

# THE ROLE OF SPORT CAPTAINCY AFFECTING THE OVERALL PERFORMANCE OF AN ATHLETE

A dissertation submitted in fulfillment of the requirements for  
Magister Artium (Sport and Recreation Management)

In the  
DEPARTMENT OF SPORT AND LEISURE STUDIES  
At the  
UNIVERSITY OF PRETORIA

ANDREW BEERWINKEL

12278387

Supervisor: Dr. Engela van der Klashorst

NOVEMBER 2018

## DECLARATION

I, Andrew Beerwinkel, hereby declare that this research for the degree, Magister Artium (Sport and Recreation Management), at the University of Pretoria, has not previously been submitted by me for the degree, at this or any other university; that it is my own work in design and execution, and that all materials from published sources contained herein have been duly acknowledged.

.....

Date

.....

Signature

## **ACKNOWLEDGEMENTS**

I would firstly like to thank my Heavenly Father for giving me the opportunities and ability to be able to study and complete my Masters dissertation. Without Him nothing in my life would have been possible.

Secondly I would also like to thank my Masters Supervisor Engela van der Klashorst for all her efforts and help in my completion of this dissertation. Without your help I wouldn't have been able to do this. Thank you for always being ready with a helping hand when I had a question or wanted to find out something all the way from Australia. Thank you for always helping me and steering me in the right direction when I needed it.

Finally I would like to thank my parents . Thank you for what you mean to me and all that you have done for me my whole life. Thank you for always keeping me on track and helping me through this dissertation. Thank you for making sure that everything I had to do was done on time and always encouraging me to do my best. Thank you for everything that you have done for me throughout my entire life, you mean a lot to me.

# Table of contents

## CHAPTER ONE: INTRODUCTION AND CONTEXTUALIZATION

1.1 Introduction.....	11
1.2 Problem Statement.....	12
1.3 Aims and Objectives.....	12
1.4 Theoretical Background.....	13
1.5 Research Methodology.....	14
1.6 Ethical considerations.....	16

## CHAPTER TWO: A THEORETICAL OVERVIEW OF LEADERSHIP

2.1 Introduction.....	18
2.2 Theoretical conceptualisation of leadership.....	18
2.3 Historic overview of leadership.....	19
2.4 Eight Major Leadership theories.....	21
2.5 Different leadership styles.....	29
2.6 Conclusion.....	33

## CHAPTER THREE: LEADERSHIP IN SPORT

3.1 Introduction.....	35
3.2 Different manifestations of leadership in sport.....	35
3.3 Leadership Behaviors in sport.....	36
3.4 The relationship among athlete leadership Behaviors and cohesion in team sport...38	
3.5 Peer leadership.....	40
3.6 Transformational leadership in sport.....	42

## CHAPTER 4: RESEARCH METHODOLOGY

4.1 Introduction.....	47
4.2 Research design.....	47

4.3 Research population.....	48
4.3.1 Research Sample.....	48
4.4 Data Collection.....	49
4.4.1 Semi Structured interview.....	49
4.5 Data Analysis.....	50
4.6 Ethical consideration.....	51
4.6.1 Voluntary Participation.....	51
4.6.2 Informed consent.....	51
4.6.3 No harm or risks to participants.....	52
4.6.4 Privacy and confidentiality.....	52
4.7 Conclusion.....	52

## CHAPTER FIVE: RESULTS AND INTERPRETATION

5.1 Introduction.....	53
5.2 Results.....	53
5.2.1 Leading a team as a captain.....	53
5.2.2 Affinity to role of captain.....	56
5.2.3 Distinguishing the role of captain from player position.....	57
5.2.4 Decision making as captain.....	59
5.2.5 Relationship between coach and captain.....	60
5.2.6 The role of communication in leading a team.....	61
5.2.7 The role of peer leaders in a team environment.....	63
5.2.8 Impact of captaincy role on performance as player.....	63
5.3 Conclusion	

## CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction.....	56
-----------------------	----

6.2 Conclusions.....	66
6.2.1 Overall conclusion.....	66
6.2.2 Objective specific conclusion.....	67
6.2.2.1 The role of sport captaincy on provincial level.....	67
6.2.2.2 Factors impacting on the perception and experience of the role of captain by the player.....	68
6.2.2.3 Impact of added pressure related to the role of captain on a player's performance.....	69
6.3 Recommendations.....	70
6.4 Implication for further research.....	71
6.5 Final study conclusion.....	72

References

## Table of Figures

Figure 1 . Four principles of Scientific Management.....	20
Figure 2. Leadership theories.....	21
Figure 3. Trait theory.....	23
Figure 4. Participative Leadership.....	26
Figure 5 Solo Leadership.....	32
Figure 6. Multidimensional model of Leadership.....	38
Figure 7. Peer Sport Behaviour Leadership Inventory- Revised.....	41
Figure 8. Transformational Leadership.....	43

## Table of Tables

Table 1. Hershey-Blanchard situational leadership.....	25
Table 2. Transformational versus Transactional leadership .....	28
Table 3. Solo versus team leadership .....	33
Table 4. Skills and approach required to captain a team .....	53
Table 5. The role of the Captain.....	54
Table 6. Affinity to role of captain.....	56
Table 7. Added pressure associated with the role of captain.....	57
Table 8. No added pressure in the role as captain.....	58
Table 9. Guidance and input from others.....	59
Table 10. Importance of quality relationship between coach and captain .....	60
Table 11. Effects of weak relationship between coach and captain .....	61
Table 12. The need for communication to achieve success .....	61
Table 13. Impact of social cohesion .....	62
Table 14. Role of peer leaders in team environment.....	63
Table 15. Impact of captaincy on player performance.....	64



## Summary

<b>Candidate:</b>	Andrew Beerwinkel
<b>Student number:</b>	12278387
<b>Title of dissertation:</b>	The role of sport captaincy affecting the overall performance of an athlete
<b>Key words:</b>	Captain; leadership; motivation; athlete performance.

Leadership in sport is a very important aspect in sport and is an aspect that can have a big role in determining whether a team is successful or not. Different bodies within a team setting all need to work together and have to be aligned the same way in order for the leadership to have a positive effect on the team (Believe perform, 2013). At the spearhead of the leadership structure of a team is the captain of the team that leads the team into battle when competing against other opponents. The importance of a sport captain has to be recognized as a good captain can lead their team to success and victory whereas, a weak captain that has poor leadership abilities can deteriorate the team's chance of success and victory (Hsin-Yi Cohen BSc, 2016).

Sport captaincy is a much coveted position in sport teams and is also regarded as the most important position in the team. However, with the prestige of being captain come added roles and responsibilities. The additional leadership responsibility does not necessary ensure that the overall performance of an athlete will remain at a preselected level. There is a complex relationship between factors impacting on whether captaincy will improve or deteriorate performance. Some of these factors can be the fact that the captain has to divide his attention in a game situation while at the same time still having to perform well him or herself. The captain also has to manage the behavioral issues of the players in the team, on and off the field, and also has to manage the referee during game situations so that certain decisions will go the way of his/her team. These factors can help to improve the performance of a captain while others factors will lead to the captain's performance deteriorating.

In taking all of the factors into consideration it can be asked that, if all the added pressure that goes with being the captain and leader of a team and having to set the example for the rest of the team have an impact on the overall performance of the athlete. Will the added roles and responsibilities associated with being the leader of the team hamper the performance of a captain as player, or will it provide the athlete with the necessary boost to perform even better in his/her sporting code? The study posed the following question: *'How does the role of sport captaincy impact on the overall performance of an athlete?'*

The study utilised a qualitative research approach to data collection and analysis. Research participants were selected through a process of non-probability key informant sampling. Data was analysed according to themes that surfaced throughout the data collection phase.

The study found that, even though the role of captain of a sport team carries additional responsibility, players perceive the additional responsibility to be a motivating factor. The function of the captain as bridge between the coach and the players surfaced as an important role played by the respective captains. It was further emphasised that this leadership role should not be shouldered alone and that the responsibility must be shared with peer leaders in the team. Clear communication was also highlighted as important ingredient in achieving team cohesion and, as a result, to be successful as team.

## CHAPTER 1

### INTRODUCTION AND CONTEXTUALISATION

#### 1.1 INTRODUCTION AND CONTEXTUALISATION

**“A leader is one who knows the way, goes the way and shows the way”**

**-John Maxwell**

Leadership, defined as the art of leading others to deliberately create a result that wouldn't have happened otherwise (Search inside yourself, 2016) is seen as a very important aspect in sport and especially in sporting teams. Leadership in sport plays a very important role in the success or failure of sport teams and individuals. Sporting teams need to be guided by an individual or individuals in the correct way so that the correct decisions, strategies and plans are put in place in order for the team to achieve success. This individual that takes the lead are vital in professional sports. Whilst taking on the role of leader, these individuals still have to perform to the best of their abilities to assure their position in the sport team.

The job of a professional sportsman is a very challenging and demanding profession in the current sport environment. With the addition of the extra responsibility of captaincy to a professional sportsman, this can affect them in various ways (DAVID V.DAY, 2004). Leaders in sport have various extra roles and responsibilities that they have to attend to that a normal player in the team doesn't have to. Leaders have to be the first one's at practice and the last one to leave, they have to be able to handle conflict that arises in the team, to lead by their own example, have thorough knowledge of the rules of the game and through all of this a leader still has to perform to the best of their ability. The leader has to have a relationship with the Coach of the team in order that both know how the team is going to be successful and the way the team is going to get there(IHSAA Student Advisory Committee, 2004). The leader of a sport team is a very important aspect of a team and will have a big impact on the success of the team. The leader is the “glue” that keeps the team together in difficult times and pressure situations. The leader in a team is also the person that is being held responsible for when

his/her team is not performing the way they should. Society and media give the blame of a team`s poor performance to a captain of a team no matter whether the person had anything to do with it.

## **1.2 PROBLEM STATEMENT**

Sport captaincy is a much coveted position in sport teams and is also regarded as the most important position in the team. However, with the prestige of being captain come added roles and responsibilities. The additional leadership responsibility does not necessary ensure that the overall performance of an athlete will remain at a pre selected level. There is a complex relationship between factors impacting on whether captaincy will improve or deteriorate performance. Some of these factors can be the fact that the captain has to divide his attention in a game situation while at the same time still having to perform well him or herself. The captain also has to manage the behavioral issues of the players in the team, on and off the field, and also has to manage the referee during game situations so that certain decisions will go the way of his/her team. These factors can help to improve the performance of a captain while others factors will lead to the captain`s performance deteriorating.

In taking all of the factors into consideration it can be asked that, if all the added pressure that goes with being the captain and leader of a team and having to set the example for the rest of the team have an impact on the overall performance of the athlete. Will the added roles and responsibilities associated with being the leader of the team hamper the performance of a captain as player, or will it provide the athlete with the necessary boost to perform even better in his/her sporting code? The following question is posed for the study: *‘How does the role of sport captaincy impact on the overall performance of an athlete?’*

## **1.3 AIMS AND OBJECTIVES**

This study aimed to identify how sport captaincy impacts on the overall performance of an athlete. This aim was achieved through the use of the following objectives:

- To identify the characteristics used to select an individual as captain;
- To identify the responsibilities of a sport captain at provincial level;
- To explore the perception of sport captains on the effect of captaincy on sport performance;
- To identify cases where sport captaincy have impacted on the overall performance of a sportsman.

#### **1.4 THEORETICAL BACKGROUND**

This study utilised the critical theory as a framework through which to explore the impact of a sport captain on the overall performance of an athlete.

Leadership in sport is a very important aspect in sport and is an aspect that can have a big role in determining whether a team is successful or not. Different bodies within a team setting all need to work together and have to be aligned the same way in order for the leadership to have a positive effect on the team (Believe perform, 2013). At the spearhead of the leadership structure of a team is the captain of the team that leads the team into battle when competing against other opponents. The importance of a sport captain has to be recognized as a good captain can lead their team to success and victory whereas, a weak captain that has poor leadership abilities can deteriorate the team`s chance of success and victory (Hsin-Yi Cohen BSc, 2016).

The role of the sport captain requires more than just making the decision on the field, it also requires the desire to lead by example, a passionate belief in the team spirit, the ability to handle the conflicts that invariably when a team is under pressure, a thorough knowledge of the rules of the game, the ability to inspire and motivate and raise team morale, the ability to handle the burden of being captain while still playing in the team and having to still perform to the best of their ability (Hsin-Yi Cohen BSc, 2016). When taking a look at all the attributes that a successful sport captain will have to master, it can be concluded that the role of the sport captain is a very important and demanding role in the team.

In the western culture being selected as captain have a lot of expectations that the captain has to live up to in order for society to view the captain as successful. These expectations include situations like when the team is under pressure in a game that the captain has to get them on track to win the game again. The captain is perceived to be the first one at the practice field and the last person leaving the field. When the team is not succeeding, society tends to look at the captain as the cause of the team not succeeding even if the captain was not the cause of it. Societies in the western culture also tend to have cultural expectation of what a captain has to be. They believe the captain is usually the best player in the team, a captain has to be loud and outgoing and the captain has to represent the values and believes of the team in their ordinary live in society. Sport captains are looked at much more in every aspect of their lives whether it be social or personal lives and a close eye is taken on the behavior of a sports captain. A Sport captain have the added pressure of having to perform certain media obligations like press conferences and interviews after games and in the week leading up to their games and are closely followed on what they say or do not say during these press conferences. They have to be very cautious to what they say during these activities as the media can take these words and use it to their advantage or to create a “new headline” their newspaper or magazine.

All the above mentioned factors all contribute to additional pressure on a sports captain, not even taking into consideration the pressure of still having to perform in matches in order to keep their place in to team. All these factors can have a determining influence in the performance of the sports captain whether it be positive or negative (Eklund, 2007).

## **1.5. RESEARCH METHODOLOGY**

### **1.5.1. Research Design**

This study utilised an ethnographic qualitative research approach. This approach allowed the researcher to measure the effect that sport captaincy has on the overall performance of an athlete in a way that uses non-numerical analysis to provide meaning and where objectives are description, understanding and meaning (Gratton & Jones, 2015). This qualitative research

approach made use of interviews as a way to collect data. The reason for using this form of data collection is that this study asked questions such as “why” and “how” rather than “when” and “how many” and will involve certain concepts that will difficult to measure (Gratton & Jones, 2015).

## **1.5.2. Research Population**

### *1.5.2.1 Research Sample*

This study utilised the non-probability purposive key informant sampling technique. This allowed the researcher to choose participants based on that they possess certain characteristics, traits and knowledge that would be beneficial to the study (Jones, 2015). These characteristics included that participants had to have captained a team at university, provincial or national level and different formats of sport. Participants will also have had to captained teams for a minimum of one season at least whether it be a winning or losing season for the team.

### *1.5.2.2. Sampling Method*

This study utilised the key informant sampling technique. This technique involved the researcher choosing the individuals to collect data from based of their specific knowledge that they possess. The researcher chose individuals in this study based on their knowledge of sport captaincy.

## **1.5.3 Data collection**

This study utilised semi-structured interviews as a form of data collection. This form of data collection is a qualitative method that combines a standard set of questions, or schedule with the opportunity for the researcher (Interviewer) to explore particular themes or responses

further. This allowed the researcher to adopt a flexible approach to data collection as the researcher can alter the questions and the sequence of it to be able to probe for more information and meaning (Jones, 2015).

## **1.6 ETHICAL CONSIDERATIONS**

### **1.6.1. Voluntary Participation**

The participants in study participated in this study voluntary and will not be forced in any way to take part. Participants was allowed to withdraw at any time if they felt like it. Each participant was informed of the nature of the research study and had to agree to participate in the study. For this reason each participant received a participant information sheet that gave them a summary of the research study, clearly outlining the aims and the goals of the study (Jones, 2015). This ensured that the participants knew what they are participating in and that they could make a well informed decision of participating or not.

### **1.6.2. Informed consent**

The participants in this study were informed of the nature and purpose of the study, and the use of the data supplied before data is collected from them (Jones, 2015) through the use of participation consent form that each participant had to sign. Participants also had the option to terminate the participation in this study at any time.

### **1.6.3. No harm or risks to participants**

This study prevented any harm (physical, psychological, social, legal or economic) or risks to the participants who participated in this study.



#### **1.6.4. Privacy and confidentiality**

##### *1.6.4.1 Confidentiality*

All participants were informed that only the researcher will have access to the data and that the participants privacy will be kept at all time. The names of the participants were also kept private as the study assigned numbers to the participants to protect their privacy.

##### *1.6.4.2. Storage of data*

Data will be stored in electronic format at the Department of Sport and Leisure Studies, University of Pretoria. Data will be stored for a minimum of 15 years after which it will be destroyed by the researcher.

#### **1.7 CHAPTER CONCLUSION**

Chapter One provided an overview of the area under study. The research question and objectives that was studied are presented and the methodology with which the question was answered presented. Chapter Two will provide an overview of the theoretical framework of leadership.

## **CHAPTER 2**

### **A THEORETICAL OVERVIEW OF LEADERSHIP**

#### **2.1 Introduction**

*“if your actions inspire others to dream more, learn more, do more and become more, you are a leader” – John Quincy Adams”*

Chapter One provided an overview of the study area and the methodology used to answer the research question. Chapter Two will present research around leadership and how it is theoretically conceptualised.

#### **2.2 THEORETICAL CONCEPTUALISATION OF LEADERSHIP**

Leadership is a widely known term that has been used throughout the decades and has formed a very important part of life known to man. This brings up the question of “what is the meaning of leadership and what does it actually mean?” Leadership can be defined as the skill of motivating, guiding, and empowering a team towards a socially responsible vision (Michel, 2011). This definition sums up in general the meaning of leadership and what the role of a leader is. This definition also adds certain qualities to leadership and qualities that are expected from a leader in leading others around his towards the goal and vision agreed upon.

Leadership in general requires characteristics like empowering and motivating others, integrity, morale, a mutually agreed upon goal, honesty and commitment. These characteristics form the basis of how leadership should be done and how a leader should perform their leadership duties. Leadership must empower and motivate others around them to work extra hard and put in the extra mile in order to get the best result possible. Leaders must have integrity and keep the people around them honourable and adhering to the ethical principles and considerations. Effective leadership also usually dictates the morale of the people around the leader and is a very important aspect in reaching the goal that needs to be achieved. Leadership

requires commitment from the leader and the people around them in order not to give up until the end result is achieved. Leadership also requires honesty in the way things are done in order to achieve success and get the result in the end of the day. These characteristics defines and leader and also defines what leadership is about in order for a leader to achieve success in their roles of leaders.

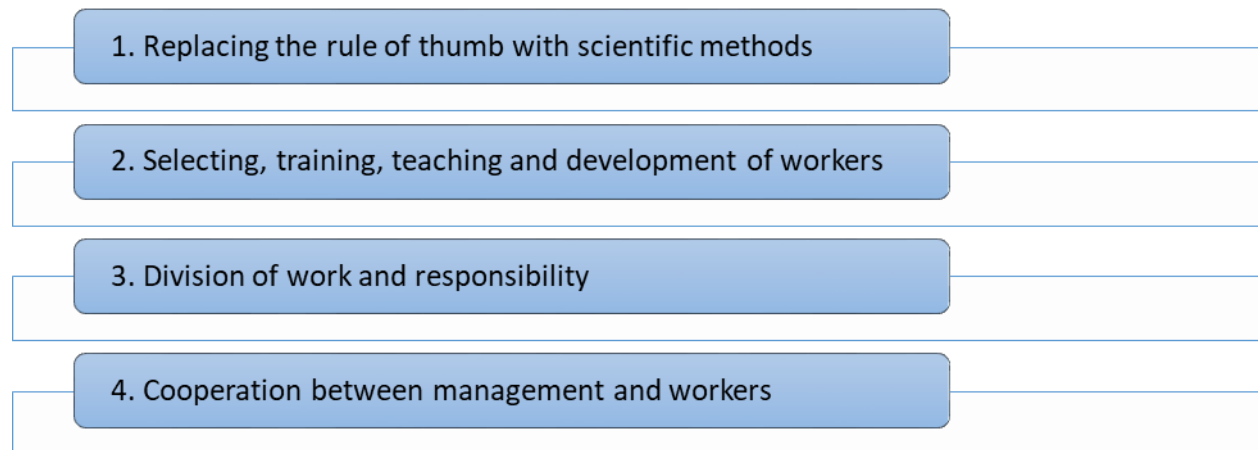
### **2.3 HISTORIC OVERVIEW OF THE STUDY OF LEADERSHIP**

Leadership and leaders have been present since the beginning of civilization and can be seen in Egyptian rulers, Greek heroes and biblical patriarchs as the one thing they all had in common was basic common leadership. Leadership and the way leadership is done has changed from the beginning of civilization to the way it's done in the 21<sup>st</sup> century. In early leadership organizations leaders who believed employees were lazy transitioned into way to make work environments more conducive to increased productivity rates (A. Gregory Stone, 2005). Organisations today are more focused on empowering, supporting and guiding employees in an environment that allows personal growth in order to increase the productivity rate of the organization. In these changes it can be seen that the main focus of leadership and leaders has changed throughout time.

A major contributor to the development of leadership throughout time was Frederick Winslow Taylor with his proposal of scientific management. Scientific management was not a leadership theory, but it indeed changed the way leaders interacted with employees and the way they handled the production process of a product. Through his own work and experiences Taylor recognized that employers/leaders could get the most out of their workers if they broke labour projects into various parts and then training the employees to specialize in these various parts (Northouse, 2016). Taylor then also timed each part of the production process in order to ensure that the rate of productivity can increase. Taylor believed that that leaders were born and not made and his proposal of scientific management change the way employees are treated and the way employers/ leaders treat their employees. Leader now realized that the

productivity of their organization is in the hands of the employees and the way they treat and empower employees could have a big influence in the success of the organization.

**Figure 1. Four principles of Scientific Management**



Throughout the 20<sup>th</sup> century a lot of research studies were done to develop and expand leadership and this led to certain leadership theories that were identified. These theories explained all the different kind of leadership attributes and how leadership is done. The eight major leadership theories that were identified are the “Great Man” theory, trait theory, Contingency theory, Situational theory, Behavioural theory, participative theory, Management theory and Relationship theory. All these theories will be done in detail later in the chapter. Another important happening took place during the 20<sup>th</sup> century when Kurt Lewin proposed certain leadership styles that could be found in organizations. These leadership styles described how leaders act when leading and how they lead people around them. These leadership styles are Autocratic leadership, Democratic leadership and Laissez Faire leadership. These leadership styles will be explained in detail later in the chapter.

These happenings that took place in history played an important role in the way leadership developed into the way it is seen in the world today. These happenings indeed improved leadership and the way leaders act for the better.

## 2.4 EIGHT MAJOR LEADERSHIP THEORIES

Eight major leadership theories have been identified that helped to develop and expand leadership and as above mentioned these theories are the “Great Man” theories, trait theories, Contingency theories, Situational theories, Behavioural theories, participative theories, management theories and relationship theories. These eight theories explain how and why certain people become great leaders and the different types of leaders they are (See Figure 2).

Figure 2. Leadership theories



Wordpress.com, 2012

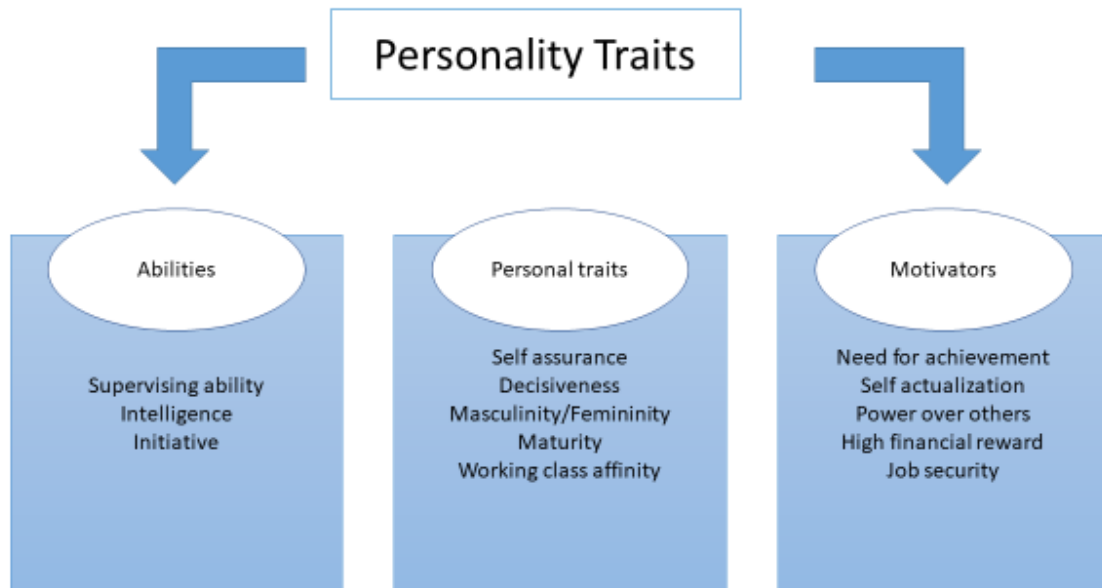
The first group of these eight major theories is the “Great Man” theories and these theories were developed in the 19<sup>th</sup> century and is linked to the historian Thomas Carlyle who stated that “the history of the world is but the biography of great men” (MSG, 2017). According to Carlyle the leader is the one who is gifted with unique qualities that captures the imagination of masses. The “Great Man” theories state that some people are born with the necessary attributes that set them apart from others and these attributes are responsible for them securing positions of leadership and power. The “Great Man” theories also state that all these leaders that are born with these qualities and traits share these qualities and trait no matter

where in the world they are. This theory was named the “Great Man” theories because in the earlier days these qualities were mostly associated with men , but these theory is now also associated with women. Ten traits were identified by Stogdill that is associated with effective leaders and the “Great Man” theory and these traits are the following:

1. Drive for responsibility and task completion.
2. Vigor and persistence in pursuit of goals.
3. Venture sameness and originality in problem-solving.
4. Drive to exercise initiative in social situations.
5. Self-confidence and sense of personal identity.
6. Willingness to accept consequences of decision and action.
7. Readiness to absorb interpersonal stress.
8. Willingness to tolerate frustration and delay.
9. Ability to influence other person`s behaviour.
10. Capacity to structure social interaction system to the purpose at hand.

The second major group of leadership theories are the Trait theories and these theories is are quite similar to the “Great Man” theories in that the trait theories assumes that people inherit certain qualities and traits that allow them to be better leaders that others. Trait theory is, however, more systematic in its analysis of leaders. Trait theories often identify certain personalities of behavioural characteristics that that are found in certain leaders (Cherry, 2016). These traits include traits like courage, honesty, integrity, cognitive ability and self-confidence that will help people to become better leaders (see Figure 3). The trait theories believe that these traits are the difference between the successful leaders and the unsuccessful leader.

**Figure 3. Trait Theory**



The third group of leadership theories is the contingency theories that focused on the environment and the particular variables that the environment has and that will determine which type of leadership is best suited to the environment. The contingency theories state that there is no leadership style that is best for all different environments (Cherry, 2016). According to the contingency theories success depends on variables that include the aspects of the situation, quality of the followers and the leadership style. One of the contingency theories is named Fiedler's contingency theory and this states that successful leadership does not only depend on the type of leadership but also on the control over the situation. Fiedler's contingency theory requires clear goals and procedures, good leader-member relationships and the ability of the leader to mete out rewards and punishments. When these factors aren't put into the right context or used in the correct order then this will result in leadership failure. (Leadership-central.com, 2017). There are three more contingency theories that are named the Strategic contingency theory, Hershey & Blanchard situational theory and Vroom and Yetton's participation contingency theory.

The fourth group of leadership theories are the situational leadership theories and is often referred to as the Hershey-Blanchard situational leadership theory as it is named after it's

developers Dr. Paul Hershey and Ken Blanchard. According to the situational leadership theories the most effective leaders are those who are able to adapt the best to the situation at hand and the variable at hand like the type of task, the maturity of the group of people and other factors that will contribute to getting the job done (The Hersey-Blanchard Situational Leadership® Theory, 2017). Hershey and Blanchard suggested that there are four primary leadership styles and maturity levels that go along with them these styles and maturity levels are the following:

1. **Telling/Directing:** The leader tells the people to what to do and how they must do it.
2. **Selling/Coaching:** in this style the leader sells their ideas and concepts in order for the people to buy into it and follow them.
3. **Participating/Consulting:** In this style the leader is less involved and allows people to get more involved and use their own ideas and concept.
4. **Delegating:** In this style the leader sits back and allows people to make the choices and the people also take responsibility for what happens

The four different maturity levels are:

1. **M1:** People at this level lack self-confidence in their own abilities and need to be pushed and encouraged to do the task at hand.
2. **M2:** People at this level have a bit more confidence to try and do the task at hand, but lack the ability and skill to do it.
3. **M3:** People are willing and able to help to do the task at hand and have more skills than the M2 group, but they still lack some confidence in their abilities.
4. **M4:** People at this level are very confident in their abilities and skills and are able to the task on their own.

The Hershey-Blanchard situational leadership theory fitted each maturity level to the different leadership styles in order to know when which leadership style will be used effectively.



**Table 1. Hershey-Blanchard situational leadership**

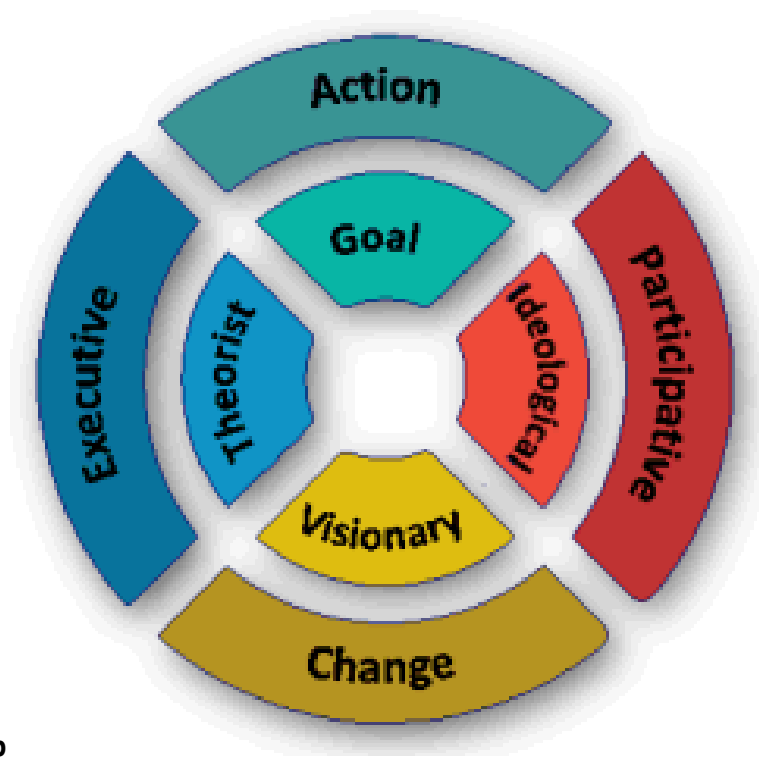
Leadership style	Maturity level
S1:Telling/ Directing	M1
S2:Selling/ Coaching	M2
S3:Participating/Consulting	M3
S4:Delegating	M4

*(The Hersey-Blanchard Situational Leadership® Theory, 2017)*

The fifth group of leadership theories is named the Behavioural leadership theories and this theory states that a leader's behaviour is the best indicator of their leadership abilities and thus the best way to determine whether a leader will be successful or not. In the 1940s a study was done on behavioural leadership theories at the Ohio State University to identify which were the most common behavioural characteristics of leaders (leadership central, 2017). This study identified two different groups of behaviour amongst leaders and these groups were Task orientated leaders and People orientated leaders. Task orientated leaders are concerned with the task/job at hand and focuses mainly on finishing the task/job in the best way possible. Behaviours that are common to Task orientated leaders are behaviour like organizing, clarifying and initiating. People orientated leaders are also focused on the task/job at hand, but focus more on ensuring that the people working with them are happy and satisfied while doing these tasks/jobs. People orientated leaders will focus more on motivating and encouraging people and will show behaviours like observing, listening and coaching and mentoring. These two leadership types are the main leadership types in the behavioural theories and are what the theories are based on.

The sixth group of leadership theories are known as the participative leadership theories and in these theories the leader invites followers and members to take part in the organizational decision making process. In these theories the leader facilitates the conversation and openly shares information that will be needed for decision making. The leader then invites followers and members to come up with ideas and plans to help the decision making process take place.

The leader then takes all these ideas and plans and comes up with the best possible solution for the problem at hand and then communicates it back to the group of people (PSYCHOLOGIA, 2017). Participative leadership theories are also known as democratic leadership and this leadership theory boasts advantages like giving more people chance to discover their “inner leader” by giving them chance to participate in the decision making process. These leadership theories also widen the range of possible answers and ways to solve a problem as different ideas and input is received from the different people in the group. This leadership style is widely used around the world in the 20<sup>th</sup> century as this gives everyone a chance to get involved in the decision making process and not only the leader.



**Figure 4. Participative Leadership**

The seventh group of leadership theories are known as the management theories and focuses on the role or organization, supervision and group performance. This leadership theory was first described in 1947 by Max Weber and then later followed by Bernard Bass in 1981 (MANAGEMENT STUDY GUIDE, 2017). The management theories are also known as transactional leadership theories and in this theory the leader encourages and motivates the followers through a system of rewards or punishment. If the followers do what is desired then a

reward will follow, but if they do not complete what is desired then a punishment will follow. The leader and the followers have a certain way of exchanging information and these exchanges have four different dimensions. These dimensions are the following:

- 1. Contingent Rewards:** Transactional leader give followers rewards for achieving certain goals. These goals that are set out for the followers are SMART (specific, measurable, attainable, realistic and timely) in order for the followers to stand a chance to complete the goals and get rewarded.
- 2. Active management by exception:** Transactional leaders look closely at the work of the followers in order to ensure that their standards are met and can even take corrective action to help followers prevent mistakes.
- 3. Passive management by exception:** Transactional leaders will only get involved when followers do not have the correct standard of work and do not perform as is expected of them.
- 4. Laissez-faire:** The leader gives followers a lot of opportunities to make their own decisions and the leader does not take responsibility for the decision making of the group of followers. This will sometimes result in a lack of direction in the group of followers.

Transactional leadership is seen as a way of developing and helping more followers to become leaders and not just be a follower that does everything that is expected of him by their leader.

The eighth and final major group of leadership theories are named the relationship theories and are also known as transformational leadership. Transformational leadership focuses on how the leader interacts with their followers and the relationship between them. The leader will know the strengths and the weaknesses of the group and will help the followers by motivating and guiding them to specific tasks. Transformational leadership is a very commonly used leadership style in the 20<sup>th</sup> century and consists of four components that underline what the leadership is about and what it stands for. These four components are (Wordpress.com, 2012):

1. **Idealised influence:** The leader influences their followers through their skills and talents in order to get the best possible results in the tasks that must be done. The influence of the leader on the followers plays a very important role in the success of transformational leadership.
2. **Inspirational motivation:** The leader inspires the followers to buy into the organizational vision through his eyes. The leader also motivates the followers through his own high standard of work and serves as the directing to which the group is going to.
3. **Intellectual stimulation:** The leader helps the followers to come up with more original and creative ideas to problem solving. The leader provides the followers a chance to express themselves in a way the best can and this helps to stimulate the followers intellectually.
4. **Individualised consideration:** The leader takes time to listen and help each of the followers to help them to grow and developed in the best way possible. The leader acts like a mentor for the followers to ensure that the followers grow and become successful.

These four components form the basis of transformational leadership and explains how the relationship between leaders and the followers are. Transformational leadership along with transactional leadership are most commonly used leadership theories used in management in the 21<sup>st</sup> century and are different in various ways. The following table explains the differences between transformational leadership and transactional leadership in short.

**Table 2. Transformational versus Transactional leadership**

Transformational leadership	Transactional leadership
Proactive leadership.	Active leadership.
Wide scope for organizational culture with implementing new ideas.	Draws a set of boundaries within the organization.
Motivates employees to achieve objectives by setting high standards and values.	Objectives are earned by rewards and punishment.

(Wordpress.com, 2012)

These eight major leadership theories shows how leadership has developed through centuries and the different attributes, skills, knowledge and abilities that is needed to implement the different leadership theories and ways of leading. Leadership has evolved from being seen as something that only men are born with and meant to do (“Great Man” theories), to leaders motivating and encouraging others to achieve certain goals and tasks and to help them to become the best leaders that possibly can be. The developments that took place helped to determine factors that made leaders the best possible leaders that they can be and to identify the best possible leadership style that they can use to do this. The next section will focus on these different leadership styles that is used by leaders in their way to becoming the best leaders that they can be. These different leadership styles are named Autocratic, Bureaucratic, Laissez-faire and Democratic leadership styles.

## **2.5 LEADERSHIP STYLES**

The four different leadership styles that are used to describe how leaders lead are: Autocratic, Bureaucratic, Laissez-faire and Democratic. These different leadership styles describe how leaders go about decision making, organizing and how they go about their relationships with their followers.

The first leadership style is named Autocratic leadership, also named Authoritarian leadership, and this type of leadership put the emphasis on the leader making all the decisions and little input from the followers (Verywell, 2017). Autocratic leaders usually make decisions based on their own ideas and knowledge and rarely accept advice from followers in the group. The leader has absolute control over the decisions that must be made and their decisions and way of doing is final. Autocratic leadership is beneficial when decisions need to be made quickly without talking to other people in the group or when decisions need to be made in a group of people where there is poor organizational skills and poor leadership ability in the group. Autocratic leadership can also been beneficial in a group environment where a lot of work must be done. The leader can then dictate to the followers what tasks they must do and this will allow the followers only to focus on their tasks and not worry about leading the rest of the group. The disadvantage of Autocratic leadership is that with the leader making all the decisions and using

only their own ideas and knowledge, and this will result in a lack of creative ideas that the input of a group will have provided. Another disadvantage is that with autocratic leadership, the morale of the group can become low when the followers are not happy with the way the leader dictates and the ideas and decision making of the leader. Autocratic leadership was a commonly used leadership style used in ancient times and could be seen in leaders like Julius Caesar and Abraham Lincoln as they made decisions on their own with their own knowledge and judgment.

The second leadership style is Bureaucratic leadership and this involves following a close set of standards and doing everything in a specific and precise way in order to ensure safety and accuracy. Bureaucratic leaders mostly rely on clearly defined positions within an organization and clearly defined rules and regulations (Spahr, 2014). Relationships in bureaucratic leadership environments are formed on hierarchies that are found in the environment. During the 20<sup>th</sup> century a German sociologist Max Weber developed six tenets that describe Bureaucratic leadership thoroughly and these tenets are the following (Spahr, 2014):

1. A strict hierarchy that is formalized by the leadership and strictly adhered to.
2. The organization is controlled by immutable rules, regulations, or laws.
3. The organization is structured along the lines of specialities. People with like talents are grouped together.
4. The organization has one of two missions:
  - “Up-focus”, meaning it focuses on the board of directors or stakeholders.
  - “in-focus”, which means the organization, serves a product-orientated goal such as increasing profits market share.
5. Bureaucratic leadership is impersonal. It is about performance, not the worker.
6. Employment is based on the most technically proficient.

These six tenets describe bureaucratic leadership fully and in detail. Bureaucratic leadership is ideally suited for big companies where set out rules and regulations are needed to get the best possible performance. Famous bureaucratic leaders include leaders like Steve Jobs, Winston Churchill, Martin Luther King Jr. and Margaret Thatcher.

The third leadership style is the Laissez-faire leadership style and this involved leaders who have a “hands-off” approach and allow followers to make the decisions. Leaders that follow the Laissez-faire leadership approach provide followers with the tools and resources needed to make decisions and then step back and allow the followers to make the decisions for themselves. Laissez leadership is a beneficial leadership style when followers are highly skilled and know what to do and can do it well. This will allow followers to use their freedom and creativity to come up with good ideas and plans to problem solving. This will be more beneficial than an autocratic leadership style as more ideas and plans to problem solving will be available. The disadvantage of the laissez-faire leadership style is that if the followers are not highly skilled and do not have the ability to come up with creative and good ideas and plans to problem solving, this will result in ineffective and weak problem solving (Skogstad, Einarsen, Torsheim, Aasland & Hetland, 2007).

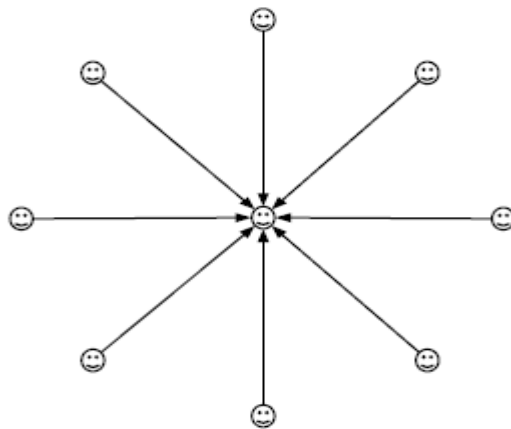
The fourth and final leadership style is named democratic leadership style and was defined by John Gastil as “Distributing responsibility among the membership, empowering group members, and aiding the group’s decision making process”, (Gill, 2014). Democratic leaders encourage followers to share ideas and knowledge and to be involved in the decision making process, but the leader still has the final say at the end of the day. This allows the followers to feel more involved and engaged in the decision making process and this will result in more creative and innovative ideas being delivered. Democratic leadership tend to lead to higher productivity rates in organizations as followers are happy and motivated to achieve more and do better for the organization (Raelin, 2012). Democratic leadership has become a very popular leadership style in recent times. Famous democratic leaders include leaders like Nelson Mandela, George Washington and Jimmy Carter.

When looking at leadership from a theoretical overview, leadership involves different theories and different styles that describe what leadership is all about and how it developed through history. The one other aspect that needs to be addressed in order to understand leadership fully is the types of leadership there is. Leadership can be divided into solo leadership and team

leadership. These two leadership types play a very important role in understanding leadership and what it is all about.

Solo leadership involves a leader lead the way he feel is correct and does not accept advice or feedback from their followers. Solo leaders will normally direct followers what they must do and how it must be done. They won't ask followers for their feedback or knowledge about the problem that must be addressed, as they value their knowledge and opinion higher than that of the followers. Solo leaders have a personal vision in mind and feel that followers need to conform to that vision in order for the group to have success. The following figure of solo leadership shows what solo leadership is all about and how this affects the leader and their followers (Kouzes, 2014).

**Figure 5. Solo leadership**



(Niclas Unnervik, 2012)

When looking at the figure it can be seen that the leader (smiling face in the middle) is in charge of everything and the followers (straight faces on the sides) aren't in charge of anything. The leader instructs the followers what they must do and the followers must do it.

The second type of leadership is named 'team leadership' and involves a leader that uses their followers and their knowledge and ideas to help them to get the best possible result. These leaders take on certain task that they are strong in and have knowledge about and ask followers to do other tasks that the followers are strong in. Team leaders inspire and motivate



followers to do better and also help them to do better. Teams leader can also be described as “people`s leader” as team leaders appreciate the people and followers around them and make allowance for their weaknesses and strengths.

When looking at these two different leadership types it can be seen that there are differences between the two types in the way the leader acts and makes decisions. Differences can also be seen in the way the leader delegate’s work and interacts with followers. The following table (

Table 3) describes the main differences between these two leadership types.

**Table 3. Solo versus team leadership**

Solo leader	Team leader
Leader plays an unlimited role and interferes with everything that is going on.	Leader takes on task that their good at and delegate other tasks that that their weak to followers as they can do a better job.
Has a personal vision of what is the “best” and want everyone to go along with their vision.	Leader appreciates that followers are different and make allowance for the weaknesses and strengths of the followers.
Leader does not appreciate criticism from followers and does not value others opinions.	Tries to attract and keep followers that have special abilities that could be helpful to the group and overall problem solving.
Leader expects followers do to what is asked of them and not to think for themselves.	Trusts followers to use their strengths to the best of their abilities and encourages them to try and overcome their weaknesses.
Leaders plan everything in advance and how it is going to be done and everyone must follow their plans and way of doing.	Encourages followers to be creative in problem solving and making themselves better.

(Niclas Unnervik, 2012)

## 2.6 CHAPTER CONCLUSION

Leadership has evolved in the last century and has been defined by different components that make it the leadership known today. Leadership has different theories that it developed from

and that explains how leadership has evolved and the way it was thought about in the past. Chapter Two has provided an in-depth overview of leadership as theoretical construct. Chapter Three will now focus on leadership in sport.

## CHAPTER 3

### LEADERSHIP IN SPORT

#### 3.1 INTRODUCTION

Chapter Two explored leadership as theoretical construct. Chapter Three will now apply leadership to the sporting arena. It will start by looking at how leadership manifests itself in the sporting arena and what leadership look like in sporting behaviour. Chapter Three concludes by exploring transformational leadership.

#### 3.2 MANIFESTATION OF LEADERSHIP IN SPORT

The sport industry consists of three different segments:

- Egalitarian sport (Participant sport)
- Elite sport
- Entertainment sport

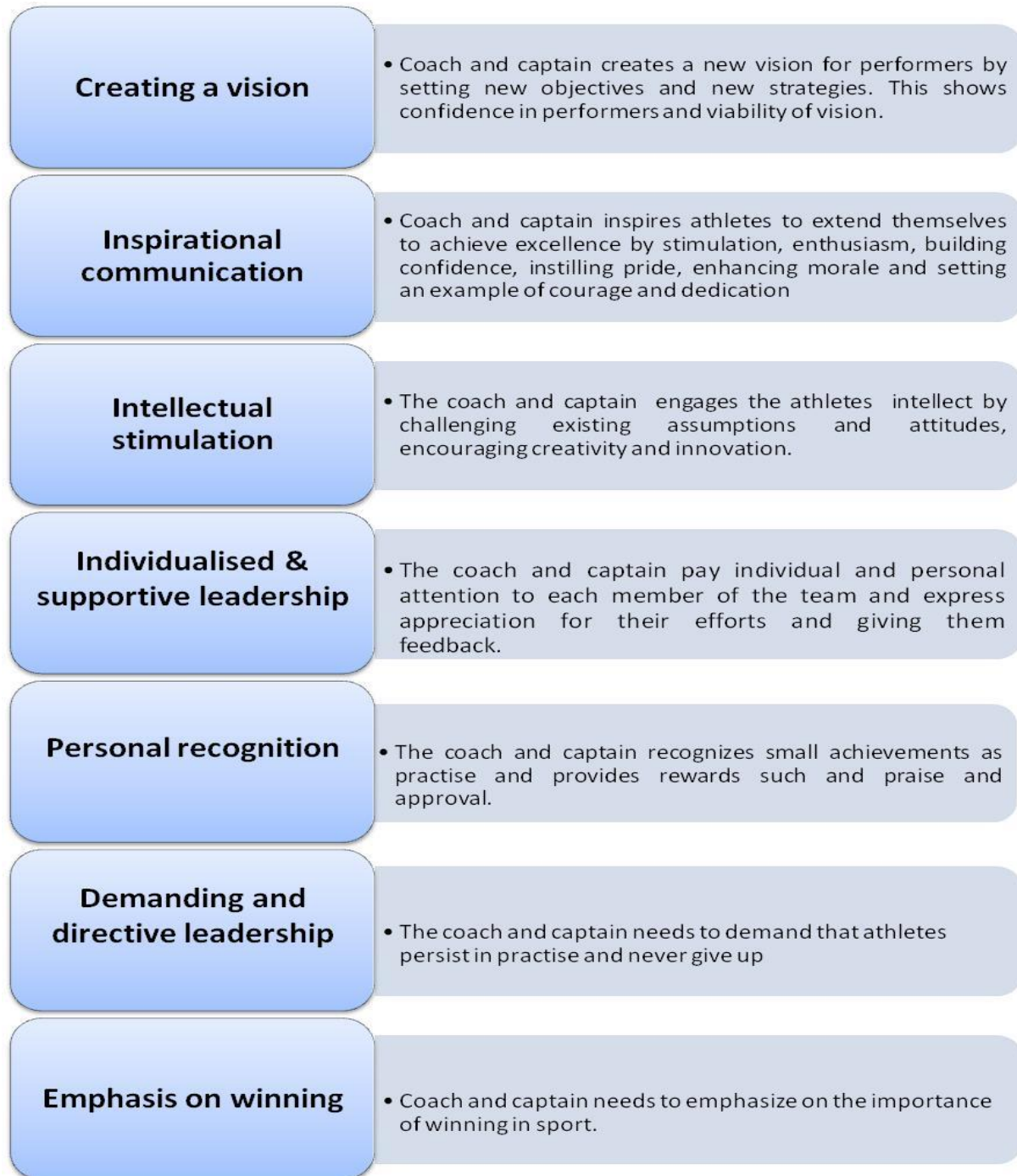
These three segments have different leadership goals and objectives that are unique to each sports segment:

Segment	Leadership goals
Egalitarian/participant sport	Pleasure
Elite sport	Pursuit of excellence
Entertainment sport	Maximising revenue

In this study the focus is on elite sport the way elite sport leaders behave and act.

### 3.3 LEADERSHIP BEHAVIOURS IN ELITE SPORT

Leadership behaviours show how leaders act and how they think in elite sport. These behaviours are captured in different models that explain leadership in sport and include the following behaviours:



The multidimensional model of leadership authored by Chelladurai (1980; 2007) asserts that there were originally five types of leadership behaviour dimensions which include the following:

1. Training and instruction: Behaviour is aimed at improving performance.
2. Democratic: allows decisions to be made collectively.
3. Autocratic: gives leaders personal authority.
4. Social support: shows concern for well being of others.
5. Rewarding: provides team members with positive reinforcement.

These leadership behaviours can be measured using the leadership scale for sport (LSS) developed by Chelladurai and Saleh (1980). Chelladurai further identified three factors that affect these leadership behaviours (Beauchamp, Bray, Eys & Carron, 2005) which included:

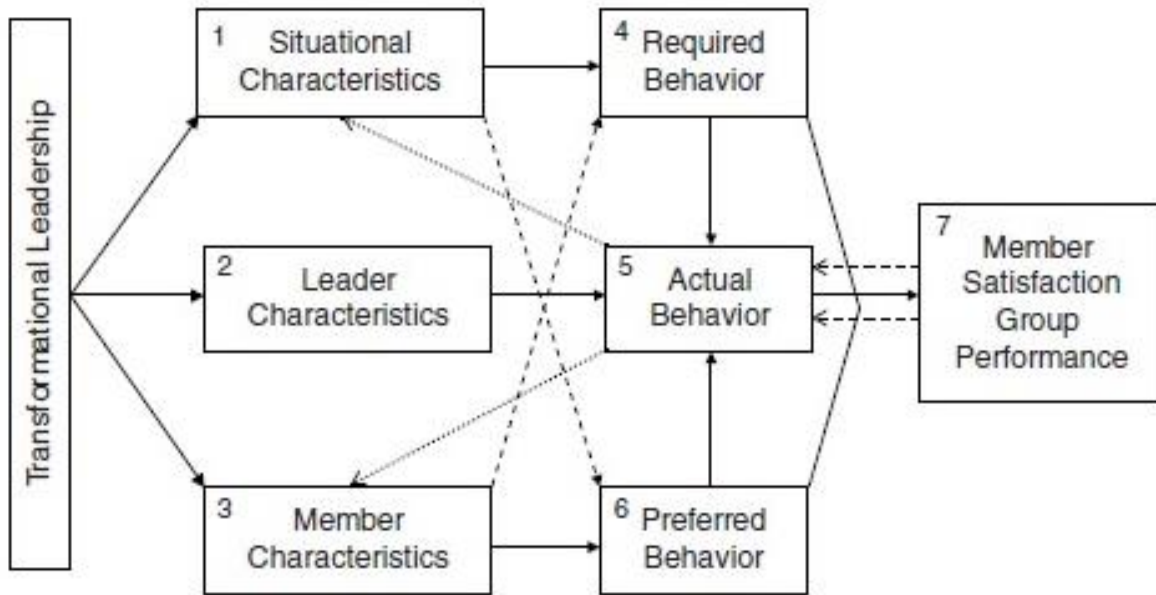
- Situational characteristics: Whether opposition is strong/weak;
- Leader characteristics: Such as experience and personality;
- Group member characteristics: Including age, gender and experience of members.

There are three types of leader behaviours that form part of the multidimensional model. These leader behaviour types include the following (Vincer & Loughhead, 2010):

1. Required behaviour: what the situation requires the leader to be.
2. Actual behaviour: what the leader actually does.
3. Preferred behaviour: what the members want the leader to be.

It is posited by Chelladurai that the above three leadership behaviours interact and that the degree of congruence among these three factors will determine the athlete's satisfaction and performance (Pilus & Saadan, 2009)(see Figure 6).

**Figure 6. Multidimensional Model of Leadership**



(Chelladurai, 2007)

This model illustrates how the performance of athletes as well as their satisfaction is attributable to the degree of congruence amongst the three aspects of leadership behaviour. For example, the greater the consistency amongst the three aspects of the captain’s behaviour, the greater the likelihood that the team will experience competitive success and satisfaction (Taylor & Wilson, 2005).

### **3.4 THE RELATIONSHIP AMONGST ATHLETE LEADERSHIP BEHAVIOURS AND COHESION IN TEAM SPORTS**

Athlete leadership, defined as “an athlete occupying a formal or informal role within a team, who influences team members to achieve a common goal” (Loughead et.al , 2006, p 144) differ from that of other leadership positions in sport such as the coach and team manager. Loughead and Hardy (2005) compared the leader behaviours exhibited by coaches and athlete leaders as perceived by athletes from a variety of interdependent team sports. The results of this comparison indicated that athletes perceived that coaches exhibit more training and

instruction, and autocratic behaviour than athlete leaders. Controversially, athletes perceived athlete leaders to exhibit greater amounts of social support, positive feedback, and democratic behaviours. The results of this comparison proved that coaches and athlete leaders fulfil different leadership roles within a sport team, but that each role played within a team have a definite impact team interaction, team culture and team cohesion.

Cohesion, “a dynamic process that is reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs” (Carron, Brawley & Widmeyer, 1998, p 213) is a crucial factor in the success of a sports team. Carron, Bray and Eyes (2002) noted that the definition of cohesion implicitly suggests that higher levels of cohesion are related to greater team performance. This definition implies that if the individuals in the team are happy with the athlete leader and coach leadership roles and responsibilities within the group, then the team as a result will also perform better. A meta-analysis examining the strength of the cohesions performance relationship found a moderate to large effect size between these two constructs in sport (Carron, Colman, Wheeler & Stevens, 2002). Carron et al (2002) also developed a conceptual model of factors that hypothesized to influence perceptions of cohesion. These factors were classified as environmental, personal, team and leadership factors:

1. **Environmental factors:** Referred to the social and physical characteristics of the team`s environment and included aspects such as the nature of the task.
2. **Personal factors:** Referred to individual factors such as individual ability, personality, motivation and interpersonal compatibility.
3. **Team factors:** Referred to group factors such as team norms, team stability, collective efficacy and group interactions.
4. **Leadership factors:** Comprised of leadership behaviours, leadership styles, coach-athlete relationships and coach-team relationships.

The majority of research done on examining cohesion and leadership has focused on the leadership behaviours of coaches. This research has operationalised leader behaviours using

the leadership scale for sports which assesses the five dimensions of leadership behaviours. These leadership dimensions are social support, training and instruction, positive feedback, democratic behaviours and lastly autocratic behaviours. The reason for research being done mostly on coaches is because the coach is responsible for making decisions of teams such as tactics, strategies and team personnel. When the teams performance is bad it usually goes hand in hand with the coach being blamed for it and sometimes even getting fired or demoted from the coaching job.

### **3.5 PEER LEADERSHIP**

Formal leadership roles are more often held by captains and informal roles by athletes that are seen as peer leaders. Peer leadership can be shown by any individual within the team and is commonly associated with team members that are highly skilled and competent in what they do, but this is not set in stone. Peer leadership plays a very important role in leadership in sport and the affect leadership has on captains as well. Peer leaders can help captains to lead teams better and help to take pressure of the captain and help with certain decision making also. In a study done Yukelson, Weinburg, Richardson, and Jackson (1983) found that college athletes identified peer leaders as better performers, and also recognised that peer leaders tend to be with a team longer. Rees and Segal also indicated that one of the roles of peer leaders is to maintain group solidarity and to be involved the integration of different team members. As it can be seen peer leaders play a very important role within a team environment and can be instrumental in the success or failure of the team (Loughead & Hardy, 2005).

Peer leaders have been prone to show different behaviours and characteristics that define them as peer leader and these behaviours can be seen as instrumental and expressive behaviours. Peer leaders that shown instrumental behaviours play an important role in the task orientation and the success of task within a team while peer leaders that show expressive behaviours are more focused on enhancing team harmony. Peer leaders can also be seen using both these behavioural characteristics as studies have proven that peer leaders who use both these behaviours lead to higher levels of cohesion within a team (Cotterill & Fransen, 2016).



Peer leaders often show signs of transformational leadership in their way of interacting with other team mates as they are focused on improving the leader-follower relationship. Peer leaders usually show the same attributes as transformational leader as they are interested in developing followers and helping them to become the best they can become. Followers are then more satisfied and happy and become more committed to the job at hand.

Glen and Horn (1993) developed a tool that can be used to measure peer leadership called the Sport Leadership Behaviour Inventory (SLBI). This measurement tool consists of 49 items that are perceived to be important for athlete leadership. The SBLI measure peer leadership behaviours amongst athletes using eight subscales: motivation, focus and commitment, problem solving, compassion, responsibility and maturity, creativity and intelligence, character, and physical and technical skills. Coaches and athletes use the SLBI to rate themselves and other peers and this can be used to determine perceived peer leaders within a team or group. The SBLI was revised in 2012 by Shipherd and Siwatu into a shorter 16 item version which still represents all eight subscales found in the SBLI by Glenn and Horn. Below is the Peer Sport Behaviour Leadership Inventory (Figure 7).

**Figure 7. Peer Sport Behaviour Leadership Inventory - Revised**

Please respond to the following questions by indicating how typical each statement is for you using the scale below. Select the number that corresponds with the answer that is most true for you.

	Never like him/her	Usually like him/her	Sometimes like him/her	Occasionally like him/her	Often like him/her	Usually like him/her	Always like him/her
1. Teammates listen when he/she gives opinions on game strategy.	1	2	3	4	5	6	7
2. He/she is creative in how he/she plays.	1	2	3	4	5	6	7
3. teammates thinks he/she is a skilled athlete.	1	2	3	4	5	6	7
4. He/she models a great work ethic that encourages teammates to practise and play hard.	1	2	3	4	5	6	7
5. He/she is physically and mentally prepared to play.	1	2	3	4	5	6	7
6. He/she is respected by teammates.	1	2	3	4	5	6	7
7. He/she doesn't let teammates settle for anything short of their best effort.	1	2	3	4	5	6	7
8. He/she follows through his/her	1	2	3	4	5	6	7

responsibilities							
9. Teammates look to Him/her to help them work through problems and disagreements.	1	2	3	4	5	6	7
10. He/she is able to change his/her style of play according to the game situation.	1	2	3	4	5	6	7
11. He/she is not easily distracted in his/her sport performance.	1	2	3	4	5	6	7
12. I think teammates find Him/her sincere in his/her encouragement.	1	2	3	4	5	6	7
13. He/she is a responsible person when it comes to preparing for sport.	1	2	3	4	5	6	7
14. He/she is a physically strong athlete	1	2	3	4	5	6	7
15. He/she tries to be supportive when teammates are having a bad performance.	1	2	3	4	5	6	7
16. He/she is thought of by teammates as honest.	1	2	3	4	5	6	7

(Shpherd and Siwatu, 2012)

Peer leaders form a vital role within a team environment and can help the coach and captain by relieving certain tasks from them and so also then relieving pressure off them. The roles of peer leaders within sport can therefore not be taking for granted and definitely has to be taken into consideration when studying leadership in sport.

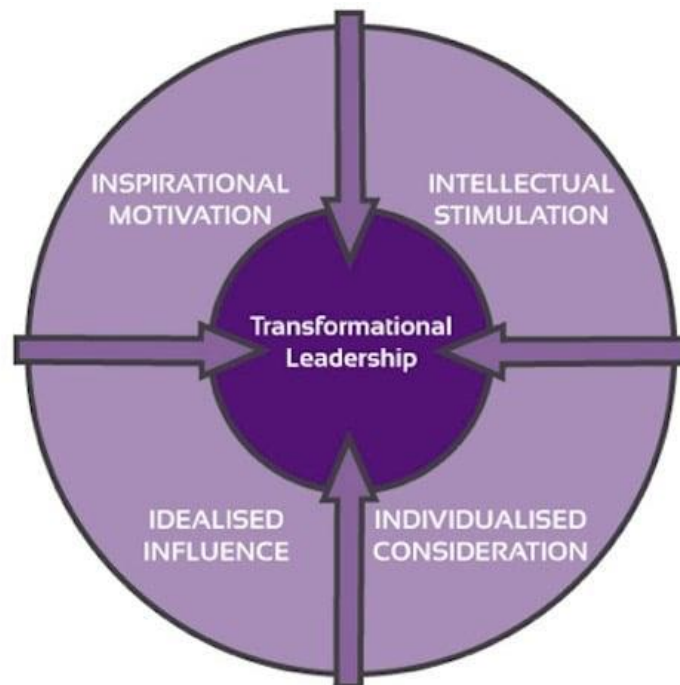
### 3.6 TRANSFORMATIONAL LEADERSHIP IN SPORT

Transformational leadership describes four different behaviours shown by leaders that have a influence on followers needs, values, awareness and performance. These four behaviours are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Beauchamp, 2007).

1. **Idealised influence:** a leader that earns the respect of their followers through setting an example of how things should be done. The leader has good moral and ethical values that rub off on their followers and serve as a guide for the followers in how they should go about doing their work and tasks at hand. The leader has the interests of their followers at heart and focuses more on doing better for the followers than themselves.

2. **Inspirational motivation:** the leaders motivate and encourage their followers to be the best that they can be and motivate them to believe in themselves and believe that they can do it no matter what the task at hand is. The leader establishes a sense of self efficacy in their followers that make them believe in their own abilities and capabilities.
3. **Intellectual stimulation:** the leader encourages their followers to be more creative and to come up with more new ideas and innovative ways of solving different problems at hand. The leader trusts and mentors followers to come up with new ideas in the best way they can. Followers also grow this way as they have to think for themselves a lot more than normally being said what to do.
4. **Individualized consideration:** The leader takes a look at the unique needs and capabilities of each follower and helps them to become better through coaching, advising and mentoring. This allows for more growth to take place in the followers as they get individual attention and guidance from the leader.

**Figure 8. Transformational Leadership**



Transformational leadership plays a very important role in the sport environment as this is what most leaders use when leading groups of people. Transformational leadership benefits athletes and the leaders in ways that other leadership styles can't and that is why it is so commonly used. To examine the effect of transformational leadership it is important to look at different individual level outcomes that determine how followers go about doing their different tasks and how they perform. These individual level outcomes are classified as follower well-being, follower self-efficacy, follower attitudes and follower performance. These individual level outcomes are very important in a sport context and also have an effect on group and social cohesion. It is important to look into these outcomes and transformational leadership in detail and to determine the importance of these outcomes in the sporting world as this will tell us a lot about the correlation of efficient leadership and the results and performances that go together with it.

Follower well-being is important because of the benefits to the individual self (physically and psychologically) and the way it contributes to the team motivation, absenteeism, turnover and health. Transformational leadership has been shown to promote both physical and psychological wellness in athletes and coaches and thus helps to promote follower well-being. Transformational leadership has been effective in encouraging occupational safety and this results in less injuries that occur (Barling et al., 2002) that will help with team and individual preparation and performance.

Follower self-efficacy is described as an individual's belief in his/her own ability to meet a goal or to handle a stressful situation effectively and is also associated with physical well-being. Individuals that have low self-efficacy are more prone to anxiety and depressive symptoms while people with high self-efficacy are more likely to show proactive behaviour and performances (Boerner, Eisenbeiss & Griesser, 2007). Transformational leadership is effective and beneficial in that it gives the follower higher levels of self-efficacy and transformational leaders help their followers to believe in themselves more and in their abilities. Transformational leaders empower followers to believe in themselves and this has a definite effect of individual performance as well as the performance of the group overall.

Follower attitude can be described as the way an individual goes about performing tasks, be it negatively or positively, and this has an effect on how tasks get handled. Two different attitudes that are commonly studied in the leader-follower relationship are satisfaction and commitment. These two attitudes are very important as they have an impact on how followers perform and how their relationships with their leader will be. When followers are committed and satisfied it will positively affect their morale and so to their performance of tasks. Transformational leadership has been proven to influence the commitment and satisfaction of followers positively as the leader gives followers unique attention and help them to become the best that they can be. This will lead to the follower being more committed and satisfied as they feel that their opinion also matters and that they are capable of sorting out problems on their own. Follower performance forms a big part of the success of the leader-follower relationship and can be divided in two different types of follower performance. These two follower performance types are task performance and contextual performance. Task performance refer to fulfilling the requirements of the job description while contextual performance refer to behaviours that are not in the formal job description but help the functioning of the organization (Beauchamp, 2007). Transformational leadership has been shown to improve both task performance and contextual performance as the followers are happy and more willing to go the extra mile for the leader. Followers feel as if they need to do the extra effort because the leader also gives that same extra effort when helping them. Transformational leadership also helps to promote group cohesion as followers within the group are willing to do more for each other and the team. This improved cohesion will also lead to the team performance and individual performance also being improved.

Transformational leadership therefore clearly plays an important role in leadership in sport and is also has a positive influence in the leader-follower relationship. Transformational leadership gives the followers more transformational leadership opportunity to grow and become better in what they do. Followers also feel that they are appreciated and this results in them showing more commitment to what they do and being more satisfied. Transformational leadership also helps to improve follower attitudes, self efficacy, well being and performance and these are very important factors in the success in sport in general. This leads to success in sport being

more prominent as performances improve more whether it being in team or individual sport codes. Transformational leadership thus forms an essential part of success in sport and can be used to improve performances in sport through using the transformational way of leading.

### **3.6 CHAPTER CONCLUSION**

Chapter Three presented an overview of leadership in sport. The importance of the role played by the captain in a sports team to promote team cohesion and achieve success was highlighted. Chapter Four will now provide the methodology used to address the research question posed in Chapter One.

## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

#### **4.1 INTRODUCTION**

Chapter Four will describe the research methodology that was utilised to answer the research question. Research methodology can be described as “the process used to collect information and data for the purpose of making business decisions.” The methodology may include publication research, interviews, surveys and could both present and historical information” (Business Dictionary, 2018). In a other definition that is more specific to this study, Gratton and Jones (2015) describes the term as “The overall research strategy that outlines how you go about answering your research question, justifying decisions about things such as what to study, who to study, what types of data to collect, what to do with that data, ethical concerns and so on.”

This study aimed to identify how sport captaincy impacts on the overall performance of an athlete. This aim will be achieved through the use of the following objectives:

- To identify the characteristics used to select an individual as captain;
- To identify the responsibilities of a sport captain at provincial level;
- To explore the perception of sport captains on the effect of captaincy on sport performance;
- To identify cases where sport captaincy have impacted on the overall performance of a sportsman.

#### **4.2 RESEARCH DESIGN**

This study utilised an ethnographic qualitative research approach. This approach allowed the researcher to measure the effect that sport captaincy has on the overall performance of an athlete in a way that uses non-numerical analysis to provide meaning and where objectives are

description, understanding and meaning (Jones, 2015). The term ethnography can generally be characterized by the focus mostly on a certain group and the relationship between these group and between their social context that they are in. The purpose of ethnographic studies is to collect data over a period of time while being immersed in the day to day activities of the participant of the study. Qualitative research refers to capturing meanings or qualities such as feelings, experiences and thoughts and is often collected over a long period of time. This study utilised interviewing as qualitative research data collection tool as a way to collect data. The reason for using this form of data collection is that this study asked questions such as “why” and “how” rather than “when” and “how many” and will involve certain concepts that will difficult to measure (Gratton & Jones, 2011).

## **4.3 RESEARCH POPULATION**

### **4.3.1 Research Sample**

This study utilised the non-probability purposive key informant sampling technique. This allowed the researcher to choose participants based on their possession of certain characteristics, traits and knowledge that would be beneficial to the study (Jones, 2015). For this study these characteristics included that participants will have to have captained a team at university, provincial or national level and different formats of sport. Participants will also have to have had captained teams for a minimum of one season at least whether it be a winning or losing season for the team. These required characteristics ensured that the information will be of value and more meaningful. This study will include participants from the Blue Bulls Rugby Company that have captained the company at a certain point and ranges from ages 18-35. Participants are also involved in different competitions that the company takes part in whether it be an age group rugby or professional international competitions. Participants will need to have captained a team in one or more of the following competitions:

- Vodacom Super Rugby
- Currie Cup Rugby



- Super Sport Rugby Challenge
- Under 21 Currie Cup
- Under 19 Currie Cup
- Varsity Cup

These competitions are seen as the main rugby competitions in South Africa and that is why it will be relevant that participants should have competed in one or more of these competitions in order to be part of the study.

#### **4.4 DATA COLLECTION**

##### **4.4.1 Semi Structured interviews**

This study utilised semi-structured interviews as a form of data collection. This form of data collection is a qualitative method that combines a standard set of questions, or schedule with the opportunity for the researcher to explore particular themes or responses further. This allowed the researcher to adopt a flexible approach to data collection as the researcher can alter the questions and the sequence of it to be able to probe for more information and meaning (Jones, 2015). Participants were all contacted by the researcher in person and appointments were made with them. Each participant got given a letter containing the purpose of the study and a permission letter to fill in that says they participate in the study in a completely voluntary basis. The themes that were pursued in the semi structured interviews are the following:

- Leading a team as a captain.
- Affinity to role of captain.
- Distinguishing the role of captain from player position.
- Decision making as captain.
- Relationship between coach and captain.
- The role of communication in leading a team.

- The role of peer leaders in a team environment.
- Life after rugby.
- Impact of captaincy on Player Performance.

These topics will provide the best possible information that would be needed in order to answer the researcher's question.

#### **4.5 DATA ANALYSIS**

Data analysis will be done through a manual coding process where the researcher will organize raw data in conceptual categories. Miles and Huberman (1994) defined coding as *"Codes are tags or labels for assigning units of measuring to the descriptive or inferential information compiled during a study"*. Coding is seen as the first step to logically structuring the data collected into themes that fit together. The different codes that were identified in the study included:

- Skills and approaches required to captain a team.
- The role of a captain.
- Personal drawbacks as a captain.
- Affinity to role of captain.
- Added pressure associated with the role of captain.
- No added pressure in the role as captain.
- Guidance and input from other.
- Individual decision making.
- Importance of good captain and coach relationship.
- Effects of bad captain and coach relationship.
- Why effective communication is needed for success.
- Impacts of social cohesion.
- Mutual respect.
- Role of peer leaders in a team.

- Benefits of being sport captain after rugby.
- Impact of captaincy on player performance.

Once coding was done the different codes were all grouped together in different themes which are essentially seen as a conceptual label for the codes. The themes that were used in the coding process were described in the semi structured interviews.

#### **4.6 ETHICAL CONSIDERATIONS**

Ethical clearance for this study was gained through the University of Pretoria's ethical committee. The ethical aspects included in the study are voluntary participation, informed consent, no harm or risks to participants, privacy and confidentiality.

##### **4.6.1. Voluntary Participation**

The participants in study will participate in this study voluntary and will not be forced in any way to take part. Participants may withdraw at any time if they feel like it. Each participant will be informed of the nature of the research study and will have to agree to participate in the study. For this reason each participant will receive a participant information sheet will give them a summary of the research study, clearly outlining the aims and the goals of the study (Jones, 2015). This will ensure that the participants know what they are participating in and make a well informed decision of participating or not.

##### **4.6.2. Informed consent**

The participants in this study were informed of the nature and purpose of the study, and the use of the data supplied before data is collected from them (Jones, 2015) through the use of participation consent form that each participant has to sign and give written consent.

Participants had the option to terminate the participation in this study at any time if they are feeling so.

#### **4.6.3. No harm or risks to participants**

This study prevented any harm (physical, psychological, social, legal or economic) or risks to the participants who participate in this study. The researcher made sure that participants understand that there were no possible risks involved in this study.

#### **4.6.4. Privacy and confidentiality**

- **Confidentiality**

All participants will be informed that only the researcher will have access to the data and that the participants privacy will be kept at all time. The names of the participants will also be kept private as the study will assign numbers to the participants to protect their privacy.

- **Storage of data**

Data will be stored in electronic format at the Department of Sport and Leisure Studies, University of Pretoria. Data will be stored for a minimum of 15 years after which it will be destroyed by the researcher.

#### **4.7 CHAPTER CONCLUSION**

Chapter Four presented the research methodology that was utilised to address the research question as posed in Chapter One. Chapter Five will now present the data collected followed by the thematic analysis.

## CHAPTER 5

### RESULTS AND INTERPRETATION

#### 5.1 INTRODUCTION

Chapter Four provided an in-depth overview of the research question, research problem and research methodology used in the study. Chapter Five will present the data as collected during the semi-structured interviews.

#### 5.2 RESULTS

Results will be presented as themes identified through a process of thematic analysis.

##### 5.2.1 Leading a team as captain

In addressing which skills and leadership approach is required to captain a sports team research participants emphasised the following skills and approaches: leading through actions; the need to communicate leadership through words; a consistent approach; the need for equality, integrity, honesty; a positive attitude and the ability to delegate. An unexpected theme that arose was the need to be inspirational.

**Table 4. Skills and approach required to captain a team**

<i>Leading through actions</i>	<i>I would rather use action than words, I don't talk a lot and won't just say something in order to say something. I want my words to mean something.</i>
<i>Using words to lead</i>	<i>"Being a scrumhalf, I'm not always that involved in the game physically, my role is more to direct play and rive the game plan. So I am a lot more vocal in terms of my leadership"</i>
<i>Consistency</i>	<i>"I also try to be as constant as possible in the way I behave myself and to do as I promise"</i>
<i>Equality</i>	<i>"I handle everyone the same way and try to get everyone on the</i>

	<i>same page."</i>
<i>Honesty</i>	<i>"How I lead or try to is having honesty..."</i>
<i>Integrity</i>	<i>"and upholding integrity ( as a individual)"</i>
<i>Inspirational</i>	<i>" inspiring others..."</i>
	<i>"I try to be the one to inspire"</i>
<i>Commitment</i>	<i>"...having commitment..."</i>
<i>Passion</i>	<i>"...and passion..."</i>
<i>Calculated decisions</i>	<i>"making calculated decisions as a leader"</i>
<i>Ownership and accountability</i>	<i>"...take ownership and accountability and set the example..."</i>
<i>Ability to delegate</i>	<i>"...and lastly to delegate..."</i>
<i>Empower</i>	<i>"...and empower to create more leaders in the group so better communication is created to make decision making easier,</i>
<i>Motivation</i>	<i>"I motivate my players by being a example on the field and off the field"</i>
<i>Encouragement</i>	<i>"a lot of encouragement"</i>
<i>Positivity</i>	<i>"...and positive talking"</i>

The role of the sports captain was described as pillars needed to lead a team; the bridge that bridges the gap between the coach and the players; the need to put players first (before yourself as captain); the need to be open to new ideas and the need to know players both on and off the field. It was further identified that the role of the sport captain must include the ability to lead by example.

**Table 5. The role of the Captain**

Pillars are needed to lead a	<i>"I personally believe in being a leader in a team sport environment, certain pillars are needed to manage the load as a</i>
------------------------------	--

team	<i>team, to create confidence, to avoid conflict and at the end with the goal in sight of being a productive team"</i>
Bridging a gap	<i>"...while bringing the gap from coach, captain, leadership groups and players..."</i>
Players and team members first	<i>"Honestly, I put the team and fellow players interests above my own ambitions. I know I will make mistakes, but the intent will always be for the good or what I perceive as good and necessary (staying true to myself). I can find peace if I know my heart is/was in the right place."</i>
	<i>"I will always place my team first"</i>
Knowing players both on and off the field	<i>"I believe that players need to understand each other on a social level as well as more "serious level". The more I know about a teammate , the more I will be like to fight and stand up for him on the field"</i>
Lead by example	<i>"I will lead by setting the example"</i>
	<i>"I lead by example, I find that the best way to get the best out of my teammates"</i>
	<i>"I prefer leading from the front. This means that I strive to be the perfect example to my teammates in terms of what the coach expects from us on and off the field"</i>
Lead as member of the team	<i>"I obviously try lead as one of them and not as if I am above them"</i>
Pull rather than push	<i>"I won't force my teammates towards a goal, but rather pull them towards the goal"</i>
Open to new ideas	<i>"I'm always open to ideas and brainstorming with the rest of the team when discussing things with the coaches that effects my fellow teammates"</i>
Responsibility to make the final decision	<i>"I prefer making the final decision though"</i>
Direction and guidance	<i>"I lean more toward direction and guidance"</i>

I've got your back	<i>I believe in creating a team environment at first where everyone plays for each other and feel "backed" by their teammates.</i>
Team support and unity	<i>"... junior players in the team must feel that senior players in the team will support and be there to help them. Unity is the number one things in the team and this will ensure that individuals will get confidence and be themselves allowing them to be the best they can be for the team"</i>
A hierarchy creates discipline	<i>"I then believe in creating hierarchy, this ensures that discipline in the team is met and everyone knows their place in the team"</i>

### 5.2.2 Affinity to role of captain

When asked whether research participants enjoyed the role of leading a team, one participant emphasised the importance of the team environment: *"Depends on which environment I am. If there are enough senior players who can be captain then I would rather focus on my own game. If it is a young and inexperienced team then yes, I would like to take charge in order to teach them and be able to create something on a blank canvas."* This did, however not detract from the participant's enjoyment of the role of sport captain. Participants highlighted several aspects of the leadership role that they find satisfying.

**Table 6. Affinity to role of captain**

Responsibility	<i>"I also enjoy the responsibility and to give my best in what I do"</i>
	<i>"I enjoy the responsibility"</i>
	<i>"I feel having that responsibility make me play better and pushes me to keep trying to improve the whole time"</i>
	<i>"it gives me responsibility towards my teammates"</i>
	<i>"I enjoy the challenge and the responsibility of it"</i>
A focus greater than the individual	<i>"That also allows me to be part of something bigger than myself"</i>
Competitiveness	<i>"the competitive nature that you need to have"</i>



People skills	<i>"but on the bigger scale I do believe I`m good with people skills and enjoy working and learning from one person to another."</i>
Motivational aspect	<i>"I like to motivate other people"</i>
If it is my job I do it	<i>"I do my job as I am told and one of my job is to lead. That doesn` t change me as a person or player. I always try to be the same on and off the field"</i>
Experience in leadership position	<i>"I`ve been put in leadership roles growing up so I`ve become used to it"</i>
Natural leadership	<i>This is because naturally I`ve got leadership traits and people have always seemed to welcome my influence and follow me.</i>
	<i>"I feel leading is something that comes naturally to me , but at times it can get a little bit tough"</i>
Growth as individual	<i>"This makes me grow as an individual as well because I always have to work harder than everyone else because I don` t want to let my team down"</i>
Development as player	<i>I feel that it has helped me develop and mature my game, both on and off the field.</i>

### 5.2.3. Distinguishing the role of captain from player position

The role of captain brings additional pressure and stress to the already stressful environment of elite sport. In exploring how this additional pressure is perceived by the study participants highlighted ways in which the role adds pressure (Table 7) as well as the ways in which the role is not perceived as adding pressure (Table 8).

**Table 7. Added pressure associated with the role of captain**

Media intensifies the pressure	<i>"Yes...especially in the time that we live in today. I think the media places puts a lot of pressure on coaches and captains.</i>
Additional responsibility	<i>"Captains must make most of the decisions in the game where a</i>

	<i>player must just focus on their roles and captains must also focus on keeping the players happy even when the situations are tough</i>
	<i>"... at the end of the day you have more responsibility than other players"</i>
Accountability for decisions	<i>"Yes, pressure is higher when being captain than compared to being a normal player because the captain takes important decisions and will also be held responsible for his decisions"</i>
	<i>"You are responsible for the decision making during a game which can win or lose a game. You are responsible for making sure everyone understands their individual roles in the team"</i>
	<i>"You want the team to do well... make good decisions as a captain you have a lot on your mind during the game"</i>
You have to inspire confidence	<i>"In a certain level people feed confidence off your action"</i>
Affecting the team image	<i>"...your actions affect the image of the team and not only you as an individual player"</i>
The bigger picture	<i>"...being able to see the bigger picture before it appears , to control the team atmosphere from pressure , arrogance, complacency and doubt"</i>

Research participants reflected that the added responsibility doesn't necessarily add pressure as preparation allows the person to deal with this. Decision-making was highlighted as a core part of any additional pressure experienced: *"The main difference I can think of is as a captain you have to make decisions that the team must adhere to, whether it's a right or wrong decision..."*

**Table 8. No added pressure in the role as captain**

Accountability	<i>"It doesn't add pressure, but it does make me feel more accountable towards the institution, sponsors, supporters..."</i>
Every player contributes	<i>"If every player does his job and takes control of his roles and</i>

	<i>responsibility then the team would be moving in the right direction"</i>
Preparation reduces pressure	<i>"Not really. I feel a captain must prepare so that being captain does not place pressure on his own performance"</i>
Pressure improving performance	<i>"I think it is added pressure, but I think it's a good pressure that can enhance your performance if you channel the pressure correctly"</i>
The individual must control it	<i>"...you as a leader dictate how sizeable the pressure becomes"</i>

#### 5.2.4 Decision-making as captain

The importance of decision-making as team or individual task was addressed by study participants in Table 9 and **Error! Reference source not found.** A theme that strongly surfaced was that of the environment as deciding factor in which type of decision-making is appropriate as emphasised by a participant: *"I'm expected to make a well calculated decisions based on the scenario at hand"*

**Table 9. Guidance and input from others**

Collective decision making	<i>"I try to get the most possible information from fellow teammates and coaches and then make decisions based on that"</i>  <i>"...because our team has a lot of strong leaders, make use of other leaders within the team to make decisions"</i>
Situation/ scenario at hand	<i>"so it's not totally autocratic or democratic ,but depends on the situation at hand"</i>
Delegation of roles and decisions	<i>"I used them to sort out finer details and to give me time to focus on the more important decisions"</i>
interaction	<i>"I prefer to interact and ask for suggestions"</i>
Leadership group	<i>"...we have a designated leadership group"</i>

Seeking insight	<i>"I do seek insights that help me make certain decisions"</i>
-----------------	---

### 5.2.5 Relationship between coach and captain

The importance of an open relationship built on trust between the coach and captain was emphasised by research participants: *"that is why I feel that the relationship between the coach and players is needed to achieve success."* The captain plays an important 'bridging' role between the coach and the players: *"the captain is basically the link between the coach and players"* in communicating the vision of the coach: *"Yes, the captain is the one who passes on the vision of the coach to the players."*

**Table 10. Importance of quality relationship between coach and captain**

Communication channels	<i>"Yes, I believe it is very important seeing that the captain is the link between the coach and the players"</i>
Information flow	<i>"it is very important for the flow of information"</i>
Think like one person	<i>"yes, the captain and coach must be like one person"</i>
Trust	<i>"the better the relationship is the more trust there will be in the decision making process in the squad"</i>
Team cohesion	<i>"Yes, I think it is very important, especially for team cohesion"</i>
Team environment	<i>"this will also allow the captain to give the coach accurate feedback on how the team environment is"</i>
Healthy team climate	<i>"helps with the culture and healthy climate in the squad"</i>

In the situation where there is not an open relationship between the coach and captain built on trust, research participants expressed the following consequences as highlighted in Table 11.

**Table 11. Effects of weak relationship between coach and captain**

No teamwork	<i>"everyone must be on the same wave length otherwise there will be no teamwork and everyone in the team will worry over it"</i>
Conflict of thought	<i>"if you have a bad relationship it causes conflict of thought"</i>
Split the team apart	<i>"if this relationship turns bad it can completely up root and split the team apart"</i>
No clarity	<i>"...there might not be clarity and therefore create insecurities in the team."</i>

### 5.2.6 The role of communication in leading a team

Effective communication within a team environment is needed for the team to be successful. The role of effective communication and understanding between players and the captain is crucial for a team to function as a unit: *"everyone needs to understand their individual roles and the roles of the person`s alongside them."*

**Table 12. The need for communication to achieve success**

Information	<i>"information must be carried over in this way between players and coaches otherwise no one will know what to do"</i>
Good team environment	<i>"communication and also a environment where players and management have a platform and opportunity to speak freely and express themselves"</i>
Understanding	<i>"..clear communication will cause good understanding" "by doing this you ensure everyone understands the process at hand"</i>
Key factor	<i>"Yes, communication is a key factor to success"</i>
Opinions to be heard	<i>"everyone in the team has their own opinion and it is very important that everyone must be heard"</i>

Clarity	<i>" Yes, because it gives clarity about the goals of the team"</i>
No misunderstandings	<i>"...This is so that there is no misunderstandings, etc"</i>
Build relationships	<i>".. it can be used to build relationships"</i>
Keep accountable	<i>"people will therefore keep each other accountable regarding certain responsibilities"</i>

One of the responsibilities of the captain is that of maintaining team cohesion. The importance of team cohesion was highlighted by study participants as giving a team an advantage; increases chemistry and creating an environment in which players 'stand up' for each other: *"... the better we will stand up for each other on the field."*

**Table 13. Impact of social cohesion**

Decreases weakness	<i>"This closes the team`s "weakness gap" due to players helping each other"</i>
Success	<i>"...I believe it contributes massively to success"</i>
Giving an advantage	<i>".. this gives an advantage"</i>
Increases chemistry	<i>"...cause it increases chemistry and starting to learn each others habits"</i>
Helping each other	<i>"if a guy is in a fight and he is your friend you will help him"</i>
Playing for each other	<i>"...it creates an environment where players play for each other"</i>
Influence performance	<i>"..and this influences performance and results"</i>
Less conflict	<i>"this will also mean less conflict when the going gets tough"</i>
Team environment	<i>"..the team environment is improved if the team cohesion is better"</i>

### 5.2.7 The role of peer leaders in a team environment

The importance of delegating responsibility to peer leaders in an elite sport environment was emphasised by research participants: *“responsibility must be shared and with a strong leadership group working together towards a common goal.”*

**Table 14. Role of peer leaders in team environment**

Influence	<i>“they have a huge set of influence being good or bad”</i>
Delegation of roles in team	<i>“I divide these responsibilities between myself and the other leaders within the group”</i>
Achieving success	<i>“if all the leaders come together then it will help the team to achieve success”</i>
Influential	<i>“...peer leaders are also influential figures “</i> <i>“this is because they have certain influence on other teammates”</i>
Respect	<i>“...which other team members look up to”</i> <i>Other teammates look up to them”</i>
Lesson the load	<i>“they lesson your load”</i>
Support	<i>“..as well as support and help the captain”</i> <i>“Captains and coaches need good support from the team”</i>

### 5.2.8 Impact of captaincy role on performance as player

Research participants reflected on the impact of the role of captaincy on their performance as player as having a positive impact on their performance: *“so the overall influence was a positive one.”* Other impacts included the creation of a sense of ownership, a sense of calmness that are brought about in the role, and the motivation to work harder. See

**Table 15. Impact of captaincy on player performance**

Dependent on individual factors	<i>"it depends on how you handle it and how you make it count"</i>
Positive impact	<i>"usually positive because I enjoy the challenge and responsibility"</i> <i>"it has influenced me positively"</i> <i>"I've personally been affected in a positive way"</i> <i>"I think it has affected my performance positively"</i> <i>"I feel it has affected my performance in a positive way"</i>
No affect	<i>"it affected me in no way"</i>
Sense of ownership	<i>"I say this comfortably as it has created a sense of ownership"</i>
Accountability	<i>"and accountability"</i>
Calmness	<i>"as soon as I am picked as a leader then it brings a sense of calmness over me"</i>
Leading by example	<i>"... as it put me in a position to lead my team by example"</i> <i>"...because as a captain I wanted to set an example"</i>
Working harder	<i>"this is because I now work harder than everyone else because I want to lead the way"</i>
Time management	<i>"my time management has improved because being late is not a option"</i>
Knowledge of the game	<i>"I've had to study the game so that I always make the best decisions on the field. This has made me gain further knowledge on the game"</i>
Confidence	<i>"...now I feel more confident"</i>
Energy	<i>"I believe I draw a lot of energy from that"</i>
Set of challenges	<i>"captaincy comes with its own set of challenges as well as having"</i>



	<i>to deal with the challenges of the game”</i>
More structured	<i>“my game play became more structured and relaxed”</i>
Thinking further	<i>“when I`m placed in a captaincy position I tend to think more before I do”</i>

### 5.3 CHAPTER CONCLUSION

Chapter Five presented the results of the data per thematic analytical group. The role of captain of a sport team carries additional responsibility, however from data it became apparent that players perceive that additional responsibility to be a motivating factor. The function of the captain as bridge between the coach and the players surfaced as an important role played by the respective captains. It was further emphasised that this leadership role should not be shouldered alone and that the responsibility must be shared with peer leaders in the team. Clear communication was also highlighted as important ingredient in achieving team cohesion and, as a result, to be successful as team. Chapter Six will now present the study conclusions and the recommendations for further study.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.1 INTRODUCTION

In Chapter One it was put forward that sport captaincy are a position in a team that may impact a player's performance either positively or negatively. In this chapter the conclusions drawn from research results and interpretation will be utilised to develop the study recommendations and final conclusions. The research question for this study was formulated as:

*'How does the role of sport captaincy impact on the overall performance of an athlete?'*

In Chapter One the objectives of the study were formulated as:

- To distinguish the role of captaincy from that of player position on provincial level;
- To identify and understand the factors impacting on how the role of captaincy is perceived and experienced by the player;
- To determine whether the added pressure related to the role of captaincy have an impact on a player's performance.

Conclusions and recommendations will consequently be presented according to the above stated objectives.

#### 6.2 CONCLUSIONS

##### 6.2.1 Overall Conclusion

Results of the study confirmed that the role of sport captaincy impacts on the overall performance of an athlete on provincial level. The findings generally showed that sport

captaincy impacts the performance of an athlete in a positive way and can be seen as beneficial to the athlete.

### **6.2.2 Objective specific conclusion**

Objective specific conclusions will be presented below according to the stated objectives of the study.

#### ***6.2.2.1 The role of sport captaincy on provincial level***

- The sport captain is responsible for bringing the gap between the coach and the players and serves as the communication channel between the coach and the players.
- The sport captain is responsible for helping to create a team environment in the team of support unity where “senior” and “junior” players in the team can be confident in each other and believe in each other.
- The sport captain is responsible for making the final decision on the field and is also responsible for making the correct decision as far as possible.
- The sport captain is also expected to lead by example and to put the interest of his teammates before the interests of his own.
- The sport captain is responsible for getting to know the players in his team better on and off the field. This will result in players believing in each other more and standing up for each other on and off the field.

- The sport captain is responsible for giving his teammates direction and guidance towards the goal that was set out by the team and the goal that the team wants to achieve.
- The sport captain should be open to new ideas and brainstorming with the rest of the team and should be able to listen to teammates opinions.
- The sport captain must be able to lead as one of the members of the team and not see himself as bigger as his teammates in the team.

***6.2.2.2 Factors impacting on the perception and experience of the role of captain by the player.***

- The added responsibility that comes with being captain is a factor that impacts the way captaincy is experienced. The captain has more responsibility than his teammates like making decisions that are important towards the success and failure of the team. The teammates must just focus on their roles that they must do while the captain is responsible for focusing on the team and his roles.
- The media is a factor that impacts the way captaincy is seen by players. The media puts a lot of pressure on players and coaches to perform successfully and this results in added pressure on the captain to do well. Media obligations like interviews and pre and post match conferences also put added pressure on the captain.
- The added accountability for decisions that comes with being a sport captain is a factor that impacts the way captaincy is experienced by players. The captain is responsible for making decisions during a game that could win them the game or lose the game and he

must be held accountable for the decisions that he makes. Captaincy also makes the captain feel more accountable towards the team, coach, media, and sponsors.

- The fact that a captain need to inspire his team and teammates is also seen by players as a factor that affects the experience and role of being a captain. The captain needs to motivate and inspire players through is his own performance and words and this adds pressure on the captain to perform well.

### ***6.2.2.3 Impact of added pressure related to the role of captain on a player's performance***

- The added pressure of the role of captaincy has had a positive effect on the performance of the players.
- The added pressure has given players a sense of ownership and accountability.
- The added pressure has given players a sense of calmness the helps them with the decision making.
- The added pressure has put players in a position to lead his teammates by example and thus improved his performance as well.
- The added pressure has given player the chance to understand the rules of the game better and getting more knowledge of the game as the in depth understanding of the rules is needed in order to make informed decisions.

- The added pressure has made players improve their time management more as being late and unprepared is not an option for them.
- The added pressure has put players in the position to think further and more before making a decision.
- The added pressure has resulted that players are working harder than everyone else in the team in order to lead the way and set an example to everyone else.
- The added pressure has given players more confidence and energy.

### **6.3 RECOMMENDATIONS**

Consistent with the aims of the study the following recommendations regarding the impact of the role of captain on the performance on a player's performance, the following recommendations are proposed:

- The role of being a sport captain must be thoroughly explained to the athlete and what is expected of him. It should be told to the athlete that he is responsible for creating a team environment where athletes can be themselves and express themselves the best way possible.
- Sport captain`s are also expected to lead the way by their own actions and to act as a channel of communication between the players in the team and the coach. This will result in an effective flow of communication and result in no information getting lost between coach and players.

- The captain`s job is also to give direction and guidance to his fellow teammates and listen to his fellow teammates opinions and ideas , but at the end of the day still be responsible for making the final decision. If this is thoroughly explained to athlete who is becoming captain`s of their respected teams then this could assist them to understand better what is expected of them and what they need to do in order to be successful as a captain and then eventually perform better on the field.
- The captain should also understand what factors will have an impact in the experience of being a captain and has to develop and strategy to incorporate these factors into his leading style so that these factors can be used positively instead of seeing it as a negative. These factors include the effect of media on captaincy, the added responsibility and accountability that comes with captaincy and the responsibility of inspiring the team through his own actions and words. Once these factors can be incorporated into a proper leadership strategy, this will then significantly improve the chances of being successful as a captain and then overall improving performance on the field.
- The management and coaching leadership team will have to rethink how and to what extent a players is ready to take on the responsibility of captaincy.

#### **6.4. IMPLICATIONS FOR FURTHER RESEARCH**

The findings of this study raised several questions regarding the position of captain in a sports team. These questions present as possible future areas of exploration and include:

- How are the factors that are perceived to have an impact on the role on captaincy used to improve the performance of the athlete?
- What is the impact of individual factors such as the media, added accountability, the responsibility of having to motivate the team on the captain as individual?

- How can athlete training and preparation be structured to mentally prepare athletes for the role of sport captaincy?
- How can the process of declining a captaincy position be managed by the sport's management team to assist players to play in a position that they are comfortable in, including that of leadership positions?

## **6.5. FINAL STUDY CONCLUSION**

This study endeavoured to find out how the role of sport captaincy will impact the overall performance on an athlete. After assessing all the findings of the study it can be said that the role of sport captaincy has a positive effect on the overall performance on an athlete and can be seen as beneficial to the athlete. There are a lot of benefits than can be seen in the study that helps the athlete to perform better on and off the field. Sport captaincy gives athletes a sense of ownership, accountability, more confidence, and more energy and helps their performance by helping them to manage their time better and bringing a sense of calmness to them. Sport captaincy also results in athletes working harder and trying to lead by example on and off the field. Overall the study confirmed that sport captaincy is beneficial to provincial athletes and improves their performance.



## References

*athletesassessments.com*. (n.d.). Retrieved 08 02, 2016, from Captain and leadership explored: [http://athletesassessments.com/articles/Athlete\\_Leadership\\_Sport\\_Captain\\_Development.html](http://athletesassessments.com/articles/Athlete_Leadership_Sport_Captain_Development.html)

Barrow. J. (1977). The variables of leadership. A review and conceptual framework. *Academy of management review*, 2, 231-251.

Beauchamp, M.R., Bray, S.R., Eys, M.A. and Carron, A.V., (2005). Leadership behaviors and multidimensional role ambiguity perceptions in team sports. *Small Group Research*, 36(1), pp.5-20.

Believe perform. (2013). *leadership and the role of leaders in sport*. Retrieved 10 28, 2016, from Believe perform: <http://believeperform.com/coaching/leadership-and-the-role-of-a-leader-in-sports/>

Boerner, S., Eisenbeiss, S.A. and Griesser, D., 2007. Follower behavior and organizational performance: The impact of transformational leaders. *Journal of Leadership & Organizational Studies*, 13(3), pp.15-26.

Chelladurai, P. (2007). Leadership in Sports. In G. Tenenbaum & R.C. Eklund (Eds.) *Handbook of Sport Psychology*. New York: Wiley.

Cherry, K. (2016, 10 05). *The Major Leadership Theories*. Retrieved 05 04, 2017, from Verywell: <https://www.verywell.com/leadership-theories-2795323>

*Changing minds*. (n.d.). Retrieved 09 10, 2016, from what is critical theory: [http://changingminds.org/explanations/critical\\_theory/concepts/critical\\_theory\\_is.htm](http://changingminds.org/explanations/critical_theory/concepts/critical_theory_is.htm)

Creswell, J. W. (1994). *Research design*. Washington: Sage.

Cotterill, S.T. and Fransen, K., 2016. Athlete leadership in sport teams: Current understanding and future directions. *International review of sport and exercise psychology*, 9(1), pp.116-133.

DAY, H.-P. S. (2004). Assessing the burdens of leadership: effects of formal leadership roles on individual performance over time. In H.-P. S. DAVID V.DAY, *Personnel Psychology* (pp. 573-603). Pennsylvania: Blackwell Publishing.

EKLUND, G. T. (2007). *Handbook of sport psychology*. New Jersey: Wiley & Sons.

Gill, E. (2014, 11 25). *What is Democratic/Participative Leadership? How Collaboration Can Boost Morale*. Retrieved 05 09, 2017, from St.Thomas university online: <http://online.stu.edu/democratic-participative-leadership/>

Gregory Stone, K. P. (2005, 05). *The History of Leadership Focus*. Retrieved 05 03, 2017, from School of leadership studies- Regent university: [http://www.regent.edu/acad/sls/publications/conference\\_proceedings/servant\\_leadership\\_roundtable/2005/pdf/stone\\_history.pdf](http://www.regent.edu/acad/sls/publications/conference_proceedings/servant_leadership_roundtable/2005/pdf/stone_history.pdf)

Hsin-Yi Cohen BSc, M. (2016, 1 30). *leadership expert*. Retrieved 06 16, 2016, from a sports team captain: <http://www.leadershipexpert.co.uk/sports-team-captain.html>

IHSAA Student Advisory Committee. (2004). *Captain`s Handbook*. Indianapolis: Indiana High School Athletic Association.

Jay J.Coackley, E. P. (2014). *Sport in society*. United States: McGraw Hill Higher education.

Jones, I. (2015). *Research methods for sport studies*. New York: Routledge.

Kouzes, J.M., 2014. *The Five Practices of Exemplary Leadership-Technology* (Vol. 292). John Wiley & Sons.

Leadership Central. (2017). *Behavioral theories of leadership*. Retrieved 05 06, 2017, from Leadership central: <http://www.leadership-central.com/behavioral-theories.html#axzz4gOJtQcpl>

Leadership-central.com. (2017). *Fiedler`s contingency theory*. Retrieved 05 04, 2017, from Leadership-central.com: <http://www.leadership-central.com/fiedler's-contingency-theory.html#axzz4g7jX3ZPy>

Loughead, T.M. and Hardy, J., 2005. An examination of coach and peer leader behaviors in sport. *Psychology of sport and exercise*, 6(3), pp.303-312.

MANAGEMENT STUDY GUIDE. (2017). *Transactional Leadership Theory*. Retrieved 05 06, 2017, from MANAGEMENT STUDY GUIDE: <https://managementstudyguide.com/transactional-leadership.htm>

Michel, E. (2011, 11 18). *The Leadership Institute at Harvard College*. Retrieved 05 03, 2017, from The Leadership Institute at Harvard College: <https://harvardleadership.wordpress.com/2011/11/18/definingleadership/>

MSG. (2017). *The Great Man theory of leadership*. Retrieved 05 04, 2017, from The Great Man theory of leadership: <http://www.managementstudyguide.com/greatmantheory>.

Niclas Unnervik, D. E. (2012, 02 14). *Leadership, dual leadership and team*. Retrieved 05 12, 2017, from Leadership, dual leadership and team: <http://fileadmin.cs.lth.se/cs/education/EDA270/Reports/2012/UnnervikEverlof.pdf>

Northouse, P. (2016, 06 14). *The History of Leadership Studies and evolution of leadership theories*. Retrieved 05 04, 2017, from The History of Leadership Studies and evolution of leadership theories: <https://toughnickel.com/business/TheHistoryofLeadershipStudiesandEvolutionofLeadershipTheories>

*Oklohoma State University*. (n.d.). Retrieved 08 20, 2016, from Duties of a team captain: <http://wellness.okstate.edu/intramural/policies/captain-duties>

Oxford Dictionary. (n.d.). *Oxford Dictionary*. Retrieved 10 29, 2016, from Oxford Dictionary: <http://www.oxforddictionary.com>

Pilus, A.H.M. and Saadan, R., 2009. Coaching leadership styles and athlete satisfactions among hockey team. *Journal of Human Capital Development (JHCD)*, 2(1), pp.77-87.

PSYCHOLOGIA. (2017). *Participative Leadership Theory and Decision-making Style*. Retrieved 05 05, 2017, from PSYCHOLOGIA: <http://psychologia.co/participative-leadership/#pros>

Raelin, J.A., 2012. Dialogue and deliberation as expressions of democratic leadership in participatory organizational change. *Journal of Organizational Change Management*, 25(1), pp.7-23.

*Search inside yourself*. (2016). Retrieved 08 08, 2016, from Search inside yourself: <https://siyi.org/what-is-leadership-what-makes-good-leader/>

Skogstad, A., Einarsen, S., Torsheim, T., Aasland, M.S. and Hetland, H., 2007. The destructiveness of laissez-faire leadership behavior. *Journal of occupational health psychology*, 12(1), p.80.

Spahr, P. (2014, 11 25). *What is Bureaucratic Leadership? How Rules Can Guide People*. Retrieved 05 08, 2017, from St.Thomas university online: <http://online.stu.edu/bureaucratic-leadership/>

*The Hersey-Blanchard Situational Leadership® Theory*. (2017). Retrieved 05 06, 2017, from mindtools.com: [www.developingpotential.com.au](http://www.developingpotential.com.au)

Taylor, J. & Wilson, G.S. (2005). *Applying Sport Psychology: Four Perspectives*. Champaign, IL: Human Kinetics.

Verywell. (2017). *What Is Autocratic Leadership?* Retrieved 05 08, 2017, from Verywell: <https://www.verywell.com/whatisautocraticleadership2795314>

Vincer, D.J. and Loughhead, T.M., 2010. The relationship among athlete leadership behaviors and cohesion in team sports. *The Sport Psychologist*, 24(4), pp.448-467.

Wordpress.com. (2012, 03 29). *Wordpress.com*. Retrieved 05 04, 2017, from culcchinta: <https://culcchinta.wordpress.com/2012/03/29/theories-and-models-of-leadership-and-management-2/>