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What are Preferred Leadership Styles of Athletes from Their Coaches

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What are Preferred Leadership Styles of Athletes from Their Coaches
A Synthesis of the Research Literature

A Synthesis Project
Presented to the
Department of Kinesiology, Sport Studies, and Physical Education
The College at Brockport
State University of New York

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education
(Physical Education)

by
Sean Heil
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THE COLLEGE AT BROCKPORT
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Title of Synthesis Project: What are the Preferred Leadership Styles of Athletes from
Their Coaches

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Accepted by the Department of Kinesiology, Sport Studies, and Physical Education, The College at Brockport, State University of New York, in partial fulfillment of the requirements for the degree Master of Science in Education (Physical Education).

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Abstract

Using the Multidimensional Model of Leadership three aspects of a leaders' behavior need to be aligned in order to see an increase in member satisfaction and performance. These aspects include required behavior, preferred behavior and actual behavior. From this idea, the Leadership Scale for Sport was developed which broke down leadership styles of a coach into five categories. These include democratic behavior, social support, positive feedback training and instruction and autocratic behavior. It is evident that athletes at the youth level as well as the collegiate and professional level prefer four of these leadership styles. These four most preferred styles are democratic behavior, social support, positive feedback and training and instruction. There are also multiple ways that coaches can implement these styles with their athletes. This can include using goal setting, using the internet to increase knowledge, and using positive feedback to learn new skills. Understanding which styles are preferred, and implementing them can lead to an increase in member performance, team cohesion and motivation.

Key Words: (Coach-Athlete relationship, Leadership Styles, Democratic, Autocratic, Positive Feedback, Social Support)

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Chapter One

Introduction

Participating in a sport is something many individuals will choose to do at some point in their life. While participating in this sport, one relationship that will have a direct effect on an athlete's success will be the relationship between the athlete and their coach. Coaching sports has become an increasingly difficult task. Being able to manage athletes and using the right leadership style is crucial to any team's success. It is important to understand the impact a coach can have on their team. Kim and Cruz (2016) noted that coaches play a vital role in sports teams because they can create an ideal condition for players to achieve their fullest potential. However, every athlete is different, so understanding how to relate to them is just as important as winning or losing any game.

The quality of the coach- athlete relationship is important to the athlete development and overall performance in sports. (Prophet, Singer, Martin & Coulter, 2017). More specifically, how a coach decides to lead their athletes can affect multiple areas that determine how successful an athlete can be. Obtaining sport success depends on many factors: one of them is coach leadership style (Aruda and Marquez 2007). Furthermore, coaches have great influence on their team and the coach's leadership styles and behaviors have a great effect on the performance of their athletes (Nezhad and Keshtan 2010). Overall, it is important for coaches to be aware of not only which leadership styles they use on a daily basis, but which leadership styles their athletes prefer.

Multidimensional Model of Leadership

An important framework to understand leadership in sports is the Multidimensional Model of Leadership. The Multidimensional Model of Leadership says that three aspects of leader behavior need to be aligned to see an increase in group performance and member satisfaction (Andrew 2009). The author defined these three leadership aspects as required behavior which involves situational characteristics, or the behavior that is prescribed for a particular situation, actual behavior from the leader and finally, preferred behavior from the members which is the behavior that is preferred of the coach by the athletes. The author summarized the model as the idea that when these three aspects are similar then a leader can achieve effective member performance and satisfaction. So, preferred behavior of a leader has an influence member satisfaction and performance. The author noted that ultimately this model was developed in order to bring a sport specific focus to the study of leadership (Andrew).

To supplement the Multidimensional Model of Leadership, the Leadership Scale for Sport was developed to better understand this model and help understand preferred behavior in sport specific situations (Cruz and Duck Kim 2017). The Scale breaks down leadership into five styles or behaviors that coaches can use and that athletes can prefer. These categories are Positive Feedback, Democratic Behavior, Autocratic Behavior, Social Support and Training and Instruction (Chelladurai and Saleh 1980). These five categories are five of the most common and are often used when measuring different leadership styles in different coaches.

Positive feedback is the idea that it is important for the coach to express appreciation and to compliment the athletes for their performance and contribution to the team (Chelladurai and Saleh 1980). Basically, it is important for a coach to recognize every contribution that is made to the team and to make sure his or her athletes are recognized for what they are doing to help the

team. Certain things can go unnoticed within competition, so expressing positive feedback is important for any coach in certain situations.

Democratic Behavior is the second style of leadership behavior. Chelladurai and Saleh (1980) said that Democratic Behavior is described as the extent to which the coach permits participation by the athletes in decision making. These decisions can include group goals and how those goals will be achieved. Basically, the more democratic behavior a coach shows, the more input his athletes have on certain decisions that will be made throughout a season or a tenure.

Autocratic Behavior is the third leadership style. Autocratic behavior is described as the extent to which a coach keeps apart from the athletes and stresses his or her authority in dealing with them (Chelladurai and Saleh 1980). This can also be thought of as the opposite of Democratic Behavior and deals with a coach who keeps things close to the vest and handles things on their own by making their own decisions.

The fourth leadership style is Social Support. Social support is the extent to which the coach is involved in satisfying the interpersonal needs of the athlete (Chelladurai and Saleh 1980). Basically, a coach can help with communication or personal problems or let his or her athletes handle those situations on their own or together.

The fifth and final leadership style is Training and Instruction. Training and Instruction is explained as the ability of a coach to improve the performance level of an athlete. Also, it is the ability to instruct an athlete in how to acquire the necessary skill and teaching the techniques and the tactics of the sport he or she is coaching (Chelladurai and Saleh 1980). This is one of the most fundamental jobs of a coach and can be thought of as how much time and how well a coach can teach and train an athlete so that they can become the best player possible.

It is important to understand these five leadership styles when it comes to how a coach can lead his or her team. It is also important to see how these factors effect an athlete's satisfaction and performance. If preferred behavior has a part in helping increase member performance and satisfaction coach's need to understand which styles are preferred. If coaches can understand how to use these factors effectively and can understand which of these factors athletes prefer, it can help coaches become more effective in handling their teams. If there is a better understanding of how these factors effect athletes on a daily basis and a better understanding of what athletes prefer, coaches' jobs across the world can become much easier.

Statement of Problem

Overall, many coaches have a certain way that they have led their teams over past seasons. However, it is important for all coaches to consider what leadership styles are preferred by their athlete's due to the positive impacts they can have. It is important to identify what leadership styles are most preferred so coaches have the ability to adapt how they lead their team. If coaches are able to correctly adapt to what their athletes prefer, it can lead to a better relationship with their athletes along with an increase in overall performance. The purpose of this synthesis is to determine what leadership styles are preferred by athletes and how coaches can implement these styles into their daily activities.

Scope of Synthesis

Research for this synthesis will look at what leadership styles are preferred by athletes across a number of sports both individual and team. It will also look at the differences of preferred leadership styles between gender and age. Identifying the most preferred leadership

styles across different sports can allow coaches to see what leadership styles they can use for future teams. If more coaches can understand the most preferred leadership styles, they can adapt how they lead their teams for the better. Also, understanding if preferred leadership styles change due to gender of the athletes or the age of the athletes, will only increase coaches' knowledge.

Chapter 2

Methods

Search Procedures

The articles included in the critical mass were gathered by searching a number of electronic databases that include SPORTDiscuss, Academic Search Complete and The Physical education index. While searching these databases, there were multiple keywords that were used to obtain the information needed. These keywords included (*preferred leadership styles, coaches, athletes, and the leadership scale for sport*). Other key words used were *athlete and coach communication and athlete and coach relationship*. While searching both SPORTDiscuss and Academic Search Complete, there was a total of 253 results. Additionally, The Physical Education Index provided 493 results. There is a vast amount of information on this topic and these keywords provided a number of articles that could be used for this project. There were some articles that included coaches' perceptions of leadership styles along with a number of articles that tried to connect leadership styles and injuries with athletes so these articles were not used.

Criteria for Inclusion

The next step was to decide which articles to include for this study. For the most part, when looking at what leadership styles were preferred by athletes I wanted to include articles that based their information on the Leadership Scale for Sport. The Leadership Scale for Sport was broken down into a 40-item questionnaire using a five point likert scale (Chelladurai and Saleh 1980). Furthermore, I wanted to include articles that were published from the year 2000 on. This inclusion criteria allowed me to narrow down which articles to choose as there is a lot of

information related to this topic. I also wanted to make sure to include any sport. It is important to include any type of sport to understand what athletes prefer. Using these criteria was the best way to obtain the most relevant information. Overall, 11 articles were used within my critical mass.

Data Analysis

In order to properly analyze all of this data, an article grid was created to properly summarize the information. This grid provides a summary of the articles at hand, along with a summary of the participants, the methodology used in each study, as well as the results and discussion from each study. This allowed me to compare and contrast the information at hand so I could properly analyze each article. It also allowed me to understand the themes that emerged from reading the research. These themes were that youth athletes, as well as collegiate and professional athletes preferred four types of leadership styles. Also, both male and female athletes prefer the same types of leadership styles. The most popular included democratic behavior, training and instruction, positive feedback and social support.

Chapter 3

Results

There have been numerous studies done to determine what coaching leadership styles are preferred by athletes. These studies looked at team and individual sports involving both male and female athletes at different ages. As stated before, positive outcomes such as performance and satisfaction can come when there is an alignment between the behavior exhibited by the coach and the behavior preferred by the athletes (Chelladruai and Saleh 1980). Therefore, it is important to see which leadership styles are preferred by athletes and see what possible effects exhibiting these leadership styles can have. More specifically, the research ahead helps understand what leadership styles are preferred throughout different levels of sports and if preferred leadership changes based on an athletes' gender.

Youth Sports

The first group to look at when it comes to preferred leadership styles is youth athletes. Cruz and Hyun-Duck Kim (2017) looked at the leadership preferences of adolescent players in sport. The study was conducted with 167 elementary and high school badminton players, 91 of which were girls and 76 were boys and they were aged between 9 and 18. To obtain information, the Leadership Scale for Sport was filled out over a seven-day badminton tournament. It was determined that these athletes preferred their coaches to use training and instruction followed by positive feedback, democratic behavior and social support. It was also determined that they preferred their coach to use an autocratic style only occasionally. Similarly, Aruda and Marquez (2007) examined youth athletes and their preferred leadership style within synchronous swimming. There was a total of 102 Spanish swimmers with 56 of them in the

childish category and 31 in the youth category. It was determined that the leadership characteristics that have a larger punctuation in the childish and youth categories were training and instruction and positive feedback. Overall, it was confirmed that there is an importance of what leadership styles are used by trainers when it comes to the performance on synchronized swimmers.

One factor that using preferred leadership styles can have on youth athletes is motivation. Borghi, Borges, Menegassi, Schnaider and Rinaldi (2017) conducted a study with 99 young male soccer players to determine the relationship between their preferred leadership style and their motivation. The authors determined that these athletes preferred a democratic leadership style which focused on training and instruction and helped in social support. Also, the authors found that when these leadership styles were used there was an increase in the players' motivation. Furthermore, the use of an autocratic leadership style decreased motivation in these athletes which shows an autocratic leadership style was the least preferred. Overall, a democratic leadership style was by far the most preferred, followed by training and instruction, and social support. Using these leadership styles increased motivation which can lead to an overall increase in performance. This also shows that coaches' leadership styles have a direct impact on players motivation.

Finally, using preferred leadership styles can also have an impact on anxiety and performance. Bum and Shin (2015) looked at the relationship between coaches' leadership styles and competitive state anxiety and golf performance in 216 Korean Junior Golfers aged 12 to 18. It was determined that the coaches' leadership style had a direct impact on the golfers' performance. It was found that using training and instruction and social support decreased the cognitive anxiety of the athletes, while an autocratic coaching style increased it. Also, training

and instruction and positive feedback increased self-confidence throughout the athletes. Finally, using training and instruction increased the overall performance of the athletes while using an autocratic style decreased performance. So, the results suggest that these junior golfers preferred a coach who leads them using training and instruction as well as positive feedback, and social support. It can also be determined that using an autocratic coaching style can lead to an increase in anxiety and a decrease in overall performance which would make an autocratic leadership style the least effective.

Collegiate and Professional Sports

While it is important to look at what leadership styles are preferred in youth athletes and how they can affect certain aspects of their team or individual performance, it is also important to look at what leadership styles are preferred in college and professional athletes. With advanced age could come a change in preferred leadership styles and a change of what types of effects those leadership styles could have on those athletes. In order to truly understand the preferred leadership styles of athletes, this age group must be considered. Hoigaard, Jones and Peters (2008) looked at the preferred leadership styles of Elite Norwegian soccer players in relation to their success and failure. Eighty-eight soccer players from the Norwegian Premier League took part in the study using the Leadership Scale for Sport. The athletes were given two different scenarios, one where they were experiencing success, and one where they were experiencing failure. They were then asked to say how they preferred their coach to lead them in each situation. The authors found that regardless of the situational conditions, positive feedback, training and instruction and democratic behavior were the most preferred by these athletes. The study also concluded that playing position and playing time did not have an effect on what

leadership styles were preferred and that these preferred leadership styles were consistent throughout all the athletes in the study.

One possible effect that preferred leadership styles can have on athletes is an increase in team cohesion. An increase in team cohesion can attribute to higher satisfaction among athletes and can lead to more success on the field. Nezhad and Keshtan (2010) looked at coaches' leadership styles, team cohesion and team success in Iran football clubs Professional League. This study looked at 264 members of 12 different teams in the Iran Professional League. The authors found that leadership behaviors of training and instruction, democratic social support and positive feedback all positively related to cohesion. The study also concluded that coaches' leadership styles and behaviors have a great effect on team cohesion and demonstrated that a coach has a valuable role in the development of cohesion within his or her team. Overall, the authors concluded that there is a significant relationship between what leadership style a coach uses and that team's success. Also, more successful teams had a coach that exhibited higher levels of democratic and social support leadership styles.

Another effect of using preferred leadership styles that can help identify which leadership styles are preferred, is looking at an athlete's satisfaction. Shapie, Zenal, Parnabas and Abdullah (2016) looked at the correlation between leadership coaching styles and satisfaction among University Silat Olahraga Athletes. These athletes were specifically competing in Martial Arts competitions. It was determined that these athletes preferred training and instruction, democratic behaviors and social support. It was also determined, that when these specific styles were used, there was a positive correlation when it came to athletes' satisfaction. Overall, the athletes were more satisfied when their coach exhibited those three specific behaviors. Going further, they found the athletes wanted their coach to explain techniques and tactics of the sport, to ensure

their role on the team was clearly defined, and to point out each athlete's strengths and weakness among others. It is easy to conclude, that if an athlete is more satisfied with how they are being coached, they are more likely to perform well and give maximum effort for their coach.

Similar themes continued when looking at collegiate athletes in South Africa. Surujlal and Dhurup (2012) looked at the preferred leadership styles of over 400 university athletes across two universities in South Africa. These specific athletes had an average of six years playing a variety of sports. Using the Leadership Scale for Sport, it was determined that training and instruction and positive feedback were the two most preferred leadership styles. This was then followed by democratic behavior and social support. However, it is important to note that training and instruction and positive feedback were clearly the two most preferred styles. The only style in this case that was not preferred was autocratic behavior. The authors determined that because this was the least preferred style athletes do not prefer to be dictated by their coach and would like to be closer to their coach overall. It was also determined that coaches should avoid using an autocratic coaching style as far as possible and using this leadership style would not be conducive to coaching. Finally, the authors concluded that if coaches utilize the appropriate leadership styles that their athletes prefer, they may be able to motivate their athletes to achieve their true potential.

Finally, it is important to look at this question on a much broader scale. Kim and Cruz (2016) looked at this question with a meta-analytic approach. Twenty-four studies were looked at the encompassed over 5,000 athletes that participated in a number of different sports that ranged from the high school level all the way to collegiate and professional athletes. More specifically, both team cohesion and athlete satisfaction were measured. It was determined that there were moderate to strong effects between a coach's leadership style and team cohesion and player

satisfaction. More specifically, there were positive correlations related to both of these factors when training and instruction, democratic behavior, social support and positive feedback were used. The only negative correlation that was present was when autocratic leadership behaviors were used. This continues the theme that of all of the leadership styles a coach could use, autocratic behavior is the least preferred with athletes. The leadership style that was most preferred that influenced both team cohesion and player satisfaction was training and instruction. The authors also concluded that to promote both of these positive outcomes coaches should continuously educate themselves and become informed with the latest skills and techniques.

Athletes Gender

The final area to look at when considering the preferred coaching leadership styles of athletes is the athlete's gender. A coach can have plenty of experience working with one gender and have to move to another opportunity coaching the opposite gender. Therefore, it is important to understand if there are any significant differences between which leadership styles are preferred by different genders. Sherman, Fuller and Speed (2000) studied 312 Australian athletes across three different sports with the goal of comparing preferred leadership styles by gender. It was concluded that there were widespread similarities between both genders on which leadership styles were preferred. While there were similarities of which leadership styles were preferred, there were a few differences. Female athletes did express greater preference for democratic coaching behaviors and positive feedback. This could suggest that female athletes prefer more inclusion and communication with their coaches. While they did prefer democratic coaching behaviors and positive feedback, the difference was considered slight and didn't show an extreme difference of preference between males and females. There was one constant that both

males and females did not prefer an autocratic coaching style. This is an example of how no matter the gender of the athlete, an autocratic coaching style is generally not preferred. Overall, in this situation it can be concluded that male and female athletes prefer the same type of leadership styles.

This is a trend that continues across research as Cruz and Duck- Kim (2017) found similar results. As stated before, this study looked at 167 elementary badminton players. It was concluded in this instance both the male and female athletes in this case preferred training and instruction followed by positive feedback, democratic behavior, social support and, finally, autocratic behavior. There were a few differences, however, as the male athlete's preferred democratic behavior, social support and autocratic behaviors while the female athletes preferred training and instruction and positive feedback. While these differences were present, they were not considered significant. Similarities of preferred leadership styles between male and female athletes continue while looking at 132 university athletes (Malyasia Shapie et al. 2016). It was determined that females preferred training and instruction and democratic behavior more than males, however, there were no differences in preference between male and female athletes when it came to autocratic behavior, social support and positive feedback. This is another instance of how there are widespread similarities between preferred leadership styles of male and females.

While there are widespread similarities between what is preferred between male and female athletes, there are instances where there are noticeable differences. Beam, Serwatka and Wilson (2004) looked at the differences of preferred leadership in Division One and Division 2 athletes at the college level. In this instance, it was concluded that males had significantly higher preferences for autocratic behavior than female athletes. It was also found that males also significantly preferred social support compared to female athletes. On the other hand, female

athletes showed a higher preference for democratic behavior furthering the theme that female athletes want to be included more in decisions that affect themselves and the team. Female athletes also showed a higher preference for training and instruction than male athletes. Overall, it is evident in this situation there were differences in which leadership styles were preferred across genders.

Summary

It is clear that both youth and collegiate athletes prefer the same types of leadership styles from their coaches. Youth and collegiate athletes both prefer training and instruction, positive feedback, democratic behavior and social support. It is also clear the only leadership style that they do not prefer is autocratic behavior. Using these preferred leadership styles can increase motivation, satisfaction and performance. Therefore, it is important for a coach to understand what their athletes prefer in order to get the best results. Also, it is clear that gender does not have a major impact on preferred leadership styles. Both male and female athletes prefer the same leadership styles. These styles are training and instruction, positive feedback, democratic behavior and social support. There were some slight differences but nothing of significance. Overall, preferred leadership styles are similar between youth and collegiate athletes as well as male and female athletes.

Chapter 4

Discussion

The purpose of this synthesis as previously stated is to determine what leadership styles are preferred by athletes. It is evident that the most preferred leadership styles of athletes at the youth level as well as the collegiate and professional level are democratic behavior, positive feedback, social support and training and instruction. As previously stated the Multidimensional Model of Leadership says when there is alignment between required behavior, actual behavior and preferred behavior there will be an increase in member satisfaction and member performance (Andrew 2009). Therefore, once a coach can understand the preferred behavior of their athletes they then can implement these factors and make these leadership styles their actual behavior. Doing this can lead to increased satisfaction and performance. Democratic Behavior, Positive Feedback, Training and Instruction and Social Support were the most preferred leadership styles so understanding how to implement these styles is important.

Democratic Behavior

In order to ensure a democratic leadership style or to have the ability to implement it, the first step is understanding exactly what it is. Chelladuari and Saleh (1980) defined democratic behavior as the extent to which the coach permits participation by the athletes in decision making. Furthermore, that these decisions may relate to the setting of group goals and how those goals are to be attained. Further research agrees with this notion as Tucker and Raymond (2017) described democratic leadership as a behavior that fosters participation by the athlete when it comes to making decisions pertaining to group goals, practice methods, game tactics, and strategy. Also, the authors noted that the democratic behavior style of leadership builds and

encourages the coach-athlete relationship. So, it can be concluded that to ensure demonstration of a democratic leadership style, a coach should let his or her players set group and individual goals. Coaches should also then let their athletes determine how to reach these goals. Personal and team goals can be set at the beginning of each year and at the beginning of offseason programs. Coaches can allow players to choose specific goals and they can choose exactly how they will achieve these goals. Goal setting can provide important benefits for athletes. Vidic and Burton (2010) looked at the effects of a goal setting program with women's college tennis players. The authors found that all six players in the study demonstrated and reported improvements in motivation, confidence, and performance measures. The athletes in this study also reported themselves that goal setting was beneficial in enhancing their motivation, confidence, and performance.

Also, coaches at times should allow their players to make decisions on what practice methods. Coaches could allow players to choose a certain drill run that day or allow them to choose one drill a day that will be run. This, again, encourages participation and can increase the coach-athlete relationship as players are given a choice of what they will do. Finally, coaches could allow players to make decisions when it comes to strategy and game tactics. Players could put together a scouting report for an opposing team or player. Also, coaches can allow players to choose what they will do within a game in order to achieve some sort of success. It may be difficult for some coaches to give up this type of control, but doing so will encourage the coach-athlete relationship and lead to positive outcomes for the athletes. Overall, there are a number of different ways to implement a democratic leadership style. A coach needs to understand that allowing players to make decisions and increasing the player-coach relationship can have positive outcomes on the athletes that they are coaching. Democratic behavior is, without a

doubt, preferred by athletes across all ages and genders. Following these steps, and allowing players to make decisions can be an important step for any coach.

Positive Feedback

The next most preferred leadership style was positive feedback. As stated earlier, Chelladurai and Saleh (1980) defined positive feedback as the idea of coaches recognizing contributions from players that may go unnoticed or unrecognized. They also expressed how it is important for a coach to express appreciation and to complement athletes for their performance and contributions. Furthermore Hoigaard, Jones and Peters (2008) defined Positive Feedback as a behavior that encompasses expressions of appreciation such as complementing athletes on their contribution and performance. The authors say that acknowledging this can enhance self-and collective efficacy and increase effort and reduce self-loathing and can prevent role ambiguity. So, in essence positive feedback is any expression or behavior that shows an athlete that you, as a coach, appreciate what they are doing on a day-to-day basis. This can be as simple as a coach saying out loud that they approve of someone's effort or saying something in front of a whole team about how a specific athlete did something well that day in practice or in a game. Simple expressions like this show an athlete that their effort is noticed and that it is appreciated.

Another important part of positive feedback is addressing athletes after they have made mistakes. Mistakes are going to happen within sporting events so a coach's response can be crucial as well. Adegbesan, Chidi, Jaiyeoba, Mohammed and Ekbo (2014) noted that positive feedback was the most potent of the four interventions perceived by athletes. Therefore, how a coach reacts to both success and mistakes can have an impact on an athlete. Tzetis, Votsis and Kourtessis (2008) noted the importance of positive feedback when it comes to learning new

skills. The authors separated 48 badminton players into four different groups who received different types of feedback. The authors found that learning difficult skills require positive feedback. The authors said that in difficult skills, positive feedback must be combined with error and corrections cues, because it is perceived by the participants as supportive information that leads to self-confidence improvement. Therefore, giving positive feedback is considered supportive and can increase the confidence of an athlete.

Training and Instruction

Training and Instruction is also important to be able to implement as it is preferred across all ages and skill levels. As noted before, Chelladurai and Saleh (1980) define training and instruction as the ability of a coach to improve the performance of the athlete. The coach trains and instructs the athletes to help them reach their maximum potential. Also, coaches are expected to instruct players on how to acquire the necessary skills and to teach them the techniques and the tactics of sports. Finally, in the case of team sports, the coach coordinates the activities of team members. In order to properly institute this leadership style and instruct players to acquire the necessary skills, a coach must continue to educate him or herself. Kim and Cruz (2016) highlighted this point when it came to team cohesion and team performance. The authors concluded that to promote team cohesion and team performance, coaches should continuously educate themselves and they should become informed with the latest skills and techniques. This will help improve players' performance as well as give coaches time to learn their team members' strength and weakness within and outside their training environment. So, it is crucial for coaches to continuously educate themselves on the specific sports they coach. This can come from coaching clinics, coaching seminars, journal articles, and instructional videos made by

current coaches in the same field. When coaches continue to educate themselves, they can be aware of the current techniques needed to succeed in that sport, they also will identify weakness and be able to fix them sooner which can increase an athlete's performance.

Another important way coaches can continue to gain knowledge and the ability to teach new techniques and tactics of sports is the use of the internet. There are a vast amount of coaching outlets on the internet for coaches to continue to gain knowledge about a specific sport. Koh, Lee and Lim (2018) noted the importance that the internet can have on coaches gaining knowledge. They concluded that the internet has wide reaching effects on learners throughout the world. Also, they concluded that the internet has the potential to serve as a useful learning tool for coaches to enhance their knowledge and skills in coaching. One factor to consider while using the internet is making sure the information is credible. The authors noted some strategies to avoid using bad information. The authors interviewed 10 soccer coaches from Singapore with at least eight years of coaching experience and three years of using the internet as a resource. Coaches in this study also noted they only use information from reputable organizations. The authors also reported that one coach expressed they only use information from organizations such as the English Football Academy and The Barcelona Academy. Coaches also noted the use of past experience as a way to determine if a source is credible. So, coaches should use information from reputable organizations and they should use past experience to understand what is useful and what isn't so, using the internet and the resources there can allow coaches to continue to increase their knowledge of a sport and be able to teach new techniques and tactics of a specific sport. This is an important part of implementing the training and instruction leadership style.

Social Support

Social support was the final leadership style most preferred by athletes at both the youth and collegiate level. As stated before, social support is the extent to which the coach is involved in satisfying the interpersonal needs of the athlete (Chelladurai and Saleh 1980). One important way social support can be important is to reduce stress for athletes. Cranmer, Anzur and Sollitto (2016) looked at memorable messages of social support from former high school athletes. More specifically messages that reinforced relationships with their teammates. One athlete remembered a coach telling them “It is important to stick together as a team and support each other” (Page 612). While another athlete remembers a coach telling them “We are a team. We work together and we finish as a whole” (Page 612). These types of messages are just a few ways that coaches can provide social support by encouraging everyone to stay together and to have positive relationships with their teammates. The authors also concluded that understanding how to support athletes is of great consequence for increasing a coach’s effectiveness and providing athletes with quality sporting experiences. Therefore, using social support with messages like these is important for a coach to be successful.

Limitations and Assumptions

One of the limitations of the articles included in the critical mass is that the leadership styles were measured using the Leadership Scale for Sport; consequently, those five leadership styles were used across the research. There are other ways for coaches’ leadership to be measured, so only using this was a limitation. Also, it is assumed that all of the athletes that participated in the research studied answered all of their questions honestly. There are a number of reasons an athlete may not be truthful when answering a questionnaire related to this topic. It

is not unreasonable to think that all of the athletes that participated in this research were completely honest. Another limitation is the lack of research concerning preferred leadership styles and an athlete's gender. The information was similar between genders, but more research could provide a clearer picture. Finally, the majority of sports looked at were team sports. Individual sports could provide different conclusions.

Future Research

Future research should look at the differences of preferred leadership styles between team and individual sports. There is a different dynamic when it comes to coaching a team and individual sports. Athletes participating in individual sports don't have any teammates to communicate with or blame for possible failures. Also, the dynamic of a team is interesting to look at and understanding the differences would be important. Also, more research about the differences between preferred leadership styles based on an athlete's gender is crucial. There seems to be more room to research preferred leadership styles based on an athlete's gender.

Conclusions

Overall, it can be concluded that athletes at both the youth level and the collegiate and professional level prefer the same leadership styles from their respective coaches. They prefer to have a coach who concentrates on training and instruction, positive feedback and democratic behavior. They also prefer social support, but not at as high a level. Also, it can be concluded that athletes at both levels do not prefer autocratic behavior and that leadership style should be avoided. Also, it can be concluded that males and females prefer the same types of leadership styles as well. There are some differences as females prefer democratic behavior and positive

feedback at a higher level than males, but the differences are not considered significant. Also, it is important for a coach to use these preferred leadership styles because they can produce positive effects. These include an increase in athletes' satisfaction, motivation, performance and team cohesion. All of these effects are important to a team and an individual's success. This can be applied to the real world because if a coach can understand what leadership styles their athletes prefer, they can adapt how they coach their team. If they are able to adapt and use these preferred leadership styles, they and their teams can experience more success. Being able to use the preferred behavior of their athletes and then implement those behaviors or styles into their actual behavior is key for a coach. Coaching sports has become increasingly difficult and being able to relate to your players is extremely important. Therefore, understanding preferred leadership styles and the positive outcomes they can produce is crucial to any coach's success.

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Appendix A

Synthesis Article Grid

Author	Title	Source	Purpose	Methods & Procedures	Analysis	Findings	Recommendations
Adegbesan, Chidi, Jaiyeoba and Ekpo (2014)	Coaching Intervention Indices as Predictors of Effective Coaching among Nigerian Coaches	International Journal of Coaching Science	To investigate the coaching intervention behavior as predictors of effective coaching.	50 Male and 34 Female professional athletes. Used the Coaching Intervention Questionnaire and the Effective Coaching Scale	Parametric statistics of correlation and multiple regression models	Positive Feedback was the most potent of the four interventions	
Andrew (2009)	The Impact of Leadership Behavior on Satisfaction of College Tennis Players: A test of the Leadership Behavior Congruency Hypothesis of the Multidimensional Model of Leadership	Journal of Sport Behavior	To analyze the leadership congruency hypothesis	245 college tennis players filled out a survey	Descriptive statistics and regression calculations	The results indicated that the congruency of two particular leadership behaviors, training and instruction and autocratic behavior, play a role in the determination of athlete satisfaction among collegiate tennis players.	Future studies should analyze a variety of different sport settings.
Aruda and	Relation between coaches	Fitness and Performance	To know leadership styles	Spanish version of the	Statistical package SPSS	Training and instruction and positive	

Marquez (2007)	leadership style and performance in synchronous swimming	Journal of Sport Behavior	performed by synchronous swimming coaches and analyzing the relationship between the styles and the swimmers performance	Leadership Scale for Sport	version 13 for Windows	feedback that tend to reach between general valuation. Collective sports exist a larger preference for training and instruction and positive feedback	
Beam, Serwata and Wilson (2004)	Preferred Leadership of NCAA Division 1 and 2 Intercollegiate Student-Athletes	Journal of Sport Behavior	To examine the differences of student-athletes preferred leadership behavior for their coaches based on gender competition level task dependence and task variability	Leadership Scale for sport was administered on a team by team basis. 509 student athletes were apart of the study	Results were analyzed using the MANOVA and ANOVA	Student-Athlete preferences for leadership behavior are influenced by gender and task dependence and task variability of their sport	Further research is necessary to provide a full understanding of sport leadership to enhance the relationship between the coach and student athlete.
Borghi, Borges, Menegassi, Schnaider and Rinaldi (2017)	Relationship between preferred leadership style and motivation in young soccer	Journal of Physical Education and Sport	To examine the preferred leadership profile and motivation of	Descriptive study with a cross sectional design. Motivation was measured	Descriptive statistics with median and 1 st and 3 rd quartiles values	Athletes preferred a democratic leadership style which focuses on training and instruction and helps in	Investigating the issues, causes, and factors related to the motivation and preference

	regional players		young soccer players	with a 28 questions classified into seven subscales on a 7 point likert scale. Leadership was studied by the Leadership Scale of Sport with a 40 question scale on a 5 point likert scale	were used to characterize the sample	social support. Using this style increased the players motivation. Use of an autocratic style decreased motivation which confirmed that coaches directly influence the motivation on Athletes	of soccer athletes with respect to the coach and their profile and behaviors during training activities, in the different categories and pointing out the implications in the sports context.
Chul-Ho BUM Stephen H. SHIN (2015)	The Relationships between Coaches Leadership Styles, Competitive State Anxiety and Golf Performance in Korean Junior Golfers	Sport Science Review	To Determine whether Korean junior golf coaches leadership styles affect athletes competitive state anxiety before a game as well as their performance	Data was collected by a questionnaire each athlete filled out after their round using the Leadership Scale for Sport	Statistical Package for the Social Sciences (SPSS) version 20.0	Coaches leadership style had a direct impact on performance. Training/Instruction and positive feedback helped athletes while autocratic behavior hurt them.	It is suggested to replicate this method to compare results between the United States and Korea. Further follow-up studies could expand the target population to intercollegiate golf athletes, professional golfers, or other sports athletes.

P. Chelladurai S. D. Saleh	Dimensions of Leader Behavior in Sports: Development of Leadership Scale	Journal of Sport Psychology	To refine and better understand the Leadership Scale for Sport.	Questionnaire was distributed to the participants in a class setting	Principal Factoring with Iteration	The study confirmed the early Leadership Scale for Sport with some minor changes throughout the 5 different leadership categories	None
Cranmer, Anzur and Sollitto (2016)	Memorable Messages of Social Support That Former Athletes Received From Their Head Coaches	Sage Journals	Examines memorable messages of informational esteem and emotional support that former high school athletes received from their head coaches	Interviews With former High school athletes	Analyzing the interview transcripts of the former athletes	Reinforces the use of message based approach for understanding coach athlete interactions. Shows the benefits of using different types of social support	Future scholarship should continue this line of research by examining the contextual features—coaches' use of nonverbal communication Further, the evaluation of social support is a complex process, whereby receivers consider a multitude of conditions
Cruz and Hyun-Duck Kim (2017)	Leadership Preferences of Adolescent Players in Sport: Influence of Coach Gender	Journal of Sports Science and Medicine	Investigated the coaching behavior preferences and the relationship of these preferences with	Players preference for coaching behavior was measured by the Leadership Scale of Sport. This is a	One-way and two-way multivariate analyses of variance were used to compute for the	Overall, the athletes showed the greatest preference for training and instruction followed by positive feedback democratic	It would be noteworthy to compare coaching preferences between young and adult athletes. Also it might be interesting to

			variables such as gender, type of sport, playing experience, competitive level and coach gender	40 item questionnaire using a 5 point likert Scale	main effects of two way interactions	behavior, social support and autocratic behavior. Also, both boys and girls mostly preferred the same leadership styles, but males preferred democratic behavior social support and autocratic behavior while girls preferred training and instruction and positive feedback.	explore the congruity between preferred coaching behaviors and actual behaviors of coaches
Hoigarrd, Jones and Peters (2008)	Preferred Coach Leadership Behavior in Elite Soccer in Relation to Success and Failure	International Journal of Sports Science and Coaching	Examined the preferred coaching leadership behavior in prolonged periods of perceived success and failure in 88 elite soccer players	Leadership Scale of Sport was used with 88 soccer players	Information was gathered using questionnaires and then analyzed	The three preferred behaviors were Positive Feedback, Training and Instruction and Democratic Behavior	Further studies should investigate how players respond to real situations, when they have direct experience with prolonged success or failure. Further studies should also be conducted with different types of sport, at different

							performance levels, with both genders and include players' perceptions of actual coach behavior and their preferred coach behavior as well as the coaches' perceptions of their own behaviors.
Hyun-Duck Kim Angelita B Cruz	The Influence of coaches' leadership styles on athletes satisfaction and team cohesion: A meta-analytic approach	International Journal of Sports Science and Coaching	To evaluate the relationship between coaching behaviors, athlete satisfaction and team cohesion	Literature Review	A comprehensive meta-analysis (CMA) was used to compute effect sizes from the selected empirical studies	There are moderate to strong effects between coach's leadership behavior team cohesion and players satisfaction. Players prefer positive feedback and democratic behavior.	How level of competition might influence the relationship between coach's leadership behaviors and athletes' satisfaction and cohesion.
Koh, Lee and Lim	The Internet as a source of learning for youth soccer coaches	International Journal of Sports Science and Coaching	Investigated the perceived benefits of using coaching resources from the Internet, types of internet resources	Ten soccer coaches were interviewed	Transcripts were analyzed following a five-phase thematic analytic approach	The internet was favored as a learning source due to its accessibility low cost time saving and affordance of new ideas. Discerning	Further research should explore this topic with a larger sample size. Also, future research should focus on other sports and

			and how resources improve their coaching knowledge			credibility of sources was the toughest part for coaches	levels of coaching.
Misasi, Morin and Kwasnowski (2016)	Leadership: Athletes and Coaches in Sport	Sport Journal	Investigated the Interpersonal aspects and perceptions of the coach athlete relationship as it pertains to Division 1 and Division 2 athletes	Coach Athlete Relationship Questionnaire and the Leadership Scale for Sport as well as the Coaching Behavior Scale for Sports	SPSS and MANOVA	The coach is a meaningful person in the lives of athletes. The level of competition appears to play a role in how athletes perceive their coaches.	Future research should determine if the athletes gender drives the actions of the coaches or does the coaches gender drive how they deal with the athlete.
Shapie, Zenal Parnabas and Abdullah (2016)	The correlation between Leadership Coaching Style and Satisfaction among University Silat Olahraga Athletes	Ido Movement for Culture. Journal of Martial Arts Anthropology	To Identify the correlation between coaches' behaviors and the degree of satisfaction of the athletes	Two questionnaires. The Leadership Scale for Sports and the Athlete Satisfaction Questionnaire	Pearson Correlation	There was a positive correlation between training and instruction democratic and social support behavior and athlete satisfaction	None

Nezhad and Hoseini Keshtan (2010)	The coach's leadership styles team cohesion and team success in Iran football clubs professional league	International Journal of Fitness	To examine the relationship between coach's leadership styles and team cohesion	Three instruments were used. The Leadership Scale for Sport. The Group environment questionnaire and a demographic questionnaire	Pearson correlation analysis was used to examine the relationship between leadership style and cohesion	Higher levels of training and instruction democratic, social support and positive feedback led to more cohesion. Also coaches of successful teams exhibited higher levels of democratic and social support behavior	None
Prophet, Singer, Martin and Coulter (2017)	Getting to Know Your Athletes: Strengthening the Coach-Athlete Dyad Using an Integrative Personality Framework	International Sport Coaching Journal	Using an integrative personality framework to gain a deeper more contextualized understanding of the athlete	Two college soccer players completed a survey one month after their season	Costa and McCrae's personality trait description and personality style correlates	The framework provides an overarching structure that provides greater opportunities to understand an athlete more fully.	To explore the potential of McAdams' framework to help improve coach-athlete relationships at the performance sport level. to develop a succinct, electronic tool that would allow for preliminary summaries of each of McAdams' three layers to reduce the time involved in

							initial data collection and analysis.
Sherman Fuller and Speed (2000)	Gender Comparisons of Preferred Coaching Behaviors in Australian Sports	Journal of Sport Behavior	Investigated the preferred coaching behaviors of athletes from three distinct Australian sporting contexts	312 Athletes using the Leadership Scale for Sport	Descriptive Statistics were used to analyze the data	Results revealed an overwhelming high level of similarity in the coaching preference between all athletes regardless of gender	None
Surujlal and Dhurup (20120)	Athlete preference of coach's leadership style	African Journal for Physical Health Education Recreation and Dance	To identify athletes' preference of coach leadership style and to determine whether there are any differences in the leadership preferences of male and female athletes	400 student athletes using the Leadership Scale for Sport	SPSS was used to analyze and report on the data	The most preferred coaching behaviors were training and instruction and positive feedback. The least preferred was autocratic behavior	Future studies could investigate whether there are any differences regarding leadership preferences between team and individual sports
Tucker and Black (2017)	Social Support and Democratic Behavior Styles of Leadership Preferred	Sport Journal	To determine alleged behavior styles of leadership female student	154 female student athletes. Data was collected using the Leadership	Friedman Testt	Female athletes preferred social support more than the other	None

	by Female Athletes in Middle School Athletic Programs		athletes in middle school athletic programs prefer coaches use in the treatment and interactions with their female athletes	p Scale for Sport		leadership styles	
Tzetzis, Votsis and Kourtesis (2008)	The effect of different corrective feedback methods on the outcome and self-confidence of young athletes	Journal of Sports Science and Medicine	To investigate the effects of three corrective feedback methods using different combinations of correction or error cues and positive feedback for learning badminton skills	48 young athletes tested on their skills and tested on their self-confidence. One group received different feedback compared to the other	Scheffe post hoc test with a Bonferoni adjustment and a regression analysis to determine the self-confidence outcome	Positive feedback or correction cues increase self-confidence of easy skills but only the combination of error and correction cues increase self-confidence of the difficult skills	Future studies should view the interaction of feedback with factors such as the availability of intrinsic feedback the learners level of experience and the degree to which feedback influence psychological mood of the participants
Vidic and Burton (2010)	The Roadmap: Examining the Impact of a Systematic Goal-Setting Program for Collegiate Women's	Sport Psychologist	To assess the impact of an 8 week goal setting program on motivation confidence and	6 female collegiate tennis players. Questionnaires and goal setting logs and interviews were used	Sports Motivation Scale and Task and Ego Orientation in Sport Questionnaire. Athletic Coping Skills	All 6 players demonstrated improvements in motivation confidence and performance measures.	To explore how the roadmap and coordinated goal length programming impact motivation confidence and performance in other goal setting

	Tennis Players		performa nce of collegiate women's tennis players		Inventory and Trait sport Confiden ce Inventory		programs with different sports levels and ability
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