

3 Transformational leadership in sport

*Colette Hopton, John Phelan and
Julian Barling*

Introduction

The primary purpose of this chapter is to apply knowledge gained from empirical research on transformational leadership (primarily though not limited exclusively in organizational settings) to assess the extent to which transformational leadership can enable a better understanding of psychological factors within sports. In doing so, a second and equally valuable purpose can be readily achieved, namely facilitating a greater understanding of transformational leadership (Wolfe *et al.*, 2005) by broadening its focus of inquiry. This latter purpose may be especially useful, as an examination of the content of even the most recently published texts on transformational leadership (e.g. Bass and Riggio, 2006) revealed that the application of transformational leadership to sports has received scant attention – despite the fact that today, sports is undoubtedly ‘big business’.

We derive the ideas generated in this chapter from two different sources. First, we will extract relevant findings from the extant research on transformational leadership. However, to accentuate the applicability and connection between sports and transformational leadership, we conducted several interviews with ‘expert participants’. Specifically, these include top tier (ice) hockey players, coaches and managers such as Wayne Fleming, Assistant Coach of the Calgary Flames and Tom Renney, Head Coach for the New York Rangers. The majority of the interviews conducted focused on the leadership behaviors and characteristics of Wayne Gretzky, an athlete widely known in North American professional sport as ‘The Great One’. Observations by people who were close to Gretzky make for a vivid discussion, given his iconic status in professional hockey; as presented in this chapter, Gretzky’s colleagues reminisced about how he led them to victory and why they appreciated him as a leader.

To date, the primary approach to leadership in sport psychology has embraced Chelladurai’s Multidimensional Model of Leadership (e.g. Chelladurai, 1980; Martin *et al.*, 1999; Price and Weiss, 2000), which identifies three antecedents of leader behavior: situation characteristics, leader characteristics and follower characteristics. Despite the fact that this model has yet to be considered in totality and individuals, rather than teams, have received most attention, its potential appropriateness for athletic contexts made a significant contribution to sport psychology. At the same time, however, developments in understanding leadership in general and transformational leadership in particular – outside of sport psychology – have proceeded, with a sustained focus on the nature and effects of transformational leadership in organizations. Hunt (1999), in fact, has gone as far as to argue that the focus on transformational

leadership revived interest in leadership studies which were becoming mundane, detached from reality and unchanging.

The purpose of this chapter is to outline the transformational leadership framework and give consideration to its potential utility within sport psychology. This would not be the first attempt to merge leadership in sports to leadership in organizations. Kellert (1999) explains the complexity of likening sport leadership with corporate leadership and concludes with the following:

[I]f coaching is a legitimate analog of leadership, then our fundamental conceptions of leadership may need substantial revision . . . Firstly, [an appropriate leadership framework] would include behavioural observations of what it is that coaches actually do when they coach. Secondly, it would compare effective coaches to effective managers (particularly managers who begin from the premise that their role is to empower and facilitate . . .). Thirdly, it would work experimentally to determine whether training managers to use some of the techniques actually used by our best coaches really does make a difference in management outcomes'.

(Kellert, 1999, p. 167)

Kellert's (1999) comments are valid, but transformational leadership addresses many of Kellert's concerns. As will be noted throughout this chapter, transformational leadership focuses on the very behaviors that have been observed in sports teams and among the empirical research supporting the effectiveness of transformational leadership, coaches have been studied and their responses are consistent with findings about other leaders in organizational contexts.

There are five additional reasons to study transformational leadership in sport psychology. First, transformational leadership has been widely studied in organizational behavior; and a plethora of research findings now exist from which sport psychology can borrow, learn and advance. Second, the research on transformational leadership is empirically and rigorously tested, even across culture (e.g. Walumbwa *et al.*, 2005), making it a wide-reaching and extensive framework. Third, evidence exists from quasi-experimental studies showing that transformational leadership can be taught (Barling *et al.*, 1996; Dvir *et al.*, 2002) and such training has been applied in various contexts such as hospitals (e.g. Kelloway *et al.*, 2000), the military (e.g. Dvir *et al.*, 2002) and corporations (e.g. Barling *et al.*, 1996). The ability to hone transformational leadership skills could be a critical competitive advantage for sports teams. Furthermore, a core premise of transformational leadership is to develop followers (Bass, 1998); training athletes to embody transformational leadership behaviors has foreseeable benefits for performance and team dynamics (e.g. cohesion and potency). Thus, coaches, peer leaders and managers can learn the behaviors of transformational leadership and benefit from its positive effects on follower attitudes and behaviors. Fourth, athletics and sports management *are* businesses that require managerial attention (Whisenant and Pedersen, 2004); borrowing from leadership literature in organizational behavior addresses the necessary shift towards incorporating a business mindset to sports.

Fifth and finally, the leader's role in teams and groups has been actively researched and so, it would be intriguing to replicate and augment these findings to a sports context. Examples of such research include the sharing of information among group members (e.g. Hollingshead, 1996), the process of defining one's group members (e.g. Tajfel and Turner, 1979) and protecting one's membership to a group (e.g. Deutsch and

Gerard, 1955). Leaders are also group members and they enact a significant role in group dynamics. For example, a leader functions as a representative of the group and must, therefore, embody the values and characteristics of the collective (e.g. Van Knippenberg and Hogg, 2003). Without leadership, a group can endure hardship because group members lack role clarity (e.g. Weick, 1993). A leader's influence in a group is particularly affected by that leader's demonstration of transformational leadership behaviors: transformational leaders have been found to exert influence that goes beyond their direct subordinates and that ultimately reaches a greater number of organizational members (Bono and Anderson, 2005). Thus, a focus on work teams and groups has now been established and methodologies that contrast individual and team-level effects and look at the interactions, are now common-place in organizations (e.g. Chen *et al.*, 2002; LePine, 2003; Stewart *et al.*, 2005). This brief overview highlights the importance of understanding leadership in groups. In particular, this chapter will review notable effects of transformational leadership on group outcomes that are meaningful in a sports context: group performance, group potency and group cohesion.

Our discussion begins with a description of the major transformational leadership behaviors. Following that, we will review findings from transformational leadership research that attest to its effectiveness in areas relevant to sports psychology, namely follower well-being, attitudes and performance. Thereafter, we will describe the interplay between sport psychology and transformational leadership. Ideas for future research that might benefit both sports psychology and transformational leadership are discussed throughout this chapter.

What is transformational leadership?

Transformational leadership describes four leader behaviors that have been shown to influence followers' values, needs, awareness and performance (Bass and Riggio, 2006). These four behaviors are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

Idealized influence. Idealized influence instills pride in followers, setting a good example for followers and earning followers' respect by behaving in ways that maximize values (Bass and Riggio, 2006). A leader's morals and values are especially important; leaders who possess self-interested motivations and enact unethical behavior have been posited as pseudo-transformational (Bass and Steidlmeier, 1999). Pseudo-transformational leaders crave and bask in the spotlight whereas authentic transformational leaders are humble and modest about their personal triumphs.

Several examples from the sports context highlight idealized influence. Wayne Fleming, former Assistant Coach of the Philadelphia Flyers in the National Hockey League, described the Flyers' team captain, Peter Forsberg, in these terms: 'Forsberg goes out of his way to deflect attention to others'. Further illustrative of idealized influence is the following quote from Jim Ramsay, an athletic trainer for the New York Rangers. Ramsay described Gretzky in the following way:

The best way to describe him is: a good human being, a good person. He has great values and morals . . . He's always had the ability to say the right thing, do the right thing and lead by example by his performance on the ice and off the ice. If you know the man, not just the athlete, you know that he is a quality individual.

What can be deduced from Ramsay's quote is that Gretzky exhibited idealized influence because he earned the respect of those around him and clearly behaved in ways that were consistent with his values. Subsequently, even in the context of a sport that is sometimes brutally physical – indeed, perhaps especially in such a context, values play a substantial role in earning the ability to lead others.

Inspirational motivation. Leaders who reflect inspirational motivation convey optimism and enthusiasm; in so doing they enhance followers' self-efficacy (Bass and Riggio, 2006). Self-efficacy refers to the beliefs that an individual has about his/her capability to manage a situation (Bandura, 1995). Inspirational motivation also includes articulation of a collective purpose so that followers adopt a shared vision for the future which contributes to a team spirit. Part of developing a shared vision for the collective good is bringing individuals together so that they can actively feel part of a group.

In an interview, Jerry Dineen, Video Coach for the New York Rangers, remarked as follows about Gretzky's inspirational motivation:

He always made you feel part of a team . . . no matter what level you were working, at what capacity you dealt with the team at all . . . he always made everybody feel like they were included . . . and felt like they were part of the big scheme of things. Even more compelling, Dineen characterized Gretzky as 'doing the common good for the team'.

Intellectual stimulation. Leaders' use of intellectual stimulation encourages followers to be creative, solve problems in innovative ways and question assumptions (Bass and Riggio, 2006). All of this enables followers to experiment with new ideas free from criticism and to develop their strengths. Intellectual stimulation conveys trust and optimism as leaders allow followers to consider and express potentially controversial solutions to problems (Bass, 1985).

Moving away from hockey, the importance of intellectual stimulation was underscored in Corbin's (2005) analysis of cricket players. In particular, Corbin shares insights about the leadership of two players widely regarded as all-time 'greats': Viv Richards and Clive Lloyd. Richards' leadership style recognized that 'even the most talented player would not fulfill his potential if his mental skills are not developed' (p. 41) and Lloyd underscored 'the importance of his "thinking" when he acknowledged that his own success had been the result of a thoughtful, professional approach' (p. 41).

Individualized consideration. Last, individualized consideration addresses the unique needs and capabilities of each follower through coaching, advising, listening, compassion and empathy, thereby promoting followers' development (Bass and Riggio, 2006). The importance of individualized consideration to the leader-follower relationship is underscored in Ramsay's fond memory of Gretzky's compassion:

He listened to what was going on in our lives . . . and had the ability not just to listen but to take it in and be something meaningful to that person. He wasn't just an athlete . . . he made an impact in my life.

Ramsay's quote explains how Gretzky went above and beyond expectations and symbolized a leader who cared about the individual, not just about the organization. In another example of individualized consideration, Fleming's experience in hockey

leads him to the following conclusion: 'To be a leader there must be compassion to team-mates.'

When considering the nature of leadership, reading and witnessing examples of individualized consideration towards one's team-mate(s) might be expected. However, despite the physical nature of a sport such as hockey, there are also examples of individualized consideration directed at one's opponent(s):

When Brett Hull scored for Dallas in Game 1 of the St. Louis series, Davidson immediately observed that Hull makes a point of not celebrating goals. No reason to embarrass the goalie or incite the opposition.

(Houston, 1999, p. S5)

Although described separately, the four components of transformational leadership are highly correlated (Bycio *et al.*, 1995), meaning that it is likely that leaders who demonstrate one component also exhibit the others.

In addition, the transformational leadership framework is part of Bass and Avolio's (1994) 'Full Range Leadership' model, which also includes *transactional* as well as *laissez-faire* leadership styles. Transactional leadership styles more accurately reflect managerial approaches: contingent reward and management-by-exception leadership (Bass, 1998). Leaders who reward followers for good performance exhibit contingent reward behaviors. Contingent reward requires leaders to recognize followers' successes; in contrast, management-by-exception entails recognizing followers' mistakes. Further, management-by-exception can either be passive or active; the passive form waits for mistakes to occur before pursuing corrective action whereas the active form monitors mistakes and takes corrective action accordingly. Lastly, *laissez-faire* leadership can also be considered non-leadership behavior; leaders who adopt the *laissez-faire* style delay actions, do not make decisions and ignore their responsibilities.

Leaders can be both transformational and transactional. However, transformational leadership's components are associated significantly more strongly with leader effectiveness than transactional leadership (Lowe *et al.*, 1996). For example, Rowold (2006) studied leadership behaviors in martial arts sport coaches. Rowold reported that transactional leadership was related to followers' ratings of leadership effectiveness, satisfaction with the leader and the leader's extra effort. In addition, Rowold found that the effects of transformational leadership on these same outcomes (i.e. effectiveness, satisfaction and extra effort) explained *more variance* beyond transactional leadership, hence supporting the augmentation effect of transformational leadership and justifying our focus on transformational leadership in this chapter. Indeed, transformational leadership has been related to many important outcomes to which we now turn our attention.

Transformational leadership behaviors and outcomes

As previously mentioned, one of the reasons for applying the transformational leadership framework to sports is the amount and rigor of research that has been invested into testing this framework in organizational settings (Bass and Riggio, 2006). The field of sport psychology could benefit from this research because it readily applies to the coach-athlete relationship, as well as the coach-team relationship which will be discussed later in this chapter. To begin, we will examine the effects of transformational

leadership on individual-level outcomes: follower *well-being*, *self-efficacy*, *attitudes and performance*. Each of these are particularly relevant for understanding how transformational leadership can benefit athletes. Later in this chapter we will discuss the coach-team relationship by shedding light on the effect of transformational leadership on group-level outcomes: group performance, potency and cohesion.

Follower well-being. Well-being is an important criterion not only because of its obvious benefits to the individual, but also because it contributes to the team through motivation, absenteeism, turnover and health (Shitrom, 1989). Well-being would be incomplete if it did not include both psychological and physical components. Psychological well-being is often operationalized in terms of how negative (e.g. anxious, gloomy, worried) and positive (e.g. calm, relaxed, optimistic) an individual feels (e.g. Martin and Epitropaki, 2001). Physical well-being is frequently operationalized in terms of physiological responses, such as presence of headaches and stomach pains (e.g. Reinboth and Duda, 2006) and injuries (e.g. Barling et al., 2003).

Although they are frequently bifurcated in research, psychological and physical well-being co-occur and influence each other (e.g. Densten, 2005). Transformational leadership is one aspect of organizational life which has been effective in promoting both psychological and physical well-being. To illustrate, Densten (2005) found that inspirational motivation mitigated follower burnout; optimistic visions of the future provided burnout victims with a sense of hope. In another example, Barling et al. (2002) showed in two separate samples that transformational leaders are able to emphasize the importance of and promote occupational safety, which encompassed cognitions and beliefs about safety in the environment, as well as behaving safely in the environment.

Specific to the sports context, occupational injuries are a concern for athletes: The National Council of Athletic Training (1999) reported that within a year, 30 per cent of interscholastic athletes miss at least 1 day of practice or competition because of injury. Transformational leadership has been effective in promoting occupational safety and thus, is associated with fewer occupational injuries (Barling et al., 2002). The reviewed research suggests that transformational leadership may be useful in promoting physical and mental health in athletes and coaches.

Follower self-efficacy. As argued previously, well-being is an important organizational concern. Subsequently, researchers are devoted to understanding what contributes to individual well-being. An indicator of well-being is self-efficacy: beliefs an individual has about his/her ability to meet a goal or cope effectively in stressful situations (Bandura, 1997). Joeke et al. (2007) sampled patients suffering from either congestive heart failure or myocardial infarction; the researchers found that in both of these samples, self-efficacy was strongly associated with psychological well-being. Conversely, researchers have found that individuals low on self-efficacy tend to experience more anxiety and depressive symptoms (e.g. Shnek et al., 2001). The positive effects of self-efficacy also include likelihood of enacting proactive behavior (Parker, 2000) and performance (e.g. Judge et al., 2007; Katz-Navon and Erez, 2005; Richard et al., 2006).

Given these findings, it is beneficial for followers to feel efficacious. Furthermore, transformational leaders have the potential to raise follower self-efficacy through empowerment. Empowerment is the act of raising individuals' perceptions of their individual capabilities, as well as their team or organization's capabilities (Conger and Kanungo, 1988). The positive influence of transformational leadership on followers' beliefs about their competence, confidence and capabilities has been well established in the literature (e.g. Bass, 1998; Kark et al., 2003; Shamir et al., 1993).

Despite the organizational settings in which many of these studies were conducted, belief in oneself, along with general physical and psychological health is also integral to athletic performance and orientations. Slanger and Rudestam (1997) reported that athletes who had confidence in their abilities were less intimidated by the risks involved in extreme sports (i.e. kayaking, rock climbing, stunt flying and skiing) than athletes who were less confident in their abilities. The same authors also note that athletes are characteristically more physically healthy than non-athletes and Raedeke (2004) concluded that coaches themselves need to be in good physical condition so as to project the spirit and drive necessary to lead a team. Due to the amount of studies examining self-efficacy in sports, Moritz *et al.* (2000) conducted a meta-analysis and found a moderate relationship between self-efficacy and sport performance: 0.38. This provides further support for the importance of athletes' efficacious beliefs and underscores the important role transformational leaders can play in supporting athletes' self-efficacy.

Followee attitudes. We now turn our attention towards followers' beliefs about their work, including perceptions of their colleagues and leaders. An attitude can be defined as 'a general and enduring positive or negative feeling about some person, object, or issue' (Petty and Cacioppo, 1981, p. 7). Two types of attitudes that are frequently studied in organizations are satisfaction and commitment. Satisfaction and commitment are important in the current context because they contribute to followers' willingness to remain in the leader-follower relationship (e.g. Epitropaki and Martin, 2005) and also influence follower performance (e.g. Barling *et al.*, 1996).

The value of these attitudes in the area of sports psychology has also been acknowledged. Wilson *et al.* (2004) concluded that commitment and satisfaction contributed to exercise behavior (e.g. frequency of exercising). Additionally, commitment and satisfaction also determine performance in sports (e.g. Theodorakis, 1996), such that higher levels of commitment and satisfaction led to superior performance. It follows that strategies to strengthen athletes' commitment and satisfaction are valuable.

Transformational leadership has been shown consistently to influence follower commitment and satisfaction (e.g. Avolio *et al.*, 2004; Butler *et al.*, 1999; Fuller *et al.*, 1999; Rai and Simha, 2000; Walumbwa *et al.*, 2005) and this is not surprising given the nature of transformational leadership. For example, individualized consideration should foster commitment (e.g. loyalty to the leader, team or organization) because leaders signal that they are not only interested in the collective but also in each individual's personal growth. Moreover, attention to developing followers' strengths and weaknesses is also likely to increase satisfaction as followers master skills and improve upon their performance. Inspirational motivation can also contribute to follower commitment. Specifically, leaders who are optimistic can assuage follower concerns that could limit the amount of effort they invest into a (challenging) project. Treating followers fairly and building their respect are also determinants of follower satisfaction.

This latter rationale could be even more specific; follower relationship satisfaction is worthy of discussion especially concerning the focus on leader-follower (or coach-athlete) interactions. To our knowledge, no coach-athlete studies have been conducted to assess relationship satisfaction (as opposed to satisfaction with the sport, or self-satisfaction) and given findings from organizations, this is a promising area for future research. Indeed, satisfaction with the coach-athlete relationship (from both parties) may help explain variance in performance.

Followee performance. Within the organizational behavior literature, two separate

forms of performance have been identified and subjected to study, namely task performance (e.g. fulfilling the requirements of the job description) and contextual performance (e.g. behaviors that are not in a formal job description but help the functioning of the organization; see LePine *et al.*, 2002). Research has shown that transformational leadership has been successful in both task and contextual performance, in diverse contexts, such as high school sports teams (e.g. Zacharatos *et al.*, 2000), project teams (e.g. Keller, 2006) and the military (Lim and Ployhart, 2004).

One way in which transformational leadership behaviors translate into exceptional performance is by affecting followers' perceptions of their jobs, such as the meaningfulness of their work (Purvanova *et al.*, 2006). For example, Purvanova *et al.* (2006) argued that transformational leaders' expression of an organization's mission and vision (i.e. inspirational motivation) increases task significance. To reiterate, Ramsay made the following observation of Gretzky's leadership style:

He's always had the capacity to take a group of individuals and really bring them together . . . and make them have a common goal towards what they were trying to achieve . . . you were part of something bigger.

Particular to a sports context, Charbonneau *et al.* (2001) suggested that transformational leadership enhances sports performance by accentuating the enjoyment of sports regardless of extrinsic rewards (e.g. winning a championship). If Charbonneau *et al.* (2001) are correct, transformational leadership may also help explain athletes' willingness to continue practicing and honing their talents in the face of personal and team failures.

In addition, transformational leadership behaviors can also be exhibited by the athletes themselves. Zacharatos *et al.* (2000) studied high school athletes' transformational leadership behaviors. Team captains in Zacharatos' study were rated as more effective (e.g. satisfying and motivating) when they demonstrated more transformational leadership behaviors and moreover those behaviors were significantly associated with performance variables such as effort. These results emphasize that peer-leadership development merits attention; Fleming of the Calgary Flames, acknowledged that a peer leader may 'help soften the blow of the coach'. Subsequently, transformational leadership is not only pertinent to coaches, but also peer leaders who serve as role models for their contemporaries (Gould *et al.*, 1987).

Group outcomes. Thus far, individual-level outcomes (e.g. coach-athlete relationships) have been the focus of our discussion, but group-level effects are also studied in transformational leadership research. Importantly from a sports context, however, where much performance occurs in teams, transformational leadership has also been addressed within coach-team relationships. In this section we provide an overview of the relationships between transformational leadership and group performance, potency and cohesion.

Performance indicators are varied, for example in organizational research return-on-investments could be an indicator of performance, as could reported satisfaction with one's job and turnaround time on a project. Despite these diverse indicators of performance, researchers consistently find that groups led by a leader with high levels of transformational leadership outperform groups that are led by a leader with lower levels of transformational leadership (e.g. Dvir *et al.*, 2002). The relationship between transformational leadership and performance becomes stronger under the condition

of high group potency (e.g. Bass *et al.*, 2003; Sosik *et al.*, 1997). Group potency refers to group members' perceptions of their group's effectiveness, capability, productivity and performance (Guzzo *et al.*, 1993). Similar to group potency is collective efficacy which is sometimes called team efficacy. Collective-efficacy is 'a group's shared belief in its conjoint capabilities to organization and execute courses of actions required to produce given levels of attainment' (Bandura, 1997, p. 477). Group potency and collective efficacy are related concepts and the exact nature of their relationship has been discussed in the literature (e.g. Bandura, 1997; Guzzo *et al.*, 1993). Altogether, evidence for the positive effect of transformational leadership on perceptions of group performance have been well documented in organization behavior literature (e.g. Arnold *et al.*, 2001; Pillai and Williams, 2004; Sosik *et al.*, 1997).

Specific to sports teams, Dirks' (2000) empirical study of basketball teams found that trust in one's leader led to better team performance and, furthermore, trust in one's leader had a more powerful effect on team performance than trust in one's team-mates. In this study, trust in leadership was defined as 'an expectation or belief that the team can rely on the leader's actions or words and that the leader has good intentions toward the team' (Dirks, 2000, p. 1,004). Moreover, Dirks argues that transformational leadership behaviors may be particularly effective in raising team members' expectations in a leader's intentions and abilities.

Group cohesion is another important construct that affects team dynamics and performance. Group cohesion encompasses commitment and attraction to the group (Pillai and Williams, 2004). Not surprisingly, many studies show cohesive groups function better together than groups that are less cohesive; for example, cohesive groups perceive less 'social loafing' among group members, meaning that each group member is seen as a contributor to the collective's goals (Hoigaard *et al.*, 2006).

Transformational leadership affects group cohesion. Pillai and Williams (2004) found that a group of rescue employees at a fire department reported more group cohesion when led by a leader with higher levels of transformational leadership behavior than when led by a leader with lower levels of transformational leadership behavior. Similar to the aforementioned group-potency effects, more cohesion led to a stronger relationship between transformational leadership and performance (Dionne *et al.*, 2004). It is important to note that group effects (e.g. cohesion, potency) can occur regardless of leadership. Nonetheless, transformational leadership has been found to increase perceptions of trust, commitment and collective efficacy *over and above* levels of these variables reached through group norms and values (Arnold *et al.*, 2001).

One caveat to interpreting research at the group level is that group-level constructs are often construed as an average or sum of individual-level scores/observations. This assumes that the sum is always equal to its parts, whereas some groups are purposefully composed so that the sum is *greater* than the parts combined. In many cases this would be true of sports teams. Therefore, it may be particularly interesting to study the antecedents and consequences of transformational leadership in sports teams because in many sports (e.g. hockey, football, basketball, soccer) one team member is not a substitute for another and in fact each team member is chosen to complement the others. Therefore, averaging scores for these team members (to obtain a group-level construct) would discard their unique perspectives and specialties.

Transformational leadership and sport psychology

There is every reason to believe that the effects (i.e. well-being, attitudes, performance and group outcomes) of transformational leaders in organizations should also occur in sports teams. Understanding the intersection of transformational leadership and sports behaviors will bring benefits to both leadership research and sport psychology. However, research uniting these topics is scarce. This section discusses four studies that have related transformational leadership to sports. Collectively, they shed a preliminary light on the intersection of transformational leadership and sport performance and dynamics.

Sport performance and transformational leadership. Corbin (2005) conducted a content analysis of biographies, journals and any other relevant information of two West Indies Cricket leaders: Clive Lloyd and Viv Richards. These two athletes were chosen for the content analysis based on their impressive winning records; they helped the West Indies team dominate world cricket for many years throughout the 1970s. Corbin's analysis allows us to conclude that all four aspects of transformational leadership were inherent in Lloyd's and Richards' leadership styles. For example, Richards was known as a 'respected captain', reflecting idealized influence. And in another example, it was written that Lloyd motivated his team-mates to be 'part of a greater whole'. Note that these examples are similar to the qualities mentioned about Gretzky's leadership style; it follows that there is strong qualitative evidence that transformational leadership relates to performance in sports.

Transformational leadership and sportsmanship. Although performance is important to competitive sports, sportsmanship conduct is also critical. According to Tom Renney, coach of the New York Rangers, player conduct is more of a determinant of peer leadership than performance: 'Your best player may not be captain' because being a leader concerns [helping] others be better'. One way to demonstrate sportsmanship is through modesty and humility. These qualities relate to an athlete's respect for others (including opponents) and an athlete's avoidance of negative behavior in sports (Vallerand et al., 1996). Tucker et al. (2006) investigated the role of humility in sports. They found a positive relationship between apologies and ratings of transformational leadership. This finding provides the groundwork for future research on the intersection of transformational leadership and sportsmanship and it suggests that transformational leadership training may be particularly useful in a sports context because it could inform sportsmanship behavior.

Motivation, performance and leadership. University athletes participated in Charbonneau et al.'s (2001) study. These researchers found that intrinsic motivation (see Standage and Vallerand, Ch. 10, this volume) mediated the relationship between transformational leadership and performance. In their study, intrinsic motivation was defined as individuals' desire to engage in sports activities because of the pleasure they get out of it. The researchers measured three factors of intrinsic motivation: (1) knowledge (e.g. 'For the pleasure of discovering new training techniques'), (2) stimulation (e.g. 'For the intense emotions I feel doing a sport that I like') and (3) accomplishment (e.g. 'For the satisfaction I experience while I am perfecting my abilities'). The results revealed that coaches' intellectual stimulation and individualized consideration significantly correlated with all three aspects of athletes' intrinsic motivation. These results reinforce the importance of mental challenges and receiving personalized attention. Furthermore, a leader's intellectual stimulation and individualized

consideration should complement an athlete's physical abilities to produce superior performance. Overall, Charbonneau *et al.*'s research contends that transformational leadership has the capability to motivate athletes by arousing their love and appreciation for the sport.

Antecedents of transformational leadership

Perhaps the most enduring questions across contexts about leadership in general and transformational leadership in particular, focus on how it is developed. Two of the specific questions asked most frequently concern the role of parental socialization and whether it is possible to train or teach leaders (as opposed to whether leaders are 'born'). There are studies addressing both of these possibilities, the findings of which will have implications for transformational leadership in the sporting context. Zacharatos *et al.* (2000) sought to understand the antecedents or development of transformational leadership and chose to examine parental leadership style and its influence on children's leadership style in high school sports teams. They assumed that parenting behaviors could be conceptualized within a transformational framework and operationalized parenting in terms of idealized influence, inspirational motivation and so forth. The major finding from their study merits attention. Zacharatos *et al.* (2000) found that adolescents modeled their parents' leadership skills (specifically those of their fathers), inasmuch as there was a significant relationship between the adolescents' transformational leadership behaviors (as rated by themselves and their peers) and the extent to which they believed their parents manifested transformational behaviors in their parenting. This allows us to infer that transformational leadership can be socialized and modeled; and that coaches who are transformational would likely serve as a model to the team captain (and other team members) to also exhibit transformational behaviors. Anecdotal evidence of this modeling effect is also evident in Ken Gernander's reflection of his 14 years of experience in the American Hockey League. When asked where leaders learn to be leaders, Gernander replied: '[from watching] others, [learning] from coaches and old players'.

A second question related to the development of leadership that is asked frequently is whether it is possible to teach transformational leadership. Two studies by Barling *et al.* (1996) and Dvir *et al.* (2002) allow for a positive response to this question. In the Barling *et al.* (1996) study, bank managers were either placed into a control or experiment group. Those in the experiment group underwent a one-day group training session, which included reminiscing about effective leaders, learning about the research findings on transformational leadership and role playing exercises. After the group training session, managers underwent individual booster sessions that consisted of evaluating feedback from that manager's subordinates' about his/her leadership style and the manager's own self-rated leadership style. The booster session also established an action plan for each manager: specific goals about behavior changes were set. Three subsequent booster sessions took place and focused on the manager's progress with regards to the action plan. Managers in the control group did not undergo any leadership training. After the training intervention, it was found that the managers in the experimental group were perceived as more intellectually stimulating, charismatic and individually considerate than managers in the control group. Furthermore, subordinates of managers in the experimental group reported significantly more organizational commitment than subordinates of managers in the control group. Barling *et al.*'s results

support the contention that transformational leadership can be taught and bring forth organizational benefits.

In another field experiment, Dvir *et al.* (2002) randomly assigned platoon leaders of the Israel Defense Forces to a transformational leadership training condition or a control group condition. Participants in the experimental condition attended a 3-day workshop on transformational leadership. Participants in the control condition also attended a 3-day workshop but the content of this workshop focused on more general psychological processes that occur between and within individuals and groups. Both workshops included similar activities such as role-playing, group discussions and presentations. After the training intervention, many positive effects of transformational leadership emerged. Specifically, subordinates of leaders who underwent transformational leadership training reported higher self-efficacy and extra effort than subordinates of leaders in the control group and also outperformed the control group on tasks that were specific to their training (i.e. obstacle course, a written test of their knowledge on weapons, physical fitness). Dvir *et al.*'s results demonstrate that it is possible to train transformational leadership behaviors and improve follower performance.

These two studies allow us to infer that it might also be possible to teach sports leadership; and future research should address this issue specifically. Focus on either the socialization or the training of sports leaders speaks to the question that has long been asked: Are leaders born or made? Given the research presented, we see the potential to develop transformational leaders and in this same endeavor, advance our knowledge of transformational leadership in research and practice.

Practical implications

In consideration of the research presented in this chapter, we have provided a list of five recommendations for applying transformational leadership to sports:

- A transformational leader does not only direct the team but also considers him/herself *part* of the team.
- Star performers are not necessarily leaders; effectiveness at helping *others* perform their best constitutes transformational leadership.
- Remember that leaders' values and attitudes on and off the field contribute to followers' perceptions of leadership and gamesmanship.
- Transformational leadership training for *all* team members (i.e. athletes, coaches, peer leaders) can be a competitive advantage for teams.
- Transformational leaders recognize each individual on a team.
- To detect the effectiveness of transformational leadership, measures beyond performance should be included, such as attitudes towards the sport, physical and mental health, satisfaction with the team and efficacious beliefs at the individual and collective level.

Summary

Unlike other leadership frameworks in organizational research, transformational leadership is not intended to give rise to the depiction of 'what is a great leader', but rather to understand how to develop better followers. The concern for followers in the transformational framework is particularly salient in the individualized consideration and

intellectual stimulation components; nevertheless, inspirational motivation and idealized influence work to establish that a transformational leader is not focused on his/her own achievements, but on the achievements of the team. These fundamental emphases communicate the uniqueness of the transformational leadership framework.

This exploration of sports leadership through a transformational-leadership lens can uncover rich opportunities, in practice and research, to consolidate two areas that have largely been evolving independently of each other. The research linking transformational leadership to sport psychology is at a fledgling state, but the insights from sports experts inserted throughout this chapter demonstrate that the core tenets of transformational leadership are aptly recognized and appreciated in practice. We urge leadership researchers to embrace the opportunities offered by the sports context for observing theory in practice and likewise we urge sport psychologists to apply the transformational leadership framework for fostering better coaches, peer leaders and athletes.

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