incorporate the *inner game* concept include Pete Carroll and Steve Kerr, of the Seattle Seahawks and Golden State Warriors.

In terms of positive organizations, workplaces that employ positive psychology interventions have shown promising results in terms of employee engagement and performance (Meyers et al., 2013). Mouton (2016) argued that the *inner game* concept improves mindset, performance, and productivity in the workplace. Frosty would argue the

inner game will improve the mindset, performance, and productivity on the playing field. The 'inner game' mindset has utility throughout many areas of our life.

John Gagliardi is the winningest football coach of all time. His 489 wins rank him above some of the biggest names in college football; Bobby Bowden, Nick Saban, and Bear Bryant. He has had such an impact on the sport that the award for the player of the year in Division III is called the Gagliardi Award. Most of Gagliardi's wins were earned while coaching at St. John's University in Collegeville, Minnesota. Like Frosty Westering, Gagliardi was known for his unique approach to coaching. One common principle the two coaches shared was that they never focused on wins and losses. It was about the preparation, or as Frosty would call it, the journey.

John and Frosty crossed paths, on the field, for a brief period of years in the NCAA Division III playoffs. One of the years, 1999, PLU traveled to St. John's and defeated the Johnnies on their way to winning the National Title. Gagliardi, as with Frosty, has been the focus of many articles, books, and scholarly works. A final study for this work comes from Raymond Welsh (2010), in his dissertation titled: Leadership Styles of a Multigenerational Leader. Welsh interviewed 16 individuals who had either played or coached for Gagliardi. The goal of the study was to identify and examine the leadership characteristics with the intent of identifying the characteristics of what made him successful.

Based on the results of interviews and a Revised Leadership Scale for Sport survey, four distinct leadership themes emerged. The themes of coaching efficacy, effective communication, the professional will to win, and empowerment were deemed equally important to the participants of the study. The relevance of this study is that participants were asked how the time spent with Gagliardi and his principles made an impact on their life. In the end,

participants expressed how they believed they grew as leaders because of their time with John Gagliardi. The leadership lessons learned; hard work, perseverance, and accountability to others were then applied to bring success in their areas of expertise, which includes industry.

No Fear

Fearless means to eradicate or minimize the negative impacts of fear (Fisher, 2014). Frosty always used the phrase; *there is no fear in love*. He spoke often of how love was a bedrock of his coaching philosophy. He loved his players. He wanted his players to be fearless on the field. Players would make mistakes, of course, but they did not fear repercussions from their coach. There were corrections when needed. However, corrections were made from a place of love. A genuine love for the player and the goal of making them better. This approach helped transform players into the best versions of themselves.

Transformational leadership is the process by which a leader fosters group or organizational performance beyond expectations by virtue of a strong emotional attachment with his or her followers combined with a collective commitment to a higher moral cause (Diaz-Saenz, 2011). Frosty Westering was a transformational leader. Relationship with players was a hallmark of Frosty's career. He loved his players unconditionally and even when he gave correction, or what he called 'tough love', his players never questioned his love for them.

The idea of creating strong bonds between player and coach is a foundational concept many coaches share. Budnick (2018) discussed the importance of relationship building in his dissertation titled: *Designing and Justifying a Training Guide for Coaching in Intercultural Contexts*. While not specifically citing Westering in his study, Budnick used a quote from Frosty in his work:

There's no question that the thing that's meant the most is the relationship with my players. All these other things that people talk about, all the championships and being in the select 300-win club, I didn't even know what that was all about. There's a great tradition here of being part of something that's bigger than yourself.

Budnick (2018) argued that through strong relationships, team cohesion is built.

Cohesion, in turn, brings a greater level of success. By coaches building relationships with their athletes, being open with them, and hearing their concerns, the coach and athlete are going to see better involvement/buy-in, better team cohesion, and better attitudes from the athletes (Budnick, 2018, p. 5). In the findings from his study, Budnick made the point the bonds forged by relationships between athletes may lead to greater performance and competition on the field, court, or wherever the competition is held.

Being a part of something bigger than yourself, from Frosty's quote, is what EMAL is about. Having the ability to create that type of environment is what separates a good coach from a transformational coach. Seeing his players in the future, as caring and productive citizens, is what Frosty was about. It is the reason so many former players came back to speak to current teams. From coaches to first responders and even a Boeing executive, former players would speak to current players about what EMAL meant to them, in their journeys.

Another perspective on this comes from Gary Lewis (2019) in his Master's thesis on transformational leaders: While transactional leaders offer regard for specified measures of productivity or deny them on the basis of not fulfilling set criteria- transformational leaders- stimulate and inspire their followers to achieve exceptional outcomes that also develop their individual leadership skills along the way. This is a fundamental principle of transformational

leadership- developing the future leaders of tomorrow (Lewis, 2019, p. 42). Leadership expert Peter Koestenbaum (1991) asserted, “leadership is the art of combining results with heart” (p.). The heart of leadership, according to Davidson and Khmelkov (2019), is motivating, empowering, and persuading others to buy into not only the performance goals and expectations but also into individual growth and the collective good.

The concept of motivating and empowering in order to bring results can apply to the classroom as well. In a study by Bernstein-Yamashiro (2013), the focus was on how a strong student-teacher relationship improved the student’s ability to experience satisfaction with their school experience. The conclusion was simple; relationships between teachers and students have an impact on students’ motivation, learning, and attitudes toward school (Bernstein-Yamashiro, 2013).

Likewise, Yonezawa et al. (2012) found that positive relationships between teachers and students are associated with higher test scores, improved engagement, and motivation. Strong relationships also had a positive correlation with retention rates and helping students when they struggle with difficult times. The message given by the authors above has a common thread. Results are one thing, but the relationships required to bring maximum results are the real focus.

Frosty cared more about his players becoming good fathers, husbands, and friends than he ever did about their statistics on the field. The status of a player did not matter in this regard. Whether you were an all-American or never saw the field, Frosty cared for you. Frosty’s ability to love others was unmatched. This ability to love is why he was so loved by those he influenced.

The Score Board Doesn't Matter

Success in education is a goal for every school across the country. There have been innumerable studies written about how to bring improvement to academics, test scores, graduation rates, etc. While there is no one solution, there are certain characteristics that surface when looking at studies in the field of education. Many of these characteristics match the principles brought forward by Frosty Westering. By examining these studies, one can see that the characteristics that built a championship-caliber football program have also been used to build a championship-caliber school.

One study on academic achievement comes from the Hawthorne School District, located in a suburb of Los Angeles. It consisted of 11 schools: seven elementary schools, three middle schools, and one dependent charter school. The student body was predominantly low-income, with approximately 87% of students falling in the low-income subgroup. The majority of students (71%) were Latino/a while another 21% of the student body were African American. The remaining students were Asian, Filipino, Pacific Islander, or White (Allbright et al., 2019).

The Hawthorn School district was one of seven districts studied by the Learning Policy Institute that focused on positive outliers in academic achievement, among schools with a majority of their students being of color. For the purposes of this study, the focus was on the factors attributed to creating an environment that brought about academic success. The Hawthorne study was very direct in this assessment. The Hawthorne School District built a climate characterized by respect, trust, and strong relationships among and between adults and students. This climate facilitated learning and change in schools and classrooms (Allbright et al., 2019). While other, more academic, attributes were given for Hawthorne's success, I bring

forward the ideas of culture or climate because it is one of the bedrocks of EMAL.

Characteristics such as respect, trust, and strong relationships are foundational to Frosty and the football program he built.

As with the study of the Hawthorne School District, Voight et al. (2013) studied over 1,700 California public middle and high schools to determine how a school's climate can impact academic achievement. Of the schools studied, 40 were identified that consistently performed better than predicted and were given the label "beating the odds" (Voight et al., 2013). The primary factor attributed to those "beating the odds" schools, with all other factors being equal, was the climate of the school.

Voight et al. (2013) also suggested that climate may have more to do with the success of the school than any academic resource given. The idea implies that things like high expectations for students, caring relationships between teachers and students, and feeling safe at school are more associated with success than teacher or administrator experience or student support services staff ratios (Voight et al., 2013). The study concluded that given two schools, with identical characteristics, the school with a better culture and strong climate had a much greater probability of being academically successful. As Frosty would say, "the scoreboard will take care of itself." A strong culture will bring about strong results.

Another study that drew a comparison between performance and culture comes from Ashley Davis (2009) and her dissertation: *The Relationship Between Academic Performance And Culture Through Systematic Change In An Urban School District: A Case Study*. Davis examined Marzano et al.'s (2005) findings that school culture indirectly affects student achievement and can be a positive or negative influence on the school's effectiveness. The study is a profile of

one superintendent, Superintendent M, but also explores other data that would change the study from being considered a biography. Superintendent M served as the leader of the system that is being studied from 2003-2007. Davis sought to examine the impact of the initiatives implemented by Superintendent M on student learning. Davis interviewed key participants in the restructuring of the district as well as Superintendent M. An examination of student achievement, as measured by test scores and staff morale, was conducted.

One of the leadership moves implemented by Superintendent M was to employ an Organizational Health Instrument. The Organizational Health Instrument has six Leadership Belief Statements that become the building blocks for an affinity process to write the strategic aims and goals of the school district (Davis, 2009). While it is not the goal to dive deeply into all six belief statements, it is important for this study to draw a correlation between the instrument's beliefs and the principles of EMAL. Concepts from the belief statements are; all decisions should be consistent with the overall mission, leaders should promote and empower individuals and the team as a whole, autonomy should be given to those who are able to handle it, and quality control mechanisms should be in place to ensure fidelity of implementation of goals.

Upon review, one can see EMAL has similar elements to Superintendent M's Organizational Health Instrument. At Pacific Lutheran, decisions were made with a team-first lens. Coaches empowered players by allowing them to have decision-making power in many areas. Players had autonomy during drill time with the assumption of self-motivation to get better. A captain's counsel served as a quality control mechanism within the team. Looking at

the results in Davis' (2009) study one can see their district enjoyed some of the same successes that Frosty had with his teams.

Through the implementation of the Organizational Health Instrument, Superintendent M established a school district that shifted from a fragmented district, operating in survival mode, to a school district with consistent improvement built through positive relationships (Davis, 2009). The rate of schools meeting adequate yearly progress moved from 45% to 90% in the time Superintendent M was at the helm. Davis' (2009) final conclusion was that, with consistency in procedures, trust in the system, and as stated earlier, strong relationships, academic success occurred.

Culture can be a difficult concept to describe. Shein's (2010) *Organizational Culture and Leadership* offered the most comprehensive academic definition of culture- a group or organization's shared basic assumptions, espoused values, and artifacts. Each element of culture is interdependent and impacts group members, both existing and new, in overt and covert ways. Student achievement was the focus of a study conducted by Alexander McNeece (2017) on how school culture impacts achievement. In 2015, to improve school culture, the State of Michigan deployed a self-reporting school culture inventory as a part of its yearly data reporting system.

McNeece (2017) analyzed the results of this inventory to see if there was a correlation between student achievement and school culture. The findings suggested that higher reported levels of culture, based on the culture inventory, were significantly correlated to higher levels of student achievement. Specific elements of the inventory that were given for building a strong school culture were; creating a safe and supportive environment, shared leadership,

collaboration among teams, and collective responsibility. These elements mirror both the findings in the study by Davis and are consistent with the concept of EMAL.

In their book *Transforming School Culture: Stories, Symbols, Values, and the Leader's Role*, Stolp and Smith (1995) discussed how creating a positive environment can improve academic achievement across the K-12 spectrum. The authors shared stories of how schools can build sustained academic success when they focus on culture first. It goes further by arguing that focusing on culture first, is the only way for success to be sustained in the long run.

Thacker and McInerney (1992) had similar beliefs from their study on improving test scores in the Metropolitan School District of Lawrence Township, Indiana. Lower than-expected test scores on the Indiana Statewide Test of Educational progress endangered the accreditation of several schools within the district. As a result, those schools in danger of losing their accreditation embarked on a massive school improvement project that focused on school culture. A major hallmark of each school's improvement plan was gathering input from key stakeholders, including school board members, building principals, teachers, other school employees, students, parents, and community members (Thacker & McInerney, 1992, p. 39).

Each school improvement plan was outcome-oriented and addressed what the people involved felt were the essential changes necessary to make school culture more productive. An example of a change made by schools in their improvement plans was a focus on building relationships with students in the classroom. A simple step in building relationships was an emphasis on consistent routines and structures. Routines and structures bring consistency in expectations, which, in turn, creates a safer learning environment.

After implementing their school improvement plans that focused on culture, state test scores began to improve. The number of students who failed the Indiana statewide test dropped at the first-grade level by over 10%, second grade by 5%, and third grade by 5%. Because of these improvements, every elementary school in the district won school achievement awards. Frosty would say those schools let the scoreboard take care of itself. It always does.

Make It A Great Day

Mindset is another essential component of EMAL. This critical component has also been the subject of studies on how a positive mindset can increase student achievement. A mantra of Frosty Westering was “You don’t have a great day; you MAKE it a great day.” To Frosty, it was a mindset. A translation of ‘making it a great day’ in the realm of education is the idea of creating an ‘academic mindset’. From the University of Chicago Consortium, Farrington et al. (2012) contended that students who are able to create an *academic mindset*, which is to say a student has positive intentions towards learning, will have greater academic success. Mindset, to the researchers, is one of several things that make up what is described as non-cognitive factors.

Recent research on non-cognitive factors has not only suggested their importance for student academic performance but has also been used to argue that social investments in the development of these non-cognitive factors would yield high payoffs in improved educational outcomes as well as reduced racial/ethnic and gender disparities in school performance and educational attainment (Farrington et al., 2012). Farrington et al. (2012) also argued that

mindset is malleable and, therefore, can grow. If someone's mindset is malleable, then teachers, coaches, and business leaders can work on improving the mindset of those they lead.

Farrington et al. (2012) went on to speak about closing both racial and gender achievement gaps through growing an academic mindset. Positive academic attitudes and mindsets that support school performance are important for all students, but racial/ethnic minority students are more likely to face contexts with additional, distinctive challenges to the development of positive academic mindsets. A number of the interventions designed to change mindsets demonstrate large effects on racial/ethnic minority students- or on girls, in the case of math and science performance- suggesting that it is particularly critical to pay attention to the ways in which minority status may shape students how view themselves in relationship to a given learning context (Farrington et al., 2012, p. 36).

How can a positive mindset towards math help with academic achievement within the subject area? Behavioral studies have suggested that a positive mindset can reduce anxiety about learning, enhance motivation to succeed, and boost persistence (Aiken, 1976). In their study on mindset and math achievement, Chen et al. (2018) discussed how establishing a positive mindset about the ability to learn math can increase the likelihood of success in the subject. Simply by believing they can be successful, students' chances of success greatly increase. Even in a hard to understand subject such as math.

According to Chen et al. (2018), having a positive mindset about math actually influences the neural pathways used to decipher and solve mathematic equations. This was demonstrated through the study of MRIs as students processed mathematical equations. By studying images, three things were determined. First, a positive mindset about math uniquely

predicts individual differences in children's math achievement, even after multiple general cognitive and affective factors were controlled. Second, a positive mindset is associated with increased engagement of the medial temporal lobe (MTL) memory system. The medial temporal lobe plays a crucial role in episodic and spatial memory. Third, the hippocampus mediates the relation between a positive mindset towards math and numerical problem-solving abilities.

Frosty always impressed the importance of mindset with his teams. Like many of his principles, he wanted his players to know they had total control of their mindset. This, in turn, could be used as an advantage over someone who may be a better athlete or football player. Pacific Lutheran defeated teams they should, based on talent level, never have defeated. Frosty's players had a secret weapon at their disposal; the EMAL mindset. Like football players, students can achieve an increased level of academic success if they possess their secret weapon, a positive academic mindset.

With a positive academic mindset, a student will take a positive approach to their academics. A positive mindset opens the door to good study habits, academic stamina, and an understanding of the importance of engaging in the learning environment. A positive mindset replaces the narrative that some students have that says; I cannot do this, good grades are for other people, or I am not supposed to get an A. In athletics or academics, a positive mindset is critical.

The Third Son

Every year, Frosty would share the story of the Third Son. This story is about a father who visits the workplace of his three sons. The father asks the manager how his sons were

doing and if there were any concerns. The manager gave an analysis of each of the sons. The first son was nice, worked hard, and accomplished every task he was given. The second son was just like the first but he would always ask if there were additional tasks to complete. The third son always went above and beyond and accomplished every task given, sought out other tasks on his own, and even helped others accomplish their tasks. The third son always went the extra mile. Frosty always challenged his players to be different, to be extraordinary, to be the Third Son.

Kouzes and Posner (2007) suggested that leadership is about creating ways to contribute to making something extraordinary happen. In the field of industry, something extraordinary typically means growing a business or organization into something that significantly impacts the lives of others. Researchers have studied how coaching strategies from the world of sport were applied to the field of industry to grow a successful business or organization. Characteristics like relationships, respect, and high expectations are some of the core values held by Frosty Westering. Even though the studies examined did not focus on Frosty Westering or the concept of EMAL, they have the same DNA as a team coached by Frosty. A team is a team. Whether it be a small college football team or a team from a multi-million dollar company, the elements of EMAL can bring about success.

A study by Crabb (2011) demonstrated how the use of coaching principles can foster employee engagement. In the study, Crabb discussed the concept of positive psychology. Linley et al. (2005) defined positive psychology as the “scientific study of optimal functioning, focusing on aspects of the human condition that lead to happiness, fulfillment, and flourishing” (p. 5).

The study draws a connection to the approach a coach would take to the concept of positive psychology.

Crabb (2011) devised a list of relevant topic areas that were known or found to contribute to the peak performance of an individual within the workplace. The topic areas included job satisfaction, organizational commitment, employee engagement, job design, well-being, flow, optimism, and resilience. Each topic area was extensively researched. From the topic areas, the authors attempted to find common themes among the areas of focus. From their research, the authors found three common themes that could contribute to worker engagement: focusing on strengths, managing emotions, and aligning purpose.

Crabb (2011) concluded that organizations that employ the coaching model and those that employ coaches within the organization, develop more engaged workers. Further, employees who are engaged at a higher level lead to enhanced business performance, including employee commitment, competitive advantage, and efficient response to crises (Crabb, 2011). Areas of focus in this research process; commitment, engagement, optimism, and resilience, are consistent with the elements of EMAL.

Leedham (2005) examined the effectiveness of hiring outside business coaches. The study takes a multi-dimensional approach to review the published literature on the tangible benefits of business coaching combined with the more established processes of training evaluation and business results measurements. Leedham found that a focus on human capital, or building relationships through a coaching model, helped with motivation and production in the workplace. Highly motivated employees will take on extra tasks in order to improve their part of the business. They will also want to excel in their work as well as seek career

progression (Neely et al., 2003). Both of studies demonstrated the idea of the Third Son.

Through a focus on strengths, commitment, and relationships, an individual will always want to go the extra mile. They will want to become the Third Son.

Conclusion

Walking out of Frosty's office after that first meeting, I knew my life was about to change. While injuries prevented me from completing my final year of eligibility, Frosty let me be a part of the program. From what began as nothing more than a volunteer helper completing menial tasks, to co-coordinating the defense in my final year with the program, Frosty changed the way I approach life. Because of him, I believe I am a better husband, father, and educator.

My EMAL journey also allowed me to see the impact of Frosty Westering on countless individuals. The magic of Frosty is that some of his greatest impacts was on individuals who had nothing to do with the program. From the bus driven taking us to a game, to the flight attendant on a plane, to the cashier in a hotel lobby. Frosty made an impact on people. I would stand in awe as I witnessed Frosty take the time to acknowledge someone, simply to give him or her an encouraging word. Frosty saw people. He recognized that every individual had worth. Frosty Westering saw the good in an individual, even when the individual did not see the good themselves. The goal of this project is to demonstrate how applying Frosty's principles can be life-changing. Further, the goal is to show how his principles can bring a greater level of success to any endeavor one chooses to pursue. Even if that chosen endeavor is simply to brighten someone's day.

Chapter III: Methodology

Introduction

The purpose of this study was to examine the principles behind the coaching philosophy of Frosty Westering. More specifically: What are the shared interpretations of EMAL football from a sample of former players, and how have they applied those interpretations in their chosen fields of work to build a culture of success? This study explored the experiences of six former players who have implemented Frosty's principles in two specific fields; business and education. A qualitative methodology employing heuristic phenomenology was chosen for this study. In this chapter, the methodology and the rationale for choosing the methodology were discussed. I also included sections on research design, theoretical framework, research questions, participants, instrumentation, procedures, data analysis, limitations, and subject positioning.

Research Design

A qualitative research method was applied for several reasons. First, qualitative research allows for an in-depth look at a specific topic or phenomenon. Streaun (1998) stated, "Qualitative research can illuminate the previously unknown or tenuously known, provide familiarity through rich description, and explore faulty understandings" (p. 335). While Frosty Westering, a hall-of-fame football coach, is well known, how his principles have been applied in business and education still needs to be fully understood. Hence, a research method that explores the perceptions of participants who have been influenced by and even implemented Frosty's principles offers rich insights likely to be unveiled using a qualitative approach.

A second reason for choosing a qualitative approach is that it lends itself well to exploring the phenomenon of EMAL. Peshkin (1998) stated that although understanding the complexity of a phenomenon is not exclusive to qualitative inquiry, qualitative methodology is particularly well suited for grasping the complexity of a phenomenon. Cote et al. (1995) added, "Qualitative research addressing an individual coach's interpretations of their experiences and processes by which meanings and knowledge can be used to help understand the complex realities of coaching" (p. 68). The concept of EMAL is complex and multifaceted. This approach allowed an exploration of these complexities.

Chelladurai (1993), a leading contributor to sport leadership literature, gave a third reason for using a qualitative approach. He suggested the use of qualitative methodology in recommendations for future research in the fields of coaching and sports psychology. Because coaching and sports psychology is about providing an experience for others and how athletes interpret the experience, a qualitative approach is important.

Finally, a coach is a leader. Bryman et al. (1998) specifically recommended the advantages of a qualitative approach in the study of leadership. These researchers argued that leadership can be better understood if the meanings assigned to it by its actors are incorporated into the research. Qualitative methods use the lens of the leaders' interpretation of their actions, events, and perspectives.

Theoretical Framework

A multiple case study with a heuristic phenomenological slant was the research method chosen for this study. The multiple case study method is a form of qualitative research that attempts to understand what people experience (Creswell, 1998). Yin (2014) reinforced this

idea by stating, "A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context" (p. 16). For this work, the phenomenon is EMAL, and the real-life context is the lived experience of those who lived it. This study explored the experiences of six individuals who played football under Frosty Westering's guidance and who have implemented the principles of Frosty Westering in their chosen fields. The typical phenomenological approach requires the researcher to ask a general question of their participants involving their experience of a phenomenon.

While this study was phenomenological, it also encompassed a multiple-case study methodology. A multi-case study allows the researcher to ask additional questions of the study's participants. "Asking good questions is key to getting meaningful data" (Merriam & Tisdell, 2016, p. 136). The purpose of these questions was to obtain additional information. Additional questions were needed to see which specific principles of Frosty's philosophy participants adopted and how these were applied. These pre-determined questions structured the participants' responses instead of a more open-ended and truly phenomenological approach. As a result, the research methodology used in this study is more aptly described as a multiple case study viewed through a heuristic phenomenological lens.

Case study research is designed to bring insight and understanding to a relatively unknown and, at times, complex issue. Case study research is an in-depth investigation. The research can investigate a person, a group of people, or an institution. Yin (1984) defined case study research as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, where the boundaries between the phenomenon and the context are not

evident and where multiple sources of evidence are used. The case study method allows an in-depth analysis of single or multiple cases.

When multiple cases are examined, as with this study, the researcher provides background information and a description of each case. This procedure is called a with-case analysis (Creswell, 1998). Next, an analysis is conducted, and each case is coded to see if themes emerge. Finally, the researcher reports the information from the study of each case. For this study, an analysis and a report of all commonalities between the cases were given.

Creswell (1998) presented a systematic procedure for analyzing data that were applied to this study. Step one was to create files to track data. This study included interviews, personal biographies of each participant, background information on their chosen fields, and any artifacts collected from participants. The next step was to read through manuscripts, highlight themes that emerge, and code notes accordingly. I then established patterns or themes and developed generalizations of why the themes occurred. Finally, I presented my findings in a narrative augmented by the data collected. These data were in the form of quotes and anecdotes from interviews with former players.

Phenomenology describes the meaning of lived experiences for several individuals regarding a specific concept or phenomenon (Creswell, 1998). Participants' perceptions, feelings, and even someone's intuitions are part of phenomenology. Contained within the research method has been the assumption that shared experiences among individuals possess an essence (Strauss & Corbin, 1990). Phenomenology seeks to understand the common experience of an individual or group of individuals. It attempts to explain how humans experience the world around them.

The researcher strives to achieve understanding through insights from the lived experiences of the participants (Crick, 1998). Patton (1990) believed that it is the job of the phenomenological researcher to “focus on what people experience and how they interpret the world, and to determine the essence of the shared experience of the individuals” (p. 45). In the case of this study, it is how a player, along with their teammates, experienced the phenomenon called EMAL. How did those players internalize the lessons given to them by Frosty Westering? How did they translate and apply these lessons as they transitioned into new roles beyond the Pacific Lutheran University football program?

Phenomenology is a combination of two philosophies (Pollio et al., 1997). The first is an individual’s perspective on the human experience. The second deals with the style of investigation used to explain the human experience. A phenomenological researcher has an interest in the human experience as it relates to the relationship between an individual and their surrounding environment. The distinction between phenomenology and other methodologies is how it emphasizes the first-person perspective. How do players experience the locker room, practices, and game day? Other methodologies may miss the mark in terms of the lived experience.

Although the term phenomenology had been around for ages, the German philosopher Edmund H. Husserl developed phenomenology as a rigorous science, principally in the early 20th Century (Patton, 1990). It is the recognition that each individual has a lived experience. How an individual interprets these experiences constructs that individual’s reality. Husserl (1970) believed that people should be recognized “as open and engaged beings capable of developing personal meaning in the process of actively manifesting themselves” (p. 43). Because of these

beliefs, Husserl held that other methodologies would be inadequate in the pursuit of interpreting the participants' lived experiences. In order to capture our participant's lived experiences, the following questions will be used to create a story of their experience.

Research Questions

The following questions guided my research:

1. What specific principles from Frosty's approach have participants adopted in their given field?
2. What evidence, if any, suggests that implementing these principles creates a culture of success within an organization?
3. How have leaders in the fields of education and business used Frosty Westering's approach to build an environment that fosters a belief that individuals are in control of their success?
4. In what ways, if at all, have educators used Frosty's principles or ideas similar to his concepts to impact student growth?

Participants

Participants were chosen using purposeful sampling. This method increases the utility of the information collected. Patton (2015) argued that:

The logic and power of qualitative purposeful sampling derives from the emphasis on in-depth understanding of specific cases: *information-rich cases*. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry, thus the term purposeful sampling. (p. 53)

In the case of this study, participants were selected based on two criteria: (a) participants were former players of Frosty Westering and (b) they used his principles in their chosen field to create a climate of success. Patton (1990) further stated that the purposeful sampling method is particularly useful for phenomenological studies because it is essential that all participants experience the phenomenon that is being studied.

To develop the participant pool, I reached out to longtime assistants under Frosty Westering for advice on who may make a good candidate. Specifically, I contacted Frosty's son, Scott Westering, and a longtime defensive assistant, Craig McCord. Scott and Craig were on Frosty's coaching staff for over 20 years. Further, Scott followed his father as head coach at Pacific Lutheran, coaching the Lutes for an additional 14 seasons. Craig McCord was on Scott's coaching staff all 14 years. Scott and Craig had a historical perspective of players who grasped the concept of EMAL, know their chosen fields and have access to the former players. Both Scott and Craig were asked to pass along my contact information. If a former player who fit the profile for study chooses to participate, they were asked to contact me.

Patton (1990) recommended that the researcher be knowledgeable about the participants of a study. To do this, I provided a short biography of each player, a description of their chosen field, and explained how they have implemented Frosty's principles. There was an even distribution of former players from the fields of education and business. The target number of individuals to contact about the interview process was 10-12. I chose six former players to include in my study.

Instrumentation

A semi-structured interview process was employed to gain an in-depth understanding of the participant's experiences and understanding of EMAL football. A semi-structured interview process was used to assess the leader's subjective understanding of their experience and helped in obtaining the meaning of their experiences through details from their stream of consciousness (Westre, 2003). Chelladurai (1993) suggested that interviews, rather than just observations or surveys, can provide much-needed insight into the phenomenon being studied.

Before the interview, each participant was given the same list of questions (see Appendix A). This allowed participants to become familiar with the questions and form their thoughts before the interview itself. It also allowed participants time to reflect on their answers, giving the potential for more in-depth insights. Using the same questions and allowing process time for all participants ensured consistency throughout each interview. Since the interviews were semi-structured, participants were free to share additional thoughts or insights into the questions. The format allowed for follow-up questions as well.

To ensure reliability, interviews were recorded to ensure that all data was accurately collected. Participants were offered an opportunity to reviewed transcripts prior to analysis. An opportunity to change or expand on any answer was given before the final analysis. Taylor and Bogdan (1984) recommended giving participants an opportunity to review transcripts. Merriam and Tisdell (2016) described this process as *member checking*. This allows a deeper analysis of the information and builds trust between the interviewer and the participant. To ensure a high level of trustworthiness to the study, participants were given the opportunity to review the final manuscript of the study to ensure their voices is heard and their thoughts are represented

accurately. Interview participants were allowed to submit artifacts they have used, handouts, PowerPoints, and motivational quotes that may enhance or give a clearer view of their experience.

Data Analysis

Six steps are required to analyze data to complete a heuristic phenomenological research project. According to Moustakas (1990), the six steps are initial engagement, immersion, illumination, incubation, explication, and creative synthesis. The purpose of this systematic process is to help describe and explain the essence of the experience and its meaning in the participants' lives (Westre, 2003).

The first step, initial engagement, is where the researcher reflects on their experience with the phenomenon being studied and compels the research to encounter those experiences. During this step, the research questions are developed. The researcher attempts to understand the underlying meanings of the questions and time to consider how they will interact with those they engage in collecting data.

The next step, according to Moustakas (1990), is immersion. In this step, the researcher becomes intensely engaged with the data and the experience. The researcher must make time to examine those data carefully. This ensures they fully engage in the participant's lived experiences and how they interpret the phenomenon. The researcher should make every effort to engage in all aspects of the subject's lived experience. Anything remotely associated with the phenomenon is pursued for possible clarification (Westre, 2003).

The third step is incubation. This is the phase where themes and patterns emerge from the data (Patton, 1990). During this time, the researcher applies thinking, awareness of

meaning, and intuitive insights to fully understand the phenomenon in question. The key to this phase is for the researcher to lean into their knowledge and intuition of the phenomenon being studied. In a heuristic study, the researcher uses tacit knowledge to develop meaning from vague insights (Moustakas, 1990). With a heuristic approach, dialogue with others is used to find the underlying meanings of important human experiences. Moustakas (1990) referred to incubation as a step in which the researcher allows time for the information received to “percolate, permitting the glimmerings and awakenings to form” (p. 50).

The next step is illumination. In this phase, the researcher expands their awareness and understanding of the phenomenon being studied. The goal is to look for nuance, essence, or hidden meanings. Moustakas (1990) described this step as the “aha” part of the study (Westre, 2003). During the illumination period, the researcher should gain clarity, allowing them to begin a description of the phenomenon.

Explication follows illumination. In this step, the researcher examines the data through as many perspectives as possible and adds more dimensions to the meanings of the lived experience. The researcher can do this by piecing together experiences or descriptions by participants. Through descriptions and experiences, the researcher establishes themes, which, in turn, should allow for a clear picture of the essence of the phenomenon. The ultimate goal is to capture the essence of the phenomenon being studied.

The final step in the process is creative synthesis. In this step, the researcher uses the participants' lived experiences to paint a picture of the phenomenon being studied. It represents the final integration of the data, qualities, and themes discovered in the explication

phase. It is not a mere summary of what went into the study. It is the complete depiction of a human experience in all its wholeness (Djuraskovic & Arthur, 2010).

Moustakas' (1990) six steps were essential to complete this project. In the context of the current study, they were utilized through the lens of Frosty Westering's principles. For example, during the incubation period, themes arose around specific concepts of EMAL and how those concepts were used to build a culture of success. Because EMAL is multifaceted, themes arose that the researcher did not anticipate.

Unanticipated themes were an added benefit. During the explication period, where the goal is to capture the essence of a phenomenon, unanticipated themes added texture and depth to the description of EMAL. The researcher postulates that integrating Moustakas's (1990) framework with the principles of Frosty Westering's coaching philosophy resulted in greater data synthesis. This led to a stronger project.

Limitations of the Study

With all studies, one must look at the limitations. Identifying the limitations of a study gives greater validity to the outcomes and conclusions of the study. A limitation of a heuristic, multi-case, phenomenological, qualitative study is that data are collected from a relatively small sample size. However, this method's goal is to fully understand a phenomenon's meaning. A small sample size allows for an in-depth analysis of the phenomenon. A larger sample size would make an in-depth analysis more challenging. The results of the study would likely be a more generalized summation of the phenomenon.

Bain (1995) explained the importance of qualitative research and, more specifically, the need to avoid generalizations in data reporting:

Qualitative research provides insights into another's reality. A qualitative research report provides the reader, not with generalizations but tools for reflection. The knowledge produced is not a generalizable law of behavior but is a new subjective knowledge constructed by the reader. The reader uses this new insight to create new meanings and actions in his or her own life. Is this knowledge valuable? Can it have an impact on other settings? I think the answer is yes. (p. 244)

The importance of specific, in-depth reporting cannot be overstated. Generalizations leave the reader with too many gaps to fill. The gaps can be filled with misinformation or misunderstanding of the phenomenon being studied.

Using a small sample size was yet another limitation of the research. While a small sample size allowed an in-depth analysis of the phenomenon being studied, it missed the mark in measuring the breadth of the phenomenon. A greater number of participants could allow more patterns to emerge. A greater sample size could also uncover a specific principle within the phenomenon of EMAL that resonated with an individual member of the Pacific Lutheran football team but not with a greater group of players.

Another limitation of this study was my intimate knowledge of the phenomenon. It is possible that I may have a close relationship with the subjects chosen for the interview. While a relationship with the participants and the phenomenon has its advantages, it may be a disadvantage in teasing out more information or insight. Having an intimate knowledge of the subject, specific questions can be overlooked, assuming I will know how the participants will answer. Or, because I have a firm understanding of the phenomenon, I may refrain from pressing on a particular aspect of the phenomenon.

A final limitation is that I selected individuals who successfully implemented the Frosty Westering principles. This study did not pursue individuals who attempted to implement Frosty's principles without success. Since the study's goal is to explore successful implementation, made sense to only select subjects who have experienced success. Examining failed attempts to implement Frosty's principles is a possibility for future research projects.

Subject Positioning

Positionality "reflects the position the researcher has chosen to adopt within a given research study" (Savin-Baden & Major, 2013, p. 37). Positionality is normally identified by locating the researcher about three areas: (a) the subject under investigation; (2) the research participants; and (3) the research context and process (Holmes, 2020). Because positionality can affect the totality of the research process, it is imperative to understand the researcher's positionality in reference to the subject being studied.

The researcher's position on the subject under investigation is intimate knowledge. The positioning of the participants around the phenomenon allowed for a comprehensive exploration of the topic. Because I have a lived experience with the phenomenon being studied, EMAL, I have my perspective on the subject. However, I had a different lens from the subjects chosen for data collection. The difference is that I did not play for Frosty Westering but was a member of his coaching staff. Being a member of the coaching staff gave me access to a "behind the scenes" view of Frosty and the program. I did not have access to the view of a player and how a player would have internalized the principles of Frosty.

Research participants were from two areas, business and education. Depending on the final six participants chosen, a range of eras within the program is represented. Because Frosty

coached at Pacific Lutheran for 32 years, the perspectives of Frosty and his principles were different, depending on the era of play. A player from the early years of Frosty's tenure may have a different perspective from a player who played for Frosty in the later years of his time at PLU. The positionality of subjects across chosen fields and timeframes helped develop a comprehensive view.

Finally, the context of this study is that Frosty Westering had a profound influence on many people, myself included. I have used the principles that guided Frosty in different ways. One is building a culture of success in my chosen field, education. I know that others have also used his principles to build a culture of success. This study aimed to seek out others who have been equally influenced by Frosty and to hear their stories.

Chapter IV: Findings

Introduction

“Do you need some help, Frosty?” I asked. “Well...I may need a little help getting to my car, Steve,” he replied. In the final full practice of his illustrious career, Frosty needed a little help. Frosty and I were the last two standing on the outfield of a baseball field at Sprinker Recreation Center in Parkland, Washington. Towards the end of his coaching career, Frosty would often use a cane to help him walk, and, at times, he would bring a stool to practice so he could get off his feet. So, there we were, walking to Frosty’s car with his hand on my shoulder and the other hand using his cane while I carried his stool.

Since the practice field at Pacific Lutheran had no lights, on Wednesdays, the Lutes traveled to different locations to practice in the last weeks of the season. To ensure at least one full practice a week, the PLU players and coaches would jump in their cars and travel to an offsite location. We would travel to local high schools, city parks, and Sprinker Recreation Center. Because other teams also used the facilities, we would begin our practices at 7:00 pm. That was the case on the evening I helped Frosty walk to his car. This was not just any Wednesday night; it was Frosty’s final Wednesday night practice.

The final week of Frosty’s last season at Pacific Lutheran was chaotic. Multiple news outlets, former players, and friends of the program showed up to be around Frosty in his last week. The team was preparing for our crosstown rivals, the University of Puget Sound, but the week of preparation was merely a backdrop for the final days of Frosty Westering’s 30-year coaching career. On that final Wednesday night, Frosty stayed after practice until the last well-wisher had gone. As I wrapped up a conversation with a player, I noticed Frosty standing alone

in the middle of the field. He looked tired and sad. I cannot imagine the thoughts going through his head. A 30-year career was nearing its end.

The Lutes would end the 2003 season with a 40-14 win over the University of Puget Sound to finish the season 6-3. There would be no playoffs for the Lutes. Wednesday night's practice at Sprinker Recreation Center would be the final full practice for Frosty. The team would have a short-scripted practice on Thursday, a Friday walk-through, and his final game on Saturday. These were the final days of Frosty's career.

As I helped him to his car, I could not help but feel a sense of gratitude for the opportunity given to me by Frosty. Gratitude for allowing me to be a small part of his career. He had changed my life. He had made me a better man. Frosty Westering allowed me to become part of the EMAL family, and for that, I am eternally grateful. The purpose of this study is to explore how others have applied Frosty's principles to create a culture of success. The following stories show Frosty's impact on those lucky enough to be a part of his hall of fame career.

Becoming a Clutch Player

One of the many tools Frosty Westering used to instill the principles of EMAL in his players was the Clutch Player Manifesto. The manifesto was a roadmap to becoming a clutch player and consisted of 11 rules and tools for peak performance in high-pressure, critical situations. Some rules included; giving it your best shot, playing in the now, loving the preparation, and learning from and flushing a mistake. Luke, a senior on the 1999 national championship team, uses the clutch player manifesto as a cornerstone with his students in the classroom and his players on the football field.

Luke has been the head football coach at Lathrop High School in Fairbanks, Alaska, since 2016. He also teaches health and physical education classes. His team has won back-to-back state football titles. He credits much of the team's success to the lessons he learned playing for Frosty. He has even adopted the term EMAL, which means Every Man A Leader for the players at Lathrop. He has created a culture of success within his football program, built on the concepts of Frosty Westering. Luke has done this with the challenge of having a high transitory rate at Lathrop. In some years, the football team experiences a 40% turnover rate.

How does Luke handle such turnover? He leans on the servant leadership of those who have been in the program and have EMAL principles rooted in their spirit. This fits an idea espoused by Greenleaf (1977). Greenleaf asked this essential question: "do those being served grow as persons?" (p. 13) Like Greenleaf, Luke would argue they do. Luke sees football and how he has developed his program as a vehicle for transforming his players into men of character and individuals willing to serve others. "If you can get your heart right, you can make it anywhere," Luke explains. Luke demonstrates the same love for his players as Frosty did for his.

When asked how the principles of EMAL have manifested themselves in terms of academic achievement for his players, Luke says academics are a byproduct of the process. Luke uses another Frostyism, "Lock On," to bring the point home. "We ask our players to lock on and focus on those things that make us better." That includes locking on and focusing on their academics. Luke's players pass their classes because they do not want to let the team down. Players lock on and focus on becoming good students, citizens, and football players.

While Luke espouses the idea that the scoreboard does not matter, the scoreboard has taken care of itself. The Malemutes of Lathrop have won back-to-back state championships on

the football field. Before being the head coach of the Malemutes of Lathrop, Luke was on a coaching staff that won a state title at North Pole High School in North Pole, Alaska. The EMAL blueprint for both schools was the same; give it your best shot, believe in the process, and let the scoreboard take care of itself.

The final similarity between Luke and the lessons he learned from Frosty is his deep love for his players. As Budnick (2018) pointed out, bonds forged by strong relationships between a player and their coach may lead to greater performance on the field. Luke said in his interview: "Every kid matters, right? We are going to value every single kid." The love shown by Luke for his players, he believes, has brought about much of the success experienced on the field of play.

From Middle School Science to the DEA

David was a four-year starter and team captain during his senior year at Pacific Lutheran University. After his playing days, David became a science teacher at Morris Ford Middle School in the Franklin Pierce School District. The Franklin Pierce School District is located in Tacoma, Washington. Ford Middle School is a majority-minority school with an enrollment of approximately 950 students. Over the years, Ford Middle school has faced many challenges. One hundred percent of its students qualify for the district's free lunch program, and the regular attendance rate is 58.6%. This rate is well below the Washington state average of 80% for school attendance. The school has also dealt with gang and drug issues.

Despite these challenges, Ford's principal, Gary, implemented an improvement plan that would eventually win his building a school of distinction award. David's challenge was working with his eighth-grade science team to improve Ford's science scores on the state assessment. In

the 2004-2005 school year, Ford's passing rate on the eighth-grade science MSP was 24%. Within six years, Ford's scores on the science Measure of Student Progress exceeded the 60% passing rate. How did David and his team bring about these results? By implementing many of the same principles used by Frosty Westering to build EMAL football. While David's efforts were not solely responsible for Ford Middle School winning a school of distinction award, he contributed to the effort in a significant way.

One of the critical factors to the success of Ford's eighth-grade students on the state science test was learning to trust the process and not focus on test scores. In essence, they discovered that the scoreboard does not matter. This is the same idea discussed in a study by Voight et al. (2013). The study examined several schools in the state of California that "beat the odds" in regard to improving state test scores. Voight et al. found that focusing on a positive culture was the key. As the study suggests, test scores take care of themselves with a positive culture.

As for the process, the eighth-grade science department taught all students a universal writing method. All students were taught how to write a set of experiment steps and a lab conclusion in a systematic way. Students also learned that the only expectation was for each student to give it their best shot on test day. It sounds simple, but it was not. Dave and his science team created a culture in which their students wanted to do well. They wanted to give it their best shot because they did not want to let their teachers down. "They wanted to perform well for their teachers, their peers, and themselves," said David.

Over 300 students bought into the idea that if they trusted the process (Ford's scientific writing method), gave it their best shot, and did not focus on the outcome, their test score

would take care of itself. It is the same formula Luke taught his athletes that brought success to the Lathrop High School football team. Trust the process, give it your best shot, and let the scoreboard take care of itself. Two PLU players, Luke and David, who did not play football together but were influenced by Frosty, implemented his principles to bring about success in their fields.

The EMAL journey does not stop at Ford Middle School for David. After several years of teaching, David felt the call to become a public servant. He became a member of the Puyallup Police Department in Washington State and is currently on assignment with the Drug Enforcement Agency (DEA). In his role with the DEA and with the Puyallup Police Department, David has had opportunities to instill the principles of EMAL football into those he has led. When I asked him if the principles used with the students at Ford Middle are the same used with law enforcement, he reported they were different. He stated the differences were due to the independence afforded to law enforcement officers. As David stated, "On a given day, a patrol officer may never be in an office or building but working in the field."

Due to this, David leans on the principle of "The Third Son." This principle comes from a story Frosty would tell about a father who visited the company where his three sons worked. He wanted to talk to the company's owner to see if his sons were doing a good job. The company owner told the father that his first son did a good job and that he could be counted on to do precisely what was expected.

The first two sons were good workers, but the company owner was most impressed with the third son. This was because the third son went the extra mile in everything he did. The second son also did what was expected but would ask others how he could be of service when

all his tasks were done. The third son completed every task on time, always asked how he could be of service to others and was a great problem solver. The third son wanted to help the company become the best company in the world.

Being committed, competitive, and efficient in responding to a crisis are critical components in law enforcement. The principle of the third son with police officers, who have a great deal of autonomy, is consistent with a study conducted by Crabb (2011). Crabb discussed that self-motivated individuals are more likely to have a greater level of commitment, have a competitive advantage, and be highly efficient in responding to a crisis.

The other principle David uses when working with those he leads is not playing the comparison game. Frosty compelled his players never to compare themselves to someone else and only to compare themselves to the best version of themselves. You have no control over how good another person will be, but you have total control over how good you will be. "Every day I ask myself, am I better today than I was yesterday. Am I being my best self," says David.

The nature of law enforcement and the level of independence the job offers pair well with these two principles. If an officer is striving to be a self-starter and the best version of themselves, there is little need to worry about a role that has a high level of independence. David believes the principles instilled in him by Frosty in his formative years have allowed him to advance to higher levels of leadership in his relatively short time in law enforcement. David is currently an assistant team leader, defensive tactics instructor, and course instructor on drug enforcement.

Allan

“All right, Chad, who is the most hardened group here at Thunder?” “Do you mean the hardest group?” “No, I want to know who the most hardened group is. The most disengaged, disinterested group.” “Oh, that is easy! That group is sitting right over there.” “Got it, and who is the most hardened of the group?” “That is easy as well....that would be the kid looking at us right now.” This was a conversation I had with my assistant principal, Chad, while we were standing in our commons during lunch in the opening days of my time as principal at Thunder Mountain Middle School. The boy staring at us was a young man named Allan.

Chad was referring to a group of Hispanic students who attended Thunder Mountain. The boys occupied two round tables in the corner of our commons area. The young man Chad referred to as being the most hardened, Allan, seemed to know we were speaking about him and was staring back at us. Seeing that Allan was staring at me, I did what any principal would do. I walked straight over to an empty chair in the middle of the group, sat down, and said, “Hi, fellas. How is it going?” In the coming weeks and months, I spent a lot of time getting to know all of my students at Thunder Mountain. Priority one, however, was to build a strong relationship with that specific group of boys.

A tool I used to help build a relationship with these young men came straight from Frosty's tool kit, the Tough-Minded Optimist. Allan and his friends were undoubtedly tough-minded, but they were anything but optimistic. When it came to school and academics, they needed grit. Duckworth (2006) defined grit as perseverance and passion for specific, high goals sustained over years. I knew that creating a group of tough-minded optimists, who possessed grit, would help this group of boys after leaving Thunder Mountain.

As Kovacs (2018) found in his study, *A Quantitative Study Investigating The Critical Ninth-Grade Year a Grit Influences Student Academic Success*, students who possess grit as ninth graders will complete all academic requirements and, in turn, be on a path to graduate on time. It was my goal to instill a mindset in Allan and his friends that would allow me to attend their high school graduation four years after leaving Thunder Mountain.

The year before I became the principal of Thunder Mountain Middle School, the district lost a harassment-intimidation-bullying lawsuit. Local news outlets labeled the school a "war zone" and painted it as one with no rules or accountability for its students. While the school was not a "war zone," as the media portrayed it, it needed some significant changes. My plan was simple; build relationships with my staff and students and "Make the Big Time" at Thunder Mountain Middle School.

In my opening message to the staff at Thunder Mountain, I shared an EMAL staple, "The Potential Performance Gap." The idea of the Potential Performance Gap is simple; all of us have a GAP between where we can be and where we currently are. Further, GAP is an acronym for Goals Setting, Attitude, and Persistence. On that first day, I conveyed to my staff that every student has a gap between where they currently are and where they have the potential to go. Further, I shared that it is our job as educators to close the Potential Performance Gap for all our students.

One of the challenges I inherited in my first year was Thunder Mountain being placed on a watch list for improvement by the state of Washington. This was due to its low-test scores on the Smarter Balanced Assessment for our English Language Learners (ELL). The Smarter Balanced Assessment is an assessment every student takes in grades 6-8 in Math, English

Language Arts, and Science in the eighth grade. Many of the students in our ELL class were the same ones Chad had identified as our most hardened group of students. I saw a tremendous opportunity in this challenge. The opportunity was to close the Potential Performance Gap with my ELL students.

Davis (2009) found that consistent improvement in test scores can be achieved through building positive relationships with students. I knew the key to closing the performance gap for my ELL students was to build a trusting and caring relationship with them. They had to know that I cared for them and that, while we needed them to improve their test scores on the Smarter Balanced Assessment, the scores themselves meant nothing.

The goal for my English Language Learners was to see the importance of giving it their best shot in everything they did. The group needed to care about caring, and I had to be someone they trusted in order to get them to care. They were great boys, full of energy and spirit, and I loved who they were as individuals. I grew a particularly strong bond with the most hardened one of them all, Allan.

Allan had a brilliant mind and possessed excellent soccer skills. He was a natural leader, and our Hispanic group followed his lead. In 2018, three years after I began my role as principal, Thunder Mountain won a school of distinction award for closing the achievement gap with our ELL students. We could do this because our ELL students bought into the idea of giving it their best shot. This included giving it their best shot on the Smarter Balanced Assessment. Why did the group do this? Because Allan promised he would give it his best shot. The rest of the group followed his lead. Did they all pass the test? No. They did, however, improve their scores from the previous year, and their Potential Performance Gap started to close.

Like Luke and David, I used Frosty's principles to impact student achievement positively. For Luke, David, and me, it was about building relationships, trusting the process, giving it your best shot, and letting the scoreboard take care of itself. As for Allan, he did something extraordinary. As promised, he gave it his best shot on the Smarter Balanced Assessment in all three subjects. When test scores returned, they showed that Allan scored a 400 on the state science exam. The cut score for passing the assessment was 400. The science assessment, taken in the spring of his eighth-grade year, was the first state assessment Allen had passed in his entire academic career. Allan became a tough-minded optimist and possessed the grit he needed to be an on-time graduate four years after leaving Thunder Mountain.

From Pilot to Distiller

Pursuit Distilling Company is a family-owned craft spirits distillery in Enumclaw, Washington. Its owner, Tyler, is a former starting quarterback and team captain for the Lutes in the years following the 1999 championship season. Before founding Pursuit, Tyler was a commercial pilot who also ran his family's management company. A downturn in the economy made him reconsider his career. He decided to take a chance on himself and began distilling whiskey in his garage. Tyler's goal was to create a company that brought people together in celebration of good times and the good times to come. Pursuit Distilling is the manifestation of that goal.

From Tyler's time with Frosty, he took the principle of "Making The Big Time Where You Are" and applied it to his approach when building Pursuit. From its humble beginnings, in Tyler's garage, to building a national brand that consists of a fully functioning distillery and a two-story bar with private meeting space, Pursuit has Made The Big Time along the way. When

I asked him to describe how this principle has guided his management of Pursuit, Tyler talks about how Frosty was consistent in his message about Big Time. Frosty's message was that the "Big Time" is not a place but a state of mind. For Tyler, this state of mind touches on another big piece of Frosty's philosophy; putting others before yourself.

Tyler said he has been lucky in finding employees who buy into this concept. "It's pretty magical when you have a team that puts each other first," he said. The team's focus is providing a good product and treating their customers like family. The idea of family is a consistent theme with EMAL and for those who have studied the concept. Westre (2003) pointed this out in his study on servant leadership. "I want guys to understand that it's not just about football, but rather it is their whole lives" (Westre, 2003, p. 121). It is about family. For Tyler and Pursuit Distilling, it is about more than whiskey. It is about creating a community, a family for his customers.

Another principle he took from his time with Frosty is not to play the comparison game. "If we try to compare ourselves to the big companies, we will never measure up. We can only be the best distillers that WE can be," says Tyler. Ron Rasmus (1999), who was embedded with the 1999 national championship team, a team of which Tyler was a part, discussed how that team beat a team that, on paper, they should never have beaten. There is no way Pacific Lutheran would have won if they had played the comparison game. They won, however, because, as Rasmus said, "They played with relentless effective play" (p. 92) coupled with a total belief in each other. Tyler and his staff focus solely on being the best distillers they can be.

For Pursuit, the scoreboard has taken care of itself. One of its products, Pursuit Cold Brew Whiskey, has won several awards and has been featured in competitions across the

country. Tyler believes he is living the American dream. He is proud that he can provide a living for his employees and that they have bought into the philosophy of putting others before themselves. Tyler stated his employees, “celebrate each other’s success, share ideas, and are always looking to help one another.” The blueprint for Pursuit is straightforward and simple. Tyler credits Frosty for instilling the principles of EMAL, which guide him to this day. As the company continues to grow, Tyler knows that no matter where the journey takes him, he will continue to Make The Big Time wherever he goes.

Wet Behind the Ears

When Frosty would describe someone as being naïve about something or new to a job, he would say the person was “wet behind the ears.” He might also say the person “doesn’t know he doesn’t know.” Wet behind the ears is precisely what Tyler was when he decided, after only three years of practicing law, to start his own law firm with three friends. In his early years, Tyler admitted he “didn’t know he didn’t know” about the day-to-day operations of running a law firm. Seventeen years after starting his career as a lawyer, Tyler is now a managing partner of that law firm in Tacoma, Washington.

Tyler has leaned heavily on Frosty’s principle of The Third Son as his practice has grown. Like David, he believes the principle is critically important. The Third Son mindset is what Tyler brought to his law firm. When asked how he tried to implement this principle, Tyler stated, “In the early days, we discussed what we wanted to be. What we wanted the firm to represent. I shared the story of the Third Son. I told them that is who I want to be for the firm.” He added, “I could not make them be the Third Son because they were not my subordinates. We were equals. But I did choose to model the idea of the Third Son in everything I did.”

As the firm has grown and new attorneys have come on board, Tyler has had more influence on how the principle of the Third Son has manifested itself in the firm. Tyler sees modeling the principle of the Third Son as investing in human capital. Leedham (2005) supported the emphasis on investment. In a study conducted by Leedham, he found that a focus on human capital helped with motivation and production in the workplace.

Tyler gave an example of the Third Son, in action, through the mentoring of two young attorneys recently hired by the firm. The typical follow-up for an attorney after a client meeting is to make a phone call to the client. Tyler discussed his approach to following up, with clients, with the two new attorneys. Tyler not only makes a phone call but also sends a letter. If needed, he will also stop by the client's residence or visit their place of work. The message is that he is there for his clients. He is willing to go the extra mile for them. Tyler is modeling the Third Son. He will often ask attorneys he has mentored how they demonstrate the Third Son with their clients. He believes modeling the Third Son sets his law firm apart from other firms.

Has EMAL helped Tyler and his law firm be more successful? Tyler believes he and the law firm have come a long way from being wet behind the ears to becoming a managing partner. Since its founding in 2008, the law firm has grown from four to 13 attorneys and merged with another firm. The goal is to continue growing the company, mentoring new attorneys, and looking for new challenges within their areas of expertise. Tyler credits much of how he approaches his day-to-day work to what he learned from his time with Frosty. "Frosty always challenged us to be the Third Son. That is what I have tried to do."

#OneY

Since 2016, Brian has been the Vice President and Chief Operations Officer for the YMCA of Pierce and Kitsap counties in the state of Washington. The YMCA is a leading nonprofit company committed to strengthening the community by connecting all people to their potential and purpose, as well to each other. What started as a part-time position has become a highly successful career for Brian in the YMCA. An all-conference offensive lineman and national championship winner at PLU, Brian credits his time in the Pacific Lutheran football program for giving him a foundation of success that he has used to help build his career with the YMCA.

The first thing Brian learned from Frosty was how to treat people. He shares the story of his first encounter with Frosty as an incoming freshman. Brian had yet to meet Frosty in person during the recruiting process. During that time, Frosty was in Hawaii writing a book. Brian's only in-person recruiting interactions were with Scott Westering, Frosty's son, and Craig McCord, one of the defensive coaches. The encounter with Frosty happened on the first day of practice when Brian and a teammate went to the practice field early.

Brian and his teammate wanted to walk the practice field to soak in their first college football practice. While on the field, they saw an old station wagon barreling toward them. They had no idea who was driving it or why the person would be driving on the practice field. The station wagon came to a jarring stop, and out popped Frosty.

"Boy, I thought we were in trouble for sure," said Brian. "I thought Frosty was going to yell at us for being on the practice field. Instead, Frosty walks over and says, 'Brian,

Chad, how are you? I'm Frosty. 'He did not know us from anybody, but his voice was so welcoming. I remember thinking, 'man, this place is different.'"

Being mindful of how he treats people was a hallmark of Brian's time with the YMCA.

This was never more evident than during the Covid 19 pandemic. During the shutdown, in the state of Washington, Brian's branch of the YMCA was the 12th largest branch in the country. The halt in services caused the facility to furlough 97% of its staff. They tried, however, to maintain vital community programs. They knew people depended on them for certain services. "It goes back to how you treat people," says Brian. Specifically, they were able to keep their shower program and most of their daycare services open. This provided support for some of the area's most vulnerable people.

Supporting others is the hallmark of a servant leader. During the pandemic, it was critical for individuals like Brian to provide programs for those in need. It took work. As Hoseth (1996) pointed out, however, "pushing a serving attitude is not always easy." Brian stated that while it was not easy, it was incredibly rewarding to know that he and his team helped so many people. His team was indeed servant warriors.

As the lockdown lifted and it was time for people to return to work, Brian and his leadership team saw an opportunity to rebrand the organization. Brian and his team wanted to take their time and rebuild the branch with "people first" workers. With that thought, the team launched #OneY. Brian points to EMAL as a model for their rebuild. An EMAL is a servant warrior and someone who will put others first. Being a servant warrior fits the YMCA's philosophy, so Brian believed his rebuild plan was congruent with the Y's belief system.

Another EMAL principle, “do not compare yourself to others – only to your best self,” was influential in the rebuild. There are hundreds of YMCA branches across the country. Brian never compared his branch to others. He simply asks, are we the best branch we can be? In states like Florida and Georgia, YMCA branches had little to no disruption of service. The pandemic according to Brian was “just a blip on the radar.” For Brian’s branch, the pandemic devastated their ability to provide services. If they compared their branch, coming out of the pandemic, to those in Florida and Georgia it would have been disheartening. Therefore, they have focused on being the best branch they can be.

The final principle that Brian employs with his team is the “20-80” rule, an EMAL staple that Frosty would share with his team when he wanted to highlight focusing one’s attention on what is important. “Unimportant tasks have a nasty tendency of taking up more time than they should. (Boyes, 2018).” The “20-80” rule states that 20% of what one does produces 80% of the results one achieves. The key for an individual is to learn what that specific 20% is and spend 80% of their time and effort on what is important. Frosty would tell us to “work smarter, not harder.” That is the “20-80” rule. Identify the fundamental concepts of your goal, mission, or job, and spend the majority of your time and effort on those things. This is Brian’s message to his employees. They are hyper-focused on specific details, being friendly, serving others, and providing top-notch service, allowing Brian’s branch employees to be #OneY.

Over Time

Occasionally, a game needs extra time to determine the outcome and finish the story. This is the case with our interviews. The final individual profiled in this study is the epitome of EMAL and Making the Big Time Where You Are. Brian is a former defensive lineman and long

snapper for the Lutes. While he may not have been a team captain or have earned all-American honors, no one embraced being an EMAL more than Brian did. He is also one of the funniest and most genuine people I have ever met.

Brian works for CBRE Real Estate Company. CBRE is one of the largest commercial real estate companies in the world. The company employs over 105,000 people and has locations in 100 countries. Brian is a project manager for the Puget Sound region and oversees a team of 145 people. He and his team are completing a total rebuild of the original 72-acre Microsoft campus in Redmond, Washington. Most would look at what Brian has accomplished and think he has undoubtedly Made the Big Time. Brian will tell you it has been about Making the Big time along the way.

Brian's dream is to open a horse ranch for families affected by cancer and for kids with special needs. After college, Brian worked in Colorado, training horses to understand the business of running a ranch. He then worked for the YMCA to understand how to run a nonprofit. Brian even went back to earn a certificate in Construction Management. It was a luncheon with a former teammate, Ben, that led Brian to his current role with CBRE. Ben, who worked for CBRE, and his boss listened to Brian describe his goal of opening a ranch. Brian's passion for the project inspired Ben and his boss. It was this passion that led CBRE to hire Brian. While Brian loves what he does, his ultimate goal remains to open his horse ranch.

Brian believes in the principles of EMAL so much that, early in his time with CBRE, he asked Frosty to speak to the department he led at the time.

"I have people that I worked for, what 12 or 13 years ago, that now work for me. Those individuals still quote the things Frosty went over. Frosty was with those people for two hours, and they are still quoting him 13 years later. That is impact."

The story of The Third Son and the idea of having a servant's heart are the principles that generate the greatest amount of quotes. Brian continues to use the principles he learned from Frosty to this day.

Making the Big Time Where You Are has been a huge talking point for Brian in his current role. While working on the Microsoft rebuild project, the principle takes on a particularly important role for his team. "Being a part of something bigger than yourself is critically important for someone to understand on a project like this," said Brian. "Everyone wants to be in charge of a big piece of the project. They want to be a 'Big Time' piece of the puzzle. As Frosty would say, "It's the day-to-day things that make the difference, up close and personal" (Westering, 1990, p. 55). I want them to understand that completing their piece of the puzzle, big or small, with a servant's heart and seamless effort is "Big Time."

Understanding the big picture and doing your best, even in the small things, is critical for any organization. A positive psychological intervention, like helping someone understand their role in the grand scheme of things, can build buy-in. Workplaces that employ positive psychology interventions have shown promising results regarding employee engagement and performance (Meyers et al., 2013).

Goal setting is the other EMAL principle that Brian says he uses with his team. Goal setting is a typical process used in sports, business, and education to influence motivation (Wilson & Brookfield, 2009). For Brian, however, it is more significant than a traditional goal-

setting program. "Our top-line goal is to lead with a servant's heart. This is not just a fluffy feel-good objective. It is truly a top-line goal. All of our other goals fall under that *umbrella goal*." Brian emphasized there are plenty of job-specific goals around objectives and timelines but leading with a servant's heart is priority one.

Reviewing goals regularly is another key that Brian took from Frosty's goal-setting program. "We wrote goals regularly, and we received feedback consistently. Timely feedback is how we adjusted our goals when we needed it. That is what we do here." While most companies review goals quarterly or even yearly, Brian believes it is critical to keep goals fresh in everyone's mind. "That is why they revisit department and individual goals regularly," says Brian. He was a servant warrior as a player and continues to be a servant warrior to his team. At some point, I have no doubt Brian will be a servant warrior for the families that visit his horse ranch.

Afterglow

After every football game played at Pacific Lutheran, the team would gather with their families for an event that Frosty called Afterglow. An Afterglow could be held anywhere, but most of the time, it took place in the stadium where the game occurred. Home or away, regular season or playoffs, win or lose, every game had an Afterglow. The purpose of Afterglow was to celebrate the efforts of everyone - the team, the coaches, the cheerleaders, and even the families. There was often food, and there was always a lot of laughter.

Afterglows always opened with Frosty recapping the game. He would highlight the great plays, compliment the team's efforts, and give his keys to the game. Once Frosty finished, he would call up the team captains. Each captain would pick one or two players to speak. Captains

would choose a player to speak to the crowd based on a great effort or for making a great play. In essence, it celebrated the efforts given during the game. It was the ultimate compliment to be chosen by a captain to speak to the crowd.

Frosty would call these compliments a “bouquet.” Bouquets did not just go to the players but to anyone who went above and beyond in the service of EMAL. In my research for this project, I spoke with many EMALs. While not every individual interviewed was featured in this chapter, I would like to throw out two bouquets to those who are using the principles of EMAL to make a difference in the lives of others.

The first bouquet goes to Dave, a former player, and coach on the 1999 National Championship team. He is a civilian contractor who works with Blackhawk pilots on Joint Base Lewis McChord in Tacoma, Washington. His work aims to help pilots develop skills that allow them to keep a positive mindset while under duress. He uses the principle of “The Success Road” with the pilots with whom he works. The concept behind The Success Road is to focus on the journey, not the destination. When someone describes a person being on The Road to Success, it implies that “success” is a destination. Frosty spoke to his players about focusing on the journey instead of the destination. He compelled his teams to enjoy the trip and not focus on the outcome because the outcome, or “success,” may be a moving target.

This idea is what Dave tries to instill in the Blackhawk pilots with whom he works. The pressure to be the best and to perform at the highest levels at all times is immense when it comes to flying Blackhawk helicopters. The pressure to perform can be crushing, even debilitating, for some. "Training can act at many points during a soldier's career to help him control his physiological and psychological response to stressors and maintain performance

under pressure" (Kavanagh, 1981, p. 36). The goal for Dave is to combine a pilot's training with the proper mindset.

Dave works with pilots to help them see that "success" is about being the best pilot they can be, preparing to be the best, focusing on the process of becoming the best, and encouraging others to be their best. That is the success road. The only true pressure is in the preparation. "It is a shift in mindset for the pilots. The pressure is not to be *the best* but to be *the best prepared*." Training and a proper mindset may one day help a pilot navigate a combat situation successfully.

The second bouquet goes to a first-year principal, Karl. As a new principal at a Tacoma, Washington, high school, Karl wants to build relationships and create a sense of belonging. Karl, a former starting quarterback, recalls the sense of belonging he had with the Lutes during his playing days. "Frosty did such a great job of building an inclusive environment. I hope to build that environment with our students," Karl said during our interview. He said, "We have significant academic and attendance challenges here. I believe, however, that building an inclusive environment is the first priority. The kids have to know I care about them first."

Building the right environment was a consistent theme throughout my research for this project. From David increasing middle school science scores to Brian creating a culture of service at the YMCA to myself working with our most hardened group of students at Thunder Mountain, creating the proper environment is paramount. That is what Frosty would advise. Create the conditions for success. Create a caring environment. That is EMAL.

Conclusion

In this chapter, I began by sharing the stories of six leaders in the fields of education and business. Frosty loved his players. He would have loved nothing more than to have their stories told. The stories demonstrate the impact Frosty's coaching philosophy, known as EMAL, had on those who played for him. Those interviewed, in their own way, took the principles of Frosty Westering and modified them to fit their environment. They did this in a way that worked for their organization while keeping EMAL's essence. In the next chapter, common themes, conclusions, and recommendations for future research will be examined and enumerated.

Chapter V: Discussion/Conclusions and Recommendations

Introduction

"I love you, Steve." "I love you too, Frosty." These were the last words spoken between Frosty Westering and me. In the years following my departure from the coaching staff at Pacific Lutheran, I still worked on game days in the press box, helping defensive coordinator Craig McCord. On one of those days, I made my way out of the press box to find Frosty in the stands. As he aged, he did not make it to many games, so I wanted to make sure I had the opportunity to say hello and give him a hug. As we wrapped up our conversation, he spoke those final words; "I love you, Steve."

As Frosty's health began to fail him, many people made their way to visit. I could not bring myself to see him. I wanted my last memory of Frosty to be getting a big hug and hearing him say he loved me. Frosty passed away on April 12, 2013. To celebrate a life well lived, a service was held at Life Center Church in Tacoma, Washington. The church was packed with family, friends, and former players.

Following the celebration of life, an "Afterglow" was held in Olson Auditorium on the campus of Pacific Lutheran. Former players from Frosty's 40-year career came to pay their respects, share stories, and simply be together. There was an open microphone where anyone who wished to do so could share a story or memory. There were tears, laughter, and great memories created. I was in awe of the impact Frosty had on so many people. Players flew in from all over the country, including players from his early career at Parsons and Lea College in

Minnesota. They came to be together as one family and to show their love for Frosty. It was an amazing event.

Discussion

The purpose of this study was to explore how, if at all, applying the principles of Frosty Westering and the concept of EMAL (Every Man A Lute) can support sustained success in two specific areas; business and education. The goal was to determine the extent to which implementing the principles of Frosty Westering and the concept of EMAL changed or created a culture of success. Through the interview process, former players of Frosty Westering described how they were able to implement his principles to build a culture of success in their areas of expertise.

The goal of any organization, across all fields, is to build a culture that allows sustained success. For some, success is fleeting. For others, success is sustained over time. How does an organization have sustained success? Sustained success is most often delivered through transformational leadership. Budnick (2018) suggested that the transformational leader, through strong relationships, builds cohesion within an organization and brings greater success. The subjects in this study are transformational leaders.

It often starts with the former player taking over an existing organization that was underperforming. The leader, during initiation, attempts to alter the status quo and introduce new reforms (Okilwa & Barnett, 2019). For this study, the leader was a former Pacific Lutheran football player, and the new reforms were the principles they learned from their time playing for Frosty Westering. The principles instilled into the subjects of this study by Frosty can be defined by the acronym; EMAL.

EMAL is a universal identifier for someone who has fully bought into Frosty Westering's coaching philosophy and the principles that make up its foundation. The concept of EMAL football evolved in his 32 years at Pacific Lutheran. From the beginning, Frosty showed little regard for wins and losses. He was more intent on building a program that mirrored the most important aspects of his life and his faith. Frosty was a devout Christian, and the concept of EMAL is built on biblical principles. However, being a Christian was not required to embrace Frosty or EMAL football fully.

Many players did not fully appreciate the impact of EMAL until after their playing days. Two subjects in this study openly admitted that their belief in EMAL grew after their playing days were over. Frosty would be just fine hearing this from his former players. To Frosty, he was planting seeds. As Greenleaf (1977) asked, do those being served grow as persons? The subjects of this study self-admittedly became better people, as well as leaders, because of Frosty. They may have grown at different rates, but, in the end, they grew.

Crick (1998) stated that the researcher strives to achieve understanding through insights into the participants' lived experiences. To understand how the subjects in this study used the concept of EMAL and the principles of Frosty Westering, my research focused on the following questions:

1. What specific principles from Frosty's approach have participants adopted in their given field?
2. What evidence, if any, suggests that implementing these principles creates a culture of success within an organization?
3. How have leaders in the fields of education and business used Frosty Westering's

approach to build an environment that fosters a belief that individuals are in control of their success?

4. In what ways, if at all, have educators used Frosty's principles or ideas similar to his concepts to impact student growth?

Patton (1990) asserted that it is the job of a phenomenological researcher to "focus on what people experience and how they interpret the world, and to determine the essence of the shared experience of the individuals." The phenomenon observed in this study was EMAL, and the interview process allowed for a qualitative research approach. Streat (1998) argued that a qualitative research approach can provide familiarity through rich description. The interviews I conducted with the subjects of this study did provide a detailed description of Frosty's principles and how participants used them to build a culture of success.

Conclusions

EMAL is truly a phenomenon, the scope of which is immense. EMAL and its guiding principles have been the topic of books, journal articles, and multiple research papers. My interviews for this study aimed to see if there were common themes or foundational principles used to build a culture of success by the participants in their areas of expertise. Moustakas (1990) suggested six steps to analyzing data: initial engagement, immersion, illumination, incubation, explication, and creative synthesis. Progressing through Moustakas' steps for data analysis, it was clear that the data showed foundational principles that all interview participants used to build a culture of success.

Giving It Your Best Shot

Those I interviewed for this study in some manner identified three distinct “bedrock” principles. The single biggest “bedrock” was the principle of giving it your best shot. In both business and in education, the idea of giving it your best shot is both simple and powerful. As Kouzes and Posner (2007) argued, it is about creating opportunities for others to make something extraordinary happen. On the playing field, in the classroom, while running a business, or in the courtroom, all we can ask is for someone to give it their best shot. If everyone on the team is giving it their best shot, something extraordinary may happen. This principle, espoused by Frosty Westering, had a powerful impact on his players.

With the principle of giving it your best shot, the locus of control is entirely with the individual. People with an internal locus of control believe the outcomes of their actions are the result of their own abilities (Kormanik & Rocco, 2009). The individual controls their effort. This is the essence of “giving it your best shot.” Every subject interviewed stated that getting the individuals they led to understand this principle was critical to changing their organization's culture. For Brian and the YMCA, giving it your best shot meant providing critical services with a servant’s heart. For Tyler and his associates it meant demonstrating the principal of the Third Son when working with clients and for the students of Thunder Mountain, it meant trying their best on all state assessments.

Goal Setting

A second principle noted by all subjects was goal setting. A goal is something that reflects what an individual is trying to accomplish and represents the object or the aim of the specified action (Hall & Kerr, 2001). While the concept of goal setting was not unique to Pacific Lutheran football or Frosty Westering, the way Frosty used goal setting was unique. Frosty had

every player turn in a goal-setting sheet weekly during the season. Position coaches would give feedback on the goals and return them to the players.

Two things made Frosty's version of goal setting special. First, his goal-setting program had a built-in feedback loop. Moles et al. (2017) argued that athletes who are given positive feedback for their hard work become oriented to the importance of effort and value the opportunity to challenge themselves. That is why coaches gave meaningful feedback to players by writing comments on their goal sheets. The coaches then returned the goal sheets early enough in the week that a player could adjust his goals for the week if needed.

Second, his program had a Blue Car component. A specific "Blue Car" goal was a requirement each week. This goal asked the player to identify a specific action they would take to help another player improve. An example of a "Blue Car" goal for a player may have been to help another player get better at a specific skill. For an upperclassman on defense, they may goal set to work with an underclassman on pass rush techniques during pre-practice. A "Blue Car" goal could also be to encourage your teammates while conducting a drill.

The "Blue Car" component of Frosty's goal-setting program allowed players to be their best by bringing out the best in others. The idea was that helping others with a specific skill or encouraging your teammate helped them be a better player. Goals explicitly designed to help others can increase effort (Guan et al., 2006) and enhance performance (Burke et al., 2010). Players pushed each other on a given day during Goal Set time, which was the period before practice started. They pushed each other to get better.

Serving and helping others is what makes us great. My participants, in both education and business, stated that the "Blue Car" component of the EMAL goal-setting program made

their experience as a leader worthwhile. Watching co-workers or students strive to help each other improve was extremely rewarding. Brian, who works for CBRE, one of the world's largest commercial real estate companies, described the importance of helping others. He believed that helping others is the key to his company's success. "Our top line goal is to lead with a servant's heart," said Brian.

The Scoreboard Doesn't Matter

"Set your compass in a chosen direction and then focus your attention and efforts completely on the journey of preparation" (Wooden, 1997, p. 53). This quote comes from one of Frosty Westering's greatest mentors, John Wooden, and correlates with the final bedrock mentioned by all subjects of this study; the scoreboard will take care of itself. In the classroom or business, the focus must be on doing your best and letting the outcome take care of itself. Letting the scoreboard take care of itself is the logical outcome of giving it your best shot.

Davis (2009), in a study on school culture, found a relationship between a positive culture, where a student's only expectation is to try their best, and student achievement. Stolp and Smith (1995) supported a correlation between academic achievement and a culture of doing one's best in their book *Transforming School Climate: Stories, Symbols, Values, and the Leader's Role*. Stolp and Smith described how a culture-first mentality is the only way to create sustained success in a school. A positive and encouraging environment where students are asked to do their best can result in sustained academic success.

If you do your best and fall short, you can still celebrate that you did your best. The subjects of this study concurred that energy used to worry about a specific outcome is wasted. To them, it was critical to create a mindset that focused on doing your best. All participants

interviewed also mentioned how rewarding it was to see their students, athletes, or employees have a shift in mindset toward letting go of the scoreboard.

One of this study's participants, David, who helped his science students raise their state test scores from 24% to over 60% in six years, spoke about building a strong supportive classroom environment. Like Stolp and Smith (1995), David understood the importance of creating a positive culture and focusing on the process of learning. When one can build a positive culture, focus on the process, and do the best one can do, the scoreboard will take care of itself. Whether the scoreboard is letter grades, state test scores, or another assessment measure, the scoreboard takes care of itself.

The idea of the scoreboard taking care of itself also holds true outside of the classroom. Focusing on human capital and building strong relationships will motivate individuals to take on additional tasks and seek career progression (Neely et al., 2003). Tyler, another participant and the owner of Pursuit Distilling, has found this with his team. Pursuit Distilling is a family-owned business that has grown from the humble beginning of Tyler distilling spirits in his garage to a company with two locations and a team of employees. He has built his company by applying the EMAL blueprint to his approach. Of the many principles that encompass EMAL, letting the scoreboard take care of itself is paramount.

Tyler understands he cannot compare himself or try to keep up with more prominent, nationally-known distillers. He knows he can only give it his best shot and build a positive culture. Generally, a warm, supportive, nurturing environment encourages internality (Davis & Phares, 1969). Tyler's focus on being his best self and being the best leader he can be has begun

to pay dividends. Pursuit is starting to gain national attention, and Tyler is looking at expanding his company further. In the case of Pursuit Distilling, the scoreboard is taking care of itself.

Business Versus Education

An interesting finding from this study was that EMAL principles were important in business but less important in education. While those in business did not exclusively mention the examples given here, educators rarely mentioned them. The principle of The Third Son is an example of a principle that those in business considered a critical concept. The Third Son is a principle that focuses on going above and beyond in everything one does. This makes sense considering companies that strive to go above and beyond for their customers. Customer service is what sets a business apart from its competitors. This idea is clearly articulated in a conversation between Tyler and one of his firm's young lawyers: "If a client is paying us \$400 an hour, the least we can do is give them a Third Son effort." In contrast, educators did not mention the Third Son as often. This may be the case because student outcomes are more closely tied to a principle like giving it your best shot.

The comparison game, only comparing yourself to one's best self, is another EMAL principle identified more frequently by those in business. This principle, like The Third Son, fits well in the business world. Focusing on one's best self makes sense for those in business. As Tyler stated about his company, Pursuit Distilling, comparing his company to the national brands is a waste of time and energy. Brian had a similar thought when speaking about his YMCA branch. "There is only one YMCA of Pierce and Kitsap. That is our focus."

Common themes mentioned more by educators involved focusing on process, relationships, and building culture. Frosty would often say to his coaches, "A player is not going to play their best for you until they know how much you love them." This idea translates to the classroom. Students who have a good relationship with their teacher, sitting in a classroom with a caring culture, will likely succeed. That is why Karl, the high school principal, said his number one priority is to build a culture of belonging at his school. He wants his students to know that the adults in the building care for them and are glad they came to school. Love begets learning.

Resistance

In the interview process, one of the questions asked was if there was pushback or resistance the participants encountered while attempting to implement Frosty's principles. Most reported that there was little pushback. According to those interviewed, the reason for this was because these former players did not specifically identify their efforts as being from Pacific Lutheran Football or Frosty Westering. Even the idea of not comparing yourself to others may be challenging to some, but it still makes sense to most people. As David said in his interview, "Who is going to argue with the concept of giving it your best shot."

At times, The Third Son did get "eye rolls." The full story can come off as a little sappy to some. It is hard to argue, however, that having the willingness to go above and beyond for others is a bad idea. The key for Frosty, and a nuisance to some, was that he kept going back to his stories over and over. Did players roll their eyes after hearing the story of The Third Son for the 40th time? Maybe. The eye roll was, in some ways, a gesture of endearment. Those I interviewed said they would occasionally get a smirk or two when repeating a principle to their employees. Nevertheless, everyone stated that repeated exposure to the principles of EMAL is

critical for sustained success. In preparing for a game, a coach does not run a play one time during practice, they run it multiple times. This repetition ensures the players will run the play properly when it counts. Thus is the reason for repeating the principles of EMAL. They will manifest themselves when it counts.

Implications

Make it a great day. Give it your best shot. Make the big time where you are. These are but a few of the foundational concepts of EMAL that Frosty Westering created. A common theme of these principles, as is the case with most of the principles of EMAL, is the power of choice. The most Frosty asked a player to be was their best self. It was up to a player to make it a great practice, game, or season. If Frosty and each player gave it their best shot, made it a great day, and let the scoreboard take care of itself, the Pacific Lutheran University football team would be "Big Time."

Through the interview process, the data showed that when the principles of Frosty Westering are applied, a culture of success can be created. The implication for others is that one must buy into and consistently apply the principles. While it may be easier for a former player to apply the principles of EMAL, someone who is not familiar with Frosty, or the program, can still accomplish the task. The journey, however, may look different.

According to the participants in this study, the key to creating a culture of success is to translate the principles of EMAL for others. Each participant spoke of implementing their EMAL game plan, but they rarely spoke about the program itself. They spoke of how they could use Frosty's principles in a way that others understood. So how does an individual translate the

principles of EMAL? The answer may be in painting a simple picture in language others easily understand.

The Playbook

How does a leader develop an EMAL playbook for those they lead? I should begin by doing a “self-assessment” of leadership style. Frosty was able to instill the principles of EMAL with authenticity because he developed the principles. Through interviews, it was clear the subjects of the study leaned on the principles they found most valuable. They also chose them based on how authentically they could pass them on. Therefore, it is crucial that a leader identify the principles they see as the most important, the one or two “bedrocks” on which to build their leadership.

Once a leader finds the principles they want to utilize, the next step would be to translate them into the leader’s current context. For example, the principle of giving it your best shot may look different for a student in a classroom as opposed to a worker in the corporate setting. This is the challenge for a leader wanting to use the principles of EMAL. They must customize the principle to their own setting. Lastly, the leader must model the principles they deem to be a *bedrock* principle. For example, if a leader is going to focus on the principle of the Third Son, they should consistently model the idea of going the extra mile. By a leader consistently modeling the principles of EMAL, it should increase buy and in turn, create a culture of success.

Recommendations for Future Research

This qualitative study does not provide a detailed plan on how to implement the principles of Frosty Westering. My intent was to explore how, if at all, applying the principles of

Frosty Westering and the concept of EMAL can support sustained success. Based on the findings of this study, I offer the following recommendations for future research:

1. The number of subjects was relatively small (six). For a greater depth and breadth of the topic, interviewing more than six subjects may give a greater understanding of the phenomenon of EMAL.
2. The subjects in this study were all former players of Frosty Westering. Due to this, each participant had a deep knowledge of the day-to-day operations of the Pacific Lutheran football program. To get a more comprehensive view of EMAL, an exploration of the phenomenon from the perspective of individuals who did not play for Frosty could be beneficial.
3. This study has a narrow scope of view. The subjects are from only two fields; education and business. It may be of interest to conduct a study interviewing individuals from fields other than education or business.
4. The subjects in this study all attribute their success, in some way, to using the principles of Frosty Westering to create a culture of success. A potential area of study could be to interview former football players who attempted to utilize the principles of EMAL but have yet to find success. The study could explore why the principles failed.
5. A study could be conducted on how Frosty Westering adapted already understood concepts, like doing your best, and fit them into the phenomenon of EMAL. The study could have implications for leaders taking over an organization who wish to put their stamp on the culture.

6. Because all former players were men, this study focused solely on men and their application of EMAL principles. If “EMAL is a brotherhood”, are Frosty’s principles useful for all genders? Future research should explore how Frosty’s principles have been applied by females, and have been able to apply the “EMAL blueprint” to build a culture of sustained success.

Conclusion

The purpose of this study was to explore how, if at all, applying the principles of Frosty Westering and the concept of EMAL can support sustained success in two specific areas; business and education. Chapter I included the study's purpose and included the history of Frosty Westering and the concept of EMAL. Chapter II provided a literature review of the principles that are directly attributed to EMAL and to principles that mirror EMAL but are not directly related. Chapter III explained the methodology and procedures for conducting the study. Chapter IV enumerated the findings from interviews with former players. The final chapter, Chapter V, provided a summary of findings about the research questions and proposed implications and recommendations, as well as avenues for future research considerations.

EMAL is a brotherhood. EMAL is bigger than football. These are the words spoken by Judd, a team captain on the 1999 championship team. In his interview, he spoke of the specific principles used to create a culture of success with his players and the students in his classroom. Like other subjects interviewed, he spoke about giving it your best shot and making the big time where you are. I saved Judd's words for my conclusion because of the passion in his voice as he spoke about being a member of the brotherhood, which is EMAL. As Judd put it, “It is like when

you get married, you have a best man. With EMAL your teammates are all your best men.” Judd was part of a team that accomplished something no other team in the history of the NCAA has ever done. The 1999 Pacific Lutheran Football team went on the road for five straight weeks, winning every game. The final game was the Division III national title game. Pacific Lutheran was the first team to accomplish such a feat. In their unique ways, the former players I interviewed for this study made significant contributions to the teams on which they played. While they were all accomplished players, they spoke very little about the game of football. They spoke about what Frosty Westering had meant to them and the impact EMAL football had on their lives.

Introducing Frosty Westering and EMAL football to others has been an absolute privilege. Frosty Westering had a profound impact on my life. There is not a day that passes without my using a principle that I learned from my time with him. From the research conducted in this study, I am confident that, when appropriately implemented, the principles of EMAL can be used to create a culture of success.

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APPENDIX A
INTERVIEW QUESTIONS

Interview Questions

1. If you were asked to describe EMAL to a total stranger, how would you paint the picture?
2. What elements of EMAL have you used to help you be successful in your business or occupation?
3. What are the key elements of EMAL that you try to pass on to your employees/coworkers?
4. What pushback or doubts, if any, do you get from those you are trying to influence? To what extent, if at all, have you been successful in resolving those doubts or mollifying those who push back?
5. How have you become a leader using the EMAL principle "Make the Big Time Where You Are" in your current position?

APPENDIX B
INFORMED CONSENT FORM

EMAL Football Consent Form

We are asking you to be in a research study. Participation is voluntary. The purpose of this form is to give you the information you will need to help you decide whether to participate. Please read the form carefully. You may ask questions about anything that is not clear. When your questions have been answered, you can decide if you want to be in the study or not. This process is called “informed consent”.

Study Title- Make The Big Time Where You Are- A study of EMAL football.

Study Purpose and Rationale- You are invited to participate in a research study designed to understand how the coaching principals of Frosty Westering and EMAL football have been used to build a culture of success in two fields; business and education.

Who Can Participate- Participants must be over the age of 18, be in a leadership role with five or more years’ experience, oversees a group of people in the fields of business or education, has played football for Frosty Westering, and uses the EMAL method.

Participant Procedures and Duration- You will be asked to answer questions in an interview process. The answers to the questions will be recorded and transcribed. The total duration of the interview will be 60 minutes.

Confidentiality- Participants first names and their business or place of work will be used in publications and presentations. Any information given about an individual’s business or place of work in the final project will be taken from a public platform, such as a website.

Data Storage- We take every precaution to protect your information, though no guarantee of security can be absolute. We believe the chances of compromised data security are low due to the protections in place for your privacy. Hard copies of transcripts will be locked in a file drawer in an office that is locked when the office is closed. All hard copies will be shredded after one year of storage. Audio files will be discarded after transcription. The information collected as part of this study, will not be used, or distributed for future research studies

Risks & Benefits- There are no identifiable risks or benefits to participating in this research project.

Voluntary Participation- Participation in this study is voluntary and an individual can withdraw from the study at any time for any reason without penalty or prejudice from the investigator. Feel free to ask any questions of the investigator before signing this form or at any time during the study.

Questions- For questions about this study, contact: Tim Bruce, Assistant Professor-Western Washington University. 516 High Street, Bellingham, WA 98225 Steve Stoker, Principal-Thunder Mountain Middle School. 42018 264th Ave SE. Enumclaw, WA. 98022 (Phone: 360-802-7501).

Consent- By signing this form, you are saying that you have read this form, that you understand the tasks involved, you meet the inclusion/exclusion criteria listed above, and that you are consenting to participate.

Participant Printed Name	Participant Signature	Date
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