

Creating Environments to Develop Leaders Through Sport

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Enhancing Youth Leadership through Sport



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Why Enhance Youth Leadership In Athletes, Particularly Young Athletes?



Purposes

Examine the role that sport can play in developing youth leadership by:

1. Reviewing and critiquing the research on developing leadership in general, in youth, and through sport and physical education.
2. Discussing implications for guiding professional practice.



INTRODUCTION: WHY YOUTH LEADERSHIP DEVELOPMENT?

Introduction: Why Youth Leadership Development?

- Coaches have long held the belief that participation in sport and physical activity programs play an important role in developing youth leadership.

"The battle of Waterloo was won on the playing fields of Eton."

- The Duke of Wellington

Leadership Skills Can Be Developed

“Leaders aren't born, they are made. And they are made just like anything else, through hard work.”

- Vince Lombardi



The Importance of Developing Leadership in Youth

- Developing youth leadership may be more important now than any other time in our history
 - Nationwide polls show this is the first generation that expects that their children will be less better off than they were.
 - The US is losing ground economically, socially and educationally to other countries.
 - The World is facing major issues like global warming, ethnic clashes, and increasing demands on diminishing resources.
 - Because of these concerns parents and grandparents are interested in maximizing child's life skills, like leadership, to help prepare them to be successful in an ever-changing and complex world.



The Importance of Developing Leadership in Youth

- Leadership development is broader than a sport or youth development problem

Managers (leaders) “must admit first that they have reached the limits of management 1.0: the industrial-age paradigm built atop the principles of standardization, specialization, hierarchy and control. Second, they must cultivate, rather than repress, their dissatisfaction with the status quo....Leaders at all level of the organization play a vital role in the design and implementation of the patient-care delivery system and in creating and sustaining the culture to support it. Caring and compassionate service evolves from caring and compassionate leaders.”

- Karsten (2010) Nursing

Why Sport and Physical Activity Contexts are Conducive to Teaching Youth Leadership

Martinek and Hellison (2009)

- Sport and physical activity contexts:
 - Are highly interactive
 - Provide numerous leadership opportunities or “moments” for young people to gain leadership experience
 - e.g., enforcing rules for teammates
 - Provide an opportunity for youth to learn leadership in an enjoyable, motivating way

Why Sport and Physical Activity Contexts are Conducive to Teaching Youth Leadership

(Gould, Voelker & Blanton, 2011)

- Of all the venues that may be used to develop leadership in young people, competitive sport appears to be one of the most potent but underutilized. Why?
 - *Sport is highly valued in many societies*
 - *Sport is an activity that young people are highly motivated to pursue and where youth believe their actions have important consequences*

Why Sport and Physical Activity Contexts are Conducive to Teaching Youth Leadership

"It's kind of hard to rally 'round a math class!"

– Alabama Football Coach Bear Bryant



The Paradox: The Opportunity & The Problem

- **The Opportunity:** Coaches firmly believe that participation in their programs develops leadership in young people.
- **The Problem:** Mere sport and physical activity participation does not teach people to lead. Effective physical educators and coaches who intentionally create the right conditions that teach and facilitate youth leadership development do.

So What Can We Do? Be Realistic!

- Sport and physical education cannot solve the leadership needs of youth, but we can certainly do much more to “intentionally” help young people develop their leadership capabilities and skills.
- We can not only make them physically fit but we can teach them life skills, like leadership, that enable them to be more productive members of society.



LEADERSHIP IN GENERAL

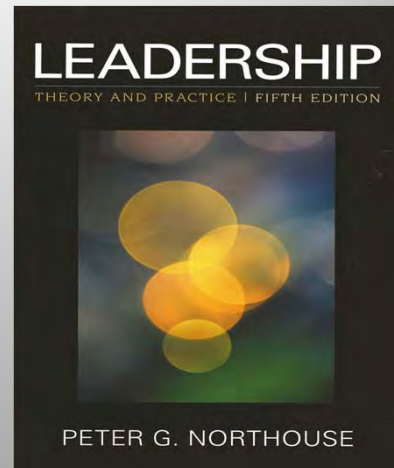
What is Leadership?



What Is Leadership?

Leadership is a complex process that involves the effort of an individual (i.e., a leader) to help groups identify and achieve personal and group goals.

- Adapted from Northouse (2010)



What Do We Know About Leadership In Adults?

- Literally Thousands of Studies
- Numerous Theories (e.g., trait approach, path-goal, contingency, transformational, servant, psychodynamic)
- Much has been learned, but more research is certainly needed
 - *American Psychologist*, 2007

What Do We Know About Leadership In Adults?

Avolio, 2007

- Findings have revealed that leadership is a complex process that involves the interaction of:
 - *leader characteristics*
 - *follower characteristics and needs*
 - *situational influences*
- Researchers must consider *the leadership context* while examining the *dynamic interaction between leaders and followers*.

Call for a Paradigmatic Shift: What Should We Be Asking?

Hackman & Wageman (2007, p. 43)

- (1) Not do leaders make a difference, but under what conditions does leadership matter?
- (2) Not what are the traits of leaders, but how do leaders' personal attributes interact with situational properties to shape outcomes?
- (3) Not do there exist common dimensions on which all leaders can be arrayed, but are good and poor leadership qualitatively different phenomena?

Call for a Paradigmatic Shift: What Should We Be Asking?

Hackman & Wageman (2007, p. 43)

- (4) Not how do leaders and followers differ, but how can leadership models be reframed so they treat all system members as both leaders and followers?
- (5) Not what should be taught in leadership courses, but how can leaders be helped to learn?



YOUTH LEADERSHIP

Determining What Youth Leadership Involves

- Youth leadership has been defined in many ways
 - At times, viewed so broadly that it is difficult to distinguish it from positive youth development in general.
 - At other times, youth leadership is seen as involving specific individual skills and attributes such as emotional intelligence, self-esteem, and moral character.

Determining What Youth Leadership Involves

- Reviewing the literature is a challenging and complicated process because authors do not precisely specify what youth leadership is and what it involves.
- Definitional issues makes it difficult to systematically develop youth leadership without precisely defining it.
 - Baker, 1997
- **KEY:** Researchers and practitioners must be clear about how youth leadership is characterized to effectively study and develop it in young people!

Research Areas Associated With Developing Youth Leadership

- Leadership & factors associated with becoming a leader
- Advantages & consequences of being a leader
- Measurement of youth leadership
- Leader training effectiveness

Leadership & Factors Associated with Becoming a Youth Leader

- Youth leaders tend to be older and have higher ability and emotional intelligence than their counterparts.
- When nominated by peers, youth leaders are judged to have social support, status, an effective personality, and motivational attributes that make them leaders.
- Early youth experiences are related to both later life leadership patterns and leadership styles used.

(e.g., Avolio et al., 2009; Dhuey & Lipscomb, 2008; Schneider et al., 2002; Ward & Ellis, 2008).

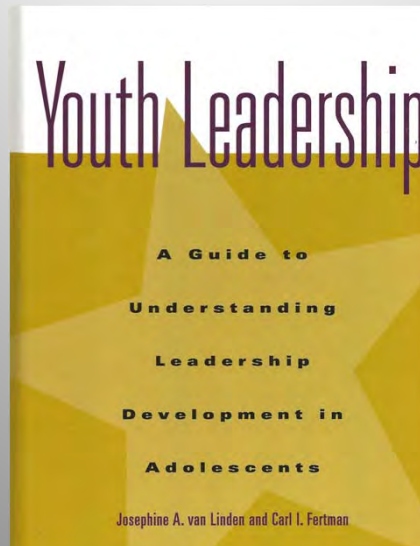
Advantages & Consequences of Being a Youth Leader

- Merely being an athlete does not correlate to adult leadership, although practicing leadership as a captain or school leader does
(Extejt & Smith, 2009; Kuhn & Weinberger, 2005)
- Not all consequences of youth leadership may be positive (e.g., bullying maybe a form of destructive leadership)
(Ferris, Zinko, Brouer, Buckley, and Harvey (2007)

Leader Training Effectiveness

- Leadership training programs can effectively enhance leadership attitudes, behaviors, and skills in youth.
- We need studies that further verify program outcomes and link demonstrated effects to specific theoretical contentions and intervention components.

Developing Youth Leadership: What We Know



Youth Leadership Development Model

van Linden & Fertman (1998)

Unfolding Stages

Stage 1: Awareness

Stage 2: Interaction

Stage 3: Mastery

Note: Youth move from transactional to transformational skills

Leadership Dimensions

1. Leadership information
- (e.g., what youth know about leadership)
2. Leadership attitude
- (e.g., thoughts, dispositions, and feelings youth have about themselves as leaders)
3. Communication skills
4. Decision-making skills
5. Stress management skills

Fundamental Principles of Youth Leadership

- Effective leadership = reciprocal *interaction* of:
 - **Leader characteristics**
(e.g., traits, orientations, behavioral skills)
 - **Follower characteristics**
(e.g., traits, orientations, behavioral skills)
 - **Situational influences**
(e.g. resource availability, such as program funding)
- All young people can and need to learn leadership skills.
- But certain youth will have characteristics and previous experiences that will increase their capacity to lead and enhance their leadership effectiveness.

Fundamental Principles of Youth Leadership

- Cultivating leadership in young people is difficult when adults dominate their environment.
- Developing youth leadership is as much an issue of adults giving young people responsibility and giving up control as it is about developing programs for youth.

Fundamental Principles of Youth Leadership

Learning how to lead is multi-faceted and involves:

- Observational and experiential learning
- Trial and error
- Mentorship
- Formal education

(Doh, 2003; Kempster, 2006; Kouzes & Posner, 1987; Martinek & Hellison, 2009)

Fundamental Principles of Youth Leadership

- Effective youth leadership development *requires* experiential learning.
- Young people in a leadership role need supervising adults to allow them to make “meaningful” decisions and to become active agents in their own development.



LEADERSHIP RESEARCH IN SPORT AND PHYSICAL EDUCATION

Leadership Research in Sport and Physical Education

Adult Studies

1. Most conducted on coaches' leadership or athletes' perceptions of their coaches leadership.
2. Some studies conducted on athletes (emergent peer leaders, captains).
3. Results typically parallel the general psychology and business psychology literature.
4. The body of work is more limited in both theoretical scope and sheer number of studies conducted.

Leadership Research in Sport and Physical Education

2 Dominant Leadership Models in Sport

- Chelladurai's Multidimensional Model of Leadership (Chelladurai; Chelladurai & Saleh, 1978)
- Smoll and Smith's (1989) cognitive-mediational model
- Application of transactional-transformational leadership models to sport (e.g., Rowold, 2006)

Leadership Research in Sport and Physical Education

Youth Studies

- **Youth development through physical activity and education studies**
e.g., Hammond-Diedrich and Walsh (2006)
Martinek, Schilling, and Hellison (2006)
- **Youth sports studies**
e.g., Price and Weiss (2011)
Voelker, Gould, and Crawford (2011)

Youth Sports Leadership: Research Areas

- The Importance of leadership as a life skill
- Psychological factors associated with youth leadership in sport
- Roles, responsibilities, and behavioral factors associated with youth leadership in sport
- Youth leadership development and training in sport

Leadership as a Life Skill for Youth

High School Coaches Ratings of Problems In Sport Today

M = 3.31 Failure to Take Personal
Responsibility

M = 3.07 Poor Communication/
Listening Skills

M = 3.07 Lack of Motivation/
Work Ethic

M = 3.07 Athletes Having
Problems With Parents

M = 3.05 Poor Grades

M = 2.93 Poor Leadership

Gould et al. (2006)

Key Life Skills Focus Groups

- Young athlete, coach, sport psychologist and graduate student focus groups

- Leadership identified as a **key interpersonal life skill needing development** by British youth.

Martin & Lavalley (2009)

Psychological Factors Associated With Youth Leadership in Sport

Price & Weiss (2011)

- Purpose: Examine peer leadership in sport by examining relationships among personal characteristics, peer leadership behaviors, and team outcomes.
- Participants: 191 adolescent female soccer players

Psychological Factors Associated With Youth Leadership in Sport

Price & Weiss (2011)

- Peer leaders were characterized by higher perceived soccer competence, peer acceptance, behavioral conduct and intrinsic motivation.
- Effective peer leadership was associated with players who reported greater task, social cohesion and collective efficacy.

Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Voelker, Gould & Crawford (2011)

- Purpose: Gain an in depth understanding of high school sport leadership experiences
 - (e.g., roles and duties, ways their leadership ability was developed, attitudes towards sport leadership development programs)
- Method: Qualitative interviews with 13 former high school captains
 - (7 males, 6 females)



Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Voelker, Gould & Crawford (2011)

- Most frequently cited roles & duties:
 - To Organize
 - To Set An Example
 - To Mentally Prepare Teammates
 - To Motivate & Encourage
 - To Provide Feedback
 - To Provide Support & Mentorship
 - To Enforce & Confront
 - To Facilitate Relationships
 - To Be Vocal

Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Voelker, Gould & Crawford (2011)

- Little or No Training
 - 11/13 Captains



Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Voelker, Gould & Crawford (2011)

Training:

“I just think it was kind of implied. Cause I mean we were both freshman and we both came up 4 years seeing both bad and good captains... [Coach] just assumed that we could take it from there...I wouldn't say that he taught directly, I would say he taught like indirectly. You know where you take it.”

Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Hammond-Diedrich & Walsh (2006)

- Purpose: Assess the effectiveness of a cross-age responsibility-based program designed to promote leadership in 11-15 year old underserved boys who taught physical activity to 4th grade youth.
- Qualitative Single Group Design: Using formal interviews, lesson observations, and field notes to measure leadership development.
- Youth improved their leadership skills and became more confident as leaders.
- Consistency was problematic in some of the participants.

Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Gould, Voelker, & Griffes (in press)

- Purpose: Gain an in depth understanding of how high school coaches mentor their captains in effective leadership practices
- Specifically:
 - Leadership Philosophy
 - Training Methods
 - Biggest Mistakes
- Qualitative Single Group Design: Interviewed 10 Current High School Coaches
 - Known for developing leadership

Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Gould, Voelker, & Griffes (in press)

PROACTIVE METHODS

- Develop Good Communication
- Provide Feedback & Reinforcement
- Hold Coach-Captain Meetings
- Encourage/Conduct Formal Training
- Teach/Educate
- Provide Good Examples of Leadership
- Provide Autonomy
- Assign/Share Readings
- Provide Follow-up

Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Gould, Voelker, & Griffes (in press)

PROACTIVE METHODS

“We run a 10-week leadership class with my seniors the year before. Part of what we use is Jeff Janssen’s book on team captains. Every week we go through a chapter... Sometimes I’ll teach it...and sometimes I’ll make them teach a part of it to the rest of the seniors...And that really tells them exactly what a leader is, what their roles are...” - Coach 1

Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Gould, Voelker, & Griffes (in press)

BIGGEST MISTAKES

- Giving Too Much Responsibility
- Not Giving Enough Responsibility
- Using Poor Selection Practices
- Not Communicating
- Failing to Reinforce/Educate
- Having Inappropriate/Poor Relationships
- Making Assumptions

Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Gould, Voelker, & Griffes (in press)

BIGGEST MISTAKES

“One of the mistakes that I made early on in my coaching career is just assuming that a kid knew how to put the captain hat on... As a teacher I can't assume students walk into my class knowing all about the French Revolution. I can't assume then that my athletes know all about how to be a good person...I can't assume that they know their role...” - Coach 5

Roles, Responsibilities, and Behavioral Factors Associated With Youth Leadership in Sport

Gould, Voelker, & Griffes (in press)

RECOMMENDATIONS FOR COACHES

- Develop a strong leadership philosophy
- Practice empowerment
- Be proactive in your training approach

Implications for Guiding Practice

YOUTH LEADERSHIP IN SPORT
AND PHYSICAL EDUCATION

Tom Martinek and Don Hellison



Becoming An Effective Team Captain:
Student-Athlete Guide

MHSAA Captain's Leadership Development Program

MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION
Fall 2009
David Gould, Ph.D., Editor
Institute for the Study of Youth Sports
Michigan State University
www.youthsports.msu.edu

Implications for Guiding Practice

Gould & Voelker (2010) ; Gould, Voelker & Blanton (2011)

Cultivating leadership in team captains

- Leadership appears to be under-recognized

- Many coaches appear frustrated with the leadership on their teams, but few seem to proactively develop leadership skills in their athletes.

Implications for Guiding Practice

Gould & Voelker (2010); Gould Voelker & Blanton (In Press)

How can coaches cultivate leadership?

- Be Proactive:
 - Determine what leadership is for you, why it's important, and how you can best develop it in the young people you work with
- Be a positive role model:
 - Provide a mentorship experience to those young people we work with.
- Teach students and athletes about leadership principles:
 - Provide feedback on their leadership skills throughout the season.

Implications for Guiding Practice

Gould & Voelker (2010) ; Gould Voelker & Blanton (In Press)

Cultivating Leadership in Team Captains

- Enhance captains' feelings of empowerment and autonomy by providing opportunities to lead and legitimate leadership roles with clear expectations and reasonably challenging responsibilities.
- Promote and support other leadership learning venues by encouraging captains to attend leadership development initiatives.
- Hold captains accountable for leadership lessons learned.

Fundamental Principles of Youth Leadership

(Gould & Voelker, 2010)

- **Youth captain's leadership development occurs in stages:**
 - Awareness of one's leadership capacity.
 - Development of basic transactional skills
 - (e.g., making eye contact when communicating, focusing on positive reinforcement)
 - Moving to more transformational skills
 - Abstract interpretations of and interventions into one's environment
 - (e.g., understanding the complexity of leader-follower dynamics, developing and sharing a team vision, eliciting positive behaviors from followers)
 - Transferring leadership skills and aptitudes across situations and contexts

Implications for Guiding Practice

Martinek & Hellison (2009); Hammond-Diedrich & Walsh (2006)

- An empowerment approach is absolutely necessary for developing youth leadership.
- Important for adult leaders to pinpoint and acknowledge examples of good leadership for young athletes.
- Cross-age teaching is an excellent way to help young people learn to lead.
- Students must be given numerous opportunities to reflect on their leadership experiences.

Implications for Guiding Practice

Martinek & Hellison (2009); Hammond-Diedrich & Walsh (2006)

- Adult leaders must establish meaningful relationships with youth leaders and provide frequent opportunities for interaction and dialogue.
- Adult leaders should help young people engage in the broader community.
- Adult leaders should focus their attention on youth leaders' strengths rather than weaknesses.
- Adult leaders should help youth learn to problem solve by formally listing problems and discussing how to solve them.

Implications for Guiding Practice

Martinek & Hellison (2009); Hammond-Diedrich & Walsh (2006)

- Adult leaders must regularly help youth leaders self-evaluate their leadership practices.
- Adult leaders must assist youth leaders in assessing current leadership abilities and identifying future goals.
- Adult leader guidance and feedback are critical to youth leader development.

Youth Leadership Development Model

Martinek & Hellison (2009)

Youth Leadership Development Model

- Learning to take responsibility
- Leadership awareness
- Cross-age leadership
- Self-actualized leadership

Hellison's (1995) Responsibility Model

- Level 1: Respecting rights and feelings of others
- Level 2: Participation and effort
- Level 3: Self-directions
- Level 4: Helping others and leadership
- Level 5: Transferring what has been learned



REALISTIC EXPECTATIONS

Developing Youth Leadership is an Imperfect Process

- Young people can certainly learn to lead and become effective in leadership roles.
- However, some will struggle with taking on responsibility, mastering the skills needed, learning how to effectively interact with others, and following through on commitments.

Developing Youth Leadership is an Imperfect Process

- Coaches and other adults fostering youth leadership in young athletes must understand this fact, demonstrate patience, and be sure not to overreact by taking too much control when problems do occur.
- The key is to recognize that making mistakes, acknowledging them, and devising plans for improvement is an integral part of the leadership learning process, especially in young people.

Developing Youth Leadership is an Imperfect Process

- The art of developing youth leadership is providing enough guidance and intervention to ensure that the overall experience is positive and that errors are treated as learning opportunities.

Effects of Coaching on Young People

- **Alonzo Stagg:**

Legendary football coach Alonzo Stagg was asked if he had a successful season. Stagg's response: "I don't know, I need to wait 30 years to find out."

- **True youth leadership development takes years to determine!**



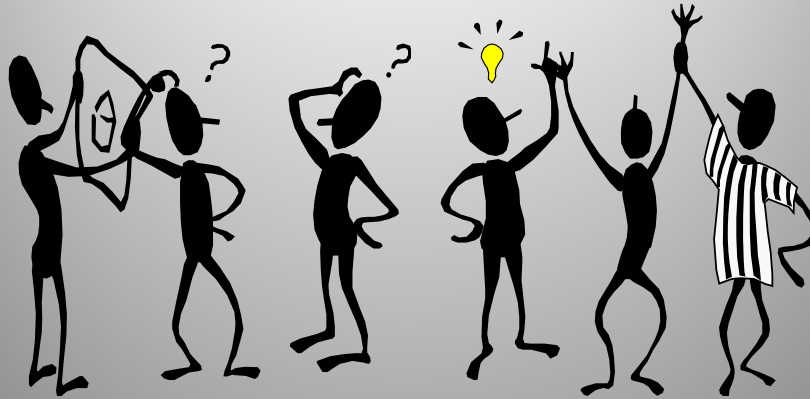
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QUESTIONS



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