

Leadership Scale for Sports (LSS)

This measures the athlete's perception of the coach's behavior. Each of the following statements describes a specific behavior that a coach may exhibit. For each statement there are five options:

1	2	3	4	5
Always	Often (about 75% of the time)	Occasionally (50% of the time)	Seldom (25% of the time)	Never

Please indicate your coach's actual behavior by circling the appropriate number. Please note that this is *not an evaluation* of your present coach or any other coach. It is your own personal preference that is required. There are no right or wrong answers. Your spontaneous and honest response is important for the success of the study.

My coach . . .

1. sees to it that athletes work to capacity.	1	2	3	4	5
2. asks for the opinion of the athletes on strategies for specific competitions.	1	2	3	4	5
3. helps athletes with their personal problems.	1	2	3	4	5
4. compliments an athlete for good performance in front of others.	1	2	3	4	5
5. explains to each athlete the techniques and tactics of the sport.	1	2	3	4	5
6. plans relatively independent of the athletes.	1	2	3	4	5
7. helps members of the group settle their conflicts.	1	2	3	4	5
8. pays special attention to correcting athletes' mistakes.	1	2	3	4	5
9. gets group approval on important matters before going ahead.	1	2	3	4	5
10. tells an athlete when the athlete does a particularly good job.	1	2	3	4	5
11. makes sure that the coach's function in the team is understood by all athletes.	1	2	3	4	5
12. does not explain his or her actions.	1	2	3	4	5
13. looks out for the personal welfare of the athletes.	1	2	3	4	5
14. instructs every athlete individually in the skills of the sport.	1	2	3	4	5
15. lets the athletes share in decision making.	1	2	3	4	5
16. sees that an athlete is rewarded for a good performance.	1	2	3	4	5
17. figures ahead on what should be done.	1	2	3	4	5
18. encourages athletes to make suggestions for ways to conduct practices.	1	2	3	4	5
19. does personal favors for the athletes.	1	2	3	4	5
20. explains to every athlete what should be done and what should not be done.	1	2	3	4	5
21. lets the athletes set their own goals.	1	2	3	4	5
22. expresses any affection felt for the athletes.	1	2	3	4	5
23. expects every athlete to carry out one's assignment to the last detail.	1	2	3	4	5

(continued)

Leadership Scale for Sports (LSS) *(continued)*

24. lets the athletes try their own way even if they make mistakes.	1	2	3	4	5
25. encourages athletes to confide in the coach.	1	2	3	4	5
26. points out each athlete's strengths and weaknesses.	1	2	3	4	5
27. refuses to compromise on a point.	1	2	3	4	5
28. expresses appreciation when an athlete performs well.	1	2	3	4	5
29. gives specific instructions to each athlete on what should be done in every situation.	1	2	3	4	5
30. asks for the opinion of the athletes on important coaching matters.	1	2	3	4	5
31. encourages close and informal relations with athletes.	1	2	3	4	5
32. sees to it that the athletes' efforts are coordinated.	1	2	3	4	5
33. lets the athletes work at their own speed.	1	2	3	4	5
34. keeps aloof from the athletes.	1	2	3	4	5
35. explains how each athlete's contribution fits into the total picture.	1	2	3	4	5
36. invites the athletes home.	1	2	3	4	5
37. gives credit when it is due.	1	2	3	4	5
38. specifies in detail what is expected of athletes.	1	2	3	4	5
39. lets the athletes decide on plays to be used in a game.	1	2	3	4	5
40. speaks in a manner that discourages questions.	1	2	3	4	5

(continued)

Leadership Scale for Sports (LSS) *(continued)*

Scoring Information

The items under each dimension of leader behavior are as follows.

Training and instruction behavior	Democratic behavior	Autocratic behavior	Social support	Positive feedback (rewarding)
1	2	6	3	4
5	9	12	7	10
8	15	27	13	16
11	18	34	19	28
14	21	40	22	37
17	24		25	
20	30		31	
23	33		36	
26	39			
32				
35				
38				

The scoring of each of the items is as follows:

Always	5
Often	4
Occasionally	3
Seldom	2
Never	1

The sum of the scores on the items in a dimension is divided by the number of items in that dimension to derive the dimension score for a subject. It is advisable to carry these scores to at least four decimals in statistical analyses.