



**SPORT • OPENS • SCHOOL**

# **LEADERSHIP THROUGH SPORT**

# LEADERSHIP

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## A definition

“A process whereby an individual influences a group of individuals to achieve a common goal”

Northouse, 2010

# LEADERSHIP THROUGH SPORT

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## A definition

Sport has a strong potential to develop leadership skills but the most frequent problem is understanding of the basic concept

# LEADERSHIP CONCEPT

## DYNAMIC WAY

Leadership, in youth field most of all, it is a dynamic process, involving a complex and flexible interaction between people, groups and the context

## A PROCESS

Leadership is a process, therefore it should be learned step by step

## A SKILL FOR

Leadership **ALL** is a skill that everyone can learn if it is developed intentionally through sport in school and in extracurricular activities

# The role of coach

## 1 Youth - centered focus

- They recognizes all young people as potential leader
- They support young people through empowerment processes

## 2 The Intentional factor

Physical educators must be "proactive" in the selection, implementation and evaluation of specific leadership development strategies

## 3 Use of different methodologies

Young people can learn leadership through observation, mentoring, trial and error and formal education

## 4 Real leadership

Young people should be able to understand the needs of their peers, read a situation and adapt their leadership style in a specific context to be effective

# Leadership - theories

## "Transformational leaders"

They improve the ability to take care of others

They demonstrate optimism and inspirational motivation, as well as promoting problem solving

They promote acceptance of group goals and encourage teamwork

Callow, Smith, Hardy, Arthur, & Hardy, 2009





# Leadership – theories



## Peer Leadership

Effective peer leadership is an important dimension of peer relations (Weiss & Stuntz, 2004)

This field is relatively unexplored but peer leadership, group acceptance and the quality of human relations are considered all important dimensions for psychosocial growth and youth development.

# Sense of responsibility

## **TPSR MODEL - TEACHING PERSONAL AND SOCIAL RESPONSIBILITY MODEL**

A strategy that helps young people to transfer behaviours in a lot of situations, including teamwork but also in defining effective goals, demanding relationships and pressures

# Sense of responsibility

## TPSR MODEL

Use physical education as a mean of teaching a code or a discipline to students. It is important that this code have to be integrated and internalized by the students, giving them a structure for their lives, values, discipline and that these skills are not seen only in the gym, but are transferred to other aspects of their lives.

Top-down educational models and positive leadership programmes that offered often only to selected students due to their popularity and / or certain personal attributes (ie inspired, organized, intelligent, charismatic, assertive, trusting) represent a limited approach.





# TPSR MODEL LEVELS

## RESPONSIBILITY LEVELS

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- Respect the rights and feelings of others
- Effort
- Self-direction
- Helping others
- Transfer (outside the gym)

## GOALS

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- Resolve conflicts through dialogue, accept and include all peers in the activities, speak without interrupting others.
- Participate in planning activities even when they are not your favourite, persist even if they are difficult, follow rules and procedures
- Set short and long term goals, evaluate their own progress honestly, assume responsibility for tasks, take on leadership roles
- Care for others, pay attention to the needs of their classmates
- Apply what is learned in the "gym" to other contexts such as the family, the playground or your neighborhood.

# Leadership – gap to fill

## **1 A field relatively unexplored**

Youth leadership is a field of study still at an early stage. Much has been studied on adult leadership, the youth one linked to sport and physical education needs more attention in terms of research, theoretical development and transparent assessment measures.

## **2 Intentionally design**

The development of youth leadership needs effective intentional efforts by coaches and PE teachers, creating opportunities to learn leadership and how to be effective in certain roles (Gould, Voelker and Griffes).

# Leadership – gap to fill

## **3 Limited Study field and data**

- Sports and leadership studies do not take into account behavioural factors and have not been validated
- Peer leadership in the sports context, (both male and female teams), can constitute a base on which to start further research

## **4 Opportunities to improve coaches' skills**

Actually there are rare situations to improve coaches' skills and therefore opportunities for training oriented to develop leadership in young people in effective ways.