Leadership

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Leadership

Approaches to leadership
      Trait / Behavioural
      Universal / Situational

      Interactional

Leadership models
      Multidimensional
      Mediational

        Description

        Measurement

Antecedents and consequences of leadership

Normative model of decision making

Effective leadership

Leadership

"… the behavioural process of influencing individuals and groups toward goals"

(Barrow, 1977)

decision making

motivating

giving feedback

establishing interpersonal relationships

providing direction

Aims – Objectives

- effectiveness of the team
- satisfaction of group members

Leaders

Born or Made?

Leadership

Trait Approach to Leadership

Leadership traits are relatively stable personality characteristics
e.g. intelligence, assertiveness, independence, self-confidence

Individuals possessing these characteristics are likely to become leaders irrespective of the situation they come into

"Leaders are born" - "It's all about trait characteristics"

The approach was eventually abandoned in sport
some traits may help individuals becoming leaders, but this cannot be generalized for effective leadership

Leaders have a variety of personality traits – There are no specific traits that make a leader effective

Leadership

Behavioural Approach to Leadership

Leadership relates to certain behaviours

Anyone can become a leader by learning these behaviours

provide instruction, give praise and encouragement
(Tharp & Giallimore, 1976)

give positive feedback, teach mental skills, stimulate athletes
(Cote, Salmela, & Russell, 1995)

plan, teach – explain, demonstrate, imitate, repeat
(Gallimore & Tharp, 2004)

"Leaders are made" – "It's all about behaviours"

Leadership

Typology of theories

	Trait (T)	Behavioural (B)
Universal (U)	Great Person theory	Mediational model
Situational (S)	Contingency Theory	Multidimensional model

Search for

T-U: universal set of qualities (personality traits) in leaders

T-S: characteristics of situations where specific traits will be effective

B-U: general behaviours exhibited by leaders

B-S: specific behaviours characteristics of different leaders in different situations

Leadership

Interactional Approach to Leadership (Horn, 2002)

Great leaders do have common characteristics (traits), but these traits cannot solely predict good leaders

Leadership style and behaviours should vary depending on the situation in order to be effective (certain behaviours can be successful in one situation – environment, but not in another)

=> The effectiveness of an individual's leadership style stems from matching the style to the situation

Both personal and situational factors are critical for effective leadership

Leadership

Basic Leadership Models in Sport

The Multidimensional Model of Leadership

The Mediational Model of Leadership

Multidimensional Model of Leadership

(Chelladurai, 1978; Chelladurai & Carron, 1978)

Based on
        contingency model of leadership effectiveness (Fiedler, 1967)
        path-goal theory of leadership (Evans, 1970)
        adaptive-reactive theory (Osborn & Hunt, 1975)
        discrepancy model of leadership (Yulk, 1971)

Group performance and member satisfaction is a functions of the
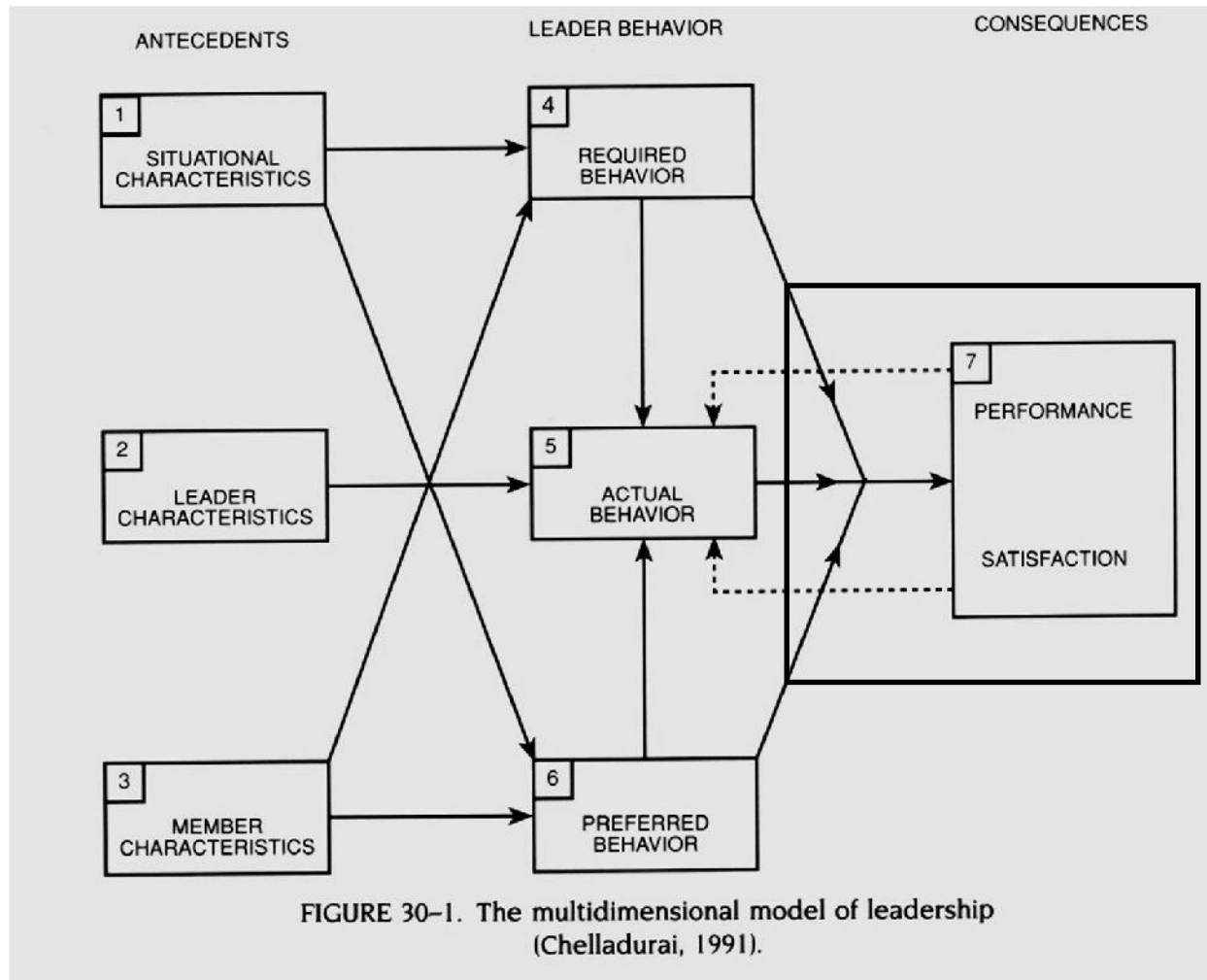congruence between three states of leader behaviour:
        required behaviour
        preferred behaviour
        actual behaviour

Multidimensional Model of Leadership

(Chelladurai, 1978; Chelladurai & Carron, 1978)

FIGURE 30–1. The multidimensional model of leadership
(Chelladurai, 1991).

Multidimensional Model of Leadership

(Chelladurai, 1990; Chelladurai & Carron, 1978)

Required Leader Behaviour
determined by situational characteristics (demands and constraints
e.g. goals, structure, tasks, norms, values) and members' characteristics
(e.g. maturity, experience)

Preferred Leader Behaviour
determined by members' characteristics (e.g. personality),
and situational characteristics (e.g. context, task)

Actual Leader Behaviour
determined directly by leader's characteristics (e.g. personality), and
indirectly by situational and member's characteristics through required and
preferred behaviour

Dimensions of Leader's Behaviour – Leadership Scale for Sport
(Chelladurai & Saleh, 1978, 1980)

Training and instructions
> behaviour aiming at emphasizing and facilitating training,
> instructing, and co-ordinating activities

Democratic Behaviour
> behaviour that allows members' participation in decision
> making related to training and competition

Autocratic Behaviour
> behaviour emphasizing independent decision making and
> personal authority

Social Support
> behaviour with concern to the welfare of members, group
> atmosphere and interpersonal relationships

Positive Feedback
> behaviour reinforcing, recognizing and rewarding performance

Leadership Scale for Sport (LSS)

Measurement developments

Original LSS (Chelladurai, 1978, 1993, Chelladurai & Riemer, 1998)
          40 items, 5 dimensions

• Athletes' Preferences

• Athletes' Perceptions of Coach

• Coach's Perceptions of him/herself

LSS – revised (Zhang, Jensen, & Mann, 1997)
          Original dimensions +
                    Feedback
                    Situational Consideration

          limited psychometric support

Multidimensional Model of Leadership

Research findings

• Antecedents of leadership
       Factors influencing preferred leader's behaviour
       Factors related to perceived leader's behaviour

• Consequences of leader's behaviour

Multidimensional Model of Leadership

Antecedents – Individual differences

Sex

- males higher preference for autocratic and social support than females

(Chelladurai & Saleh, 1978)

- males higher preference on autocratic behaviour, training and instruction, social support, and lower preference on democratic than females (Erle, 1981)

- Female coaches perceived as more democratic and socially supportive than males (Liukkonen & Salminen, 1999)

Age - Experience

- younger athletes higher preference for social support and democratic behaviour and less autocratic behaviour than older athletes (Serpa, 1990)

- more experienced athletes higher preference for positive feedback (Erle, 1981), autocratic behaviour and social support (Chelladurai & Carron, 1981)

Multidimensional Model of Leadership

Antecedents – Individual differences

Ability - Level

      - preference for training and instruction decreased through high school and increased through university – preference for social support increased through high school and university (Chelladurai & Carron, 1983)

      \`   - high ability athletes perceived their coaches to be more autocratic and socially supportive than low ability athletes (Liukkonen & Salminen, 1990)

      - high ability players perceived their coaches to emphasizing more training and instruction, be less autocratic and more socially supportive, and provide more positive feedback that low ability players (Garland & Barry, 1988)

Multidimensional Model of Leadership

Antecedents – Situational differences

Type of sport

-athletes in highly interactive sports higher preference for autocratic behaviour than non-interactive sports (Weinberg & Gould, 2007)

- team/open sport athletes preferred more training and instruction and autocratic behaviour than individual/close sport athletes who preferred more democratic behaviour (Chelladurai, 1978)

- team sport coaches were perceived as more autocratic and less democratic than individual sport coaches (Liukkonen & Salminen, 1990)

Culture

- Japanese athletes higher preference for autocratic and social support than Canadian athletes who had higher preference for training and instruction

- Japanese athletes perceived their coaches more autocratic, whereas Canadian perceived their coaches as more democratic and emphasizing more training and instruction (Chelladurai et al., 1988)

Multidimensional Model of Leadership

Consequences of Leadership

Satisfaction – Performance

Compatibility between preferred and perceived behaviour related to satisfaction for leadership and performance (Chelladurai, 1984)

Positive discrepancies in training and instruction, social support and positive feedback related to satisfaction with leadership (Horne & Carron, 1985)

Perception of democratic behaviour and social support related to satisfaction with leadership (Schliesman (1987)

Perceptions of positive feedback, training and instruction, and low autocratic behaviour related to satisfaction with leadership (Dwyer & Fischer, 1990)

Players in more successful teams perceived more training and instruction, autocratic, social support, and positive feedback than players in less successful teams (Gordon, 1986)

Multidimensional Model of Leadership

Consequences of Leadership

Cohesion – Motivation

cohesion related to coaches perceived as high in training and instruction, positive feedback, democratic behaviour and social support, and low in autocratic behaviour (Gardner, Shields, Bredemeier, & Bostrom, 1996; Pease & Kozub, 1994; Westre & Weiis, 1991)

autocratic behaviour related to lower intrinsic motivation and perceived competence than democratic behaviour (Vallerand & Losier, 1999)

Multidimensional Model of Leadership

Critique

Limited validation of measurement (LSS)

Operationalization of model's elements (required behaviour)

No empirical evidence on model's causal assumptions

The Mediational Model of Leadership
(Smoll & Smith, 1989)

Characteristics

Developed based on research in youth sports

More elaborate description of leader's behaviours

Use of observational measures

The Mediational Model of Leadership

Elements of the model

Coach's behaviour

Player perception and recall

Player's evaluative reaction

Coach individual differences variables
  Goals, intentions, coaching role norms, perceptions of
  players' motives, self-monitoring, sex
Players individual differences variables
  age, sex, perceptions of coaching norms, value of
  coaching behaviours, achievement motives, self-esteem
Situational variables
  nature of sport, level of competition, setting
  (practice/competition), record of the team, situation
  circumstances
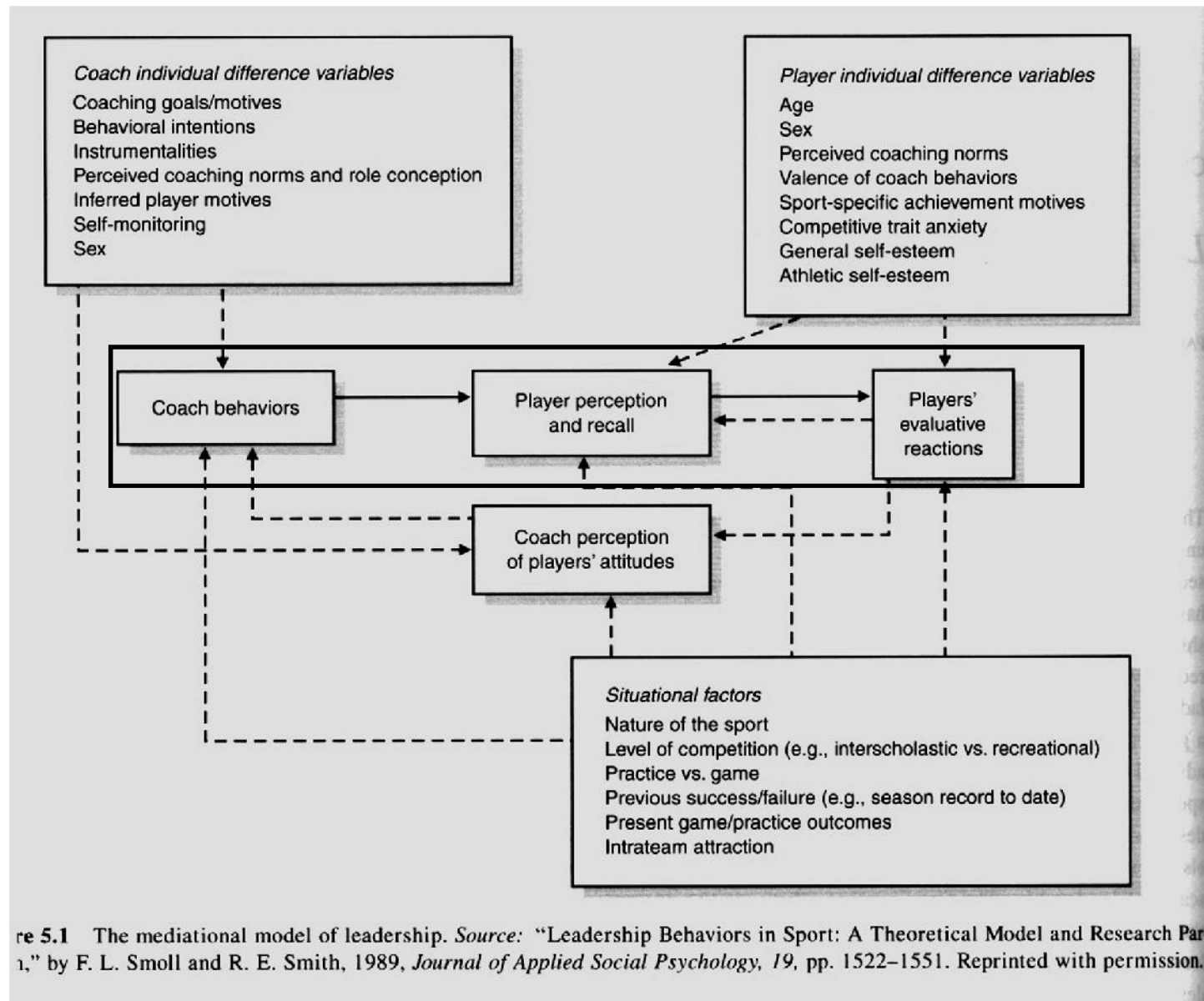
The Mediational Model of Leadership

Coach individual difference variables
Coaching goals/motives
Behavioral intentions
Instrumentalities
Perceived coaching norms and role conception
Inferred player motives
Self-monitoring
Sex

Player individual difference variables
Age
Sex
Perceived coaching norms
Valence of coach behaviors
Sport-specific achievement motives
Competitive trait anxiety
General self-esteem
Athletic self-esteem

Coach behaviors

Player perception and recall

Players' evaluative reactions

Coach perception of players' attitudes

Situational factors
Nature of the sport
Level of competition (e.g., interscholastic vs. recreational)
Practice vs. game
Previous success/failure (e.g., season record to date)
Present game/practice outcomes
Intrateam attraction

re **5.1** The mediational model of leadership. *Source:* "Leadership Behaviors in Sport: A Theoretical Model and Research Par-
1," by F. L. Smoll and R. E. Smith, 1989, *Journal of Applied Social Psychology, 19*, pp. 1522–1551. Reprinted with permission.

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The Mediational Model of Leadership

Measurement of key variables

Leader behaviour
      observed (Coaching Behaviour Assessment System, Smith et al. 1977)

      perceived by athletes (12-dimension scale – as above)

      perceived by coaches (12-dimension scale – as above)

Player's evaluative reactions
      10-item scale (likeness of coach, team, sport, etc.)

The Mediational Model of Leadership

Coaching dimensions CBAS – Correspondence with LSS

Reinforcement	Positive feedback
Non-reinforcement	Positive feedback (lack of)
Mistake-contingent encouragement	?
Mistake-contingent technical instruction	Training and instruction
Punishment	?
Punitive technical instruction	Training and instruction
Ignoring mistakes	?
Keeping control	Training and instruction
General technical instruction	Training and instruction
General encouragement	Positive feedback
Organization	Training and instruction
General communication	Social support
?	Democratic behaviour
?	Autocratic behaviour

The Mediational Model of Leadership

Research based on the CBAS

Coach behaviour and players' attitudes
observed supportiveness and instructiveness related to positive
attitudes for coach, sport ,and team-mates

perceived instructiveness and encouragement related to positive
attitudes for coach - perceived punishment related to negative
attitudes for coach (Smith, Smoll, & Curtis, 1978)

Coach behaviour and players' self-esteem
higher self-esteem when coach mistake-contingent encouragement
and reinforcement

The Mediational Model of Leadership

Guidelines for Coaching young athletes

• provide immediate reinforcement after positive behaviours – reinforce result and effort

• Give encouragement and immediate instruction after mistakes – point out what was OK, not what was wrong

• Don't punish athletes for making mistakes

• Don't give corrective feedback in a hostile manner

• Establish clear expectations

• Don't use threats

• Encourage selectively, so that it is meaningful

• Encourage effort, but don't demand results

• Provide clear and concise technical instruction and use demonstration

The Mediational Model of Leadership

Guidelines for Coaches – Research findings

Intervention programs to coaches (Smith, Smoll, & Curtis, 1979)
     athletes in the intervention groups
          showed greater self-esteem
          evaluated their coaches more positively
          expressed higher intra-team attraction

The Mediational Model of Leadership

Other instruments

Coaching Feedback Questionnaire (Horn, 2000)
      16 items – 3 Dimensions
            Positive & Informational Feedback
            Punishment-Oriented Feedback
            Non-Reinforcement / Ignoring Mistakes

Coaching Behaviour Questionnaire (Williams et al., 2003)
      15 items - 2 Dimensions
            Supportiveness / Emotional Control
            Negative Activation

The Mediational Model of Leadership

Critique

Allows more thorough analysis of leadership

Situational specific

Lack of evaluation in decision making processes

Transactional & Transformational styles of Leadership

Transactional leadership
Leader clearly outlines tasks and how they should be performed
Team members agree to complete the tasks in exchange for recognition - awards

Leader passively monitors how the task is performed

Transformational leadership
Leaders inspire team members to go beyond expected levels of commitment and contribution by emphasizing task-related values and a strong commitment

Team members are motivated to look beyond their own interests toward those that will benefit the group

The Transactional & Transformational Models of Leadership

Multifactor Leadership Questionnaire (MLQ-5X; Bass & Avolio, 2000)

9 leadership factors

       5 transformational leadership factors

             Inspirational Motivation

             Idealized Influence-Attributed

             Idealized Influence-Behaviour

             Intellectual Stimulation

             Individualized Consideration

       3 transactional leadership factors

             Contingent Reward

             Active Management-by-Exception

             Management-by-Exception Passive

       1 'nonleadership' or *laissez-faire* leadership factor

The Transactional & Transformational Models of Leadership

Research findings

Non-sport

(Lowe et al., 1996 – meta-analysis)

Transformational leadership positively related to
Transactional leadership not related to
Laissez-Faire negatively related to

$\qquad$ subjective (e.g., followers' satisfaction)
$\qquad$ objective (e.g., profit) indicators of leaders' effectiveness

Sport - Preliminary

(Zacharatos, Barling, and Kelloway, 2000 - unidimensional scales)
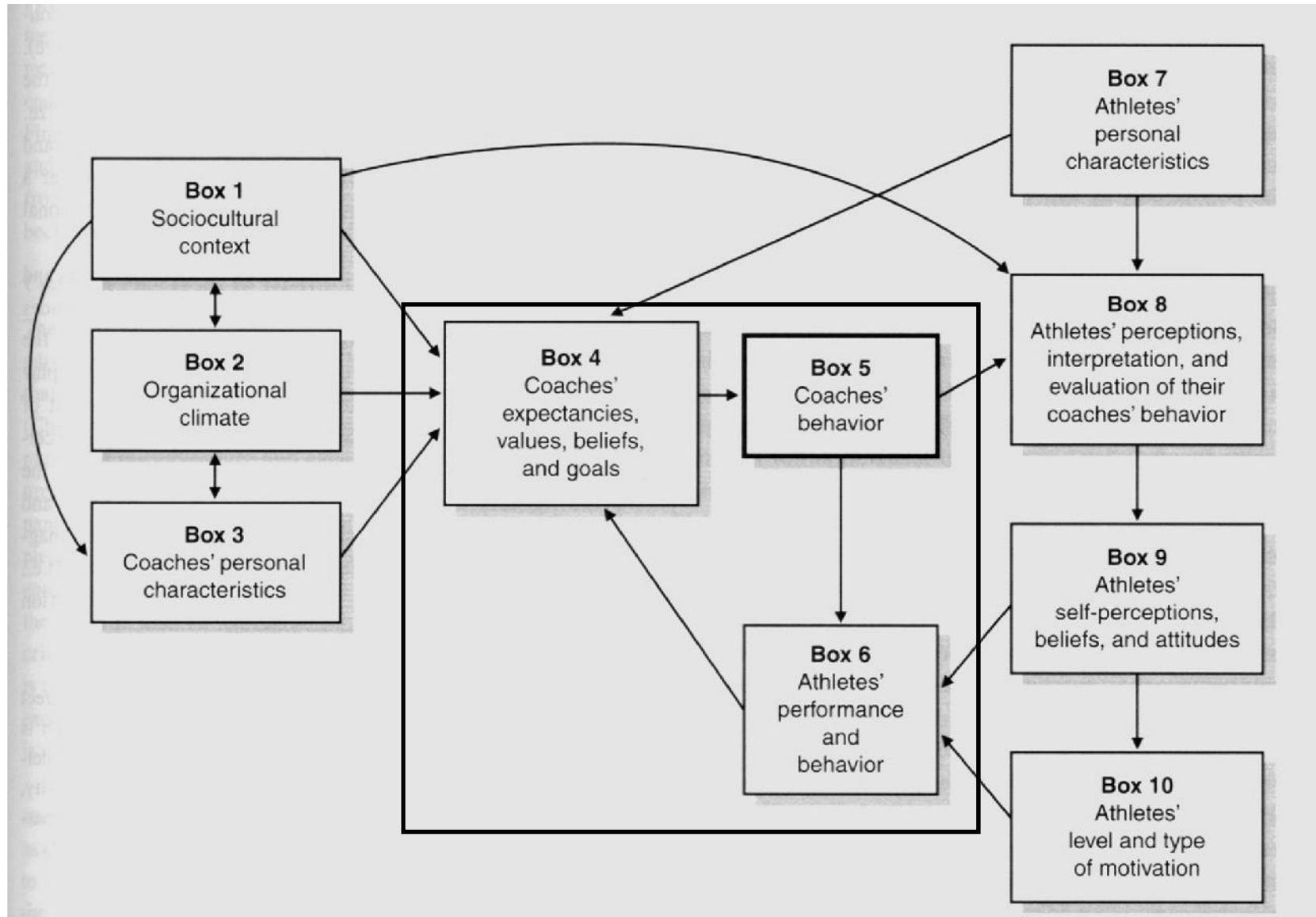
Adolescents employing transformational leadership rated by peers and coaches as more effective, satisfying, and effort-evoking

(Rowlond, 2006 – multidimensinal scale)

Transactional leadership predicted leaders' effectiveness
Transformational leadership increased the prediction

Model of Coaching Effectiveness (Horn, 2002)

The Normative Model of Decision Styles

Decision making – cognitive process
the process of selecting an alternative from among many choices to achieve
a desired goal – is an important component of leadership and a determinant
of coaching effectiveness

The quality of the decision can be ensured by
- clearly defining the problem
- identifying opportunities and constraints
- setting criteria for selecting action
- generating alternative options
- evaluating these criteria and options
- selecting the best alternative

The Normative Model of Decision Styles

Decision making – social process

The degree to which members are allowed to participate in the decision making

    participation in decision making - advantages
        effective execution of action
            members understanding of the decision
            members' perception of the decision as theirs
            creative process
            self-determined – intrinsically motivated action

    participation in decision making - disadvantages
        time consuming process
        adequacy of members to handle complex issues

* participation in decision making requires integrated groups

The Normative Model of Decision Styles

Decision styles

<u>Autocratic</u>
the final decision is made by the leader who may consult members of the group in an attempt to gather information regarding the problem
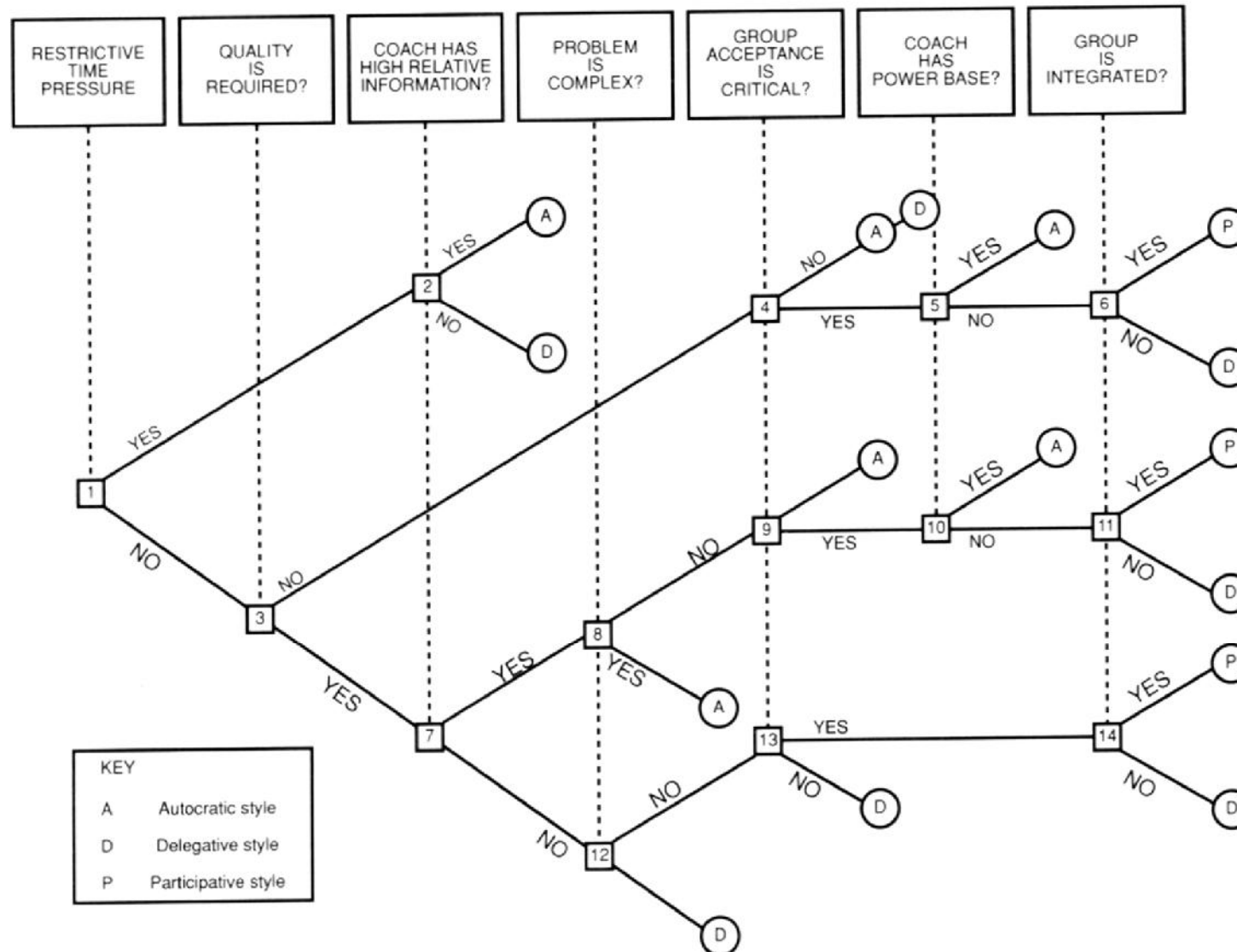
<u>Participative</u>
the actual decision is made by the group (including the leader)

<u>Delegative</u>
the leader delegates the authority to make the decision to members of the group – the leader introduce the problem and implement the decision

The Normative Model of Decision Styles

The Normative Model of Decision Styles

Research findings in sport

Based on asking participants to choose a decision style in a given situation
(Chelladurai & Arnot, 1985; Gordon, 1986)

Autocratic: Coach decides alone
Consultive: Coach consults the group, then decides
Group: Coach and team co-decide
Delegative: Team decides

TABLE 30–8*. Percentage Distribution of Decision Style Choices by Subgroups

	Decision Styles			
	A	C	G	D
University Soccer (Gordon, 1983)				
Coaches' own choices	46.3%	33.3%	18.5%	1.9%
Coaches' perceptions of other coaches	45.5%	41.2%	12.5%	0.8%
Players' preferences	31.2%	41.9%	12.5%	0.8%
Players' perceptions of coaches' choices	43.0%	39.6%	15.4%	2.0%
University Basketball (Chelladurai & Arnott, 1985)				
Players' preferences				
Females	33.0%	18.1%	46.9%	2.0%
Males	38.9%	25.8%	34.1%	1.2%

A = Autocratic; C = Consultive; G = Group; D = Delegative

*From Chelladurai (1986b)

Rejection of Delegative style
Large acceptance of Autocratic style

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The Normative Model of Decision Styles

Research findings

Based on asking participants to choose a decision style in a given situation
(Chelladurai, Haggerty, & Baxter, 1989)

Dimensions revised as follows
<u>Autocratic I</u>: leader decides by him/herself
<u>Autocratic II</u>: leader obtain information, then decides by him/herself
<u>Consultative I</u>: leader consults members individually, then decides by him/herself
<u>Consultative II</u>: leader consults members in group, then decides by him/herself
<u>Group</u>: Leader and players decide jointly

TABLE 30–9. Percentage distribution of decision style choices

		Decision Styles			
	AI	AII	CI	CII	G
University basketball (Chelladurai, Haggerty, & Baxter, 1989)					
Coaches	34.8%	20.2%	9.8%	20.2%	15.1%
Male players	28.5%	16.8%	13.9%	21.3%	19.5%
Female players	30.1%	14.0%	13.2%	25.8%	16.3%
High school basketball (Chelladurai & Quek, 1990)					
Coaches	32.5%	15.4%	9.7%	21.3%	21.1%

Autocratic the most popular choice
Group the least popular

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The Normative Model of Decision Styles

Further research findings
(Chelladurai & Queck, 1991)

The situation and its characteristics influence the decision style more than individual differences

Coaches' information and acceptance requirements most influential factors

Autocratic style more prevalent in complex problems

Autocratic I seems the most proffered style, followed by Consultative II

The Normative Model of Decision Styles

Critique

Limited research – should expand on variety of settings and sports

The results contradict contemporary self-determined approaches to motivation – may be due to the organized structure of team sports

The ability of coaches to initiate and proceed participative decision is limited

Time pressure, a factor leading to autocratic decision style is pertinent in sport

Qualities of a leader

- Charisma

- Motivation

- Empathy

- Communication skills

- Experience

Given the qualities leaders may operate using a number of styles

Leadership

Key readings

Carron, A. V., Hausenblas, H. A., & Eys, M. A. (2005). *Group dynamics in sport*. Morgantow., WV: Fitness information technology.

Chelladurai, P. (2007). Leadership in sport. In G. Tenenbaum, & R.C. Eklund (eds), Handbook of Sport Psychology (3rd edition), pp. 113-135. New York: Wiley.

Chelladurai, P. (1993). Leadership. In R. N. Singer, M. Murphey, & L. K. Tennant (eds), Handbook of Sport Psychology, pp. 647-691. New York: Macmillan.