Coaching Styles and its Effect on Team Performance

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A Synthesis of the Research Literature

A Synthesis Project

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Cathy Houston-Wilson   8/17/2020

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Abstract

In order to find what coaching styles works best for performance and team qualities the leadership scale for sport and multidimensional model for leadership were used. The leadership scale for sport measures the major styles of coaching while the multidimensional model of leadership measure three aspects of a relationship that can determine successful coaching. In order to find information that was accurate and relatable to the topic, search terms like "coaching" "cohesion" and "performance" were used. After articles were found, results and findings were drawn from a synthesis article grid (appendix C). Themes and subthemes were then created from the articles and it was determined that coaching styles effect performance from the youth and high school levels all the way up through college and professional ranks. Findings showed the styles that were most prevalent in the lower levels (youth and high school) were democratic and social support due to the fact that those levels deal more with development and having fun. Surveys from studies on lower levels concluded that the more these styles were used, the more the athletes felt free and wanted to compete at their best. A democratic style of coaching was prevalent in higher levels, as it leads to more team cohesion and better freedom for athletes as well. One style that was not a popular style for any level was an autocratic style because it did not allow autonomy or freedom that athletes need to succeed. After the styles were introduced through the models and literature, implementation strategies were mentioned to help coaches put the styles to good use. It is important to understand the types of coaching styles, the ways to implement them, as well as knowing how each style increases performance and cohesion in higher levels as well as lower levels of sport.

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Chapter 1

Introduction

The term "coach" has always been a loosely defined word from people within and outside of sports. It is usually referred to as being a leader or a person in charge. Some see coaches as a parent figure when an athlete has no one to turn to while some see a coach as a role model. How a coach leads their teams can ultimately stays with the athletes long after the practices, summer conditioning, film sessions, and games.

Knowing what styles work (and don't work) for coaching makes a huge difference for not only the athletes, but the coach themselves. With the use of the Multidimensional Model of Leadership (Andrew 2009) which measures aspects of successful coaching and the Leadership Scale for Sport (Cruz and Kim 2017) which labels and measures the different styles of coaching, coaches can know what situations to put themselves and their athletes in to succeed. Being able to identify what the styles of coaching are and how to actually "do" them are vital in coaching successful team.

Multidimensional Model of Leadership

The relationships between a coach and an athlete can make or break a locker room but it also goes way further than originally thought, because it too has an effect on performance. The coach and athlete relationship is important to the athlete's development and overall performance-this, according to Prophet, Singer, Martin & Coulter (2017). When it comes to athletes, they are all unique and have their own preferences. Because of that, an athlete will have a select style(s) that they want to be coached under. Since that is the case, the Multidimensional Model of Leadership (Andrew 2009) will be looked into (see Appendix A). This leadership model was

created to find what leadership strategies and practices work best by breaking down the coach/athlete relationship.

In this framework it breaks down three aspects of coaching or leadership behavior that have to align to help team performance and team cohesion. The three characteristics that must work together are situational characteristics, actual behavior (of the coach), and preferred behavior (athlete expectations). If a coach knows the qualities needed for a successful relationship and how they affect one another, they are setting themselves up for a successful coaching career.

The Leadership Scale for Sport

The Leadership Scale for Sport (Cruz and Kim 2017) is used to measure the five styles that athletes prefer. These five styles are: democratic behavior, autocratic behavior, positive feedback, instruction, and training and social support.

Democratic behavior is a style where the coach basically lets the team decide their goals and aspirations. With this style, the team has more of a say. According to Chelladurai and Saleh (1980) democratic behavior is described as "the extent which a coach permits participation by the athletes in decision making".

Autocratic behavior is a leadership style where the coach will make their own decisions for the team with little to no input from the athletes. Chelladurai and Saleh (1980) define this style as "a coach keeping apart from the athletes and stressed authority". You see this style in the old school military-style coaches in today's coaching world.

Positive feedback is a style that most coaches will try to emulate at one point or another. This style is where a coach "expresses appreciation and compliments their players for

performance" (Chelladurai and Saleh 1980). Typically you see this type of coaching style in assistant coaches or grad assistant coaches in today's sports teams.

Social Support is a type of coaching style where a coach is involved in fixing/improving the social needs of their athletes (Chelladurai and Saleh 1980). In this type, a coach is more of a person to lean on and communicate with, rather than instruction. This is where you see the coach athlete relationships go further than the game itself.

Instruction is the fifth coaching style in the model and it is pretty simple to define- the ability to improve performance level of your athletes. The "textbook definition" of instruction is defined as leading an athlete to acquire the necessary skills/tactics of a sport that he/she is coaching (Chelladurai and Saleh 1980).

Understanding these styles of leadership can go a long way in knowing how a coach leads their team. These factors have an impact on athletes' performance on the field so if coaches can be informed on how athletes can be coached, then the likelihood of high performance is greater. Once the coaching world can understand more about these factors, the job of being a coach becomes that much worth-while.

Problem Statement

The real problem arises when people ask the question: "which coaching style equates to the most wins?". While that question can be answered in some literature (depending on the sport), that is a very vague question when it comes to this paper. Coaching styles will differ depending on the settings, groups, and the sport itself. Coaching styles can also lead to a better locker room as well as a more fun environment as a team. While there isn't a cookie cutter way to get wins, showing which successful practices work can help coaches learn. Sometimes a military-style coach wins games and sometimes a coach who is a player's coach wins just as

many games. The bottom line is, this literature answers what styles work best for a winning environment and team cohesion.

Delimitations

Every piece of research I chose to study has something to do with coaching, coaching styles and its effect on performance. Any articles talking about a single coaching style and its effectiveness will not be included or mentioned. However, every article mentioning the leadership scale for sport and the multidimensional model of leadership in it will be mentioned because they deal with multiple styles of leadership. The reasoning for this is because you're more apt to find multiple styles of coaching in a coach (or at least in a coaching staff as a whole), not just one single style a crossed the board. I also am only researching coaching styles and its influence on team sports, not individual sports. Since I chose to do so, my results will reflect in that manner and individual sports are not mentioned.

Limitations

The age/levels of the athletes involved in this research was as inclusive and wide a variety as possible, with levels ages ranging from as young as 6 to as old as athletes playing professionally into their 30's. With team sports being the topic of discussion, only the effects of coaching styles on team sports will be discussed.

Operational Definitions

Cohesion: the act of forming or uniting as a whole (Meriam-Webster.com)

Autonomy: independence or freedom, as of the will or one's actions (Meriam-Webster.com)

Collegiate: belonging or relating to a college or its students (Meriam-Webster.com)

Implementation: the process of putting a plan into effect, execution (Meriam-Webster.com)

Assumptions

It is assumed that the scientific research on the topic draws several findings and conclusions from many researchers on the effects of coaching styles on team performance due to the fact that there are many scholarly articles regarding the topic. With that being said, it is also assumed that coaching has to have some type of effect on team performance (whether that be positive or negative).

Chapter 2

Methods

Search Procedures

In order to find my critical mass for this paper, are used research databases on Brockport's online library. From there I used SportDISCUS and Academic Search Complete. In those databases I searched terms such as "coaching styles", "performance", "winning", "team sports", "effectiveness", "strategies", "athletics", "coaching", and "leadership" to find results. With different combinations of these search terms I found 265 peer reviewed research articles. I also found more articles in the related portion of the databases (article links next to each article abstract I found) where I could add more articles as well as add credibility.

Criteria for Inclusion

After looking up search terms and finding articles, it was time to decide which articles to include and which ones not to include. To start off I chose peer-reviewed research articles rather than magazines and opinionated articles. I only wanted to choose articles that used the Leadership Scale for Sport as well. The Leadership Scale for Sport was a questionnaire that used a five point likert scale (Chelladurai and Saleh 1980). After selecting the articles that I did, I ended up with 10 research studies on the topic to include for the paper (see appendix A). The final inclusion factor was that I wanted to use articles that were recent and relevant, so I only used ones from the year 2000 and after to keep the research fresh and somewhat new.

Data Analysis

After the articles that I chose for the synthesis were read, I created an article grid (Appendix B) to extract key points (purpose, authors, findings, methodology, etc.) from each study. The most important part of the grid was the findings portion where I could write down the results of each study to also draw from when writing the paper. This portion of the article grid

will be a huge component of my results section of the paper later on. Using the article grid also helped me develop themes for my results and discussion which were youth/high school sports, college sports, and professional sports. I planned on making youth sports its own theme entirely however I decided to include it with high sports because they deal with development.

Chapter 3

Results

Now that there has been some background information about the different styles of coaching and athletes preferring certain styles, it is now time to dive into the research for different levels of sport. Through the use of thematic coding the themes created are as follows: youth/high school sports and college/professional sports. These levels will be looked into in this part of the paper to see what styles work best.

Youth & High School Sports

Performance

The main idea of this section is to show the prevalent coaching styles in the areas of youth and high school sports and what works well at these levels. We will start with youth soccer, which is a sporting practice used a crossed the world but research into coaching it has not been looked into internationally. In order to examine the coaching of this sport internationally, a study was done by Borghi in 2017 in Brazil to see what the preferred styles of coaching would be for young soccer players. In the study, 99 youth soccer players were interviewed and asked what their experiences were like and what styles they liked. Results of the study showed that non autocratic styles of coaching were liked and coaches that used training and instruction were the most liked by the athletes. Social support showed to be a style of coaching that lead to higher performance as well as keeping the athletes motivated and wanting to win, which showed in there record as a winning team.

A study by Halpern (2008) was done to show the possible effects of coaching styles and its impact on program records. This study was done in Maryland and only included mid-sized schools within a county in the central part of the state. Surveyed were sent out to the area schools

athletic directors, coaches, and athletes. The reasoning behind it was also to determine if there was a link to winning and leadership characteristics within those programs. The criteria for what a successful team was a team that qualified for their respective league's playoff that season. Sports like basketball, football, soccer and track were examined in the study and it was evident that leadership styles played a role in the success of the teams. Findings determined that democratic leadership styles as well as social support were the common styles used by coaches on these playoff caliber teams.

Trust and Freedom

A study done by Cruz and Kim (2017) was done with adolescent athletes where they looked at 167 badminton players ranging from elementary to high school (interscholastic). Of all the participants in the study, 76 were male and 91 were female. In this study the researchers attended a tournament and they handed out a likert scale survey to the athletes. Findings in this study concluded that the athletes liked a coach that used instruction followed by positive feedback. They also said that they preferred democratic coaching styles as well as having a coach that offers social support according to the study. Social support was also an aspect of coaching that the athletes believed to help them do better (performance) because they trusted their coach.

Using certain coaching styles in youth sport goes a long way to helping performance regardless of the sport. Look no further than to a study done by Bum and Shin in 2015 where they examined coach-athlete relationships in golf. In Korea, 216 teenage golfers (age 12-18) were looked at to see the effects of their coach's styles on their performance. Finding of this study concluded that the coaches used social support and instruction in the sport of golf helped lower the anxiety of the young golfers as well as increase their scores (actually decrease in golf terms). They reported that a military style coach (autocratic) was not the best practice to use

while coaching in golf. In fact, that style was shown to increase anxiety which doesn't help ones golf game. With all this being said, golf is a sport where support and instruction are the two most important strategies to use, not an autocratic style.

At the end of the day, the democratic coaching style was the most evident style in youth and high school sports. Since youth sport and high school sports are more about development then results, you can see why these practices are used more commonly at these levels. As we dive more into collegiate and professional sports levels, perhaps there will be a change in coaching styles and practices since the age and maturity of those competing is vastly different.

College/Professional Ranks

One big difference between professional sports and the lower ranks is what the locker room/cohesion does to performance. With youth sports and lower level high school sports it's all about having fun and developing skills. However at the professional level getting along with your fellow teammates is what feels like half the battle. Same can be said at the collegiate level with athletics. Teams change from year to year end as seniors graduate and upcoming freshman join, the bond and relationships that those teams have ultimately do affect the outcome of games.

Performance

In an interesting study done by Becker (2012) she examined the effects of a coaching change on a team in a turnaround season. In this study, participants on an NCAA division 1 basketball team (ages 18-23) were fresh off of a 23-7 season after going 14-17 the year prior. The players were interviewed and asked questions about five major dimensions regarding their coach's philosophies, styles, and style of play. Findings from the study showed that the players

gave credit to the coach for having a democratic style of coaching with positive feedback and rarely every used autocratic styles. Players also reported that the coach from the year before used a more autocratic style when leading their team. While every coach is different and an autocratic style could be used in a turnaround season, the coach used a democratic style approach that ultimately helped the team win more games in that season.

When it comes to college athletics in other countries, a study was done by Surujlal and Duhurup in 2012 which investigated coaching behaviors. For this study they used the Leadership Scale for Sport. In the study done in South Africa, 400 student athletes were interviewed about coaching styles and performances and it was determined that positive feedback was a preferred style of coaching along with training and instruction. Coaching behaviors that effected performance were democratic style and that autocratic decreased performance according to the athletes in the interviews. Athletes in this study believed that they wanted to be closer to the coaches, which was why they preferred a democratic style vs a "my way or the high way" type where they have no input. Findings in the study also concluded that with a democratic style of coaching, a coach is more likely to lead an athlete to their full potential performance wise.

With college athletics having a huge part of college campuses, seeing what makes a good college program was done by Pitts in 2018. Seven hundred and fifty eight (758) student athletes representing nine colleges in several different sports were interviewed using the leadership scale for sports (LSS) model. Findings of the study showed that training and instruction along with positive feedback were the styles that were the most prevalent. These styles also were shown to affect performance of the teams, according to the players. A democratic approach was also weighed over an autocratic one because the players felt they had more autonomy (freedom) to play under that style.

A study done in 2016 by Shapi, Parnabas, and Abdullah looked into this aspect of professional sport, more specifically in   MMA (mixed martial arts) training camps. The findings of this study concluded that the fighters liked the training and instruction styles of coaching, which lead to confidence, which lead to better performance. To compliment that, the fighters also said that social support and democratic behavior were preferred styles that instilled confidence in themselves. The reasoning behind this was due to the fact that the athletes/fighters wanted the coach to explain the tactics of the sport (to help performance) but also felt like they could perform the best under that style.

Cohesion

One way to look at what coaching styles work best professionally is to see what style of coaching leads to not only higher performance, but leads to cohesion as well. Since team cohesion is a big aspect in higher levels of sport, it is important to look into if leadership styles play a role in that. A study done was done by Kashten and Nezhad in 2010 where they looked at coach's styles and team cohesion to determine just that. They examined 264 professional soccer (football) athletes on different team in Iran. Findings in this study found that training and instruction were the biggest styles used by the coaches. Democratic styles and positive feedback were also evident in the soccer league that lead to team cohesion. The study concluded that coaches do have a significant impact on team cohesion which in turn affected team performance. Ultimately, what we can draw from this study is that teams see more success the more the coaches use democratic styles, especially in professional soccer.

The culmination of coaching and its effects on cohesion and team performance at the higher levels is seen in a study done by Kim and Cruz in 2016, mentioned earlier in the paper. In this research, they studied over 5000 athletes in 24 studies where the participant's ages ranged

from 16 to 30 (high school, college, to pros). The study was aiming to measure team cohesion and athletes' perceptions of coaching styles of their coach. Findings of this study concluded that the coaches' styles did have an effect on the perceptions of the team as well as how the team wanted to play for each other and the coach. They styles that were found to effect cohesion and satisfaction the most were training and instruction with a democratic style as well. Findings in this study, like many others similar to it showed that an autocratic style of coaching did not bode well for the teams preferences. It is evident that if the coaches' styles and athletes preferences line up, the best possible scenarios for high performance are in place.

Summary

Regardless of the age of the athletes competing in a sport, it is overwhelmingly evident that they do not prefer an autocratic style of coaching. Athletes just want to get better and get the type of feedback in order to become a better athlete. When it comes to the personal side of coaching, it was also common that athletes prefer coaches that will offer social support because it builds cohesion within the team, which ultimately leads to higher performance. While it is not always about what the athletes want, it is telling because the coaches can then figure out what is best for the team after that. The five leadership styles of training and instruction, positive feedback, democratic behavior, and social support were all found in these studies which speaks volumes. The next step in this process is figuring out how to use these styles and put them to good use.

Chapter 4

Discussion

Now that the preferred types of leadership styles are known and that they are commonly used in all different levels of sport, it is time to see what they look like. As previously discussed, we know that a coach can learn what styles to use based off of that Multidimensional Model of Leadership. When a coach knows what to do the next step is the "how to", the implementation of training and instruction, positive feedback, democratic behavior, and social support for the betterment of the team and performance.

Positive feedback

From the literature, it was easy to see that positive feedback was the most prevalent of styles that athletes want to play under. Getting compliments and recognition goes a lot further in an athlete's career. According to Chelladurai and Saleh (1980) positive feedback can also be recognition of player's contributions that don't get noticed. Other researchers have concluded that positive feedback also helps build self -confidence and role acceptance on a team, this according to Hoiggard & Jones (2008). Positive feedback can be in the form of telling an athlete "keep up the good work" or showing that you care about their progress. Do this on a regular basis and the athletes will notice especially if a coach calls an athlete out for their effort in front of the team. At the end of the day if an athlete feels like they aren't going unnoticed (it what any athlete wants at any level) then you are doing the right thing in their eyes.

Another way positive feedback can be used is when an athlete messes up or doesn't do their job correctly. How a coach responds to this can make or break if the athlete goes back out there and can rebound. Since positive feedback was the most popular of the styles and that it makes a big impact of positive performances, it is important for a coach to know that they must be able to do that same when thing don't go right. Having confident athletes when adversity

strikes is a large component of championship teams so a coach has to be able to take time and make sure they are using positive feedback in all situations.

Social Support

Social Support was a style of leadership that was preferred by athletes across that board. Similar to positive feedback, social support is when the coach satisfies social needs of the athlete (Chelladura & Saleh). In a way, this style is used the most by assist coaches and graduate assistants, where they have more one on one time with their athletes through practices and games. Just by letting an athlete know you are there for them and that you trust them goes a very long way in what that athlete can do for you. A lot of times coach acts like a big brother/sister or a father/mother figure. Social support is on the styles where it can make or break a coaches' ability to coach at a high level so knowing that relationships need to be kept is important to know. Just being there for your athletes outside of being an instructor for sport is a great way of showing this style of coaching. According to Smith, Smoll, and Smith (1989) coaches are a central part of a child's development. Being a solid social support or role model for your athletes can help mold them as a parent could, especially in a world with many athletes coming from single parent households. Being there for your athletes off the field can help build that trust in the relationship, which goes a long way.

Training and Instruction

Training and Instruction was one of the more obvious styles in the literature because regardless of the level, athletes just want to get better. The definition of this style by Chelladurai and Saleh was "the ability to improve performance of your athletes". The acquisition of skills and strategy in a game all come from this style and if you're a coach that all about winning games (at the higher levels) then this style is one that needs to be used and looked into heavily.

In order for an athlete to reach their true potential, they need someone who teaches them the right skills as well as when to use them. A coach can further their ability to reach true team potential as well as cohesion and performance by being as updated to the game as much as possible. A coach can do this by attending clinics, talking with other coaches about the game, and continuing to educate themselves with drills, tactics, etc. According to Huston and Weaver (2008) professional development can help coaches learn new strategies and concepts within the game but can especially help coaches who may have been using the same or old strategies for a long time.

Knowing the newest and cutting edge drills, formations, and then showing them to the team all lead to a winning environment for a team. Doing this can also help the coaches find out their players' strengths and weaknesses because learning something new isn't always easy. Using viable information to find the newest drills, seminars, and plays are things that coaches run into. The best thing to do for this is to search for what other coaches have used because not everything you go look for yourself is going to be something trustworthy. Joining organizations as well as clubs help coaches stay in the loop and helps build a dialogue for where the sport is going.

Democratic Behavior

Democratic behavior is a style that many coaches try to emulate in today's world of coaching. As previously stated this style of coaching is best defined as the extent in which a coach allows athletes in the decision making process (Chelladurai &Saleh 1980). More times than not, this is where a coach and its athletes have built a relationship around trust and this allows the athletes to have a more of a day in what the team goals can be. Democratic behavior

also fosters in the ability to allow athlete in the decision making in practices, games, and other aspects of the sport where an autocratic coach may not do that.

The key phrase when it comes to this behavior is relationship. You can't have a democratic style of coaching if you don't trust your athletes enough. According to Vidic and Burton (2010), trust between a coach and an athlete happens when the athlete feels a sense of comfortability around the coach. Once that foundation is built, the more likely your athletes will want to "go to war" for you. If that comfortability and confidence take place, your athletes can also then chose long term and short term goals for the team. You lead them to battle while they play freely- which leads to another aspect that this style of coaching leads to, goal setting . Goal setting is huge in team sports because it involves a collective effort of everyone buying in. Once everyone buys in, then you've got the ball rolling. Goal setting also leads to increase in motivation and performance (Vidic & Burton, 2010).

This style isn't to be confused with a "hands off" type of coach but it is important to let your athletes have a say. Letting your athletes feel like they have a bigger role on the team also helps with the coach-athlete relationships which we've now learned also leads to higher performance. All in all, democratic behavior is something that takes time to do and takes a lot of trust. An old school type of coach probably can't relate to this style of coaching and that's okay. But with the way sports and society are changing, this approach is a way to help with the roles and relationships within the team and ultimately perform later on.

Limitations

Since the research in my literature for the critical mass was based off of one leadership scale, that was the only means of finding my answers. While this isn't the only way to measure coaching success, this way seemed like it was the best way of finding meaningful answers. The

studies talked solely about coaching styles and their effects on the team and performance as well. One thing that limited the information I received was the fact that some sports were left out in the research provided . Since some sports were not mentioned, the coaches of those sports could be left wondering what practices to use.

Recommendations for Future Research

Future Research should examine the effect of coaching styles on performance in, individual sports. Since individual sports were left out, it limits generalizability to coaching those sports. A lot of the time these sports either go unnoticed or just aren't thought about when it comes to coaching. What can a coach for that athlete do to help the coach athlete relationship even further? Individual sports may differ in their coaching needs so these can be looked into. I'm confident that more research can be done in this specific area and should be able to answer those questions.

Conclusion

At the end of the day, it has been evident that athletes prefer similar coaching styles regardless of the level they are competing at. For coaches, this can be huge because now there isn't a "secret way" of becoming a better coach. Through extensive research and conversations with athletes and coaches, we know what good practices are, what practice works best, and how to use them in an everyday situation.

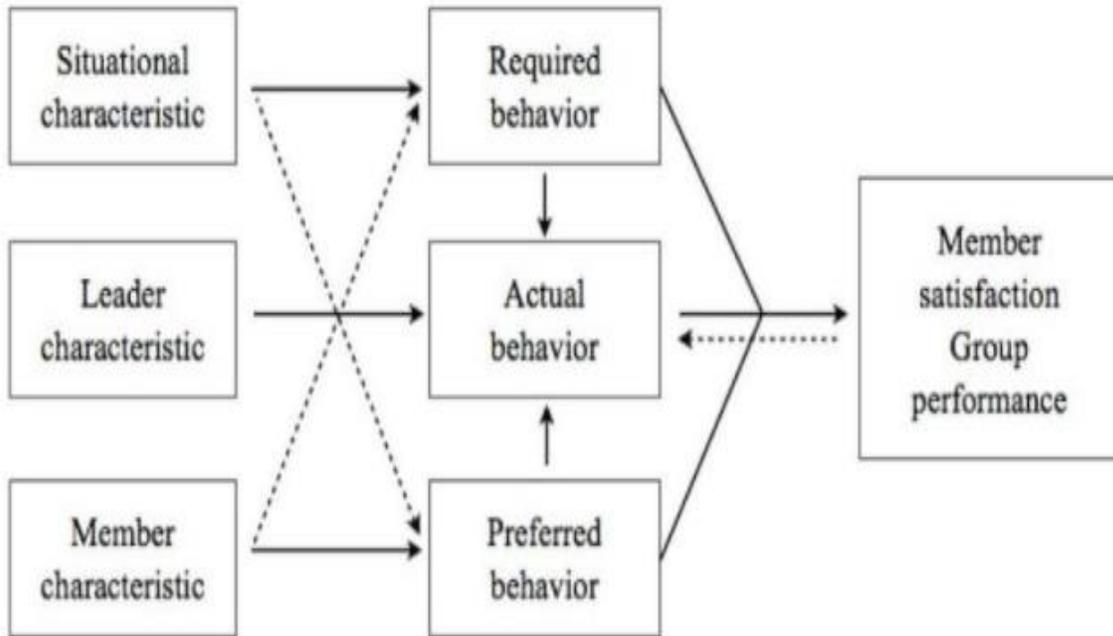Bottom line, the coach has to be able to relate to and talk to their athletes on a personal level and trust has to be evident before any big changes come along. Whether it's being a good technical coach, being a good communicator, letting your athletes have a bigger voice, or just giving some positive feedback- coaches can read this paper and know that they have the tools for success and map to follow if they get lost.

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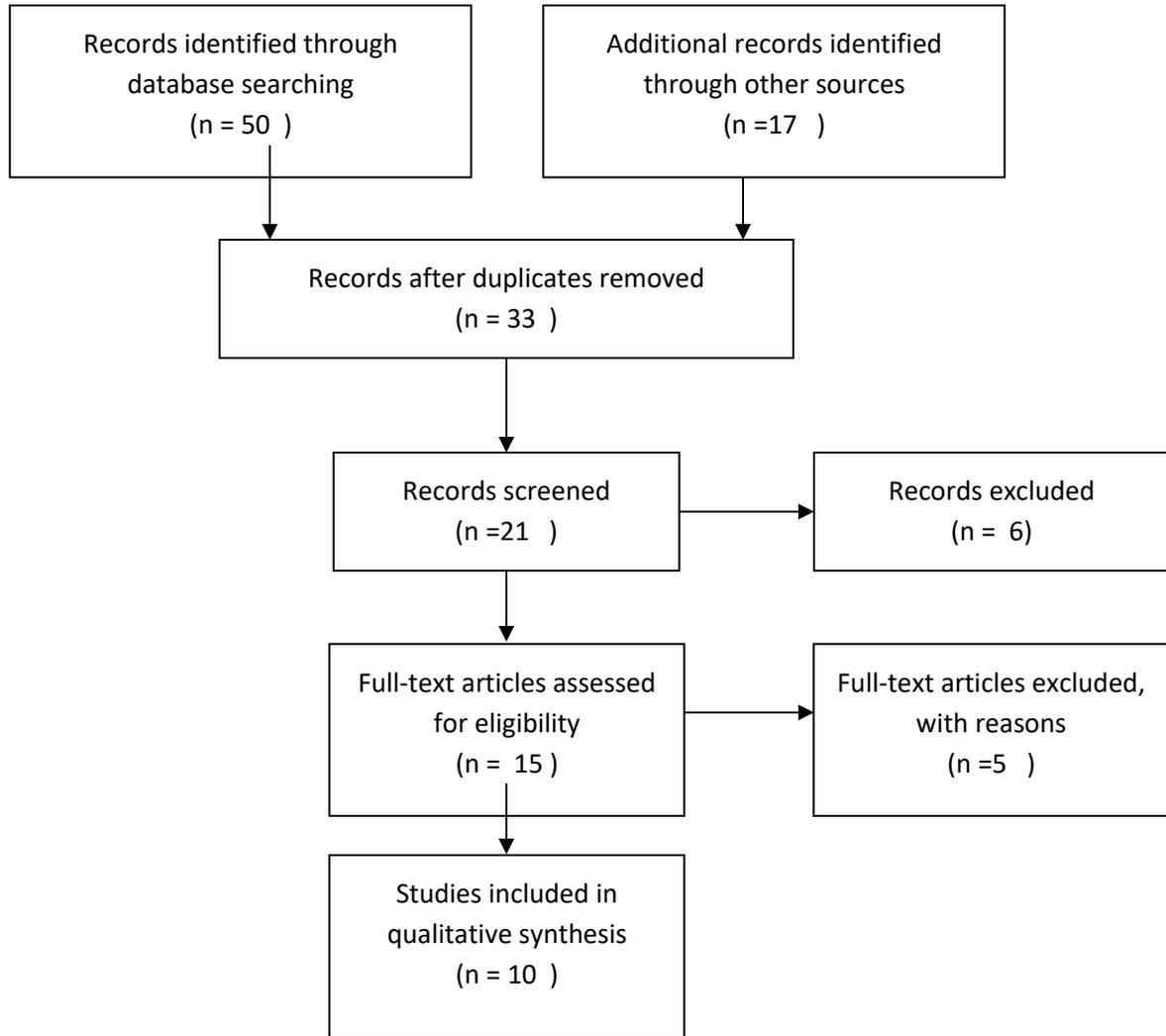Webster*, Merriam-Webster, 6 July 2020, www.merriam-webster.com/

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Multidimensional Model of Leadership

Appendix B

Records identified through database searching (n = 50)	Additional records identified through other sources (n =17)

Records after duplicates removed
(n = 33)

Records screened (n =21)	Records excluded (n = 6)

Full-text articles assessed for eligibility (n = 15)	Full-text articles excluded, with reasons (n =5)

Studies included in
qualitative synthesis
(n = 10)

50PRISMA 2009 Flow Diagram

Appendix C

Synthesis Article Grid

Adegbesan, Chidi, Jaiyeoba and Ekpo (2014)	Coaching Intervention Indices as Predictors of Effective Coaching among Nigerian Coaches	International Journal of Coaching Science	To investigate coaching intervention behavior as predictors of effective coaching.	Fifty male and thirty four female professional athletes Coaching Intervention Questionnaire Effective Coaching Scale	Regression models	Positive Feedback was the most prevalent of the interventions
Andrew (2009)	The Impact of Leadership Behavior on Satisfaction of College Tennis Players: A test of the Leadership Behavior Congruency Hypothesis of the Mutlidemensional Model of Leadership	Journal of Sport Behavior	To look into the leadership congruency hypothesis	245 college tennis athletes did a survey	Descriptive stats and regression calculations	Results showed congruency of two particular leadership behaviors: training and instruction and autocratic behavior =athlete satisfaction with the players.
Becker, Andrea J	Collegiate Basketball Players' Experiences of Being Coached During a Turnaround Season.	Sport Psychologist Mar2012, Vol. 26 Issue 1, p43 19p.	The primary purpose of this study was to examine basketball players' experiences of being coached	Participants included eight collegiate men's basketball players (ages 18-23) and one staff	Semi-structured interviews (lasting between 30-90 min)	Five major dimensions which encompassed these basketball players' experiences of being

| | | | during a turnaround season | member representing an NCAA Division I program at a large university in the United States. All participants were involved with the basketball program during back-to-back seasons in which the team experienced a losing record (14-17) followed by a coaching change, and then a winning record (22-8) and conference championship | were conducted and transcribed verbatim. Analyses of the transcripts revealed 631 meaning units that were further grouped into lower and higher order themes. | coached during this extraordinary turnaround season including their: (a) Experiences of Coach's Personality Characteristics (b) Experiences of Coach's Philosophy, System, and Style of play (c) Experiences of His Coaching Style (d) Experiences of the Practice Environment (e) Experiences of How Coach Influenced Us |
| Chelladurai Saleh | Dimensions of Leader Behavior in Sports: Development of Leadership Scale | Journal of Sport Psychology | To understand the Leadership Scale for Sport. | Questionnaires | Principal Factoring | Leadership Scale for Sport with some minor changes throughout the 5 different |

						leadership categories
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 see if leadership styles in golf affect athletes anxiety before competition and performance	Questionnaires Leadership Scale for Sport	Statistical Package for the Social Sciences	Coaches' leadership style had a direct impact on the athletes performance and also decreased anxiety.
Gregory A Halpern	Leadership characteristics in high school athletic coaches and a link with winning records: An exploratory study.	Sports medicine and Education Index	The purpose of this study was to explore leadership characteristics of high school athletic coaches with winning records in a medium-sized county in Maryland. In addition, the study explored coaching high-school-level sports to determine if there was a link to winning and if leadership characteristics and styles vary by sport	A qualitative exploratory methodology using a semi-structured interview approach was employed to address the problem under study	Analyzed interview results	Characteristics of coaches impacted others, talent was a big factor in whether a coach was successful coaches can be good and not win
Hyun-Duck	The Influence of	International Journal of	Evaluate the relationship	Literature Review	A compre	There are effects

Kim Angelit a B Cruz	coaches' leadership styles on athletes satisfaction and team cohesion: A meta-analytic approach	Sports Science and Coaching	between coaching styles, athlete satisfaction/p erceptions, and cohesion		hensive meta-analysis (CMA) was used	between a coach's leadership behavior/sty le and team cohesion along with players satisfaction. Players prefer positive feedback and democratic styles of leadership.
Gould, Collins, Lauer, & Chung	Coaching Li fe Skills through Football: A Study of Award Winn ing High School Coaches.	Journal of Applied Sport Psychology Mar2007, Vol. 19 Issue 1, p16 22p.	This study examined how outstanding high school football coaches developed life skills in their players	10 coaches ranging in age from 47 to 68 years (M = 54). Coaches averaged 31 years of coaching e xperience, and were highly successful (76.6% winn ing percenta ge).	Phone intervie ws	Hierarchical content analysis of the data revealed that two general dimensions or categories of strategies emerged: (a) general coac hing; and (b) player developmen t strategies Results highlighted that it was clear these coaches did not view the coachin g of life skills as separate

						from their general coaching strategies for performance enhancement and while highly motivated to win, personal development of their players was a top priority
Guilherme Borghi	Relationship between preferred leadership style and motivation in young soccer regional players.	Journal of Physical Education & Sport Dec 2017, Vol. 17 Issue 4, p2599 5p.	The purpose of the present study was to examine the preferred leadership profile and motivation of young soccer players.	The sample was composed of 99 young male soccer players between (12 to 15 yrs).	Sports Motivation Scale (SMS) was used	The results showed that the preference for leadership profile and coaching is given by non-autocratic coaches, who focus on training instruction and help in social support, keeping players more motivated for sports practice
Marijana Mlade	Autonomy Support: Controlled	Facta Universitati	This study was done to see the	Two experimental	Before and after experiment	Findings showed that both groups of athletes made

novic Nenad Trunic, Marko Djurovic, & Dijana Vucic	Coaching Styles and Skill Development in Water Polo	s: Series Physical Education & Sport 2015, Vol. 13 Issue 3, p341 9p.	relationship between coaching stylesand performance in water polo	groups of young male athletes practicing water polo with an age range of 5 to 12, underwent special autonomy supportive coaching	s, athletes from both groups were measured by skill and age	improvement. Training led to an improvement in performance, However, speed performance derives from controlled coaching style, while the development for water polo techniques needs an autonomy approach
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
Pitts,	Preferred l	Sport Journ	This study	758	Using	Training and

Todd D	eadership Styles of Student Athletes in a Midwest NAIA Conference.	al 12/27/2018, pN.PAG 1p	examined the leadership preferences of student-athletes competing in the National Association of Intercollegiate Athletics (NAIA) conference located in the Midwest region of the United States	Athletes representing 9 universities competing in the NAIA conference	Chelladurai's Leadership Scale for Sports (LSS) instrument, quantitative data were collected	instruction and positive feedback were the most preferred leadership dimensions. The results also confirmed findings from previous studies that autocratic behavior is the least preferred leadership dimension. In addition, the democratic behavior leadership dimension was preferred more by student-athletes participating in independent sports than student-athletes in team sports; corroborating findings in recent studies.
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 satisfaction of their athletes	Two questionnaires	Pearson Correlation	There was a positive correlation between training and instruction, democratic, and social support behavior with athlete's satisfaction in it
Surujlal and Dhurup (2012)	Athlete preference of coach's leadership style	African Journal for Physical Health Education Recreation and Dance	A team's preference of coaches' leadership style	400 student athletes

Based | SPSS methods | Preferred styles: training and instruction, positive feedback. Autocratic behavior was least desired |

				off of Leadership Scale for Sport		styles to be used
Trocado Mata Da Silva Gomes	Winning or Not Winning: The influence on Coach-Athlete Relationships and Goal Achievement.	Journal of Human Sport & Exercise 2013, Vol. 8 Issue 4, p986 10p.	Analyze the relationship between success of the team and team's perceptions of: leadership style, athletes thoughts on coaches leadership, coach-athlete relationships, and achievement	66 athletes who qualified for the final DI playoffs of a volleyball championship were grouped into winning and non-winning teams.	Analysis with repeated measures	The winning teams evaluated their coaches' vision, inspiration, technical instruction, positive feedback, and active management more positively than non-winning teams and that their satisfaction with coaches' strategies increased over time.
Paul D Turman	Coaches and cohesion: The impact of coaching techniques on team cohesion in the small group sport setting	Journal of Sport Behavior	Techniques and strategies used by coaches to create and promote cohesion with their players hasn't been looked into	Study was done in two parts to identify techniques and behaviors that motivate and demotivate	Analyzing of the interviews	Findings identify numerous techniques that deter (ie., inequity; embarrassment, and ridicule) and promote (i.e., bragging, sarcasm and teasing, motivational speeches, quality of opponent, athlete directed techniques, team prayer, and

				athletes, then determine the impact various strategies and behaviors have on cohesion in the team		dedication) team cohesion levels.