



What Is Leadership?

Leadership

“The behavioral process of influencing individuals and groups toward set goals”
(Barrow, 1977, p. 32)

Leaders Versus Managers

Leaders and managers

A manager takes care of such things as scheduling, budgeting, and organizing, whereas a leader provides vision and is more concerned with the direction of an organization, including its goals and objectives.

“Leaders can be managers, but managers are not necessarily leaders”

How Leaders Are Chosen

Appointed or prescribed leaders

Individuals appointed by some authority to a leadership position (e.g., health club manager, coach, head athletic trainer)

Emergent leaders

Individuals who emerge from a group and take charge (e.g., captain of an intramural team, student leader of an exercise class)

Three Different Leaders

Coaches-Concerned with performance, values and team cohesion

Instructors-Concerned with skill acquisition and value sets

Managers-Concerned with planning, organizing and budgeting

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The Trait Approach

Key question

What personality characteristics are common to great leaders?

Results

Leaders have a variety of personality characteristics. There is no particular set of personality traits that make a leader successful.

The Behavioural Approach

Key question

What are the universal behaviours (not traits) of effective leaders?

Leaders in nonsport settings

Successful leaders use both consideration (focus on friendship, mutual trust, respect) and initiating (focus on rules, goals, and objectives) structures.

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The Behavioural Approach

-Discovered that what "leaders do" generally falls into two categories:

- 1. Consideration** -refers to friendship, mutual trust, respect and warmth
- 2. Initiating Structure** -refers to setting up rules and regulations, channels of communication and well defined patterns of organization to achieve goals

The Interactional Approach

- Key;
Both person and situation factors must be jointly considered in order to understand effective leadership.

Implications

1. No one set of characteristics ensures successful leaders (but characteristics are important).
2. Effective leader styles or behaviors fit the specific situation.
3. Leadership styles can be changed.

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The Interactional Approach

- Relationship and Task oriented leaders compared-
- A relationship-oriented leader focuses on developing and maintaining good interpersonal relationships; a task-oriented leader focuses on setting goals and getting the job done.
- The effectiveness of an individual's leadership style stems from "matching" the situation.

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The Interactional Approach

- *Task-oriented leaders* are effective in very favorable or unfavorable situations.
- *Relationship-oriented leaders* are effective in moderately favorable situations.

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Cognitive-Mediational Model of Sport Leadership

- Coach leadership behaviors are a function of their own personal characteristics, which are mediated by situational factors and the meaning athletes attribute to those coaching behaviors.

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CBAS (Coaching Behavior Assessment System)

- Noted either reactive or spontaneous behaviours
- Facilitating positive coaching behaviors (frequent use of reinforcement and mistake-contingent encouragement) ensures greater enjoyment, higher self-esteem, and lower dropout rates in young athletes.

Categories of Coaching Behaviors Assessment System (CBAS)

Reactive behaviors

- Reinforcement
- Mistake-contingent encouragement
- Mistake-contingent technical instruction
- Punishment
- Punitive technical instruction
- Ignoring mistakes
- Keeping control

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Categories of Coaching Behaviours Assessment System

Spontaneous behaviors

- General technical instruction
- General encouragement
- Organization-administrative behaviour
- General communication-interactions with players unrelated to the game

Behavioral Guidelines for Coaches

On the basis of 25 years of research, Smoll and Smith (2001) provide some guidelines for coaching young athletes:

- Do provide reinforcement immediately after positive behaviors and reinforce effort as much as results.
- Do give encouragement and corrective instruction immediately after mistakes. Emphasize what the athlete did well, not what the athlete did poorly.
- Don't get into the position of having to constantly nag or threaten athletes to prevent chaos.
- Do use encouragement selectively so that it is meaningful. Encourage effort but don't demand results.

- Don't punish after athletes make a mistake. Fear of failure is reduced if you work to reduce fear of punishment.
- Don't give corrective feedback in a hostile, demeaning, or harsh manner; that is likely to increase frustration and build resentment.
- Do maintain order by establishing clear expectations. Use positive reinforcement to strengthen the correct behaviors rather than punishment of incorrect behaviors.
- Do provide technical instruction in a clear, concise manner and demonstrate how to perform the skill whenever possible.

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The Multidimensional Model of Sport Leadership

Keys

- Leader effectiveness in sport can vary depending on the characteristics of the athletes and constraints of the situation.
- Optimal performance and satisfaction are achieved when a leader's required, preferred, and actual behaviors are consistent.

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Multidimensional Model of Sport Leadership

-situational, leader and member characteristics precede leader behaviour-

1. *Required behaviour* -the organizational system itself dictates behaviour and people are expected to conform to the established norms eg Coaches should not date their players
2. *Preferred behaviour* -group members have preferences for specific leader behaviour eg. Recreational volleyball players may want a coach that doesn't take things too seriously
3. *Actual behaviour* -simply the behaviour that the leader exhibits eg being considerate or initiating structure

Leadership Scale for Sport (LSS) Dimensions

- Training (instructive behaviors)
- Democratic behavior (decision-making style)
- Autocratic behavior (decision-making style)
- Social support (motivational tendencies)
- Positive feedback (motivational tendencies)

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Antecedents of Leadership

Age and maturing

Gender

Nationality

Type of Sport

Psychological Characteristics

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Consequences of Leadership

Satisfaction

Coach–athlete compatibility in decision style, generous social support of the coach, rewarding, and democratic decisions are generally associated with higher satisfaction of athletes.

Team sport athletes find positive coaching behaviors even more important than individual sport athletes do. 22

Consequences of Leadership

Cohesion

Coaches high in training and instruction, democratic behavior, social support, and positive feedback and low in autocratic behaviors have teams with greater cohesion.

Exercise leaders exhibiting more task-related behaviors and providing task-specific reinforcement were associated with more cohesive exercise groups.

Consequences of Leadership

Performance

Specific coaching behaviours are related to increases in performance, especially when the actual and preferred coaching behaviours are congruent

Losing teams need more social support from their leaders to sustain motivation. 24

Consequences of Leadership

Intrinsic motivation

- Autocratic (controlling) coaching styles are associated with lower levels of intrinsic motivation and perceived competence.
- Coaching style affects intrinsic motivation and competence and influences athletes' motivation and persistence.

Practical Implications

Four components of effective leadership



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Leader Qualities

Effective leaders have integrity, flexibility, loyalty, confidence, accountability, candor, preparedness, resourcefulness, self-discipline, and patience.

Effective leaders mobilize and focus the physical, mental, and emotional energy resources of themselves and of team members toward the team objectives.

Leadership Style

- Democratic or autocratic
- Leader's decision-making style
- What is the best style for the situation?

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Situational Factors

- Team or individual
- Interactive or coactive
- Team size
- Available time
- Traditional leadership style

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Follower Qualities

- Experience
- Gender
- Ability
- Age, experience, maturity
- Nationality
- Personality

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Stephen Covey's 7 Habit's of Highly Effective People

- **habit 1 - be proactive®**
- This is the ability to control one's environment, rather than have it control you, as is so often the case. Self determination, choice, and the power to decide response to stimulus, conditions and circumstances
- **habit 2 - begin with the end in mind®**
- Covey calls this the habit of personal leadership - leading oneself that is, towards what you consider your aims. By developing the habit of concentrating on relevant activities you will build a platform to avoid distractions and become more productive and successful.
- **habit 3 - put first things first®**
- Covey calls this the habit of personal management. This is about organising and implementing activities in line with the aims established in habit 2. Covey says that habit 2 is the first, or mental creation; habit 3 is the second, or physical creation.
- **habit 4 - think win-win®**
- Covey calls this the habit of interpersonal leadership, necessary because achievements are largely dependent on co-operative efforts with others. He says that win-win is based on the assumption that there is plenty for everyone, and that success follows a co-operative approach more naturally than the confrontation of win-or-lose.

Stephen Covey's 7 Habit's of Highly Effective People

- **habit 5 - seek first to understand and then to be understood®**
- One of the great maxims of the modern age. This is Covey's habit of communication, and it's extremely powerful. Covey helps to explain this in his simple analogy 'diagnose before you prescribe'. Simple and effective, and essential for developing and maintaining positive relationships in all aspects of life.
- **habit 6 - synergize®**
- Covey says this is the habit of creative co-operation - the principle that the whole is greater than the sum of its parts, which implicitly lays down the challenge to see the good and potential in the other person's contribution.
- **habit 7 - sharpen the saw®**
- This is the habit of self renewal, says Covey, and it necessarily surrounds all the other habits, enabling and encouraging them to happen and grow. Covey interprets the self into four parts: the spiritual, mental, physical and the social/emotional, which all need feeding and developing.